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# Preservation education and awareness for library users

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**PRESERVATION EDUCATION AND AWARENESS FOR LIBRARY USERS**

**A Project Report**

**Presented to**

**The Faculty of the School of Library and Information Science**

**San Jose State University**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Master of Library and Information Science**

**by**

**Sally A. Lancaster**

**December 1998**

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## ABSTRACT

### PRESERVATION EDUCATION AND AWARENESS FOR LIBRARY USERS

by Sally A. Lancaster

This project is an online manual entitled *Preservation Education and Awareness for Library Users* (<http://gort.ucsd.edu/preseduc/index.html>) that addresses the need to educate library users about preservation issues and concerns. The purpose of this website is to assist libraries and institutions in the creation of a preservation program to educate users or the augmentation of an existing one.

While preservation education and awareness for library users is gaining more importance and momentum, the problem lies in the fact that there is insufficient information recommending strategies for accomplishing patron education. This website addresses this need by organizing the available resources, recommending successful programs, presenting visual examples, and providing information on obtaining materials both in print and online.



## DEDICATION

This thesis project is dedicated to my committee chair, Dr. Linda Main, and to my advisor and committee member, Dr. Debra Hansen, for their continued encouragement, support, and excellent feedback.

It is also dedicated to Julie Page and the Preservation Department at the University of California, San Diego. Their assistance, encouragement, and preservation photographs made the creation of the website as fun as it was challenging.

## Introduction

Technologies will change, but the mission to preserve library materials remains the same. Preservation ensures access to information, but that is only possible when that information exists somewhere in a physical format. Preservation management is the action taken to anticipate, prevent, retard, or stop the deterioration of materials.

In the past decade, it has become clear that it is insufficient for libraries to maintain programs that repair, restore, bind, and reformat damaged materials without a parallel program to prevent the enormous levels of avoidable damage caused, usually inadvertently, by patrons. Most libraries have simply too many damaged materials with which to cope and need strategies for limiting the amounts of damaged materials being routed off to the preservation and binding units for expensive work (Boomgaarden, 1993). For example, statistics at the UCSD Biomedical Library show a 22% increase in repairs over the previous year (UCSD, 1996), and material replacement costs have risen dramatically in the past few years. A user education program should be part of preservation management that will address key issues.

The goal of preservation education is to inform and educate library patrons how to use library materials in the least damaging way. Library users are often unaware of the consequences of their actions. For instance, they may not even think about the damage caused by smashing the binding of a book when photocopying or the nuisance to later users when highlighting passages in a book. By creating a user awareness program, these types of problems can be remedied. Preservation education should be more than just one

good exhibit or workshop. It needs to be an ongoing, proactive campaign that addresses the key issues and utilizes concurrent programs.

Educating library users to the preservation cause is a more delicate matter than educating staff. Patrons cannot be required to attend a workshop or view a video. The challenge is how to educate patrons so that they will begin to understand the significance of preservation and the difficulties libraries face in caring for collections. An effective user awareness program will explain to patrons the "why's" of preservation: why libraries do not allow food and drink, why users should not dog-ear, highlight, or use removable adhesive markers in books, why books should not be smashed on the photocopy machine (Drewes & Page, 1997).

The following should be included in a preservation program:

- 1) **Preservation Mission Statement.** Every institution needs a carefully articulated mission statement. The preparation and approval of such a statement is a basic step toward the development of a long-term program to preserve collections (Swartzberg, 1995). A preservation department simply cannot implement an effective user awareness program if the staff is not clear of their mission--this is critical. It reminds one of the old sayings, "you can't get there if you don't know where you're going," or "you can't win the game if you don't know the rules." Goals and objectives must be understood to develop effective policy-making strategies (Futas, 1995). A successful user awareness program in preservation depends upon well-defined goals and objectives that are acknowledged and shared by the staff. The mission clearly has an impact on the content of the website (Stover, 1997).

2) Exhibits. Libraries often use exhibits or displays quite effectively to highlight collections, events, or concepts. Exhibits have been shown to be effective in preservation awareness because they can show not only the results of improper behavior but also the positive efforts and costs to correct damage and deterioration. Preparing an exhibit is rigorous, and it is imperative to plan carefully.

An exhibit raises preservation concerns visually so they can be grasped immediately. "Exhibits that re-create an environment for the viewer have the potential for making a significant impact on the public and academic community" (Bowen & Roberts, 1993, p.410).

3) Stand Alone Programs. Stand alone preservation programs can be held at any time and serve to reinforce the existing programs. These can be held in any type of library and are strongly recommended because of the knowledge and good will they impart to patrons. These events can be elaborate, taking months of planning, or they can be a one-hour workshop.

A preservation awareness week has the potential to reach a broad audience effectively with very beneficial results, but a considerable amount of staff time is involved in planning and promoting this type of event. The Library of Congress has successfully held the Preservation Awareness Week, which is now an annual event. Libraries can hook up with this event, National Library Week, or piggyback a community event. A variety of activities can be incorporated, such as videos, exhibits, book repair demonstrations, workshops, posters, and speakers. A preservation open house can use similar activities and is easier for many libraries to plan since it is a one-day event.

Other one-time events that have proven successful are the Girl Scouts Books Badge and hands-on workshops such as bookmaking and papermaking. These events, especially successful for school and public libraries, present an important preservation opportunity for libraries everywhere. A workshop on bookmaking is more than simply teaching awareness of the care of materials—it is the creation of new books that record and preserve the stories and feelings of a community (Hutchins, 1997).

