

Matthew Diffie, *The New Yorker*

LIS 619 Preservation Management Syllabus for Spring 2015

Tuesdays, January 13 – May 5, 2015 (15 sessions)

Instructor: Deborah Dunn
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Classroom: LIS 3F, unless otherwise indicated on syllabus
Class day/time: Mondays, 5:00 – 7:40
Office hours Email for appointment

Course Description

An introduction to current practices, issues, and trends in the preservation of a variety of materials in libraries and archives. An examination of how to link an institution's values and goals to preservation practices at all levels of operation. The cost of preservation will be emphasized, with emphasis on education and fund development. Students will explore how appropriate and consistent collections care will result in a positive impact on a library budget, increased access for users, and the stabilization of irreplaceable cultural and literary resources. The course is a composite of team and solo presentations, lectures, readings, guest stars who are leaders in the preservation field in Hawai'i, written assignments and a final fund development project.

Pre-Requisite: None

Student Learning Outcomes (SLOs) Addressed

SLO 1. Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

- 1b) Demonstrate understanding of the historical context of information services and systems
- 1c) Develop and apply critical thinking skills in preparation for professional practice

SLO 2. Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

- 2b) Work effectively in teams
- 2c) Develop, manage, and assess information services for specific users and communities

SLO 3. Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats

- 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated

3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

SLO 5. Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

5b) Demonstrate understanding of the social and cultural context of information services and systems [as it relates to preservation, access and sustainability]

5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

Professional Expectations

Students are expected to fully participate in every class and conduct themselves with integrity in all interactions with colleagues and the instructor. Please refer to the document, Professional Expectations Notice for LIS Graduate Students posted at: www.Hawaii.edu/slis/students/profexp.html.

Teaching Philosophy

It is the student's responsibility to take steps to succeed in the coursework. I have structured the course to act as a springboard for group discussions and exploration in a shared learning environment. Every librarian, archivist and curator can benefit from an understanding of basic preservation literature and theory. Awareness of preservation issues and some hands-on experience will work in your professional favor now and in future positions. You should expect to spend considerable time outside of class doing homework, reading and completing assignments.

General structure of classes/methods

Discussion of readings conducted by students and instructor; Lectures, visits and guest stars; In-class team sessions

Assignments

A brief explanation of each assignment follows; in-depth instructions will be covered in class. See grading section for specifics on oral and written assignment requirements.

Building and Collections Assessment (10)

Complete the provided assessment form of either Sinclair or Hamilton Library. End with a reflective summary (250-300 words) addressed to the Facilities Manager and Library Director, stating recommendations for improvement, including Green initiatives that take preservation into account.

Preservation challenges (10)

Each student will select a topic from the readings to reflect on in class, inviting responses from student peers, in the form of break-out groups, lecture presentation or combination of activities.

Time allowed: 30-35 minutes.

Preservation Week Poster (10)

Select a public or private collection and create a public information directive that informs your public how to safely use the collection. Create in English or multiple languages. Poster should be well edited and look professional. Dimensions: 20 x 24"

Two-minute lobbyist (15)

Students will each select an audience (legislative committee, governor, library donor, board of trustees, etc.) of their choice and convince them to support a preservation and access initiative. Time limit is two minutes, with the possibility of follow-up questions. No Power Point allowed; this should be a well-practiced talk and delivered with confidence.

Fund development: Develop project description and key positions (15)

Student pairs will select a preservation project and draft the project description, audience served, timetable, and intended outcome. Bring laptops; class time will be allotted.

Fund development: budget & budget narrative (15)

Student pairs will develop the budget, listing personnel, fringe, supplies, travel, equipment, consultants and more to achieve the results described in the project description. Bring laptops; class time will be allotted.

Fund development: Add Executive Summary and Cover letter, attachments (10)

Pairs work on pulling together the proposal packet. Bring laptops; class time will be allotted.

Note: All projects will be presented on Session 15. The proposal packets will be handed in that day and returned on the last day of class.

