

THE ACADEMIC ARCHIVIST
Newsletter of the College and University Section
Society of American Archivists

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FROM THE CHAIR

I am happy to report that plans are coming together for the section’s annual meeting this summer in Washington, D.C. Our meeting is scheduled for Friday, August 4th from 10:00 AM to noon. Vice-chair Ellen Swain has nearly finalized an excellent panel that will discuss issues surrounding faculty papers and records. More details about the program will be reported in the summer newsletter.

In D.C., the section will also elect a new chair. I find it hard to believe that my two years have flown by so quickly! Outgoing steering committee member Heather Briston has agreed to chair the nominating committee and will be joined by Janis Holder and past section chair Tom Frusciano. If you are interested in running for chair or would like to nominate someone, the committee would love to hear from you. Please send your nominations to Heather at: hbriston@uoregon.edu.

Guidelines Update

In January, SAA President Richard Pearce-Moses sent me the following message concerning our request for SAA Council to approve the update to the Guidelines for College & University Archives:

First, Council thought the guidelines were excellent as a best practices document. In fact, there was discussion that they be generalized for all types of archives. C&U is to be commended for developing this document. Several members of Council were unfamiliar with the document (including me), and they were more than a little impressed.

Second, Council is facing potential legal risks from issuing guidance documents in relationship to the code of ethics. In the past, legal counsel has advised against prescriptive codes, encouraging aspirational codes. Council is seeking legal advice on these guidance documents. Based on that advice, Council wants to look at the C&U guidelines one more time to ensure that they do not put the organization at risk.

After further review, our SAA Council liaison Ben Primer reported in March that:

The question which the “guidelines” has raised for us is whether these are prescriptive and as such might be perceived as something more than aspirational or essentially “best practices” or whether they could be seen as requirements that might involve SAA in some sort of enforcement role. What we'd like your committee to do is to review the language of the guidelines to make certain the sense of the document is that these are very much best practices and not some enforceable code.

While our update to the guidelines was not approved, Council’s favorable comments and recommendations help clarify the process for the Guidelines committee; the co-chairs will report on their progress at the section meeting in D.C. In the interim, I will continue to provide the section with status reports.

Tim Pyatt
Duke University Archivist

CALL FOR SECTION CHAIR NOMINATIONS

Heather Briston is the Chair of the Nominating Committee this year, and will be heading up the search for a new Chair for our section, to be elected at the Annual Meeting in Washington, D.C. The Chair serves a term of two years. The general duties of the Chair are to direct the Section’s activities with the assistance of the other section officers and preside over Section meetings.

Anyone interested in submitting nominations or in nominating themselves should contact Heather at hbriston@uoregon.edu or 541-346-1899.

SAA PRESIDENT’S MESSAGE: The “MayDay Project”

Dear Colleague:

Protecting collections is one of our fundamental responsibilities as archivists. Last year’s visits from Katrina, Rita, and Wilma certainly provided a wake-up call, reminding us of the very real importance of disaster preparedness. Yet ironically, the Heritage Health Index, released soon after the hurricanes, reported that few institutions have disaster plans and for those that do, often the plan is out of date. Given human nature, it’s easy to put off disaster planning as we devote our attentions to tasks with more immediate “payback”.

The Society of American Archivists hopes that your organization will join us in the “MayDay Project” – a collaborative campaign to improve professionals’ readiness to respond to disaster. The MayDay project encourages all records and archives professionals to do something on May 1st of each year – even if it’s something simple – to help ensure that they are prepared to respond to a disaster.

Because disasters are, for many archivists, unexpected and rare, there’s little if any motivation to prepare. By designating a specific date on which to focus the profession’s attention on preparedness, we hope to trigger individuals to take action. As more individuals and repositories participate over time, the exercise may become ingrained in our professional consciousness.

MayDay focuses on doing something simple – something that can be accomplished in a day but that can have a profound impact on an individual’s or a repository’s ability to respond. Taking time to read key policy documents keeps information fresh. Conducting a drill to evacuate the building ensures that everyone knows the plan and can identify problems with it. Updating contact information and even creating wallet-size versions of an emergency contact roster, makes it possible to locate people when time is critical. Over time, a repository may choose different activities.

SAA will promote MayDay to its 4,400 members over the next several months via Archival Outlook, the SAA website, and postings to the Archives and Archivists List, the SAA Leadership List, and other appropriate listservs. We will be providing a list of suggested activities from which archivists might choose, as well as other supporting materials. We would be grateful if you could distribute this information to your members and help to promote the idea of MayDay as widely as possible.

If you are willing to participate in the MayDay project, could you please drop me a note to indicate that you will assist in promoting it? I look forward to hearing from you!

If you have questions, concerns, or ideas for how to make MayDay a success, please let me know.

Best regards,

Richard Pearce-Moses
President, (2005-2006)
Society of American Archivists
E-mail: president@archivists.org
Tel: 602-542-4035

For more information about the MayDay Project, please see: <http://www.archivists.org/mayday/MayDayActivityList.pdf>.

REPORTS FROM THE FIELD

Educational Technology: A Documentary Tool?