4) Web pages. In an electronic era the use of web pages can enhance all of the methods for educating users, and it should be considered in a preservation education program. "Using the Web for preservation is one way to help dispel the notion that preservation is only dealing with old books" (Moore & Drewes, 1997, p.84). It is also a new avenue to teach care and handling techniques, instruct others, and share information with colleagues. Admittedly, it may reach a smaller audience, but the possibilities are exciting, and it is a great way to both share and access information. The planning and designing is time consuming, but once major themes and ideas are in place, a website, can come together nicely.

5) Graphic Media. Most libraries have taken advantage of this medium, which has proven effective. It is essential that libraries keep in mind that we live in a time where presentation of concepts and ideas is as important as the content of the message. For effectiveness in communicating preservation awareness, libraries need to produce eye-catching graphics. These graphics are central to communicating the theme of preservation awareness and education. Graphic materials that promote preservation education are: signs and posters, bookmarks, handouts or fact sheets, and book bags.

6) **Bibliographic Instruction.** Bibliographic instruction sessions have potential for reaching library users with preservation information. It can be effective because these are patrons who intend to use the library and its materials extensively. Time is limited, yet it only takes a few seconds to point out the drop-edge feature of the copy machines, or the availability of plastic book bags in rainy weather when giving a tour of the library. Various types of bibliographic instruction can include: a course on library research with a session devoted to preservation, library tours, and reference interchanges.

An effective program will teach values not rules. Library patrons will better understand the challenges faced by libraries when they view a display of books damaged through careless behavior, realize the effects of food and drink, or see live demonstrations of repair techniques. They will also comprehend that the preservation of materials will enhance access for present and future users.

## Current Literature and Programs

### Literature

Preservation education and awareness is central to the mission of the library. The need to educate library users to preservation concerns encompasses libraries of all sizes and descriptions. Librarians have produced dozens of reports on preservation in the last decade and their message is the same: the collections are in jeopardy (Commission on Preservation and Access, 1991). However, the Commission on Preservation and Access found that few reports laid out strategies for accomplishing patron education in the field of preservation.

Even though there has been very little written work on the subject of educating the library user, a comprehensive volume was published this past year on preservation education and awareness. This book, *Promoting Preservation Awareness in Libraries*, edited by Jeanne Drewes and Julie Page (1997), presents a comprehensive review of library preservation and education in all types of libraries. Forty contributors share their expertise, successes, and ideas for making effective preservation education a reality in their institutions. It discusses preservation issues, how to create education programs for staff and library customers, the evaluation of preservation programs, and the care of special collections and archives.

This publication is divided into chapters that discuss preservation education in special collections, school, public, and academic libraries. Individual authors describe their experiences with preservation education, and the programs used in their libraries to promote and teach preservation awareness. Much of the information written by these

authors concentrates on staff training programs, but there are several programs on educating library users, such as the use of stand alone programs, exhibits, graphics, and special events.

Boomgaarden's manual, *Staff Training and User Awareness in Preservation Management*, is a useful resource, but its emphasis is on training staff (1993). In this manual the following methods are recommended to teach patrons preservation awareness: graphic media (posters, handouts, videos, etc.), bibliographic instruction, exhibits, the designation of a "preservation awareness week," and audiovisual programs. He emphasizes the importance of using concurrent programs, and includes appendices that show examples of flyers, posters and bookmarks.

This book is quite informative because it both recommends methods and shows graphics, for example, Penn State Library's campaign of no food or drink in the library, Indiana University Library's bookmarks, a mutilation poster, the gentle art of photocopying, etc. This work also includes preservation information sheets such as "Care of Library Collections," photocopying guidelines, and the "Big Rip-off" (addressing mutilated journals and books). One of my criticisms of this piece is that the graphics in the appendices are not reproduced well.

Sheila Intner offers approaches for reaching library users with positive messages about the cumulative effect of usage and handling (Intner, 1994). Included in this article are examples to illustrate methods of transporting to reduce potential hazards, how to handle materials to minimize wear and tear, and how to store materials while in a person's care to reduce physical risks to the material.



## **Programs**

There are several different types of programs currently utilized to educate library users in all types of libraries. These are: exhibits, bibliographic instruction, stand-alone programs, graphics, and web pages.

**Exhibits** are an important and impactful part of user education. The University of Kentucky created two excellent exhibits that were featured in a preservation event in 1993 (Ryder, 1997). One exhibit focused on the factors leading to the deterioration of library materials and what can be done to prevent damage. It featured brittle paper, a hygrothermograph to demonstrate climate monitoring, preservationally sound book repairs, and archival products. The other exhibit focused on the food and drink problem. The display cases were lined with books, all of which were withdrawn from the collection, and food and trash collected from the library was put over the books. A large banner over the exhibit case stated: "Your 10-minute snack may cause centuries of damage." This engaging display attracted a tremendous amount of attention.

Montana State University Libraries' campaign to fight food in the library included live "vermin" in a display case (Brandon, 1987). Secured in a cage, a white mouse rapidly transformed a withdrawn book into a nest. Additional educational exhibits displayed careless damage and fragility of materials.

*Library Displays: Their Purpose, Construction and Use* (Garvey, 1969) and *Library Displays Handbook* (Schaeffer, 1991) are books especially helpful to libraries creating their own displays. Although not specifically geared toward preservation issues, they give invaluable information in creating displays or exhibits, and the power of visual

appeal is addressed. The books include the principles and components of design, show construction techniques, and give visual examples.