Attendance, class etiquette and participation (10)

- Attendance, preparation and participation is extremely important to the learning environment
- Arrive on time; missing class without a valid excuse will affect the final grade, as will repeated lateness and leaving early
- No personal phone calls; absolutely no texting during class. You may resume social media during the break
- Give speakers your full attention, avoiding private conversations while others are addressing the class
- On field trips, follow the rules presented by the archivists and librarians at each location.

Grading

All written and oral presentations will be graded on both content and style.

Oral presentations: content and style relates to the organization and depth of the material, the quality of the delivery (including enthusiasm for your topic), and the appropriate use of handouts and visual aids. Stay within the time limit given for oral presentations. Points are deducted if you do too little, or too much.

Written work: the grade will reflect the quality of the research, organization of the material, general grammar, spelling, and appearance.

Incomplete: Rarely given except under extraordinary circumstances. Students should negotiate with the instructor before the end of the semester.

Course grades are assigned upon a full semester's completion of a combination of:

Assignments	Points	Due
Building assessment	10	Jan 27
Preservation challenges (individual presentations)	10	various

Preservation Poster	15	Mar 3
Two-minute Lobbyist	15	April 7
Fund development	40	April 28
Attendance, preparation and participation	10	
TOTAL	100	

Grading scale

100-97 points = A+	88-86 points = B+	78-76 points = C+
96-93 points = A	85-82 points = B	75-72 points = C
92-89 points = A-	81-79 points = B-	71-69 points = C-

Required Readings

I have not required the purchase of a textbook. Information about Preservation Management comes from many good, reliable sources. I've selected some of the best and most provocative to introduce students to the literature. There will be several readings from Sherelyn Ogden's book *Preservation of Library & Archival Materials*. The chapters can be read online or printed at the Northeast Document Conservation Center (NEDCC) website under Preservation Leaflets.

<http://www.nedcc.org/resources/leaflets.list.php>

Other required readings are listed on the syllabus and links are provided when available. For Electronic Reserve readings (ER), go to Voyager and select Electronic Reserve under the instructor's name and course title. For kokua see the guide at

<http://www.sinclair.hawaii.edu/help/tutorials/Electronicresources.html>

Technology requirements

Use a computer to complete written assignments. Bring a laptop or tablet to the fundraising sessions, as we will begin drafting the proposals during class.

Helpful Websites

The Library of Congress. <http://www.loc.gov/preserv/presfaq.html>

Image Permanence Institute (IPI). Created by the Rochester Institute of Technology in 1985, specializing in the preservation of photographs, from historic formats to digital collections. They have also led research in monitoring the environment, producing equipment and programs that accurately record data for the preservation librarian. Excellent posters!

<https://www.imagepermanenceinstitute.org/resources/publications>

JANUARY


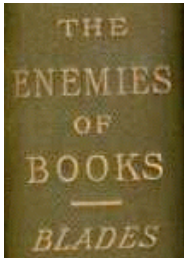
Over 4.8 billion artifacts are held in public trust by more than 30,000 archives, historical societies, libraries, museum, scientific research collection, and archaeological repositories in the United States.

A Public Trust at Risk: The Heritage Health Index, IMLS, 2007

Session 1: January 13	Focus	Readings	Assignments due
LIS 3G	<p>Introductions</p> <p>Heritage Health Index</p> <p>Defining preservation in library, archives and museum settings</p> <p>Develop a Preservation Consciousness</p> <p>Syllabus</p> <p>Film: <i>Slow Fires, On the Preservation of the Human Record</i>, Council on Library and Information Resources, 1987</p>	<p>Heritage Preservation and Institute of Museum and Library Studies, A Public Trust at Risk. The Heritage Health Index on the State of America's Collections, 2004</p> <p>http://www.pcah.gov/sites/default/files/HHIsummary.pdf</p>	

Libraries and archives, where books, printed materials, manuscripts, maps, prints, photographs, and various other materials are stored, perused, and exhibited, are not unlike the setting in agriculture where huge quantities of foodstuffs are stored for long periods of time. The library setting is a concentration of foodstuffs, including starches, cellulose, and proteins, which form a banquet for insects, rodents, and mold.

