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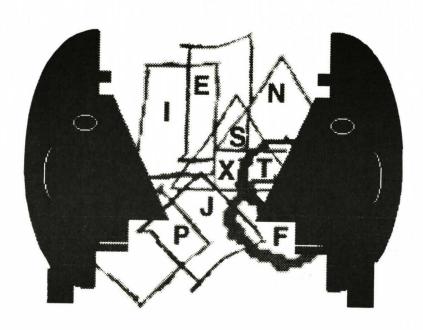
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Personality Types of Archivists

PROVENANCE

Journal of the Society of Georgia Archivists

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ARCHIVES AT THE MILLENNIUM: DIVERSITY, COMMUNITY, AND THE WORLD OF LEARNING

Linda M. Matthews

My theme today is building our future.[1] By future, I do not mean five or ten years from now, when we will have entered a new millennium, but next week and next month. For as soon as we say future in this fast moving age, it is here. Our future is defining and analyzing the problems and opportunities that face us, developing joint solutions, working together to make each of us stronger.

Many of us have been involved in developing strategic plans in our institutions, a process that can be both mind-numbing and mind-expanding. A strategic plan is a set of goals that will define the course of our development, strategic in the sense that from these goals will flow all other activities which will shape our future course.   Were we to engage in a

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[1] This article is a version of the keynote address delivered by the author at the annual meeting of the Society of Georgia Archivists, Atlanta, 14 November 1996.

similar exercise for the institutions managing primary sources in Georgia—if we saw ourselves as a collective whole and came together to plan our future as a collective whole—what would our strategic goals be? How would we conceive our future? I am not speaking here of a strategic plan for the Society of Georgia Archivists (although SGA members would be leaders in developing and carrying out this plan), but a plan for our community of institutions holding archival and primary sources. This cooperative plan, focusing on our community of repositories, should work in concert with the plan set out by the Georgia Historical Records Advisory Board (GHRAB).[2]

A strategic plan must be based on the mission of the organization, institution, or group. Simply stated, our mission as Georgia repositories of archives and primary sources might be to appraise, acquire, preserve, and provide access to records of enduring value for legal, administrative, historical, and other research purposes and to promote knowledge about and the broad use of these materials as a part of our cultural heritage. That is only one possible—and fairly standard—mission statement. Together we could be much more creative. The GHRAB developed the following mission statement:

—to promote the educational use of Georgia's documentary heritage by all its citizens;

—to evaluate and improve conditions of records;

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[2] Established in 1993 by the Georgia General Assembly, the board serves as the liaison to the National Historical Publications and Records Commission for records grants awarded in the state and as advisory to the director of the Georgia Department of Archives and History.

—to conduct statewide planning for the preservation and access to Georgia's documentary resources;

—to encourage cooperation and collaboration among users and keepers of Georgia's historical records; and

—to advise the Secretary of State and the Georgia Department of Archives and History on issues concerning records.

To make the board's mission successful, our repositories must build a working coalition and strive to undertake joint planning and projects that move us forward toward common goals. The GHRAB, with staff support based at the state archives and chaired by the director, undertakes various survey and planning initiatives in concert with repositories across the state in furtherance of this broad mission. But GHRAB's effort cannot succeed without a strong, collaborative, and collegial effort on the part of Georgia's repositories. How can Georgia repositories work together, with GHRAB, to define a strong future for archives and primary sources in our state as we approach a new millennium? What will our strategic goals be, and how will we put them into action?

What follows are some thoughts on strategic goals towards which we should be working. Perhaps we, as a "primary sources" group in Georgia, can take a leading role in our peer group in putting forth a strategic plan for building our future.

The first is to cultivate, celebrate, and build strength from our diversity. This diversity is part of our program theme today. We have a wonderfully diverse primary sources community in Georgia—in size, collecting areas, institutional

contexts, and user communities. We need to learn more about each other, to help develop and promote each other's programs, and to become less inward in our everyday thinking. This can be difficult given the pace of our work lives, but always at the forefront of our minds should be how to take advantage of the opportunities to work in concert with each other.

This has been brought home to many of us, during these past eighteen months, as we have worked on the Georgia Archives and Manuscripts Automated Access Project (GAMMA), initiated by the University Center in Georgia's Special Collections Committee.[3] Led by Susan McDonald and Beth Bensman, the project has uncovered exciting, and often related collections, in repositories large and small throughout Georgia. There are many things that we can learn from this project, and we should start thinking now about how to use it as a learning tool for the future. One thing we have certainly learned from the GAMMA project is how diverse we are, but we have also learned about our connectedness and how much remains to be done. Tremendous opportunity awaits us.

We should also be thinking about diversity in developing our collecting strategies. Are we continuing to collect along well-worn paths and not examining the areas of our heritage that remain relatively uncollected? Have we tried to broaden our perspective on the types of collections we are seeking?

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[3] This project was supported by the Gladys Krieble Delmas Foundation, the National Endowment for the Humanities, and the Georgia Historical Records Advisory Board.

Can we build a collaborative collecting strategy that would have, as its goal, not competition but a plan to assure that important areas for research are not being neglected?

The second goal is to find ways to collaborate as a community of diverse archival repositories focused on common goals. We must find those things that make each of us distinctive—and promote those—and we must find the ties that bind us and weave those ever tighter. We are well past the time when we celebrate only the accomplishments of our individual institutions. Celebrations should be even more heartfelt for the achievements that we build together, and for those accomplishments that make all of us stronger. If one of us has a problem with preserving magnetic media, or housing unusual materials, or processing large modern collections, or training staff in new technologies, we can be sure that all of us have the same problem to one degree or another. It makes no sense for us individually to try to develop solutions on our own when, by working together, we can move all of our institutions forward. Perhaps we can develop some pilot projects together (similar to the GAMMA project) or other collaborative ways to make problem solving a community project rather than an institutional issue.

I offer one example. Processing of collections, particularly large modern collections made up of materials in many formats, is one of our greatest needs. Processing is not glamorous or trendy. But everything that we do depends upon it—from reference services to the digitizing projects that are so prominently on the agenda. Funding for archives processing from granting agencies is getting ever scarcer and finding money in our institutions for staff positions for

processing may be just as hard. Many of us are surely considering a review and revision of processing procedures to make our work more cost efficient and to use our limited staff resources to better advantage. And just as surely we must consider, if we have not already done so, revising the format of our descriptions, for few of these are intuitive to the user but are often a product of past processing methods or idiosyncracies. What if we proposed a joint processing project—with one or two circuit riding archivists who would process collections at several of our institutions? We would have to develop a joint agreement on level of processing, on procedures, indexing, and format of descriptions, but we might be able to get some of those long-backlogged collections available for research. Our directors would surely applaud us for finding ways to accomplish major work without asking for new permanent staff for each institution, and granting agencies would, I believe, be supportive of such collaborative initiatives that revise the way we think about a basic part of our work.

What this scenario would require is a commitment to work out guidelines and standards that would apply across institutions and an agreement to give up at least some of our institutional idiosyncratic procedures. A commitment to standards is a key to much of what we would accomplish in a collaborative way, and that is my third strategic initiative.

We must develop standards, guidelines, and best practices that will provide a foundation for collaboration. These guidelines and standards may not have to be rigid down to the last detail, but a commitment to broad standards is essential. We are being moved toward standards by technology, and the

MARC (machine-readable cataloging) format for bibliographic description in an online environment, which is the basis of our GAMMA project, was a major push in that direction. There is also the developing standard of Encoded Archival Description (EAD), which is the SGML (Standard Generalized Markup Language) data type definition for archival finding aids recently developed by Berkeley, Yale, and several other institutions and now being tested in pilot projects. Sometime during the next year, we hope to begin a pilot project in Georgia, spearheaded by the Special Collections Committee of the University Center in Georgia, involving as many institutions as possible, to use the EAD to make our finding aids searchable online. Through such a project, which will mount our finding aids on the Internet in a searchable form, users will be able to search for specific names and topics and obtain much information about our holdings directly. There are many other standards and guidelines that we might work on together, involving preservation (such as for magnetic media) and perhaps policies and procedures for research services.

The fourth goal is to develop the broader thinking about access and the way we manage and market our institutions that the diversity of our user communities requires. We ask this question many times, but the answer is probably changing faster than it ever has. Who are our users (now commonly called our customers)? If we think of users as customers, and if we depended on these customers to stay in business, how would we be doing? Our access policies, our attitude toward our users, the ways in which we offer our services, and the services that we offer are largely dependent upon the type of

institution that we are. If we are a business archives or an institutional archives only, then we will have a different answer than a university special collections or local historical society. But if we collect original primary source materials, usually unique or at least rare, and are not an institutional archives, then we have other more diverse user communities.

These are not, even in a university, just scholarly or academic user groups. Our users range far beyond that. Yet the ways in which we in universities have traditionally promoted and publicized our holdings is largely for an academic audience. Historical societies and public libraries holding primary sources use other more "public" ways to publicize the use of archives and primary sources, but it is likely that potential users in the academic community are missing important materials that are held in these institutions. It is up to us to develop ways to use technology and our collective wisdom and creativity to build collaborative tools to promote knowledge of and access to the primary sources in all our collections. *The Directory of Historical Organizations and Resources in Georgia*, a project of GHRAB, now being updated and expanded, will be a major resource in this effort. We can find ways to link other access projects to this directory.

Talking more with our user communities is also key. How many times has each of us been told by someone who has just discovered our repository, often by chance, that we need to publicize our collections more and that the researcher had no idea about all the kinds of materials that could be found in an archives or special collections?

The Internet offers opportunities for us to make scholars and the public aware of what we have, but we must all develop our public relations and communications skills. Our training has not been in communication or public relations, but that is more than ever a part of our jobs. We must develop skills and knowledge far beyond those "processing" and "reference" skills that we learned in our educational programs as archivists and special collections librarians.

This leads to the fifth strategic goal. We must develop our knowledge and skills in ever broader ways and develop staff whose perspective is wide-ranging and focused on the exterior environment and the broad world of research and learning. Continuing education and staff development are major issues now and will be of ever increasing importance in the coming years. Harking back to my theme of community, we must develop ways as a primary sources community to build those skills and knowledge that will make us leaders in our institutions and organizations. Often this may mean larger institutions working with smaller institutions to develop workshops and training opportunities to assure that all of us have opportunities for learning. The Society of Georgia Archivists can play a lead role in this effort.[4] The state archives, under the leadership of Edward Weldon and Brenda Banks, has promoted training opportunities in preservation and local government. But all of us must look for ways in which we can expand learning opportunities, particularly in

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[4]Here I should mention the ongoing joint programs of SGA and the Georgia Historical Society in offering workshops for volunteers and part-time staff in small repositories and historical societies.

the use of technology and in keeping abreast of the latest developments in this increasingly complex field.

What are the real needs in continuing education? What do our staff members need to know in order to manage our collections professionally and to respond to user needs effectively? What are the qualities and qualifications that we should be seeking to attract and develop in the profession? Beyond education and experience, we need staff who can appreciate and respond to the interconnectivity of research institutions and their user communities, who can understand the broad environment in which we must work, who understand the need for constant communication, and who can deal with change.

The sixth goal is to make our vision global and our plans reflect the global research environment. Access is global. With the communications infrastructure of the modern world and the interdependence of economies and telecommunications, we no longer can think of our collections in a local, regional, or even national sense. We must think of our collections as part of a global research network. Our users get to us by electronic mail and find information on the Internet. Of course, they will expect services and access to the materials that we have without having to visit our repositories. We can give many reasons why we are unable to provide all of these services—staff time, fragile materials, copyright, etc., etc.—but should not we instead be thinking about how we are going to change our services to adapt to new research needs?

I still think that researchers who spend time in an archives working with original materials take something away from that

experience that makes a better book, or disser-
tation—something intangible and human, an immediacy that
finds its way into the product of that research. In the global
community, and in this digital environment, however, re-
searchers will be asking for different services. No, we cannot
at this time digitize all of our collections—neither time nor
money will be available for that in the foreseeable future
(although things change quickly). But we need to think about
the global community and global access—and, in so thinking,
thereby improve access to users closer to home.

Could we perhaps put together a digital project, among
a group of Georgia institutions, that would both provide
greater access to some important materials and that would
serve to promote knowledge about our holdings? The digital
environment now seems like mass confusion, with every
institution rushing to digitize something. Finding all of that
unorganized stuff and making some sense of it is inordinately
difficult. Could we have a goal of building a community
digital project around a theme in Georgia history? Is there a
way to work together to think globally and use the digital
environment to promote access, learning, and the visibility of
our Georgia collections?

The final goal is then that we all assume the responsibility
of leadership. In essence, we should all be leaders in
whatever position we hold, and we must lead by example.
Leadership means assuming responsibility for creative
solutions, for communicating effectively with our colleagues
and our users, for promoting the image of archives and
primary sources as a profession of broad perspective and
vision, for promoting our resources as a vital part of the world

of research and learning, for thinking globally and outwardly, not provincially and inwardly.

As leaders, we must communicate effectively the value of archives in the modern research environment, be prepared to demonstrate the relevance of our work in the digital information age, and make ourselves key players in our organizations. We can show ourselves leaders in the services that we offer, in the creativity with which we approach our work and solutions to problems, in our understanding of organizational and community issues, and in our creative use of technology.

A leader is not necessarily a department head, manager, or supervisor. We in archives have always appreciated leaders at every level. A leader is someone who understands the key role that everyone plays in meeting our mission and who assumes personal responsibility for moving the organization forward. One of our strategic goals, then, should be to develop leaders for our organizations and our profession.

