



MARAC

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MARAC Chair

SO LONG, FAREWELL, AUF WIEDERSEHEN, GOOD NIGHT

Cheverly, MD – March 1: This issue of the Mid-Atlantic Archivist will be published after the Spring 2015 meeting. Perhaps even the bulk of the snow will be gone by then. It means that I am no longer MARAC Chair. I want to thank the membership for entrusting this office to me for the past two years and congratulate my successor, Brian Keough. I know that MARAC is in fine hands and the work will continue making progress toward our goals and mission.

As you know, I spent the majority of my term looking at MARAC's Governing Documents and finding ways to streamline our processes and making MARAC more efficient in conducting business. At the Boston Meeting, an informal discussion was held and the most recent draft bylaws distributed to the membership. At the Fall 2015 meeting in Roanoke, the final version will be discussed and a vote will held thirty days later. We have listened to the concerns of the membership and incorporated the majority of the comments into successive drafts of the Governing Documents.

Following the vote by the membership, which I hope will be successful, the Ad Hoc Committee on Revising the MARAC Governing Documents will be dissolved and a new Ad Hoc Committee will be established. During the 2016 election cycle elections will be held to fulfill the officer and committee requirements as dictated by the new Governing Documents. There will be additional opportunities for the membership to be involved in this process as well as new offices to be undertaken and I encourage all members to stay involved with the work of MARAC. I will stay active with MARAC and I hope you all will as well.

Now to Brian, for his inaugural column. I will be looking forward to spring, green grass, baseball, and golf.

John LeGloahec

Immediate Past MARAC Chair

BRIAN KEOUGH, MARAC CHAIR, 2015-2017



It is a privilege and a great responsibility to take on this job and I will do it with everything I have, to the best of my ability for the MARAC membership. We have many challenges ahead as a profession and as an organization. As I begin my term I want to highlight two issues that I believe are important to the health and vitality of MARAC. As chair, I would like to start a process whereby MARAC demonstrates our commitment to diversity and inclusion. My suggestion is for the Steering Committee to establish a Diversity Task Force to examine the issue, hold conversations with membership, and ultimately to recommend next steps for MARAC to institutionalize our support for all archivists in the Mid-Atlantic region. The New England Archivists recently implemented a similar initiative last year and I think it is time for MARAC to do likewise.

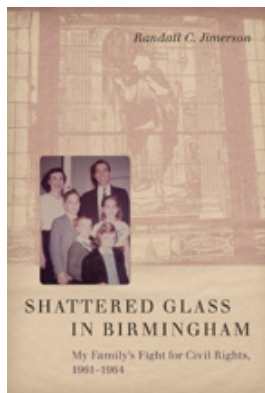
Secondly, in order to maintain the vitality of MARAC and encourage all members to stay involved, I want to create greater opportunities for engagement and input. For instance, it is important that we hear all perspectives on proposed by-law revisions and I encourage you to attend the discussion on proposed revision at the Fall 2015 meeting in Roanoke. If there are other ways that we can improve MARAC, let the Steering Committee know or become active serving in your caucus or on a MARAC committee. At conference sessions, ask questions and offer comments to stimulate discussion about our profession. We all have a responsibility and role as members to see that MARAC continues to evolve and respond to the needs of our profession.

I am honored to serve MARAC and look to fulfilling my responsibilities as MARAC Chair. See you all in Roanoke, October 8-10, 2015.

Brian Keough
MARAC Chair

BOOK REVIEW

Jimerson, Randall C. *Shattered Glass in Birmingham: My Family's Fight for Civil Rights, 1961-1964*, Baton Rouge, Louisiana State University Press, 2014. ISBN: 978-8071-5437-3



During the Society of American Archivists 2013 Annual Meeting in New Orleans, I attended a session entitled, “Ideal and Real: Striving for Archival Perfection in an Imperfect World.” At this session, Rand Jimerson spoke about his family’s ties to Birmingham, Alabama and the impact it had upon his career as an archivist and historian. His story was incredibly moving

and personal and a few weeks later was also recounted in a *Washington Post* article¹. His family owned a piece of stained glass from the Sixteenth Street Baptist Church and donated it to the Smithsonian’s future African-American History Museum. The following year, at a Research Forum session during the 2014 Annual Meeting, in Washington, D.C., his sister, Ann Jimerson, described her project to document the children who lived in Birmingham in 1963. The website, www.KidsInBirmingham1963.org, has short vignettes from both black and white perspectives. The site, which is continuously collecting stories, has tools for teachers and invites students to submit interview questions to the participants.