**Stand alone programs** have been used extensively in the past few years in all types of libraries. Educational programs for children are discussed by Page and Sullivan (1997). They see preservation as a community problem and stress the importance of early preservation education by teaching children at a young age how to handle books properly. To elicit a positive response to user preservation education, Julie Page and Peggy Sullivan suggest using the term the "why's" of preservation instead of "do's and don'ts." Normandy Helmer (1997) agrees with this approach and created a chart that models good behavior, listing in one column "what to do" and in another column "why." She suggests that school librarians present students with a formal certificate to recognize that they have participated in learning about proper care and handling techniques.

Patricia Palmer (1997) incorporated teaching preservation skills as part of Career Day, an annual event at Johnson Elementary School in Richmond, Virginia. She used posters, a workshop, and free bookmarks and plastic bags to teach preservation to the students.

Stand alone programs require thoughtful planning and can be time consuming. In public library preservation education programs, Jane Mueller (1997) at the Fullerton Public Library, initiated a series of ongoing workshops that focused around the care, handling, and treatment of personal collections of patrons. The goal was two-fold: to provide patrons with information about specific preservation problems with their personal materials, and to create a public awareness of the need to care for information recorded on

varying types of media. She conducted sessions of 10-12 participants, created handouts, developed a supply list, and selected a video to be shown before the session.

Public libraries often provide space for local civic groups to meet. The Ann Arbor Public Library assisted a Girl Scout troop in fulfilling the requirements for a "Books" badge (Ridout & Drewes, 1997). The librarians and scout leader provided activities for the girls in a sleep-over setting at the library. Ann Ridout taught the handling and care of books and how to make a simple single signature sewn-in pamphlet. While sleep-overs are not a regular service of libraries, they are a natural user outreach event for both school and public libraries, "providing these young people with a new look at the library and preservation education" (Ridout & Drewes, 1997, p. 193).

In academic preservation awareness programs for the user, Lorraine Olley (1997) recommends presenting a preservation awareness week filled with various activities. The *Preservation Awareness Week* held by Indiana University is one of the most interesting programs to date. The IU Libraries won a 1993 John Collon Dana Special Award for their exceptional public relation program "tackling one of the most difficult issues confronting libraries (Dowell, 1993, p.524). The *Preservation Awareness Week* featured sophisticated graphics and creative programs to educate a wide audience about preservation issues and to improve the care and handling of its collections. Activities included a series of films on papermaking and bookbinding, care and treatment of materials, and tours of the preservation department. Olley stated that the most popular feature of the week was "Doctor Book," a workbench set up in the main lobby that gave diagnostic consultations to people with "sick" books.

During October 1993 the University of Kentucky Libraries staged a month-long preservation education event after eight months of planning (Ryder, 1997). The event included several major features: a speaker series, preservation videos, book repair demonstrations, a book problem diagnosis session, and tours of the Special Collections and Archives Department and the Microfilm Center. A follow-up event was held in 1995, and the Preservation Committee decided to schedule a week long event every 12 to 18 months.

The Library of Congress Preservation Directorate sponsors a preservation week in April as part of the celebration of *National Library Week* and talks about successes on their website (<http://lcweb.loc.gov/preserv/aware2.html>). The day long workshop, free of charge and open to the public, was co-sponsored by the Library's Center for the Book and the Preservation Directorate. Approximately 500 visitors saw demonstrations of the library's preservation work, providing good practical tips such as: do not use paper clips, pressure-sensitive tape, rubber bands or adhesive note paper in books. Informational handouts were given out covering topics such as: "Caring for Your Photographic Collections," "Record and Tape Care in a Nutshell" and "Family Papers: Tips for Long-term Care."

Diane Kaufman and the Preservation Unit at Virginia Tech Libraries (1995) did demonstrations in the lobby of the main floor of the library to educate patrons and to give them a first hand look at what is done in the Preservation Unit. Student workers and staff demonstrated repair techniques, and shared with patrons how to better care for books. The department took pictures of the number of books and journals that had to be

discarded due to misuse, and created posters with these photos to make a visual impact. Kaufman recommends using humorous messages whenever possible, as opposed to those that preach.

**Graphics** is one of Indiana's most admirable contributions to user awareness programs. During the planning for a preservation awareness week, Lorraine Olley stated: "The most exciting part of the planning was developing the graphic materials package to be introduced during the week" (1997, p.222). The preservation committee arranged to work with a class in the Art Department to develop original graphics. The selection of the package of materials was based on the design element of a bold sans serif capital *P*. Ten bookmark designs, 4 poster designs, a book bag, and a table tent were produced and distributed.

Other libraries, such as Penn State, have followed Olley's idea of utilizing help from graphic arts classes (Clement & Scott, 1994). The designs they chose are simple, but very effective, featuring bookmarks and posters such as "ravenous roaches" and "salivating silverfish." The University of Illinois, Urbana-Champaign, created an extremely effective poster titled "The Big Rip-off" addressing the problem of book and journal mutilation (Boomgaarden, 1993).

**Websites** are also an excellent way to educate library users. While they are generally geared toward staff, most of the pages have good information on user awareness that would interest anyone. The Internet is a new avenue to teach preservation and to share information and ideas with colleagues (Moore & Drewes, 1997).