How might we create a strategic plan and move it forward? What are the issues that we, as an archives community, want to see addressed by the year 2000? What do we want to accomplish? My thoughts, not fully drawn nor fully examined, are a way of ruminating with you on the legacy that we want to leave to those archivists and user communities who come after us. Shortly before I started my archives career, when I was still among the "user" community as a history graduate student, I went into an archives repository in a southern state (not Georgia) and asked the desk attendant if there was a guide to the collections. "Yes,"

he responded, "but she's at lunch right now." That was a long time ago, and we have come very far in our access policies, descriptive tools, and public outreach. How much farther can we go? Time and imagination are our limits.

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Personality Types of Archivists

Charles R. Schultz

The author collected data for this article using the Keirsey Temperament Sorter, which has been used by many colleges, universities, and corporations to promote better understanding among individuals and groups. Although it is modeled after the Myers-Briggs Type Indicator, the KTS is a different document that has been validated by its wide use. The editors believe that the author is, as one reviewer noted, "enthusiastic and right about the utility of the study." He has captured an interesting set of data about a cross-section of the archival profession, and his presentation of that data will familiarize archivists with a tool for understanding themselves and those with whom they work. Archivists' employment of such tools can create opportunities for self-knowledge and self-development both for individuals and for the profession, and the editors offer these reflections as a way of opening a dialog that we believe will benefit both.
The Editors

Introduction

Carl Gustav Jung, the Swiss-born psychiatrist, developed the modern concept of psychological types, preferences with which individuals are born that form the foundation of their personalities.[1] Soon after Jung's work appeared in English translation, an American researcher, Katharine Briggs, began detailed studies of Jung's work. She, along with her daughter

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[1] Keirsey, David and Marilyn Bates, *Please Understand Me: Character and Temperament Types* (Del Mar, California: Prometheus Nemesis Book Company, 1984), 4.

Isabel Briggs Myers, devoted nearly two decades to developing ways to measure the preferences of individuals in order to determine their types and the strength of their preferences. Their collaboration resulted in the creation of a survey instrument, the Myers-Briggs Type Indicator (MBTI), which has been given to millions of Americans under the guidance of professionals trained in the administration and interpretation of the instrument.[2]   David Keirsey later developed a similar but less detailed lay instrument called the Keirsey Temperament Sorter which appeared in his 1984 book, *Please Understand Me.* That work had sold over one million copies by 1991, and the Sorter has been administered to additional millions.[3]

Using either of these instruments[4] reveals a four-letter personality type based on the four pairs of preferences identified by Jung: Extroverted or Introverted, Sensing or

[2] Myers, Isabel Briggs with Peter B. Myers, *Gifts Differing: Understanding Personality Type* (Palo Alto California: Davies-Black Publishing, 1955). The Myers-Briggs Type Indicator instrument can be purchased and administered only by professionals who have been trained to administer and interpret the instrument.

[3] A copy of the Keirsey Temperament Sorter is included on pages 5–11 of Keirsey and Bates.   Multiple copies can be purchased from the Prometheus Nemesis Book Company in Del Mar, California, or through the Keirsey Web Site: <http://Keirsey.com/cig-bin/Keirsey/newkts.cgi>.

[4] The regular Myers-Briggs Type Indicator consists of 126 questions in which the test taker is asked to select one response from either two or three choices.   Other versions of the MBTI contain either more or fewer questions. The Keirsey Temperament Sorter consists of 70 questions in which the test taker is asked to select one of two choices. Tabulation of the choices made on either instrument results in one of the sixteen, four-letter types. The MBTI provides better information on the strength of preference the test taker shows, but the Sorter is a valid instrument for the purposes of this study.

iNtuitive, Thinking or Feeling, and Judging or Perceiving. The first pair of preferences (E or I) reflects how individuals receive stimulation and how they communicate, the second (S or N) how they gather data and what they communicate, the third (T or F) how they make decisions and receive communication, and the fourth (J or P) how they structure life and react to communication.[5]   Everyone has some aspects of each of the eight possible characteristics, but individuals generally demonstrate a stronger preference for one of each pair.[6]

Psychiatrists and other professional counselors use type analysis to understand and assist their clients, and corporations from Ford to Boeing have used type inventories to train management, sales, and human resource employees. Most commonly, these tools are used by individuals and groups to investigate their own skills in order to work and grow within their type. The study which follows, an experiment in applying personality types to a cross-section of archivists, is intended to provide an avenue for the archival profession to

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[5] Kroeger, Otto and Janet M. Theusen, *Type Talk* (New York: Dell Publishing, 1988), 7–9 and 282–84; Myers with Myers, *Gifts Differing: Understanding Personality Type*, xi–xv and 207–11; and Keirsey and Bates, 3–4. Identifying one's type is really a matter of discovering many shades of gray rather than finding simple black and white answers, and not all people of any identified type always act in the same manner.

[6] Kroeger, Otto and Janet M. Thuesen, 215–18, and Keirsey and Bates, 189–92. The degree of their preferences may also alter over time or in certain situations. For example, in a recent discussion a professional counselor in College Station, who is licensed to administer the MBTI, confided that her husband, during a period of turmoil in his department at Texas A&M University shortly before he retired, changed preferences from a T to a F, but very soon after he retired he reverted to his usual preference for T.

look at itself in order to capitalize on or, if need be, to counterbalance its predominant personality types and thereby to improve the work of the profession.

Methodology

In early June 1995, four hundred regular members and one hundred student members of the Society of American Archivists (SAA) received survey packets which included a cover letter explaining the project, a copy of the Keirsey Temperament Sorter,[7] and a personal data sheet on which to indicate gender, age within defined brackets, and both type of repository and type of work[8] in which they were currently employed or hoped to be employed after they completed their degree program. Regular members also indicated years of experience within defined brackets.

These individuals were targeted by choosing each seventh regular member (14.8 percent of the total) and each fourth student member (25.3 percent of the total) from zip code order mailing labels for each category purchased from SAA. This method of selection from a readily identifiable group of archivist provided geographical balance but could not guarantee ethnic or gender balance.[9]

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[7] The Keirsey Temperament Sorter was chosen as a survey instrument because it is readily available to anyone whereas the Myers-Briggs Type Indicator is available only to professionals who have been specifically trained and licensed to administer it.

[8] These categories were based on SAA sections.

[9] However, the percentage of surveys returned (males, 34 percent; females, 66 percent) parallels the approximately 40 percent male and 60 percent female membership of SAA and the 37 percent male/ 63 percent female ratio of those who responded to the survey recently conducted by the SAA Task Force on the Future of *The American Archivist*.

By the end of 1995, 37 student (9.4 percent of all student members) and 184 (6.8 percent) regular members of SAA had returned the survey instrument. Analysis of the information on the data sheets was completed in all categories of personal data except type of work performed, which was omitted because a large percentage of respondents indicated that they performed all types of work. Because of the small number of responses from student members, two separate analysis based upon membership type would have been meaningless. Therefore student members were included with regular members in Table 1, comparison of type distribution among archivists and the general population, and Table 2, similarities and differences in gender patterns of type distribution between the general population and archivists.[10]

A Brief Definition of Types

A detailed description of each of the sixteen types derived from the sixteen combinations of the four pairs of preferences is beyond the scope of this article, but a brief discussion of four pairs is required. It should be noted first, however, that the degree of preference that an individual has for any of the characteristics may vary from very strong to very weak and

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[10] A separate analysis of the student members did indicate that student members are somewhat different from regular members in most preferences. A higher percentage of students scored equal numbers in the E-I preference than did the total respondents, and students were far below the general population in preferring S over N. In T-F preference students were closer to the profile of the general population (males preferred T 55.6 percent and F 22.2 percent whereas females preferred F over T by 57.1 percent to 28.6 percent) than regular members. Overall, the students preferred J over P slightly less than did the total respondents.

may even be neutral (which is indicated by an X in the accompanying tables) and that each set of preferences has an effect upon the other three. For example, an ENTP (extroverted, intuitive, thinking, perceiving) will act and do things somewhat differently from an INTP (introverted, intuitive, thinking, perceiving) and a great deal differently from the exact opposite, ISFJ (introverted, sensing, feeling, judging). The more variations there are between the preferences of two individuals, the more differences there will probably be between them, but no two individuals will think or act in exactly the same way.

The E-I preference determines the source of stimulation and the way of communicating for individuals. Extroverts are stimulated by others, are quite sociable, work best in a group, and have a tendency to speak before they think. Introverts are stimulated from within, have a tremendous capacity for concentration, work with intensity, and are inclined to think long and hard before speaking. In the general population, Es outnumber Is three to one.

The S-N preference delineates how people gather data and what they communicate. Sensors feel most comfortable with what can be sensed—seen, felt, smelled, tasted, and heard. They prefer specific facts and practical solutions arrived at in a sequential manner. Intuitives feel most comfortable dealing with concepts, theory, generalities, and the future. In the general population Ss outnumber Ns about three to one.

The T-F preference indicates how people receive communication and how they prefer to make decisions. Thinkers tend to be objective, just, and detached whereas

feelers are likely to be subjective, fair, and involved. This is the only set of preferences which is gender-linked; in the general population, approximately two-thirds of males are Ts, and the same proportion of females are Fs.

The J-P preference influences how people react to communication and order their lives. Judgers are fixed, scheduled, and structured, and they like closure and meeting deadlines. Perceivers are flexible, adaptable, open-ended and spontaneous and have an aversion for closure and deadlines. These two preferences are the easiest to detect in individuals and the least likely to fall in extremes.[11]

Comparison of Archivists with the General Population

Table 1 (see p. 22) shows a comparison of the distribution of the sixteen personality types among archivists who responded to this survey with the distribution of these types within the general population profiled through the use of the Myers-Briggs Type Indicator and the Keirsey Temperament Sorter.[12] In the table the types are listed in descending order of the number and percentage of respondents among archivists who are of that type. Even a cursory glance at this table reveals some substantial differences between archivists and the general population.

The first noticeable difference between archivists and the general population is that every one of the top eight types of archivists ends with a J, and in every J combination except ESFJ, there is a higher percentage of archivists than there is

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[11] General descriptions of each of the sixteen types are provided in Kroeger and Thuesen, 114–80; Keirsey and Bates, 167–207; and Myers with Myers, 83–112.

[12] In 1994 over two and a half million people took the MBTI. Myers with Myers, xiv.

Table 1
Comparison of Respondents with the General Population[13]

Type	Number of Archivists	Percentage of Archivists	Percentage of General Population
ISTJ	36	21.5	6
ESTJ	32	19.1	13
ENFJ	18	10.7	5
INTJ	17	10.2	1
ISFJ	14	8.4	6
ENTJ	13	7.8	5
ESFJ	13	7.8	13
INFJ	9	5.4	1
ENFP	4	2.4	5
ENTP	4	2.4	5
INTP	4	2.4	1
INFP	3	1.8	1
ESFP	0	0.0	13
ESTP	0	0.0	13
ISFP	0	0.0	5
ISTP	0	0.0	7
Totals	167	100%	100%

in the general population.   More than 87 percent of archivists
prefer judging to perceiving although the general population
is divided about equally between J and P. As can be seen in

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[13] Some explanation of the numbers are necessary because of the
discrepancy between the number of archivists used here and the total of 221
responses which were received. In 54 of the responses, the individuals had
at least one pair of preferences in which they had equal scores and their
four letter type therefore includes an X. It seemed best to use only those
instruments in which the individuals had clear preferences in each of the
four pairs of choices. These 167 useable responses include both regular and
student members of SAA. The percentages for the general population are
taken from Keirsey and Bates.

Table 2 (see p. 27), female archivists exhibit this preference slightly more strongly than do male archivists.

In other words, archivists appear to be disproportionately judgers, people who are scheduled and structured and like closure and meeting deadlines, rather than perceivers. Such a preference serves archivists well in arriving at the frequent decisions they are called on to make in their work. Perhaps it is making decisions—which records subseries, series, or groups to retain permanently; which areas of society to document; which collections to solicit and which of those offered to accept; what portions, if any, of a given collection can be discarded without losing potentially valuable information—that makes archival work appealing to Js while causing Ps to shy away from the profession.

A second major difference between survey respondents and the general population is the absence among archivists of any of the four types which include the SP combination although over one-third of the general population fits into this group. A possible explanation might be that nearly all archival jobs require at least a bachelor's degree, and SPs are the least likely of all types to earn college degrees. While following routines and procedures may be the very thing that leads SJs to become archivists, free-spirited SPs tend to shy away from such structured work.

SJs (56.8 percent of the total to 38 percent of the general population) tend to be demanding of themselves and of others and generally prefer to work in situations in which they can achieve practical and tangible results. They willingly take on new and additional responsibilities but are usually not innovators or instruments of change. Could the large number of SJs in the profession help account for the reservations about and even objections to the concept of archival theory which appear on the Archives Listserv and for the limited

number of articles on the topic?[14]   This archival type
tendency may also be a factor in the general public's lack of
understanding of, and appreciation for, the importance of
archives and archivists. SJs work hard at whatever they do,
but the public seldom recognizes and appreciates their
accomplishments.[15]

The NT (Intuitive Thinker) combination appears in only
12 percent of the general population, and most NTs are
involved in science, technology, design, engineering,
mathematics, and other fields seemingly foreign to archives.
Yet survey respondents, 32.8 percent of whom fall within this

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[14] In his analysis of American archival literature between 1901 and 1987,
Richard J. Cox listed seven challenges that remain to be met by the
profession in creating a literature. The first one he listed was archival
theory. Richard J. Cox, "American Archival Literature: Expanding Horizons
and Continuing Needs, 1901–1987," *American Archivist* 50(Summer 1987):
314. An examination of titles of articles in the *American Archivist* during
the last fifteen years revealed the following eight articles in which "theory"
appeared: Frank G. Burke, "The Future of Archival Theory in the United
States," *American Archivist* 44(Winter 1981): 40–46;   Lester J. Cappon,
"What, Then, Is There to Theorize About?" *American Archivist* 45 (Winter
1982): 19–25; Gregg D. Kimball, "The Burke-Cappon Debate: Some Further
Criticism and Considerations for Archival Theory," *American Archivist*
48(Fall 1985): 369–76; Trudy Huskamp Peterson, "The National Archives
and the Archival Theorist Revisited, 1954-1984," *American Archivist*
49(Spring 1986): 125–33; John W. Roberts, "Archival Theory: Much Ado
about Shelving," *American Archivist* 50(Winter 1987): 66–75; Frederick
Stielow, "Archival Redux and Redeemed: Definition and Context Toward
a General Theory," *American Archivist* 54(Winter 1991): 14–27; Robert D.
Reynolds, Jr., "The Incunabula of Archival Theory and Practice in the
United States: J. C. Fitzpatrick's *Notes on the Care, Cataloging, Calendaring
and Arrangement of Manuscripts* and the Public Archives Commission's
Uncompleted 'Primer of Archival Economy,'" *American Archivist* 54(Fall
1991): 466–83; and Frederick J. Stielow, "Archival Theory and the
Preservation of Electronic Media: Opportunities and Standards Below the
Cutting Edge," *American Archivist* 55(Spring 1992): 332–43.