Jimerson’s father, Norman C. “Jim” Jimerson, served as executive director of the Alabama Council on Human Rights (ACHR), from 1961-1964. The day the Sixteenth Street Baptist Church was bombed Jimerson’s father went to see if he could provide any assistance and scooped up shards of stained glass. For years and through many moves, a large twisted piece was displayed in the family’s dining room and served as a reminder of the family’s time in Birmingham.

In his book, *Shattered Glass in Birmingham: My Family's Fight for Civil Rights, 1961-1964*, Jimerson tells the story from the point of view of Randy, a young boy with four younger siblings; the youngest, Mark, born during the Birmingham years. The family was uprooted many times as Jim Jimerson frequently moved from state to state, from position to position. Prior to Birmingham, Jim Jimerson was a prison chaplain in Virginia. For the family, the move to Birmingham was difficult. The family was not welcome

in the white Baptist Churches, despite him being a minister, and they explored other denominations. While his father was meeting with civil right leaders Martin Luther King, Jr., Fred Shuttlesworth, Andrew Young, and others, the children struggled with cultural disconnects in school and disturbing episodes. Jimerson’s classmates cheered the day John F. Kennedy was assassinated. They received hate calls at home, including from his brother Paul’s den mother.

After the bombing, Jim Jimerson visited the homes of the six victims, the four girls and the two boys killed that same day while riding a bike. He may have been the only white minister to do so as well as the only white person to participate in the funeral service for three of the young girls and the two boys. Melva, Jimerson’s mother, attended the girls’ funeral and did not recognize Martin Luther King, Jr. because she had never seen a picture of him. Jim Jimerson noted that Birmingham was probably the only place he was not recognized because the local newspaper would not print his photograph.

While Jimerson paints a picture of a typical 1960s childhood, the family was under a great deal of stress. The ACHR had little money, pay was low, and despite being committed to civil rights and some having some success as a negotiator and peacemaker, Jim Jimerson left after three years. The family moved several times thereafter.

Jimerson, with his parents, returned to Birmingham in 1992 for the dedication of the Birmingham Civil Rights Institute. Several civil rights veterans attended and his father spoke on a panel held at the Sixteenth Street Baptist Church. Ten years later, Jimerson donated pieces of the stained glass to the Institute.

The book concludes with memories of the five Jimerson siblings: Rand, Ann, Paul, Sue, and Mark. The siblings have complex memories of their childhood. Their relationship with their father was difficult at times; they question some of his methods and tactics, but ultimately they were proud of his work and contribution to the civil rights movement.

Jimerson grounds his memoir with research in archival collections, oral histories, and personal papers. The historical events are very familiar and thereby are not portrayed in detail; there are other more comprehensive sources for 1960s Alabama and the civil rights movement. Jimerson gives us very personal and intimate view of those events along with a glimpse what it was like to be a child during this period.

Sharmila Bhatia

National Archives and Records Administration

1 Lonnæ O’Neal Parker. “Piece of 16th Street Baptist Church being donated to the Smithsonian.” *Washington Post*, September 6, 2013.

DSA PRESENTATION REMARKS 2015

DR. SUSAN HAMBURGER | 2015 RECIPIENT OF THE MARAC DISTINGUISHED SERVICE AWARD

MARAC is blessed by its many members. As a virtually all volunteer organization, MARAC's significant contributions to archival education and advocacy are possible because of the enthusiasm, creativity and hard work of its members. Therefore, recognizing one member for their distinguished service to MARAC, reflects a recipient's extraordinary commitment to this organization and their willingness to share their wisdom, talents and expertise with others in promoting the value of archives in our region.

The recipient of MARAC's 2015 Distinguished Service Award has had a long and distinguished archival career. Throughout her long career, several states have benefited from her many skills.

Fortunately for my state, Pennsylvania, the recipient has spent the lion's share of her career working for the Keystone State. For those who are fortunate to know her, her persistence and determination to get things done, are characteristics that have shaped her professional and personal life.

While her contributions to the field and to MARAC are numerous, many of her contributions have centered on promoting standards for archival description of which she was an early champion. Her career paralleled the development of the Internet and listservs. Many archivists and catalogers benefited from her knowledge of APPM and controlled vocabularies. She was an early champion for emerging standards for

archival description. Her independent streak and her willingness to challenge the status quo helped her advocate for new approaches and methods for description and cataloguing, supporting the development of computerized tools to make archivists' work available to a much larger audience.