*The Library Web*, a book that features case studies in website creation and implementation, raises practical issues in general website development that should be noted when creating a website (Still, 1997). Some of these are: why have a page, what is the target audience, what should be on the page, who will do the work and learn HTML, what are the organization's requirements, where will the information be located, how will the site or pages be marketed, and who will maintain the pages.

In addition to the Library of Congress Preservation Directorate (<http://lcweb.loc.gov/preserv/preserve.html>), several organizations and universities have preservation webpages or sites. CoOL (Conservation Online) has practically anything anyone would want to know about conservation and preservation and lists myriads of resources on the care and handling of books, conservation, pest management, care of wet books, etc. (<http://palimpsest.stanford.edu/>).

Other library preservation sites such as Northwestern University (<http://www.library.nwu.edu/preservation/educate.html>), Indiana University (<http://www.indiana.edu/~libpres/index.html>), University of California, San Diego (<http://orpheus.ucsd.edu/preservation/>), SOLINET (<http://www.solinet.net/presvtn/preshome.htm>), University of South Florida (<http://www.lib.usf.edu/pres/>), and University of Oregon (<http://libweb.uoregon.edu/preservn/homepage.html>), all have pages on frequently asked questions (FAQ), which are in fact little snippets of information that educate the user. These sites also include fun preservation quizzes, how to handle and care for books, what to do with wet books, pest control, and feature preservation related exhibits.

**Bibliographic instruction** is another method of educating patrons. The UCSD Undergraduate Library uses two different methods to accomplish preservation education through bibliographic instruction (Tweedy & Valdez, 1997). Preservation is incorporated into the one-time bibliographic instruction sessions that are held routinely and is also taught in the first 50 minute session of a two-credit course, Contemporary Issues 50 (CI50). CI50 presents preservation issues, engages students in preservation discussions, and teaches proper handling of books. Tulane University used a similar method in the 1994-95 fall semester by integrating general book handling and preservation into a library instruction program for English 101 students (Trapolin, 1997).

Bibliographic instruction is an appeal for extra effort on the part of the reference librarian toward preservation education. Amodeo (1988) acknowledges both the reality of time constraints and the natural inventiveness of bibliographic people, and encourages those librarians who have the most contact with the public to make the extra effort in preservation education.

The preservation programs and literature written to date demonstrate how important it is to repeat activities to keep preservation visible. While preservation education and awareness for users is gaining more importance and momentum, confirmed by current literature and programs, the problem lies in the fact that there is insufficient information recommending strategies for accomplishing patron education. This project will create an online manual which will organize the available resources, recommend programs and activities that have been successful, give visual examples, and provide information on obtaining materials both in print and online.

## Methodology

The outcome of this project is an online manual or website, entitled *Preservation Education and Awareness for Library Users*, available at <http://gort.ucsd.edu/preseduc/index.html>. This website was created to assist librarians in the creation of a preservation program for their users or in the augmentation of an existing one. It contains ideas and suggestions for effective implementation, gives visual examples and graphics, and provides a compilation of resources. The project was completed in four stages: conceptualization, research and writing, technical and esthetic creation of the website, and usability testing.

**1) Conceptualization.** Three primary points were the focus at the conceptualization or planning stage: the content, the audience, and the design, all of which work together in producing a cohesive, successful website.

**Content:** the content of this website is explicit, with the focus clearly on preservation education and awareness for library users, targeting libraries and institutions interested in starting or adding to an existing preservation program.

**Audience:** handling and care of materials is, of course, an ongoing issue and concern for libraries. The target audience of this site is libraries and institutions of all types that lend materials because they are in the position to best inform and educate patrons about preservation concerns and issues.

**Design:** the third step in the conceptualization or planning stage was to decide on an overall design and theme for the entire site. The following points were considered:



- Establish a strong theme or metaphor.
- Create a consistent look to the pages.
- Ensure that the entry page or splash page is clear and loads quickly.
- Consider fast and intuitive navigation.
- Include an index to the site.
- Use graphics, but do not overuse them.
- Include links to relevant sources, making sure they are current.

At this point in planning, the entry page needed to be conceptualized. It was helpful to sketch basic layouts on paper to establish spacing, placement, and size of graphics and headings. The entry page is extremely important because this is what the visitor sees first, and all other pages stem from this one. Keeping in mind the loading time of a page was also important. An attractive, well-designed logo is very important, but if it takes too long to load, visitors will give up and move on.

It was also helpful at this time to begin reading books on website design to get ideas and learn what experts recommend when creating an effective site. The books found to be the most useful were *Creating Killer Web Sites: The Art of Third-generation Site Design* (Siegel, 1996), *Creative HTML Design* (Weinman & Weinman, 1998), and *Laura Lemay's Guide to Sizzling Web Site Design* (Holzschlag, 1997). These books were useful because of the excellent visual examples of well-designed websites, featured redesigned sites, and they were easy to follow. They also gave tips and pointers that were very helpful in planning and conceptualizing the site design. Some of these tips were:

- Combine type and illustration in the graphics to balance the theme of the site.
- Keep "glitter" to a minimum in an educational site.
- Put content, new information, and navigation on every page.
- Keep essential information within 3 levels of the entry page.

A color theme of basically green throughout was created, with the book logo and navigation bar complimenting each other. The final decision of the design and graphics was one of the most difficult elements in creating the site. The design has to be committed to throughout the entire site, and consistency is an important attribute. The plain white background was chosen for simplicity and to avoid images interfering with written content.