[15] Keirsey and Bates, 39–47 and 189–96; Kroeger and Thuesen, 215–22
and 265–72; and Myers with Myers, 85–88, 92–94, and 102–05.

category, exceeded the percentage of the general population in three of the four types which include the NT combination. NTs regardless of profession usually have a passion for developing many competencies, and archivists too must have some basic knowledge of fields as varied as history, conservation, preservation, photography, administration, chemistry. Moreover, archivists like other NTs, who have little interest in sales and consumer relations, frequently do not promote themselves, their institutions, or their holdings as well as they might.

There is a similar anomaly in the frequent appearance of the NF (Intuitive Feelers) combination among participants. Here archivists exceed the percentages of the general population by a substantial margin in two types and by a slim margin in one. NFs, including novelists, dramatists, poets, playwrights, and biographers, lean towards the humanities and social sciences, disciplines in which most archivists work. NFs usually also want to make a difference in the world. Perhaps the 20.3 percent of archivists who demonstrate the same combination strive to make a difference through the preservation of the documentary heritage of the world in which they live even though the general population may not recognize the parallel. Buying, selling, and other commercial type occupations are of little interest to NFs, and this may be another factor which helps explain the reluctance of archivists to promote themselves or their institutions, their holdings, or even their profession.[16]

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[16] Keirsey and Bates, 57–66 and 178–88, and Kroger and Thuesen, 226–30, 243–47, 261–65, and 276–80. Social Research, Inc., "The Image of Archivists: Resource Allocators' Perceptions," December 1984 (commonly referred to by archivists as the Levy Report), reported that "archivists have an identity that is a compound of specific abilities and attractions, somewhat vaguely conceptualized in the minds of others and burdened by unexciting

In the E-I preference, the total percentage among archivists is also considerably different from the percentage of the general population where ratio is about 75 percent to 25 percent. The total archival population has far fewer extroverts and far more introverts than does the general population, and male archivists seem to lean slightly more to introversion than do female archivists. The preponderance of introverts over extroverts may be yet another factor which helps explain the reluctance of archivists to engage in outreach activities and their failure to obtain the support they need to carry out their responsibilities.[17]

Patterns of Type Differences Among Archivists
    A second purpose of this study was to explore variations in type differences based on gender, age, years in the profession, and type of repository. Of particular interest were gender patterns among archivists. These calculations appear in Table 2.

The general population consists of approximately 70–75 percent Ss and 25–30 percent Ns. Sensors deal in the present in a sequential manner; are realistic, actual, down-to-earth, practical and specific; and emphasize facts. Intuitives, on the other hand, concentrate on the future; deal in concepts, theories, and generalities; emphasize ingenuity; and look for inspiration. When one considers the nature of archival work, one might expect archivists to express a preference for sensing at a higher percentage than does the general population, but exactly the opposite occurred in this study with male archivists

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stereotypical elements."

[17] Kroeger and Thuesen, 33–36, and Keirsey and Bates, 14–16.

Table 2
Percentages of Archivists Favoring
Individual Preferences by Gender[18]

Pref.	All	%	Males	%	Females	%
I	100	45.3	37	49.3	63	43.7
E	94	42.5	30	40.0	63	43.7
X	27	12.2	8	10.7	18	12.6
Totals	221	100	75	100	144	100
S	116	52.5	41	54.6	74	51.5
N	95	43.0	30	40.0	64	44.4
X	10	4.5	5	5.4	6	4.2
Totals	221	100	75	100	144	100
F	76	34.4	22	19.3	52	36.3
T	128	57.9	46	61.3	82	56.9
X	17	7.7	7	9.4	10	6.9
Totals	221	100	75	100	144	100
J	192	87.3	65	86.7	126	87.5
P	22	10.0	9	12.0	13	9.0
X	6	2.7	1	1.3	5	3.5
Totals	221	100	75	100	144	100

being slightly closer to the general population profile than their female counterparts.[19] From the higher than normal percentages of intuitives among archivists one might also expect there to be significant archival literature on theory, but archivists actually are much more inclined to write about practice than theory.

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[18] This table includes both regular and student members of SAA. While 221 individuals completed and returned the Kersey Temperament Sorter, two of them did not return the data sheets. Thus there are two fewer numbers in the male and female calculations than in the all category.

[19] Kroeger and Theusen, 24–27, and Keirsey and Bates, 16–19.

There are also significant differences in gender profiles between archivists and the general population in the T-F preference. Overall the general population is about equally divided between these two, but there is significant difference in preference depending on gender; males are about two-thirds Ts, and females are about two-thirds Fs. Male archivists are close to the general population in the T preference but below that group in F while female archivists are substantially above the general population in the T preference and far below the general population in the F preference. A large percentage of male archivists expressed equal preference for T and F, female archivists slightly less so. In other words, female archivists, who seem to think very much like their male colleagues,[20] differed far more significantly from their female counterparts in the general population than did male archivists.

As noted above, the general population is divided about equally in the J-P preference. But more than 87 percent of archivists prefer judging to perceiving, and female archivists exhibit this preference slightly more strongly than do male archivists.

Regular members indicated their ages in specified brackets so that an analysis could be made of any patterns in preferences within those groups, and age did indeed make a difference. Respondents in their sixties preferred E over I by a margin of 66.7 percent to 19.0 percent and those between sixteen and twenty-five years of experience also included more extroverts than introverts. In all the other age brackets (more

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[20] Kroeger and Theusen, 28–32.

than half of the respondents) over 50 percent preferred I. In other words, archivists over sixty and under twenty-five more closely resembled the general population than did those between twenty-five and sixty.   A second interesting age-related trend appeared in the J-P preference. Those in their twenties preferred J over P by 94.0 percent to 6.0 percent. This figure dropped several percentage points for those in their thirties, rose steadily until reaching 95.2 percent of those in their sixties, then dropped to 80.0 percent for those over seventy.[21]

Regular members also indicated their years of experience in established brackets,[22] but while there proved to be considerable variation within each pair, no overall pattern of differences appeared based on years of experience. Those with less than five years experience divided evenly between E and I, those with between five and fifteen years experience and those with over twenty-six years of experience preferred I to E by about 10 percent, and those with sixteen to twenty-five years of experience preferred E to I by 10 percent. Respondents with fewer than five years and those with between sixteen and twenty-five years of experience preferred S over N whereas those with between five and fifteen years and those with over twenty-six years of experience preferred

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[21] While there were some slight fluctuations within the S-N and T-F preferences in the various age levels, there were no major differences such as that of the E-I preference of those in their sixties and those between 16 and 25.

[22] The percentages of those in the various experience brackets were as follows: less than five years, 20.8 percent ; five–fifteen years, 41 percent; sixteen–twenty-five years, 31.5 percent; twenty-six or more years, 6.7 percent.

N over S. Those with five to fifteen years of experience preferred F to T by a very slight margin while those in all other brackets of experience preferred T to F by large margins. The trend in the J-P preference was similar; those with fewer than five years of experience leaned slightly more toward J while those with more than five years of experience showed increasing preference for J as the years of experience increased with those with more than twenty-six years of experience being 100 percent J.

To analyze whether individuals who worked in one type of repository had different preferences from those who worked in others, respondents were asked to check the type of archives in which they worked from a list of the institutional sections within SAA.[23]   Business archivists differed significantly from their colleagues in several categories and more closely matched the general population than any other group. In contrast to the aggregate response, for example, they preferred E to I by 73.1 percent to 23.1 percent (with 3.8 percent having equal scores), and they had a lower percentage (76.9) of Js than archivists from other types of institutions. Perhaps these differences stem from the very different culture

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[23] The percentages of archivists in this study who work in the various types of archives are College and University, 26.2 percent; Government, 22.4 percent; Religious, 11.8 percent; Business, 13.9 percent; Museum, 9.1 percent; and Manuscript Repositories, 16.6 percent. Of the 2891 SAA members who belong to these five sections listed in the *1996 SAA Directory*, the percentages are as follows: College and University, 24.3 percent; Government, 16.3 percent; Religious, 12.5 percent; Business, 12.2 percent; Museum, 14.6 percent; and Manuscript Repository, 20.1 percent. Apparently, this study was based on a fairly representative sample of archivists from the perspective of the institutional sections to which they belong.

in which business archivists work and from their frequent collaboration with advertising and public relations personnel in promoting their employers.

The responses by type of repository roughly paralleled the aggregate response except that college and university respondents scored a few percentage points below the general body in preferring J over P while manuscripts curators and government archivists displayed a preference for J over P a good bit more than did other respondents. Manuscript curators and museum archivists preferred T over F at a three to one ratio, higher than any other archival group and much higher than the general population.

There are a number of other variables within the archival community which might be explored as a follow up to this study. Would an investigation of archivists in Canada or Europe reveal differences between professionals in those areas and archivists in the United States? Would detailed studies of members of several SAA sections or of archivists who reside in the different regions of the United States uncover significant differences between, for example, government and business archivists that affect relationships between those constituencies? Or among New England, midwestern, southeastern, southwestern, northwestern, or intermountain archivists?

Additional studies might compare archivists with librarians and museum professionals, the other two professions which are primarily concerned with the preservation of documentary and cultural heritage. Table 3 (see p. 33) provides an example of similarities and differences between the profile of

librarians from one such study and the results of this survey.[24]   A similar comparison of specialist groups within the archives, library, and museum professions (namely, reference librarians, museum exhibits staff, and members of SAA's Reference, Access, and Outreach Section) might also be useful.

Implications and Speculations

Beginning with the premise that every person is born with certain type preferences which may be modulated or intensified by circumstances but are not likely to be completely reversed, this study sought to map the preference profile of a sample population of archivists and to compare that profile with that of the general population. It appears from the foregoing analyses of the sample population that significant differences do exist between the two groups. However, it is not at all clear how those types join the archival profession in the first place since archivists and archival work seem to be so much of a mystery to the general public. Perhaps that could be the subject of another study.

Meanwhile, the author will share his reflections on the causes and implications of these differences and suggest ways in which the profession can build on this study. Anyone who works in an archives or is familiar with the operation of an

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[24] There appears to be considerable similarity of type preferences between librarians and archivists. ISTJs are the predominant type in both professions, and both professions are far below the general population in the four types that include the SP combination and in preferring extroversion to introversion. However, a substantially larger percentage of librarians prefer perceiving than do archivists, and archivists prefer judging by a much larger percentage than do librarians.

Table 3

Comparison of Archivist and Librarian Type Preferences[25]

Type	Number of Archivists	Percentage of Archivists	Number of Librarians	Percentage of Librarians
ISTJ	36	21.5	265	16.5
ESTJ	32	19.1	98	6.1
ENFJ	28	10.7	81	5.1
INTJ	17	10.2	184	11.5
ISFJ	14	8.4	27	8.1
ENTJ	13	7.8	127	7.9
ESFJ	13	7.8	66	4.1
INFJ	9	5.4	104	6.5
ENFP	4	2.4	96	6.0
ENTP	4	2.4	94	5.9
INTP	4	2.4	146	9.1
INFP	3	1.8	116	7.3
ESFP	0	0.0	13	.8
ESTP	0	0.0	18	1.1
ISFP	0	0.0	27	1.7
ISTP	0	0.0	36	2.3
Totals	167	100%	1600	100%1

[25] Scherdin, Mary Jane, "Vive la Difference: Exploring Librarian Personality Types Using the MBTI," in *Discovering Librarians: Profiles of a Profession*, ed. Mary Jane Scherdin (Chicago: Association of College and Research Libraries, 1994), 125–58. Three groups were included in this study—730 American Library Association officers and committee members, 615 members of ALA, and 255 members of Special Libraries Association. Scherdin used the Expanded Analysis Report version of the MBTI, which consists of 131 questions instead of the 126 in the regular MBTI. Although Scherdin used a different survey instrument and her method of selecting participants was different, it is suitable to use the percentages of individuals in each of the sixteen types to demonstrate a very general picture of the types of individuals included in the two professions.

archives should not have found the preponderance of introverts in the profession surprising, but the differences between archivists and the general population in their preferences between S (Sensing) and N (Intuitive) might have been.

Perhaps the most disconcerting discovery of the study was the very large difference between archivists and the general population in the J (Judging) and P (Perceiving) preference. Do archivists make decisions too easily and too quickly? Would archivists do a better job of preserving society's documentary heritage if there were more perceivers in the profession or if archivists made more of an effort to strengthen the perceiving qualities that exist within themselves? Would collaborating with perceivers help archivists alter the public perception that they work in dark, damp, dusty basements trying to save old things?

That this study failed to turn up a single SP might also cause some concern. How different might the profession and the preservation of society's documentary heritage be if the profession included a few of these free spirits?

