Archival Issues

Journal of the

Midwest Archives Conference

Volume 31, Number 1, 2007

CONTENTS

ISSN 10674993

Archival Issues

Journal of the Midwest Archives Conference

Volume 31, Number 1, 2007

CONTENTS

PUBLICATION REVIEWS

EDITORIAL POLICY

Archival Issues, a semiannual journal published by the Midwest Archives Conference since 1975, is concerned with the issues and problems confronting the contemporary archivist. The Editorial Board welcomes submissions related to current archival practice and theory, to archival history, and to aspects of related professions of interest to archivists (such as records management and conservation management). We encourage diversity among topics and points of view. We will consider for publication submissions of a wide range of materials, including research articles, case studies, review essays, proceedings of seminars, and opinion pieces.

Manuscripts are blind reviewed by the Editorial Board; its decisions concerning submissions are final. Decisions on manuscripts will generally be made within 10 weeks of submission, and will include a summary of reviewers' comments. The Editorial Board uses the current edition of *The Chicago Manual of Style* as the standard for style, including endnote format.

Please send manuscripts (and inquiries) to Chair William Maher. Submissions are accepted as hard copy (double spaced, including endnotes; 1-inch margins; 10-point or larger type), or electronically (Microsoft Word, WordPerfect, or .rtf files) via E-mail attachment or CD-ROM.

Publication Reviews

Archival Issues reviews books, proceedings, Web publications, and other materials of direct relevance or interest to archival practitioners. Publishers should send review copies to Publication Reviews Editor Jennifer Thomas. Please direct suggestions for books, proceedings, Web publications, other materials for review, and offers to review publications to the publication reviews editor.

Subscriptions

Subscriptions to *Archival Issues* are a part of membership in the Midwest Archives Conference; there is no separate subscription-only rate. Membership, which also includes four issues of *MAC Newsletter* and reduced registration fees for MAC's two yearly meetings, is $30 per year for individuals and $60 per year for institutions. See http://www.midwestarchives.org/membershiptypes.asp for more information about memberships. Members outside of North America may elect to have the journal and newsletter mailed first class rather than bulk mail, at additional cost.

Single issues of the journal are available at $15, plus $1 shipping and handling.

Please direct inquiries regarding membership and purchase of journal copies to Greg Brooks, Administrative Services Liaison, Midwest Archives Conference, 4300 South U.S. Highway One, #203–293, Jupiter, FL 33477, E-mail: membership@midwestarchives.org.

Advertising

Display advertisements in black ink are accepted at the following rates: full page, $250; 1/2 page, $150; 1/4 page, $75; 1/8 page, $50. These rates are discounted 20 percent for a one-volume (two-issue) commitment. Ads supplied via E-mail or on disk are preferred; camera-ready black and white acceptable. No bleed pages.

Archival Issues is pleased to consider exchange ads with other archival publications and with publications of other organizations that may be of interest to our readers.

MAC offers advertisers several easy and effective ways to market products, services, and announcements. These outlets include its newsletter, journal, annual meeting program, and Web site. For all advertising rates, please see the Vendor Rate Card at www .midwestarchives.org/MAC_advertising_rates_Full.pdf.

All invoices for advertising are handled by the vendor coordinator. Payment is due within 30 days of receipt of invoice.

For information concerning exhibits and sponsorships during the annual meeting, please contact MAC Vendor Coordinator Shari Christy, 33 N. Grand Avenue, Fairborn, OH 45324; phone: 937-879-7241; mac.vendor@zoomtown.com.

Awards

A panel of three archivists independent of the journal's Editorial Board presents the Margaret Cross Norton and New Author awards for articles appearing in a two-year (four-issue) cycle. The Norton Award was established in 1985 to honor Margaret Cross Norton, a legendary pioneer in the American archival profession and the first state archivist of Illinois. The award recognizes the author of what is judged to be the best article in the previous two years of *Archival Issues* and consists of a certificate and $250. The New Author award was instituted in 1993 to recognize superior writing by previously unpublished archivists, and may be awarded to practicing archivists who have not had article-length writings published in professional journals, or to students in an archival education program. Up to two awards may be presented in a single cycle.

Margaret Cross Norton Award

The winner of the Margaret Cross Norton Award, given to the author of the best article published by any author in volumes 29 and 30, was Joel Wurl, for his article, "Ethnicity as Provenance: In Search of Values and Principles for Documenting the Immigrant Experience," in volume 29:1. In making the award, the committee noted that the article will become a classic in the field because he used his personal experience to write an essay challenging archivists to rethink provenance for ethnic archives in which stewardship replaces custodianship.

New Author Award

For the New Author Award, which recognizes superior writing by previously unpublished archivists, the committee chose Colleen McFarland, for her article, "Documenting Teaching and Learning: Practices, Attitudes, and Opportunities in College and University Archives," from volume 29:1. The committee found the article was both interesting and provocative about an area that is relatively unknown to archivists, the scholarship of teaching and learning. It reminds archivists to look beyond the walls of scholarship to enhance understanding of areas we are trying to document and by proposing a new strategy for documenting teaching and learning.

THE EDITORIAL BOARD

HEAR THEM ROAR: CHALLENGE AND COLLABORATION IN PUTTING THE GEORGIA WOMEN'S MOVEMENT ORAL HISTORY PROJECT ON THE WEB

BY MORNA GERRARD

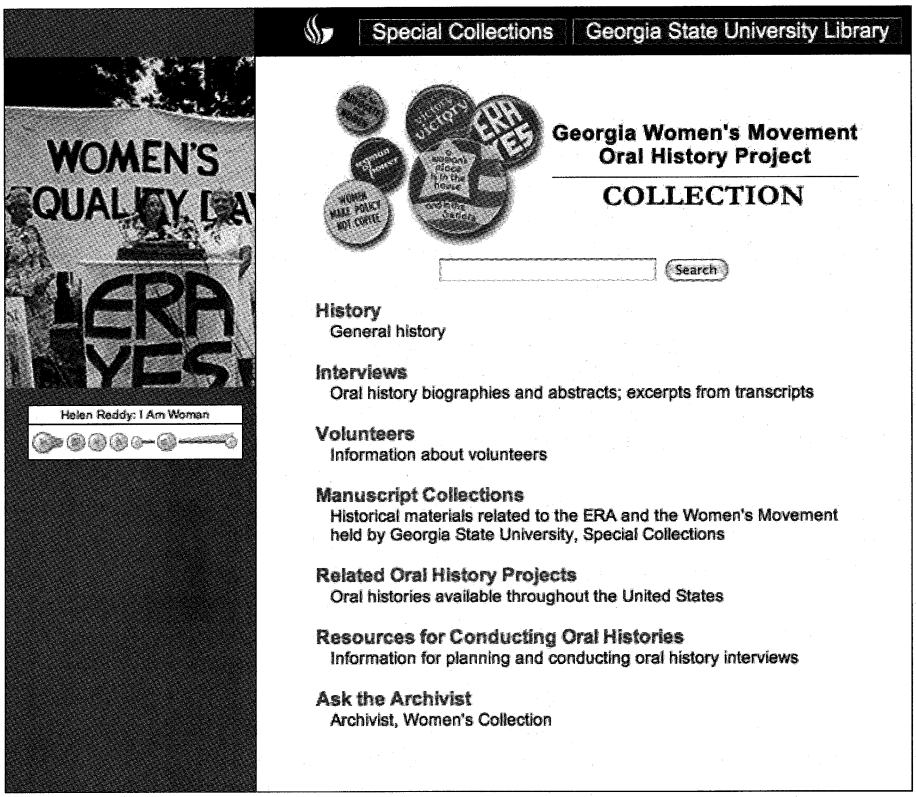


Figure 1. The home page of the Georgia Women's Movement Oral History Project Web site.

ABSTRACT: Managing a traditional oral history project is a demanding undertaking. Arranging interviews and keeping track of work flow, paperwork, preservation, description, and access require organizational skills and patience. Making oral histories available on the Internet presents additional challenges, since the archivist is forced

to consider previously unexplored technologies and make decisions about content, design, work flow, and site navigation.

The purpose of this case study of the Georgia Women's Movement Oral History Project on the Web (GWMOHP) is to provide insight into the decision-making process and creation of a Web-based presentation designed to showcase oral histories, and to illustrate the importance of collaboration with systems specialists in that process. It also considers the impact of developments in technology on the future of this and similar projects. Finally, it highlights a number of lessons learned throughout the process about the traditional management of the oral history project itself.

Literature Review

Articles about oral history in the archival literature do not tend to highlight collections of women's oral histories or Internet accessibility, but rather discuss the management of oral history projects and collections or the documentary value of the interviews. As early as 1973, archivists were discussing their role in managing oral history programs. An excellent and still-relevant article by the Society of American Archivists' Committee on Oral History, "Oral History and Archivists: Some Questions to Ask," considers "to what extent is under-utilization of interviews caused by the inability of researchers to locate oral history collections pertinent to their subject," and to what extent should oral histories be made available to the general public? Ronald L. Filippelli's 1976 article, "Oral History and the Archives," more fully considers some of the points raised in the 1973 report, including whether the archivist or a subject specialist should be conducting interviews, and, considering the cost in time and money of maintaining oral history programs, whether oral history interviews should actually be housed and managed within an archives, or be managed by an outside entity, with the archivist acting as the conduit for delivering access to interviews. Among the literature that considers the documentary value of oral histories, one example is Ellen D. Swain's article, "Oral History in the Archives: Its Documentary Role in the Twenty-first Century."[1]

Where archival literature focuses on such administrative questions, the literature produced by historians, and in particular those who specialize in women's history, tends to focus on the use of oral history to document previously under-documented lives: Joan Sangster writes, "The feminist embrace of oral history emerged from a recognition that traditional sources have often neglected the lives of women, and that oral history offered a means of integrating women into historical scholarship." From time to time, women's history journals have highlighted the importance of oral history.[2]

Within the literature of the oral history community, much has been written about women, mostly in the form of case studies based on interviews with women. One example is Marian Mollin's "Communities of Resistance: Women and the Catholic Left of the Late 1960s." Oral historians have not produced a great deal of literature about accessibility of interviews, particularly via the Internet. Donald A. Ritchie's classic

oral history text, *Doing Oral History*, includes a very small section about presenting oral history via computers and interactive video, but fails to provide any guidelines for doing so. In a 1999 edition of *Oral History Review*, Ritchie does address future possibilities for presenting oral histories on-line, and in particular talks about the philosophical challenges of making oral histories available on the Web in a format that is not only physically different from the original, but is also more widely accessible than interviewees ever expected. In that same edition of *Oral History Review* Bret Eynon highlights the benefits of enabling researchers to listen to oral histories as well as view transcripts.[3]

Some journals include articles about new oral history Web sites, though mostly they provide general descriptions or are simply reviews.[4] While preparing to create the Georgia Women's Movement Oral History Project Web site, the archivist found no literature that offered practical advice for her future endeavors. Although the current literature discusses the issues of practice, use, and general administration, it is lacking in its discussion of access, and in particular, access via the Internet. The purpose of this discussion is to begin to fill this gap in the professional literature.

Background

Georgia State University's Special Collections Department was established in 1971, as the Southern Labor Archives. Through the years, the department has expanded to include University Archives and Rare Books, the Popular Music and Photographic Collections, and the Georgia Government Documentation Project (GGDP). Oral histories have routinely been collected as part of the Labor, Music, GGDP, and University collections. In 1995, after many years of faculty lobbying, Georgia State University (GSU) established the Women's Studies Institute. That same year, the Women's Collection was established in Special Collections. The primary purpose of the collection was to document the history of the second wave of the women's movement (1960s to late 1970s/early 1980s), and in particular, Georgia's failure to ratify the Equal Rights Amendment.

While the first women's archivist (who worked part time) began contacting the primary activists in the Georgia women's movement regarding their personal papers, the staff of the GSU Women's Studies Institute and a few volunteers, using Marantz tape recorders, began to collect oral histories from movement leaders and participants. Although the majority of interviewees were women, the group did include men. The plan at that time was to have the Women's Studies Institute conduct the interviews, and the women's archivist receive the audiocassettes and arrange dubbing, housing, transcription, and access to the finished product. After the founding director of the Women's Studies Institute retired from Georgia State in 1998, responsibility for the entire project gradually shifted to Special Collections. From late 2003 through 2004, the part-time women's archivist, the director of the Women's Studies Institute and the head of Special Collections worked together to negotiate the project's official transfer to Special Collections.

The current work flow for the project is a cooperative effort between many different individuals. Interviews for the histories included in the project are conducted by a group of volunteers, including two Special Collections staff members and the women's archivist. The group meets quarterly to provide progress updates, and to plan for upcoming interviews. The department's office administrator creates transcripts, or, when her services are unavailable, endowment funds are used to outsource transcription, at a cost of between $200 and $300 per interview. Each transcript receives a preliminary edit (which involves marking up the text while listening to the audio) by the archivist, a staff member, or a student, after which the archivist completes a second edit and final read-through. Then a copy of the transcript and an audio CD-ROM containing the interview are sent to the interviewee. The interviewee is asked to examine the transcript and make corrections to names of places and people. Of course, if the interviewee wants to add information that clarifies or further illuminates part of her story, she is encouraged to do so; in those cases, the additions are highlighted with square brackets. If an interviewee wished to remove text because it contained sensitive or confidential information, she and the archivist would negotiate the scope of the redactions and a possible timeline for returning them to the transcript. To date, this has not been an issue.

Information about the oral history is added to the GWMOHP finding aid,[5] and a catalog record is created, submitted to one of the professionals in the Library's Catalog Department for corrections, and uploaded to OCLC. A "parent" catalog record is created for the collection, and "child" records are made for individual interviews. A link is created from each catalog record to the appropriate spot on the oral history Web page.[6] Copies of the interviews (in audiocassette and CD-ROM format) and transcripts are made available to researchers in the Special Collections and Archives Search Room, and copies are made upon request.

Planning

Before planning the GWMOHP Web site, there were a number of overarching questions to consider. Most importantly, why create a Web site focused on these oral histories in the first place, and who would be involved in its creation? Also, what were the perceived outcomes for the site? and tied to that, who would be using it?

For a number of years before the GWMOHP Web site was conceived of, the Southern Labor Archives' Voices of Labor oral history project and the Georgia Government Documentation Project had maintained a Web presence that had proven popular and useful for researchers and Special Collections staff members. The sites were limited in their scope, providing information about the extent of the oral histories, biographical sketches, and abstracts. In January 2005, discussion turned to the possibility of creating a Web site for the Georgia Women's Movement Oral History Project, focusing on what the archivist and department head wanted the site to achieve. A Web site's potential benefit in assisting with reference requests had already been proven with the Voices of Labor and GGDP sites. At the time, the Women's Collection was underused and the department head was particularly focused on bringing more researchers into

Special Collections. It was decided that the site would serve as a teaser, to draw users. Another important issue being addressed at that time was donor relations. The department had been without a women's archivist for some time, and as a result there had been a dip in donor interest and support. To exemplify the University's commitment to the Women's Collection and make the community aware of the presence of the new women's archivist, the women's archivist wrote an extensive report, *Honoring the Fight for Equal Rights: A Progress Report of the Georgia Women's Movement Project.* This report was mailed to all of the Collection's previous donors. The new on-line presence would enhance the work of this report, and enable the archivist to reach out to existing donors, and to make an impression on future donors.

Before work began, some very important practical questions had to be addressed. First, who would be involved in creating the Web site and be responsible for its long-term maintenance? Though there was strong administrative support for the Web site, resources to create it were limited. While the Special Collections Department at Georgia State University is relatively well staffed, each person who works in the department is responsible for his or her own collecting area or special projects. In addition, the Women's Collection has very limited endowment funds available, so temporarily hiring a technician to assist with the project was not an option. As a result, the project had a core staff of two: the archivist was responsible for content and specialized knowledge of current practices, ethics, and the law; and the library's Web development librarian, as manager of the University Library's Web site, provided his knowledge of what was deliverable within the parameters of GSU policies and available technology. At the outset this appeared to be a lot of work for both members of the project team, but as the project moved along, it became clear that such a small working group resulted in a focused and efficient process to develop strategy and create processes.

The design process was heavily affected by the perceived makeup of the Web site's audience. As an instrument of the special collections department within a university library, one of the site's primary audiences is the student body and faculty, as well as researchers from other institutions. Current donors also had to be taken into consideration, as the site would represent an important part of their lives. Moreover, the archivist also hoped that the GWMOHP Web site could be used to attract future donors of both interviews and manuscript collections, as well as garner financial support. The site was an opportunity to show these constituencies that Georgia State University would manage their interviews and records professionally and with sensitivity.

Another important consideration that shaped decisions for the "look" of the GWMOHP Web site was the fact that it would not exist in a vacuum. The Web pages would be part of the Special Collections Web site, which in turn is part of the University Library Web site. While Special Collections has been given some freedom in its Web presence, it must reflect the library's branding.

The archivist conducted an extensive search of the Internet for model Web sites to help the team plan a site that would accomplish all of its goals. She identified qualities that were appealing and that would be worth replicating, such as ease of navigation and "flatness"—that is, avoidance of elaborate hierarchies that require numerous mouse clicks to get to a destination. She also identified sites with characteristics to avoid—in particular, sites whose purpose was unclear, and those that were so complex that they

were difficult to navigate. Many of the interviewees, who would certainly want to look at their own entries on the site, are in their 70s and 80s, and presumably novice Web users. The archivist planned to use the oral history Web site as a show-and-tell tool for existing and potential donors, and was very aware that the more sophisticated and technologically complex a site is, the greater the risk of parts failing to work during a presentation.

Finally, the archivist wanted to offer what seemed to be a characteristic lacking in other oral history Web sites—the opportunity to read the oral history transcripts and listen to excerpts simultaneously. Bret Eynon writes: "Transcription, no matter how skillful, inevitably flattens the spoken quality of oral memoirs. Reading the transcript and listening to the interview are vastly different experiences. While not the same as witnessing the original interview, listening to a recording connects us to the speaker both affectively and cognitively, facilitating empathy and deepening our understanding."[7] The experience of editing oral histories had convinced the archivist that while transcripts are invaluable tools, the original aural interviews provide researchers with a much richer, more nuanced experience. Bringing the two together promised to create a rewarding and dynamic opportunity for visitors to the site.

Legal and Ethical Issues

Before the oral histories could be prepared for the Web, it was important to make sure that GSU had legal ownership of each interview. Holdings files were checked for release forms signed by both interviewee and interviewer. For those that had not been completed, participants were contacted, or, when necessary, their families or heirs. Previous archivists, in line with common practice, had required that interviewees and interviewers sign different release forms. Interviewer's forms were delivered to the women's archivist with completed oral history tapes. Interviewee release forms were completed months later, after the interviewees read the edited transcripts, made corrections and changes, read the revised transcripts, and finally were satisfied with the contents of the oral histories. This process was not always successful: During the time that archivists were waiting for releases to be signed, some of the interviewees died, some moved, and some simply forgot to sign and return their forms. This resulted in several missing releases.

After a detailed discussion with the GSU Office of Legal Affairs, the process for obtaining releases was changed. Though it was agreed that the best-case scenario was for the interviewee to sign off on the completed transcript, experience had shown that this was problematic. The revised process now requires that both the interviewer and interviewee sign a single form immediately after the oral history interview has been completed (see Appendix 1 for the current release form). This means that interviewees know what is in their oral histories, and subsequently should not feel blind-sided when they see the transcripts. The timing of signing the release also sends a clear message that the interview is, at that point, GSU property, and a more subtle message that GSU controls the content of the finished product.

A significant question, with legal and ethical implications, was whether the Web site would host full transcripts or excerpts. For assistance in this matter, the archivist consulted the GSU lawyers and Dr. Clifford M. Kuhn, an oral history expert and faculty member in GSU's Department of History. At that time, the issue of third-party rights was a hot topic in the oral history community, since oral histories conducted by the University of California, Berkeley, had been cited in a defamation suit.[8] The archivist was aware that a few reminiscences within the oral history collection might cause friction, though probably not enough to bring about a similar lawsuit. She was also reassured by the knowledge that interviews are considered hearsay rather than fact, and that state institutions are, to some degree protected from litigation.[9] Nevertheless, the archivist accepted advice to be conservative with the materials made openly accessible via the Web, and decided to use excerpts only. This was not considered censorship, but rather responsible stewardship, as none of the sensitive sections were edited out of the final product, and the complete oral histories are still available to researchers as part of normal business. Moreover, because the Web site was created as a "teaser," designed to encourage researchers to visit Special Collections, presenting excerpts rather than full transcripts served the site's original purpose.

There are, of course philosophical arguments for presenting full transcripts on the Web, and there is a question of whether failing to do so is doing a disservice to one's users. For the majority of the Women's Collection interviews, there would be no legal or ethical barrier to releasing full transcripts on the Web. However, some interviewees have been more willing to be forthcoming on tape because they discussed the issue fully with the archivist before being interviewed. While interviewees were completely comfortable with having full transcripts available to researchers in the reading room, they felt very differently about the level of exposure possible with full transcripts offered via the Web. They trusted the archivist not to make sensitive passages available on the Web. If the archivist were to insist upon the placement of full histories on the Web site, the interviewees might have been overly careful and provided a selective or sanitized version of a story. Some might have felt that if they did talk frankly, they would regret it, and then be inclined to request that the interview be closed or edited.

Content

Having developed a rough plan for the development, navigation and extent of the GWMOHP Web site, the archivist considered its actual content. At the time work began on the site, approximately 50 oral histories had been conducted. For each oral history, the archivist wanted the site to contain a biographical sketch and abstract, a photograph, and Web-appropriate excerpts that reflected the particular experiences of the interviewee. Some of the interviewees had previously donated manuscript collections, so biographies had been prepared during processing. In a few instances, it was possible to locate photographs within manuscript collections, though for most interviewees, the archivist had to request pictures. In all instances abstracts had to be created, and excerpts selected.

Kurtz, Linda Hallenborg

Transcript Information

Interviewed By: Diane Fowlkes, April 3, 1998
Transcript info: 67 pages (three audio cassettes)
Files: Read Excerpts From Transcript

Kurtz talks about the Georgia Women's Political Caucus

Kurtz talks about the National Women's Political Caucus and the experience of working with other women

Kurtz talks about the day of the vote (for the ERA)

Biography

Linda Hallenborg Kurtz, known as Linda Hallenborg during her years in Atlanta, Georgia, and Washington, D.C., is admired as a political and feminist activist through her work as a lobbyist, administrator, consultant and educator. She was the founder and chair of the Georgia Women's Political Caucus (GWPC), an officer of ERA GA, Inc., vice chair and member of the board of directors of the National Women's Political Caucus (NWPC) and director of governmental affairs for Planned Parenthood of the Atlanta Area. She has also been a lecturer at the University of Pittsburgh, Georgia State University and the Martin Luther King, Jr. Center for Non-Violent Social Change, as well as the president of her own consulting firm, a political strategist and a campaign consultant.

Abstract

Kurtz describes her childhood in Pittsburgh, Pennsylvania as being heavily influenced by her parents' commitment to their Jewish community. She recounts her experiences at Brandeis University where she became involved in campus politics: A participant in the ant-war movement, she was photographed in *Life Magazine* protesting the Vietnam War. After graduating from Brandeis in 1969, Kurtz went on to pursue her MA at the University of Pittsburgh in women's studies and literature. It was there, she says, that she worked at the Moratorium against the War in Vietnam and also at the student health center, where she often helped to connect women who needed abortions with doctors. According to Kurtz, the events that led her to become involved in the women's movement were threefold -- consciousness raising groups that linked the community with intellectual interest, reproductive freedom for women, and equal pay.

Figure 2. Example of intervewee page.

A shared folder was established in the Special Collections network that the archivist and the Web development librarian could access. It contained subfolders for abstracts, photographs, biographies, and excerpts. Also housed in the shared folder was a check-off table that allowed the team to track its work. As development of the Web site moved forward, this check-off table was invaluable for providing a clear view of the big picture, guiding upcoming tasks, and keeping the team on track.

Student assistants worked to create biographies and abstracts, a process that yielded inconsistent results and ultimately required further research. This was done by the archivist and the department's Library Technical Assistant (LTA), who was helping to develop the 2005 annual Women's Collection exhibit, "Hear Me Roar: The Georgia Women's Movement Oral History Project." While reading each interview, the archivist and the LTA looked for two things: excerpts for the exhibit that were short and conveyed a great deal in a few words, and for the Web site, longer, more involved passages. The archivist and LTA decided that each interviewee should have at least one excerpt for the exhibit and one for the Web site. Some had as many as three or four. The transcript excerpts chosen for the exhibit were printed and mounted, and the ones chosen for the Web site were placed in the appropriate shared network subfolder.

Once the excerpts were selected, the corresponding audio had to be located, a job undertaken by a graduate assistant. Unforeseen snags developed during this process. Issues with hardware took more time than expected. The graduate student assistant used clearly marked transcripts to find the beginning and end times for each excerpt on user CDs containing MP3 files, using a CD player in the department's reading room. Once the times had been noted, the student extracted the sound excerpts on a media workstation and then saved them as WAV files, using Sony's Sound Forge software, a program chosen largely because it was already being used for digital e-reserves. Quality control on the recording process showed that many of the sound files did not match the corresponding excerpts. The timing was slightly skewed because the CD player in the reading room and the CD player on the media workstation were calibrated differently, so the work had to be redone.

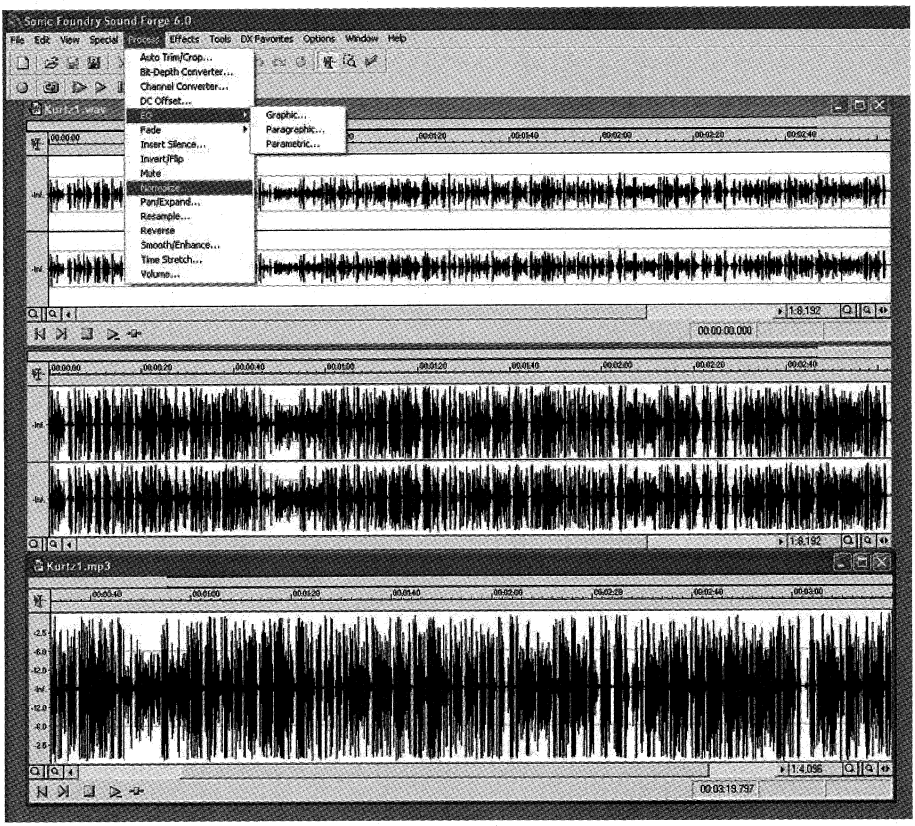


Figure 3. The Sound Forge workspace, showing, from top to bottom: the original WAV audio clip; the normalized WAV audio clip (with equalization to reduce hiss on selected clips); and the final MP3 audio clip.

To facilitate this process, the Web development librarian used Sound Forge software and its appropriate default settings (bit rate: 1411 KB per second; sample size: 16-bit

audio; sample rate: 44 kHz; 2-channel stereo; audio format: PCM [Pulse-Code Modulation]), to run a normalization tool on all of the excerpts, ensuring that all of the files had similar sound levels. Staff then carried out quality control by listening to all of the normalized files. They isolated problem files and applied hiss removal and equalizing tools. They then saved the normalized, corrected excerpts as updated WAV files. Then they burned DVDs to create "archival" copies of the original and updated WAV files. Though uncompressed WAV files tend to be large, they are extremely useful, as they can be used as a base for future migration into many different formats, even formats that may not yet exist.