New Approaches to Documenting Teaching and Learning in Higher Education
By Helen W. Samuels

In fall 2025, Provost Benson creates an ad hoc faculty committee to formulate recommendations about the future of undergraduate education at Monhegan University, focusing both on the curriculum, the desired methods of delivery, and the infrastructure needed to provide adequate support. The study begins by examining the role educational technology played in transforming undergraduate education at the University in the early part of the 21st century. As the University's Archivist you have been asked to gather background material for this study. What will you find? Will there be sufficient documentary evidence to support this study?

Education is a core function of every institution of higher education. Teaching and learning, however, remain among the most elusive and difficult activities for archivists to document. The course catalogs and the records of academic curriculum committees capture the rationale for educational change, the design of new curricula and descriptions of the courses that were offered each term. As each course was offered, records were created by the faculty and students, but few survived. The documentation of 19th as well as 20th century teaching and learning is fragmented at best with perhaps some lecture notes in a collection of faculty papers, and a few student notebooks and exams that were left in the department headquarters. In recent years there may be audio and video tapes of faculty lectures. In the end, there is little evidence of the actual process of the way faculty taught or students learned.

However, today, developments in educational technology are altering the way faculty teach and students learn and, at the same time, altering the documentation that is being created during the process of teaching and learning. These new electronic records hold the potential to document what was formerly elusive. With support from [NHPRC's Electronic Research Fellowship Program](#),¹ I spent last year trying to determine if this growing use of educational technology might provide a new source of documentation. And if so, how archivists can analyze and establish a documentary plan to appraise these electronic records. While I am preparing a full report for publication about my work, I welcome this opportunity to offer some preliminary thoughts for academic archivists.

Project Scope

Technology now permeates every aspect of higher education – academic as well as administrative – and has become a key component in both on-campus as well as distance education. This study focused only on the uses of educational technology as part of on-

¹ My thanks to Helen Tibbo, Paul Conway and the NHPRC Advisory Board for their support. *See also*, [NHPRC Electronic Records Fellowships](#).

campus teaching, learning and academic activities not on distance education and administrative activities.

It is also important to clarify what this study did not address. This was a theoretical study of the potential educational technology has to provide a documentary record. The project did not examine any issues related to privacy, copyright, access or long-term preservation. Clearly these are all critical issues that must eventually be addressed and resolved. However, to justify those complex investigations we must first establish the documentary value of these electronic records.

Why use educational technology?

This study began by examining how and why technology is being used to facilitate the educational process. In 1999, a National Academy publication, *How People Learn: Brain, Mind, Experience, and School*, presented a “contemporary account of the principles of learning.”² The committee’s conclusions about the attributes of new technologies that are consistent with the principles of a new science of learning were of considerable importance to my study.

Key conclusions:

- Because many new technologies are interactive, it is now easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge.
- Technologies can help people visualize difficult-to-understand concepts... . Students are able to work with visualization and modeling software... to increase conceptual understanding and the likelihood of transfer from school to non-school settings. Technology supports the creation and use of scaffolds and tools to enhance learning.
- New technologies provide access to a vast array of information, including digital libraries, real-world data for analysis, and connections to other people who provide information feedback, and inspiration, all of which can enhance the learning of teachers and administrators, as well as students. New curricula can be based on real-world problems, and build local and global communities that include teachers, administrators, students, practicing scientists, and other interested people.”³

In this Academy study and the literature on learning, technology is therefore viewed as a tool that enables active and independent learning, and enhances a student’s ability to understand, utilize, retain and reuse knowledge.

² John D. Bransford, Ann L. Brown and Rodney R. Cocking, eds. (Washington, D.C.: National Academy Press, 1999), xi Executive Summary.

³ *Id.* at 195.

Examples

Several years ago, I was asked to work with a committee that was promoting the use of educational technology and evaluating its impact on educational change. This was an eye opening experience for what I learned about pedagogy, learning and new technologies. But particularly as an archivist, I saw the potential this technology offered to capture activities that were formerly very difficult to document.

With this short piece in *The Academic Archivist*, I hope to encourage academic archivists to investigate these new electronic records. Educational technology is being used in imaginative ways on all of our campuses. Your campus websites and classrooms are filled with good examples, and many of you have seen some of these applications in use. Many academic campuses have Teaching and Learning Centers, and Academic Support units that provide assistance in the design and implementation of courseware and are a general source of knowledge about what is happening in these areas on your campus. Below you will find a few examples of uses that I found particularly intriguing. I encourage you to look around your own campus and identify what fascinates you, and if possible share those examples with your colleagues. As you read about the examples below and think about the uses of educational technology on your own campuses, envision the electronic records that might be available for future research purposes in 2025.

Though more challenging to convey in words rather than observation, or even better by experience, the following few examples have been chosen to highlight some of the attributes described in *How People Learn*.

Because many new technologies are interactive, it is now easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge.

TEAL (Technology-Enhanced Active Learning)

In the late 1990s, physics teachers were grappling with a mismatch between traditional teaching methods and how students actually learn. At the same time educational innovations, specifically a method called interactive engagement, were shown to deliver greater learning gains than the traditional lecture format. The TEAL Model of Physics (Technology-Enhanced Active Learning) transforms lecture courses through a mixture of pedagogy, technology, and classroom design.⁴ A typical class session incorporates brief lecture periods interspersed with recitations, hands-on experiments, discussion questions, visualizations, and pencil-and-paper exercises. Students use animated simulations designed to assist them visualize concepts, and carry out experiments in groups during class. Instructors work with students throughout the class to assess their understanding, facilitate interaction, and promote better learning.