Can the profession or individual members do anything to change the makeup of the profession? Probably, but it will take some time, effort, and attitude adjustment by archivists. The first thing to do is to recognize what types of people are likely to become archivists. A second is to acknowledge that unless the public's perception of what an archivist is and does can be changed, it is unlikely that more extroverts and perceivers will enter the profession.

And third, individual archivists can explore their types and work on strengthening their less developed areas. Introverts could occasionally force themselves to think and act like extroverts. Thinkers could give more attention to people and a bit less to things. Judgers might act more like perceivers

and take somewhat more time in deciding what to solicit or ignore, to accept or decline, to retain or discard.

Any strategy that broadens and diversifies the profession will inevitably not only strengthen the profession itself but also improve the ability of the profession to carry out its responsibility to preserve society's documentary heritage. Maybe now is the time to revise the old adage When in doubt, throw it out to When in doubt, think about it some more and seek advice from someone who may have a different perspective.

Charles R. Schultz has been an archivist since 1963, is currently Clements Archivist at Texas A & M University, and is also president of the Academy of Certified Archivists (1998). Presently, he is working with archivists in Canada and Australia to expand the scope of this study.

DIVERSITY AND TRADITIONAL COLLECTIONS AT RUTGERS UNIVERSITY

Ronald L. Becker

With the establishment of both regional and national ethnic, gender, cultural, and religious collections, the concept of diversity in archives encourages a fragmented world. This is one in which a researcher has a few clear-cut options—go to a women's repository to do research on women, a labor collection for labor history, an African-American archives for African-Americans, and so forth. However, time has demonstrated that no repository has a corner on the market for diversity which can also be found in holdings of what are often referred to as "traditional collections." Such repositories, whose primary objective is to document state and local history, already reflect the entire scope of the society which they seek to chronicle including diverse ethnic, religious, and cultural communities.

However, disseminating information about these multifaceted holdings is as important for traditional collections as acquiring the collections themselves. Through finding aids and other descriptive tools which take advantage of the new

electronic world, as well as through traditional presentations, archivists and others who develop, preserve, and make available research collections have a number of excellent opportunities to contribute to the documentation of diversity. The experience of the Special Collections Department at Rutgers University aptly demonstrates some diversity documentation strategies and the importance of the traditional collection to understanding diversity in society.

Diversity Documentation Strategies

Like many repositories in the 1980s, the department, which was established to collect records on all aspects of New Jersey history and culture, began a campaign specifically to document the diversity of the geographic area which it serves by undertaking a fairly conventional documentation project focused on the Jewish community of New Jersey. The state has had one of the largest Jewish populations in the country since the turn of the century, but in spite of its size and importance there had been no concerted effort to document the history of its people and institutions by repositories in New Jersey or elsewhere.[1] Granted a year's sabbatical leave, the director of the Rutgers Special Collections undertook to

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[1] Scattered collections can be found at the American Jewish Historical Society, e.g., the papers (1898–1955) of Sarah Kussy, a prominent educator and community organizer in Newark, New Jersey. The Balch Institute in Philadelphia houses a few collections relating to Jewish communities in southern New Jersey, and the American Jewish Archives in Cincinnati holds the records of several organizations in Bayonne and Newark and unpublished manuscripts relating to synagogues and other organizations in New Jersey. But the material was not collected in any organized fashion and covered only a sliver of the Jewish experience in New Jersey.

fill this documentation gap by carrying out the New Jersey Synagogue Archives Project.

His work began with the dispatch of a letter and survey form to every existing congregation listed in the various denominational directories and the yellow and white pages of every phone book in New Jersey.[2] The survey form asked the usual questions about the types and quantity of historical records being kept by each congregation (being careful to explain what was meant by *archives* and *records*) while the cover letter underscored the importance of their institution and the importance of the records in documenting their community.[3]

The survey elicited a 17 percent return rate. Armed with those responses, the project director got on the phone to make appointments, then hit the road, visiting each responding congregation, covering the entire state county by county, wearing out two old cars, and encountering every kind of traffic delay and inclement weather New Jersey has to offer. A written on-site survey of each synagogue followed, along with an offer to help them organize their records if they so desired and, of course, to take the records off their hands if they were inclined to donate them to a repository.

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[2] As is often the case in such a survey, the project director underestimated the number of congregations, putting the number at two hundred when in fact there are over five hundred current and defunct synagogues in the state.

[3] Aware that many synagogue officials might be suspicious of the motives for undertaking the project, the director added a short biographical sketch which included information about his activities in a local synagogue and regional Jewish organizations.

Somewhat surprisingly, a number did donate their archives to Rutgers, and nearly all presented the university with historical publications, newsletters, and other documentary materials. As a result, Special Collections now has two dozen new archival collections, a fairly accurate survey file for nearly every congregation, and a printed or manuscript history for many of them, and staff still receive phone calls for advice and offers to donate more material. More important, because of the project several new historical societies have been born, and existing ones have begun to collect records of the Jewish community in New Jersey.[4]

Other documentation projects followed and were focused on the large and active Asian communities in the state. Because these were relatively new communities, a unique opportunity existed to document institutions and organizations as they evolved, to help those communities record their experience in the United States from day one, and to ensure the permanent safekeeping of the documents thus created. This endeavor has not proved easy, however. For any group of recent immigrants the daily challenges of making a living, raising a family, and learning to survive in a new culture far outweigh any academic inclination to document these

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[4] The Jewish Historical Society of MetroWest in Whippany holds the archives of the United Jewish Federation which includes archival, printed, and pictorial material documenting the federation's cultural, educational, and social welfare activities in the seven county area of northeastern New Jersey since the 1850s. The Jewish Historical Society of Central Jersey (located in New Brunswick) holds the archives of Temple Anshe Emeth, c.1880–1970, and other collections documenting Jewish activities throughout central New Jersey. The Jewish Historical Society of North Jersey in Wayne holds materials documenting that community, which originated in the 1840s in Paterson.

struggles for the sake of posterity. Since archivists themselves are not a particularly diverse group, most repositories which try to document diversity within a region must therefore rely on special contacts within the communities.

Nor can the role of plain old luck be discounted. When the university acquired the records of the Compulsive Gambling Association of New Jersey, for example, its past president, a physician of Philippine background, worked closely on the negotiations for the association's archives. Although she was also active in the Philippine community and professional associations in New Jersey, it had never occurred to her that material generated by these organizations might also be of historical value.

Very little persuasion was required to convince her that these records were every bit as important as the gambling records, and she went on a one-person tear through the New Jersey Philippine community. Under her auspices Special Collections staff appeared at meetings of a Philippine nurses' association, the federation of Philippine social organizations, and several other groups to talk about archives and building community through documentation. The department expects to receive much of that documentation in the coming years even though the original enthusiastic contact person has since left the state.[5]

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[5] The department has had a similar liaison with New Jersey's Chinese-American community through a technical services librarian at Rutgers who is active in group organizations but still lacks contacts in the Indian communities that have sprung up in several parts of the state.

Thus, as these experiences demonstrate, it is important in documenting ethnic groups to develop contacts in these communities and move ahead from there, trusting to the future. A number of Jewish historical societies have sprung up all over New Jersey, inspired in part by the synagogue project that influenced a number of people to take an interest in archival practices. If this occurs again in the state's Asian communities, Rutgers's current documentation projects will create similar constituencies in those communities with the advantage of a much earlier start. For the present, however, Rutgers and other traditional repositories must also look to collections they already hold to provide scholars with information about the diverse ethnic and cultural communities in their region.

Finding Diversity in Traditional Collections

Diversity encompasses not only ethnicity, race, and religion but also all aspects of human endeavor. If an archives has done its job of documenting the institutions and organizations in its regional or subject collecting areas, it is likely that it has also documented much of the diversity within those areas. What individual repositories often have not done satisfactorily is to let the world know just how effectively they document diversity. This task can be accomplished through finding aids and catalog preparation as well as through public and outreach programs.

Since 1965, for example, Rutgers has served as the official repository for the AFL-CIO's International Union of Electronic, Electrical, Salaried, Machine, and Furniture Workers (IUE), organized in 1949 as the result of a split from

the left-wing Union of Electrical Workers (UE). Until receiving grants from the Department of Education and the National Historic Publication and Records Commission to arrange and describe the papers, however, department staff did not appreciate the impact of the union not only on its members but also on many aspects of the state's life. Processing the collection turned up documentation of diversity in virtually every record group and series, many of which go far beyond labor organizing and routine workplace activities. The IUE Archives yielded rich files on civil rights, women's rights and gender equity, education, fair housing, and numerous other political, social, legal, and economic issues.

Acquired in 1974, the records of the first consumer product testing organization in the United States also remained underappreciated until they were processed with help from federal funds. As one would expect, the records of Consumers' Research, Inc., are rich in evidence of the evolution, marketing, and reliability of thousands of products and of the development of the technology and culture necessary to test these products. What is less expected is the way in which this same collection documents the intellectual, political, and social history of New Jersey.

In addition to fifty years of technical product testing reports, the collection includes files relating to consumer issues and thought, co-operative movements, war preparation in the 1930s and 1940s, and post-war politics and government. Much of the diversity within this collection derives not from Consumers' Research founders' involvement in a wide range of social issues but from the organization's remarkable and dramatic political transformation from a leftist institution to

a rabidly right-wing, anti-Communist one following a 1935 attempt to unionize and strike by its employees.[6]

As pack-rats and creators of every conceivable type of information, Consumers' Research made certain that every bit of documentation it compiled over its history would be saved, including files on every consumer advocate with "evidence" of that person's alleged communist background or influence.[7] Researchers, therefore, can now explore many unexpected topics in what on the surface appears to be a narrow, predictable collection.

In addition to distributing the grant-funded guide to the Consumers' Research records on the Internet, Special Collections staff mounted an exhibition on the organization which included material from all parts of the collection as well as some of the product testing equipment itself. This turned out to be one of the department's most popular exhibits ever and evoked comments about how multifaceted its collections must be from many who were more accustomed to the department's literary and other traditional subject themes. A

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[6] After the strike, its founders moved from the organization's headquarters in rural Washington, New Jersey, back to New York and, with the help of many of the former supporters of Consumers' Research, organized Consumer's Union which eventually rivaled and then far eclipsed Consumers' Research as the leader of the consumer movement. The bitter Consumers' Research directors became obsessed with what they believed to be the communist influence at Consumer's Union and much of the rest of the consumer movement.

[7] The organization shared these files with the House Un-American Activities Committee, and not until 1953 did HUAC remove Consumer's Union from its list of subversive organizations, the only organization to be so removed.

special issue of *The Journal of the Rutgers University Libraries*[8] on consumerism, labor unions, and the pursuit of the American dream, guest-edited by labor archivist James Quigel, described these and other collections and demonstrated how they have been used in historical research and their potential for future research.[9]

Another consumer collection, the Consumer's League of New Jersey Archives, also goes significantly beyond the consumer movement to document unfair industrial practices, workmen's compensation, and the exploitation of women and children. Because the League of Women Voters of New Jersey did significant work in the areas of civil rights, equal pay, minimum wage, sweatshop regulation, disease control, sterilization, and child welfare, its records chronicle much more than suffrage and political issues. These two collections along with the New Jersey Welfare Council archive and the papers of Mary Roebling, the country's first female bank president, constitute Rutgers' Women in Public Life Archives Project, yet another source for the study of diversity. But only through careful processing and intensified promotion of these and other collections did the staff and patrons of Special Collections become attuned to the diversity documented by its holdings.

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[8] vol. 67, nos.1–2 (December 1995).

[9] A previous issue (vol. 66, no. 1, June 1994) dealing mostly with the history of the New Jersey African-American community included an essay on manuscript resources at Rutgers relating to that community.

Conclusion

Traditional collections should never sell themselves short as resources for developing and enhancing programs and services that recognize and respond to the diversity of their institutions. Nor should archivists allow institutional administrators or governing bodies to overlook the importance of archival collections as more and more universities issue diversity statements which elaborate affirmative action policies, advocate cultural and ethnic toleration among students, and propose plans for increasing diversity and fostering multiculturalism on campus but leave out references to the usefulness of special collections and archives in this effort.

Even the Rutgers University Libraries Multicultural Life Committee Report issued in April 1995 did not dwell on collections of primary resources. However, a member of the Special Collections professional staff who served on the committee had provided concrete suggestions and examples for the report. These recommendations specifically mentioned the Special Collections and University Archives for developing exhibits and displays to reflect diversity and publicize existing Rutgers collections that document diversity and support multicultural research.

It is curious that most college and university libraries do not take greater advantage of their special collections in this context. This not only signifies something about lack of recognition but also seriously weakens the diversity statements themselves. A treasure-trove of diversity lies just beneath (or above or adjacent to) the offices of those writing these policy documents. Archivists must accept responsibility for letting

the outside world know about their contributions to diversity and multiculturalism. Otherwise, one of the chief components in libraries' efforts to document diversity will go unnoticed and unrecorded even though such efforts are an ongoing part of every archivist's day.

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Building User-Oriented Web Sites for Archives

R. Philip Reynolds

For years the banking industry did not consider electronic services for customers as "real" business. Then in 1994, a study entitled "New Paradigms in Retail Banking" by the Bank Administration Institute (BAI) and First Manhattan Consulting Group revealed that more than half of all retail banking transactions occurred by way of an electronic medium. People were no longer going to their branch offices, but conducted business with their phones, PCs, and ATM cards. Suddenly banking executives stopped asking "Why should we offer electronic services?" and started asking "Why aren't we offering electronic services?"[1] This same revolution in thought is inevitable in almost every field of service including archives. Unfortunately, changing the way an institution thinks about something is not the same as changing the way it does something.

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[1]Catherine V. Corby and Beth Mercier, "Developing an Interactive Services Strategy," *Bank Management* 71 (1995): 44.

In archives, adding effective electronic services by way of the Internet is often expensive, confusing, and difficult. However, by learning more about the needs and expectations of those being served, archivists can more effectively develop a coherent approach to providing services that users want and expect through the Internet.