The staff made user copies of the sound files, using Discreet's Cleaner software to batch-process the updated WAV excerpts into RealAudio files, a format that was being used to support on-line audio projects. Though the use of RealAudio was appropriate at the time, when the University stopped supporting the format, the team decided to transfer the RealAudio files to MP3 files, since this format is currently accessible on any computer. One downside to using MP3 files is that they can easily be downloaded and potentially used out of context by anyone with access to the Web. This was considered to be a reasonable risk, as GSU owns the copyright to all of the oral histories, and only excerpts were being made available. With the uncompressed WAV files already available for batch processing, changing from RealAudio to MP3 files was very easy.

Since the goal was to make the audio and the transcript available on the Web simultaneously, as a final step in quality control, the archivist compared the transcript excerpts to their matching sound files. She discovered that many of the text excerpts did not match the audio, and often the differences were quite significant, specifically because previous archivists had allowed interviewees a certain amount of freedom in editing and embellishing their own transcripts. All transcripts were rechecked against their appropriate sound files, and all required some degree of editing. This necessity for such scrupulous editing to insure fidelity to the original may well be the reason that so few Web sites were providing simultaneous sound and text. New oral histories for the Women's Collection are no longer edited by interviewees, and with the knowledge that the transcripts will be used on the oral history Web site, editing is thorough and clean. As a result, similar discrepancies should no longer be a problem.

The Web site was not created simply to house links to excerpts and sound files. It was also designed to be a resource tool for anyone interested in oral history, women's oral histories, and GSU's women's collections. To that end, the Web development librarian created links to the Georgia Women's Movement manuscript collections (many of which were donated by interviewees), and the archivist searched the Web for other women's oral history Web sites. Links to those sites were listed under "Related Oral History Projects." Guides to conducting oral histories were posted under "Resources for Conducting Oral Histories," and, along with a short history of the project and an "Ask the Archivist" link, the project's volunteers were recognized.

To complete the aesthetic of the Web site, a link was added to a short burst of the classic feminist anthem, Helen Reddy's "I Am Woman." After researching other sites with music excerpts, and keeping in mind that researchers move back and forth between Web pages during research sessions, the team felt that those pages that automatically played music when opened had the potential to annoy users. The team believed that

the most user-friendly option would be to have the music play automatically when the site was first opened, and thereafter allow the user to choose to play the music again during his or her session. To achieve this was impractical without substantial effort, so ultimately, the team opted to make a link to the music available for the user to select when desired.

In October 2005, when the Web site went live, the URL was sent to a number of potential users, and they were asked for input regarding the site's appearance and usability. Testers included everyone who cared to look at it within the University Library, the GSU teaching faculty, colleagues at the Digital Library of Georgia (DLG), and donors and volunteers. The response from those who tested the site was overwhelmingly positive, and the DLG quickly added a link on its Web site and began cataloging the digital files.[10] DLG also highlighted the Web site throughout Women's History Month in 2006.

At the time the GWMOHP site was being developed, the library had begun migrating its site to a Web content management system (CMS). Though the Web development librarian would have preferred that the Oral History site be built using the CMS, the team would have had to delay the project because the Special Collections Web pages were not scheduled to be migrated until a future phase of the CMS migration. In order to stay on schedule, the GWMOHP site was built outside of the CMS, using HTML, but the files and folders were organized to ensure that migration into the CMS would be easy when the time came. The Special Collections site migrated into the CMS in 2006, and the GWMOHP site was moved by copying the contents of the Web pages into the database used by the CMS and re-linking files for the audio excerpts.

Benefits

Although creating an oral history Web page was a labor-intensive and time-consuming undertaking, the benefits of having done so are manifold. On a day-to-day basis, the Web site is extremely useful for conducting reference work, because information about interviewees and the subjects they discussed in their interviews is readily available. It is also useful for staff members in Special Collections who may be providing reference assistance on days the women's archivist is unavailable. Narrowing searches for subjects and interviews by exploring the Web site is more efficient and convenient for researchers than reading through transcripts in the reading room. The fact that users can do a great deal of their preparation from home makes the collection more appealing to researchers from farther afield. Since the Web site went live, the majority of reference requests have come from out-of-state researchers.

Simply having the Web site indexed and available via Google or other search engines not only increases its availability, but also makes its use easier to track. The Web development librarian ran reports on the use of the Women's Collection and GWMOHP Web pages from 2003 to 2007. Throughout those years, use of the general women's collection pages remained relatively static. However, the oral history pages paint a dramatic and extremely positive picture. In 2005, though oral histories were accessible throughout the second half of the year, that fact was not widely publicized until October. Yet by the end of 2005, the oral histories pages had been viewed 5,627

times. By the end of 2006 that number had almost doubled. It is difficult to gauge the number of times the pages were actually viewed in 2007 because the library Web server was moved and reinstalled late in the year. As a result there are no statistics available for October, November, or December of 2007, but the production team anticipates a continued upward trend.

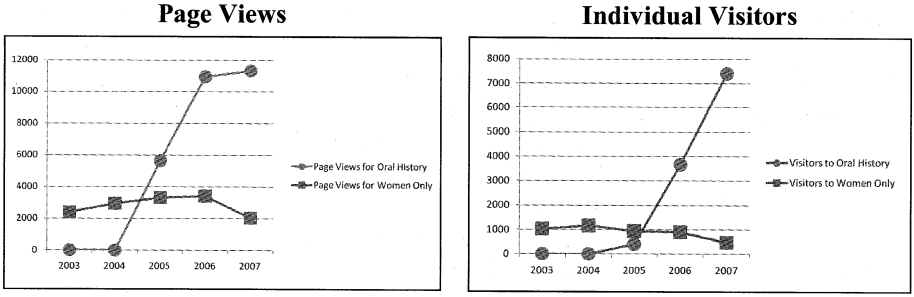


Figure 4. Graphs compare page views and individual visitors to the Georgia Women's Movement Oral History Project Web pages with Women's Collection Web pages, excluding oral histories.

The reports also provided some interesting information that will prove useful for future projects. In particular, it was clear that researchers using search engines were finding the oral history pages using their own search terms rather than established Library of Congress search terms. The most popular search terms included the names of particular individuals as well as phrases such as "women's movement," "Weeks vs. Southern Bell," "Georgia women," "accomplishments of women's movement," "conducting oral histories," and "opposition to the ERA." With this information in hand, the department's archivists are now using and will continue to use a combination of both Library of Congress and social tagging terms for current and future Web-based projects.

The reports also showed how researchers were accessing the GWMOHP Web site. It was not surprising to find that many individuals reached the site through search engines such as Google, Yahoo, Microsoft Network, and AOL NetFind. It was, however, surprising to find that a small number of individuals were using international Google sites, including Google Canada, UK, Turkey, Germany, France, and Australia. A substantial number of visitors were described as having "no referrer." From this it may be deduced that the user came by way of a bookmarked URL, a link in an E-mail, or by typing the URL directly into the address bar. The archivist and the Web development librarian were relieved to find that many of the researchers were accessing the GWMOHP Web site through the GSU library site, and were pleasantly surprised at the number who were accessing the site via the Digital Library of Georgia. These observations confirmed that sharing Web sites with collaborative entities is useful and important. To encourage future collaboration, the department will continue to use DLG guidelines for developing current and future Web resources.

As a donor relations tool, the Web site has proven to be extremely valuable. Interviewees have expressed satisfaction and excitement when they first see their presence

on the Web, and they encourage friends and relatives to visit their section on the site. Potential interviewees and donors are equally enamored of the site. During presentations to groups and individuals, guests are shown how collections are processed and made available electronically via EAD finding aids. Donors appreciate the care and attention given to collections, as well as the level of detail provided in on-line finding aids and catalog records. However, donors experience an emotional response when viewing the GWMOHP Web site. Seeing the faces and words, and hearing the voices of people they know and trust is very powerful. Suddenly potential interviewees want to be part of the project, and be a member of this special group.

The Web site and exhibit also have been useful as an outreach tool. For instance, in October of 2006, the archivist was invited to a League of Women Voters anniversary celebration. She highlighted the oral history project by presenting exhibit panels and mounted text excerpts that had previously been used in the annual women's exhibit, alongside a laptop computer with speakers attached. Celebrants were able to see photographs of friends, as well as hear their voices and read their stories. It was extremely successful as a friend-raising tool. In the spring of 2008, the panels and laptop were once again displayed at the Atlanta Women's Foundation Summit on Women and Girls, and again received a positive response.

The Future

Just as the Women's Collection evolved from its focus on second-wave feminism to include collections of activist women, so too did its oral histories. In 2006, preparations began for establishing a new Activist Women Oral History Project. This new project was designed to highlight all areas and all perspectives of feminist or women-centered activism around Georgia, the South, and beyond. The project's first oral history (Amanda Brown interviewing Paula Bevington) took place on October 20, 2006, and the interview process is ongoing. Using the Georgia Women's Movement Oral History Project's Web site as a template, Web pages for a new Activist Women Oral History Project are currently under construction. These should be available by mid-2009. This new project also includes interviews conducted using video, a format that will certainly create a number of new technological challenges related to digitization, storage, delivery options, and ADA accessibility.

Subject guides are extremely useful tools, and plans exist to create them for both the Georgia Women's Movement and the Activist Women's Oral History projects. Another small but important improvement to the Web site is the future inclusion of very brief biographical notes as part of the interviewee list. This should enable users to make more informed decisions about which oral histories to access. The issue of excerpts versus full transcripts may also be revisited in the future, though the work involved in re-editing the older Georgia Women's Movement oral histories is daunting, and would certainly require extra staff.

As previously stated, Georgia State University's Special Collections and Archives is also the home of a number of oral history projects in the department's other collecting areas: The Southern Labor Archives hosts the Voices of Labor[11] and Atlanta Working

Women projects, and the Popular Music Collection contains a number of oral histories.[12] In the future, GSU Special Collections hopes to create Web sites for each, using the Georgia Women's Movement Oral History Project site as a template.

Although the current GWMOHP Web site functions well using a CMS to manage page content and links, another goal is to continue to enhance the searchability and usability of that content. In the future, the Web development librarian would like to explore the implementation of a true digital library system (DLS) or repository to manage and maintain the collection. Implementing a DLS for the Oral History site would allow the site to continue to offer its current level of functionality while also providing a way for it to be indexed and used by other services, such as search engines and other archives. By storing each oral history in a DLS or repository, the content could be enriched with metadata and access points such as keywords, subject headings, and abstracts, and items such as photographic images and audio files could be linked. Some of these features can be accomplished with the on-line catalog, but a key goal is to use a system that allows researchers and site visitors the ability to search and browse the oral history collection and expand or refine their scope to include the entire collection of resources provided by Special Collections. In addition, a system that allows researchers and educators the ability to select specific content and remix or recombine it is desirable. The ability to create a page with a new context by combining oral histories and photographs from the various curatorial areas will increase the usefulness of the entire collection.[13]

Finally, it would be desirable to use the Women's Collection oral histories in other Web-based projects. For example, a number of the interviews are currently being identified for use as objects in a new Web resource, "Birth Rhetoric: Issues in Reproductive Health and Justice." And in the future, the archivist would also like to work with GSU's School of Education to create a Women's History education packet, incorporating manuscript records and a Web-based oral history component.

Conclusion

Managing an oral history project is a satisfying and exciting endeavor; however, creating a Web-based research tool for oral histories is challenging and time consuming, particularly when unexpected problems arise because of previous practices and technological challenges. When considering the possibility of creating a Web product in any institution, it is important to consider some very basic questions: What time, staff, technology support, and financial resources are available, not just for creating the site, but for its long-term management? Who is the audience? Are constituents the general public, academic researchers, or donors? How old are the users, and what is their technological comfort level? What is the end goal of the Web site? Is it an end in itself, or do you want to use it as a teaser to bring people to your institution? Is this a donor-relations tool? Are there any legal or ethical issues? The answer to these questions may depend heavily on the content of the oral histories and the environment in which they are used. Do you want to have excerpts and sound files together? If the answer is yes, then editing needs to be of a consistently high standard.

This project could not have been attempted without the full and long-term support of the University Library's Web development librarian. At every stage in the process, the librarian and the archivist worked as a team, combining the content the archivist was responsible for with the technology that the librarian researched and implemented. The archivist continues to rely on the librarian to be aware of emerging technologies, as well as changes in the use of existing technologies within the GSU community. The team acknowledges that the GWMOHP Web site is not static, but rather it will continue to change and grow as more interviews are gathered and new opportunities for presentation of material on the Internet become available.

Appendix 1

Oral History Interview Agreement

Women's Collection – Special Collections and Archives
Georgia State University Library

ORAL HISTORY INTERVIEW AGREEMENT

The purpose of the project is to gather and preserve historical documentation by means of the audio and/or visual-recorded interview.

I, _____, understand that the recording will become the property of the Special Collections Department of the Library of Georgia State University (a unit of the Board of Regents of the University System of Georgia) and that it will be made available for educational, scholarly and research use. I understand that such uses traditionally include term papers, theses, dissertations, articles, and books, and that additional uses may include exhibits, radio and television programs, films, and other forms of public display and dissemination. In addition, I understand that researchers may request and receive reproductions of the recording and/or transcript(s), and that as advanced electronic technologies continue to evolve the recording may be made available to researchers via computers, optical disc technology, and other electronic and remote access technologies. In all events, I understand that the Special Collections Department of the Georgia State University Library will care for the recording in a manner that will best provide for its preservation and at the same time make it most readily accessible to researchers.

Having received and understood the above information, I hereby give the recording and transcript of this interview, and the literary and copyrights inherent in the recording, to the Special Collections Department of the Library of Georgia State University so that the recording may be used for educational, scholarly and research purposes as outlined above without restriction (except as may be set out in any Addendum hereto). This agreement does not preclude any use which I myself may want to make of the recording.

_____ _____
Interviewer (signature) Interviewee (signature)

Date:_____ Date:_____

_____ _____
Name of Interviewer Name of Interviewee

Accepted for Georgia State University_____

Date:_____ Accession No:_____

Georgia State University Library
Interview Agreement
Page 1 of 1

ABOUT THE AUTHOR: Morna Gerrard is the Archivist for the Women's Collection at Georgia State University Library's Special Collections and Archives. She previously worked as curator and assistant plans officer at the National Archives of Scotland. She earned her master's degree in history at Edinburgh University, and her M.L.I.S. at Clark Atlanta University. The author would like to thank the following people for their encouragement and feedback: Amy Cooper Cary, Tammy Sugarman, Bill Hardesty, Doug Goans, and David Klump.

NOTES

1. Committee on Oral History of the Society of American Archivists, "Oral History and Archivists: Some Questions to Ask," *American Archivist* 36:3 (1973): 361–365; ibid., 363; Ronald L. Filippelli, "Oral History and the Archives," *American Archivist* 39:4 (1976): 479–483; and Ellen D. Swain, "Oral History in the Archives: Its Documentary Role in the Twenty-first Century," *American Archivist* 66:1 (2003): 139–158. Other articles include Charles T. Morrissey, "Beyond Oral Evidence: Speaking (Con)strictly about Oral History," *Archival Issues* 17:2 (1992): 89, and David S. Miller, "Oral History: Provenance and Intellectual Access," *Provenance* XII (1994) 131–150.
2. Joan Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History," in *The Oral History Reader*, ed. Robert Perks and Alistair Thomson (New York: Routledge, 1998): 87. Also in this volume is Elizabeth Lapovsky Kennedy, "Telling Tales: Oral History and the Construction of Pre-Stonewall Lesbian History," 344. For examples from women's history journals, see Margaret Strobel's "Getting to the Source: Becoming a Historian, Being an Activist, and Thinking Archivally: Documents and Memory as Sources," *Journal of Women's History* 1 (spring 1989): 191–192; and Joanna Bornat and Hanna Diamond, "Women's History and Oral History: Developments and Debates," *Women's History Review*, 16:1 (2007):19–39.
3. Marian Mollin, "Communities of Resistance: Women and the Catholic Left of the Late 1960s," *Oral History Review* 31:2 (2004): 29–51; other case studies include Jennifer Scuro, "Exploring Personal History: A Case Study of an Italian Woman," *Oral History Review* 31:1 (2004): 43–69, and Belinda Bezzoli, "Interviewing the Women of Phokeng," in *The Oral History Reader*; Donald A. Ritchie, *Doing Oral History* (New York, NY: Twayne, 1995); Sherna Berger Gluck, Donald A. Ritchie, and Bret Eynon, "Reflections on Oral History in the New Millennium," *Oral History Review* 26:2 (1999): 9–16; and Gluck, Ritchie, and Eynon, "Oral History and the New Century," part of "Reflections on Oral History in the New Millennium," *Oral History Review* 26:2 (1999): 16–26.
4. For an example of the descriptive articles, see Mary A. Larson, "Potential, Potential, Potential: The Marriage of Oral History and the World Wide Web," *The Journal of American History*, 88:2 (2001): 596–603; for an example of reviews, see Irene Reti, "Oral History on the Web," *Oral History Review* 26:2 (1999): 147–158.
5. At http://www.library.gsu.edu/spcoll/xml/W008.xml.
6. At http://www.library.gsu.edu/spcoll/pages/area.asp?ldID=105&guideID=534.
7. Eynon, "Oral History and the New Century," 21.
8. In 2002, Rabbi Pinchas Lipner filed a $10 million lawsuit against the Jewish Community Federation, the Jewish Community Endowment Fund, and Richard Goldman for defamation. This stemmed from an oral history, conducted in 1992 between interviewer Eleanor Glaser and interviewee Richard Goldman, which was part of a project carried out by the Regional Oral History Office of UC Berkeley's Bancroft Library, and funded by the Jewish Community Federation. Lipner eventually lost his case.
9. Simply stated, a state organization, as part of a sovereign state, is protected from a suit by the doctrine of sovereign immunity. This doctrine has its roots in England, where the sovereign "could do no wrong," and after the American Revolution came to mean that the "sovereign is exempt from suit [on the] practical ground that there can be no legal right against the authority that makes the law on which the right depends." (205 U.S. 349, 353). Many states have waived sovereign immunity, especially on

issues of employment law. See 'Lectric Law Library, "The 'Lectric Law Library Lexicon on Sovereign Immunity," http://www.lectlaw.com/def2/s103.htm (26 March 2008).

10. See http://dlg.galileo.usg.edu/Topics/PeoplesCultures.html.
11. See http://www.library.gsu.edu/spcoll/pages/area.asp?ldID=105&guideID=512.
12. See http://www.library.gsu.edu/spcoll/pages/pages.asp?ldID=105&guideID=505&ID=3286.
13. As of fall 2008, CONTENTdm had been purchased by the GSU Library, and plans were being developed to create metadata for a number of projects in Special Collections, including the GWMOHP.

TEACHING HISTORY TO UNDERGRADUATES WITH PRIMARY SOURCES: SURVEY OF CURRENT PRACTICES

BY DORIS J. MALKMUS

ABSTRACT: This study reports the results of a 2008 on-line survey of 627 American history faculty in the United States about teaching undergraduates with published, on-line, and archival primary sources. Results show that faculty currently rely on published source books, with a trend toward the increased use of on-line primary sources, due in part to such use by newer faculty. Most faculty reported they already had adequate access to on-line primary sources, but needed help finding on-line sources relevant to their courses. About one third of respondents included archival assignments in their courses, while several commenters noted that limited holdings, space, and open hours made archival assignments inappropriate for large survey classes. A significant number of faculty, however, noted high student satisfaction if archival assignments were well-structured. Users of all types of primary sources agreed that teaching with primary sources requires more time, but that students learned history in a more meaningful and intellectually challenging way.

Introduction

On-line access to primary sources has shifted teaching methods in primary through postsecondary education. New state standards require students to be able to interpret primary source documents; students now can use digitized primary sources to create multimedia class presentations. Increasingly, faculty scan primary source documents and make them available through course sites. Technological changes are transforming the uses of archival materials, and archivists can adapt services for the potentially large group of student users by understanding current faculty practices and trends in teaching with primary sources. To that end, this study reports the results of an on-line survey of academic historians about teaching undergraduates with primary sources. The study reveals faculty are satisfied with the current number of on-line sources, but want help finding sources and staying current as new sources are added. The survey divides responses into tenured and tenure-track groups and found that tenure-track faculty, the newest members to the profession, are more likely than tenured faculty to

use on-line primary sources to teach, have less time to prepare archival assignments, voice less confidence in their ability to teach archival research skills, and are more willing to collaborate with archivists in developing assignments. These findings are supplemented by open-ended comments that offer rich details about the contemporary classroom and suggest ways that archivists can reshape user education to meet the needs of this large community of new users.[1]

Literature Survey

Very few archival studies have been conducted about undergraduates as users of archives. This information must be inferred from archival literature about K–12 education and users in general. Journals of library science and education also contribute important insights into the changes in the undergraduate classroom. Finally, usability studies of archival Web sites and finding aids also contain valuable information about undergraduate use of primary sources. To date, however, none of these sources have provided the kind of statistical information about how primary sources were being used in the classroom that this study does.

Writings on undergraduate use of archives have appeared sporadically in archival literature. William Maher's section on undergraduate users in *The Management of College and University Archives* argued that the majority of undergraduate researchers sought a relatively narrow range of factual information that was satisfied with speedy retrieval rather than in-depth user education sessions. In "Getting Undergraduates to Seek Primary Sources in Archives," Marian Matyn described a variety of uses of primary sources in the undergraduate classroom. Tamara Chute focused on practical ways college and university archivists can reach out to faculty.[2]

Valuable information about undergraduate users can be found in articles about education in a broader sense. Sharon Anne Cook suggested that archivists provide public programming for classroom use, and Michael Eamon argued for classroom access to archives as well as digitized sources. Recent excellent articles on education, like Julia Hendry's "Primary Sources in K–12 Education: Opportunities for Archives" (2007), and the pages for teachers at the National Archives and Records Administration (NARA) and Library of Congress American Memory Web sites focus more narrowly on the programmatic needs of K–12 teachers. These articles, however, indicate that K–16 students are becoming one of the major user communities for archives.[3]

Literature on critical and historical thinking skills also provides valuable information about undergraduate users. Marcus Robyns, in "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," offers a substantive discussion about the use of primary sources in teaching critical thinking. Where library and archival roles converge, archivists can look to literature in the fields of library science and education for studies about the evolving roles of archivists as educators. Librarian Rebecca Albitz, in "The What and Who of Information Literacy and Critical Thinking in Higher Education," reviewed library and education literature and concluded that roles for librarians in teaching information literacy and critical thinking skills are expanding.[4]

Usability studies of on-line finding aids also offer information about undergraduates, demonstrating that undergraduates are unfamiliar with archival labels and methods. Several authors concluded that learning archival research skills was a complex, unstructured task requiring repeated practice. These studies, valuable as they are, approached the user individually, while a seminal article by Paul Conway emphasized the importance of understanding users as a learning community. Undergraduates can be readily understood as a community, since they most often come to the archives in response to a course assignment. One avenue for studying the undergraduate community is to analyze the beliefs, practices, and observations of the history faculty who create assignments. This survey provides an opportunity to do just that.[5]

Methodology

For this study, a large, national sample was sought to more accurately reflect current teaching practices and variations related to faculty status and rank, institutions, and years of teaching experience. A short on-line survey was developed as a cost-effective approach for a large sample. Consultants noted that response rates for on-line surveys are extremely low and advised that a short survey would return a high number of responses. To gather more detailed information than is possible in a short survey, open-ended comments were also collected.

With the guidance of the American Historical Association, the author identified 5,000 faculty/instructor/adjuncts teaching American history in institutions of higher education in the United States. (In this report all respondents are termed "faculty" unless rank is specifically noted.) After eliminating invalid E-mail addresses, the author sent 4,002 invitations to take the on-line survey between November 2007 and January 2008, and received 627 valid responses, including 192 open-ended comments.

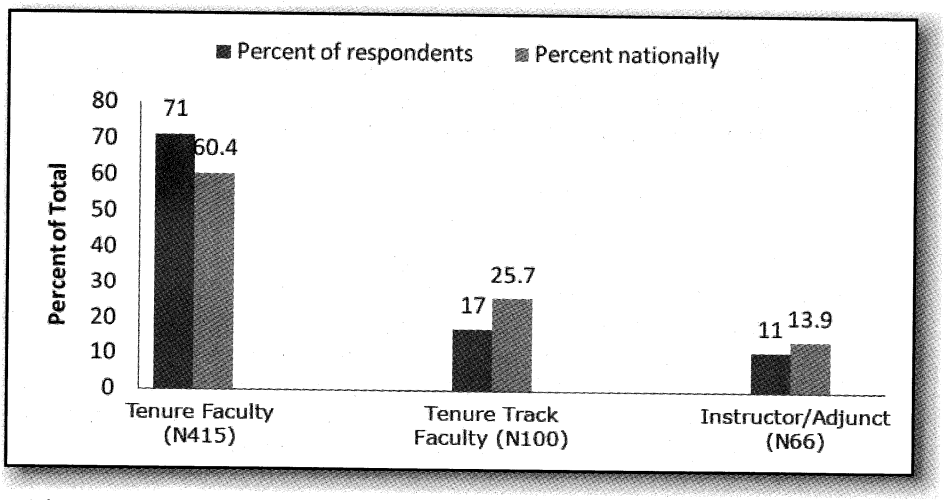
Analysis by Demographic Group

The survey solicited demographic information regarding teaching status, type of institution, and years of teaching experience. Questions addressed the types of primary sources used in instruction, and the use of on-line and archival primary sources to teach. (See appendix 1.) All responses, including the open-ended comments, were analyzed according to teaching status, type of institution, and years of teaching experience. In the teaching status category, respondents selected one of four choices: tenured faculty, tenure-track faculty, instructor/adjunct/lecturer, and other. Since answers from tenure-track faculty were almost always congruent with faculty having less than 10 years' experience, "tenure track" in this report, unless otherwise noted, also refers to historians with 10 or fewer years of experience. Comparing the responses of faculty with 10 or fewer years' teaching with faculty having 11 or more years' experience, while not definitive, can suggest emerging trends in the use of primary sources in the classroom.

Of the 591 responses to this question, 415 were from tenured faculty, 100 from tenure-track faculty, 66 from instructor/adjunct, and 10 from other. The percentage

of respondents in the three main categories corresponded with national statistics,[6] although this survey over-represented tenured faculty by 14% and under-represented tenure-track by 31%. (See chart 1.)

Chart 1. Tenured Faculty, Tenure-Track Faculty, and Instructor/Adjunct/Lecturers



The number of instructor/adjuncts was small (N=66) and included a wide mix of emeritus professors, long-term adjuncts at community colleges, and new graduates that did not represent any single group for purposes of analysis.

The survey used Carnegie classification of institutions of higher education—doctorate-granting university, master's-level institution, baccalaureate college, and associate degree college to enable comparison with the national distribution. Universities were slightly over-represented, while associate-level colleges were so severely underrepresented that no valid conclusions can be made for them from this survey.[7]

Open-ended comment boxes were included in the survey to give respondents the opportunity to contribute topics that might not have been anticipated in the design of the survey. To analyze this qualitative information, comments were read three times. On the first reading, a list of key or recurring topics was created. These topics provided the basis of a categorization scheme applied during a second read. All responses were sorted by category during the third read, and categories were refined and responses checked for consistency and accuracy. Many comments were appropriate for and entered into more than one category. Comments, like the survey responses, were evaluated according to teaching status and institution type, but the numbers of responses in any category are primarily suggestive, and not large enough to be representative.

Using Primary Sources to Teach History—Rewarding, but Not Easy

On the whole, faculty were positive about the value of teaching with primary sources, but even enthusiastic commenters acknowledged the time and challenge of developing

assignments and activities that encourage active learning with primary sources. In today's history survey course, primary sources are most typically used to illustrate events, enliven class discussion, and structure short papers and exam questions. Primary sources constitute the backbone of upper-level research seminars and capstone courses, as well they might, since the best graduate programs require high-quality primary source research in an honors thesis for admission.

Expanding on these traditional uses, proponents of active learning methods point out that retention rates for knowledge learned from textbooks and lectures is miserably low. They argue that engaging students in discussions and analysis of sources is a key way to make learning history a more meaningful and creative experience. One commenter wrote, "I have found that bringing archival material into the classroom and having students access digital archives online really helps enliven discussions."[8] Another noted, "I have transformed my survey of 'U.S. History to 1865' so that every week the class focuses on a different type of primary source material, usually online."[9] One commenter argued for "much more emphasis ... on non-textual sources like photographs, sound recordings and physical artifacts."[10] Another wrote that she or he asked students to read the primary source letters along with an assigned biography to encourage classroom challenges to the conclusions of the biographer.[11] In another comment, students in a class on the Civil War were asked to compare topics of "irreconcilable differences"[12] in the Southern Literary Messenger and the North American Review for the same month (through the Making of America on-line series[13]).