It was decided to use a structural approach similar to a book layout--namely, an introduction, title page, table of contents, chapters, bibliography, and index. The splash page or entry page clearly states the purpose of the site and is equivalent to the title page. The introduction states the background and purpose of the site, the programs become the table of contents listing the chapters or programs, the resources are the bibliography, and an index is included for visitors to quickly find specifics.

Finally, there are four key components that were essential and incorporated into the design of the website: introduction, programs, resources, and index. Each is considered to be an essential part of the site, and all of these components are featured on the entry page. They become the navigation bar on the pages of the website.

**2) Research and writing** of the website involved two distinct tasks: 1) researching the site's subject matter--the preservation issues, programs, and resources--

and 2) investigating the actual methods used in creating a website--page layouts, graphics, scanning, and HTML mark-up.

The research methods used in determining the content of the website were online literature searches on preservation education and awareness using Roger, UCSD's OPAC, the Melvyl Catalog, Melvyl Magazine and Journals databases, and searching on the Internet using Netscape and Internet Explorer. The websites CoOL (<http://palimpsest.stanford.edu/>), SOLINET (<http://www.solinet.net/presvtn/preshome.htm>), and NEDCC (<http://www.nedcc.org/>) were also searched for information in determining the recommended programs. Interviews and personal communications were conducted with preservation librarians Julie Page, Preservation Librarian at UC San Diego and Normandy Helmer, Preservation Librarian at University of Oregon. In particular, the following programs were carefully investigated:

- Mission statements
- Exhibits
- Stand-alone programs
- Web pages
- Graphic media
- Bibliographic instruction

An effort was made to determine which programs have been successful, which ones are the most popular, and what issues need to be highlighted in preservation

education. The selected resources were each viewed and analyzed for professionalism, credibility, content, currency, and presentation of information. The following checklist is what was looked for in the preservation websites, print resources, and videos:

- Usability of information.
- Excellent visual examples.
- Well presented, interesting information.
- Creative ideas, designs, and presentations.

The print materials chosen were educational, informative, and presented the material well. General information resources were added for background education, and recommended reading was included for information on specific programs.

Preservation websites were carefully viewed and read for professionalism, credibility, content, currency, and presentation of information. They are included not only for additional information and sources but also to give examples of what is available on the web.

Videos were researched and chosen as a resource to teach library users about preservation issues and concerns. They were viewed and chosen for the educational aspect, and because of the interesting and excellent preservation awareness information conveyed in the films. One of the most recent videos, *Into the Future*, is featured on a page promoting and explaining its importance to the field of preservation (<http://www.clir.org/programs/otheractiv/intro.html>) and a link was made to the site.

The other facet of the research was investigating website design. This was accomplished by searching on the Internet and reading books by experts. One of the best

reads for website design is *Creating Killer Web Sites*, which gave examples of websites that were mediocre, and then redesigned the sites to be more effective (Siegel, 1996). Another excellent book used in the research of the site was *Creative HTML Design*, which taught innovative layouts and the best use of graphic design in websites (Weinman, 1998). This research gave worthwhile information on HTML coding, page layouts, creating graphics, and instructing how to manipulate graphics to look better online.

Although time consuming, carefully assessing other websites' graphics and page layouts was very helpful and informative. An incredible amount of information was learned just from looking at other sites and analyzing their layouts and use of graphics. It became clear what worked well in website design and what did not by navigating through the site and searching for specific topics, meaningful content, clarity and currency of information, and assessing the overall layout, graphics, and appearance for visual clarity and consistency.

Writing the website took a different form from the traditional writing style of a research paper. The following methods were used in writing the pages for the site:

- Text was laid out in manageable pieces, i.e., grouped together by frequent headings, subheadings, and short paragraphs.
- Text was placed in a way that was easy to follow, thus helping the reader get through the information more easily.
- Bulleted and numbered lists were used.
- Text was written to be no longer than approximately three screens.

- Visual interest was added by the use of italics and bold to enhance text, but only when necessary (or the text becomes confusing).
- Numerous links were used to point visitors to additional preservation information on the web.

**3) Technical and esthetic creation** of the website involved the following:

- Creating graphics.
- Coding in HTML.
- Scanning images and photographs.
- Testing the website.

The graphics in the website were developed using a computer drawing and photo imaging program, Corel Draw 7. The entry page design, the site logo, navigation bar, miscellaneous illustrations, and bullets are all original graphics. The book design on the entry page was done first to establish the theme throughout the site (see figure 1).

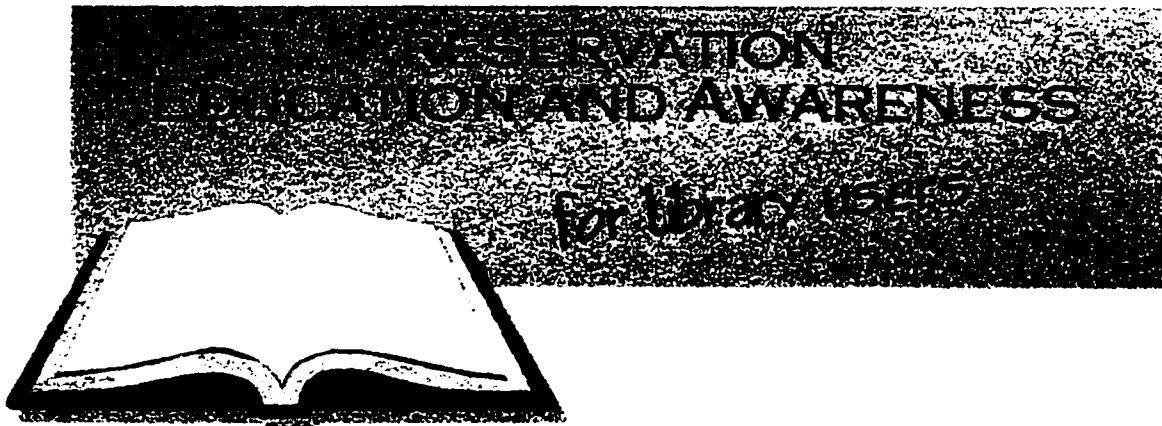


Figure 1. Entry page original graphic.