In recent years, the idea of customer driven service has infiltrated libraries, archives, and government agencies. This is not always an easy idea to implement because most archives have many different customers or users. First and foremost is the institution for which the archives was created. Archivists also have responsibilities toward scholars, genealogists, and any other researchers that are allowed to use the archives. When integrating electronic service into the operations of the archives both the common and unique needs and expectations of all users should be considered.

Unfortunately, when archivists look at the overwhelming advances in computer and telecommunications technology and compare them to the resources of their own institutions, they often become discouraged. It is not that most do not want to provide Internet services as much as it is that their institutional resources of time, staffing, training, equipment, and money seem to prevent them from doing so. The gap between user expectations and institutional resources seems insurmountable.

To begin bridging this gap between user expectations and archives resources, it is important to know what users want. Conducting two informal surveys of a genealogical and an archival Internet listserv helped to identify the expectations of some user groups. With the information gathered from the

surveys, it is possible to suggest ways in which institutions without unlimited resources may develop an Internet presence that effectively meets the seemingly limitless expectations of their users. Since genealogists are one of archives' most prolific user groups, their opinions should provide some valuable information regarding user needs. It is true, however, that much of the information gathered can be applied to all user groups.

The following survey was used to determine what genealogical customers expected of archives by way of electronic service. Subscribers to the Roots-L news group received the informal survey in February 1997. The Roots-L group has approximately seven thousand members and represents people with an interest in family history and at least a minimal understanding of computer technology.[2] The survey consisted of the following questions:

1. What types of services do you expect from state archives (or other archives) through the World Wide Web?
2. What types of services have you used from state archives over the web?
3. What did you like about the service?
4. What did you not like about the service?

Eighteen of the twenty responses received were usable. Although the focus was on state archives, the information gathered is useful to almost all archives.

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[2]The Roots-L home page can be found at <http://rootsweb.com/roots-l> (March 1998).

Responses to the first question were surprisingly varied. Rather than assuming that all records should be on-line, most respondents were far more reasonable in their expectations. The number one service that genealogists wanted from state archives was not on-line documents nor reference services but indexes of records (eleven responses). Next came copies of records on-line (eight) and then holdings lists (seven). Most respondents listed more than one expectation, including complete and clear explanation of services (five), links to related sites, maps of archives locations, maps of cities and counties in the state, and a history of elected officials with their genealogies. Technical suggestions included pages that load quickly (no big files of pictures of archives buildings or documents), on-line payment for services, and web sites that are easy to navigate.

The second question about genealogists' use of electronic services did not have as many responses. The two most common comments were that they used e-mail services or used no services at all. The other requests were for on-line indexes, holdings lists, and links to the GenWeb project.[3]

Genealogists listed several things they liked about the sites they visited. The most frequently praised quality was that the page "loaded quickly." Other technical aspects respondents liked were a "good search engine" and ease of use. Many appreciated the convenience of using the web and the time and money saved by not having to travel to the archives. They also appreciated the fact that they did not have to

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[3]The GenWeb home page is at <http://www.usgenweb.com/> (March 1998).

depend on an archives staff member or volunteer to do research for them. The information they most liked consisted of hours and location, indexes, complete lists of genealogical records including links to other sources, or, as one researcher put it, "one stop shopping," and information about services and fees.

The items most disliked about sites included no e-mail service, not enough information, not enough information relevant to genealogy, no indexes, no maps, and no records on-line. The main technical concern was that the site was slow or inaccessible. Most of the responses from the Roots-L news group were reasonable and corresponded nicely with the responses from the companion survey posted to archivists on the Archives and Archivists list.[4] The following questions were posted to the Archives and Archivists list:

1. Do you currently or are you planning to offer reference service through the Internet?
2. If you are currently on the web, what is your archives URL?
3. What do you feel is the most important information your institution provides on your web site?
4. What were (or are) the staff's concerns about providing reference services for genealogists through the Internet, e-mail, etc.?
5. How many e-mail requests do you get?
6. Have requests by other forms of correspondence increased, decreased, or remained the same?

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[4]The Archives and Archivists home page can be found at <http://www.angelfire.com/oh/harlanjohnb/archives.html> (March 1998).

7. Were your concerns realized when the service was offered?
8. How was the content for your site chosen?
9. What information does your institution feel it is obligated to provide electronically?
10. What is your institution's ultimate goal concerning electronic reference services?

Two pieces of information that this survey attempted to elicit were archivists' views about what electronic reference services should be offered by their institutions and some of the concerns about attempting to offer these services. In many respects, the ideas expressed by the archivists were not far from those expressed by the genealogists. However, the concerns expressed by the archivists remained consistent. These concerns are probably the primary barrier preventing archives from offering electronic services.

All nine respondents to the archivists survey either had a web site or were planning to establish one. The information that archivists felt was the most important to provide on web sites fell into two categories: information about their collections and information about their institutions. Important institutional information included the institution's existence, that visitors were welcome, how to contact the archives, and information about archival practices. By far the most important item listed by archivists was the holdings of the archives. This item garnered six responses while others at most received two responses. Other items viewed as important were information about records used by groups other than genealogists (teachers, students, scholars), information about area genealogy, and detailed information

about specific record groups of particular interest to genealogists.

Most institutions selected content that reflected their holdings, services, and organization. Many created on-line versions of print brochures already in use. Some chose content by committee while others looked for ideas at other sites. Only one institution reported utilizing user input when creating their site. In response to repeated requests from users, the Tennessee State Library and Archives put maps and directions to their archives on the web site.[5]

When asked about staff concerns, the most prevalent response involved the potential of an overwhelming increase in requests. Other concerns included inappropriate or frivolous requests with no relation to the archives's collections, unreasonable service expectations, collecting research fees, and the most basic requirement of getting the web site started. Almost all of these concerns were realized. Most of the institutions with collections of interest for genealogists had a tremendous increase in requests. Debbie Pendleton, assistant director of public services at the Alabama State Archives, reported an increase from 85 on-line requests in the third quarter of 1996 to 202 requests in the fourth quarter of 1996. This was in addition to their other correspondence.[6] Those without genealogical collections saw little or no

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[5]Charles A. Sherrill, response to author's archivist survey, e-mail message, Archives and Archivists list (12 February 1997). The location for the site with the maps is < http://www.state.tn.us/sos/statelib/welcome.htm >.

[6]Debbie Pendleton, response to author's archivist survey, e-mail message, Archives and Archivists list (12 February 1997).

increase in use. The only concern that did not come to fruition was the fear of losing fees. Pendleton reported that so far their department successfully collected their out of state fees.[7]

The survey question What information does your institution feel it is obligated to provide electronically? was not clear and was omitted by many respondents. Those that did answer felt that they were obligated to provide information about location, services, and holdings. The Missouri State Archives, for example, is required by law to provide in electronic format any record requested in that format. They do not have to have the records available on the web, but they are required to provide the document in the requested format within three working days or respond with an explanation of why it cannot be provided in that format.[8] Only two respondents felt that they were obligated to provide reference service.

The next question addressed the goals concerning on-line services. The most widely accepted goal was to provide information about the holdings of the archives. Others wanted to provide some type of on-line access to collections, to reduce costs, to prepare patrons for visits, to increase use, to decrease use, and to increase use by people not working on family history.

The results of these surveys are both informative and helpful. There is one important point on which both

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[7]Pendleton, survey response.

[8]Missouri State Archives, response to author's archivist survey, e-mail message, Archives and Archivists list (12 February 1997).

genealogists and archivists agree. Those working on family history want greater access and better service. Likewise, archivists for the most part want to provide greater access and better service. This fundamental agreement provides the groundwork on which archivists can build electronic services that will enable them to achieve mutually shared goals. It is unlikely that archivists will ever achieve the unrealistic goal of digitizing entire collections for on-line perusal. It is also just as unrealistic to expect that archives will retain badly needed public support and funding without some type of electronic service. Using some of these common expectations to build a bridge between archives' limited resources and users' needs is a way to start building user-oriented web sites.

Building a Web Site

Before a web site can be created, computers and Internet access must be available. With the expansion of the Internet into most government, business, and educational institutions, it is tempting to consider it a given that all archives are, or soon will be, wired. However, to many this is still a distant dream instead of reality. In the upcoming century, it will be vital for the survival of any archives that it acquires and maintains computer equipment and network access. Without these the world is denied an important channel of access to archival collections, and the archives is denied an important world forum and informational resource.

Many archives have their hardware selected for them by their home institution, and many archivists are not involved in these decisions. So discussing hardware concerns in this article seems unproductive. However, if archivists are

empowered to make purchasing decisions, they may want to consider the following options. One alternative is to lease instead of buy the hardware. By leasing, the expense can be considered as a recurring cost, and the archivist will not have to go before a governing body to ask for more money every three years for equipment upgrades. Another alternative is to acquire equipment through donations from large corporations that are upgrading their equipment and are looking for a tax credit. In any case, computers are as vital as the typewriter and telephone to an archives's survival.

With that in mind, it is time to start building the web site. With terms like *virtual library* and *information super highway* on the cover of every magazine, on the lips of every politician, and splashed across every television screen, it is easy to become discouraged. Many archives do not have the needed resources to provide services like the American Memory Project.[9] However, this does not mean that a meaningful contribution cannot be made. A web site does not have to be expensive or cutting edge to be useful. The ultimate value of an information container is the quality of the content and not the pizzazz of the container. Effective and significant contributions to the World Wide Web can be made on an incremental basis. As an archives's resources and expertise increases, so can its web presence. Following are some suggestions on the incremental development of effective electronic services through the World Wide Web.

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[9]American Memory Project, <http://lcweb2.loc.gov/ammem/>.

User-Based Content

When planning to offer services through the Internet, archivists need to consider many things. What computer resources are available in staff expertise, software, and hardware? Who will have control over content? Will the archives be able to determine content, or will that be controlled by a public relations office or by the company that is contracted to construct the web site? What people need to know about the archives? While all of these questions and many others are important, one question that is often overlooked is What do people want us to tell them about the archives? Most good archivists have an idea of what their customers want. However, it is no longer enough to base service on ideas of what customers want; it is also important to ask them what they want.

Archives have many different but identifiable user groups. These include their sponsoring body (such as state government), records managers, scholars, historians, preservation customers, other archives, and genealogists. To create an effective web site that offers needed services, each of these groups should be consulted. In an article in the *American Archivist*, Lawrence Dowler wrote that "Archivists need a better understanding of who uses archives and for what purposes, and of which theories and techniques are most suited to facilitating use and satisfying most users over time."[10] User needs should be assessed and considered in all

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[10]Lawrence Dowler, "The Role of Use in Defining Archival Practice and Principles: A Research Agenda for the Availability and Use of Records," *American Archivist* 51 (1988): 75.

aspects of archival work. This information can be most useful in designing services such as a web site. The Internet provides a unique opportunity for archives to improve services to their customers, to provide some preliminary mediation to potential visitors, and to attract new users and user groups.[11]

The Home Page

The first step in establishing a web site (after the hardware is set up and running) is to create a home page. Using the survey for guidance, it is clear that many users want to know the archives location, how to contact the archives, and what services are offered. This basic information is easily gathered and easily published on a web page. By starting with this simple information, archivists can gain experience with HyperText Markup Language (HTML) format and the construction of web pages.[12]   Once the content is chosen,

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[11]Pre-mediation is mediation that occurs before a user visits the archives. This includes instructional material in print or electronic formats that instructs users about the use and content of a certain archives and its records. The Internet has many exciting possibilities in this area. For an example of how the Alabama State Archives attempts to attract new user groups see <http://www.asc.edu/archives/teacher/geninfo.html>.

[12]HTML is the computer language used to create a hypertext document or web page. An excellent web site for learning about HTML can be found at <http://www.htmlgoodies.com>. There are several books available to assist in creating web pages, including the most recent editions of Ed Tittel and Steve James, *HTML for Dummies* (Foster City, CA: IDG Books, 1995) and Laura Lemay, *Teach Yourself Web Publishing with HTML in a Week*, first ed. (Indianapolis, IN: Sams Publishing, 1995). SGML (Standard Generalized Markup Language) is another markup language with greater capabilities and complexity. Many archives are starting to use this language to put their finding aids on-line, and the federal government requires it to be used in some of its electronic documents. However, SGML is not yet widely used on the web, and most browsers cannot currently read it to create both HTML and SGML documents. Decisions about what standards

then thought can be given to the effective presentation of that content.

An attractive and efficient layout can have a significant effect on the user. In this early stage, it is a good idea to experiment with different layouts. Web site creators can look to books about building web pages and to the Internet for examples. Once a style or format is chosen, it should be used consistently throughout the web site. While the layout and graphics on a site can have a positive effect on a user, they can have a very negative effect as well. In the Roots-L survey, participants responded negatively to web sites that required them to wait a long time for loading. It is frustrating to wait several minutes for a page to load and then only be presented with a picture of the archives and the hours it is open. If an archives is going to create a fancy information package that delays prompt access, there needs to be something worth the wait.

Providing a site that loads quickly does not preclude the use of images and graphics. A reasonable amount and an appropriate choice in graphics can enhance a site. Some information is best displayed in the form of a graphic. Maps showing the archives location are themselves important information. However, they can still be provided in a way that will not unduly slow performance. Large images such as maps can be offered as thumbnails—files that can be downloaded or that can link to other pages.

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and formats to use will be based on the goals, user needs, and resources of each individual archives.

Print Materials and Links

Information available on the home page can come from documents already created by the institution. Versions of pamphlets, brochures, leaflets, and other in-house publications can easily be put on-line. Most current word processors can convert documents into HTML format. While it is useful to put text documents on the web, the value of these documents can be greatly enhanced by adding links to other web pages with relevant information. The ability to link relevant information in this manner is one of the most important attributes of the World Wide Web.