In the 1990s and early 2000s, she lent her description standards expertise to several committees and projects, including co-founding the SAA Metadata and Digital Objects Roundtable and participating in an NEH grant that led to the development of METS (Metadata Encoding and Transmission Standard).

Regarding her broader service to our profession, she served on the editorial board of the SAA Journal, *American Archivist* and contributed significant articles to varied professional journals on a range of practical and theoretical topics, including my favorite, "Managing Archival Collections in an Automated Environment: The Joys of Barcoding."

Most recently she co-chaired the SAA Awards Committee, which oversees the work of 21 different SAA sub-committees.

Throughout her career she has been an enthusiastic and hard-working volunteer for MARAC and SAA. A frequent presenter at MARAC and SAA conference sessions, she has never been one to shirk the mundane work of a volunteer organization. For over two decades, she served on several local arrangements and

program committees, organized tours, sessions, and workshops, and, of course, worked the registration desk.

Of all of her personal and professional activities, in particular she deserves special recognition for the distinguished service she provided between 2005 and 2010 proposing and obtaining five grants from the Pennsylvania Historical and Museum Commission to bring SAA archival education programs to central Pennsylvania. This series of workshops made it possible for staff in small, often volunteer-run, historical organizations to receive professional archival training, who otherwise might not have had opportunities for such professional development.

As one writer wrote in a letter of support, "I can think of no better rounded honoree who deserves our peer recognition for her personal career accomplishments, professional contributions, and sustained service through state, regional and national activities."

It is with great pleasure that I introduce the 2015 recipient of the MARAC Distinguished Service Award: Dr. Susan Hamburger.

Presented by Ed Galloway, DSA Chair, 2013-2015 at the MARAC Business Meeting, March 21, 2015, Boston, MA

Committee Members:

Alison Oswald
Pam Whitenack
Lauren Brown (ex-officio)

SUSAN HAMBURGER, PH. D.

DSA Acceptance Speech | March 21, 2015



Thank you for such a wonderful honor. I first became aware of and joined MARAC when I was a graduate student in library service at Rutgers where I first met Ron Becker. He introduced me to MARAC in 1975 and I attended my first meeting in Spring 1976 at Winterthur in Delaware. My career took me to Connecticut and Florida for twelve years but as soon as I returned to the region—to Virginia—I immediately rejoined MARAC and have made this my home archival organization ever since. I want to thank Ron for the introduction to MARAC.

The second person I need to thank is Karl Niederer for his support during the troubled times I went through at the Virginia State Library and Archives when the state archivist refused to allow me to attend MARAC meetings. I fought Lou Manarin and won.

Lucious Edwards gave me my first inroad into committee service when he appointed me to be the chair of the Publications Committee. That's when Jennie Guilbaud and I dreamed up the heretofore unheard of idea that MARAC should have a Web site and proceeded to map out in her apartment what it would look like and contain, and then sell the idea to Steering Committee. Thanks, Jennie.

Thanks also to Ben Primer and Tom Frusciano whose letters of support got me tenure and later promoted to Librarian at Penn State. There's that Jersey connection again!

A big thank you to my most excellent partners in crime—otherwise known as Program Committee co-chairs and



sometimes roommates, Valerie Metzler and Rebecca Johnson Melvin—who have become great friends.

Finally, a big thanks to the Distinguished Service Award committee for making my swan song appearance at MARAC in Boston my absolute last meeting before I move to Florida. Remember when I said last fall in Baltimore that THAT would be my last meeting? It's been a great ride, y'all!



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MARAC PLENARY SPEECH 2015 | DANNA BELL

Thank you Sharmila. It is wonderful to be in front of all of you.

In my time as MARAC Chair the only time I was able to speak to the membership in person was to run the business meeting. In fact I would bet that during my time as MARAC chair some folks wouldn't have been able to pick me out of a line up.

I've watched many plenaries during my time as a member of MARAC and SAA. Some were amazing; some were pretty good; some were not my cup of tea. But in my opinion they all had something in common: the speaker was talking about something he or she was passionate about and was excited to share his or her ideas with you.

So it's nice to be up here amongst my MARAC and NEA colleagues to share some thoughts about archival professional development and continuing education.

This talk will not focus on graduate archival education. There's been plenty of talk about that and at some point over drinks or maybe in another forum I'll give you my two cents. What I want to focus on during this talk is professional development/continuing education. I will talk a bit about the professional development landscape including a coalition of librarians, archivists and museum educators who are exploring the current landscape and making suggestions on how it should change. I will also talk about skills that I think every archival professional should have and how one might obtain them. And on a side note, some of these are skills you might think of.