Some classes did away with textbooks entirely and used lectures and "100 percent primary sources."[14] One class on the American Revolution, which the professor called "my best teaching experience ever,"[15] divided students into research groups that chose topics and used only the Timothy Pickering Collection on microfilm. Contextual information was presented in class discussions, rather than in lectures, and groups presented a research symposium at the end of the course. Another faculty member "dispensed with an American diplomatic history textbook and required the students to use the annual messages of the presidents and, as available, the *Foreign Relations of the United States* series."[16] Faculty wrote about these experiences because these classes were successful, creative, and taught students historical topics in an engaging and intellectually challenging way.

Many commenters considered primary sources essential in teaching critical and historical thinking skills. Others thought it imperative that students learn how history is generated. One commenter wrote, "I always include some sort of primary source assignment in my teaching. It enables students to learn what professional historians do, and teaches them to think historically ... The students always enjoy this assignment and learn immensely from it."[17] Another voiced an opinion that "primary sources stimulate greater student interest, greater intellectual involvement in the work, better understanding and retention of the subject matter of the course."[18] One comment noted, "Using primary sources is essential to promoting active learning ... [It] helps develop analytical and critical thinking skills, [and] promotes better analytical and thinking skills."[19] Another historian added, "discussing the ways in which historical interpretation of documentary evidence leads to generalizations in the textbooks facilitates the creation of both critical thinking and historical empathy."[20] No commenters disagreed

with the value of using primary sources to teach students how to think critically, evaluate sources, form and support conclusions, and understand the complexity of diverse points of view.

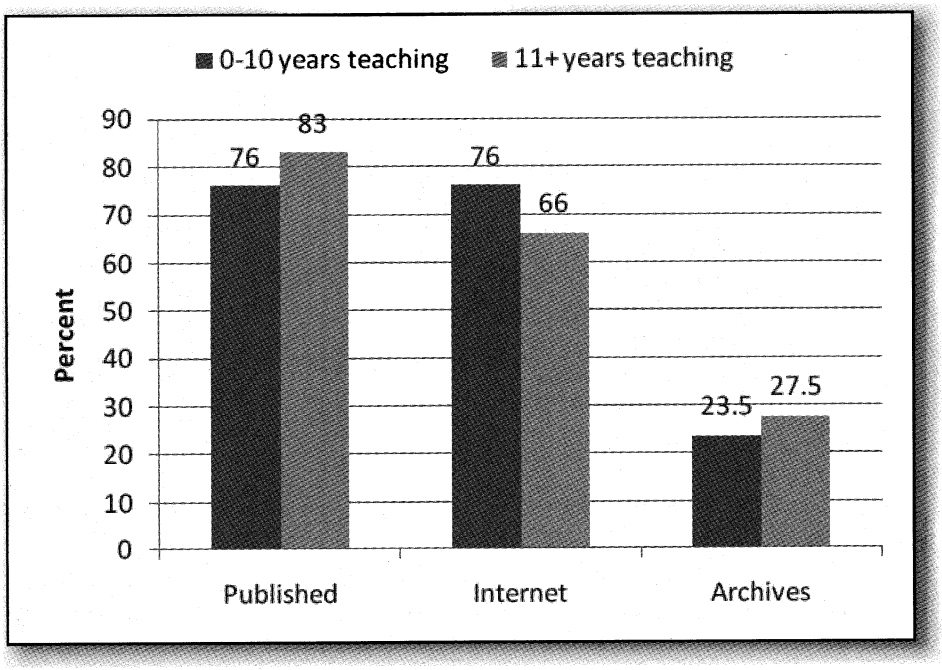
Insightful commenters noted that students faced huge hurdles in moving from uncritical memorization of information to more active, critical, and synthetic learning experiences. One commenter noted, "First generation college students ... cannot even imagine what kind of source might be out there, never mind start looking for it, either online or in a physical archives."[21] Another commented, "I use published primary sources with undergraduates in all my courses, but I've found undergraduates, including history majors, are very intimidated by archival research ... [first by] the lack of context, which means they quickly feel cut adrift ... [and then by] the handwriting."[22] Others noted that students were "daunted,"[23] "underskilled,"[24] and had "enormous resistance"[25] to drawing their own conclusions. Still others were discouraged by unresponsive students. One wrote, "about 5 percent show any true interest";[26] others noted it was "difficult to get students to actually read or look"[27] at primary source materials; that when they did, students lacked "context,"[28] and "used them in a token manner."[29] Most acknowledged the difficulty of this task, and some felt the burden more heavily than others. One commenter noted, "students where I teach come to the institution increasingly underskilled, knowledgeless, and apathetic. It is an ongoing challenge to engage them ..."[30] Understanding the challenges as well as opportunities is essential if archivists are to provide effective reference services to faculty teaching with primary sources.

Types of Primary Sources Used in Classes

It was not surprising that almost all faculty used primary sources—published, on-line, archival, and proprietary databases (in that order of frequency) to teach. The initial goal of the survey was to determine the types of sources used to teach each of the various fields within American history. Unfortunately, a survey rich enough to obtain this information would have been too time-consuming to yield a representative number of responses. Instead, the survey asked, "Indicate how often you used the following source(s) of primary source materials within the last two years." The question, like many in this survey, had five possible responses: Always, More than half of courses, Half of courses, Less than half of courses, and Never. Chart 2 (and subsequent charts) combine the responses for Always, More than Half, and Half, and display them according to teaching status and rank. Full results are found in appendix 2.

As chart 2 indicates, 83% of faculty teaching 11 years or more relied on published primary sources for half or more of classes, and 66% used Internet sources. Faculty teaching fewer than 11 years were equally likely to use on-line or published sources (76% for both). The differences between faculty with less than 11 years of experience and 11 or more years can signal a future shift toward increased use of on-line primary sources.[31] Open-ended comments indicated that published sources were prized for their convenience, especially when the publications included both primary documents and secondary articles. On the other hand, commenters noted that the rising costs of published readers made Internet sources more attractive. Archival sources and on-line

Chart 2. Types of Primary Sources Used in Undergraduate Instruction by Faculty Type



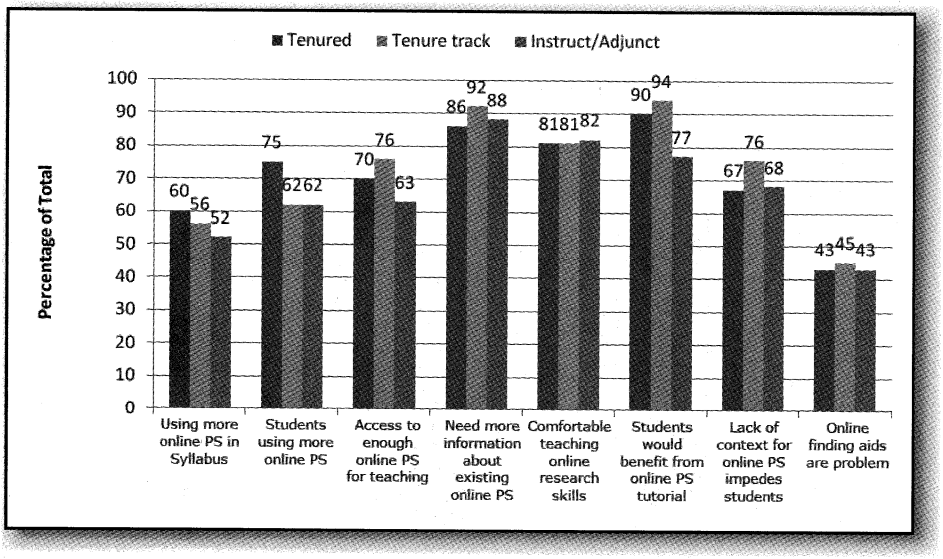
proprietary databases were used only about half as often as free on-line and published primary sources, and will be discussed in a later section.

Use of On-line Primary Sources

Commenters expressed enthusiasm about the richness and convenience of on-line primary sources, and some ventured the opinion that someday everything would be on-line. One noted, "I love online primary sources … where sources are abundant, I use a lot."[32] and "I give URLs on almost every syllabus now."[33] A surprisingly high number, 89–97%[34] reported that they have enough access to on-line primary sources for the purposes of instruction. This was equally true for respondents at research universities and colleges, even though those from universities noted that they feared their colleagues at small institutions were disadvantaged because they could not afford access to proprietary databases.

Chart 3 illlustrates that faculty did not consider access as significant a problem as the lack of an efficient search system for digital collections. Their comments indicated that they found significant problems with the "cut-and-paste" mentality associated with the Internet and the ease of plagarism from on-line collections. An overwhelming 86–92% of all respondents indicated that they would benefit from more information about on-line sources in their field. This was corroborated in open-ended comments noting "a pressing need"[35] for "a clearinghouse of online archives that registers updates and makes clear the extent of holdings;"[36] that "a central clearinghouse/repository would be

Chart 3. Use of On-line Primary Sources

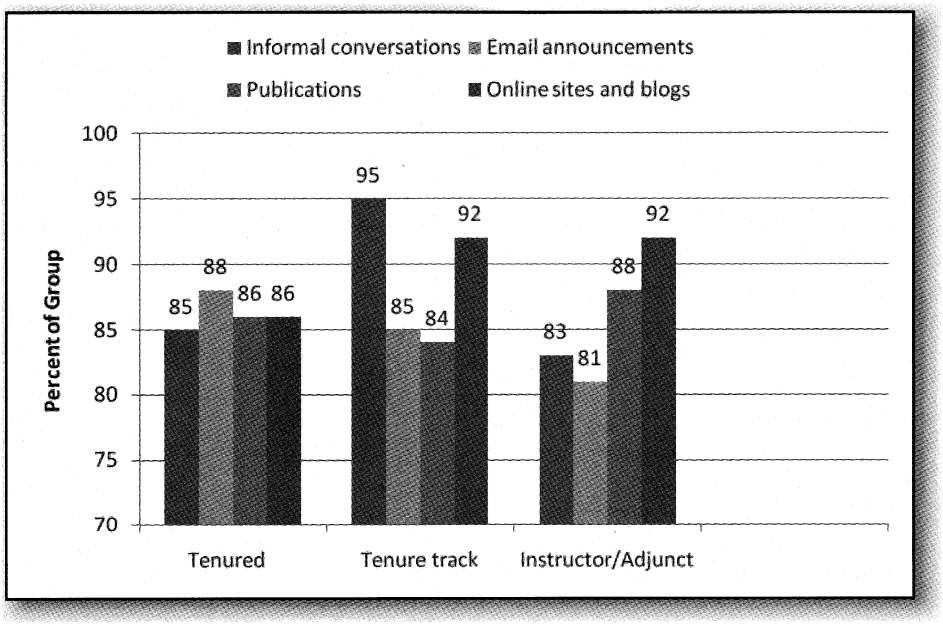


very helpful;"[37] that "professors need sources of information;"[38] and that "the difficulty surrounds navigating search engines."[39] One comment read, "Students are definitely turning to online primary sources more, and professors need sources of information and training for helping students to decipher what's out there."[40] Another wrote, "Free resources [are] available ... but students—even when encouraged—rarely access them because (I think) they have trouble navigating the search engines and are overwhelmed by the number and nature of the documents."[41] While the number of digital collections has increased dramatically, central clearinghouses, search platforms, or gateway sites in specific subfields of history have not.

Navigating the abundant but poorly structured quantity of on-line primary sources presents one of the key challenges for archivists, librarians, faculty, and students in using primary sources. While libraries provide on-line catalogs as the central gateway for library holdings and search engines serve as all-purpose gateways to Internet sources, no one efficient access point for locating digital sources has emerged. Respondents to the survey report they seek information about new on-line primary sources almost equally from E-mail announcements, browsing Web sites and blogs, professional publications, or informal conversations. (See chart 4.)

Another challenge encountered with on-line sources arises from the disjuncture between the "instant information" environment of the Web and the need for critical analysis of sources—which is the goal of teaching with primary sources. One commenter wrote, "Many of my students are more inclined to see the Internet as a source of easy answers rather than as a tool for serious research."[42] Another struggled against "Internet monasticism,"[43] that is, students' tendency to think everything is on the Web. Another commenter noted that "plagiarism becomes an even larger problem when I assign online research."[44] Others complained that on-line primary sources were either

Chart 4. How Faculty and Instructor/Adjuncts Learn about New On-line Primary Sources



overly edited snippets and/or lacked context. This latter statement was supported by 67–76% of survey respondents who concurred that students have difficulty understanding the context of on-line documents (see chart 3).

To manage these challenges, faculty tend to search for and preselect on-line primary sources and make them available on a course site. Many commenters reported digitizing their own sources and posting them on a course site. One noted, "I usually ... post a lot of sources as .pdf."[45] This technique enabled them to focus the entire class on a critical analysis of particular documents. Course-management software facilitates the import and storage of digitzed materials without copyright infringement, and permits students to mount presentations using them.

Comments indicated that how primary sources were used constituted the difference between successful and unsuccessful learning experiences. One respondent concluded that "the effective use of online primary sources depends upon good teaching."[46] On-line course sites and other learning technologies facilitated this. One faculty member created and published a two-volume document compilation of political and constitutional documents. Another created a Web bibliography with 1,300 links to relevant sites. Another faculty member created a 20-page list of relevant archival collections for student paper topics. In another case, the library built and hosted a primary source Web site of legal cases and other legal materials to support a course based entirely on primary sources.

Analyzing responses strictly according to years of experience showed newer faculty to be more comfortable in the on-line environment; 93% of faculty with fewer than 5

years' experience reported they were comfortable teaching students how to search for on-line primary sources, compared to only 79% of faculty with more than 15 years' experience. A high number of both, at least 89%, agreed that students would benefit from an on-line tutorial about searching on-line for primary sources. This suggests that in general faculty are confident of their own search skills, but would appreciate additional tools to teach students to search for on-line sources. This high number suggests an area in which archivists could usefully collaborate with faculty.

In response to the statement "I am including more online primary sources in my syllabi," a modest 58% of all respondents moderately or strongly agreed. Given the study's initial assumption that on-line sources have contributed to a sea change in how history is taught, this percentage is low. The weakness in the figure may be attributed to the lack of specificity in the question, the convenience of published readers, the problem of finding on-line sources, and the difficulty of guiding students to find and use on-line sources wisely and well.

Archival Research and Undergraduates

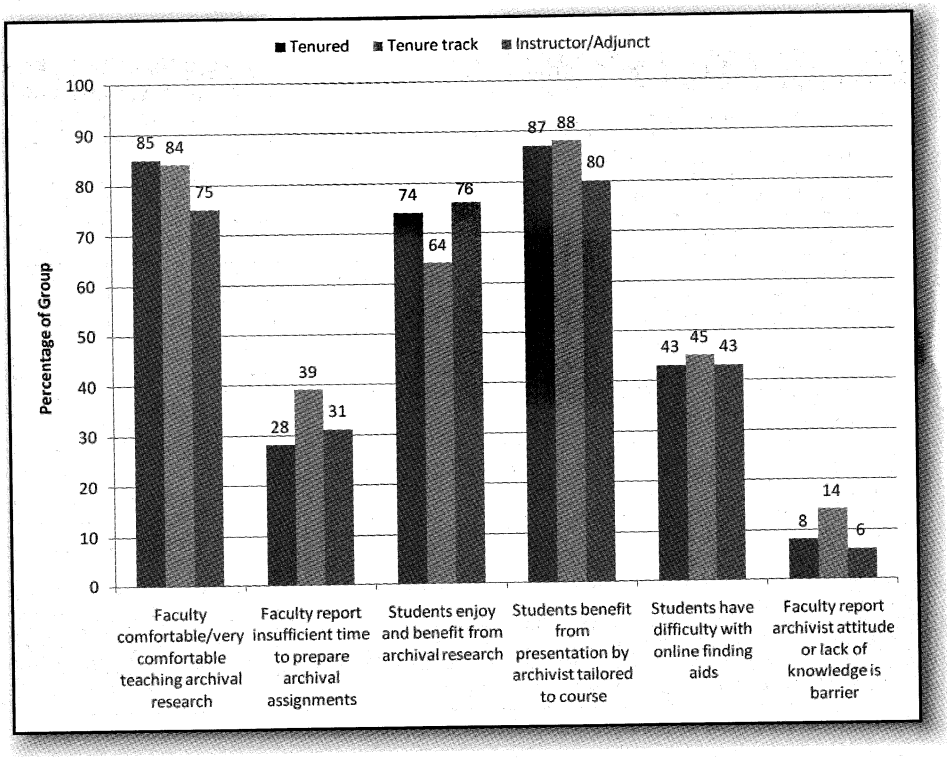
Teaching students *how* to use primary sources—whether sources are on-line or in an archives—is demanding, and using primary sources in an archival repository adds another layer of difficulty. Though on-line sources are available for students almost anywhere, archival collections can be used only on-site, during specific hours, and using a finding aid of some kind. The inconvenience, and the fact that not all available archives have materials relevant to every course, in large part explains why respondents assigned archival research less than half as often as they assigned the use of on-line or published sources (as seen in chart 2).

That said, large variations existed in how faculty approached archival research. Some thought primary source research appropriate only for upper-division research classes, while two faculty respondents reported successfully giving an archival assignment to a large survey class. Others balked at assigning an archival project to a large class, noting that archives had small staffs, small reading areas, and a limited number of relevant collections. Several others voiced the opinion that archival research skills were needed only by history majors. Neither teaching status nor number of years teaching were predictors for using on-site archival materials to teach undergraduates.

The survey software was configured to skip the section of questions on archival assignments for any respondents whose students did not have access to an archives with materials relevant to the course. However, this function apparently did not work—383 of the 575 respondents who answered this question (67%) indicated that their students had access to an archives, but more than 400 respondents anwered questions in this section. (The exact number of responses varied question to question). Of the subset of faculty who answered the questions about archives, 72% reported that undergraduates enjoy and benefit from archival research as part of the course; 21% were neutral; and 6% responded negatively. (See appendix 2, Frequency Tables, Question 4, Parts 1 and 2, pages 51–53.)

Additional information on archival research was obtained from the open-ended comment fields; 115 of the 192 open-ended comments concerned using primary sources to teach, 75 of them came from faculty with access to relevant archival materials. Table 1

Chart 5. Archival Research in the Undergraduate Curriculum



(on page 36) provides a rough tabulation of topics of interest to respondents. This list was divided into respondents whose students had access to archives (Ar) and those who did not (~Ar). These numbers provide an index of the topics of interest to commenters.

Table 1 indicates that faculty with access to archives were more aware of the overall benefits and issues surrounding primary source research, and were vastly more enthusiastic about archival research. For unexplained reasons, the group without access to archives was more negative in general, and more likely to note the difficulty of and time lost to teaching students how to do primary source research. Overall, positive comments outnumbered negative comments almost three to one, consonant with the 64–75% agreement that students benefited from archival research (see chart 5). Open-ended comments added rich detail to this finding, by indicating that, for many, teaching with archival sources was complex and demanded considerable time and skill on the part of the faculty/instructor.

Faculty noted a qualitative difference in teaching students with the actual, tangible original sources. A strong group of commenters was enthusiastic and reported that their students found their archival experiences among the most memorable and engaging of all their class experiences. One indicated, "Students are bowled over by the actual documents,"[47] and another noted, "Students love the adventure of primary source research and the challenge of it."[48] One commenter said that encountering the actual documents was an important component for students, writing, "I do find that students

Table 1. Frequency of Open-ended Comments about Teaching with Primary Sources

Category	Ar	~Ar	Total
Total Responses from Responents with and without archives	75	34	115*
Undergraduates engaged by primary source assignments	19	3	22
Undergraduates dislike primary source assignments	5	5	10
Undergraduates intimidated by primary source research	6	2	8
Undergraduates underprepared for primary source research	8	6	14
Undergraduates lack sufficient context for primary source research	6	2	8
Primary source assignments appropriate only for certain courses	19	9	28
Primary source assignments given in all types and levels of teaching	8	4	12
Hands-on experience with archival materials particularly important	9	2	11
Archival research particularly valuable	35	4	39
Archival research particularly problematic	7	8	15
On-line primary sources particularly valuable	27	17	44
On-line primary sources particularly problematic	4	14	18
Primary sources develop critical/historical thinking skills	11	4	15
Extra time required to prepare primary source assignments	7	8	15

*Six respondents did not indicate whether they had access to archives.

learn more from direct contact with the archive than from online searching."[49] This indefinable "experience of the real" affects students. Archivists should embrace and articulate the unique experience that accompanies holding materials created during a particular historical moment. They can articulate the difference to good effect by pointing to the complementarity of giving students a sense of the reality of the past through actual documents and expanding the breadth of their research through the convenience of on-line access.

Faculty widely agreed that teaching with archival sources was more valuable, but that it also demanded more time and creative involvement on the part of the faculty or instructors. One commenter noted, "I've learned that students love the adventure of primary source research, and the challenge of it. The major drawback as an instructor is the time it takes."[50] Another commented, "instructors cannot send students to archives without providing a lot of support, first in class, in precise assignment material, in samples and run-throughs, and in repeat trips."[51] Another wrote, "Archival work would be useful, but it's much too time-consuming for both instructors and students."[52] More

than one faculty member noted that the space limits at the archives precluded bringing large classes to see or use resources. One observed, "My classes are very large and the facilities at the archives are physically limited."[53]

The groups of respondents who indicated that students did not enjoy archival research were also more likely to report they personally had insufficient time to prepare for archival assignments. One commenter noted, "It requires more research and planning to do [archival assignments] effectively;"[54] another wrote, "I have no time to come up with documents nor methods of using them in class ... Sounds terrible, but I'm tired."[55] Another said that preparing students to really use primary sources is "very time-consuming," and declared, "I would counsel younger faculty in my institution to adopt this method with caution since it may draw substantial time away from publication which is the primary consideration for tenure here."[56] Responses to survey questions reveal that tenure-track faculty (39%) were more likely than tenured faculty (28%) to indicate they lacked time to arrange for archival assignments. Tenure-track faculty were also slightly less comfortable teaching archival research skills than their tenured colleagues. Archivists should take this disparity into account when considering outreach strategies for or collaborations with various faculty, especially concerning the teaching of archival research skills.

About two-fifths of faculty considered the difficulties students have in understanding on-line finding aids to be a significant problem. This finding is displayed in two charts, number 3, "Use of On-line Primary Sources," (page 32) and number 5, "Archival Research in the Undergraduate Curriculum," (page 35) to illustrate its relative importance compared to other challenges faculty face in using primary sources to teach undergraduates. The fairly low percentage may indicate that few undergraduates currently use on-line finding aids, but it can also reflect positively on the archival profession, which has conducted considerable research in the area of usability of on-line finding aids.

A 14-point difference between faculty with less than 5 years of experience and those with more than 15 years of experience was found in the area of teaching search skills to students. Faculty with less than 5 years of experience (93%) were more comfortable than their colleagues with more than 15 years of experience (79%). On the other hand, 84% of faculty with more than 15 years of experience reported feeling comfortable teaching archival research skills than their newer colleagues (70%). (See appendix 2, Frequency Tables, Tables by Years of Teaching Experience, Question 2, Part 3, page 74.) With minor differences, both demographic groups thought an on-line tutorial (82–83%) or an in-class archivist presentation tailored to the course assignment (83–88%) would benefit students learning to do archival research. Tenure-track faculty were slightly more interested in an archivist presentation (88%) than an on-line tutorial (82%). This suggests that all faculty, particularly the newest, are willing to work with archivists in teaching undergraduates. (See appendix 2, Frequency Tables, Tables by Years of Teaching Experience, Question 2, Part 4, page 75.)

Collaborations between archivists and faculty were one of the most popular topics for comments and are covered more thoroughly below. The stereotype of the curmudgeonly archivist is disappearing. One commenter wrote, "... most archivists are helpful, but some act as gatekeepers and do not like students. As younger and more newly trained archivists take over, I have noticed a positive difference."[57] With few exceptions, faculty

praised archivists for their willingness to "go out of their way"[58] to make materials available, and to help students who arrive at the archives with topic in hand. Archivists and librarians were overwhelmingly seen as assets on the educational team.

Faculty with access to on-site or local archives report high student satisfaction with well-organized archival projects, but note the logistical difficulties. All agree that teaching undergraduates history with any kind of primary source requires more time, a thoughtfully structured curriculum, and close cooperation of archivists and librarians.

Collaborations and Role Delineation between Archivists and Faculty

The open-ended comments overwhelmingly indicated that faculty appreciated help from librarians and archivists. Of the 192 comments, 35 explicitly addressed collaboration with archivists and reference librarians. Comments referred to the traditional educational roles of the archivists: Archivists continue to give general introductions and orientations during class visits to the archives (5 comments), locate materials of interest for the course, and provide one-to-one reference for students. In addition, faculty appreciated the archivists' helpful attitudes, accessibility (7 comments), and proactive encouragment to use more primary sources (6 comments). One faculty member wrote, "Our archivists have been strongly proactive in engaging faculty and students about primary (and for that matter secondary) sources. Otherwise, I would know lots less about teaching undergrads [to use] primary sources than I do."[59] Other comments indicated that librarians offer similar assistance navigating on-line primary sources: "My students do research with primary sources, both online and in our college archives, in every level of the courses that I teach, from introductory to the capstone for our major. Our college archivist and reference librarians are extremely enthusiastic about working with students, and they actively seek ways to integrate their expertise into our courses."[60]

Five comments mentioned a class "visit" to the archives to give students a general introduction to archives, but another commenter asserted that students needed more than a walk through. He or she embedded visits in a highly structured curriculum. "Instructors cannot send students to archives or to consult historical experts without providing a lot of support, first in class, in precise assignment material, in samples and run-throughs, and in repeat trips. Student comfort level with archival research is established in tandem with the professor. 'Go and talk to so and so' is rarely a helpful directive. Archival visits must be built into the syllabus and structured with follow-up activities and discussion. Of course this takes time. Sacrificing lecture material becomes an issue with many instructors."[61]

Despite a recent call in the archival literature for archivists to reach out to academics, and a modest majority of faculty (66% of tenured and 78% of tenure-track) who wanted help from an archivist about relevant sources, only three faculty commenters noted that an archivist supplied them with information about collections potentially relevant to their courses.[62]

Positive collaborations grew from many factors, sometimes from a lucky combination of personalities, but other times from recalibrating roles. One commenter noted that he or she and the archivist were close personal friends who "co-teach a class on finding and using online sources every year."[63] Another wrote that their "fabulous" archivists

were "exceptional in every way and often became like a member of the class."[64] Another focused on redefining roles in the relationship, noting: "I no longer take my students to the archives on my campus because I am always disappointed in the presentations that the archivists make. I typically know far more about the material—and far more about how to make it accessible and meaningful to the students. I think it would be wise were I to collaborate with the archivists—s/he could pull materials from various collections and together we could talk about it with the students."[65] Another noted, "some archivists (really just a few) are not particularly skilled at public speaking, [so] I organize my class visits with the talents of the archivists in mind."[66] Collaboration requires sharing a common goal, understanding the perspective of partners, and acting on realistic assessments of individual talents.

Many comments suggested that the active engagement of the archivist in undergraduate education was a factor in how often and how successfully faculty use primary sources in the curriculum. One faculty member with all the resources of New York City available to the class noted: "I find archival research of real benefit for upper-level majors in my discipline (History) ... But I find that my students benefit most from the one archive that is willing to work closely with them and me. They provide an orientation for my students, easy access, and personal attention with their research interests. They also conduct an annual contest for research papers—my student[s] have won a number of prizes."[67]

None of these roles is entirely new to archivists, but the current emphasis on active learning provides a unique opportunity for archivists to reshape their traditional role in the education of undergraduates.

Conclusion

This survey showed that primary sources are used almost universally in undergraduate instruction to improve class discussion, engage student participation, promote historical empathy, help develop critical thinking skills, and demonstrate how historians create narratives from disparate documents. The traditional practice of teaching undergraduate history with lectures and textbooks is giving way to active learning modalities that use primary sources. On-line sources posted on course sites allow more flexibility in course design than published source books. However, to make on-line sources truly usable, faculty need help finding digital sources. Archivists and librarians can press for development of federated search platforms that include digital collections, and the creation of a central search system or gateway Web sites for digital materials. Academic archivists can proactively approach faculty to alert them about potential digitization projects and/or archival sources and encourage them to include primary sources in upcoming classes. Archivists can collaborate with faculty from diverse disciplines to determine what kinds of collections would benefit their students.