Integrated Pest Management for Libraries and Archives
Thomas A. Parker, PhD

Session 2: 20 January	Focus	Readings	Assignment due
LIS 3G	<p>The Preservation Environment:</p> <p>Integrated Pest Management</p>  <p>Guest star: Malia Van Heukelem, Collections Management Specialist, Preservation, Hamilton</p> <p>RH and Temp, Cooling systems</p> <p>Handout: Building assessment of Sinclair and Hamilton Libraries</p>	<p>Blades, William, "Dust and Neglect." <i>The Enemies of Books</i>, Chapter 4. <i>Revised and Enlarged by the Author</i>. Second edition. London: Elliot Stock, 1888. http://etext.virginia.edu/toc/modeng/public/BlaEnem.html</p> <p>OGDEN, SHERELYN. "THE ISSUE OF PESTICIDE CONTAMINATION." <i>CARING FOR AMERICAN INDIAN OBJECTS: A PRACTICAL AND CULTURAL GUIDE</i>. BY SHERELYN OGDEN. ST. PAUL: MINNESOTA HISTORICAL SOCIETY, 2004. 69-81. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Dunn_LIS61_9_25_Ogden_IssuesOfPesticide.pdf</p> <p>ODEGAARD, NANCY. "APPENDIX 3. GENERAL PROCEDURES FOR FREEZING MUSEUM COLLECTIONS TO ELIMINATE INSECT PESTS." <i>CARING FOR AMERICAN INDIAN OBJECTS: A PRACTICAL AND CULTURAL GUIDE</i>. BY SHERELYN OGDEN. ST. PAUL: MINNESOTA HISTORICAL SOCIETY, 2004. 228-29. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Dunn_LIS61_9_26_Ogden_Appendix3.pdf</p> <p>Dean, John F., "Preservation in Tropical Climates: An Overview," <i>International Preservation News</i>, IFLA PAC, no. 54, pp 6-10. August 2011. http://www.ifla.org/files/pac/ipn/IPN%2054def.pdf</p> <p>Patkus, Beth Lindblom, "Monitoring Temperature and Relative Humidity," <i>Preservation Leaflets 2.2, Environment</i>, Sherelyn Ogden, ed., <i>Preservation of Library and Archival Materials: A Manual, 3rd Edition, Revised and Expanded</i>. Andover, MA: Northeast Document Conservation Center, 1999. website. https://www.nedcc.org/free-resources/preservation-leaflets/2.-the-environment/2.2-monitoring-temperature-and-relative-humidity</p> 	

The scrolls of the manuscripts were kept in cupboards in niches on the walls. There were double walls behind the bookcases to prevent them from the extremes of temperature and humidity.

Celsus Library, Ephesus Ancient City



Session 3: 27 Jan	Session 3	Readings	Assignment due
LIS 3G	<p>The building envelope & interior</p> <p>Building interior</p> <p>Collection storage</p> <p>Handling library materials</p> <p>Housekeeping</p>	<p>Ogden, Barclay, Collection Preservation in Library Building Design. LibrisDesign, 2004. http://www.slideshare.net/SandraHaro/collection-preservation-in-library-building-design-2004 (Paste into your browser)</p> <p>Northeast Document Conservation Center, "Storage Methods and Handling Practices." Preservation leaflets 4.1, Sherelyn Ogden, ed., <i>Preservation of Library and Archival Materials: A Manual, Third Edition, Revised and Expanded</i>. Andover, MA: Northeast Document Conservation Center, 1999. Rev. 2012 http://www.nedcc.org/free-resources/preservation-leaflets/4.-storage-and-handling/4.1-storage-methods-and-handling-practices</p> <p>Northeast Document Conservation Center, "Cleaning Books and Shelves," Preservation leaflet 4.3, Storage and Handling. Sherelyn Ogden, ed., <i>Preservation of Library and Archival Materials: A Manual, Third Edition, Revised and Expanded</i>. Andover, MA: Northeast Document Conservation Center, 1999. Andover, MA: Northeast Document Conservation Center website, 2008. http://www.nedcc.org/resources/leaflets/4Storage_and_Handling/03CleaningBooksAndShelves.php</p> <p><i>Recommended</i> Ogden, Sherelyn, "Storage Furniture: A Brief Review of Current Options," Sherelyn Ogden, ed., Preservation leaflet 4.2, <i>Preservation of Library and Archival Materials: A Manual, Third Edition, Revised and Expanded</i>. Andover, MA: Northeast Document Conservation Center, 1999. http://www.nedcc.org/resources/leaflets/4Storage_and_Handling/02StorageFurniture.php</p>	Building assessment