⁴ The TEAL model is at use at [North Carolina State University](#), [Rensselaer Polytechnic Institute](#) and [MIT](#).

WIKIS – The Romantic Audience Project

The Wikipedia, the free encyclopedia defines a wiki as a type of website that provides various tools which allow a user community to easily monitor the constantly changing state of the wiki and discuss the issues that emerge in trying to achieve a general consensus about the wiki content.⁵ While this may be a questionable method to author an encyclopedia, it does offer a creative means to teach and learn in a collaborative environment.

Faculties in diverse disciplines have utilized the wiki technology to transform their classes into collaborative, active experiences. A very interesting example is the Romantic Audience Project, taught by Mark Phillipson, a Visiting Assistant Professor at Bowdoin College. Professor Phillipson's essay about the class reports on the use of a wiki, "in a romanticism seminar populated by eight able students. This open-source software enabled modes of class activity unimaginable a few short years ago, yet quickly mastered by students used to interactive communication in their day-to-day lives. With a wiki, text, images, and multimedia could be put online by anyone in the class. Any word of any poem could be transformed into a link.... Rather than passively consuming web resources, the class actively and collectively authored in a digital environment, making its mark on the material it studied... The real distinction of wikis is their emphasis on interconnection. At their best, they provide a platform for vibrant discussion, proceeding in unpredictable, community-driven ways... Since all student work was posted on the web site — including short observations, longer essays, and multimedia projects — the site became a full and easily accessible archive of the accomplishments and interests of the class. Every entry on the Romantic Audience Project was attributed to its creator and time-stamped according to its last edit, so it was easy to monitor student activity."⁶ The website contains all of the work carried out by the faculty and students in one integrated record.

New technologies provide access to a vast array of information, including digital libraries, and real-world data for analysis, all of which can enhance the learning of teachers and administrators, as well as students.

Simulations

The Learning Lab at the Wharton School of the University of Pennsylvania has developed a group of simulations that "enhance professor-student interaction in the classroom and allow students to see the results of their actions in real time."⁷ Their most recent real-world tools provide hands-on experience in macroeconomic policy

⁵ A [wiki](#), the Hawaiian word for "quick", "fast", or "to hasten", is the name of the line of buses at the Honolulu International airport. (*Wikipedia, The Free Encyclopedia*, Date of last revision: 9 February 2006 at 11:47 UTC. Date retrieved: 9 February 2006 at 15:14 UTC; Page Version ID: 38905462.

⁶ [The Romantic Audience Project: English 242, Bowdoin College, Spring 2003](#). Professor Phillipson's online article about the project [The Romantic Audience Project: A Wiki Experiment](#), can be found in the 'Pedagogies' section of Romantic Circles. My thanks to Vicky Olsen for bringing this project to my attention.

⁷ Examples of these simulations can be found at the web site for Wharton's [The Alfred P. West, Jr. Learning Lab](#) where there is also a link to an article about these [simulations](#).

development, salary allocation and production line optimization. The Macroeconomic Policy simulation “demonstrates the challenges of making macroeconomic policy in a world where fiscal and monetary policymakers with different objectives have control over various policy tools. This policymaking exercise requires a macroeconomic model to calculate output, inflation, and the surplus/deficit, among other variables.”

Students at the Wharton School have responded positively to the use of these tools indicating that they are more effective than both case-based and lecture-based classes in “enhancing attention and engagement, retaining material and promoting team collaboration.”

Technology provides more opportunities for feedback, reflection and revision by faculty and students.

ePortfolios

For the purposes of this study ePortfolios offer an important example of a technology that not only facilitates pedagogical change but also fosters the creation of a documentary record. While course management systems may be the most pervasive use of technology, ePortfolios have rapidly been adopted for a wide variety of pedagogical and administrative purposes by individual faculty and students, by academic departments, and across entire institutions. Students can use ePortfolios in different settings and for a variety of purposes throughout their educations:

- Course: Students use ePortfolios in specific courses to track their learning and development, capture the work produced for that course, and reflect on the results of their efforts.
- Program: Student ePortfolios enhance learning and encourage the integration of knowledge across multiple courses, within a major, or across general education requirements.
- Composite: Students utilize ePortfolios to analyze, integrate and distill a record of their education, and present sample works. This can also be used to reflect extra-curricula activities. Materials on this site can be made public selectively for assessment purposes and job applications.

LaGuardia Community College, in Queens, New York, for example, has implemented an impressive [ePortfolios](#) program where every student creates and maintains an ePortfolio throughout their education.

Those of us who graduated from college in the pre-computer age left with perhaps a few spiral notebooks or a ring binder of class notes, graded papers and perhaps a thesis. Now a student might leave with a complete record of each course and a thoughtful analysis of their learning process. The resulting record reflects a very different educational process.

Implications for Archivists – Results

As fascinating and seductive as the technology can be, it is, though, just a tool. For educators it is the capability of these tools to transform the process of teaching and learning that holds such promise. For archivists what is promising is the capability of these tools to create and retain electronic records of the actual process of teaching and learning. By understanding how and why the technology is used we can assess the value of the information that is created. The full published results of my project will offer an analytic process and a documentary plan to ensure the appraisal of educational technology.