Holdings

Probably the most universally requested and usable pieces of information for a web site are the holdings of the archives. The ability to search remotely the contents of an archives is invaluable to all researchers and not just genealogists. Providing this information on-line can increase the use and prestige of any archives. It can also have an effect on the quality of requests received by the archives. The number of researchers requesting records not held by that particular institution could potentially drop. To curtail requests for information not held by the archives, on-line holdings lists can be linked to other records sources. For instance, if a state archives keeps getting requests for obituary notices, a link from its site can be made to another institution that has newspapers. An institution such as the Kentucky Department of Libraries and Archives (KDLA), which contains only government records, could link to the University of Kentucky's (UK) library site. This would be helpful because

the UK library has the most complete collection of Kentucky newspapers available. In this example, not only is some preliminary mediation done but also the user is guided to the desired information.

There is also an opportunity to guide users to other sources for documents in the archives's collections. Experience in answering letters at the Illinois Regional Archives Depository (IRAD) and KDLA indicates that a majority of the genealogical requests could be answered by other institutions. Census information can be acquired from federal depositories, inter-library loan, and local Family History Centers.[13] Microfilm copies of almost all the records that are listed on the genealogical request forms for KDLA and many other institutions are available through Family History Centers. Users can be offered more opportunities for research and may feel their needs will be better served by choosing one of these alternatives. Eventually, requests may decrease when researchers are given other options. This will free archivists to process new collections, work on preservation, improve access with finding aids and indexes, and provide access to records that are not available through other sources.

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[13]For information about regional National Archives and Records Administration depositories see
<http://www.nara.gov/nara/regional/nsrmenu.html>. Family History Centers are sponsored by the Church of Jesus Christ of Latter-day Saints. Most medium to large cities in the United States and many other cities around the world have a Family History Center. More information can be found at <http://www.lds.org/Family_History/How_Do_I_Begin.html>.

Indexes

One of the more common suggestions on the survey was the request to provide indexes. Placing indexes on-line can save the researcher and the archives time and money. Researchers who use indexes can request a specific document by a standard locating device (volume and page number, certificate number, etc.). This reduces the work required by the archivist to deliver the document. The step of checking the index is eliminated. Also requests for documents not listed in the index may be eliminated. Record indexes can be created by the archivists, in cooperation with other institutions and genealogical societies, or by individuals not associated with the archives. With the World Wide Web, these indexes can be linked to the listing of the record in the on-line holdings list. Many genealogists have already created record indexes, and many of these can be found in the GenWeb archives. These indexes can either be searchable databases or simply text documents that can be searched using the find command on the user's web browser. Since indexes are expensive and time consuming to create, archivists may want to consider taking advantage of these web-mounted indexes in the same way many have made use of the print indexes produced by genealogists in the past.[14]

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[14]For example, Illinois public domain land sales can be found at <http://www.sos.state.il.us/depts/archives/database.html>. Kentucky vital statistics can be found at <http://www.ukcc.uky.edu/~vitalrec/>. The GenWeb archives is available at

<http://www.rootsweb.com/~usgenweb/>. This page lists the indexes and transcriptions available in ASCII text through the GenWeb project. However, archivists may be concerned with the liberal use of the words "archives" and "archivist" on the GenWeb site.

Reference Requests

Another legitimate concern archivists have in providing electronic reference service for genealogists is the fear of being inundated with requests, both with legitimate requests and with inappropriate or frivolous requests. Literature from the library community regarding e-mail has limited applicability to archives and can even be deceiving. While studies of e-mail service at libraries consistently report a limited or nonexistent increase in requests, all but one of the archives responding to the survey reported significant or even overwhelming increases in reference requests. This important contrast is due partly to the differing natures of archival and library collections and the differences between archival and library patrons. Few librarians writing about library correspondence refer to their users as "a persistent legion known collectively as family historians or genealogists."[15] Yet many archivists receive this description with a knowing grin. Understandably, many who already offer correspondence service are reluctant to add e-mail requests to that service.

Document Delivery

There may be an intermediary step between providing finding aids and indexes on-line and providing full blown reference service. For some it could be a final step in their offering of on-line services. This step is document delivery. For the purposes of this paper, there is a subtle but significant distinction between document delivery and reference service.

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[15]Phoebe R. Jacobsen, "The World Turned Upside Down: Reference Priorities and the State Archives," *American Archivist* 44 (1981): 341.

In an archives, document delivery occurs when a user requests a specific document by page number or certificate number or some other locating device and then the archivist copies the requested page or document and subsequently mails, e-mails, or faxes it to the user. Reference service is when a user requests information or a type of document, and the archivist must search for the specific document or information before delivering it to the patron.

Before accepting e-mail reference requests, archivists can test the waters with document delivery requests. For each printed index, database, or on-line index, a web page form can be created. These forms can have certain boxes to complete. For instance, a form for a Kentucky death certificate would have boxes for the user to enter the name of the person as it appears on the index, the certificate number, and the death date. Another part of the form could have sections for a mailing address and an e-mail address. The user can then submit the form electronically to whatever e-mail address the archives has chosen. The form can be programmed not to deliver the request unless all of the boxes or fields are completed. Separate forms could be created for each database, or a single form could be used for all of them. After the archives becomes accustomed to dealing with these requests, the service could be expanded to accept information from any index, either print or electronic, even if it was not created by the archives.

By providing this service for the records most used by genealogists, archivists can essentially provide documents to users in a way that will be greatly appreciated without having to put entire record series on-line. The library community has

recently been lauding the benefits using document delivery to get information to their users "just in time" instead of building huge on-site collections "just in case" their users might want a particular piece of information. This philosophy should be applied to virtual collections as well. Through document delivery, archives can use their resources to provide information "just in time" instead of devoting even greater resources to develop virtual on-line collections "just in case." Archives could also use this service to expand the use of other documents. What would happen if historians could search the indexes from the journals or letter books of the earliest state governors and then request pages from these records from their desktop? Students and scholars would probably use the archives more. This service could potentially widen support for the archives and increase the use of some of the important but underutilized records that all archives have.

Documents could be delivered through the U.S. Postal Service. However, after getting the document delivery service off the ground, archivists may want to consider offering to scan requested documents electronically and to send them to the user by e-mail. The document scanners could then be used to add images and text to web pages and any other archives publications.

Reference Service

After the institution has successfully adapted to answering e-mail document delivery requests, it should have the needed policies and procedures in place for reference requests. Forms like the ones used with the indexes could also be used for reference requests. These forms can be based on existing

correspondence request forms and policies.[16] Most archives that accept e-mail requests print the requests and then handle them in the same manner as they do all other correspondence. Usually existing policies and procedures can be used with little or no adaptation. There is one caveat, however. Many of the archivists who responded to the survey reported that often when patrons made an e-mail request, they expected an immediate response. If the archives is going to treat e-mail requests like any other correspondence request, then the patron needs to be informed. Currently, the Missouri State Archives is preparing an automated form letter that will be sent immediately in reply to all e-mail requests. This letter informs users that their requests will be placed at the bottom of the stack of correspondence and that archivists will respond to the request in the order in which it was received. An explanation like this should also appear on the request form, but an e-mail response restating this point is also needed.

On-line Documents

Access to electronic versions of all archives documents remains a distant dream for many archivists and genealogists. Unfortunately, the only places that this dream may come true are either in a very small archives or on an episode of *Star Trek*. Some in the library field are even beginning to question the value of attempting to build digital collections and digital

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[16]The Texas State Archives request form is at <http://link. tsl.state.tx.us/t/tsaref/jcemail.html >.

libraries.[17]   However, this does not mean that there is no place for providing Internet access to on-line records.

There are two schools of thought when choosing documents for digitization. One states that archivists should provide on-line versions of the most frequently used documents and one that they should provide on-line versions of the most unique or rare documents. Immediate access to the most frequently used on-line documents would seem to be the option most responsive to user needs. At any time users can search and print documents right from their desktop. They do not have to drive anywhere, pay anything, or do any work to get what they want. Archivists can look forward to fewer visits to the reference room for research that can be done elsewhere. Archives could even charge users prior to allowing access to these records to cover the cost of providing the service. This would be similar to the way many archives currently charge for providing reference service.

While this seems to be a compelling goal, there are some significant arguments against it. Among them is the size of the record series involved. The staff time and computer hardware requirements for scanning, storing, then offering hundreds of thousands, even millions, of birth, death, and marriage certificates are considerable. Once the records are on-line, how will they be searched? What will the costs be to migrate the stored images or text continually to upgraded software, hardware, and operating systems? How many users will really have computer access? The most compelling reason against offering the service is why all of this time,

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[17]Dan C. Hazen, "Making Collections Work: Remote Access and Browsing," *College and Research Libraries News* 59 (1988): 97–99, 113.

effort, and money should be put into providing these documents on-line when they are already widely available on microfilm through interlibrary loan and Family History Centers. Do ethical and legal requirements to provide access to these records include providing them to every on-line computer user in the world whether they want it or not? Should tax payer money be used to do this? Could the money be better spent by expanding conventional document delivery and research services?

The alternative of a more limited offering also has many strong points. Many other series are much smaller and therefore more easily put on the Internet. With this option archivists can choose truly unique and one of a kind series to put on-line. By doing this they can provide access to records that are not available elsewhere. Archives can also make a truly unique contribution to cyberspace by providing rare documents on the web. This in turn can help scholars who are interested in the documents to have access that they otherwise might not have and to introduce them to collections they may not have discovered otherwise. The original documents can be preserved while users access the electronic versions.

While this option has its appeal it also has some drawbacks. By providing access to rare and little-used documents, are archivists truly responding to users' needs? Should a service that is mainly for a smaller user group (historians) be provided at the expense of services that could go to other, larger user groups? Would the money spent on digitizing the collection be better spent on more traditional forms of distribution such as microfilm? Can the archives ever find the resources to make the effort anything more than

a collection of curiosities? Could the money be better spent by expanding document delivery and research services?

Finding answers to these and many other questions will be difficult. The answers for one archives will probably be different from those for another archives. It may be that some combination of both approaches would be appropriate. By using an incremental approach to the development of a web site, archivists can choose at any time to stop or postpone development if they have reached the limits of their resources. In any case many users already expect the entire archives to be on-line and are often angry or disgusted when told otherwise. These users need to be educated about the difficulties and expense in digitizing and then providing on-line access to archival collections. The archives web site is an excellent place to educate users. Archivists "must do far more than run the research room [or web site], a fact of which the researcher is seldom aware."[18] Researchers need to be told that as with many aspects of archival work, these projects are neither easy nor free.

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[18]Jacobsen, "Reference Priorities," 342.

Distance Researching via the Internet:
A Researcher's Perspective

Gillian North

In 1995, an advisory panel asked a group of graduate students in Britain whether it was viable to undertake doctoral research in the field of American Studies given that the majority of the material they would require was likely to be housed three thousand miles away. By its very nature a doctoral dissertation relies heavily on primary source material, exactly the type of material that would appear to be out of the reach of the long distance researcher. How could they hope to carry out the amount of research needed to fulfill the requirements of a Ph.D., with the twin problems of ever increasing travel costs and of limited funding? The slightly indignant students assured the members of the panel that, despite the difficulties, they could manage and that the tasks they had undertaken were most certainly worthwhile.

Although students in Britain have managed to conduct graduate research in the field of American Studies for several

decades,[1] the question did raise the financial issue that is fundamental to all postgraduates. Funding for research in the humanities is highly competitive, and given the constraints placed on universities in the present economic climate, this is a situation which seems set to get worse. Even for those students fortunate enough to obtain either a financial award or a graduate teaching post, having to undertake several research trips is both time consuming and a severe strain on their budgets.

As an American Studies student at Keele University, the subject of my own doctoral research focuses on the developments that took place in southern[2] women's higher education from 1880 to 1910, and how these developments reflected the idea of a distinctive Southern Progressivism that sought to "reconcile progress and tradition."[3] Southern women's education, especially in the late nineteenth century, is an area which has hitherto been largely ignored by historians, but one which I feel is highly significant in

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[1] At Keele University, where Professor David Adams,O.B.E., founded the American Studies program in the early 1960s, there were thirty-five students registered for research in the American Studies department during 1996–1997 (Department of American Studies Annual Report, 1996, and American Studies Student Handbook, 1996/97).

[2] For the purpose of my dissertation, the South is defined as the ex-Confederate States.

[3] See Dewey W. Grantham, *Southern Progressivism; The Reconciliation of Progress and Tradition* (Knoxville, TN: University of Tennessee Press, 1983). Grantham maintains that "the great eductional awakening" which took place during this era was the "aspect of social reform" that "touched the lives of more of the region's inhabitants" than any other. It was also the movement which reflected most "faithfully" all the "ingredients in southern progressivism." p. 246.

understanding how southern society evolved during the second half of the nineteenth century.

Before my project could progress, there were several important issues to consider. For example, given the scope of the research, how many trips to the United States would I *need* and how many could I *feasibly undertake*? Would I be able to gather enough material to reach any significant conclusions, or would I need to limit the geographical scope of the research?

I started, as any researcher does, by examining the few secondary sources available to me at the time. From these I compiled a very basic list of institutions which were operating or founded during the latter part of the nineteenth and early part of the twentieth century. I then worked my way laboriously through a copy of the *American Council on Education's Review of American Universities and Colleges*, taking note of all those southern institutions founded in the nineteenth century which provided higher education for women. Next, much to the amusement of some of my colleagues, I sat down and wrote several letters to college archives requesting information about the data held in their libraries, and impatiently awaited their replies.