The background for the graphic was done by choosing the colors and then using the "interactive blend tool" to achieve the color gradation and shading. The book was redesigned from an existing image and color was added. The book and typography were then overlaid onto the background, and the different parts of the design were grouped and saved as a gif file.

The logo was done next, following through with the book theme (see figure 2).

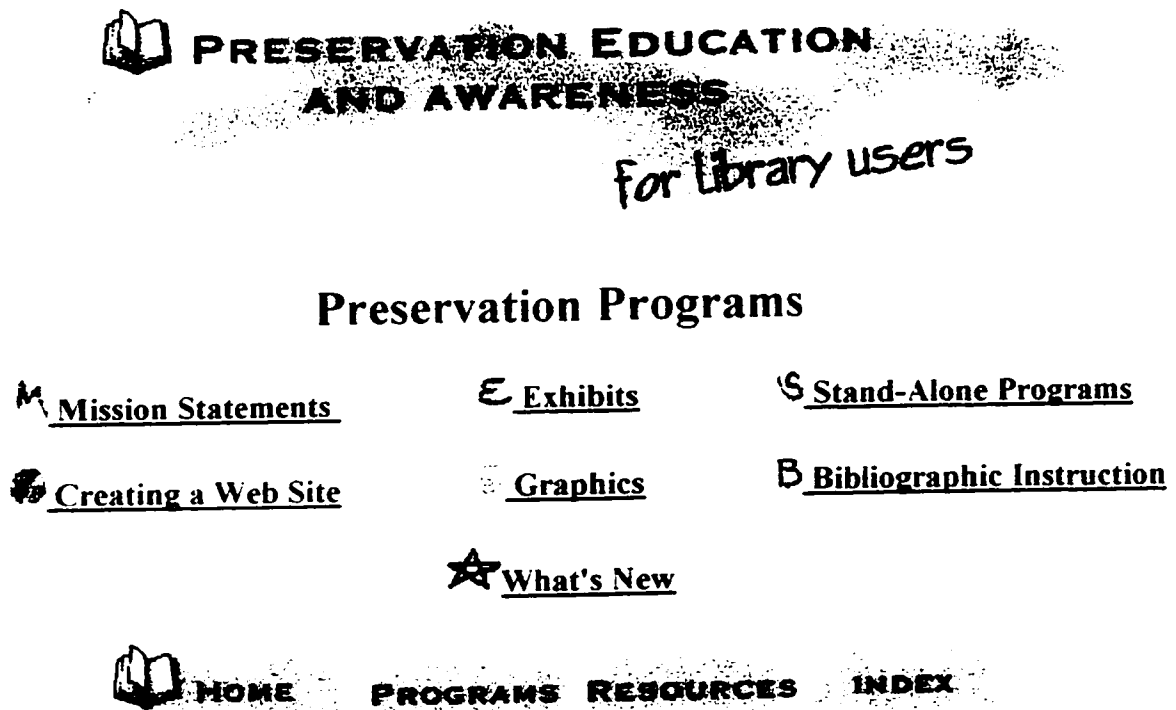


Figure 2. Graphics created for program pages.

This logo needed to be somewhat smaller than the entry page graphic design, since these pages have both headings and text. The typeface and basic colors remain the same for consistency. The navigation bar matches the design of the logo and was created as an image map to link to specific topics in the website. The logo and the navigation bar

became the two components in the basic layout or template for the other pages in the website.

Esthetically, it was decided to use this template on the principle components of the site--the introduction, recommended programs, and resources. The other pages have graphics that fit the theme of the page. For example, the page on creating a preservation website has a small globe as an illustration (see figure 3). The navigation bar remains the same on all pages.

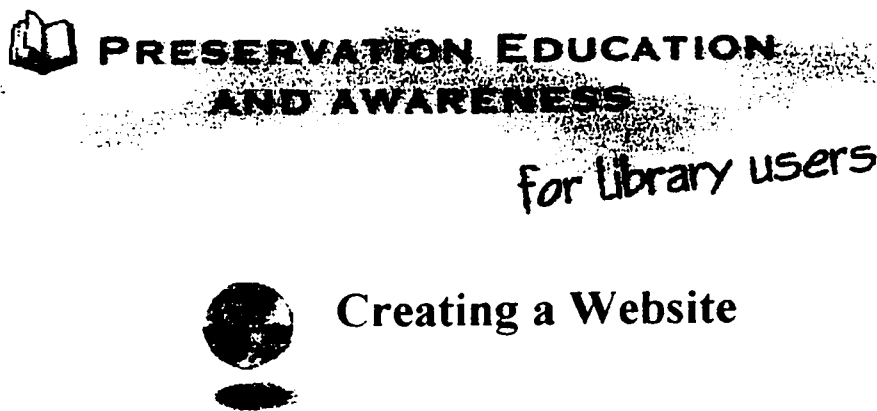


Figure 3. Example of individual page graphics.