Getting the Bugs Out: Integrated Pest Management (IPM) for Archives

By Julie Thomas*

Not so long ago, a pest infestation in an archive would result in the use of pesticides or full-fledged fumigation to rid the repository of the unwelcome inhabitants. Research now shows that these remedies are harmful to the collections themselves, the environment, and, not least, human beings. However, in the past fifteen years, Integrated Pest Management (IPM) has become a viable alternative in the prevention and eradication of pests in archival institutions. It involves five elements: inspection, identification, monitoring, treatment, and habitat modifications. IPM strives to greatly reduce or eliminate the use of chemicals in pest management programs by utilizing a number of preventative measures to avoid infestation all together. Chemicals are viewed as a last resort and, even then, should be used sparingly by a professional trained to work with toxic agents. This article will present a brief overview of IPM.

IPM was considered radical before the 1988 publication of *A Guide to Museum Pest Control* and its last chapter (“Integrated Pest Management: A Program for Museum Environments” by Gary D. Alpert and L. Michael Alpert). Although archivists were concerned about the use of pesticides and other chemicals in their collections, they were seen as a necessary evil. Today schools, museums, and other public institutions are making IPM a standard part of their maintenance and conservation programs. They have learned that dependency upon chemical control typically results in a ‘Band-Aid’ response pattern: the pests or their damage is discovered, chemical treatment is applied, and then the issue is dropped until further damage becomes evident. The trouble with this solution to pest problems is manifold: 1) By the time an infestation has been identified, damage to collections has most likely already occurred; 2) Chemical treatments can further harm the collections and have some detrimental effects upon short- or long-term employee health; 3) It does nothing to prevent future infestations; 4) Access to collections is denied while the treatment is being applied; and 5) Bad publicity may deter future donations. On the other hand, IPM involves a strategy of prevention, performed behind the scenes on a

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regular schedule, and the use of pesticides or fumigants is employed as a last resort. Even then, only enough pesticide is used to tackle the problem.

It is necessary to identify the types of pests that are harmful to collections found in archives before beginning a discourse on the components of IPM. Some insects attack cellulose – paper and cardboard – and others attack the proteins in materials such as parchment and leather. A variety of other insects are attracted to the sizes, adhesives and starches that are applied to paper rather than the paper itself. In addition, damage by pests is not always incurred by their eating habits but rather by their tunneling and nesting activities. Some bugs secrete body fluids that can be harmful to collections. Bear in mind that not all pests that are harmful to collections are drawn to materials found in archival collections. Some find small, dark and undisturbed places inviting while others are attracted by food waste and food items left in eating areas and offices. Although some insects may not be a direct threat to collections; their presence alone may attract insects that do pose a threat. The following list contains the common pests that can incur damage to paper and book collections as well as collections that may hold artifacts and textiles.

Book Lice (Psocids)

Book lice are extremely small (1 mm) and look like a speck of dust to the naked eye. When viewed under a microscope, one can see they are wingless, translucent insects and can vary in appearance from almost colorless to grayish or brown. They thrive on mold and papers stored in warm and humid conditions. Thus, book lice become most numerous in homes during spring and summer. In Chicago, for example, they are most common during the month of September and practically disappear during the winter months. This phenomenon may be attributed to the cold weather and to the artificial heat in structures that reduces the dampness and fungi upon which they feed.

Carpet Beetles

The two most common types of carpet beetles are the black and variegated beetles. The former variety is thusly named because it is entirely black in color whereas the latter is mottled yellow and brown. An adult carpet beetle is approximately $\frac{3}{16}$ of an inch in length. They like to nest between fibers of woolens, rugs, carpets, and upholstered furniture to lay their eggs. However, it is not the adults that cause damage to collection items but rather the larvae that feed on fibers of clothes, carpets, upholstery, draperies, animal fibers such as fur, wool, silk, feathers, and plant fibers such as cotton and jute as well as soiled synthetic fibers. Larvae are covered in brown, bristly hair and measure in length from $\frac{1}{4}$ to $\frac{1}{2}$ inch long. Since they widely scatter in their search for food, eradication can be difficult and time consuming.

Clothes Moths

Like the carpet beetle, it is not the adult clothes moths that damage material but the larvae, which feed on fibers of clothes, carpets, upholstery, in addition to animal products such as fur and wool. Soiled synthetic fibers are also a food source for clothes moths. An adult is tan, yellow or brown in color and has a $\frac{1}{2}$ inch wingspan. Larvae can range up to a $\frac{1}{2}$ inch long and are usually white with a black head. Although clothes moths are

not attracted to light like the outdoor moths, they will fly around the margins of lighted areas. When infested fabrics are disturbed, the moths rapidly fly to conceal themselves in other secluded places. This ability to disappear is characteristic of clothes moths.

Silverfish and Firebrats

These insects are nocturnal and fond of dark spaces in their efforts to avoid sunlight. They eat materials high in protein and starch such as the sizing in paper and glue or paste in bookbinding. They also like fabrics made from such plant fibers as linen, rayon, lisle and cotton. Silverfish and firebrats can search a wide area for a source of food, but will remain close to it once found. They are shiny silver or mottled gray in appearance and have a carrot-shaped form approximately 1/2 inch in length, which is broad at the head and gradually tapering to the rear. They have three long tails on their hind end and have what appear to be scales, hence the name silverfish.