As some of you may know, professional development issues

are important to me. When I first started at MARAC I joined the Education Committee and was a member for a number of years including a term as Chair. I also started my SAA career as the intern for what was then the committee on Education and Professional Development. It was an amazing, eye-opening experience and when I was given the opportunity to become a full member I did. And yes, I did spend a term as Chair. While sitting in Birmingham during the SAA conference my LC colleague Mary Wolfskill and I lamented that there was no course on working as a reference archivist. She and I worked together to create "Real World Reference." When Mary passed away Kathy Marquis came in to fill the void and we revised the course, bringing in some additional content and ideas.

When I did post-masters work in Archives Management I wrote a paper on the history of graduate archival education and the certification movement and later presented a revised version of the section on certification during a MARAC conference session in 1999. I've also harbored a dream to be a college professor teaching reference in a library science program but the lack of that pesky Ph.D. has gotten in the way of achieving that particular dream.

Working with professional development is a part of my day-to-day work life as well. The Library of Congress Educational Outreach spends a chunk of each day developing support materials for classroom use and professional development programming for teachers that helps them to use primary sources in their classrooms to engage students, encourage them to think critically and want to locate additional information to answer questions and explore further. Our main focus is to encourage the use of primary sources not just a decoration but as integral parts of the classroom

experience. That means encouraging students to be active participants in their education, not just vessels where we dump in the information and hope it sticks.

For us this means creating professional development programming for teachers that provides skills and information that they can use in their next class period. And this doesn't mean just bringing teachers to us or us going to see teachers in their school districts. This means finding different models, techniques and technology to reach teachers where they live. One might think that means technology alone. Yes, we have a lot of teachers with access to lots of technology from smart boards to an iPad for every student. But we also have teachers who teach in schools with limited computer access and limited amounts of copy paper to make copies to use in class.

The same dichotomy is true of the archival community. Some work at repositories with access to lots of technology. Several repositories have extensive digital programs where they can provide access to collections online. Some are comfortable working with born digital collections and obsolete formats. Others barely have one computer where they can develop finding aids. Some work with researchers who appreciate archives and know how they work and what resources they can provide. Others find themselves working with people who don't understand what archives are or with staff members who don't understand the important resources they have.

Here are a couple of brief examples from my personal experience: At one place I was brought in to start an archival repository from the ground up. When I was shown the initial designs for the space for the facility I saw rows of shelves in the main reading area. I asked what those stacks were for. The archives of course, one of my board members said. They expected that each box would be given a call number and users would be able to come in and pull boxes off a shelf and use them as they would any book

in a library.

A second story: a public library branch had been entrusted with an amazing collection of photographs documenting a community prior to urban renewal. This neighborhood had been a vibrant community. Now it was a ghost town. In fact, when I visited this branch one evening I drove through a neighborhood that was completely dark. No streetlights of any kind. No lights from houses. All I could see was the occasional person darting in the alleys. I was petrified and thanking the Deity that I was not alone in my car at this moment but I also prayed that in this time before cell phones that my car did not choose that particular moment to die.

I finally got to the branch which was a block or two from this very dark street and met the branch chief. She showed me where the images were kept behind the reference desk and explained that patrons could check them out with their library card. Most of the pictures disappeared never to be seen again. There was no finding aid, no list of pictures, no deed of gift... nothing. I finally convinced the branch chief to let me take the images back to the special collections division where they could be protected but still made accessible.

How do you deal with these issues when you are the new archivist coming to a place that doesn't know what an archivist is and what services an archivist can provide? How do you as archivist speak to these users and administrators? How do you get these skills when you may not have gotten this training in your graduate classroom experience?

Continuing education courses can help archivists prepare for these and other situations. And there are many CE providers looking to support the needs of archival professionals as well as their users and supporters. But how do these providers insure that they meet the needs of these different groups? And determine what skills the members of the community need? And most importantly how do we

insure that our continuing education programming is getting to the people that need coursework and is providing the information they need?

It's been interesting to watch the professional development landscape change and evolve. From NFACE to PACE to ACE we've been trying to determine how best to provide professional development opportunities for archivists. I believe at first that SAA and the regional associations thought of themselves as independent agents fighting for a small group of professionals and their professional development dollars. In fact I remember a point in time when it was recommended that SAA focus on providing professional development to those with graduate archival education and that the regionals provide basic training especially to those who were new to the profession or did not have graduate education. Fortunately, a number of archival leaders objected to this idea. And as a result we now have a variety of organizations providing a blend of courses at a variety of price points that meet the needs of professionals and those who need professional training across the country. In addition we have the opportunity to hear from a number of instructors who deal with issues in different depositories in different ways and may provide different solutions to the same question.