In creating the page layouts of the site, a classic work, *The New Typography: a Handbook for Modern Designers*, was consulted for ideas on excellent page layouts (Tschichold, 1928). Most of the pages, the essential information was kept within three levels of the entry page. This was done to keep blocks of information together, to make the site easy to use and because search engines will not find pages that are more than three levels from the entry page (unless they are specifically indexed).



The HTML mark-up was done both by using an editing program, FrontPage, and by hand coding. The editing program was relatively easy to learn and helped with the basic coding but it did have some inconsistencies, such as automatically putting in tags that were not necessarily wanted. These had to be corrected by hand, thus it was essential to know HTML mark-up. The advantages of the editing program were the organization of files, making them easy to find and work with, and the time saved with the basic coding.

Photographs and graphic images were scanned, saved as jpeg files, and then opened up in Photo Paint, a photo imaging program, where they were checked for correct size and altered if necessary. Images were kept to a minimum size to allow for a quicker loading time. Many images were altered in the special effects menu which took out most of the "noise", sharpened them, and created good-quality images on the website.

**4) Usability testing**, the final step, was conducted when most of the basic pages and graphics were in the website and published on the Internet. Technical testing was done on different browsers and computer platforms to check for consistency in graphics, color, links, and page layouts. Testing for usability of the website was accomplished by feedback from real people.

The first technical test was to check the colors. To eliminate cross platform inconsistencies, "browser safe" colors were used. The popular browsers, Netscape, Internet Explorer, and Mosaic, all share 216 common colors in the color management process. They work with the system palettes of each respective platform: Mac, Windows,

and Win95. These shared palettes were chosen for the website and therefore looked consistent in the testing.

While many institutions now have 17 inch monitors, it was decided to create the site for a 14 to 15 inch monitor, which is still the most common denominator in screen sizes. The testing for page layouts was also successful in that the pages looked consistent on all screen sizes. The scanned images were clear and loaded in a timely manner, but looked sharper and had less noise on newer, higher resolution screens.

The next step of the usability testing was to have people actually use the website. To obtain a diverse cross-section of feedback, the following participants were chosen: preservation librarian, technical services librarian, state librarian, preservation field services officer, conservation technician, library paraprofessional, library website editor, administrative analyst, graduate student, graphic designer, and book artist. The participants were asked to address the following:

1. How did you feel about the design and page layouts?
2. Was the information was relevant?
3. Was the website easy/intuitive to navigate?
4. Would you use this website or recommend it to another library?

The feedback was as follows:

- Navigation was clear and easy to follow.
- Good tool for libraries.
- Well designed with engaging graphics; good color scheme.
- Useful, practical information, especially the ideas for exhibits.

- **The index was helpful in locating specific topics.**
- **Having examples of mission statements was excellent; makes writing one easier.**
- **This collection of preservation information is not available elsewhere.**

**Suggestions:**

- **Perhaps have a "what's new" link on the programs page to feature new information, exhibits, or articles.**
- **Put links at the bottom of the exhibits page to lead the visitor on to the other exhibit information instead of going back to the programs page.**
- **Include comments on the index page.**

**The suggestions listed above were considered to be sound and were added to the site. All of the participants said they would use or recommend the site, and 50% of the participants indicated that they would link to this site from their own departmental web pages.**

## Conclusion

To date there has been insufficient information recommending strategies for accomplishing preservation education and awareness among users of library collections. This online manual, *Preservation Education and Awareness for Library Users*, provides methods, ideas, examples of successful programs, and graphics that have been used in preservation education programs (<http://gort.ucsd.edu/preseduc/index.html>). The website highlights the need for preservation to be an ongoing, proactive campaign that addresses key issues and utilizes concurrent programs, making it much easier for libraries to begin or augment an existing program.

The usability testing showed a very positive reaction to the website, reinforcing the need for preservation knowledge. Comments came from all over the country, expressing interest and reiterating the importance of preservation education. The usefulness of the information, the examples, and the inclusion of mission statements were commented on most frequently. The easy access and availability to interested institutions adds to the appeal of the site.

Although still quite new, the potential of the website is far reaching as it will reside permanently on a University of California, San Diego, server. It is accessible from the Preservation Department's home page and has been indexed with major search engines.

Even though the site is educational, marketing was an essential element in the success of the website. The aim in marketing the site was to promote general

preservation education, build support for the programs, and to generate interest and use.

This was accomplished by:

- Sending e-mail to individuals involved in preservation education.
- Announcing the site on appropriate listservs.
- Announcing the site in the UCSD library newsletter.
- Inviting participation by encouraging preservationists to submit photos and information to be highlighted on the *What's New* page.
- Indexing the site with the major search engines on the Internet.

One of the problems in creating this new website was the time factor involved in getting feedback from the target audience. The website was announced on the Conservation Dist List ([consdist@lindy.stanford.edu](mailto:consdist@lindy.stanford.edu)), and on Book Arts List ([Book\\_Arts-L@listserv.syr.edu](mailto:Book_Arts-L@listserv.syr.edu)). The site was immediately acknowledged by several organizations, including CoOL (<http://palimpsest.stanford.edu/>), NEDCC (<http://www.nedcc.org/>), and SOLINET (<http://www.solinet.net/presvtn/preshome.htm>).