The survey revealed pockets of enthusiasm about including well-structured archival research into the undergraduate curriculum, as well as major hurdles. Additional interviews with faculty are planned to discover what collaborative teaching might look like. The challenges of developing courses require archivists and faculty to recognize

the nontrivial difficulties students face when they begin the transition from passively consuming information to critically and creatively interpreting sources. Archivists encounter challenges as well. Few archivists have been trained in the principles of active learning or the methods that support students in "learning to think historically." This is changing—new workshops on effective teaching have been added to the Society of American Archivists professional training opportunities. Not every archivist will participate in class sessions for undergraduate courses, but when equipped with new awareness of current classroom practices, archivists can collaborate with faculty to bring the "adventure" and "joy of discovery" to history—the joys that drew *us* to the archival adventure in the first place.

Appendix 1 - Survey Instrument

Teaching Undergraduates with Primary Sources

1. Welcome!

I appreciate your input into this major survey of approximately 6,000 American historians.

The survey will assess your opinions of the benefits and difficulties of assigning online and archival primary source research to undergraduates.

The survey has 11 questions plus space for your comments. It is designed to take 10 minutes.

Results will be analyzed and reported in major archival and history teaching journals.

2. Teaching With Primary Sources

1. Indicate how often you used the following source(s) of primary source materials within the last two years.

	Always used.	Used in more than half of classes.	Used in half of classes.	Used in less than half of classes.	Never used.
Published primary sources.	○	○	○	○	○
Sources from an archives.	○	○	○	○	○
Sources freely available on the internet.	○	○	○	○	○
Primary sources from proprietary databases	○	○	○	○	○

2. If you never assign primary source readings, please explain why and proceed to last question.

3. Describe your comfort level with teaching the skills needed for:

	Very comfortable.	Comfortable.	Mixed feelings of comfort.	Somewhat uncomfortable.	Uncomfortable.
Searching for online primary sources.	○	○	○	○	○
Finding archival sources.	○	○	○	○	○

4. My students would benefit from the following:

	Strongly agree.	Somewhat agree.	Somewhat disagree.	Strongly disagree.	There is no available archives.

Page 1

Teaching Undergraduates with Primary Sources					
An online tutorial about online resources.	○	○	○	○	○
An online tutorial about archival research.	○	○	○	○	○
A presentation by the archivist tailored to the course assignments.	○	○	○	○	○

3. Assigning ONLINE Primary Sources

This section asks about using ONLINE primary sources to teach undergraduates.

1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

	Strongly agree.	Moderately agree.	Neither agree nor disagree.	Moderately disagree.	Strongly disagree.
I would benefit from knowing more about all the online primary sources in my field.	○	○	○	○	○
I have access to enough online primary sources for my classes.	○	○	○	○	○
Students have difficulty understanding the context of online documents.	○	○	○	○	○
I am including more online primary sources in my syllabi.	○	○	○	○	○
Students are including more online primary sources in their papers.	○	○	○	○	○

2. I update my awareness of new online primary source materials through:

	Often	Occasionally	Rarely
Informal conversations.	○	○	○
Professional publications.	○	○	○
Browsing Websites and blogs.	○	○	○
Email announcements.	○	○	○
Other	○	○	○

Teaching Undergraduates with Primary Sources

4. Assigning Archival Research

This section asks about using archival primary sources to teach undergraduates.

1. My students have access to an archival repository with materials relevant to the course.
IF YOU ANSWER "NO" SKIP THE FOLLOWING QUESTION

- ◯ Yes
- ◯ No

2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

	Strongly agree.	Moderately agree.	Neither agree nor disagree.	Moderately disagree.	Strongly disagree.
Archives in my locale do not have materials relevant to my courses.	◯	◯	◯	◯	◯
It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.	◯	◯	◯	◯	◯
I don't have time to prepare for archival research assignments.	◯	◯	◯	◯	◯
Students report that they enjoy and benefit from archival research.	◯	◯	◯	◯	◯
Students find online finding aids difficult to interpret.	◯	◯	◯	◯	◯
The archivist (personality, knowledge, attitude) is a barrier.	◯	◯	◯	◯	◯

Teaching Undergraduates with Primary Sources

5. Demographic information

1. What is the status of your teaching appointment?

- ◯ Tenured faculty.
- ◯ Tenure track faculty.
- ◯ Instructor, adjunct, lecturer.

Other (please specify)

2. What best describes the institution in which you work?

- ◯ Associate's college.
- ◯ Baccalaureate college.
- ◯ Doctorate granting university.
- ◯ Master's or Special focus institution.

3. How many years have you been teaching history, including teaching as a graduate student?

- ◯ 0-5
- ◯ 6-10
- ◯ 11-15
- ◯ 15+

Teaching Undergraduates with Primary Sources

6. Comments

Please use this space to expand your answers and make additional comments.

1. Comments

2. If you are willing to be contacted for a follow-up interview, please write your email address in the space provided. This information will be used only for this purpose.

Appendix 2

Frequency Tables

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources		
	Frequency	Valid Percent
Always used	372	60%
Used in more than half of classes	138	22%
Used in half of classes	51	8%
Used in less than half of classes	51	8%
Never used	11	2%
Valid Total	623	100%
No Response/Missing Data	4	

Sources from an archive		
	Frequency	Valid Percent
Always used	64	11%
Used in more than half of classes	95	16%
Used in half of classes	72	12%
Used in less than half of classes	265	44%
Never used	101	17%
Valid Total	597	100%
No Response/Missing Data	30	

Sources freely available on the Internet		
	Frequency	Valid Percent
Always used	240	39%
Used in more than half of classes	156	25%
Used in half of classes	87	14%

Used in less than half of classes	108	18%
Never used	24	4%
Valid Total	615	100%
No Response/Missing Data	12	

Primary sources from proprietary databases		
	Frequency	Valid Percent
Always used	60	10%
Used in more than half of classes	78	13%
Used in half of classes	52	9%
Used in less than half of classes	143	25%
Never used	249	43%
Valid Total	582	100%
No Response/Missing Data	45	

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources		
	Frequency	Valid Percent
Very comfortable	310	50%
Comfortable	187	30%
Mixed feelings of comfort	93	15%
Somewhat uncomfortable	19	3%
Uncomfortable	9	1%
Valid Total	618	100%
No Response/Missing Data	9	

Finding archival sources		
	Frequency	Valid Percent
Very comfortable	322	53%
Comfortable	189	31%
Mixed feelings of comfort	83	14%
Somewhat uncomfortable	9	1%
Uncomfortable	7	1%
Valid Total	610	100%
No Response/Missing Data	17	

Question 2, Part 4: My students would benefit from the following:

An online tutorial about online resources		
	Frequency	Valid Percent
Strongly agree	291	47%
Somewhat agree	258	42%
Somewhat disagree	55	9%
Strongly disagree	10	2%
There is no available archives	3	<1%
Valid Total	617	100%
No Response/Missing Data	10	

An online tutorial about archival research		
	Frequency	Valid Percent
Strongly agree	255	42%
Somewhat agree	256	42%
Somewhat disagree	76	12%
Strongly disagree	15	2%
There is no available archives	12	2%
Valid Total	614	100%
No Response/Missing Data	13	

A presentation by the archivist tailored to the course assignments		
	Frequency	Valid Percent
Strongly agree	339	55%
Somewhat agree	190	31%
Somewhat disagree	46	8%
Strongly disagree	17	3%
There is no available archives	21	3%
Valid Total	613	100%
No Response/Missing Data	14	

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.		
	Frequency	Valid Percent
Strongly agree	322	53%
Moderately agree	208	34%
Neither agree nor disagree	59	10%
Moderately disagree	12	2%
Strongly disagree	5	1%
Valid Total	606	100%
No Response/Missing Data	21	

I have access to enough online primary sources for my classes.		
	Frequency	Valid Percent
Strongly agree	138	23%
Moderately agree	284	47%
Neither agree nor disagree	93	15%
Moderately disagree	70	12%
Strongly disagree	18	3%
Valid Total	603	100%
No Response/Missing Data	24	

Students have difficulty understanding the context of online documents.		
	Frequency	Valid Percent
Strongly agree	161	27%
Moderately agree	255	42%
Neither agree nor disagree	117	19%
Moderately disagree	59	10%
Strongly disagree	15	2%
Valid Total	607	100%
No Response/Missing Data	20	

I am including more online primary sources in my syllabi.		
	Frequency	Valid Percent
Strongly agree	144	24%
Moderately agree	205	34%
Neither agree nor disagree	121	20%
Moderately disagree	76	13%
Strongly disagree	57	9%
Valid Total	603	100%
No Response/Missing Data	24	

Students are including more online primary sources in their papers.		
	Frequency	Valid Percent
Strongly agree	217	36%
Moderately agree	210	35%
Neither agree nor disagree	95	16%
Moderately disagree	58	10%
Strongly disagree	23	4%
Valid Total	603	100%
No Response/Missing Data	24	

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations		
	Frequency	Valid Percent
Often	197	33%
Occasionally	328	54%
Rarely	79	13%
Valid Total	604	100%
No Response/Missing Data	23	

Professional publications		
	Frequency	Valid Percent
Often	212	35%
Occasionally	301	50%
Rarely	87	15%

Valid Total	600	100%
No Response/Missing Data	27	

Browsing Websites and blogs		
	Frequency	Valid Percent
Often	313	52%
Occasionally	212	35%
Rarely	74	12%
Valid Total	599	100%
No Response/Missing Data	28	

Email announcements		
	Frequency	Valid Percent
Often	232	39%
Occasionally	284	47%
Rarely	85	14%
Valid Total	601	100%
No Response/Missing Data	26	

Other		
	Frequency	Valid Percent
Often	72	19%
Occasionally	180	48%
Rarely	126	33%
Valid Total	378	100%
No Response/Missing Data	249	

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Frequency	Valid Percent
Yes	383	67%
No	192	33%
Valid Total	575	100%
No Response/Missing Data	52	

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.		
	Frequency	Valid Percent
Strongly agree	30	7%
Moderately agree	84	19%
Neither agree nor disagree	37	9%
Moderately disagree	105	24%
Strongly disagree	178	41%
Valid Total	434	100%
No Response/Missing Data	193	

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.		
	Frequency	Valid Percent
Strongly agree	137	32%
Moderately agree	157	37%
Neither agree nor disagree	92	21%
Moderately disagree	21	5%
Strongly disagree	21	5%
Valid Total	428	100%
No Response/Missing Data	199	

I don't have time to prepare for archival research assignments.		
	Frequency	Valid Percent
Strongly agree	28	6%
Moderately agree	103	24%
Neither agree nor disagree	86	20%
Moderately disagree	104	24%
Strongly disagree	114	26%
Valid Total	435	100%
No Response/Missing Data	192	

Students report that they enjoy and benefit from archival research.		
	Frequency	Valid Percent
Strongly agree	150	34%
Moderately agree	166	38%
Neither agree nor disagree	93	21%
Moderately disagree	21	5%
Strongly disagree	5	1%
Valid Total	435	100%
No Response/Missing Data	192	

Students find online finding aids difficult to interpret.		
	Frequency	Valid Percent
Strongly agree	48	11%
Moderately agree	139	32%
Neither agree nor disagree	161	37%
Moderately disagree	70	16%
Strongly disagree	15	3%
Valid Total	433	100%
No Response/Missing Data	194	

The archivist (personality, knowledge, attitude) is a barrier.		
	Frequency	Valid Percent
Strongly agree	8	2%
Moderately agree	31	7%
Neither agree nor disagree	118	27%
Moderately disagree	73	17%
Strongly disagree	200	47%
Valid Total	430	100%
No Response/Missing Data	197	

What is the status of your teaching appointment?		
	Frequency	Valid Percent
Tenured faculty	415	71%
Tenure track faculty	100	17%
Instructor, adjunct, lecturer	66	11%
Valid Total	581	100%
No Response/Missing Data	46	

What best describes the institution in which you work?		
	Frequency	Valid Percent
Associate college	7	1%
Baccalaureate college	210	35%
Doctorate granting university	289	48%
Master's or Special focus institution	96	16%
Valid Total	602	100%
No Response/Missing Data	25	

How many years have you been teaching history, including teaching as a graduate student?		
	Frequency	Valid Percent
0–5	27	4%
6–10	101	17%
11–15	119	20%
15+	354	59%
Valid Total	601	100%
No Response/Missing Data	26	

Tables by Teaching Appointment

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	62%	21%	8%	7%	1%
Tenure track faculty	56%	27%	6%	9%	2%
Instructor, adjunct, lecturer	57%	18%	12%	8%	5%
Total	60%	22%	8%	8%	2%

Sources from archives					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	11%	16%	13%	45%	15%
Tenure track faculty	6%	15%	8%	53%	18%
Instructor, adjunct, lecturer	13%	16%	19%	27%	24%
Total	10%	15%	13%	45%	17%

Sources freely available on the Internet					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	38%	25%	16%	17%	4%
Tenure track faculty	38%	32%	15%	12%	3%
Instructor, adjunct, lecturer	45%	25%	5%	22%	5%
Total	39%	26%	14%	17%	4%

Primary sources from proprietary databases					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Tenured faculty	11%	13%	10%	22%	44%
Tenure track faculty	5%	13%	12%	34%	36%
Instructor, adjunct, lecturer	20%	13%	3%	25%	38%
Total	11%	13%	9%	24%	42%

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfort-able	Uncomfort-able
Tenured faculty	51%	30%	14%	4%	2%
Tenure track faculty	49%	32%	17%	1%	0%
Instructor, adjunct, lecturer	50%	32%	18%	0%	0%
Total	51%	30%	15%	3%	1%

Finding archival sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfort-able	Uncomfort-able
Tenured faculty	56%	29%	12%	1%	1%
Tenure track faculty	47%	37%	15%	1%	0%
Instructor, adjunct, lecturer	40%	35%	21%	5%	0%
Total	53%	31%	13%	1%	1%

Question 2, Part 4: My students would benefit from the following:

An online tutorial about online resources					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Tenured faculty	47%	43%	8%	1%	0%
Tenure track faculty	59%	35%	4%	2%	0%

Instructor, adjunct, lecturer	39%	38%	20%	3%	0%
Total	48%	41%	9%	2%	0%

An online tutorial about archival research					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Tenured faculty	43%	43%	11%	2%	1%
Tenure track faculty	45%	37%	13%	1%	4%
Instructor, adjunct, lecturer	28%	44%	20%	5%	3%
Total	41%	42%	13%	2%	2%

A presentation by the archivist tailored to the course assignments					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Tenured faculty	54%	33%	7%	3%	3%
Tenure track faculty	60%	28%	5%	0%	7%
Instructor, adjunct, lecturer	56%	24%	10%	8%	3%
Total	55%	31%	7%	3%	4%

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	52%	34%	10%	3%	1%
Tenure track faculty	52%	40%	8%	0%	0%
Instructor, adjunct, lecturer	62%	26%	12%	0%	0%
Total	53%	34%	10%	2%	1%

I have access to enough online primary sources for my classes.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	23%	47%	15%	11%	3%
Tenure track faculty	21%	55%	12%	10%	2%
Instructor, adjunct, lecturer	23%	40%	18%	14%	5%
Total	23%	48%	15%	11%	3%

Students have difficulty understanding the context of online documents.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	27%	40%	20%	10%	3%
Tenure track faculty	31%	45%	13%	10%	1%

Instructor, adjunct, lecturer	23%	45%	23%	9%	0%
Total	27%	41%	19%	10%	3%

I am including more online primary sources in my syllabi.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	26%	34%	18%	13%	9%
Tenure track faculty	23%	33%	28%	8%	7%
Instructor, adjunct, lecturer	15%	37%	20%	15%	12%
Total	24%	34%	20%	12%	9%

Students are including more online primary sources in their papers.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	38%	37%	14%	8%	2%
Tenure track faculty	32%	30%	19%	10%	9%
Instructor, adjunct, lecturer	31%	31%	18%	12%	8%
Total	36%	35%	15%	9%	4%

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations			
	Often	Occasionally	Rarely
Tenured faculty	32%	53%	15%
Tenure track faculty	28%	67%	5%
Instructor, adjunct, lecturer	46%	37%	17%
Total	33%	54%	13%

Professional publications			
	Often	Occasionally	Rarely
Tenured faculty	37%	49%	14%
Tenure track faculty	31%	53%	16%
Instructor, adjunct, lecturer	35%	53%	11%
Total	36%	50%	14%

Browsing Websites and blogs			
	Often	Occasionally	Rarely
Tenured faculty	51%	35%	14%
Tenure track faculty	54%	38%	8%
Instructor, adjunct, lecturer	57%	35%	8%
Total	52%	36%	12%

Email announcements			
	Often	Occasionally	Rarely
Tenured faculty	41%	47%	12%
Tenure track faculty	36%	49%	15%
Instructor, adjunct, lecturer	35%	46%	18%
Total	39%	47%	13%

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Yes	No
Tenured faculty	67%	33%
Tenure track faculty	60%	40%
Instructor, adjunct, lecturer	73%	27%
Total	67%	33%

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	8%	20%	10%	21%	41%
Tenure track faculty	5%	20%	6%	30%	39%
Instructor, adjunct, lecturer	2%	16%	2%	40%	40%
Total	7%	20%	8%	25%	41%

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	33%	33%	24%	4%	6%
Tenure track faculty	30%	48%	14%	3%	5%
Instructor, adjunct, lecturer	27%	41%	18%	12%	2%
Total	32%	37%	22%	5%	5%

I don't have time to prepare for archival research assignments.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	7%	21%	21%	25%	26%
Tenure track faculty	6%	33%	17%	24%	20%

Instructor, adjunct, lecturer	6%	25%	18%	18%	33%
Total	6%	24%	20%	24%	26%

Students report that they enjoy and benefit from archival research.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	36%	38%	21%	4%	1%
Tenure track faculty	31%	33%	28%	6%	1%
Instructor, adjunct, lecturer	27%	49%	14%	10%	0%
Total	34%	39%	21%	5%	1%

Students find online finding aids difficult to interpret.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	11%	32%	37%	17%	4%
Tenure track faculty	12%	33%	45%	6%	3%
Instructor, adjunct, lecturer	10%	33%	29%	24%	4%
Total	11%	32%	37%	16%	4%

The archivist (personality, knowledge, attitude) is a barrier.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Tenured faculty	2%	6%	28%	15%	48%
Tenure track faculty	1%	13%	28%	21%	36%

Instructor, adjunct, lecturer	0%	6%	25%	20%	49%
Total	2%	7%	28%	17%	47%

Tables by Type of Degree Granting Institution (Associate's College omitted due to small sample size)

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	58%	21%	8%	11%	2%
Doctorate granting university	64%	19%	9%	6%	1%
Master's or Special focus institution	56%	28%	6%	7%	2%
Total	61%	21%	8%	8%	2%

Sources from an archive					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	7%	17%	12%	43%	20%
Doctorate granting university	15%	17%	12%	43%	13%

Master's or Special focus institution	7%	10%	15%	49%	19%
Total	11%	16%	13%	44%	17%

Sources freely available on the Internet					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	42%	28%	11%	16%	3%
Doctorate granting university	40%	23%	17%	17%	3%
Master's or Special focus institution	34%	26%	17%	17%	6%
Total	40%	26%	14%	17%	4%

Primary sources from proprietary databases					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
Baccalaureate college	9%	16%	6%	29%	38%
Doctorate granting university	12%	12%	9%	23%	44%
Master's or Special focus institution	9%	8%	15%	21%	48%
Total	11%	13%	9%	25%	42%

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfort-able	Uncomfort-able
Baccalaure-ate college	50%	31%	15%	2%	2%
Doctorate granting university	50%	31%	13%	4%	1%
Master's or Special focus institution	52%	25%	21%	2%	0%
Total	51%	30%	15%	3%	1%

Finding archival sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfort-able	Uncomfort-able
Baccalaure-ate college	51%	27%	18%	3%	1%
Doctorate granting university	54%	32%	11%	1%	1%
Master's or Special focus institution	53%	37%	10%	0%	1%
Total	53%	31%	13%	2%	1%

Question 2, Part 4: My students would benefit from the following:

An online tutorial about online resources					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Baccalaure-ate college	49%	36%	12%	2%	1%

Doctorate granting university	49%	42%	7%	1%	0%
Master's or Special focus institution	42%	48%	7%	3%	0%
Total	48%	41%	9%	2%	0%

An online tutorial about archival research					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Baccalaureate college	44%	34%	15%	3%	4%
Doctorate granting university	41%	46%	11%	1%	1%
Master's or Special focus institution	38%	46%	13%	3%	1%
Total	42%	42%	13%	2%	2%

A presentation by the archivist tailored to the course assignments					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
Baccalaureate college	59%	26%	5%	3%	7%
Doctorate granting university	58%	33%	6%	1%	1%
Master's or Special focus institution	45%	35%	13%	5%	2%
Total	56%	31%	7%	3%	3%

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	54%	32%	12%	1%	0%
Doctorate granting university	52%	35%	9%	2%	1%
Master's or Special focus institution	51%	37%	8%	3%	1%
Total	53%	34%	10%	2%	1%

I have access to enough online primary sources for my classes.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	24%	46%	16%	11%	3%
Doctorate granting university	25%	46%	13%	14%	2%
Master's or Special focus institution	15%	54%	20%	8%	3%
Total	23%	47%	15%	12%	3%

Students have difficulty understanding the context of online documents.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	21%	48%	21%	9%	2%

Doctorate granting university	29%	40%	17%	11%	2%
Master's or Special focus institution	32%	33%	20%	9%	5%
Total	27%	42%	19%	10%	3%

I am including more online primary sources in my syllabi.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaure-ate college	24%	34%	18%	14%	10%
Doctorate granting university	26%	35%	21%	11%	8%
Master's or Special focus institution	20%	34%	20%	17%	9%
Total	24%	34%	20%	13%	9%

Students are including more online primary sources in their papers.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaure-ate college	39%	33%	11%	12%	5%
Doctorate granting university	37%	35%	18%	8%	2%
Master's or Special focus institution	31%	39%	18%	7%	5%
Total	37%	35%	15%	9%	4%

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations			
	Often	Occasionally	Rarely
Baccalaureate college	31%	56%	14%
Doctorate granting university	33%	53%	14%
Master's or Special focus institution	36%	54%	9%
Total	33%	54%	13%

Professional publications			
	Often	Occasionally	Rarely
Baccalaureate college	34%	48%	17%
Doctorate granting university	35%	52%	13%
Master's or Special focus institution	36%	55%	9%
Total	35%	51%	14%

Browsing Websites and blogs			
	Often	Occasionally	Rarely
Baccalaureate college	54%	37%	9%
Doctorate granting university	54%	32%	13%
Master's or Special focus institution	45%	39%	17%
Total	53%	35%	12%

Email announcements			
	Often	Occasionally	Rarely
Baccalaureate college	38%	44%	18%
Doctorate granting university	38%	50%	12%

Master's or Special focus institution	43%	48%	9%
Total	39%	48%	14%

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Yes	No
Baccalaureate college	60%	40%
Doctorate granting university	74%	26%
Master's or Special focus institution	61%	39%
Total	67%	33%

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaure-ate college	9%	21%	9%	22%	38%
Doctorate granting university	4%	16%	8%	25%	47%
Master's or Special focus institution	12%	27%	9%	27%	25%
Total	7%	19%	9%	24%	41%

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	35%	32%	23%	4%	6%
Doctorate granting university	34%	38%	20%	5%	4%
Master's or Special focus institution	21%	42%	24%	9%	4%
Total	32%	36%	22%	5%	5%

I don't have time to prepare for archival research assignments.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	6%	25%	18%	22%	30%
Doctorate granting university	6%	23%	21%	24%	25%
Master's or Special focus institution	9%	24%	19%	26%	22%
Total	6%	24%	19%	24%	26%

Students report that they enjoy and benefit from archival research.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaureate college	38%	40%	19%	2%	1%
Doctorate granting university	38%	35%	21%	5%	1%

Master's or Special focus institution	18%	46%	26%	9%	0%
Total	35%	38%	21%	5%	1%

Students find online finding aids difficult to interpret.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaure-ate college	13%	30%	38%	14%	4%
Doctorate granting university	10%	35%	34%	17%	4%
Master's or Special focus institution	7%	28%	47%	18%	0%
Total	11%	32%	37%	16%	3%

The archivist (personality, knowledge, attitude) is a barrier.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
Baccalaure-ate college	1%	7%	30%	16%	46%
Doctorate granting university	2%	7%	23%	17%	50%
Master's or Special focus institution	3%	7%	35%	18%	37%
Total	2%	7%	27%	17%	46%

Tables by Years of Teaching Experience

Question 2: Teaching with Primary Sources

Question 2, Part 1: Indicate how often you used the following source(s) of primary source materials within the last two years.

Published primary sources					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0–5	48%	22%	15%	11%	4%
6–10	59%	22%	8%	9%	2%
11–15	65%	19%	7%	8%	2%
15+	60%	22%	9%	8%	2%
Total	60%	21%	8%	8%	2%

Sources from an archive					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0–5	12%	12%	4%	46%	27%
6–10	10%	13%	14%	47%	14%
11–15	15%	14%	16%	42%	13%
15+	9%	17%	11%	44%	19%
Total	11%	16%	13%	44%	17%

Sources freely available on the Internet					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0–5	48%	33%	15%	4%	0%
6–10	44%	27%	13%	15%	2%
11–15	41%	29%	13%	14%	3%
15+	37%	24%	15%	19%	5%
Total	39%	26%	14%	17%	4%

Primary sources from proprietary databases					
	Always used	Used in more than half of classes	Used in half of classes	Used in less than half of classes	Never used
0–5	16%	16%	8%	48%	12%
6–10	7%	15%	7%	29%	41%
11–15	12%	12%	10%	18%	47%
15+	11%	13%	9%	23%	44%
Total	11%	13%	9%	25%	42%

Question 2, Part 3: Describe your comfort level with teaching the skills needed for:

Searching for online primary sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfort-able	Uncomfort-able
0–5	41%	52%	7%	0%	0%
6–10	56%	29%	15%	0%	0%
11–15	52%	29%	16%	3%	1%
15+	50%	29%	15%	4%	2%
Total	51%	30%	15%	3%	1%

Finding archival sources					
	Very comfortable	Comfortable	Mixed feelings of comfort	Somewhat uncomfort-able	Uncomfort-able
0–5	26%	44%	22%	7%	0%
6–10	54%	31%	13%	2%	0%
11–15	55%	30%	13%	1%	0%
15+	54%	30%	13%	1%	2%
Total	53%	31%	13%	2%	1%

An online tutorial about online resources					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
0–5	63%	30%	7%	0%	0%
6–10	48%	44%	8%	1%	0%

11–15	51%	39%	7%	2%	1%
15+	46%	42%	10%	2%	0%
Total	48%	41%	9%	2%	0%

Question 2, Part 4: My students would benefit from the following:

An online tutorial about archival research					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
0–5	67%	15%	15%	0%	4%
6–10	38%	47%	13%	1%	2%
11–15	41%	42%	14%	3%	0%
15+	41%	42%	12%	3%	2%
Total	42%	41%	13%	2%	2%

A presentation by the archivist tailored to the course assignments					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	There is no available archives
0–5	65%	23%	4%	0%	8%
6–10	59%	33%	4%	1%	3%
11–15	67%	26%	4%	2%	2%
15+	51%	32%	9%	4%	4%
Total	56%	31%	7%	3%	3%

Question 3: Assigning ONLINE Primary Sources

Question 3, Part 1. These statements are about the benefits and difficulties of assigning ONLINE primary sources. Please select the most appropriate response.