Although this list is by no means exhaustive, it covers the most common pests found in North America that can cause harm to archival collections. A good source for further information and images to help identify the insects is available at the Ohio State University Extension Insect and Pest Series web site: <http://ohioline.osu.edu/hyg-fact/2000>.

Knowledge of pests and the damage they cause is only one component of an Integrated Pest Management program. Although each situation is unique, the basic principles of IPM can apply in most cases. Utilization of these principles provide a simple, cost-effective, and safe means of long term control over future pest infestations. Damage by both pests and chemicals is then minimized. Inspection is the first step when beginning an IPM program. It is important to examine collection items to determine if an infestation already exists. Are insects crawling out of boxes? Are piles of frass evident? (Frass is insect excrement.) Do textiles in the collection show signs of being “moth eaten?” Does a walk-through of the premises in an attempt to determine how pests enter, where they hide and what they are feeding on. Have pests been sighted in areas where food is eaten and stored? Are insects entering from windows or exterior doors that do not have appropriate weather stripping? A sharp eye and common sense will take the novice insect inspector through the first step of an IPM program.

After the premises and collection areas have been inspected, the next step is identification. As mentioned earlier, many of these bugs are very tiny and not readily visible to the naked eye. The best way to identify insects is by trapping them on sticky traps and identifying them under a microscope. Although many brands, types and colors of sticky traps are available on the market, the best are those that are white, so that all the insects are clearly visible under the microscope. It is also helpful to buy traps that have a space to record date and location information. The first time the traps are examined under the microscope, it is helpful to have the assistance of an experienced professional. Is there a museum nearby that employs a conservator trained in IPM? Perhaps a local college or university has a science department with an entomologist on the faculty. If these options are not available, it is recommended that one of the published or online sources of pest identification be utilized as a reference while viewing the traps under the microscope.

Depending on the results of the inspection, a time frame should be set up to monitor the sticky traps on an ongoing basis. If a heavy infestation is noted, the traps should be replaced and examined weekly or twice weekly. If little or no sign of infestation is noted, a quarterly schedule of trap replacement and examination might be implemented. Documentation of the monitoring activities is a key. The quantity of insects, their types and stage of growth should all be recorded for each trap. Dates and locations of replacement traps should also be noted. Besides the sticky traps themselves, the repository premises should be monitored to achieve the highest level of pest protection. Check outside doors to ascertain if light is coming from under them and check for openings around air conditioners, pipes and wires. Look for any water leaks in the plumbing as many pests feed on mold and fungi associated with wet wood. Take a visual inventory of the trees and shrubs around the perimeter of the building to ascertain if foliage is touching the facility.

A plan for treatment must be decided upon after the types and quantities of insects in your repository have been identified. If a small number of insects have been trapped, the solution may be to merely increase the manner and frequency of the daily maintenance regimen. Keeping all areas vacuumed and dust-free goes a long way towards eliminating sightings of errant pests. If monitoring reveals a heavy infestation of insects, the most promising non-chemical treatment is controlled freezing. It is best to bag the material before freezing so that insects cannot escape and it will protect the items from changes in moisture while they are thawing. Although materials can be treated in household or commercial freezers, it is important that the materials be frozen quickly and thawed slowly. It is recommended that the procedure be repeated for the best results and the collections should remain bagged until the insects have been eradicated from all storage areas. Chemical treatments should always be the last resort. However if deemed necessary, listed below are some common available chemical treatments.

- Attractants – lure insects into traps
- Baits and pellets – eaten by insects
- Contact and residual sprays, which kill on contact or are absorbed when the insect walks through the residual
- Dusts – boric acid or silica dust, which dehydrate the insects
- Fogging concentrates – suspension of pesticide in the air
- Fumigants – exposure of infected material to lethal gas
- Repellants – discourage rather than kill insects

When using any chemical treatment, it is best to use the least toxic chemical to do the job, and to select the one that is targeted to the particular pest that is infesting the repository.

Habitat modification is another important factor in keeping pests at bay. The three components of habitat modification are (1) climate control, (2) a building maintenance plan, and (3) a housekeeping program. The optimum temperature for insects is between 68 and 86 degrees Fahrenheit and they thrive in humidity levels between 60% and 80%. Humidity can also be elevated by standing water on a roof. A building maintenance plan can reduce this problem. It should also include an annual inspection of the exterior of the

building. Trees and shrubs should be cut back so they are not touching the building. In order to cut off points of entry, all windows should have screens and weather stripping installed under doors and around windows that don't seal properly. Holes, cracks and crevices should be sealed and caulked as well as leaks and openings around pipes. Dumpsters should be placed well away from the building. Lastly, a good housekeeping program will help deter any future infestations. Thoroughly clean all kitchen and bathroom areas and store food in tightly sealed containers. Trash should be removed daily from the building. Vacuuming should be done regularly.

The benefits of an Integrated Pest Management program are numerous. Pests that are harmful to collections and people, because of the allergens they carry, are identified and eliminated. Through the utilization of non- or low-chemical treatments the risk to collections, the environment and human health are also minimized. The collections themselves receive increased attention as a result of regular inspections. Finally, IPM is more cost efficient in the long run than dealing with a pest infestation after it has occurred.

Northwest Digital Archives Update

The Northwest Digital Archives (NWDA), a project that provides enhanced access to archival collections and facilitates collaboration among a diverse group of archives, libraries, and museums in Washington, Oregon, Idaho, Montana, and Alaska, is making excellent progress on its major goals in its second grant-funded phase. The consortium is funded by the National Endowment for the Humanities and the National Historical Publications and Records Commission through June 2007.