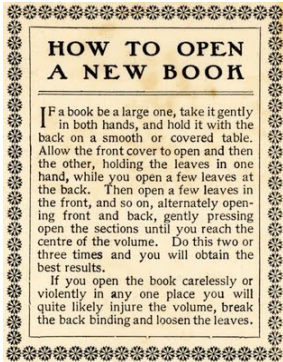
FEBRUARY

The Old Man is suspicious right from the start. He fears that his traditional, indigenous communication space has been usurped by a mere machine....Children sit around the radio set to hear stories from people whom they do not know, and who may not necessarily wield the same respect as the traditional communicators living in the community....He was worried about the birth of a new type of silence in which the children were reduced to mere recipients of messages or information without being participants. (Zimbabwe)

Chenjerai Hove

The Place of Oral Traditions in Indigenous Communications

Session 4: 3 Feb	Focus	Readings	Assignment due
LIS 3G	<p>Early information systems and Indigenous materials in libraries, archives and museums</p>  <p>Preservation of Indigenous knowledge</p> <p>Paper</p> 	<p>UNESCO Memory of the World , "Memory of Asia" Project to preserve palm-leaf manuscripts of Asia, Institute of Asian Studies, 2014 http://instituteofasianstudies.com/palmleaf.html</p> <p>Dawrs, Stu, "Pele's PhD," Hana Hou, Vol 12.no.6, 2010. http://www.hanahou.com/pages/magazine.asp?Action=DrawArticle&ArticleID=837&MagazineID=30&Page=1</p> <p>Secrets of the Cave I: "Sacred Waste," early Tibet.com, http://earlytibet.com/2010/12/13/secrets-of-the-cave-i/ Secrets of the Cave II: The "Library Cave," earlyTibet.com, http://earlytibet.com/2011/03/11/secrets-of-the-cave-ii/ Chinese bookbinding - the International Dunhuang Project http://idp.bl.uk/education/bookbinding/bookbinding.a4d</p> <p>Ford Foundation, Timbuktu: Recapturing the Wisdom and History of a Region http://www.youtube.com/watch?v=_vKBcJsqaOA&feature=related</p> <p>Maravilla, Mimfa R., "Causes of Deterioration of Paper." http://cool.conservation-us.org/byauth/maravilla/deterioration-causes.html</p> <p><i>Recommended</i> First Archivists Circle, "Protocols for Native American Archival Materials," 2007 http://www2.nau.edu/libnap-p/protocols.html</p>	<p>Preservation challenge solo presentations begin: 1 & 2</p>