I would benefit from knowing more about all the online primary sources in my field.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	63%	26%	11%	0%	0%
6–10	55%	37%	8%	0%	0%
11–15	54%	35%	7%	4%	0%

15+	50%	35%	11%	2%	1%
Total	53%	35%	10%	2%	1%

I have access to enough online primary sources for my classes.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	11%	56%	15%	19%	0%
6–10	22%	48%	18%	10%	3%
11–15	25%	45%	13%	15%	2%
15+	24%	47%	15%	11%	3%
Total	23%	47%	15%	12%	3%

Students have difficulty understanding the context of online documents.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	26%	48%	19%	7%	0%
6–10	32%	48%	11%	10%	0%
11–15	30%	42%	22%	4%	2%
15+	25%	39%	21%	12%	3%
Total	27%	42%	19%	10%	2%

I am including more online primary sources in my syllabi.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	27%	38%	23%	12%	0%
6–10	25%	34%	23%	11%	6%
11–15	26%	32%	24%	13%	5%
15+	23%	34%	17%	13%	12%
Total	24%	34%	20%	13%	9%

Students are including more online primary sources in their papers.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	46%	31%	15%	0%	8%
6–10	36%	26%	21%	11%	6%

11–15	34%	31%	23%	11%	2%
15+	37%	39%	12%	9%	4%
Total	37%	35%	16%	9%	4%

Question 3, Part 2. I update my awareness of new online primary source materials through:

Informal conversations			
	Often	Occasionally	Rarely
0–5	23%	65%	12%
6–10	34%	58%	8%
11–15	33%	58%	9%
15+	33%	51%	15%
Total	33%	54%	13%

Professional publications			
	Often	Occasionally	Rarely
0–5	37%	41%	22%
6–10	30%	53%	17%
11–15	32%	54%	14%
15+	38%	49%	13%
Total	36%	50%	14%

Browsing Websites and blogs			
	Often	Occasionally	Rarely
0–5	69%	27%	4%
6–10	58%	33%	9%
11–15	52%	39%	9%
15+	50%	35%	15%
Total	53%	35%	12%

Email announcements			
	Often	Occasionally	Rarely
0–5	52%	26%	22%
6–10	31%	54%	15%
11–15	39%	47%	14%
15+	40%	47%	13%
Total	39%	47%	14%

Question 4: Assigning Archival Research

Question 4, Part 1. My students have access to an archival repository with materials relevant to the course.

My students have access to an archival repository with materials relevant to the course.		
	Yes	No
0–5	67%	33%
6–10	70%	30%
11–15	63%	37%
15+	67%	33%
Total	67%	33%

Question 4, Part 2. These statements describe the benefits and difficulties of assigning archival research to undergraduates. Select the response that best characterizes your opinion.

Archives in my locale do not have materials relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	6%	6%	6%	33%	50%
6–10	5%	20%	3%	30%	42%
11–15	9%	22%	7%	26%	36%
15+	6%	19%	11%	21%	42%
Total	7%	19%	9%	24%	41%

It would be helpful if the local archivist was available to consult with me about collections relevant to my courses.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	28%	39%	33%	0%	0%
6–10	31%	46%	12%	5%	5%
11–15	39%	32%	21%	5%	2%
15+	30%	35%	24%	5%	6%
Total	32%	37%	22%	5%	5%

I don't have time to prepare for archival research assignments.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	11%	33%	22%	17%	17%
6–10	7%	30%	18%	22%	24%
11–15	6%	26%	18%	27%	23%
15+	6%	21%	20%	24%	29%
Total	6%	24%	19%	24%	26%

Students report that they enjoy and benefit from archival research.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	47%	21%	21%	5%	5%
6–10	27%	45%	24%	4%	0%
11–15	39%	33%	23%	5%	0%
15+	34%	40%	20%	5%	2%
Total	35%	38%	21%	5%	1%

Students find online finding aids difficult to interpret.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	6%	50%	39%	6%	0%
6–10	16%	31%	42%	9%	1%
11–15	10%	31%	37%	17%	5%
15+	10%	31%	36%	18%	4%
Total	11%	32%	37%	16%	3%

The archivist (personality, knowledge, attitude) is a barrier.					
	Strongly agree	Moderately agree	Neither agree nor disagree	Moderately disagree	Strongly disagree
0–5	0%	11%	42%	16%	32%
6–10	1%	15%	32%	16%	36%
11–15	1%	10%	28%	16%	45%
15+	2%	4%	25%	18%	51%
Total	2%	7%	28%	17%	46%

ABOUT THE AUTHOR: Doris J. Malkmus received a doctorate in American women's history from the University of Iowa (2001) while she worked at the Iowa Women's Archives. She then attended the University of Michigan, earning a Master's in Information Science (2005) and joined the Penn State University Libraries as archivist and processing coordinator in its Special Collections Library. She is conducting follow-up interviews with history faculty regarding the challenges and benefits of using primary sources to teach undergraduates.

NOTES

1. Unless otherwise noted, all data in this report derives from the on-line survey "Teaching Undergraduates with Primary Sources" and the statistical analysis of the data. The survey and responses are in possession of the author.
2. William Maher, *Management of College and University Archives* (Metuchen, NJ: Society of American Archivists and The Scarecrow Press, Inc., 1992): 256–264; Marian Matyn, "Getting Undergraduates to Seek Primary Sources in Archives," *History Teacher* 33:3 (2000): 349–355; T. G. Chute, "Selling the College and University Archives: Current Outreach Perspectives," *Archival Issues* 25:1/2 (2000): 33–48. Earlier works included *Academic Outreach: The Use of Archival Materials on the College Campus*, ed. Timothy L. Ericson, n.p. (1984); and Mark A. Greene, "Using College and University Archives as Instructional Materials: A Case Study and an Exhortation," *Midwestern Archivist* 14:1 (1989): 30–38.
3. Sharon Anne Cook, "Connecting Archives and the Classroom," *Archivaria* 44 (1997): 102–117; Michael Eamon, "A 'Genuine Relationship with the Actual': New Perspectives on Primary Sources, History and the Internet in the Classroom," *The History Teacher* 39:3 (2006): 297–314; Julia Hendry, "Primary Sources in K–12 Education: Opportunities for Archives," *American Archivist* 70 (2007): 114–129. Other works of interest include, Anne J. Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials," *American Archivist* 61 (1998): 136–157; Anne J. Gilliland-Swetland, Yasmin B. Kafai, and William E. Landis, "Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives," *Archivaria* 49 (1999): 89–116. One of the early and interesting articles reviewed four primary source packets created by archives. Katharine T. Corbett, "From File Folder to the Classroom: Recent Primary Source Curriculum Projects," *American*

Archivist 54:2 (1991): 296–300. Several key Web sites help teachers use on-line primary sources. See National Archives and Records Management, "Educators and Students," http://www.archives.gov/education/ (25 June 2008); Library of Congress, "American Memories: The Learning Page," http://memory.loc.gov/learn/ (26 June 2008); and Collaborative Digital Project—BCR, "Teachers Toolbox," http://www.bcr.org/cdp/teachertb/index.html (26 June 2008).

4. Marcus C. Robyns, "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," *American Archivist* 64 (2001): 363–384; and Rebecca Albitz, "The What and Who of Information Literacy and Critical Thinking in Higher Education," *Libraries and the Academy* 7:1 (2007): 97–109. Examples of articles in related information fields include Steven J. Herro, "Bibliographic Instruction and Critical Thinking," *Journal of Adolescent and Adult Literacy* 43:6 (2000): 554–558; and Bill Tally and Lauren B. Goldenberg, "Fostering Historical Thinking with Digitized Primary Sources," *Journal of Research on Technology in Education* 38:1 (2005): 1–21.
5. Paul Conway, *Partners in Research: Improving Access to the Nation's Archives* (Pittsburgh: Archives & Museum Informatics, 1994). The following represent recent usability studies that included undergraduates as part of test groups. Burt Altman and John R. Nemmers, "The Usability of Online Archival Resources: The Polaris Project Finding Aid," *American Archivist* 64 (2001): 121–131; Lisa Coats, "Users of EAD Finding Aids: Who Are They and Are They Satisfied?" *Journal of Archival Organization* 2:3 (2004): 25–39; Wendy Duff and Penka Stoyanova, "Transforming the Crazy Quilt," *Archivaria* 45 (1998): 44–67; Elizabeth Yakel, "Listening to Users," *Archival Issues* 26:2 (2002): 111–127; Elizabeth Yakel, "Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century," *Archivaria* 49 (2002): 140–159; Elizabeth Yakel and Deborah A. Torres, "AI: Archival Intelligence and User Expertise," *American Archivist* 66 (2003): 51–78.
6. Robert B. Townsend cites statistics from the "2003 National Survey of Postsecondary Faculty," data from NCES Data Analysis System, in his article "Federal Faculty Survey Shows Gains for History Employment but Lagging Salaries," "News Column," *Perspectives in History* (March 2006) http://www.historians.org/Perspectives/Issues/2006/0603/0603new1.cfm (26 June 2008). In the on-line survey, the 10 respondents who checked "other" were primarily emeritus professors still teaching and full-time, non-tenured faculty.
7. Ibid. Nationally, doctorate-granting institutions comprise 31% of the total; in this survey they comprised 48%. Nationally, associate-level colleges comprise 30% of the total; in this survey they comprised only 1.2%.
8. Comment 165, tenured, university, 10–15 years, yes archives. Citations for comments refer to survey results in the possession of the author. Numbers refer to the specific responder, and the subsequent information indicates the status of his/her teaching appointment, the Carnegie category of his/her institution, the years he/she has taught (including graduate assistantships), and whether his/her students had access to an archives with relevant materials for the course taught.
9. Comment 159, tenured, university, 11–15 years, yes archives.
10. Comment 52, tenure-track, university, 6–10 years, yes archives.
11. Comment 103, tenured, university, 11–15 years, yes archives.
12. Comment 12, tenured, baccalaureate, 11–15 years, no archives.
13. The University of Michigan hosts this compendium of primary sources of the antebellum through Reconstruction period in the United States at http://quod.lib.umich.edu/m/moagrp/.
14. Comment 149, tenured, university, 15+ years, did not indicate if archives.
15. Comment 89, tenured, university, 11–15+ years, yes archives.
16. Comment 166, tenured, university, 15+ years, did not indicate if archives.
17. Comment 34, instructor, university, 11–15 years, yes archives.
18. Comment 81, tenured, baccalaureate, 11–15 years, no archives.
19. Comment 81, tenured, baccalaureate, 11–15 years, no archives.
20. Comment 158, tenured, master's, 15+ years, yes archives.
21. Comment 78, tenured, baccalaureate, 15+ years, yes archives.
22. Comment 56, tenure-track, university, 11–15 years, no archives.
23. Comment 65, tenure-track, baccalaureate, 11–15 years, yes archives.
24. Comment 15, instructor, associate, 15+ years, no archives.
25. Comment 148, tenured, master's, 15+ years, yes archives.
26. Comment 174, tenured, master's, 11–15 years, yes archives.
27. Comment 31, instructor, baccalaureate, 6–10 years, yes archives.

28. Many commenters spoke to the lack of context. Comment 17, instructor, baccalaureate, 0–5 years, yes archives; comment 147, tenured, baccalaureate, 15+ years, yes archives; comment 152 tenure-track, university, 6–10 years, yes archives.
29. Comment 67, tenure-track, master's, 6–10 years, yes archives.
30. Comment 15, instructor, associate, 15+ years, no archives.
31. This finding is based on 128 respondents with less than 11 years of experience and 473 respondents with 11 years or more experience. Interestingly, tenure-track faculty show slightly less differentiation than their tenured colleagues—70% of tenure track (N=100) and 63% of tenured respondents (N=415) used on-line primary sources, and 83% *of each* used published sources. The same difference is repeated in use of archival materials: 21% of tenure-track and 27% of tenured faculty used sources from an archives, while 47% of those with 0–10 years of experience and 55% of those with 11 or more years of experience reported using sources from an archives. This indicates a significant difference between the behavior of tenure-track respondents (N=100) and those with 0–10 years of experience (N=128). This anomalous finding demands further investigation; it may suggest tenure-track faculty have less time or incentive to incorporate nonpublished primary sources in their curricula.
32. Comment 154, tenured, baccalaureate, 0–6 years, no archives.
33. Comment 170, tenured, university, 15+ years, no archives.
34. Figures are presented from the lowest percentile, which in this case are instructors, to the highest, in this case tenure-track.
35. Comment 95, tenured, baccalaureate, 15+ years, yes archives.
36. Comment 178, tenured, university, 11–15 years, yes archives.
37. Comment 95, tenured, baccalaureate, 15+ years, yes archives.
38. Comment 44, tenure-track, university, 0–5 years, yes archives.
39. Comment 66, tenure-track, baccalaureate, 11–15 years, yes archives.
40. Comment 78, tenured, baccalaureate, 15+ years, yes archives.
41. Comment 66, tenure-track, baccalaureate, 11–15 years, yes archives.
42. Comment 57, tenure-track, master's, 6–10 years, no archives.
43. Comment 45, tenure-track, university, 6–10 years, no archives.
44. Comment 48, tenure-track, master's, 11–15 years, no archives.
45. Comment 152, tenured, baccalaureate, 6–10 years, yes archives.
46. Comment 94, tenure-track, university, 15+ years, no archives.
47. Comment 45, tenure-track, university, 6–10 years, no archives.
48. Comment 41, tenure-track, university, 6–10 years, yes archives.
49. Comment 40, tenure-track, university, 11–15 years, yes archives.
50. Comment 41, tenure-track, university, 6–10 years, yes archives.
51. Comment 20, instructor, university, 0–5 years, yes archives.
52. Comment 115, tenured, university, 15+ years, no archives.
53. Comment 137, tenured, university, 15+ years, yes archives.
54. Comment 26, instructor, baccalaureate, 15+ years, no archives.
55. Comment 75, tenured, baccalaureate, 11–15 years, no archives.
56. Comment 167, tenured, university, 15+ years, yes archives.
57. Comment 106, tenured, baccalaureate, 15+ years, yes archives.
58. Comment 30, instructor, baccalaureate, 15+ years, yes archives.
59. Comment 113, tenured, university, 15+, yes archives.
60. Comment 112, tenured, baccalaureate, 15+ years, yes archives.
61. Comment 20, instructor, university, 0–5 years, yes archives.
62. Chute, "Selling the College and University Archives," 38–40.
63. Comment 98, tenured, baccalaureate, 15+ years, yes archives.
64. Comment 11, instructor, baccalaureate, 15+ years, yes archives.
65. Comment 153, tenured, university, 11–15 years, yes archives.
66. Comment 151, tenured, university, 15+ years, yes archives.
67. Comment 172, tenured, baccalaureate, 6–10 years, yes archives.

UNIVERSITY ARCHIVES AND EDUCATIONAL PARTNERSHIPS: THREE PERSPECTIVES

BY PETER J. WOSH, JANET BUNDE, KAREN MURPHY, AND CHELSEA BLACKER

ABSTRACT: This article examines the benefits and logistical challenges involved in designing and conducting an undergraduate history course with both a significant archival research focus and a substantial technology component. A history professor, two graduate assistants, and an undergraduate student reflect on their participation in the "New York University: Creating a Digital History" course that was offered in the spring 2007 semester. They offer practical suggestions on ways to structure an effective digital history course. The authors conclude that successful courses require, among other things, carefully crafted syllabi structured around multiple assignments and deadlines; clear lines of communication between students, staff, and the instructor; and more sophisticated and targeted teaching by archival personnel. The authors also question whether such courses can provide students with an accurate picture of the archival research process.

Archivists, librarians, and educators have spent considerable time over the past decade discussing the ways in which primary source materials might be better integrated into undergraduate education.[1] Collaborative projects with faculty seemingly offer excellent opportunities to integrate academic archives into the educational mission of their parent institutions. Mary Jo Pugh, when discussing reference services, urges archivists to take advantage of such opportunities as structured orientation sessions, classroom visits, planned assignments, and teaching packets.[2] William Maher, in his 1992 manual on college and university archives, observes that undergraduates already "form a large part of the in-person use of many academic archives" and that repositories potentially "provide an ideal opportunity to introduce students, normally young adults, not just to historical research but to the raw material of history itself."[3] The professional literature often characterizes such projects as beneficial, and Pugh optimistically concludes that "many of the problems encountered in working with students can be resolved by working directly with their teachers."[4] Some archivists, however, take a more cautionary approach. Maher notes that student users "also bring many

problems" to the archives. They often require considerable orientation and personal attention, strain administrative resources, have skewed expectations of reference service, and have difficulty formulating manageable research topics.[5] In fact, educational and outreach activities do constitute time-consuming, complex, and tricky ventures.

During the spring 2007 semester, the Archives and Public History Program at New York University (NYU) partnered with the University Archives on a digital history class for undergraduate history majors. The NYU partnership illustrates many of the benefits and opportunities involved in cooperative undertakings, but also some inherent problems and pitfalls that make these projects difficult to coordinate and execute. Professors, archival staff, and students all approach such ventures from different viewpoints. This article draws on these three perspectives in order to provide some practical suggestions for college and university archivists, as well as educators, who plan similar projects.

A Professor's Perspective: Peter J. Wosh

Annually, the NYU history department offers a series of workshop courses for undergraduate majors, organized around a specific theme or historical problem. These semester-long classes, generally taken by students during the junior year, seek to introduce students to historical research methods. Students learn how to pose researchable questions, gather evidence, and present their findings before their peers in a small seminar setting. Topics vary based on professors' interests. In the spring 2008 semester, for example, the faculty created workshops around such issues as "Crime and Punishment in History," "Societies and Cultures of Medieval France," "Food and Foodways in American History," "Race and Family Stories in U.S. History," and "Labor and Progressive Politics in New York City." Students typically produce traditional research papers over the course of the semester and also gain some exposure to working with archival documents and other primary source materials.

When I decided to teach a history workshop class in 2007, I elected to focus on digital history. Several considerations prompted me to choose this topic. My archival background and my experience in directing the NYU graduate program in archives for the past 14 years made me very aware of the proliferation of digital objects in the profession. Both historians and archivists have made excellent use of new media to broaden their audiences, present the past in innovative ways, and increase access to research collections. From my first experience in viewing the University of Virginia's "The Valley of the Shadow" project in the mid-1990s, available at http://valley.vcdh.virginia.edu, I became convinced that Web-based history offered extraordinary educational opportunities.[6] As time and technology have progressed since, digital technology has fundamentally altered the historical and archival landscapes. Projects have grown in both size and number, new media have promoted a convergence of previously distinct disciplines, and both archivists and public historians have struggled to integrate digital technology into their daily work flow.

Despite the possibilities, however, many historians and history students appear either suspicious of on-line resources or only vaguely aware of their existence. A few history

programs, notably the Center for History and New Media at George Mason University, have embraced technological change and developed impressive digital history offerings. Most departments, however, rarely discuss such issues. Some faculty members refuse to allow students to use *any* on-line resources rather than teach them how to discriminate between reliable and unreliable sources. Few consider digital projects and Web-based scholarship to be equivalent to print publications. Despite the archival profession's extraordinary devotion over the last 15 years to mounting resources on Web sites, most undergraduates remain only dimly aware of where and how to access these resources, or of the issues involved in evaluating sites. I determined that a history workshop class offered the ideal opportunity to raise awareness about digital projects and to provide students with an understanding of the complexities involved in creating on-line resources.

I also viewed the class as a good opportunity to partner with the NYU archives. The archives program has two graduate assistants (GAs) assigned to the University Archives each year, and this seemed like an ideal way to involve them in undergraduate training, and provide them with experience in structuring an educational program involving historical documentation. The University Archives itself has a rich visual and textual collection, documenting college life from the mid-nineteenth century through the present and offering myriad possibilities for student research projects. Two comprehensive institutional histories of NYU have appeared in recent years, thus providing a useful and current body of secondary reference material for student use.[7] In addition, the University Archives contains considerable documentation concerning the development of the surrounding Greenwich Village community. Local history seemed especially likely to interest undergraduates, who typically matriculate through the university without learning very much about their immediate environment. A project focusing on the university and surrounding community could prove an ideal opportunity for students to link local issues with broader historical themes and topics.

The course itself had an ambitious agenda. For the first third of the semester, students explored history sites, gaining some familiarity with existing digital projects and how to critique them. *Digital History*, by Daniel Cohen and Roy Rosenzweig, provided an excellent general text for the class, offering a very useful survey of Web-based history projects and describing digital technology in clear and easily understood language.[8] Ellen Noonan, from the American Social History Project at the City University of New York, joined the class early in the semester in order to discuss her own institution's award-winning project, "The Lost Museum," an interactive site based on the mystery that surrounded the burning of P. T. Barnum's American Museum in New York in 1841, available at http://www.lostmuseum.cuny.edu. Noonan presented the theoretical and practical issues involved in creating digital projects, as well as the ways in which the American Social History Project constructed an educational program to accompany the site. The class also worked as a group to thoroughly examine and evaluate "Martha Ballard's Diary Online," http://www.dohistory.org. This project, conceived by the Pulitzer Prize–winning historian Laurel Thatcher Ulrich, used the diary of a seventeenth-century Maine midwife to teach skills related to researching, writing, and interpreting history. Students then selected their own digital history sites to evaluate and present to the class. I asked them to use the criteria contained in Debra DeRuyver,

Jennifer Evans, James Melzer, and Emma Wilmer's "Rating System for Evaluating Public History Web Sites" (http://www.publichistory.org/reviews/rating_system.html), as a way to encourage them to think systematically about their critiques.

During the second third of the semester, students researched an actual topic in the NYU archives, with the ultimate goal of translating their research into a Web-based exhibit or historical project. They also gained some familiarity with Web-based technologies, scanning standards, and Web design. Several parameters that I established before the course began shaped the nature of the class's experience; some particularly difficult choices involved technology in particular. After consulting with information technology staff at NYU, I decided to mandate that each student use iWeb as the tool for building their sites. This simple Mac-based program contains a series of templates that students could use to construct their projects, and it leveled the playing field somewhat. Since the course sought to teach students how to research a historical topic and then translate that into a digital project, I did not want to place the emphasis on either learning Hypertext Markup Language (HTML) or mastering complex software programs. I also did not want to privilege students who had more sophisticated Web design skills. I attempted to standardize the projects in other ways, informing students that "the ultimate goal is to produce a Web site, containing 25-30 scanned images that document and interpret an aspect of institutional history." Benchmarks were built into the semester, since students had to submit a prospectus and list of sources, as well as a storyboard, prior to moving forward with their sites. One in-class session featured a trip to the technology lab, where the instructor provided a basic introduction to iWeb. Scanning took place at the University Archives, and staff spent some time explaining digitization standards and options as part of the learning experience.

Another important decision involved the history projects themselves. Students had a relatively short time to select viable projects, conduct research, and build their sites. I had worked closely over the course of the previous summer with Nancy Cricco, the university archivist and co-author of one of the recent NYU histories, in order to create a list of possible projects that contained ample documentation and adequate research resources. Several students departed from the list and selected their own topics, but it proved critically important to have a ready-made series of viable topics for students. The projects themselves proved very diverse, with little overlap. One student focused on the history of Washington Square Park as a center of campus life. Another compared the university's response to World War II with reaction to the Vietnam conflict. A third examined the history of symbols, seals, and mascots. Several projects focused on such student-related topics as dormitories, Greek life, and athletics. Students followed their particular interests and, for the most part, made a real effort to relate their microhistories to larger issues and trends in American culture. One such project examined female law students in the early twentieth century and discovered fascinating links between the students, Greenwich Village feminists, and the radical Heterodox Society. A particularly successful site focused on "Sunrise Semester," a series of television-based courses that NYU produced and broadcast from the 1960s through the 1980s, drawing interesting links between this endeavor and the current distance education movement.

For the final third of the semester, the class primarily explored design issues, as well as general archival trends and concerns involving digital history. Martin Kalfatonic's

Creating a Winning Online Exhibition: A Guide for Librarians, Archives, and Museums, published by the American Library Association in 2002, proved a useful way to introduce some basic design questions into the course. We also considered both institution-based and individual digital archives projects, examining a range of legal and ethical issues, copyright questions, and preservation problems involving "born–digital" materials. We focused specifically on the "September 11 Digital Archive" (http://911digitalarchive.org), and Douglas Lindner's "Famous Trials" Web site (http://www.law.umkc.edu/faculty/projects/trials/trials.htm) in the process. For the final two weeks of the class, students presented their projects to the entire group. We also arranged with the University Archives to create space on the library server in order to maintain sites for students who wished to display their projects after the class ended.

My experience in organizing and teaching this course taught me several valuable lessons about collaborative projects. First, careful planning and coordination proved far more difficult than anticipated and made the course much more labor-intensive to teach than the average history class. Even though I enjoyed good relations with the University Archives and thought that I had taken extensive steps to work with staff from the outset, problems and miscommunications developed. I had involved the university archivist and the assistant archivist in course planning but, owing to the work flow and staffing patterns in the archives, the class often dealt with student workers, part-time staff, and GAs instead. The university archivist had shown considerable interest in the project initially, but administrative realities precluded her from being an active participant in the course. Her primary priorities and daily responsibilities involved working with university administrators and donors, coordinating gallery exhibits, and focusing on special projects. She necessarily delegated responsibility for course collaboration to staff members and remained only peripherally involved with the project. It would have been much more useful if I had scheduled an orientation and discussion session for the entire archives staff prior to the start of the course so that everyone in the archives understood the goals and purpose of the class, as well as the rhythm of the semester. My own failure to better grasp the administrative structure and work flow of the archival operation, and my unrealistic assumption that the university archivist could devote large quantities of time to this particular project contributed to the miscommunication that occurred. Similar issues cropped up at the university computer labs. Though the technology leadership and some staff understood the project, the sheer volume of students using these facilities precluded any one-on-one instruction by knowledgeable supervisors. Fortunately, an assistant at the computer lab had also been a history major at NYU, and her eagerness to both help the history students and have the class succeed proved critical, as she allowed class members to contact her directly with questions and technical problems.

Second, my experience caused me to rethink my use of class time. Neither the orientation to the University Archives nor the instructional class devoted to iWeb proved particularly successful. The archives visit occurred too early in the semester and focused too much on "gems" of the collection to prove useful for students. By the time class members actually began using the archives for research, they had forgotten most of the basics involving the use of guides, finding aids, and research strategies. Bibliographic instruction and orientation prove more helpful when conducted at the moment that

research happens. Students learn about archival finding aids more effectively when they need to use them rather than during general sessions when such information appears purely abstract. A similar issue limited the value of technology training. On the one hand, it would have been helpful very early in the semester to provide students with some sense of the possibilities and limitations of iWeb, so that they might plan their research strategies and select documents with a better idea of the final product. On the other hand, the actual formal training session probably confused more students than it helped. The technology instructor tried to present a comprehensive overview of the entire software program in an hour-long lab session. She necessarily skipped over some essential basics, dwelled on more advanced applications that students would probably never use, and tried to jam a tremendous amount of content into the session. My own observations indicated that many students resorted to checking their E-mail, downloading images, or working independently on their projects during the presentation. Once again, I came away convinced that such general orientation sessions probably have little value and that it would be more constructive to work students through specific problems as a group or have instruction occur at the point of use.

Third, I am concerned about whether all the students left the class with a good understanding of how to conduct archival research and ask useful research questions. The University Archives staff proved extraordinarily accommodating in helping students to define viable topics, locate appropriate research materials, and scan documents—bending regulations when necessary in order for class members to complete their projects. This enthusiasm and cooperative spirit contributed to the success of the course, but it also may have skewed students' notions of archival operations. Based on my anecdotal observations and conversations, I concluded that relatively few students approached their research by consulting standard on-line finding aids, wading through secondary sources, reading broadly in the collections, and learning how to translate their subject-based questions into provenance-based descriptive systems. Though we did cover these issues in class, I sensed that students depended largely on the kindness of the reference staff to winnow through material and get them precisely what they needed. In unanticipated ways, their research experiences probably resurrected the myth of the omniscient archivist. In the future, I will shift the balance of the course and spend considerably more time addressing research issues, perhaps sacrificing some of the late-semester content involving digital archives questions. It may be that this type of course should be a two-semester research seminar, with the first semester devoted to digital archives and research issues, and the second dedicated to executing the actual research project and constructing the Web site.

Fourth, my experience reinforced my sense that tight organization, meticulous timing, and regular benchmarks are even more necessary in successfully constructing these types of courses. The University Archives does not have night or weekend hours, thus necessitating carefully planned and tightly structured research assignments. Undergraduates tend to have complex schedules, frequently undertake internships and paid employment during the day, often work intensively on projects as due dates approach, and have their own unique sense of time. Successful projects require considerable forethought and inevitably produce some technological frustrations and glitches that slow progress. For this course, I required weekly postings about the readings to Blackboard,

our on-line course management system, as well as mandatory individual meetings to discuss research progress and preliminary prospectuses and storyboards. Such steps eliminated some last-minute anxiety and drama, though students naturally approached the class with varying levels of interest and commitment.