The Best Practices Working Group has completed a major revision of the consortium's best practices for encoding EAD finding aids for inclusion in the NWDA database. Major changes driving this revision include the availability of *Describing Archives: A Content Standard* (DACS), updates to subject access, and the need to continue to comply with international data exchange standards. The Northwest Archives Processing Initiative (NWAPI), the portion of the project funded by the NHPRC, revised their finding aid standard to comply with DACS and NWDA's revised Best Practices. The revised best practices and finding aid standard are available on the "Tools for Members" section of the NWDA website, <http://nwda.wsulibs.wsu.edu/tools.html>.

In February, the consortium issued a Request for Proposal (RFP) for contractors to convert more than 1200 existing paper and electronic NWDA finding aids into valid EAD documents. The Conversion Working group is reviewing the proposals received and will choose a vendor to begin work in April 2006. Conversion work will be completed, and the majority of the documents will be reviewed and submitted to the database, by the end of this calendar year.

The search interface for the NWDA database has been updated in accordance with priorities and plans created during Phase I. A new advanced search interface, available at <http://nwda-db.wsulibs.wsu.edu/nwda-search/Advanced.aspx>, allows users to perform powerful searches by combining broad browsing terms with keywords. The NWDA's

Interface Design Working Group continues to work on refining the search interface, and cooperates closely with the Usability Testing Group to evaluate the effectiveness of the interface. The Usability Testing Group will conduct a series of usability studies with key user groups during 2006.

In February and early March, forty individuals from NWDA institutions completed two-day EAD workshops offered by the Consortium Administrator in Seattle, Portland, Boise, and Spokane. This offered new and continuing members a chance to acquire and refine their encoding skills and to create plans for implementing EAD in their own repositories through a series of hands-on exercises. The workshop also offered an overview of elements of DACS. The consortium has scheduled a final training session in conjunction with the Northwest Archivists annual meeting in May. In addition, NWDA members will be increasingly present at professional meetings in the coming months, as the Dissemination Working Group has identified opportunities to reach current and potential users of the NWDA.

NWDA's Executive Committee has continued to work closely with the consortium's Advisory Board to create a plan for sustainability beyond the current grant funding. They have spoken with a number of potential regional partners to sustain the consortium's service to its members and their research audiences.

NWDA's members include a number of college and university archives programs. Participating institutions are the Eastern Washington State Historical Society, Gonzaga University, Idaho State Historical Society, City of Portland Archives, Seattle Museum of History & Industry, Whitman College, Montana Historical Society, University of Montana, Oregon Historical Society, Oregon State University, University of Oregon, the Center for Pacific Northwest Studies at Western Washington University, Pacific Lutheran University, University of Washington, Washington State Archives, Washington State University, Lane Community College, University of Alaska Fairbanks, the Alaska State State Library's Historical Collections, and Whitworth College. Lewis & Clark College, the University of Idaho, and the City of Seattle Archives are non-grant-funded participants.

Other institutions in the Northwest have expressed interest in joining the project as non-grant-funded members. Any other institutions interested in joining can contact Larry Landis, Consortium Director, at (541) 737-0541 or larry.landis@oregonstate.edu.

(Submitted by Jodi Allison-Bunnell, Consortium Administrator, Northwest Digital Archives, Oregon State University, Missoula, MT)

IN THE NEWS

District of Columbia: ARL and Alpha Phi Alpha Collaborate to Identify Special Collections Relating to the Fraternity

Washington DC – A collaboration between the Association of Research Libraries (ARL) and Alpha Phi Alpha Fraternity Inc. (Fraternity) is creating an opportunity for research librarians to uncover, identify, and describe hidden collections of Alpha Phi Alpha-

related resources. Librarians are being invited to actively participate in this research project documenting the historical impact of one of North America's oldest African-American organizations.

Alpha Phi Alpha has played a key role in self-empowerment, socioeconomic and educational development, and, most importantly, community mobilization among African-Americans. The importance of such leadership by Alpha Phi Alpha and other African-American fraternities is being highlighted this year by the Association for the Study of African American Life and History in its choice of the theme for Black History Month 2006: "Celebrating Community: A Tribute to Black Fraternal, Social, and Civic Institutions".

This collaborative project will develop a national resource guide to the Fraternity's historical information; official archives; and other writings, manuscripts, audiovisual materials, etc. The guide will also include a listing of institutions that hold papers, archives, and other resources related to the Fraternity's prominent members. Currently, there are local undergraduate chapters of Alpha Phi Alpha at 84 ARL member institutions. Moreover, there are two ARL libraries that have a direct relationship with the Fraternity: Cornell University holds the historical records from the founding chapter (Alpha-1906) and Howard University—the location of the Fraternity's second chapter (Beta-1907)—is the official repository for the Fraternity's archives. The resource guide will be completed and published in summer 2006.