Session 5: 10 Feb	Focus	Readings	Assignments
Begin in 3G	<p>Books & Paper primer</p>  <p>Library binding</p> <p>Circulating materials</p> <p>Assessing Damaged materials</p> <p>Tour of Preservation Department</p> <p>Hands-on: Basic paper repairs</p>	<p>Library of Congress, <i>Saving the Written Word: Mass Deacidification at the Library of Congress</i>, 2006. http://www.loc.gov/preserv/deacid/massdeac.html</p> <p>Eye on the Government Printing Office http://www.youtube.com/watch?v=XkYVRVmbIAk</p> <p>University of Delaware Library, "Guide to Identifying Damaged Books," Preservation Department, 2009. http://www2.lib.udel.edu/Preservation/damage_id/identifying_damage.htm</p> <p>Library of Congress. "Preservation Facsimilie," Collections Care, website http://www.loc.gov/preservation/care/photocpy.html</p> <p>Ogden, Sherelyn, "Guidelines for Library Binding," Preservation Leaflet, 7.1 Conservation Procedures, Sherelyn Ogden, ed., <i>Preservation of Library and Archival Materials: A Manual, Third Edition, Revised and Expanded</i>. Andover, MA: Northeast Document Conservation Center, 1999. https://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.1-guidelines-for-library-binding</p> <p>American Institute for Conservation of Historic and Artistic Works, website, Guides for Taking Care of Your Personal Heritage, http://www.conservation-us.org/index.cfm?fuseaction=Page.viewPage&pageId=497&parentID=472</p> <p>University of Delaware, <i>Why Do Library Materials Deteriorate?</i> Preservation Department website. http://www2.lib.udel.edu/Preservation/prevention/prevention.htm</p> 	<p>Preservation challenges 3 & 4</p>

The most difficult challenge for libraries is deciding how to set priorities for preservation. As long as the claim on preservation resources exceeds the available funds, it will be necessary to select which materials will get treatment and which will not.

The Evidence in Hand: Report by the Task Force on the Artifact in Library Collections,
Council on Library and Information Resources. Washington, D.C. 2001

Session 6: 17 Feb	Focus	Readings	Assignment due
LIS 3G	<p>Why build a preservation program?</p> <p>Strategic planning and policies</p> <p>Staff & patron education</p>	<p>Baird, Bryan J., "Preservation Strategies for Small and Public Libraries," Archival News, Vol. 7, no. 2 (Summer 1999): 1-4. http://www.archival.com/newsletters/apnewsvol7no2.pdf</p> <p>American Library Association, Preservation Policy 2008. http://www.ala.org/alcts/resources/preserv/08alaprespolicy</p> <p>Ogden, Sherelyn, "What is Preservation Planning?" Technical leaflet 1.1, <i>Preservation of Library and Archival Materials: A Manual, Third Edition, Revised and Expanded</i>, Sherelyn Ogden, ed.. Andover, MA: Northeast Document Conservation Center, 1999. http://www.nedcc.org/resources/leaflets/1Planning_and_Prioritizing/01WhatsPreservationPlanning.php</p> <p>Ogden, Sherelyn, "Priority Actions for Preservation," Technical leaflet 1.6, <i>Preservation of Library and Archival Materials: A Manual, Third Edition, Revised and Expanded</i>, Sherelyn Ogden, ed.. Andover, MA: Northeast Document Conservation Center, 1999. http://www.nedcc.org/resources/leaflets/1Planning_and_Prioritizing/06PriorityActions.php</p> <p>University of Washington Libraries, "Food, Drink and Tobacco Policy." 2010 http://www.lib.washington.edu/about/policy/food-drink-and-tobacco-policy</p> <p>McQueen, Mike, "FREE PANCAKES IN THE LIBRARY! We do it and so can you!" Getting Boys to Read.com. http://www.gettingboystoread.com/content/free-pancakes-library-we-do-it-and-so-can-you</p>	Preservation challenges 5 & 6