But there are some problems... We are not great at judging who is a good instructor and who isn't. The same goes for the courses we offer. Are they beneficial? Can they support an archivist with some experience in the area and also support a person with limited experience? Do they help an archivist become better? We also don't have a lot of collaboration between groups. Six different groups may offer the same course at the same time which is not good if we are dealing with limited population of students with limited financial and time resources. And what if the archival community needs a particular course that is outside of the competency of the available instructors?

The need for collaboration is slowly

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being met. The Regional Archives Association Consortium, created at the SAA meeting in San Diego started finding ways to share course catalogs during their first meeting. This is a great way to get the information about available course out for those who needed. Another project that is working to improve the professional landscape is Coalition to Advance Learning in Archives¹. The Coalition to Advance Learning in Archives brings together organizations in the archives, librarian and museum communities to “to work in deliberate coordination across organizational boundaries to devise and strengthen Continuing Education and Professional Development (CE/PD) programs that will transform the library, museum, and archives workforce in ways that lead to measurable impact on our nation’s communities.” This effort is funded by the Bill and Melinda Gates foundation and IMLS with administrative support from OCLC the Coalition and its members (including ARL, SAA, AAM, the Regional Archives Association Consortium and COSA to mention a few of the 22 members). The Coalition is looking to break down silos, encourage collaboration, make more effective use of the dwindling funds available for developing high quality professional development, and provide awareness of the wide variety of professional development opportunities available. How many of you participated in the Project Management webinars that were offered by the Coalition in February? This was a test to see what was possible and over 800 people participated.

These are two projects that may help support the development of successful professional development programs but I believe we need to go even further. How can we identify effective instructors, train them and keep them? I know paying for instructors and for course development would be wonderful but we also need to think about effective training for instructors. There are train the trainer workshops but do they include information on how adults learn? We need to make sure that trainers know about learning

theory, scaffolding lessons to meet the needs of all the students and the importance of learning styles in providing instruction.

We also need to move beyond our standard methods of evaluating courses. Right now we base it on the student evaluation often done at the end of the course. But do we follow up afterwards to see how the student incorporated what he or she learned in their workflow? We started doing that after our summer teacher institutes and were amazed to find how much the teachers enjoyed sharing successes and failures with us and with their colleagues. Having these conversations made us really rethink what we offered and how we worked with our participants.

But perhaps we need to go further. Do members of the Education Committee sit in on courses? Follow up with instructors beyond the standard, “How do you think it went?” Should we ask the instructors to do self-evaluations? Have them really think about what can be done to make the sessions better? And are we thinking about succession planning? I know that for SAA some of the DAS instructors were getting a bit fried from teaching over and over. Are there people who can come in and provide the teachers a bit of a break?

One more thought on the topic of Continuing Education: How do we learn? How do we gain the knowledge we need? I think most of us are used to learning from books and lectures. But is that the best way? In this time of new technologies and social media should we be considering ways to teach that go beyond books and talking heads? Can using webinars allow us to get to a wider audience using fewer funds? Can we create online interactives that provide for self-paced instruction?

But is adding technology to the mix the only way to improve professional development? I don’t think so. We need instruction that gets our brains moving and engaged. Yes, it should teach skills that can be used immediately, but I also believe that continuing education should also

make you think deeply, explore how what you have learned connects with your prior knowledge, consider how you can apply your new knowledge at your job or in other aspect of your life. And it should either encourage you to want to learn more, explore deeply or share what you have learned with others.

In my opinion one way we can help engage our students is by using experiential education. I am a huge believer in experiential learning... something we don’t often get in PD. Experiential education lets us get our hands dirty and put learned skills to use with someone there who can help and answer questions. Here’s an example from my life: As some of my Facebook friends know I recently adopted a dog from a local DC rescue. Chauncey, aka My Young Man, C-dawg, and the Chaucilator is wonderful...most of the time. Before I got Chauncey I was reading all the books and the articles that the rescue agencies recommended. I was watching dog training shows. And I thought I was ready for dog motherhood...