Librarians interested in volunteering to work on this project should contact Jerome Offord Jr., Director of Diversity Initiatives, Association of Research Libraries by either e-mail jerome@arl.org or telephone 202-296-2296. See also, the Association of Research Libraries, Diversity Initiatives website at <http://www.arl.org/diversity/>

(Submitted by Jerome Offord, Jr., MS, MLS, Director of Diversity Initiatives, Association of Research Libraries, Washington, DC)

New Jersey: The Seton Hall University Archives Plays an Integral Role in Sesquicentennial Celebration

The official start of the Seton Hall University Sesquicentennial to commemorate the founding of the school in 1856 began in earnest during the fall 2005 semester and peaked with the recent Charter Day celebration held on February 24th, 2006. The Archives & Special Collections Center has played an integral part in all aspects of this commemoration as this office has, and will be involved with all activities devoted to the History & Heritage of Setonia over the next few years. Among the traditional activities undertaken include a special lecture series with such recent speakers as Fred McCarthy, creator of the nationally syndicated "Brother Juniper" comic strip and Naoma Welk, local historian who talked about the relationship between the Village of South Orange and the University over the last century. Visual exhibits devoted to the life of Mother Elizabeth Ann Seton, first American-born Saint and patroness of the school along with the evolution of campus life have been displayed throughout the celebration. Website development and print publications of various types including a commemorative booklet chronicling the history of Seton Hall have been produced. Interactive projects, including a journal initiative, have been started to document the educational life of Seton Hall by

students from today which will benefit the historian of tomorrow. These and many other events will mark the 150th anniversary of the institution.

For more information about the Seton Hall Sesquicentennial, please contact University Archivist/Committee Chair Alan Delozier by telephone phone at: 973-275-2378, or via e-mail at: delozial@shu.edu

Oregon: Oregon State University's *Year in Sound* (1955-1956) Digital Project

Sound recordings in a variety of formats are widely represented in the Oregon State University Archives collections. The recordings include oral history interviews; lectures and special events; musical performances; radio spots and programs prepared by the Extension Service. *Oregon State's Year in Sound*, for example, was produced in commemoration of the 50th volume of the Oregon State College (OSC) yearbook and issued as an 8-inch vinyl disc sound recording in each copy of the 1956 *Beaver* yearbook. It includes live recordings of a variety of campus events during the (1955-1956) academic year. You can hear play-by-play of OSC football and basketball games; the homecoming noise parade; lectures and convocations; and musical performances. The total playing time is about 20 minutes.

The OSU Archives (Archives) chose this recording as a test case for producing a digital preservation master and CD use copies as well as providing the digital sound files through our *Best of the Archives* digital collection. This recording was a strong candidate for preservation and reformatting because the OSU Libraries does not currently own equipment for playing the vinyl disc. No information was available about the content of the recording other than a brief laudatory article in the campus newspaper and an acknowledgement of the producers in the yearbook's Editor's Page – neither of which included any hints to the content of the recording. In addition, the Archives staff anticipated increased interest in the recording by the Class of 1956 which will celebrate its 50th anniversary in June 2006 – a potential outreach opportunity.

Funding was secured from the OSU Libraries Director and a vendor selected in June 2005; the project was completed by the end of July. Archival Sound Labs (Cutting Corporation) in Bethesda, Maryland, produced a duplication master at 96 kHz 24 bit and use copies in wav and mp3 file formats. CD use copies for the Archives and the Libraries' collection were made locally. The total cost for the project was about \$300.

The Archives' collections included multiple copies of the vinyl disc, which allowed us to send the three best (least scratched) to the vendor. The vendor selected the best original for side A and side B (which turned out to be different discs).

The duplication master is held by the Archives. A CD use copy is available to patrons in the Archives along with the circulating copy of the 1956 *Beaver* yearbook in the Libraries' stacks. The sound files are also accessible online through the *Best of the Archives* digital collection at: <http://digitalcollections.library.oregonstate.edu/cdm4/client/archives/index.html>. From the *Best of the Archives* homepage, please type "sound recording" in the keyword search box to retrieve the digital sound files. A link to the *Best of the Archives* sound recording is also provided in the *Beaver* yearbook online catalog record at: <http://oasis.oregonstate.edu/search/tBeaver/tbeaver/1%2C3%2C4%2CE/frameset&FF=tbeaver&2%2C%2C2>.

This initial foray into digitization of sound recordings was successful in that the Archives staff gained experience with digitization standards, practice, and procedures for sound recordings and, most importantly, the OSU Archives and Libraries patrons now have access to the content of this recording documenting student activities in the mid-1950s.

(Elizabeth Nielsen, Senior Staff Archivist, Archives at the Oregon State University Libraries, Corvallis, OR)

Wisconsin: University of Wisconsin-Milwaukee Identifies James Joyce Manuscript

The UWM archives department recently discovered the true identity of a James Joyce manuscript in its *Little Review* collection. The manuscript, originally identified as a galley proof from *Ulysses*, has been correctly identified as a portion of the third galley proof of “Continuation of a Work in Progress,” published in *transition* magazine in 1928. Other parts of this galley proof are held at the University of Buffalo and the British Library. Joyce’s “Works in Progress” were eventually published as *Finnegans Wake* in 1939.

More information on the *Little Review* Records and UWM’s archives is available at www.uwm.edu/Libraries/arch/.

(Ellen Engseth, Academic Archivist, UWM Libraries, University of Wisconsin-Milwaukee)

Canada: Planning Begins for a New Archives Facility at the University of Alberta

On September 29, 2005, Urbana Architects/HOK Canada began a series of meetings with representatives of the University of Alberta Archives (Archives), the University Library (Library) and the Office of the University Architect to develop a needs assessment for a new facility to replace the current Book and Record Depository (BARD). This process was made necessary, because the lease of the current BARD facility will expire in 2012.