Session 7: 24 Feb	Focus	Readings	Assignment due
3G	<p>Risk Management Disaster Preparation & Response</p> <p>Incident Command Response</p> <p>Arson in libraries</p> <p><u>Guest star:</u> Malia Van Heukelem, Preservation Management Specialist, Hamilton Library</p>	<p>Brown, Karen and Beth Lindblom Patkus, "Collections Security: Planning and Prevention for Libraries and Archives." <i>Preservation of Library and Archival Materials</i>, Emergency Management Preservation Leaflet 3:11. Andover, Massachusetts: Northeast Document Conservation Center. NEDCC website, 2008. https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.11-collections-security-planning-and-prevention-for-libraries-and-archives</p> <p>The Hartford, "Why Your Library Needs an Emergency Preparedness Plan," Loss Control Tips Series, Loss Control Dept., 2002. website. http://www.noao.edu/safety/itt_hartford_risk_management_resources/library_emergency_preparedness_plan.pdf</p> <p>Library of Congress, What To Do If Collections Get Wet, website. http://www.loc.gov/preservation/emergprep/dry.html</p> <p>Motylewski, Karen, "Protecting Collections During Renovation," Preservation leaflets, Emergency Management 3.9. <i>Preservation of Library and Archival Materials</i>, Emergency Management, Andover, Massachusetts: Northeast Document Conservation Center. NEDCC website, 2008. https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.9-protecting-collections-during-renovation</p> <p>McDade, Travis, "Barry Landau and the Grim Decade of Archives Theft," Oxford University Press OUPBlog, June 29, 2013. http://blog.oup.com/2012/06/barry-landau-and-the-grim-decade-of-archives-theft/</p>	

MARCH

It is no wonder that Callimachus, a professional cataloguer of books from Alexandria's library, said "a big book is a big nuisance."

Session 8: 3 March	Focus	Readings	Assignment due
Meet in Gov Docs, Ground floor, Hamilton	<p>Oversize storage</p> <p>Guest stars: TBA</p> <p>Special Collections</p>	<p>"Storage Solutions for Oversized Paper Artifacts." <i>Preservation of Library and Archival Materials</i>. Storage and Handling section 4.9. Sherelyn Ogden, ed.. Andover, Massachusetts: Northeast Document Conservation Center, 2008.</p> <p>https://www.nedcc.org/free-resources/preservation-leaflets/4.-storage-and-handling/4.9-storage-solutions-for-oversized-paper-artifacts</p> <p>Association of College and Research Libraries, ACRL Code of Ethics for Special Collections Librarians, Rare Books and Manuscripts section, website.</p> <p>http://rbms.info/standards/code_of_ethics/</p> <p>Houghton Library, "Guidelines for Handling Manuscript Materials," Handling Special Collections, Harvard University website.</p> <p>http://hcl.harvard.edu/libraries/houghton/assistance/handling_special_coll.cfm#manuscript</p>	Preservation Poster

Session 9: 10 March	Focus	Readings	Assignment due
Meet in Preservation Department, Room 552	<p>Reformatting</p> <p>Guest star: Christine Takata, Preservation reformatting and digital lab supervisor, Hamilton Library</p> <p>Digital collections Facsimiles</p>	<p>Dalton, Steve, "Microfilm and Microfiche." <i>Conservation of Library and Archival Materials</i>, Reformatting section 6.1. Edited by Sherelyn Ogden. Andover, MA: Northeast Document Conservation Center, 1999 https://www.nedcc.org/free-resources/preservation-leaflets/6.-reformatting/6.1-microfilm-and-microfiche</p> <p>Conway, Paul, "The Relevance of Preservation in a Digital World." <i>Conservation of Library and Archives</i>. Edited by Sherelyn Ogden, Reformatting section 6.4. Andover, MA: Northeast Document Conservation Center. 2008. https://www.nedcc.org/free-resources/preservation-leaflets/6.-reformatting/6.4-the-relevance-of-preservation-in-a-digital-world</p> <p>Library of Congress, "Preservation Facsimile," Collections Care, website. http://www.loc.gov/preservation/care/photocpy.html</p> <p>Library of Congress, "Preserving Newspapers." http://www.loc.gov/preserv/care/newspap.html</p> <p>BAKER, NICHOLSON. "CHAPTER 1, OVERSEAS DISPOSAL." DOUBLE FOLD: LIBRARIES AND THE ASSAULT ON PAPER. NEW YORK: RANDOM HOUSE, 2001. 3-11. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Dunn_LIS6_19_29_Baler_OverseasDisposal.pdf</p> <p>BAKER, NICHOLSON. "CHAPTER 2, ORIGINAL KEEPSAKES." DOUBLE FOLD: LIBRARIES AND THE ASSAULT ON PAPER. NEW YORK: RANDOM HOUSE, 2001. 12-21 http://www.sinclair.hawaii.edu/auth/auth.php?fn=Dunn_LIS6_19_30_Baler_OriginalKeepsakes.pdf</p> <p>BAKER, NICHOLSON. "CHAPTER 3, DESTORYING TO PRESERVE." DOUBLE FOLD: LIBRARIES AND THE ASSAULT ON PAPER. NEW YORK: RANDOM HOUSE, 2001. 22-36 http://www.sinclair.hawaii.edu/auth/auth.php?fn=Dunn_LIS6_19_23_Baker_DoubleFold.pdf</p> <p>COX, RICHARD J. "CHAPTER 2: THE BIG PICTURE AND BAKER'S WORLD." VANDALS IN THE STACKS?: A RESPONSE TO NICHOLSON BAKER'S ASSAULT ON LIBRARIES. WESTPORT, CT: GREENWOOD, 2002. 31-47. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Dunn_LIS6_19_27_Cox_BigPictureAndBakersWorld.pdf</p> <p>Recommended The Economist, "Born Digital," Archiving the Web, Oct 21, 2010, Print ed., http://www.economist.com/node/17306104</p>	Preservation challenges 7 & 8