In the meantime, having just acquired an on-line computer at home, I decided to see just what this "alien" technology had to offer. In the privacy of my study, where my complete lack of computer literacy could remain hidden, I found my way onto the "net" (Internet). Here, thanks to the "information super highway," the collection of material relevant to my project proved almost overwhelming. I have managed to locate the records for many of the pertinent

including some no longer in existence. Also, by using electronic mail (e-mail), I accumulated a vast amount of material—college catalogs, bulletins, library catalogs, student yearbooks, president reports, alumnae tracking records, and even conference papers—all vital to the research. Most exciting, I achieved all this without having to leave Cheshire!

Initially, I decided to try a simple search on the World Wide Web using the phrase *American colleges* and was surprised when I immediately gained access to a list of institutions across the continent. This I found could be further refined by state, by region, or by the type of college.[4] While it would appear that these web pages were designed mainly for the use of prospective and existing students, they proved to be an invaluable source of wider information. The amount of detail included on these sites tends to vary, but nearly all provide a brief history of the college or university which allowed me to select those relevant to my research. Even more important, the majority of the college web sites also supply direct links to their libraries and special collections. These library pages contain anything from a brief outline of the material held to detailed inventories, bibliographical information, and e-mail links to archival personnel. The more sophisticated web sites also assist with links to other valuable

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[4] The CollegeNet at <http://www.collegenet.com/cgi-bin/Webdriver?Mival=cn search_*_input&HSCODE=O> allows one to search by state, region, name of school, majors, sports, and by type, such as public, private, with or without religious affiliation.

resources such as state or county archives.[5]   In addition, a few produce lists of electronic sources, known as E-sources, which refer to a group of web pages which cover specific topics, such as women's studies.[6]

Before going any further, there are several points that need clarification. Firstly, this article has not been written by a computer whiz-kid but a technologically challenged individual who, until very recently, would never have dreamed of "surfing the net." This fact clearly highlights a very important advantage of the Internet, its simplicity! Virtually the only skills one needs to carry out this method of researching are a modicum of common sense, a degree of lateral thinking, and the ability to read instructions.

Secondly, research trips are never going to become obsolete, at least not in the foreseeable future. They are still essential if dealing with large collections, oral testimony, or manuscripts held in private hands. One must also recognize that archival Internet sources usually represent only a fraction of an individual institution's holdings. However, no matter how careful one is, research trips to the United States are

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[5] For example, LaGrange College Web site, <http://www.lgc.peachnet. edu/l_c_hoom.htm>, gave me a direct link to the Troup County Archives at <http://www.lgc.peachnet.edu/archives/tcarchiv.htm>, which proved invaluable in my search for material on not only LaGrange but also the Southern Female College. Similarly, the Society of Georgia Archivists have a page devoted to Archives and Archive-Related Resources, <http://www. peacock.gac.peachnet.edu/~sga/links.html>.

[6] Duke University has a special interest in women's higher education, and their bibliogaphical material was particularly helpful, <http://odyssey. lib.duke.edu/women/higher.html>. They also have a page for Women's Studies Resources on the Net, <http://odyssey.lib.duke.edu/women/cyber. html>.

costly affairs, a fact that tends to limit them both in terms of number and of length of stay. Assuming one has access to the necessary equipment, using the World Wide Web (WWW) and e-mail to trace and request material helps to minimize the number of such visits required. Just as the word processor has attributes and advantages not found in a typewriter, there are several distinct benefits to be derived from researching via the Internet. These include cost-effectiveness, speed, more effective time management, and the ability to cover a wide geographical area. To illustrate these points, in 1996 I spent three weeks travelling around the South during which time I carried out intensive research at two universities, one college, and two archives. In the past year, via the super highway, I have regularly "visited" well over thirty archives in eleven states and "dropped in" to dozens of others, "travelling" from Kentucky to Louisiana, from Massachusetts to Mississippi, from Alabama to Virginia. These "visits" have resulted in the accumulation of hundreds of documents essential to my research.

Thirdly, when discussing researching via the Internet I am in fact talking about two distinct yet interwoven aspects of the modern communications network. Firstly, there is the World Wide Web. This is a graphical user interface, which is a way of being able to store and retrieve information by hypertext or graphics via a computer terminal.[7] Secondly, there is electronic mail, perhaps the area of the Internet with which

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[7] Raymond Day, "American Studies on the World Wide Web," *Journal of the Library and Resources Sub-Committee of the British Association for American Studies*. Quoted in *American Studies Library Newsletter*, 43 (January 1997): 12.

scholars are most familiar. By using a combination of these twin resources, researchers can now gain access to a wealth of university libraries, archives, and other repositories across the world. As an increasing number of people go "on-line" at home, and as most British universities now provide free Internet facilities, scholars have the opportunity to delve into areas of research that once they could only dream. Distance ceases to be a stumbling block, and the ideal of a truly global academic community moves a step nearer.

So the WWW can enable the researcher to track down repositories and also to construct a relevant bibliography. Even if one goes no further than this, the Internet can help a scholar plan a research trip more efficiently. However, and even more excitingly, it can give the scholar direct access to primary source material via the computer screen. This is made possible by the digitizing, scanning, and electronic encoding of documents, books, photographs, and the like. While this is still a relatively new innovation, the amount of material available in this form is growing daily. Among the most prominent sites delivering this type of service are *Documenting the American South: The Southern Experience in 19th Century America* (University of North Carolina, Chapel Hill), the *American Memory Collection* (Library of Congress), the *Making of America* (University of Michigan), and the *Valley of the Shadow* project (University of Virginia).[8] The

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[8] Web sites are *Documenting the American South,* <http://sunsite.unc. edu/docsouth/index.html>; *American Memory Collection,* <http://lcweb2. loc.gov/ammem/amtitle.new.html>; *Making of America,* <http://www.umdl. umich.edu/moa/html>; *Valley of the Shadow or Valley Archive,* <http:// jefferson.village.virginia.edu/vshadow2/tour.html>.

material available on these sites ranges from slave narratives, autobiographies, and diaries to photographic and daguerreo-type collections while the scope of the topics included is infinite, covering Twentieth-Century Architecture to Civil War photography and Californian Folk Music to the Military records. In addition, *The On-Line Books Page*, which is updated every few days, lists all the books available in encoded text on the Web.[9] Depending on the speed of the equipment used, the time needed to retrieve and download this type of material may be quite considerable. However, particularly for the distance researcher, the advantages of being able to access material this way outweighs the disadvantages.

A criticism that has been levied at using the Internet for serious research is that it cuts down the instances of serendipitous finds. This is simply not the case. One site or page will invariably provide routes to others; therefore, it is more than possible to experience the thrill of the unsolicited discovery in cyberspace. For example, a part of my thesis involves examining the way that southern women's higher education changed after the Civil War, so I decided to pay a "visit" to a relatively new site entitled *Civil War Women: Primary Sources on the Internet*.[10] By way of their Diaries and Letters page, I "travelled" along the super highway to

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[9] For the latest update and new listing on *The On-Line Books Page*, < http://pecan.srv.cs.cmu.edu/afs/cs/misc/mosiac/common/omega.web.book new.html >. From here, one can connect to the main page, but this is a very large site and takes a significant amount of time to load.

[10] *Civil War Women Primary Resources on the Net*, < http:// scriptorium.lib.duke.edu/women/cwdocs.html >.

Virginia's *Valley of the Shadow: Two Communities in the Civil War* site. This proved to be a comprehensive web site, and during my "walk" around the "shelves," I obtained an annotated copy of the diary of Sarah Cordelia Wright (1853), a pupil at one of the establishments included in my research; an article from the *Staunton Vindicator*, 17 June 1859, putting forward the Methodist Episcopal Church's argument for further female education; and from a database of the 1860 Census, a breakdown of all the female teachers in Augusta and Franklin Counties, their names, their place of work, place of birth, age statistics by mean, mode, and median, real estate statistics, and personal estates. In addition, I was able to download the population of the two counties by age and sex and by denomination.

On yet another "trip," I came across digital transcripts of *Education of Woman: Baccalaureate Address of Thomas Holmes D.D.* (1874), *The Educator: or Hours With My Pupils* (1876), plus *Educational Reminiscences and Suggestions* (first published in 1874, and written by a pioneer of female colleges in America, Catherine E. Beecher).[11] The latter highlights the debates going on during the second half of the nineteenth century about the detrimental effect of higher education on women's health, whether women should be admitted to men's colleges and professional schools, and how far women should be allowed to climb up the academic ladder. This information, totally unsought, and unexpected,

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[11] Catherine Beecher, *Educational Reminiscences*, <http://www.umdl.umich.edu/cgi-bin/moa/sgml/moa-idx?notisid=AJL6688>.

was gathered in a couple of hours for the cost of a local phone call.

So within hours rather than weeks researchers can effectively sift through a vast amount of data pinpointing that which is relevant to their own fields. Moreover, it is not only the large academic establishment that offers sophisticated tracking and retrieval resources. One of my earliest contacts was with the director of a county archive who, to my amazement and delight, e-mailed me, as an attachment, their holdings on two nineteenth-century female colleges and told me to let them know which items were of interest to me![12] However, having located the required material, the next problem was to find a way of accessing it. It is here that e-mail comes into its own. Once again, there is nothing to prevent a research student simply sending a letter by regular mail or faxing or telephoning a request, but it is quicker, cheaper, and more convenient to use the super highway.

Internet users readily accept the immediacy and intimacy of e-mail over other forms of communication. Electronic mail circumnavigates the globe in seconds.[13] Having located a source and obtained a contact e-mail address, one can simply "order" material, which is then forwarded in return, usually in the form of photocopies or microfilm. In one instance, I was sent actual scanned material by e-mail, which was yet another

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[12] Kaye Lanning Minchew, Troup County Archives, in LaGrange, Georgia. In many ways, this contact made me realize that my project was indeed feasible.

[13] In one instance, I e-mailed a request to a contact in North Carolina, and the reply came back shortly from Canberra, Australia, where he was on a four-month job exchange!

exciting experience.[14] If the order is large, then one can make payment by international money order or by credit card. So far I have always managed to operate simply by mailing dollars. However, one tip when placing an order like this is to try to make the request as specific as possible. This will save both the researcher and the archivist at the other end a good deal of time. Another advantage of using e-mail is that it allows both sender and recipient a degree of flexibility, and personal space, which can lead to more effective time management.

It is probably reasonable to assume that many researchers have arrived at archives, having checked out the opening hours in advance, only to find that this is the one day in the year when a special event is being held or that there is some other interruption in normal service. When the visit is part of a tightly planned schedule that has meant travelling several thousand miles, this can be very frustrating. By the same token many archivists must have had the experience of an irate researcher demanding material found immediately, if not yesterday! By using the Internet both these situations may be avoided. An archivist can simply acknowledge receipt of the request and, then, deal with it at a convenient time.

Doctoral research can be a lonely task, but through the various *Humanities and Social Sciences* (H-Net) discussions groups, the distance researcher can "meet" other scholars

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[14] The scanned copy of the Programme and Syllabus for the County Institutes of Kentucky (1888) was sent by Morehead University. In order to download this type of material, one, of course, needs the right program, in this case Microsoft Powerpoint, but the results are particularly rewarding. In fact, it is exactly like reading the document in situ.

with similar interests and keep abreast of current developments. H-Net even has a job guide which is updated weekly. An on-line book review site that it maintains "permits our reviews to reach scholars with a speed unmatched in any other medium [and] brings a new dimension to the world of academic publishing."[15]

All research, of course, is ultimately a voyage of discovery. One starts with a broad topic which then becomes more focused with time and effort. During this process something which initially may have appeared insignificant can suddenly become essential to the successful completion of the work. Again the Internet can prove to be an invaluable tool. For example, nine months after returning from an American research trip, it suddenly became apparent that what nineteenth-century female students went on to do after graduating was vital to my analysis. In the past such a discovery would have caused considerable consternation. Now, because of the wonders of the communications revolution, one can trace, order, and receive the pertinent material in a relatively short length of time. More importantly, the prospect of another costly trip fades.

Through the wonders of cyberspace I now have nearly all the material I need to complete my thesis and the wherewithal to obtain the rest. However, as we approach the millennium there are still things that need to be accomplished in order for researchers and archivists to get the most out of

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[15] *Humanities and Social Sciences On Line*, <http://www.h-net.msu. edu/>. For the Southern Association of Women Historians, contact h-sawh@h-net.msu.edu.

the Internet. Scholars need to be made more aware of the advantages attached to using the Internet for research while universities and established scholars need to be more willing to accept and promote the validity of this method of researching. Eventually, more archival collections will be electronically encoded and placed on the Web. It is vital to recognize that in order to accomplish this, individual archives will require significantly more funding. In the meantime, from a scholar's point of view, it would be a help if archives could find the resources necessary to automate inventories.

This perspective has sought to provide a few hints and a degree of encouragement to those engaged in long distance research and in web resource design. Because of my area of interest, the examples I have given tend to relate to the South in general and women in particular. However, as previously stated, the range of topics covered now on the WWW is vast. Raymond Day estimates that "there is not a single academic discipline that has not been affected by the development of the Web."[16] Having noted that, I feel I must point out that, despite all the advantages of electronic wizardry, web sites do not construct themselves. It takes the willingness, hard work, dedication, and foresight of archivists and librarians to create databases suitable for inclusion on the Internet. It is these people who have given me encouragement and, in real terms, have made my research possible. It is they who have dealt patiently with my frequent, less-than-organized inquiries and who have collected, copied, and mailed the material I

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[16] Day, *op cit.*, p.14.

requested. So, I dedicate this article to all of them, both North and South, because without their unfailing cooperation my dissertation would not exist.[17]

Gillian North is a doctoral candidate in American Studies at Keele University in the United Kingdom. She lectures part-time at Manchester Metropolitan. Ms. North has also taught at Keele, and she is responsible for the American Studies departmental library.