I can tell you having a dog has been an incredible learning experience and though the books were helpful having the flesh and blood pup is a different experience. I’ve had to learn how to interpret whining...does it mean I need a potty break; I’m freezing and want to get home or toss the ball I want to play? I’ve also found that being consistent is not as easy as the books say. I’m still learning but now I have a hands-on teacher who gives me feedback on my learning and makes me ask more questions and want to learn more.

I’m not sure how much experiential learning we can do in professional development but I think we need to do more. It’s a reason why I think internships and hands on training are so important. One can listen to a lecture but for some learners the learning comes from actually handling the stuff and seeing the issues up close and personal. So though I believe we do need to use technology

in professional development I also think we can't lose the hands-on experiential experience. Since we say that Continuing Education is our *raison d'être* let's put some money and time behind that and create the best professional development programs we can.

The last part of this talk will focus on the skills that I believe archivists don't always get from professional development programs that I think are musts for all professional archivists. For those of you that watched my presidential address you'll remember that I said, "I know it is important to think about how to acquire collections; to think about how to appraise, arrange and describe collections. It is especially important as we work with a variety of formats and with electronic records to figure out how to preserve and provide access, especially after certain formats are no longer supported. But we must think about more than the collection, the box, the folder, and the item." I still believe that.² And here are some of the things I think we need to think about and the skills we as archivists must have to succeed.

I had developed my own list but then I read what Donna McCrea said in her article on Leadership Skills for Archivists³. Though she said that these are leadership skills I think they are also important for everyone and I think they are not taught in most continuing education programs.

1. We should be self-aware and understand our strengths and weaknesses and seek out and be open to feedback from a variety of sources. I think the most important part of this statement is the second half... to seek out and be open to feedback from a variety of sources. We're bad at that. We talk to our friends and to our bosses but we need to move beyond that small group and ask others. Even ask those you disagree with or dislike for advice. They may give the best advice of all.

2. We should be able to see a broad systematic view and are able to look at issues and problems from a variety

of perspectives while staying focused on the larger picture. I remember an activity I participated in the LC Leadership Development Program. We'd had a rough couple of days and in this third activity we were asked to build a bridge from popsicle sticks. During the course of the activity one person was asked to change teams. I did. When I got to the other team they were wrestling with the fact that the design request had changed. Then one of the glue guns was taken away. The person who was the team lead threw a bit of a temper tantrum. I can't work like this he said. No job is like this. And then the penny dropped for me. I said to him, yes it is. We add and lose staff; we get unexpected changes and budget cuts. It's just like real life.

We should be able to handle ambiguity, complexity and change while dealing with long term strategies. Some of us are lousy at dealing with the unexpected. We've got to accept that change is a part of life.

3. We should be able to find connections between disparate ideas, reframe how people think about an issue, invite new collaborations and experiment and take risks.

4. We should be able to create teams, delegate work, manage conflict and motivate others.

5. We should be able to develop a rich diversity of relationships and inspire trust through integrity and competence.

6. We should be able to gather information from a variety of different sources including observation, feedback and experience.

7. We should be able to communicate effectively up, down or sideways.

In the book *Leading and Managing Archives and Records programs: Strategies for Success* Edie Hedlin said, "We archivists know what we do and why we do it. We understand the logic of our ways and the reasons for our methods and approaches. We understand the intended outcomes of

our labor. We know the value of the records we serve and the products we create. What we often seem not to know is how unclear this all is to non-archivists."⁴

One of my failings is that I do great jargon. However, my current job forces me to think about how I describe things. When I work with teachers and they want to use our collections I have to remind myself to slow down and provide simple descriptions of what one can find within a finding aid, why one handles a collection in a certain way and my personal favorite why every item doesn't have a Dewey Decimal number. Can you make using your collections seem more like an adventure and less like a nightmare?

What about talking to donors and others who could advocate for your collections? I was talking to SAA President Kathleen Roe about her recent request for quotes from patrons about the importance of archives. She said that she was overwhelmed with quotes from members about why they were archivists but only got four quotes from patrons talking about the importance of archives. She wondered why archivists were unwilling to reach out to patrons. I was too. Both Kathleen and I test as introverts (yes, in fact we both have the same Myers - Briggs type) and yet we are able to reach out and speak to people about archives. I wonder why others are not. We can't blame introversion. Here's a suggestion for my fellow introverts: Tuck the introvert away for an hour or two and chat with someone. But also know when you need to step away. At a certain point that introvert is like a dog and needs to go outside for a bit. And that's when you escape.