After a series of meetings, interviews and a questionnaire process to identify the existing situation and future needs, HOK prepared a draft report which was reviewed by the Archives and the Library. In November, the final report together with a similar one for a different facility for the University Museums Collections was sent to the University. In early February 2006, the Programme Proposal was presented to the University’s Facilities Development Council (FDC) for review and approval as a statement of need. FDC approved the document. The next step is to develop a more detailed plan including an assessment of the needed funding.

When finalized, the new facility will be purpose built with state of the art environmental controls. It will see a significant expansion in research, office, exhibition and storage space for the Archives. While it is not intended to provide for a full conservation laboratory it will address basic conservation needs.

While no firm decision has been made about the location of this new facility, in all likelihood it will not be built on the main campus. It is anticipated that it will be built on what is formally the University Farm on the south side of Edmonton. By 2012, the city’s light rail transit system will be extended to this site thus improving research access to the holdings of the Archives.

This process has raised expectations amongst the Archives staff for a new and significantly improved facility.

(Submitted by Bryan Corbett, University Archivist, University of Alberta, Book and Records Depository (BARD), Edmonton, Alberta, Canada)

CALL FOR PROPOSALS: NHPRC Electronic Records Fellowships

The National Historical Publications and Records Commission (NHPRC) Electronic Records Research Fellows program, a collaboration of the School of Information and Library Science at the University of North Carolina at Chapel Hill and Duke and UNC University Libraries, is looking for its third class of Fellows! The 2005-2006 Fellows, Carol Choksy, Jill Katte, David Mitchell, Marcia Peri, Lisl Zach, Catherine Smith and Nancy McCall are well underway with their projects and will present results at SAA 2006. Presentations from the 2004 and 2005 symposia held at UNC are on our website at: (<http://www.ils.unc.edu/nhprcfellows>).

Again this year we are seeking archivists and records managers—or teams of archivists, records professionals, and academics—with an interest in studying some aspect of electronic records to apply for these non-residential Electronic Records Research Fellowships. We will be funding (4) \$15,000 research fellowships this year. Please visit our website at <http://www.ils.unc.edu/nhprcfellows> for more information. This year's submission date is June 15, 2006. We will make funding announcements in late July and the 2006 symposium will be held at UNC-Chapel Hill in the fall.

- You need not have a fully-formed project at this time; we can help you turn your idea into a proposal.
- This fellowship is primarily for working archivists, but as mentioned above, archivists and academics can team up on a project.
- Recipients must be US citizens.

If you wish to discuss a possible project, please contact Helen Tibbo at tibbo@ils.unc.edu or Paul Conway at Paul.Conway@duke.edu.

PEOPLE ON THE MOVE

Georgia: New Editor Named for *Provenance*: Journal of the Society of Georgia Archivists

The Society of Georgia Archivists has appointed Reagan L. Grimsley to the position of Editor of *Provenance*, the organization's scholarly journal. Grimsley will oversee the management and publication of the journal from 2006-2009. He will work with an editorial staff of four and a nine member board of editors to produce the annual journal, whose primary focus is publishing scholarship about theory and practice in the archival field.

“The contents of *Provenance* are an important contribution to the archival field, and my first goal will be to maintain the high standards set by previous editors,” said Grimsley. He also declared: “I am fortunate to have a talented and dedicated team of four editors

working with me who are committed to the mission of the journal and the organization as a whole.”

Grimsley serves as Archivist and Assistant Professor at Columbus State University in Columbus, Georgia, a position he has held since 2001. Before coming to Columbus he served as Special Collections Librarian at Pikeville College in Pikeville, Kentucky. He is the author of the 2004 image based work *Hattiesburg in Vintage Postcards*, as well as articles in both archival and historical publications. In addition, Grimsley also currently serves as an executive board member of the Georgia Association of Historians and on the Board of Trustees for Historic Westville, Inc. He holds a BS degree in history, a MA in history, and a MLIS in library and information science, all from the University of Southern Mississippi, and is pursuing his doctorate in history at Georgia State University in Atlanta.

In 1972, *Georgia Archive*, now *Provenance*, became the first professional archival journal published by a state or regional organization. The Society of American Archivists gave the publication an award of merit in 1975. Today, *Provenance* is published annually and is circulated national and internationally to over 300 members including libraries, universities, and historical societies. The Academy of Certified Archivists Handbook lists the publication as one of four essential archival journals with which practicing professionals in the field should be familiar.

Recent issues of the journal have included such topics as archival education; electronic records; automation; imaging; appraisal of university records; moving archives; management of audiovisual, photograph, oral history, and map materials; military archives; documentary editing; research use of archives; case studies in appraising congressional papers; ethics; and descriptive standards.

For more information on the Society of Georgia Archivists, visit the website at www.soga.org. Detailed information about *Provenance*, such as submission and subscription information, is provided on the site as well.

(Submitted by Reagan L. Grimsley, Archivist and Assistant Professor, Columbus State University, Columbus, GA)

Please transmit your newsletter submissions to:

Christopher M. Laico, Archivist, Arthur W. Diamond Law Library
Columbia University Law School at: claico@law.columbia.edu