www.shutterstock.com - 74207242

Session 10: 17 March	Focus	Readings	Assignment due
<p>Sinclair Library, 3rd floor, near Wong AV</p>  <p>Guest stars: Alexis Wetherl & Jim Hearon, Media Specialists, Sinclair Library</p>	<p>Audio visual collections</p>	<p>Library of Congress, "Care, Handling and Storage of Audio Visual Materials," Preservation, Website. http://www.loc.gov/preservation/care/record.html</p> <p>Library of Congress, "Why Digital Preservation is Important to Everybody," http://www.digitalpreservation.gov/multimedia/videos/digipres.html</p> <p>American Institute for Conservation of Historic and Artistic Works, "Caring for your Home Videotape." http://www.conservation-us.org/about-conservation/caring-for-your-treasures/home-videotape#.VLQ1aHv0_j4</p> <p>Bromberg, Nicolette, Hannah Palin with Libby Burke, Washington State Film Preservation manual, http://www.lib.washington.edu/specialcollections/collections/film-preservation-manual/</p> <p>Hall, Stephanie, "Preserving Sound Recordings," Save Our Sounds: America's Recorded Sound Heritage Project, American Folk Life, Library of Congress http://loc.gov/folklife/sos/preserve1.html</p> <p>Library of Congress, "Documenting Sound Fidelity in Magnetic Audio Tapes Before and After Baking," LOC Library Services. http://www.loc.gov/preservation/scientists/projects/fidelity.html</p>	<p>Preservation challenges 9 & 10</p>

NO CLASS NEXT WEEK -- Happy Spring Break!



Session 11: March 31	Focus	Readings	Assignment due
3G	<p>Photograph Collections</p> <p>Preserving print & digital scrapbooks and photo albums</p> <p>Exhibitions</p>	<p>Library of Congress, Preservation section, "Care, Handling and Storage of Photographs." Website http://loc.gov/preservation/care/photo.html</p> <p>Missouri Secretary of State, "Care of Scrapbooks, Conservation Service Notes, Records and Archives, website. http://www.sos.mo.gov/archives/localrecs/conservation/notes/scrapbooks.asp</p> <p>Glaser, Mary Todd, "Protecting Paper and Book Collections During Exhibition," <i>Conservation of Library and Archives</i>. Sherelyn Ogden, ed, Preservation leaflet 2.5 The Environment. NEDCC website. Andover, MA: Northeast Document Conservation Center.</p> <p>Lemmon, Barbara, Jessica Keister and Rachel Wetzel, "Storing Your Photographic Collection: A Guide to Choosing the Proper Materials for Long-Term Storage," Conservation Center for Art & Historic Artifacts. Online resources. http://www.ccaha.org/uploads/media_items/storing-your-photographic-collection.original.pdf</p>	<p>Preservation challenges 11 & 12</p>

You must be prepared to give people a reason for investing in Collections care. The pressing needs in your institution may be obvious to you, but they won't be apparent to prospective donors without a clear message that people remember and want to act on.