Finally, teaching this class caused me to question my basic assumptions concerning students and technology. Like many archivists who remember the magical moment when self-correcting ribbons became standard equipment on electric typewriters, I secretly envied succeeding generations. I assumed that, having grown up with newer media, they did not need to make the seemingly never-ending technological adaptations that characterized professional life in the late twentieth century. My experience with this class taught me that advanced knowledge, high comfort levels, and deep understanding of new media certainly do not appear universal among current undergraduates. All students surely incorporate technology into their daily lives, but many do so in a relatively mechanical manner, filling out templates and performing routine Google searches. Humanities faculty have a responsibility to investigate and understand new media on a deeper level and to communicate that understanding in their classrooms. An introductory history workshop course can only scratch the surface in this regard, but students hopefully emerged with a better sense of the possibilities and challenges posed by digital technology.

Ultimately, despite a few glitches and the need for some organizational tinkering, I felt that the course succeeded reasonably well. Quantitative evaluations, which rated the course from one (excellent) to five (poor) revealed that four students rated it overall as a one; nine students rated it a two; and two students, a three. Fourteen of the 15 students indicated that they would recommend it to a friend. Several individual projects demonstrated a sophisticated understanding of research methods and successfully met the challenge of communicating complex historical information in an engaging manner to general audiences. Teaching a technology-dependent course in a computer lab forced me to prepare for weekly classes in a very different way, as I needed to develop a deeper understanding of history Web sites and locate interesting Web-based examples to illustrate a variety of issues and problems. In addition to advising students on historical resources and research methods, I sometimes had to troubleshoot file transfer problems and explain the differences between image file types. But, if such tasks still appear as uncharted terrain for some historians, they increasingly constitute important skills that humanities students need to master. Perhaps most importantly, however, the course promoted collaboration on several levels. Students learned to work with research archivists and technology staffers, negotiate bureaucratic regulations in the computer lab and library, and partner with each other on technological troubleshooting. Archives staff embraced the opportunity to work closely with faculty and students in a classroom setting, helping to develop projects that advanced and disseminated the knowledge of the university's history. The class also forced me to expand my teaching and research in new ways, to confront the growing world of E-humanities scholarship, and to put my personal "Archives 101" rhetoric concerning outreach programs into actual practice. Opportunities exist for archival educators to develop similar courses, and we need to take greater strategic advantage of such collaborative possibilities throughout colleges and universities, while keeping in mind the costs.

Archival Staff Perspectives: Janet Bunde and Karen Murphy

Janet Bunde currently serves as the Assistant University Archivist and Brademas Congressional Papers Archivist at NYU, and Karen Murphy works as the archive manager for the New York City Department of Environmental Protection. In the spring of 2007, we both served as GAs in the NYU archives, and both of us were enrolled in our second year of the history department's archival management program. The following section describes our participation in and our perspective on the digital history course described above. We also suggest some potential improvements to the course should it be taught in the future. We hope our experience will prove useful to other repositories that participate in similar endeavors.

Structure of the University Archives

The NYU archives is on the 10th floor of the university's main library on the Washington Square campus. The University Archives staff consists of two full-time archivists, two GAs, a grant-funded employee devoted to the Archivists' Toolkit, and five to ten graduate and undergraduate student employees and interns in any given semester. The university archivist serves as the highest-level administrator in the repository. The assistant university archivist supervises the student workers and oversees a collection of Congressional papers within the repository. The GAs each work 20 hours per week at the repository, ideally with divergent schedules. Their hours effectively comprise a third full-time archivist position. Since the GAs tend to handle complex or long-term projects jointly, their schedules dictate that they communicate regularly via E-mail and, often, telephone to collaborate most effectively.

All student employees, including the GAs, perform multiple tasks in the archives. Students assist the full-time archivists with research projects, exhibits, and public relations/outreach projects. They also process collections and accretions to collections and handle reference requests from a variety of researchers, including faculty, alumni, university administrators, and a host of external historians and other professionals. Students—both undergraduate and graduate—also comprise a significant portion of the archives' research constituency. According to a study in *American Archivist*, 37 percent of university archives' users are undergraduate students.[9] Indeed, as Mary Jo Pugh points out, students represent a significant user group at college and university archives.[10]

Each reference request at the Archives prompts the creation of a printed form that details the researcher's contact information, the research question, and the sources consulted to answer the question, as well as information regarding any charges incurred and the name of the employee who handled the request. We use the information on these forms to track our response to reference requests, document what materials are consulted, and record usage of particular collections or formats in order to determine processing priorities. These forms contain valuable documentation for the repository's annual reports and allow us to set processing priorities based on the types of collections that receive the most use.

A staff composed primarily of graduate students allows the University Archives to provide service at relatively low cost. Students gain real-world experience to

complement their archival training, and the archives gains an enthusiastic and educated staff. The benefits of such a staff, both to the repository and to the university's archival program, generally outweigh the drawbacks. Our participation in the digital history course, however, highlighted some difficulties when adapting this system of staffing to the reference needs of an undergraduate class.

Issue One: Staff Turnover

The first issue arose because the undergraduate students faced a rotating cast of employees. All of the student employees' schedules must accommodate both work and academic responsibilities. The GAs, who serve as mentors to other staff members, are no exception. For example, in the spring of 2007, Janet took two courses and an internship for full course credit, while also working 10 hours per week at another institutional repository. Karen took two courses and juggled two internships that filled the remainder of the workweek. As a result, neither had additional free hours to monitor the undergraduate researchers or to meet with one another. Many of the other repository staff members, most of whom were graduate students, shouldered similar burdens. Any attempt to ensure that each undergraduate student user worked consistently with the same graduate student worker proved impractical, especially when the undergraduate students' schedules were considered. Students enrolled in the digital history course thus encountered different staff members on each visit, not all of whom proved fully conversant with particular projects. Inconsistent staff performance slowed the research process.

Issue Two: Lack of Student, Staff, and Graduate Assistant Training

Student employees received insufficient instruction as to the purpose and goals of the course. Beyond understanding that there was an undergraduate class doing research and that all their user forms were to be filed together at the front desk, student employees knew very little about what additional services these undergraduates might need. As the majority of the undergraduates had never previously conducted research in archives, they necessarily required more attention than the average researcher. An introduction to the University Archives was provided to the undergraduate class, but none of the student employees attended this presentation. In addition, the introduction consisted primarily of an overview of the archives' holdings and was not tailored to first-time researchers or specific student projects. It proved insufficient to orient undergraduates to the process of conducting research in an archives.

Some repositories provide orientation videos and written or on-line materials for first-time researchers.[11] The NYU archives, however, has no standard orientation procedure, even though students comprise a large percentage of users, and many of them have never before consulted archival resources. Undergraduate students who undertake a long-term research project in an archival repository require at least one class session of instruction before beginning archival research. Such a session should especially emphasize how information is organized in an archival repository and how users should physically and intellectually handle archival materials.

Additionally, scheduling conflicts arose during the semester that left the GAs as the main repository contacts for the undergraduates. We conducted the majority of the

intake interviews with the students. Though they do not constitute standard procedure at the University Archives, these interviews alerted the GAs (and through them, Dr. Wosh) to students with sprawling or otherwise untenable project ideas. We used the students' user forms to suggest collections that they might consult during the course of their research. This practice benefited the students as well as the staff. Too often, however, subsequent refinements of student research projects were not recorded by staff on the forms, leaving the next employee with no indication as to what materials the students had already reviewed or how research topics had changed. Some of these difficulties can be explained by noting that, as in all repositories, some staff members are more service-oriented than others. More uniform training for staff members, however, particularly for GAs, would partially mitigate this problem.

Issue Three: Divergence from Archival Practice

The choice to alter our usual archival practice in order to accommodate students in the digital history course also contributed to a slowing of the research process. For this course we bent the rules regarding user forms and maintained special checklists for the students at the front desk. We envisioned that these forms would detail precisely which materials each student had consulted. We believed that allowing students to record what they had seen would alleviate pressure on staff to record, retrieve, and answer questions regarding the documents that had been used by the students. Still, students often could not describe what materials they had been using in order to fill out the forms, due to their lack of knowledge regarding archival organizational structures. A student might record that the most recent folder consulted was "Folder 3, Correspondence A–F," but would fail to refer to folders using record group or manuscript collection numbers. Problems thus compounded as students grew frustrated by not being able to find documents that they had previously used. The procedures for recording materials by staff or student remained unclear and inconsistent. Further confusing the issue, some staff members filled out the forms themselves, rather than handing them to students. In many instances, they proved even less diligent about recording what materials each student had consulted. This sometimes complicated matters, especially in instances where students visited simultaneously and used the same materials.

We also altered our normal scanning practices. We do not allow researchers to scan our documents themselves, due to the fragility of some of the materials and the equipment; we normally handle the work and charge for the labor. Students in the digital history course, however, were required to scan their own materials, since introducing students to issues involving the creation and manipulation of digital objects was one aim of the course. In order to protect the materials, and also because we did not have enough staff members to travel to the digital media studio with students, we allowed them to use our scanners. Originally, we asked that all students E-mail one of the GAs to set up times to use the scanners. This practice was not strictly enforced and therefore did not work. Gradually, students stopped contacting the GAs as it became clear that students would be allowed to scan without an appointment. This increased traffic in the closed stacks, where the scanning stations are located, and produced considerable confusion over who was taking what materials to which station. Folders

and items were more easily misplaced and misfiled, leading to more delays in research and further disorder.

To make matters more difficult, the University Archives has only two scanning stations on-site, rendering us unable to accommodate all students in the course at once. We had hoped to designate one station exclusively for student use and one for staff use. When one of the scanners malfunctioned halfway through the semester, however, we were hard-pressed to find scanning time for all the staff and students who required it. Additionally, not all staff possessed equal skill in operating the scanners and saving to the shared server. As a result, staff members sometimes were unable to assist students with technical issues, which wasted time and left students (and staff) frustrated. One technically savvy staff member wrote a guide for students to scan and save the scanned image to the shared server, but the instruction book was not always used.

Although bending the rules to provide more service than normal proved expedient and perhaps even necessary for staff, this practice also skewed the students' perceptions of proper archival practice. Since one of the purposes of the course was to educate undergraduate students about the use of archives, bending the rules did not necessarily achieve our goal. Were we teaching students to use the archives, or merely making excuses for time constraints? By responding the way we did to the logistical constraints inherent in a semester-long course, we may have given the undergraduate students false expectations about standard procedures and services at an archival repository. By creating a list of suggested topics, and pointing students directly to collections and resources that dealt with those topics, we established intellectual constraints that may have altered the students' expectations of conducting archival research and, more specifically, about finding answers to historical questions in general. Bianca Falbo highlights the educational possibilities inherent in unmediated archival research in her article, "Teaching from the Archives." In it, she describes how the "work of looking"—and sometimes not finding—is an important component of the courses she teaches at Lafayette College.[12]

Issue Four: Expecting the Unexpected

Several unavoidable scheduling conflicts left the GAs to manage much of the daily archival reference work. In fact, we served jointly (and unofficially) as the assistant university archivist, who was out on maternity leave for most of the semester. As we rarely worked in the office at the same time, we found ourselves constantly E-mailing and calling each other, even when we were at our other jobs, in order to answer questions about the course and our other work obligations and projects.

Additionally, the digital history course coincided with the 175th anniversary of the university, which obligated the archives to provide intensive research and scanning for several university offices. During this semester, archives staff worked to help produce a physical exhibit in the Welcome Center and an on-line exhibit on the university's Web site, which ultimately became a printed book and video commemorating the university's history. This major public relations undertaking during a time of short staffing necessarily forced us to shift our priorities and devote less time to the digital history course. We found it increasingly difficult to balance short-term priorities,

which were often attached to pressing deadlines, with the semester-long commitment to work with the undergraduates.

Issue Five: Archives Access Issues

The standard hours of the University Archives (9:30 AM–5:00 PM, Monday–Friday) could not accommodate many of the undergraduate students. Students accustomed to conducting research on-line or at their own convenience during extensive library hours were frustrated by the restrictions placed on them by our schedule. Occasionally, the GAs stayed late to allow students to finish scanning an image or search through a box of materials. Still, staff access to the archives ended at 6:00 PM, so students and staff were forced to leave before then.

By outlining the issues raised by Wosh's digital history course, we do not mean to suggest the course produced no positive results or that the course should not be taught again. On the contrary, we believe that the strengths of the course were most concretely communicated through viewing the student projects, many of which demonstrated a familiarity with multiple collections. We believe that the core structure of the course provides a viable model for undergraduate history students to become invested in projects that allow them to publish original historical research on-line—an opportunity sadly lacking in the humanities classroom. Should the course be taught again, and should other college and university repositories seek to participate in similar collaborative endeavors, we offer the following recommendations that might produce a smoother and more productive experience for all parties.

Recommendation One: Integrate Graduate Assistants More Fully into the Course

Before the class begins, a full staff meeting should also be held to orient staff, with periodic follow-up sessions to discuss particular problem projects and students' general progress. The GAs should, at a minimum, attend all in-house training sessions with the class and as many of the presentations of student work at the end of the semester as time permits. Their contact information should be printed on the syllabus and/or on Blackboard pages along with that of the instructor. Preferably, one or two GAs should be assigned to work solely on the course—devoting all their time and attention to each undergraduate project more fully and receiving course credit for the additional work involved. By giving course credit for GAs, the archives might be opened on Saturdays or evenings during the week, thus accommodating more complicated schedules. Graduate assistants assigned to the project might also be used in the digital lab to supervise scanning on a larger scale. Another option would be to treat each student project as an individual research request, which would ensure that the resources of the archives were thoroughly exhausted in each case.

One of the ways we sought to combat students having unwieldy or unmanageable research topics was to have each student make an appointment before beginning their research project. This meeting allowed students to propose a topic for study, which the graduate assistants or assistant archivist could then match to resources—helping students select topics that were specific enough to structure a cohesive narrative, yet not so narrow that little source material existed. For example, one of the students in the

class was active in the Tae Kwon Do team and wanted to profile that team. Although he had access to the dojo that started the team, we had very few records that he could use for the pictorial portion of his project. He changed his topic to survey the ways in which university dormitories had changed over time. Our photo collections, student newspapers, and the papers of the university architect helped him during the latter stages of his revised project.

In order to make the overall process smoother in the future, guidelines such as prohibiting students from working on the same topic might be taken under advisement. Additionally, another checkpoint midway through the semester—to be completed with archives staff and not just with the professor—might help students to structure their projects more effectively and better plan their research time. The GAs could fill out progress reports following these checkpoint meetings, confirming what materials were consulted, and describing gaps in the research, technical issues encountered, and any other information that might prove useful to the student and the professor in understanding the progress of the project. Creating more checkpoints and a stricter timeline would also help to avoid some of the last-minute scanning and research crush that occurred at the end of the semester.

Recommendation Two: Provide More Archival Training for Students

The repository orientation session plays a critical role in the course and needs to be retooled. As Wendy Duff and Joan Cherry explain in "Archival Orientation for Undergraduate Students: An Exploratory Study of Impact," developing archival literacy in students is an essential role for university archivists because of the commitment of their repositories to the larger institutional goals of education and learning.[13] Individual meetings served to introduce the students to the repository's holdings, but the students were never really taught how to do research in an archival repository with primary source materials. The very first class session should be taught by repository staff and serve less as a "greatest hits" approach to the repository, showcasing the more glamorous items in the collection, and more as a basic introduction to the research process.

Mary Jo Pugh rightly points out in *Providing Reference Services for Archives and Manuscripts* that archival research is a multisensory experience, and that the sounds and textures of the archives can attract users as much as the sights. Students enrolled in a course centered on archival research, however, do not need to be lured into the archives—they require a more practical introduction.[14] Unfortunately, while much of the literature surrounding archival and historical education discusses the problems of crafting a useful introduction, few provide concrete examples that address the specific needs of such projects. For example, Marian Matyn of the Clarke Historical Library at Central Michigan University correctly recognizes the "different and possibly intimidating" procedures common to the archives, at least as viewed by a first-time undergraduate user, but she offers no suggestions on how to overcome these obstacles.[15]

Greg Johnson, of the University of Mississippi's Archives and Special Collections, outlines several useful strategies for dispelling the "archival anxiety" that such new users might face, including tailoring presentations to student research and providing explanatory handouts.[16] However, our experience has shown that students require more than a handout to understand how to locate relevant information in administrative

records. In "Primary Source Research and the Undergraduate: A Transforming Landscape," Doris J. Malkmus places the onus on archivists to disabuse novice users of "their expectation of topical arrangement," a notion fostered by both their familiarity with systems of library organization and their approach to basic on-line research. Novice undergraduate researchers require special emphasis on the different ways in which information is structured and retrievable in archives and the singular nature of the materials, both physically (in terms of their uniqueness and fragility) and contextually (in terms of the relationship of individual records to the greater collection).[17] A detailed explanation of the purpose and parts of a finding aid would also allow students to explore more effectively on-line finding aids and other resources that the archives provides before they meet with staff members regarding specific research projects.[18] It might have also been to our advantage to supply students in the digital history class with a list of other area repositories and supplementary research resources, in addition to the short list we provided of potential project topics and records held in the University Archives.[19]

Handouts and explanations may not suffice, however. We suggest that for the class session, the GAs enact a mock research request, explaining how staff members translate a subject-oriented request for information into the provenance-based system of knowledge organization employed by archives. Xiaomu Zhou describes such an introduction to archival practice in a recent issue of *American Archivist.* To orient undergraduate students in a course focusing on twentieth-century American history, the reference archivist rejected a "formal" approach and "demonstrated by example, presenting the students with real boxes of collections and her on-the-spot interpretation of them," showing them how to perform successful on-line searches for primary sources, and getting them to participate in the "handling, reading, and interpreting of original materials"—a demonstration structure designed to impart both "artifactual literacy and archival intelligence." Zhou notes that both the students and instructors found this orientation valuable.[20]

In the New York University Archives, this introduction should include the process of filling out a user form and articulating a research goal to the present staff member. It should also include an introduction to the finding aids produced by repository staff, with particular attention to those on the repository's Web site, and an introduction to the concept of institutional archives. Students should also gain an understanding of the manuscript collections held by the repository; preceded by some discussion concerning the nature of a manuscript collection, how it differs from an archives-based record group, and how a finding aid might describe such material. Additionally, students should receive basic training in handling historical documents, particularly fragile newspapers, photographs, and ephemera, which (because they are visually compelling) often figure prominently in student Web projects.

It is also necessary to conduct this introductory training with the staff present because the university archivist cannot be expected to involve her- or himself with the details of the course. In fact, the introduction is more properly performed by staff, with whom the students are more likely to interact throughout the course of the semester. Creating a simple reference sheet that outlines the procedures, rules, and tips for working with archival records, and giving it to students on the first course meeting, would also help

ameliorate student confusion. Making sure the students understand and follow the rules would also help staff to more clearly and consistently track the materials used by each student—checking materials out to students both in the reading room and at the scanning stations. By enforcing strict rules about scanning appointments and tracking what materials were scanned when and by whom, the archives would decrease the number of misfiled documents.

Recommendation Three: Provide More Outreach Training for Staff

One simple way to improve the course is to hold a training session before the beginning of the semester for all repository staff who will be involved with the course. The instructors can then disseminate a copy of the syllabus and objectives of the course, thereby making clear to staff what is to be expected of them. Graduate assistants (or whichever employees a repository designates) can be expected to bear the greatest burden of meeting with the students and helping them to frame their research questions. All staff should be aware of basic procedures for the class, however, particularly if policies and procedures diverge from standard practice.

Archives staff members primarily matriculate in the graduate program in archival management, although the repository does employ graduate students in such related disciplines as public history and museum studies. Archives personnel who are less familiar with the structure and function of an institutional repository may be most sensitive to the needs of first-time users, such as most undergraduate students. They especially should understand and take into account the learning curve inherent in archival research.

In addition, staff members should play a greater role in the Web design and technology aspects of the course. At the very least, all University Archives staff members should receive the same training as the undergraduate students in iWeb, the digitization of archival photographs, and saving to the network server. By involving staff, particularly the GAs, in the Web design aspects of the course, staff members could follow project development more fully and gain a greater understanding of what materials might be useful to the students.

Even if a course instructor implements all of the above recommendations, several potential pitfalls still exist. Displaying student projects on the University Archives Web site benefits the repository, by highlighting collection content. It also serves the students by providing them with a valuable addition to their portfolios or résumés. By publishing projects on an official Web site, however, the archives might guide students away from controversial topics. Students who wish to research a topic that might be critical of the university might self-edit their projects, knowing that they will effectively be published under the auspices of the university. Graduate assistants could also find themselves in the unenviable position of being asked to balance the competing obligations of working with a course professor who may also be serving as their academic advisor or supervisor. Neglecting either their obligations as a student or as a graduate assistant could potentially jeopardize grades or even job prospects.

We maintained a good relationship with Dr. Wosh throughout the duration of the course, however, and ultimately found our roles in the course to be fulfilling. The final student projects that we viewed uniformly impressed us, both with their polish and depth

of research. Yet it was not only undergraduate skills that were honed through the course; we became better archivists through it as well. Conducting student interviews helped us to view our collections through a different lens, drawing unexpected connections between sets of information. Juggling student projects among multiple staff members reinforced the importance of record keeping and clear communication for reference archivists. Finally, the work completed by the undergraduate students opened our eyes to the research and presentation possibilities that too often lie dormant in our records.

A Student's Perspective: Chelsea Blacker

Starting My Project

Upon signing up for the "NYU: Creating a Digital History" course, I expected to fulfill a history department academic requirement rather than to gain a personal passion for archives.[21] When socializing and discussing the topic with classmates, I found that their prevailing attitude was that the archives appeared dusty and uninteresting, and that creating our final project Web sites would be a daunting technical hassle.

Professor Wosh set us on the right track—assigning each student to share a historically focused Web site with the class. The class dialogue taught us elementary Web design skills, including how to take into account the usability of a site, the best way to share academic information without overwhelming viewers, and what size images are appropriate to the Web.

Choosing a Topic

Potential projects were limited to the scope of NYU's history. This allowed students some flexibility in selecting the subject matter of their project and proved to be a great way for me as a student to become excited about the research process. I initially planned on examining the broad topic of all post–World War II physical expansion at the university. Upon analyzing other Web sites and attending my required meeting with an NYU archival staff member, however, I realized that focusing on one building would be more manageable.

I decided to research the construction of Vanderbilt Law Center, a key piece of NYU's mid-twentieth-century expansion. When researching the building in the University Archives, I was surprised to find many documents and pamphlets protesting against the construction project. I was particularly moved by a political cartoon that displayed NYU as a monster, eating up local Greenwich Village real estate. This alternative perspective on university expansion confirmed that my project could present perspectives from both sides of the story: from Greenwich Village residents as well as university administrators.

That my Web site was sponsored as part of an official university course was not a constraint as I selected my subject matter and told the story. I knew that the university tolerated alternative viewpoints, and I felt that sharing the villagers' side of the debate would prove to be a welcome addition. Even today, NYU remains engaged in debates with the local community concerning its ongoing efforts to expand. These

controversies have been publicized by the university newspaper and in national media outlets. I assumed that looking at a similar event from 50 years ago would provide historical perspective on current affairs.

Exploring the Archives

Vanderbilt Hall was part of the university's postwar effort to expand and accommodate a growing student body, despite considerable community uproar. The building site consisted of one block on the southwest corner of Washington Square Park, purchased from Columbia University in the fall of 1947. I discovered that NYU had been so intent on building its own law center that it evicted many artists and families living in the brownstones that once lined the block. Protesters fought the university, and NYU eventually accommodated them by providing new housing.

As my research progressed, trips to the archives became more detail-oriented and time-consuming. For example, once I had established a timeline for the construction of Vanderbilt Hall, I spent hours combing through the student newspapers for local updates. I also walked around the neighborhood a good deal, attempting to pinpoint building locations through historical photographs in order to paint an accurate picture of the neighborhood before NYU razed the block. I found the process of sifting through old documents exciting, and I imagined I was a female Indiana Jones searching for clues to a treasure. Combining visits to the archives with physical examinations of the landscape enhanced my experience, helping me to relate older documents to the current neighborhood scene. My detective work proved rewarding; when I would uncover a relevant article or photograph, I could envision how it would look on my Web site.

Creating the Web Site

Building a Web site that was both exciting and educational proved to be a struggle, despite all the information we learned about the digitization process and its standards and the uniformity provided by iWeb. Finding a balance between sharing interesting archival content and inundating my Web site visitors with too much information was still difficult. I found many relevant articles and could not believe that everyone would not be as interested as me in every last word that the student newspaper had reported about the building.

In an effort to organize all the information I had gathered, I created a site map—a hierarchical list of all Web pages within a site—of my Web site and an outline of my content. By laying out how I expected visitors to use the site, I was able to anticipate the alternative paths that they might use to explore the content and fix any layout problems. My outline encompassed all content, including the events that I planned to describe on the site, and a list of the sources that I planned to display on each page. My professor's critique helped me to realize that I could summarize much of my text through a smaller selection of scanned archival documents and images. The key was to tell my story through these resources, rather than using my words to narrate Vanderbilt Hall's evolution and relegating the archival material to only a decorative or illustrative role. Ultimately, the final Web site on the controversial Vanderbilt Hall Law School building

(http://www.nyu.edu/library/bobst/research/arch/chelsea/Site/Welcome.html) became a project that I am proud of, and I hope that others can learn from it.

Upon sharing our final Web sites, I noticed that other students in the course had struggled with unwieldy subject matter, not manageable in one semester, and with attempting to illustrate concepts using archival materials rather than their own narratives. As a result, some of the final products were missing theses, seemed disjointed, or were lacking materials from the archives.

Challenges of the Course Structure

My attempts to conduct research in the University Archives proved challenging at times. As discussed earlier, the limited hours of the archives required many short visits between classes and during my internship lunch break. I am certain that weekend hours would have been well received by many students, had they been a possibility. Perhaps in the future, the course could function similarly to a science class, containing both class and research lab time, where a particular staff member would be assigned to each student and become responsible for shepherding a few individual projects.

This suggestion would have helped with my second problem, which was the variation in staff attentiveness during my visits to the archives. As with any institution, some staff members are more apt to offer helpful suggestions on alternative sources or better teach researching techniques. As a rule of thumb, I tried to interact with only two particular staff members whom I found had the most thorough knowledge of the archives and could easily point me to relevant sources. I was touched by the effort that the two archival staffers put into finding boxes of documents for me, but looking back I realize that this may have had more to do with archival security than with an innate desire to do the grunt work of locating boxes for me. Either way, it proved helpful.

Despite this assistance, I struggled at times to keep the boxes containing important documents for my project organized. This was in part due to my own carelessness in recording which boxes and folders contained useful documents, but students were also permitted to put documents "on hold," which became a problem when multiple students attempted to use the same sources.

In general, I was surprised by how free I was to pursue my research unchecked. After being approved for my topic, there was little required interaction between my professor, the archives staff, and myself as I went about the process of plotting out my final Web site. I would have benefited from a more structured system of administrative checks, and perhaps a bit more technical advice from an experienced Web designer when finishing my site.

Overall, the course helped me develop many skills that are continuing to further my education and career. First and foremost, I learned how exciting it can be to sift through archival materials like a detective, and I can now appreciate their connection to our past. A highlight for me was locating the home address of a community opposition leader, Harold M. Flemming, and then zooming in on a scanned image of a Greenwich Village block in order to locate his front door before the university had destroyed his house. I was also able to meet with staff members and explore the archives of the Greenwich Village Society for Historical Preservation, a local activist group with a rich archival

collection. This was an educational way for me to expose myself to other institutions that exhibited a passion for historical preservation.

The combined skills of researching first-hand sources and building a Web site helped to propel me into the on-line advertising industry. As I graduate, I am taking with me the skills that I initially began to cultivate in "NYU: Creating A Digital History," and am very grateful for the direction given me by the course.

Conclusion

Academic archivists and librarians increasingly recognize that educational outreach remains a core component of their mission. Recent literature in the field reflects this understanding, and professional associations regularly feature sessions on the topic. The Society of American Archivists, for example, devoted an entire panel session at its 2008 meeting to undergraduate use of archival resources.[22] The lively discussion at that session illustrated archivists' and librarians' evolving confidence that collaboration with faculty offers a useful way to "strengthen information literacy" by incorporating archival materials and searching techniques into the classroom. Shan Sutton and Lorrie Knight explore a different model for this type of instruction in their article, "Beyond the Classroom: Integrating Primary and Secondary Sources in the Classroom." Their approach involves voluntary instruction about research methods from a variety of disciplines by drawing explicit connections between secondary sources and the archival sources upon which they are based.[23] New media further offers an opportunity to introduce students to innovative methods for creating and enhancing historical scholarship.