I think this problem with communication with patrons also affects our communication with one another. I think we have much to share with one another. And I think we have more in common than we think. Last year in the session on leaning in I talked about some of the issues I faced as an archivist who also happened

Continued on page 12 ▶

Welcome New Members!

JANUARY

Elizabeth Alleva *New York University*
Erin Allsop *Waldorf Astoria Hotel*
Thomas Barrick *Library of Congress*
F. Keith Bingham *Cheyney University of Pennsylvania*
Bryan Brown *University of Pittsburgh*
Christopher Carter *University of Maryland, College Park*
Laura Christiansen *Thomas Balch Library,
Town of Leesburg, VA*
Mary Alice Cicerale *Drew University Library and
The United Methodist Archives
and History Center*
Parker Hubbard Cohen
Kerrie Cotten Williams *DC Public Library*
Michelle Fitch *West Chester University*
Stacey Flatt *Schlesinger Library*
Tamara Kennelly *Virginia Tech*
Alexandra Lange *National Archives and
Records Administration*
Shannon McDonald *New York University*
Amanda McLellan *Longwood University*
Cheryl McMurtry *Vanderbilt School of Nursing*
Katelyn Quirin *University of Pittsburgh*
Jessica Ritchie *Old Dominion University*
Diane Russo *Girl Scouts of the USA*
India Spartz *Union College*
Hermann Teifer *Leo Baeck Institute*
Amber Thiele *National Archives and
Records Administration*
Rachel Van Unen *Mudd Library, Princeton University*

FEBRUARY

Alida Brady *Smithsonian American Art Museum*
James Brockman *ADBC Museum Education &
Research Center Inc.*
Anne DiFabio *HSBC*
Jessica DiSilvestro *Maryknoll Mission Archives*
Nicole Ferraiolo *CLIR*
Heather Glasby *NARA*
Patrick Hayes *Redemptorist Archives of the
Baltimore Province*
Stephanie Johnson *9/11 Memorial Museum*
Thomas Lee *Long Island Rail Road*
Mimi Lester *American Folk Art Museum*
Mark Maniak *New York State Archives*
Megan Massanelli *Heinz History Center*
Katherine Meyers *Intrepid Museum*
Ian Post *Pratt Institute*
Rachel Searcy *New York University*

Abi Simkovic *Union College*
Johnathan Thayer *Seamen's Church Institute and CUNY*
Linda Towne *U.S. Army Corps of Engineers
Norfolk District*

MARCH

Elizabeth Beckman *George Mason University*
Katie Daniels *Brooklyn Navy Yard
Development Corporation*
Jacqueline DiOrio *Marshall University*
Beth Fortson *NARA / SJSU*
Ann-Marie Gannon *Edgar Allan Poe Museum*
Margaret Graham *Legacy Center,
Drexel U College of Medicine*
Nicholas Hartley *Heinz History Center*
Nancy Kupferman *Queens College Graduate School of LIS*
Joanna Lamaida *Brooklyn Historical Society*
Vakil Smallen *George Washington University*
Madison Stubblefield *Preservation Technologies
The MediaPreserve*
Thomas White *Duquesne University*
Michael Wilson *Penn View Bible Institute*

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to be African American. Some people were in shock. And I think I may have also seen the dawning in some people's faces that we were more similar than different. I hope we find connection and begin to talk so that we can move forward.

And we can't move forward without sharing ideas, listening, discussing issues and compromising.

We are a group that values learning and knowledge. We have the hearts of historians and the organizational skills of librarians. We are leaders. We are a strong vital powerful group with great minds and passionate hearts. And we can move forward together to grow as professionals and as humans. Thank you for listening.

Endnotes

1. For information about the Coalition visit their website at <http://coalitiontoadvancelearning.org/>.
2. For those who want to see the presidential address you can find it at <http://www2.archivists.org/2014/presidential-address#VTEzG2NtkoM>
3. McCrea, Donna E. "Learning to Lead: Cultivating Leadership Skills," in "Leadership Skills for Archivists." *American Archivist* 74 (2011):102.
4. Hedlin, Edie. "Meeting Leadership Challenges: Lessons from Experience." In *Leading and Managing Archives and Records Programs: Strategies for Success*, edited by Bruce Dearstyne. New York: Neal-Schuman, 2008.

FINANCE UPDATE

The Mid-Atlantic-Regional Archives Conference had 1,111 dues-paying members as of March 2015.

277 members attended the joint spring meeting in Boston with the New England Archivists.

The Boston meeting had twenty-one vendors, four sponsors, and five advertisers, and MARAC granted twelve travel awards totaling \$3,150.