Other than the comments immediately received upon the announcement of the site, the lag time in hearing from preservation educators and specialists was approximately three months. The promotion and marketing techniques are quite time consuming, and it can be disappointing not hearing back from individuals that are key players in the field of preservation. At this 3 month time period, the site was announced in the October 1998 issue of *College & Research Libraries News*. This was a turning point in the promotion of the site. Word started getting out about the site after this announcement and e-mail comments started coming in from libraries and museums.

**The creation of a website is an ongoing pursuit and is never really finished.**

**Future work and suggestions for the website are:**

- **Continue promotion on a regular basis by announcing new exhibits, programs, and workshops on an appropriate listserv.**
- **Make sure the site is updated regularly and on a stable server.**
- **Keep the site dynamic--add new information and don't be afraid to change the site.**
- **Search the internet on a regular basis for new information and resources.**
- **Encourage communication and cooperative work between preservation departments and colleagues.**

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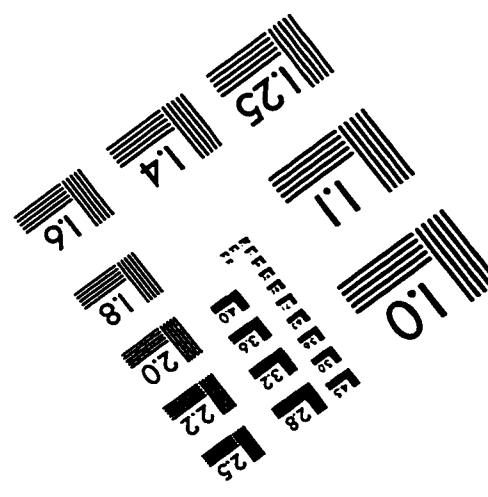
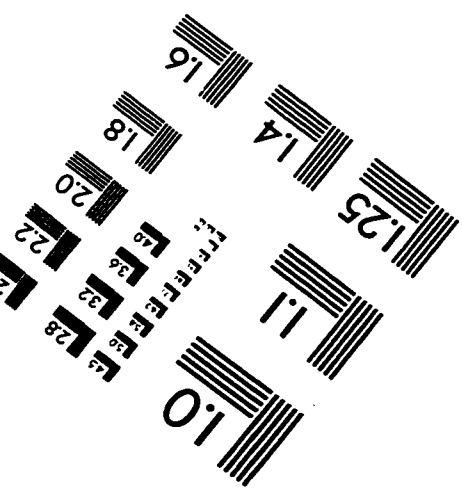
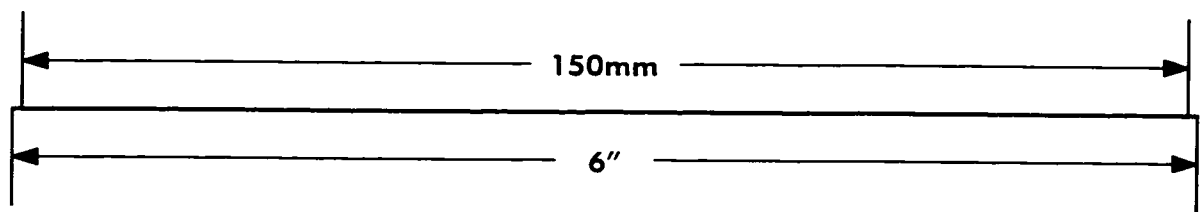
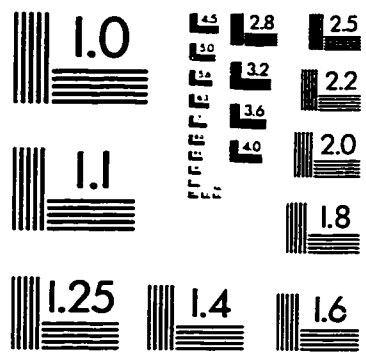
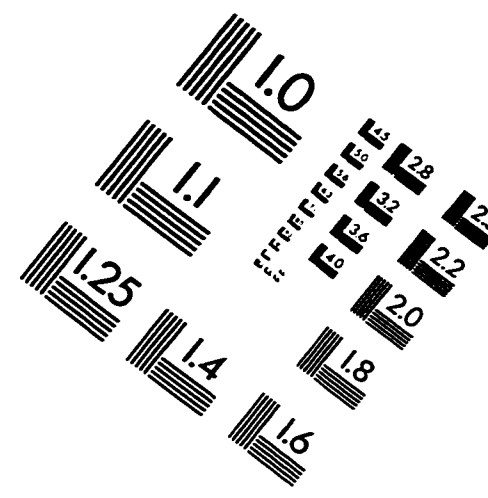
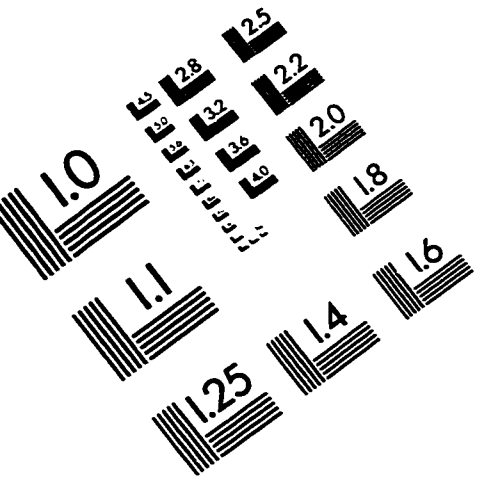
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