Our initial ambitious effort at New York University to create an archives-based digital history course produced mixed results. Better communication and coordination, a more detailed understanding of administrative issues at the University Archives and academic computing facilities, and a more intensive introduction to archival methodology for students clearly would have produced a smoother semester. Perhaps most critically, a key learning objective of such courses should be to cultivate the skills that Elizabeth Yakel and Deborah Torres have labeled "archival intelligence."[24] A revised syllabus for this course will seek to prepare students better by cultivating a greater understanding of archival theory and practice, helping them to develop more structured methods to approach archival resources, and teaching effective ways to negotiate the world of archival finding aids. In an effort to be helpful, staff perhaps inadvertently undermined students' archival experiences by enabling their projects rather than communicating the complexity of serious research. In the future, more attention will be paid to following standard archival procedures, with less emphasis on bending the rules in the interest of advancing student projects.

Clearly, however, the class should be repeated and integrated into the undergraduate history curriculum. The Web-based component proved particularly popular, and students embraced the challenge of presenting their projects in a digital environment. They exhibited remarkable ownership of their projects, clearly enjoying the notion that their work could have a more permanent virtual life beyond the course, and

enthusiastically experimented with new methods for communicating scholarship to general audiences. Such classes enhance the educational mission of repositories, but ultimately constitute an enormous opportunity for learners. As Mary Jo Pugh has observed, "analyzing documents and evaluating them are important life skills for most workers and all citizens."[25] Students both enjoy and benefit from such courses; educators and archivists need to provide them with the options.

ABOUT THE AUTHORS: Peter J. Wosh directs the graduate program in Archives and Public History at New York University. He is also the editor of print and electronic publications for the Society of American Archivists.

Janet Bunde serves as the assistant university archivist and archivist of the John Brademas Congressional Papers at New York University. She received her B.A. in history with a concentration in peace and conflict studies from Haverford College, and her M.A. in history with a certificate in archival administration from New York University.

Karen Murphy is the archive manager for the City of New York's Department of Environmental Protection. She received her M.A. in history with a certificate in archival administration from New York University in 2007. She also currently serves as membership and nominating coordinator for the Archivists Roundtable of Metropolitan New York.

Chelsea Blacker received her B.A. in history with a minor in producing from New York University in 2008. She now lives and works in London.

NOTES

1. Doris J. Malkmus, "Primary Source Research and the Undergraduate: A Transforming Landscape," *Journal of Archival Organization* 6:1–2 (2008): 47–70, provides a good overview of this literature. For an important study of the way in which students approach archival resources, see Elizabeth Yakel and Deborah A. Torres, "AI: Archival Intelligence and User Expertise," *American Archivist* 66:1 (2003): 51–78.
2. Mary Jo Pugh, *Providing Reference Services for Archives & Manuscripts* (Chicago: Society of American Archivists, 2005): 53–56.
3. William Maher, *The Management of College and University Archives* (Chicago: Society of American Archivists, 1992): 256–257.
4. Pugh, 53.
5. Maher, 256–264, with the direct quote on page 257.
6. An excellent discussion concerning the ongoing issues and recent developments in the digital history field can be found in "Interchange: The Promise of Digital History," *Journal of American History* 95:2 (2008): 452–488.
7. Thomas J. Frusciano and Marilyn H. Pettit, *New York University and the City: An Illustrated History* (New Brunswick: Rutgers University Press, 1997); Joan Marans Dim and Nancy Murphy Cricco, *The Miracle on Washington Square* (New York: Lexington Books, 2004).
8. Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2006). The book is also available on-line at http://chnm.gmu.edu/.digitalhistory.

9. Xiaomu Zhou, "Student Archival Research Activity: An Exploratory Study," *American Archivist* 71:2 (2008): 476–498.
10. Pugh, 50.
11. Pugh, 55.
12. Bianca Falbo, "Teaching from the Archives," *Rare Books & Manuscripts* I:1 (2000): 33–35.
13. Wendy M. Duff, and Joan M. Cherry, "Archival Orientation for Undergraduate Students: An Exploratory Study of Impact," *American Archivist* 71:2 (2008): 499–529, 501. See pages 503–504 for a survey of literature on the topic.
14. Pugh, 50.
15. Marian J. Matyn, "Getting Undergraduates to Seek Primary Sources in Archives," *The History Teacher* 33:3 (May 2000): 349–355.
16. Greg Johnson, "Introducing Undergraduate Students to Archives and Special Collections," *College & Undergraduate Libraries* 13:2 (2006): 91–100, see especially 96.
17. Malkmus, 47–70, 62.
18. Pugh, 55.
19. Johnson, 95. See also Pugh, 51–52, 54.
20. Zhou, 484.
21. For additional undergraduate student perspectives on history courses with a significant portion of archival research, see Zhou, 481–492.
22. Elizabeth Losh, William Landis, Kerry Scott, and Jesse Silva, "Beyond Show and Tell: Engaging Undergraduates with Primary Sources," (panel presented at the Society of American Archivists Annual Meeting, San Francisco, CA, August 30, 2008).
23. Shan Sutton and Lorrie Knight, "Beyond the Reading Room: Integrating Primary and Secondary Sources in the Classroom," *The Journal of Academic Librarianship* 32:3 (May 2006): 320–325.
24. Elizabeth Yakel and Deborah A. Torres, "AI: Archival Intelligence and User Expertise," *American Archivist* 66:1 (2003): 51–78.
25. Pugh, 50.

Managing the Crowd: Rethinking Records Management for the Web 2.0 World. By Steve Bailey. London: Facet Publishing, 2008. $115.00. $91.00 for SAA members. 172 pp. Hard cover.

Steve Bailey has written a brief but thought-provoking perspective on the challenges presented to records management by the concepts and innovations of Web 2.0. First coined by publisher Tim O'Reilly in 2004, "Web 2.0" has resisted most attempts to define it, but Bailey's use of the term puts emphasis on the social dimension of the World Wide Web. The user has become a creator who takes advantage of on-line sites and services, often provided free of charge, to create and share content, while offering comments, ratings, and contributions to the content of other users. Bailey contrasts this new development with the first stage of the World Wide Web, in which, he argues, on-line content was consumed more than it was created and shared. As with the introduction of the personal computer in the 1980s, the birth of the World Wide Web represented a new paradigm for information technology, but records managers were able to cope with both of these developments by adapting traditional methodologies, such as printing out electronic documents. However, that option may not be available to records managers contending with the third paradigm of Web 2.0. *Managing the Crowd* is a consideration of Web 2.0 and what challenges it will pose for records managers who fail to respond properly to it.

Bailey is a senior advisor on records management issues for the Joint Information Systems Committee (JISC) InfoNet and has been a records manager at JISC and the pharmaceutical company Pfizer. He has kept a blog on the future of records management (http://rmfuturewatch.blogspot.com) since 2007, and that experience informs a thoughtful section on blogs and their tendency to blur the boundaries between one's personal and professional lives. Despite a handful of references to British legislation, *Managing the Crowd* will be relevant and useful to North American archivists and records managers.

The heart of the book is a list of 10 defining principles for "Records Management 2.0." Bailey assures the reader that these principles are intended to supplement the objectives of traditional records management, not replace them. Moreover, the author asserts, if a given institution or profession will not feel the influence of Web 2.0 for years to come, it would be better not to fix what "clearly isn't broken." The 10 principles are for those records managers who are in need of a framework to help them find solutions for the two great challenges of Web 2.0: "the sheer volume of information now being created and the diversity of unconnected systems within which it is now stored."

Problems of scale are nothing new to most archivists and records managers, of course, and readers may already be familiar with many of the stars of Web 2.0, such as Facebook and Twitter. Bailey argues, however, that the widespread adoption of these Web-based tools reflects a shift of information ownership from institutions to users that will have a profound effect on records management. Empowered by their Web 2.0 experience, employees will be drawn to services and applications that best meet their workplace needs, regardless of whether they are provided by their employers or not. Even if institutions develop in-house versions of these services, they may be underused or ignored if the user experience they offer fails to match those of their more popular

counterparts. Bailey acknowledges the "big stick" of laws and regulations that can be used to demand compliance, but insists that Records Management 2.0 will only achieve its full potential if it is "something that content creators and users actively *want* to contribute to, for all the same reasons that they volunteer to review books on Amazon, comment on a YouTube clip, or share their bookmarks via Del.icio.us."

Managing the Crowd is not intended to be an introduction to Web 2.0, and familiarity with recent work by the likes of Clay Shirky, David Weinberger, and Peter Morville will give readers some helpful context for the book's opening chapters. Bailey's comments on blogs, wikis, collaborative editing, and social bookmarking are often thoughtful and interesting. His chapter on "Office 2.0" offers a vision of the workplace as it might look in the next five to ten years, and how easily a step-by-step, Web-based transformation of the traditional workplace could marginalize a document management system still dependent on client-server architecture.

Part two, the most provocative section of the book, begins with a call to records managers to be more aggressive in challenging their own assumptions. The practice of distinguishing "records" from "data" may have served records managers well in the past, but that may not be enough to protect the twenty-first century institution presented with an electronic discovery request that makes no such distinction. Bailey's concern about the continued survival of what he characterizes as a "centralized command and control ethos" leads him into the controversial territory of "folksonomy vs. taxonomy" and the question of whether a new approach based on tagging, folksonomies, and social bookmarking might be a better alternative tool for records management, at least in some cases, than traditional metadata schemas. Given the sheer scale of information production today and its anticipated growth in the future, records managers who insist on traditional, top-down methodologies may not be able to fulfill their professional responsibility to retain and dispose of records appropriately.

Add to this the problem of Web 2.0 tools, which combine "both the application itself *and* the mechanism for storing the content created within one indivisible system." Such applications create "a world of silos," dispersing information among many unconnected systems and making the already complicated process of record disposal even more difficult. This unhappy reality may resurrect that old dream made new of "keeping everything," but while Bailey offers a few reasons for considering it, he concludes that the dangers of electronic discovery, the force of law, and real-world limits on electronic systems render that option unrealistic.

What then are records managers to do in response to Web 2.0? The third part of the book offers the "ten principles of Records Management 2.0" as a framework to aid the profession's search for answers. While Bailey believes it is too early for anyone to claim to have a true solution, any records management system for the twenty-first century must be scalable, extensible, flexible, and independent of any specific hardware or software. In addition to these technical characteristics, a records management 2.0 system must be marketable, a tool that will be enthusiastically embraced by creators, users, and records managers alike.

Bailey's arguments are thought-provoking as far as they go, if often too brief, given the complexity and controversy of the topics he is addressing. This is particularly true in the early chapters of the book, which would benefit from a fuller discussion

of the social networking dimensions of Web 2.0, and a defense of tagging and social bookmarking that responds more directly to those who would argue for the continued use of traditional metadata schemas. Nonetheless, *Managing the Crowd* should succeed in encouraging the kinds of discussions Steve Bailey believes will be necessary if records managers are to find solutions for the challenges of Web 2.0.

Richard Adler
Electronic Records Archivist
Michigan State University

Keepers of the Record: The History of the Hudson's Bay Company Archives. By Deidre Simmons. London: McGill-Queen's University Press, 2007. $80.00. 384 pp. Hard cover.

The Hudson's Bay Company (HBC) has been, justifiably, the focus of many a researcher's interest. Books and articles elaborating and explaining historical, corporate, and cultural aspects of the company abound, but what do we know about the archives from whence all these histories have come? What has the history of that archives been, how was it created and cared for, and how did it evolve? *Keepers of the Record*, ostensibly a history of the creation, evolution, and maintenance of one of the most outstanding and complete collections of business records in the world, answers those questions. It is a narrative history of an institution's efforts to preserve the records of a bicontinental company. And while *Keepers of the Record* is more descriptive than analytical, it follows a timeline from the creation of Hudson's Bay Company in 1670 to the sale of the company in 2006 to Maple Leaf Heritage Investments Acquisitions Corporation.

To read the history of the Hudson's Bay Company archives is, in essence, to study the creation and development of modern archives and records management theory and practice. It is also the history of a corporate entity that has developed and changed with the demands of the times, from fur trading company to department store empire, in order to remain viable and profitable throughout centuries. And, it is a record of the discovery and development of the land we now call Canada.

Keeping the Record illustrates how one company developed its record keeping from a closed-shop mentality, in which documents were closely guarded and intended for internal use only, with policies mandated by the corporate governing body through various permutations of corporate, legal, and governmental machinations and requirements, to the dawn of the modern age of records retention, disposition, and open access to archival research materials. The reader is taken on a journey of sea voyages, closed boardrooms, clandestine efforts by researchers to gain access to the records, transfers of records from one site to another when corporate locations changed or wartime bombing threatened, and the final saga in 1973 of moving 120 tons of records (without loss of a single document) from England to the Provincial Archives of Manitoba in Canada.

When reviewing this history, one marvels at the efforts put forth by corporate leaders to document the activities and conditions in which records were created. Corporate correspondence annually crossed the ocean, reminding company employees of record-keeping requirements, admonishing when records did not meet standards, and gathering records from the most remote of outposts. Documents in the archives record ideas, plans, movements, and the establishment of key participants in the company and of its activities and functions. They also document the natural history and geography of Canada. Though some records making their way to London were never reviewed by the board, they were retained for posterity. This retention, whether through design or lack of action, makes possible an application of the records far beyond the record creators' intent and into the realm of Canadian history in general. The Hudson's Bay Company, as a quasi-government entity had responsibilities for settling Canada and was able to fend off legal challenges by competitors through use of the records they kept.

This is a story of a corporate entity that saved records, beginning in the seventeenth century, perhaps, as Hilary Jenkinson indicated, "because no one troubled to destroy them,"[1] only to find itself in the twentieth century with a national treasure. Despite ships lost at sea, poor storage conditions and document tracking, recycling of paper (whether for war salvage or construction use by imaginative HBC managers), and frequent moves, company records survived with remarkably few gaps. From its descriptions of early handwritten documents, through transcriptions and published editions, to indexing and microfilming, this book illustrates the life of an archives and the creation of a museum collection.

Keepers of the Record is an excellent case study of corporate record keeping over a period of three centuries. It is comprehensive, well documented, and densely packed with facts and stories. It has been the recipient of two awards: the 2008 Manitoba Day Award from the Association of Manitoba Archives and the 2008 Waldo Gifford Leland Award from the Society of American Archivists. Certainly it will be the foundation for many other articles and books on the subject. As an orientation to the history of the profession, *Keeping the Record* should be required reading for every student of archives and records management. For an understanding of the variety of ways in which corporate and national records can be created, this book also serves a purpose. Researchers seeking to understand original source material, how it is created, stored, and retained—or not, will be well served in reading this book. It may lead them to ask more of the documents that are available and ponder what may no longer be available.

Alexandra Gressitt
Library Director
Thomas Balch Library

NOTES

1. As cited by Simmons in chapter 7, note 31: Hilary Jenkinson, "The Choice of Records for Preservation: Some Practical Hints," Library Association Record, November 1939, 543–544.

Libraries, Museums, and Archives: Legal Issues and Ethical Challenges in the New Information Era. Edited by Tomas A. Lipinski. Lanham, MD: The Scarecrow Press, Inc., 2002. $62.00. $55.00 to SAA members. 335 pp. Index, plus notes, appendices, and bibliographies with each essay.

The essays in this first-rate volume were originally papers presented at the Institute for Legal and Ethical Issues in the New Information Era: Challenges for Libraries, Museums, and Archives in 2000 at the University of Wisconsin–Milwaukee. The institute was funded by a National Leadership Grant from the Institute of Museum and Library Services. As the title of this compilation indicates, it explores the way in which information technology alters and complicates the legal and ethical environments in which museums, libraries, and archives must operate. Editor Lipinski notes in his introduction that the aim of the book is to "provide professionals and others dealing with these issues the guidance necessary to make more informed decisions, or perhaps to better balance the legal, ethical, and practical aspects of a particular problem in their daily institutional settings." The editor and his contributors succeed admirably in fulfilling this goal.

The 18 essays are organized into six sections: "Working with the Collection," "Special Issues in Museum Collection Management," "Working with Patrons," "Ethical Challenges," "Copyright and Other Ownership Issues," and "Implementation of Legal and Ethical Concepts." Throughout, the essayists approach legal and ethical issues from a broader perspective than can be found in similar volumes written specifically for a single professional group, whether it be librarians, archivists, or museum curators. In casting their remarks to all three professions, the contributors take a more general, global view of the ethical and legal factors that confront all three types of institutions. This perspective gives the volume its strength and sets it apart from the other works that focus on law and ethics in a specific profession. This broader view makes the volume very useful both for students and professionals at any point in a career, and provides an overarching historical and contemporary context in which one may approach specific legal and ethical situations. A second distinction of this compilation is that most of the contributors are legal academics or practitioners, rather than archivists, librarians, or museum curators. As a result, the essays are thoroughly grounded in legal expertise but, at the same time, illustrate the authors' familiarity with the institutional environments to which their writings apply.

Throughout the volume, the essays are of high quality, but those regarding ethical challenges and copyright and ownership issues deserve special mention. In her essay, "The Fight of the Century? Information Ethics versus E-Commerce," Marsha Woodbury presents a lively, engaging, and provocative view of information ethics and how it is challenged by the Internet. Pointing out such on-line perils as cookies, hijacking, and the collection of private data, and in observing that architects of the Internet do not subscribe to a code of ethics in creating programs that profoundly affect us all, she asks who will regulate E-commerce and telecommunications. The two other essays on ethics provide very useful discussions of ethics, offering a broad context within which the codes of ethics for all three professions can be examined. Additionally, the three essays on copyright form an excellent primer on the law and issues surrounding

it. Shelly Warwick's offering, "Copyright for Libraries, Museums, and Archives: The Basics and Beyond," is an excellent, crystal-clear discussion of copyright and its history. Dwayne K. Butler and Kenneth D. Crews focus helpfully on section 108 of the copyright law in "Copyright Protection and Technological Reform of Library Services: Digital Change, Practical Applications, and Congressional Action," which deals with reproduction of copyrighted works by libraries and archives. Finally, David A. Rice, in "Legal-Technological Regulation of Information Access," reviews the development and application of copyright law revisions in dealing with digital works. He notes that in an on-line environment the traditional distinction between expression (which may be copyrighted) and information (which may not be copyrighted) becomes murky, thus complicating the picture even further.

This volume belongs on the shelf of any information professional who must deal with legal and ethical situations. It occupies an important place in the literature on the subject, not replacing, but supplementing and augmenting other works. For example, Menzi Behrnd-Klodt's *Navigating Legal Issues in Archives* is a superb manual intended specifically for archivists. For excellent discussions of privacy and confidentiality, one can consult Heather MacNeil's *Without Consent*, as well as *A Privacy and Confidentiality Reader*, edited by Menzi Behrnd-Klodt and Peter Wosh. Together with these and other resources, Lipinski's volume will provide information professionals with the expert information and analysis they need to traverse the course of their daily duties.

Sara S. Hodson
Curator of Literary Manuscripts
The Huntington Library

Exploring Intelligence Archives: Enquiries into the Secret State. Studies in Intelligence. Edited by R. Gerald Hughes, Peter Jackson, and Len Scott, with an introduction by Peter Jackson. London and New York: Routledge, 2008. $44.95. 332 pp. Index. Soft cover.

Created out of a research project and three conferences that were held at the University of Wales–Aberystwyth, this volume in the Studies in Intelligence series addresses the issues involved in accessing and assessing intelligence archives. It focuses on nearly a dozen crucial events or periods in intelligence history over the past eight decades, beginning with the British interception and decryption of diplomatic communications connected with the London Naval Conference of 1930, and concluding with the examination of British intelligence regarding Iraq undertaken in the Butler Report of 2004.

In each case, the scholars involved (historians, political scientists, and former intelligence officers) present a key document or documents, provide an overview of pertinent issues, and analyze the text(s) in some detail. Most of the documents are published here for the first time. In many cases the actual documents are reproduced, redactions and all, while in others we have only the text. For instance, the chapter "The Creation of the XX Committee, 1940" opens with an overview by Len Scott (University of Wales–Aberystwyth) of deception and double cross in war and statecraft. This is followed by a reproduction of "Memorandum on the 'Double Agent' System," dated December 27, 1940, produced by MI5 (the British Security Service), and provided courtesy of the UK National Archives, Kew. This document, which deals with the control of German spies (the "double cross" system), is then analyzed by John Ferris (University of Calgary). The chapter concludes with brief suggestions for further reading and two sets of notes.

Most of the book's dozen chapters are tied to a specific event or a relatively narrow period of time. An exception is the penultimate chapter, which features excerpts from a 1991 interview with former director of Central Intelligence William E. Colby. Conducted by Loch K. Johnson (University of Georgia), this interview—oddly enough not classified as a "document" by the editors—ranges over a longer period of time and addresses a greater variety of issues. Other chapters deal with the French response to German remilitarization of the Rhineland in 1936, the formation of the Vietnamese intelligence service in the late 1940s, the interrogation of Soviet spy Klaus Fuchs in 1950, the treatment of Soviet informer Oleg Penkovsky by the CIA in the early 1960s, British and American intelligence regarding South Vietnam in 1963, British intelligence estimates of the Arab-Israeli situation in 1965, and the Soviet view of Western intelligence activities against the USSR and Eastern Europe in the 1980s.

Determining the authenticity of any particular document is of course a relatively common practice, but in the case of intelligence documents, historians must strive with even greater diligence than usual to determine the authenticity of the information *within* the document. After all, deception is an integral function of any intelligence service, as the discussion of the XX Committee makes clear. In his introduction, Peter Jackson (University of Wales–Aberystwyth) addresses prominent intelligence historian (and series coeditor) Richard Aldrich's warning that intelligence documents that are openly available to researchers are released by authorities under very controlled conditions. Aldrich is clearly troubled by what he sees as the acceptance of such material at face value. Jackson believes that Aldrich has "pressed the case too far," and argues instead

"that most of the really important 'secrets' have left traces in the documentary record." Both points of view are valid, but it strikes this reader that Jackson's position is based in part on a piece of faulty reasoning—that the secrets for which we have found "traces" are all, or almost all, of the secrets that exist. To state the obvious, we do not know about the secrets that we do not know about. These are the "unknown unknowns" that coeditors R. Gerald Hughes (University of Wales–Aberystwyth) and Len Scott quote then-Secretary of Defense Donald Rumsfeld as referring to in 2003—a remark for which he was, for once, unfairly lampooned.

Exploring Intelligence Archives brings a lively and revealing multiplicity of viewpoints to bear on its subject, and will be of interest not only to those working with intelligence material but also to anyone studying international relations in the twentieth century or beyond. It also appears at a critical juncture. As Hughes and Scott point out, the administration of George W. Bush has been marked by efforts to classify an ever-increasing number of documents, while at the same time rapid changes in global communications and media are making it harder for governments to control information. The "secret state" survives, but it is under siege.

Grove Koger
Part-time Reference Librarian
Boise State University

Putting "America" on the Map: The Story of the Most Important Graphic Document in the History of the United States. By Seymour I. Schwartz. Amherst, NY: Prometheus Books, 2007. ISBN: 978-1-59102-513-9. $29.95. 400 pp. Endnotes, bibliography, illustrations, appendices, index. Hard cover.

At a time when scholarly and popular interest in the history of cartography and early maps continues to intensify, Seymour I. Schwartz has authored a well-crafted work that explores the history, significance, and impact of one of the most remarkable "firsts" in cartography—the Waldseemüller world map of 1507, which is the first printed map to name continental land in the Western Hemisphere "America." In recognition of this map's primacy in applying this name, it has been christened "America's Birth Certificate" or "Baptismal Document." Published five hundred years following the map's announced date of creation, four years after the Library of Congress purchased the document, and the same year that it went on permanent display there, Schwartz's text could not be more timely.

Schwartz, an accomplished surgeon and distinguished alumni professor in the University of Rochester's Department of Surgery, is widely recognized as a cartographic historian in his own right who has written several well-regarded books on the topic, including *This Land Is Your Land, The Mismapping of America*, and *The Mapping of America* (with Ralph E. Ehrenberg). Respected as an authority on matters of history and cartography, he has served on the board of directors of the Smithsonian Institution and the National Museum of American History as well as on the board of the Geography and Map Division of the Library of Congress.

The subject undertaken by this book is appreciably complex and consequently has the potential to confound those not intimately familiar with the study of history or cartography and the complications that may arise in the interpretation of incomplete or even contradictory primary sources. Despite the daunting nature of this task, Schwartz skillfully relates the history of the 1507 Waldseemüller map and the context surrounding its creation and analysis in an easily readable narrative written for a general audience. The volume's nine chapters collectively describe how this important map and its associated documents were created, the informational sources that were likely consulted in this process, several intriguing controversies and unanswered questions that have followed this map over the centuries, and the document's discovery in Germany in 1901 and acquisition by the Library of Congress in 2003.

In chapter one, Schwartz sets the temporal and geographic scene for the creation of this groundbreaking map. In the early sixteenth century in the town of Saint Dié in the northeastern French duchy of Lorraine, Duke René II established a humanist society of scholars dedicated to compiling scientific information and publishing treatises using the recently invented movable-type printing press. This Gymnasium Vosagense consisted of nine men recruited from the region for their distinctive skills. Martin Waldseemüller, a priest from a nearby part of Germany, was one of the most influential members of this group, likely recruited for his knowledge of geography, cartography, and printing. The initial work that these individuals produced on their newly acquired printing press was a small book, *Cosmographiae Introductio*, published on April 25, 1507. This text announced the simultaneous publication of two cartographic works—a

large, detailed world map and a smaller, more generalized sheet of gores for a globe. It is in this document and its accompanying maps that the Gymnasium provides the name for Western continental land that it bears today and offers justification for this choice.

In the second chapter the author considers the variety of sources—both printed and manuscript—that may have influenced the members of the Gymnasium Vosagense in their thinking as they wrote their widely distributed text and as they—principally Waldseemüller—designed the maps. In unraveling the assorted letters, publications, and maps that this group may have had the ability to access by 1507, Schwartz also describes the exploratory voyages that had been undertaken by that year and that generated much of the source material that these men are known to have consulted, as well as that which might have reached them by that year. In light of what these scholars are believed to have known when they produced these materials, Schwartz discusses many startling questions that remain unanswered in regard to the map's geography. For example, why does the map portray a detailed western coast of each American continent, inclusive of mountains where they are known today to exist and—in South America—of irregularities that may suggest the knowledge of inlets and capes six years before Balboa is believed to have become the first European to view the Pacific Ocean?

The third chapter builds on these issues by dissecting the content of the *Cosmographiae Introductio*, the primary purpose of which was explicitly to describe the accompanying map and globe gores. In this text the authors acknowledge that the maps collectively depart from the long-accepted understanding of Ptolemaic geography, as they introduce new continental lands unknown to Ptolemy and assign them a name. These scholars relied heavily on two printed documents that were attributed to Amerigo Vespucci and that describe his alleged four voyages to the New World. The group ascribed such importance to these documents based on the stated dates of travel (which through an erroneous date give Vespucci priority for discovery of the New World) and on Vespucci's descriptions and convictions about the new land, that its members chose to name it in his honor. As evidence of the prominence attributed by the Gymnasium to this explorer, its members included their Latin translation of the two printed documents within the *Cosmographiae Introductio.* In recognition of the role that these two documents played in the naming of America, Schwartz likewise includes English translations of them as appendices to his book.

Chapter four leads the reader to a portion of the book in which Schwartz analyzes a variety of controversies and mysteries surrounding the map. This chapter specifically addresses the consequences of the naming of America as understood by Waldseemüller's subsequent maps of the New World, by the name's appearance on the later maps of others, and by the often-harsh public opinion of the name's honoree. A component of this discussion is the twentieth-century controversy that questions whether the continental name derives from Vespucci or from an English merchant. The next chapter tells of the accidental and long-awaited discovery of the only extant copy of the map in 1901 by a Jesuit professor conducting research at Wolfegg Castle in Germany. Schwartz continues in the following chapter with a thorough description of the intellectual content and material construction of this twelve-sheet, 34-square-foot map as well as descriptions of the three sixteenth-century maps with which it had been stored for centuries. In addition, the author provides a comparison with the map's associated

globe gores. Of these tapering gores, announced in *Cosmographiae Introductio* and published simultaneously in 1507, only four copies are known, the first of which is now in the collections of the University of Minnesota's James Ford Bell Library. Within this discussion Schwartz presents an intriguing mystery recently revealed when an analysis of the large map suggested that this copy was most likely printed some time after 1516 rather than in 1507. The author's captivating analysis of this issue through an evaluation of watermarks, sixteenth-century paper creation, printing techniques, and regional typefaces would be of interest to historians of printing and to the general public alike. In the seventh chapter, Schwartz relates several unsuccessful attempts to purchase the map and describes its final significant controversy—this one pertaining to its status as the first map "to name" America. A prominent book dealer had unearthed a map, likely by Waldseemüller, that labeled a portion of South America with the name "America" and that this dealer declared was produced in 1505–1506, thereby giving it priority to this claim. Much of this chapter is dedicated to a skillful examination of the evidence on both sides of this argument. The final two chapters present an account of the Library of Congress' acquisition of the map as an American treasure and its careful export from Germany, as well as a history of the Library and a description of its extensive map collection.