After paying the Boston bills jointly with the New England Archivists, and sponsoring the Friday reception, the balances remained healthy, as follows:

PNC Checking: \$26,564.86

PNC Savings: \$76,185.40

Vanguard: \$77,977.84

Other expenses, such as administrative costs, printing, and web services, were within budget guidelines.

The MARAC endowment has grown by \$630 in the last three months.

Please consider making a tax-deductible donation to MARAC's mission and programs. Donations as of February 2015 totaled \$2,761.

Disaster Relief Fund: \$884

Educational Endowment Fund: \$1,001

C. Herbert Finch Publication Award Fund: \$171

General Operating Fund: \$705

Watch this space, and the MARAC website, for more financial updates.

IMAGE CREDITS

Front Cover, Starting at top, clockwise

Harris & Ewing. *Sweet Briar College. May Day exercises.* Between 1905 and 1945. Glass negative. Library of Congress Prints and Photographs Division Washington, D.C. <http://www.loc.gov/>. Web 05 May 2015.

Harris & Ewing. [...] *War mothers placing wreaths on tomb of unknown soldier on Mother's Day. A touching scene at the tomb of America's Unknown soldier today, "Mother's Day" as members [...] the gold star mothers and American War [...] others passed thru a lane of white carnations to place wreaths at the bier of this unknown mother's son.* 1928 May 13. Glass negative. Library of Congress Prints and Photographs Division Washington, D.C. <http://www.loc.gov/>. Web 05 May 2015.

Detroit Publishing Co. [*New York, flower vendors, Easter display*]. c 1904. Glass negative. Library of Congress Prints and Photographs Division Washington, D.C. <http://www.loc.gov/>. Web 05 May 2015.

Back Cover, Left to right

[*May Day festivities at Forest Glen, Md.*]. c 1907. Cyanotype photographic print. Library of Congress Prints and Photographs Division Washington, D.C. <http://www.loc.gov/>. Web 05 May 2015.

Harris & Ewing. *Mrs. Peter Goelet Gerry, wife of the United States Senator and President of the Congressional Club, delivering the address of welcome to the American War Mothers and the Gold Star Mothers when they gathered at Arlington National Cemetery today, Mother's Day, to pay homage to America's Unknown Soldier, just back of Mrs. Gerry is Maj. Gen. and Mrs. Charles P.*

Summerall. 1928 May 13. Glass negative. Library of Congress Prints and Photographs Division Washington, D.C. <http://www.loc.gov/>. Web 05 May 2015. Division Washington, D.C. <http://www.loc.gov/>. Web 22 Jan. 2015.

Detroit Publishing Co. [*New York, flower vendors, Easter display*]. c 1904. Glass negative. Library of Congress Prints and Photographs Division Washington, D.C. <http://www.loc.gov/>. Web 05 May 2015.

**State and Local News can be found at the MARAC Blog—
<http://marac-blog.blogspot.com>**

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The Mid-Atlantic Archivist (MAA) is the quarterly newsletter of the Mid-Atlantic Regional Archives Conference (MARAC). MARAC membership includes interested individuals who live and work in Delaware, the District of Columbia, New Jersey, New York, Maryland, Pennsylvania, Virginia, and West Virginia. MARAC seeks to promote the professional welfare of its members; to effect cooperation among individuals concerned with the documentation of the human experience; to enhance the exchange of information among colleagues working in the immediate regional area; to improve the professional competence of archivists, curators of textual, audio-visual and related special research collections, and records managers; and to encourage professional involvement of those actively engaged in the acquisition, preservation, bibliographic control and use of all types of historical research materials.

Individual annual membership dues are \$35. The dues year runs from July 1 through June 30. Membership is not open to institutions, but institutions may purchase subscriptions to *MAA* at \$35 per year.

Membership applications should be addressed to:
MARAC Dickinson College, P.O. Box 1773, Carlisle, PA 17013;
Phone: (717) 713-9973; Email: administrator@marac.info.

Material for publication should be sent to Kathryn Puerini, AV Archives Manager, PETA Foundation, 501 Front St., Norfolk, VA 23510, 757-962-8257, kpuerini@yahoo.com.

Deadlines are March 1, June 1, September 1, and December 1.

Advertising rates and requirements may be obtained from Eric Fritzler, Archivist, UJA-Federation Archives Project, American Jewish Historical Society, 15 West 16th Street, New York, NY, 10011, 212-294-6162, eafritzler@ajhs.org.