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[17] I have come into contact with dozens of archivists and librarians over the past year, and to list all of them would require another article! However, I give a special thank you to Patricia Albright, Mount Holyoke College; Charlene Baxter, LaGrange College; Nancy Davis Bray, Georgia College and State University; Clara G. Fountain, Averett College; Clara Keyes, Morehead University; Joel Kitchen, formerly of Judson College; Kaye Lanning Minchew, Troup County Archives; Mary Ann Pickard, Huntingdon College; Tena Roberts, Wesleyan College, Georgia; Wilma Slaight, Wellesley College; Zephorene Stickney, Wheaton College; Barbara Trippel Simmons, formerly of Smith College; Susan Tucker, Sophie Newcomb College; Ted Waller, Meredith College; Lydia Williams, Longwood College; and last but not least, Dr. Bridget Smith Pieschel at Mississippi Women's University, whose cooperation was instrumental in starting me on this quest.

REVIEWS

Congressional Papers Management: Collecting, Appraising, Arranging and Describing Documentation of United States Senators, Representatives, Related Individuals and Organizations. By Faye Phillips. Jefferson, NC: McFarland & Company, 1996. Illustrations, appendix, bibliography, index. 208 pp. Hardcover, $38.50.

Faye Phillips's *Congressional Papers Management* is an important and ambitious but flawed work not susceptible to easy categorization or emphatic judgment. Phillips offers this volume as "a critical companion" to the records management publications of the House and Senate historical offices, and to the 1992 *Documentation of Congress* (to which she was also a contributor), to assist archivists in repositories that have made a commitment to acquire, catalog, and make available one or more congressional collections. The book has five chapters: one each on collecting, appraising, and arranging and describing congressional papers; one on "Guidelines for Arrangement and Description"; and one on "Sampling and Electronic Records." Phillips has included many sample

There are basically three types of repositories which care for and about congressional collections: 1) those that specialize in congressional and other public affairs collections, 2) those that actively collect congressional papers as part of a larger geographic and topical mandate, and 3) those that—deliberately or accidentally—acquire at most one or two congressional collections largely out of keeping with the rest of their holdings. The curators in these three types of repositories have distinct (though not entirely separate) needs when it comes to furthering their education in the management of congressional papers. By structure and content, *Congressional Papers Management* seems to be a cross between a beginners manual for those new to congressional collections and a processing manual for paraprofessionals employed by geographic and special-focus repositories.

Phillips has published *Congressional Papers Management* at a time of increasing turnover in congressional delegations and when more and more repositories are receiving their first such collections (and begging for help). In the face of this increased need, the book seeks to provide one-stop-shopping for curators of congressional papers collections, extensively summarizing general archival works on collection development and arrangement and description. Particularly in the chapters on collection and appraisal, Phillips provides a good synthesis of a growing and complex body of writing on congressional papers while properly adding her own assessments in clear but discreet terms. She gives welcome prominence to the need for a collecting policy for congressional papers. The two chapters on arrangement and description are based on policy and finding aid examples gathered from other repositories and

chapters on arrangement and description are based on policy and finding aid examples gathered from other repositories and extended summaries of basic manuals on archival processing. The fourth chapter includes extensive references to conservation problems.

As an introductory manual *Congressional Papers Management* has at least three important weaknesses. First, it does not set the management of congressional collections in the larger context of a repository's other collections. While there are indeed aspects of modern congressional collections that distinguish them from other collections, the book treats them as if totally unrelated to the equally massive records of a modern social service agency or business or religious congregation or labor union. This conceptual narrowness is reflected in the fact that, with the exception of the first arrangement and description chapter, Phillips cites virtually no literature that is not specifically about congressional papers. While this is noticeable in the chapters on collection development and appraisal, it is positively crippling in the chapter on sampling and electronic records.

Second, and related, the vast majority of the specific examples cited in the book (particularly in the two arrangement and description chapters) are of papers of collections that should better be looked at as exceptions rather than rules. Richard Russell, Sam Nunn, Mike Gravel, Hubert Humphrey, and Frank Church are in no way "typical" members of Congress (not even "typical" senators), and the decisions made about their papers should not be taken as typical or standard. The result of this bias is to give the impression that "correct" processing of congressional papers

is far more detailed than (or, many archivists would ever, should be) is the case. One specific example (p. 147) are the directions for item ordering and item weeding Press Files: "if item arrangement is more time-consuming than the repository can afford, then only remove the duplicates. . . ." Removing duplicates, however, is itself often more than the repository can afford, and depending on the extent of the duplication, it is quite possible that the space saved by searching for duplicates is worth less to the repository than the staff time taken to search for them.

Third, if the book is intended to be a fairly comprehensive manual, why are there not chapters on conservation and on reference and outreach? A conservation chapter, in particular, would have made sense given the extensive repetition (series by series) in the arrangement and description chapters of admonitions on dealing with audio-visual material, oversized material, and deteriorating boxes and folders. Why include documentation policy but little discussion of deeds of gift? (Viewed instead as a processing manual for paraprofessionals in larger institutions, *Congressional Papers Management* does not really need these extra chapters, and also does not need its current chapters on collection development and appraisal.) Most disappointing, for a 1996 imprint, is the section on electronic records. This thin section (6 pages of 181) ignores the abundant writing on electronic records not specific to congressional offices, and begs for a more detailed examination of the content, structure, and function of the current Senate systems and some words about the more common software being used in House offices.

managing congressional papers (though it sets standards that are unrealistic for many of them) and as a teaching tool for use by supervising curators at repositories specializing in congressional collections (where by definition a higher level of resources per collection have been available to congressional papers). Curators at repositories who view and treat congressional collections as a fairly routine segment of much broader appraisal and processing activities will find Phillips's fine synthesis of appraisal issues of most interest. Curators with responsibility for congressional collections owe it to themselves to read through this book at least once and to make the decision to purchase a personal or institutional copy on the basis of that direct assessment.

Mark A. Greene
Curator of Manuscript Acquisitions
Minnesota Historical Society

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Portraits of Conflict: A Photographic History of Georgia in the Civil War. By Anne J. Bailey and Walter J. Fraser, Jr. Fayetteville: University of Arkansas Press, 1996. Illustrations, appendix, bibliography. 410 pp. Hardcover, $75.

Portraits of Conflict: A Photographic History of Georgia in the Civil War is the fifth volume in the University of Arkansas

Press's series on the Civil War. The authors, Anne J. Bailey and Walter J. Fraser, Jr., have compiled 260 photographs, four maps, and primary source materials to compose Georgia's role in the Civil War. The information extracted from the letters, diaries, and narratives combined with photographs may be the closest representation to recreating the war in all its violence and motion. The authors have utilized the holdings of repositories, private collections, and individuals from across Georgia and elsewhere.

The authors introduce the war with a brief survey of photography, discussing different techniques of photographers, especially those who traveled with the Union Army. The drama then unfolds with each theater of war discussed, battle by battle, tying the theaters together into a whole. The battle narratives are vivid, providing an introduction to regimental histories and the personal feelings of the troops. Each section is then followed by a gallery of photographs of individuals or scenes that are discussed in the text.

The texture of the photographs are striking in what they evoke. The photograph of Fort MacAllister (p. 269) at low tide suggests the footprints still in the mud of several thousand pairs of feet that captured the fort. The portrait of Ellen Renshaw House (p. 299) shows the delicate demeanor of an unreconstructed southern lady; camp life and scenes of battles (pp. 15–16, 18–21, 215, 224) trigger hot, dusty days with ground particles of red clay of the piedmont and the stumps of trees with broken pine branches underfoot while soldiers lie about seeking relief. The harsh reality of operations at Andersonville Prison are clearly imaged (p. 306–10).

The only deficiency in the book is the rarity of photographs of slaves, slave life, and free persons of color. These groups made contributions to or participated in the war effort at various levels, as in the case of Horace King (p. 332), who became one of the foremost building contractors in Georgia and Alabama.

The appendix is extremely helpful, for it contains an alphabetical name list of the photographed people, giving biographical sketches of their lives after the War. The notes and bibliography are detailed and arranged by chapter, making it easier to conduct further research. The index is helpful, for it has a name and place name listing as well as Confederate Army unit listings, arranged by nickname and /or numerical designation by battalion and regiment. Any reader can glean information from this book and enhance his knowledge of the Civil War in Georgia.

H. Andrew Phrydas
Military Records Archivist
Georgia Department of Archives and History

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Conversion of Microfilm to Digital Imagery: A Demonstration Project. By Paul Conway. New Haven, Ct: Yale University Library, [1996]. Introduction, illustrations, appendices, bibliography. 22 pp. Softcover, $15.00.

As stated in Paul Conway's summary in *Conversion of Microfilm to Digital Imagery: A Demonstration Project,* the purpose of the demonstration project was to "establish, in a research library, the capacity for large-scale conversion of microfilm to digital imagery and to measure the quality, cost, and administrative complexities of such a capacity." This project was the third phase of Project Open Book and was conducted at Yale University. The National Endowment for the Humanities provided substantial support for phase three, and this was a natural extension of the NEH Brittle Books Program.

Project Open Book was designed with three primary purposes in mind. Initially, the project was to create a tenthousand-volume digital library and evaluate selection, quality, and cost. The second purpose was to create indexes to the images. And the third purpose was to enhance physical access to the digital material throughout the Yale University campus over its network.

The third phase of Project Open Book resulted in the conversion of two thousand volumes over a twelve-month production cycle running from September 1994 to August 1995. The overall purpose of the third phase was to determine a plan of production which consisted of selection,

technical capabilities (hardware and software), staffing, and cost using actual production time data.

The project staff, in conjuntion with bibliographers at Yale University, were tasked with identifying books for digitizing. Several issues were considered in an attempt to ensure that the titles were not widely held which could potentially result in duplication of effort. They tried to identify items that would have widespread appeal to the Yale community while also considering Internet access for books with a very broad appeal. Books that were selected fell into four categories. The project staff digitized one thousand volumes on Civil War history, two hundred volumes on Native American history, four hundred volumes on the history of Spain before the Civil War, and four hundred volumes on the history of Communism, Socialism, and Fascism.

In his report, Paul Conway provides a step-by-step account of the processes that Yale University followed for the scanning of microfilm. He briefly explains the scanning processes in a manner which is appealing to both advanced and beginning "digitizers." Throughout the report he explains the recommendations that have resulted from the project. These recommendations have some practical applications for basic scanning conducted at smaller organizations with limited budgets. For example, Conway discusses the advantage of bi-tonal scanning of preservation microfilm. Some of this discussion could have been more in depth, but his explanation is sufficient and allows the library and archives professionals to determine whether they would like to pursue more information.

A very useful section of this report discusses indexing as it is critical to the scanned images if they are to be successfully retreived. Conway recommends using standard indexing tools to ensure consistency within access points and to create machine driven indexing tools to improve indexing efficiency, accuracy, and consistency. In addition, by placing a URL in the bibliographic record (MARC field 856), the researcher can link from the MARC record either from an OPAC or over the Internet to the digitized volume.

It was very useful to see the breakdown of the costs, both equipment and process time. When considering staff time, hardware, software, and any miscellaneous expenses, the total cost per book is $55.03, and the cost per image is $0.25. This is based on digitizing 3,194 volumes per year. Naturally, this figure will vary as certain book characterisitcs can increase the costs associated with processing steps. Conway also suggests ways to decrease the costs as most organizations cannot afford the above mentioned costs related to digitizing. These figures are in 1995 dollars and may differ dramatically today as the equipment costs may decrease due to competition.

This report contains eight appendices ranging from equipment configuration to job descriptions. Conway also included workforms, index samples, quality samples, and a cost-study manual. These appendices are extremely important and understandable and should be studied by any institution planning a large scale digitizing project.

As with all projects embarking on technological initiatives, the information included can become dated very quickly. This project was so advanced that the Yale University staff is still light-years ahead of what most archival repositories are

accomplishing.   I highly recommend consulting Conway's report if planning to embark on a project, even if not to the scale reported, as there is pertinent information for any institution.   It would be very useful to the topic of digitizing and its applications in an archives or library setting, if these recommendations, etc., were periodically updated to show the changes implemented due to technological advances.   This report is a good start, and I hope that Paul Conway continues to keep the profession updated.

Frank T. Wheeler
Assistant Director
Georgia Historical Society

INFORMATION FOR CONTRIBUTORS

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A one-hundred dollar prize will be presented annually to the author of the best article in *Provenance*. Named after David B. Gracy, founder and first editor of *Georgia Archive* (the precursor of *Provenance*), the award began in 1990 with volume VIII and is judged by members of *Provenance*'s editorial board.

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Members of the Society of Georgia Archivists, and others with professional interest in the aims of the society, are invited to submit manuscripts for consideration and to suggest areas of concern or subjects which they feel should be included in forthcoming issues of *Provenance*.

Manuscripts and related correspondence and books for review should be addressed to Sheryl B. Vogt, Richard B. Russell Library for Political Research and Studies, Main Library, University of Georgia, Athens, Georgia 30602-1641. Telephone: 706-542-0619. Fax: 706-542-4144. E-mail: sbvogt@arches.uga.edu.

Manucripts received from contributors are submitted to an editorial board who are asked to appraise manuscripts in terms of appropriateness, scholarly worth, and clarity of writing.

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Once an article is accepted, authors should provide a copy of their manuscript on diskette (IBM compatible, in unformatted ASCII form preferred).

The title of the paper should be accurate and distinctive rather than merely descriptive.

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Provenance uses the University of Chicago *Manual of Style*, 14th edition, and *Webster's New International Dictionary of the English Language*, 3d edition (G. & C. Merriam Co.) as its standard for style, spelling, and punctuation.

Use of terms which have special meanings for archivists, manuscript curators, and records managers should conform to the definitions in Lewis J. Bellardo and Lynn Lady Bellardo, compilers, *A Glossary for Archivists, Manuscript Curators, and Records Managers* (Chicago: SAA, 1992). Copies of this glossary may be purchased from the Society of American Archivists, 527 S. Wells Street, 5th Floor, Chicago, IL 60607.

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