Schwartz's volume continually engages the reader through his artful narrative style and his fascinating and knowledgeable analyses of events and documents. His passion for history and for historical maps and documents is contagious, and it is clear through his extensive endnotes and descriptions that his preparatory research was thorough. Twenty-one illustrations and 24 glossy plates complement the text. Readers who are unfamiliar with the study of history or cartography will appreciate Schwartz's explanations and the fact that he occasionally repeats the identity of personal names, and a comprehensive index is equally helpful. Readers who may not have a broad knowledge of world geography are advised to read this book with an atlas, as many geographical descriptions include place-names that may be unfamiliar to a general readership. One question that the book leaves unanswered is why *Cosmographiae Introductio* or the globe gores, both published simultaneously with the map but discovered earlier, do not bear the same recognition as "America's Birth Certificate." Aside from this small matter, Schwartz's book provides an exceptional treatment of one of the most important and most enigmatic documents in American history.

John R. Lawton
Assistant Map Librarian
John R. Borchert Map Library
University of Minnesota

Managing Congressional Collections. By Cynthia Pease Miller. Chicago: Society of American Archivists, 2008. $19.95. 138 pp. Soft cover.

As an archivist who processed and cataloged the papers of U.S. Senator Robert P. Griffin and Michigan Representative Elford A. Cederberg without the benefit of such a helpful source of information, I am compelled by the experience to offer a positive review of Miller's book. First, the book is both user-friendly and readable. White space and an easy-to-read font are employed, in contrast to so many government reference books that are difficult to read and intimidating to most but the few librarians and archivists who dare use them. This is not the case with *Managing Congressional Collections.*

This volume organizes topics logically and coherently into five chapters and also provides eight appendices and a helpful index. The contents offer good ideas and practical advice, suggestions, and options about the negotiation for and administration, transfer, and processing of the papers, as well as suggesting their reference and outreach potential. In each chapter, archival best practices are highlighted to provide guidance.

Two topics covered by the book that may prove especially interesting to first-time congressional archivists or any who may feel overwhelmed by such collections are electronic records and the sampling of large (read "congressional") collections. Though sampling is mentioned briefly, the four pages on appraisal (pp. 70–73) and appendix E provide helpful guidelines for file disposition and, indirectly, sampling. Appendix E lists and explains which series should be retained, reviewed, or disposed of, and provides helpful information regarding in which series materials should be located. It is convenient to have such information organized in one place for personal reference and also to show to a supervisor or congress person in support of suggestions and decisions concerning the disposition of various series.

The subject of electronic records can be especially daunting to those archivists who have not received extensive training in this area. The book provides several pages addressing electronic record issues, including questions to ask a politician's staff and helpful options to explore regarding records schedules, disposition, and preservation. For those archivists like me, who graduated before electronic records were a major part of life and archival studies, these pages should prove particularly informative and helpful in dealing with electronic records.

I found that one of the most interesting and informative portions of the book, on page 66, explains the purposes of irradiated and cut mail, and their effects. Ten years ago, when I processed the papers mentioned above, I did not have to worry about these issues. Now, however, mail to any office of the U.S. Congress is irradiated because of the anthrax attack of October 2001. Irradiation shortens the lifetime of the papers and leaves a residue that can cause skin and respiratory problems for anyone handling them. Also, because of the ricin incident of February 2004, all envelopes delivered to a congressional office are cut open to allow any pernicious powders to sift out. Cutting envelopes may, however, cause damage to the contents. While all of us have probably dealt with collections in which materials have been accidently cut or ripped, few of us have probably dealt with irradiated materials. The valuable information on this page alone makes this book worth its purchase to anyone who deals with congressional papers and values his or her own well-being and that of patrons and staff.

The appendices are particularly helpful both for easy reference and in answering a wide variety of questions that archives managers and processing archivists may have. Appendix A is a list of conferences, books, and articles concerning congressional papers. Appendix B provides a list of professional network and support options, including centers, roundtables, and offices and their contact information. For someone who has never dealt with congressional papers, knowing that these sources exist is certain to relieve anxiety and provide helpful answers. Appendix C is a sample deed of gift. In dealing with the papers of Senator Griffin and Representative Cederberg, we simply used a copy of our institution's regular deed of gift. I see no appreciable difference between the two. Appendix D includes a list of congressional office staff and the types of materials they generate and store, which is helpful information to have in advance of processing the papers. Appendix E is discussed above. Appendix F contains frequently asked questions, which provide options for dealing with problems that may come up regarding political and personality differences, among others. Appendix G offers a helpful bibliography of selected reading for those wanting to delve more deeply into congressional records. Appendix H is a copy of House Concurrent Resolution 307, which concerns the current regulation of both the management and disposition of congressional papers.

This book is clearly an important addition to quality archival literature. The author has brought together all of the important, relevant legislation as well as the experiences of many archivists for the benefit of us all. I recommend it as an important, indeed requisite, book for any archivist's personal reference shelf or archival literature library. More senior archivists will benefit from learning about the issues of electronic records and irradiated and cut mail. Newer archivists or those processing congressional records for the first time will benefit from the author's years of hands-on experience working with congressional records, legislation, and sources of assistance and support that are exhibited here.

Marian Matyn
Archivist, Clarke Historical Library
Assistant Professor, Central Michigan University

Film Preservation: Competing Definitions of Value, Use, and Practice. By Karen F. Gracy. Chicago: Society of American Archivists, 2007. $56.00. $40.00 to SAA members. 296 pp. Soft cover.

Film Preservation: Competing Definitions of Value, Use, and Practice is not a how-to book. Instead, it is an exploration of the theory and practice surrounding the preservation of film in the United States. Karen F. Gracy, assistant professor at the University of Pittsburgh's School of Information Sciences, chooses to address the topic of how and why preservation gets done through the methodology of ethnographic fieldwork. This means that, rather than using more traditional statistical methods of study, she immersed herself into the cultures of the practitioners of preservation. This results in an engaging glimpse into the world of practice.

At the core of film preservation are the decisions made regarding what films are worthy of preservation. Gracy details the many pressures that bear on these decisions. Primary among these is the tension between commercial and noncommercial institutions, which have different mandates. For the preservationist working for a studio, decisions about preservation must necessarily be based on the profit motive. It is the potential profit-making future use of a preserved film that allows the preservationist to justify the expense to corporate masters. In the noncommercial world, it is a cultural imperative that is the primary motivator. Gracy's research allows an intimate look at how these tensions are reflected in the practice and values of the practitioners of film preservation. She states, "In my study of the world of film preservation, the need to look at institutional norms and practices rather than industry-wide statistics and overall trends necessitated the use of ethnographic methods. Fieldwork and in-depth interviewing, supplemented by the use of focus group interviewing, facilitated the discovery of systematic patterns and themes within institutions that practice film preservation."

The book is divided into two main sections: the theory behind Gracy's study and her results. The book begins with a look at the "historical, economic, and theoretical frameworks that sustain film archiving and preservation work." Gracy sets the stage by sketching a brief history of film preservation, including an enumeration of the various actors and stakeholders involved. She also describes the economic factors that are necessarily some of the primary factors influencing the film preservation field. When discussing the value of films, she presents the classic conflict between the economic and aesthetic arguments—market economics, where the value of an object is determined by supply and demand, versus the museum model, where an object is reified through selection by trained experts. Ultimately, Gracy chooses to move beyond this dichotomy to embrace a more complex postmodern view that sees film preservation as a process that is subject to many pressures.

Gracy places film archives in a broader context as cultural institutions, which she defines as organizations that inherently reinforce a dominant culture. Films have long caused debate regarding their place in the continuum of high and low art. The collecting of films into film archives has helped to legitimize films as cultural objects by tapping into the rarified air of the museum, while at the same time reinforcing the status quo of cultural institutions. Rather than allowing the addition of film as a new art form to cause instability to this high/low dichotomy, cultural institutions have accepted

film as an art form but judged it by their traditional standards. Gracy argues that it is necessary to open the discourse to multiple definitions of value. She discusses various archival appraisal theories, but cautions that these theories have limited applicability when it comes to moving images.

Gracy is strongly influenced by sociologist Pierre Bourdeau. To set the stage for her research, she summarizes some of the concepts from his work that influenced her study. She uses Bourdeau's definition of the field of restricted cultural production as one in which the participants assign their own symbolic value to objects, a value that is often the opposite of its economic value. She sees noncommercial film archives as occupying this space. On the other side are institutions that preserve films for economic reasons, such as film studios and stock footage libraries. As Gracy states, "The field of film preservation may be thought of in terms of a struggle over who has the power to define what constitutes film preservation." It is the conflict between these two types of institutions that forms the primary tension within film preservation. The complexities of these competing values are mapped out in a complicated diagram on page 91.

In the second half of the book the author presents her findings. For me, this is the section where the book became more accessible and compelling. Using the ethnographic fieldwork methods of participant observation and in-depth interviewing, Gracy "was able to record the social reality of the film archivists, including their actions, decisions, and opinions about their work. Along the way, [she] was also able to uncover data on the attitudes, values, and ethics of the film preservation community, thus eliciting what Emerson calls 'indigenous meanings.'" This ground-level look at the work of film preservation illuminates the practices of the field, letting the reader feel like a part of the preservation world.

Gracy starts by mapping out the many tasks involved in film preservation. Specifically, she divides the process into eight major steps: selection, procuring funding, inspection and inventory, preparing the film for laboratory work, duplication, storing the copies, cataloging, and providing access. While Gracy stresses that her findings are not meant as a how-to guide, the flowcharts documenting the complex series of tasks involved in each stage of the preservation of a film are fascinating and will likely be useful to anyone interested in understanding the process.

Preservation is a term for which no definition has been agreed upon. Gracy explores the many differing definitions with extensive quotes from her interviews. In the past, the term preservation, in the film world, has been used specifically to refer to the duplication of nitrate stock onto a more stable medium. However, as Gracy's interviews demonstrate, the term preservation has evolved various meanings. Practitioners use it to describe a variety of specific tasks and general ideas. The quotes from and discussion of her interviews were the most fascinating part of the book for this reader, providing a behind-the-scenes look at how practitioners in the field of film preservation think about what they do.

Gracy goes on to present examples of the ways in which the tension between these different definitions of preservation result in negotiation and compromise. She discusses the degree to which archivists have the autonomy to make decisions regarding film preservation. Specifically, Gracy argues that archivists at noncommercial archives may have less autonomy in decision-making. She describes the ways in which film archivists

are able to assert their authority through the use of their specialized knowledge. She also gives insight into the complicated negotiations between film preservationists and the labs that do the physical processing. Finally, she addresses some of the other factors that may limit the preservationist's autonomy, including political considerations within an institution, the need to tailor selection to fit available funding sources, and the broader societal preservation agenda, including the orphan film movement.

Gracy never pretends to have written the definitive account of the culture of film preservation; instead, she uses her findings to illuminate some of the areas of tension in the field. Though her discussion of theory may occasionally be tough going for those of us outside of academia, the issues she raises, and the real-life examples behind them, are readily understandable. Gracy is clearly well versed in academic discourse, but she also makes the results of her research useful and interesting for archivists and others who are interested in the preservation of film. I expect that this book will generate lively discussions of the values and practices that define film preservation.

Marguerite Moran
Archivist
Ford Motor Company Archives

Navigating Legal Issues in Archives. By Menzi L. Behrnd-Klodt. Chicago: Society of American Archivists, 2008. $69.95. $49.95 to SAA members. 329 pp. Index. Soft cover.

As an archivist who has spent much of the last decade dealing directly with lawyers as part of my daily work, I was excited to see this publication by archivist *and* lawyer Menzi Behrnd-Klodt. My experiences in my dealing with lawyers have led me to believe that there truly are no answers to questions asked of lawyers—except, "It depends." Now here is a lawyer that can speak my language—and she wrote a book about it!

Navigating Legal Issues is divided into four sections and 22 chapters. Each chapter begins with an introduction, in which Behrnd-Klodt addresses the questions "Why is this topic important to archivists?" and "Who will find this chapter especially useful?" This format seemed odd when I first began reading, but I quickly realized that it would be useful in the future. Since the book was not written in the style of a manual, it could have been difficult to refer back to the publication and locate answers to specific questions on the fly. However, between the section and chapter headings and the "why it is important," this soft-cover book can provide a valuable quick guide to legal issues.

The first section, "The 'Legal' Framework," offers an introduction to the very basic legal issues in the archives and how to prepare for them. It discusses everything from the importance of having clearly-defined policies and procedures, to how to select and work closely with lawyers, be it in-house or outside hired teams, to how the legal process actually works. This section can be very valuable to beginning archivists as well as to those who may feel intimidated by the legal process.

The second section, "Acquisition and Ownership Legal Issues," focuses on the legal pitfalls of accessioning, appraisal, reappraisal, deaccessioning, loans, taxes, and insurance considerations. It does a great job of explaining the importance of having complete and well-thought-out agreements for the protection of the parent institution and its records in the archives. Included here are sample agreements for taking physical and intellectual ownership of property and for the process of lending records between institutions. Also emphasized is the importance of proper record keeping during the deaccessioning process and when abandoned or unidentified records are found in the collection. A short section sets out some of the tax considerations that may arise when dealing with donors, though this is clearly not as prevalent a subject as it once was, given the changes to IRS tax laws. And, finally, there is a chapter on risk management and insurance considerations for archivists.

The third section in this volume, "Access and Administration Issues," is the section in which I was most interested. This section deals heavily with the issue of privacy and the restrictions it can have on open access to records. The author highlights the delicate balancing act of trying to protect the privacy of individuals, while also trying to preserve the most basic concept for archivists: the right to equal and open access to records for the public. The list of federal statutes is incredibly useful and it is convenient to have it outlined and explained in one place. This section provides a comprehensive snapshot of the changing landscape of privacy laws and how restrictive they have become to archivists in recent times. The privacy discussion is carried through the subjects of student educational records under FERPA and patient medical records under HIPAA, as well as the intersection between access to public records

and privacy issues. There is also discussion of the issues surrounding legal records in the archives, access to presidential records, records management considerations for archivists, and the concerns surrounding the Sarbanes-Oxley Act for corporate and financial institutions, as well as the repatriation of cultural properties by Native groups (again with a very helpful list of federal statutes). There is even a short chapter on replevin, the seldom-used legal tool for recovering items unlawfully taken. Overall, this section does a wonderful job of outlining and navigating the issues of access to archival records and the many legal considerations archivists should keep in mind.

Finally, the book's last section, "Copyright and Intellectual Property Law and Considerations: Their Effects on Archivists and Archival Access and Use," takes on the always complicated subject of U.S. copyright law. This is never an easy subject to understand, and it only becomes more complicated with the passing of each new revision to the law. The two chapters dedicated to copyright do an equally good job as others in the archives literature in explaining the ins and outs of copyright law. The author helpfully reproduces Peter Hirtle's graph outlining the term-lengths of copyright for each type of work. The section ends with a short chapter on the intellectual property rights of trademarks and patents and the legal impact of these rights on records held in archives.

To wrap up this review, it is helpful to follow the format set by Behrnd-Klodt:

Why is this book important to Archivists?

Legal issues in archives can be complicated and intimidating for many archivists. Whether you have legal staff at your disposal or are one of the many lone archivists out there trying to navigate on your own, most archivists have enough on their plate without having to consider what legal issues may be lurking around the corner. *Navigating Legal Issues in Archives* does a good job of outlining the concerns that archivists should prepare for and keep in the back of their minds, but also acts as an excellent ready-reference resource when specific issues pop up and explicit information is needed to guide you through the murky legal waters.

Who will find this book especially useful?

Any and all archivists—especially those who do not have a legal degree to help them understand the complicated legal issues that arise in the archives field, as Behrnd-Klodt so obviously understands.

Jamie Myler, CA
Senior Research Archivist
Ford Motor Company Archives

Understanding Data and Information Systems for Recordkeeping. By Philip C. Bantin. London: Facet Publishing, 2007. $75.00. 346 pp. Soft cover.

In a very timely and constructive commentary, the Australian archivist Adrian Cunningham recently took models for digital preservation to the woodshed (including the OAIS-reference model and the set of skills associated with the term 'digital curation'). As Cunningham noted, these models make little attempt to deal with the most severe challenge that archivists face (and that I would argue future users of archival materials will face): "How do we find (or indeed ensure the creation of) reliable records that can be seen as evidence of decisions and activities among the mountains of what are often dynamic, archaic, and unmanaged data that organizations and individuals accumulate."[1] Without finding methods to appraise electronic information or describe the context in which archives are created and used, the information contained in every so-called "trusted digital repository" will likely comprise a useless, albeit wonderfully preserved, data landfill.

No archivist needs to be reminded of this, but others surely do. From every direction, nonarchivists (including records creators, librarians, and information technologists), are developing systems that actively manage electronic data and information. In many cases, these individuals or groups are planning to use these systems to preserve something that they loosely define as an "archives" or, more often, an "archive." If our profession is unable to articulate and implement a core mission centered on the identification and preservation of authentic electronic records, we will doom ourselves to become little more than the keepers of paper-based curiosities from a bygone era—and quite understandably so.

Taken cumulatively, Philip Bantin's volume concerning data and information systems brings us to a position that makes my lament, if not obsolete, at least less convincing. It does this by making two signal contributions to the literature. Admittedly, neither of these themes plays an explicit role in the page-by-page description of standards, systems, and requirements that Bantin capably explicates, based on his years of study and research, but they are an implicit lesson woven throughout the narrative.

Bantin's first contribution is to demonstrate specific ways in which it is possible for archivists to help ensure the creation, identification, and preservation of authentic and verifiable information that documents the circumstances under which electronic records were created and used. Actually completing this task will require several difficult things of us. There is no silver bullet in this text. We must master difficult conceptual models. We must understand the guts of some very complex technologies. We must deeply study the legal and informal standards regulating electronic record keeping. These are all important tasks, and Bantin covers them all in admirable detail. But most fundamentally, pursing the archival mission in an electronic context will require that we sow and cultivate relationships with new (and sometimes unfamiliar) partners. Bantin's book succeeds because the reader is left with much of the knowledge that will be necessary to engage the data custodians, auditors, instructional technologists, and administrators who can become our natural allies.

The second, and perhaps more important, contribution Bantin makes is to demonstrate—both to our profession, but more importantly to other professions—why it is

imperative that the archival voice be not only heard but listened to. The book itself deserves to be widely read outside the archival and records management community, but, regrettably, the publisher does not seem to be marketing it to the information technology or audit communities. Perhaps that is because the book, particularly in its opening and closing chapters, focuses heavily on the concepts of records management and record keeping as archival functions. Although these topics are important, the reader is left to intuit their broader value to the organization's overall mission, at least until he or she arrives at the discussion in the penultimate chapter (seven), which reviews a wide range of legal and regulatory requirements, precedents for good record keeping, and professional best practices and standards from the worldwide management and audit communities. The discussion and analysis provided in this section is quite useful, but it might have been more effectively placed early in the volume, since it makes a strong argument to the nonarchival community regarding the need for appropriate record keeping.

As it stands, the book opens by discussing the impact of change on records management and on the functional, administrative, and technical requirements for record keeping. A detailed section regarding specific metadata and technical requirements for such systems is particularly valuable, if intimidating. (One of the European standards has two hundred mandatory requirements, many of them concerning contextual metadata.) Context emerges as a predominant theme. As Bantin describes contextual metadata, it includes information documenting the web of relationships that exists between records and the specific set of circumstances under which a person or institution creates, generates, or assembles them as a product of specific functions or activities. He closes the book by noting several reasons for optimism regarding the future of electronic records management, particularly if archivists and records managers are prepared to advocate strongly as "change agents" for true record keeping in their organizations—and if the organizations are willing to recognize record keeping as a critical requirement in fulfilling the organization's overall mission.

In chapters three through six, Bantin provides a wealth of information and analysis regarding specific systems, processes, and issues that an electronic records archivist will likely confront. To the uninitiated reader, the process of gaining this knowledge seems akin to swallowing a very large and bitter pill. It is not easy to master some of the topics, such as the subtleties of logical models for relational database design, the architecture of document management systems, or the intricacies of international accounting standards as they relate to record keeping and legal discovery. Yet we must understand these issues thoroughly if we want to address electronic records issues in a competent fashion. For this reason among others, the book must be read by every practicing archivist.

For each of the systems discussed (such as relational databases, enterprise and document management systems, data warehouses, and E-mail servers), Bantin provides a cogent and valuable analysis regarding its potential use within a record keeping system. Although many systems will not meet one or more of the essential requirements for a record-keeping system, as presented in chapter two, a better understanding of the systems will help many archivists work with creators and data managers to help ensure that the systems produce more authentic and reliable records. It has become

trite to say that if we engage those who create and manage such systems at the stage of initial design and testing, it will be much easier to ensure the creation of a reasonably coherent, concise, authentic, and usable set of outputs from such endeavors. This book provides us not only the tools to do so, but also the motivation and ability to do so.

If there is a weakness in this book, it is that it focuses most of its attention on information generated and managed by the types of data and information systems of which large corporate bodies and bureaucracies are so fond. In this respect, one wishes at times that more attention were paid to practical issues regarding the management of personal archives or electronic manuscript collections, such as how archival programs can forge and hone cutting-edge tools for working with materials such as E-mail, blogs, and digital photograph collections. Nevertheless, this book will become an oft-consulted resource for any person who wishes to seriously engage with electronic records issues.

Christopher J. Prom
Assistant University Archivist
University of Illinois at Urbana-Champaign

NOTES

1. Adrian Cunningham, "Digital Curation/Digital Archiving: A View from the National Archives of Australia," *American Archivist* 71 (2008): 535.

College and University Archives: Readings in Theory and Practice. Edited by Christopher J. Prom and Ellen D. Swain. Chicago: Society of American Archivists, 2008. $54.95. $39.95 to SAA members. 357 pp. Soft cover.

In 1979 the Society of American Archivists published *College and University Archives: Selected Readings* with 17 essays and six appendices of examples from various institutions. Now SAA has published an updated edition (2008) that consists of 13 essays grouped into four sections: "Redefining the Role of College and University Archives," "Capturing Campus Histories," "Managing Efficient Programs," and "Serving Our Users." The book also includes a preface, brief biographies about the authors of the essays, notes, and an index.

The 1979 version contained essays about issues that pertained to a time when the idea of college and university archives was relatively young. Topics included appraisal and processing, establishment of an institutional archives, student records, records management, and reference. The essays gave practical advice that could be used by new archivists, by those new to college and university archives, by students, and by veteran archivists as well.

The 2008 edition looks at the current issues facing college and university archives. The focus is no longer on the historical background of college archives or issues that a new institutional archives might face. Instead, the focus is on issues that have evolved as college and university archives have become more advanced, such as documenting overlooked diverse groups, re-evaluating processing methodologies, oral histories, outreach, and encoded archival description finding aids as reference tools.

The first section contains the essay "Academic Archives: Retrospect and Prospect," in which Nicholas Burckel, one of the original authors for the 1979 edition, examines how archives have changed in the thirty years since the original reader was published. He also examines the challenges archivists face, some of which are addressed in the subsequent essays.

In the second essay, "The Impact of Information Technology on Academic Archives in the Twenty-first Century," Helen Tibbo provides an overview of the challenges archivists face in the technology and digital world, both in capturing and preserving digital records and in providing digital reference services that users want. This essay focuses on the issues of dealing with technology without going into detail about specific types technology.

"Electronic Publishing and Institutional Memory," by Robert Spindler, discusses the challenges of collecting the prolific on-line publications of a college or university. Throughout the essay he also provides historical information on electronic publishing. Spindler challenges archivists to work with information technology departments, publication creators, and administrators to make sure on-line publications are preserved.

The second section of the book includes the essay "Remembering Alma Mater: Oral History and the Documentation of Student Culture," by Ellen Swain, as well as "Afterword: Reflections on Oral History in Academia in the Digital Age." The former essay provides the practical example of an oral history project, as well as a project that documents the student experience. The "Afterword" expands on new problems that have arisen with oral histories since the essay was first published, especially those

regarding the digital environment and changes with institutional review boards. The essay also includes examples of interview questions and an interview agreement.

"Giving it More than the Old College Try: Documenting Diverse Populations in College and University Archives," by Kathryn Neal, provides strategies for documenting underrepresented groups. She encourages archivists to network and create connections within various communities. These strategies apply not only to university archives but also to any archives that documents communities.

"'Though This Be Madness, yet There Is Method in 't': Assessing the Value of Faculty Papers and Defining a Collecting Policy," by Tom Hyry, Diane Kaplan, and Christine Weideman, discusses the adapted use of the Minnesota Method of appraisal at the Yale University Archives, tailoring it to use for collecting faculty papers. The authors provide background information on the Minnesota Method and how they have adapted it for their use. They conclude that their variation has worked well for them, prevents them from having to accept just any collection of faculty papers that is offered, and keeps such collections from adding to their backlog.

The third section of the book contains "Perspectives on Outreach at College and University Archives," by Tamar Chute, which provides practical information on outreach. Chute describes types of outreach and suggests new ideas for the digital age. In addition, she describes pitfalls to consider when doing outreach.

"Optimum Access? Processing in College and University Archives," by Christopher Prom, analyzes processing, including how it has been done in the past and how it can be done better in the future. He includes statistics from surveys, particularly on the Meissner and Greene processing study. In his conclusion he offers concepts for managing appraisal and processing that might allow more access to collections.

"Reframing Records Management in Colleges and Universities," by Nancy Kunde, encourages archivists to help move records management into a more active concept within institutions. Kunde feels this is especially needed as archivists begin to deal more and more with the digital environment. The author delivers strategies archivists can use to make records information management relevant to institutions.

The final section of *College and University Archives: Readings in Theory and Practice* includes the essay "Balancing Issues of Privacy and Confidentiality in College and University Archives," by Tim Pyatt. Pyatt discusses the laws that effect privacy in academic institutions, including FERPA, HIPAA, and state and federal laws. He gives some strategies for dealing with various types of information, as well as specific examples from institutions. The essay also touches on electronic records, such as the challenges of E-mail.

"Copyright Law and Unpublished Materials: Fair Use and Strategies for Archival Management," by Kenneth Crews, gives a summary of copyright law as it applies to archivists. He provides background information on the laws and how they have evolved, and discusses specific cases. In addition, he provides four "strategies for action by archivists." He asserts that "archivists need to understand the laws in order to make their collections as useful as possible."

"Encoded Finding Aids as a Transforming Technology in Archival Reference Service," by Richard Szary discusses Encoded Archival Description (EAD) as a tool for providing better reference services. He writes about how EAD has changed reference

services but also challenges archivists to use it in new ways. He describes six outcomes of having EAD finding aids available on-line.

"Managing Expectations, Expertise, and Effort While Extending Services to Researchers in Academic Archives," by Elizabeth Yakel, provides a look at researchers using the archives, including the perspective of an undergraduate student, a university faculty member, and university staff member. Using survey results, she explains how different users' service expectations provide barriers to how they use archives and suggests ways to help archivists improve their services.

College and University Archives: Readings in Theory and Practice is a useful reader as a whole or as individual essays on a particular issue. The essays provide advice on archival practice and issues, give new ideas, and touch on topics that have come before. Many of the essays provoke thought on questions archivists are struggling to handle for the future. While the shift in subject matter from essay to essay is sometimes perplexing, the variety of topics provides all archivists, not just those in a university archives setting, with a picture of twenty-first-century archival issues.

Sarah Roberts
Assistant Archivist
Michigan State University Archives and Historical Collections

MIDWEST ARCHIVES CONFERENCE
4440 PGA BOULEVARD, SUITE 600
PALM BEACH GARDENS, FL 33410

NONPROFIT ORGANIZATION
AUTOCR
U.S. POSTAGE PAID
PEORIA, IL
PERMIT NO. 969