A Memorable Message Wins Commitment
Capitalize on Collections Care, NIC

Session 12: 7 April	Focus	Readings	Assignment due
LIS 3G	<p>Fund development 1: Teams brainstorm, begin drafting project narrative</p> <p>Guest stars: Stuart Ching, director and curator, Damien and Marianne Museum</p> <p>And</p> <p>Stacy Hoshino, grants administrator, Hawaii Council for the Humanities</p> <p>Class time to pair off and begin drafting the project scope and narrative</p>	<p>Read about the Hawaii Council for the Humanities Grants Program on their website: http://hihumanities.org/grants/</p> <p>Heritage Preservation in partnership of The Institute of Museum and Library Services, Heritage Health Index and <i>Capitalize on Collections Care</i>, The National Institute for Conservation. http://www.heritagepreservation.org/PDFS/COClo.pdf</p> <p>Institute of Museum and Library Services, Native Hawaiian Library Services -- FY 2011 Guidelines, website http://www.ims.gov/applicants/guidelines/pdf/FY11_NAG-Hawaiian_Guidelines.pdf</p> <p>National Endowment for the Arts, "Tips" for Writing Successful Proposals, sec. 4.7. http://www.umass.edu/research/system/files/NEA-proposal_tips.pdf</p> <p>National Endowment for the Humanities, "Preservation Assistance Grants for Smaller Institutions," Sample Projects. Website. http://www.neh.gov/files/grants/preservation-assistance-grants-sample-projects.pdf</p>	Two-minute lobbyist

Session 13: 14 April	Focus	Readings	Assignment due
LIS 3G	<p>Fund development 2:</p> <p>Begin budget draft & narrative in class.</p> <p>Class time to work on Budget and budget narrative</p>	<p>Institute of Museum and Library Services, "Guide to Funding Programs and Opportunities," Fiscal Year 2015. http://www.ims.gov/assets/1/AssetManager/2015GrantOpps4pager.pdf</p>	

Session 14: 21 April	Focus	Readings	Assignment due
LIS 3G	<p>Fund development 3</p> <p>Class time to work on Executive Summary, Cover letter, Attachments</p>	<p>Top Giving Foundations: Hawaii, The Grantsmanship Center http://www.tgci.com/funding-sources/HI/top</p>	

Session 15: 28 April	Focus	Readings	Assignment due
LIS 3G	<p>Preservation Librarianship: Professional organizations & standards</p> <p>ALA Preservation Week</p>	<p>Preservation Week, Pass It On, April 26 – May 2, 2015 http://www.ala.org/alcts/confevents/preswk</p> <p>Rare Book School http://www.rarebookschool.org/courses/</p> <p>Martinez, Jennifer, "Beginning Book Conservation," AIC, Emerging Conservation Professionals Network, 2011. http://emergingconservator.blogspot.com/2011/01/beginning-book-conservation.html</p> <p>Doyle, Beth, "Careers in Preservation Librarianship," LIScareer.com, Career Strategies for Librarians http://www.liscareer.com/doyle_preservation.htm</p> <p>Campbell Center, Collections Care Core Curriculum http://www.campbellcenter.org/pages/collections.html</p>	<p>Turn in complete proposal packet</p> <p>Teams present project proposals</p>

MAY

Session 15: 5 May	Focus	Readings	Assignment due
Preservation Department A552	<p>Course Review</p> <p>Hands-on: basic repairs</p>	No readings. Handouts provided in class	