2002

Entire Issue Volume 24, Number 1

Follow this and additional works at: <https://aquila.usm.edu/theprimarysource>

Part of the [Archival Science Commons](#)

Recommended Citation

(2002) "Entire Issue Volume 24, Number 1," *The Primary Source*: Vol. 24 : Iss. 1 , Article 9.

DOI: 10.18785/ps.2401.09

Available at: <https://aquila.usm.edu/theprimarysource/vol24/iss1/9>

This Complete Issue is brought to you for free and open access by The Aquila Digital Community. It has been accepted for inclusion in The Primary Source by an authorized editor of The Aquila Digital Community. For more information, please contact Joshua.Cromwell@usm.edu.

Volume 24

Number 1

The Primary Source

A Semiannual Publication of *The Society of Mississippi Archivists*

Vol. 24, No. 1

Summer 2002

The Primary Source

A Semiannual Publication of

The Society of Mississippi Archivists

IN THIS ISSUE:

Articles:

Finley, Melissa L.

To Temp or Not to Temp:

An Informal Opinion on Temporary Jobs 1

Piper, Craig

Mentoring Tips for the New Archivist:

A True Story 3

Johnston, Meredith

Experiences of a New University Archivist

in the Mississippi Delta 4

James, Russell D.

Record Keeper or Historian?

No, Cantadora! 7

Finley, Melissa L.

The "Re-" in Reprocessingl

Mueller, Lynne

The Genealogists and the Keepers of The Records:

A Fable 11

Preservation

Reports

9 RECEIVED

JUL 08 2002

11 McCAIN LIBRARY
12 AND ARCHIVES

15 RECEIVED

JUL 08 2002

U.S.M. LIBRARIES
SERIALS

Editorial Staff:

ISSN: 0741-6563

Irmgard H. Wolfe
Sandra Boyd
Dr. James H. Wolfe

USM Libraries
Mississippi Department of Archives and History
Dept. of Political Science, USM

SMA Officers and Directors:

President

Peggy Price, Special Collections Librarian, University of Southern Mississippi

**Vice-president/
President Elect**

Preston Everett, Audio-Visual Curator
Mississippi Department of Archives and History

**Secretary/
Treasurer**

Chris Cullnane, Librarian, Belhaven College, Jackson

Directors

Dr. Craig Piper, Congressional and Political Research Center at Mississippi State University
(2000-2002)

Gwendolyn Green, The Jefferson Davis Home and Presidential Library
(2000-2002)

Alma Fisher, Archivist, Tougaloo College, Jackson
(2001-2003)

Meredith Johnston, Delta State University Archives
(2001-2003)

<http://www.lib.usm.edu/~smainfo/>

To Temp or Not to Temp: An Informal Opinion on Temporary Jobs

by Melissa L. Finley
Project Archivist
Clemson University Libraries

Temporary or grant-funded positions are becoming an increasingly common and effective means of obtaining practical work experience for beginning archivists and librarians. For those new professionals considering limited-term jobs, there are several issues to explore before accepting such a position. Interestingly enough, most of the issues addressed below can be viewed as advantages or disadvantages, depending on perspective and approach. The thoughts and opinions expressed in this informal "case study" are based on my experiences in a temporary position and are intended solely as such.

I will use as an example my personal experience as a Project Archivist at Clemson University, so I offer a brief summary of the project. This three-year position was funded by a private bequest from a donor to the Clemson University Libraries in 1995 to reprocess the papers of James F. Byrnes, one of South Carolina's most prominent statesmen of the twentieth century. The large collection, which weighs in at approximately one hundred and thirty cubic feet of manuscript material, was received in several different accessions throughout the 1960's and 1970's. Each new accession was arranged and described differently than the previous one(s). Some of the smaller accessions received no description at all. However, because Byrnes was such an important political figure, the collection has been used heavily by researchers and scholars during the last thirty years, despite the disorder and its illogical organization. While this position involves several different components, including microfilming projects, digitization projects, and the planning and implementation of Encoded Archival Description (EAD), my primary responsibility as Project Archivist has been to reprocess the papers into one cohesive collection, thereby increasing the ease of use and access.

Overall, I would argue that a temporary job is a good way to begin a career and gain some solid "professional" experience. In most cases, the project will have been well planned and thought out by institution staff before the project employee is even hired, so the new hire should know exactly what is expected going into the situation. Theoretically, there should be no surprises, but this is unlikely. Any number of situations may arise that could not have been foreseen or planned. Such situations can be advantageous, as they might provide additional opportunities for experience or even highlight the employee's flexibility and adaptability to handling unexpected obstacles. For example, it was decided before I was hired that the Byrnes papers would serve as the "guinea pig" for the implementation of EAD at Clemson. I received the training necessary to lay the groundwork and establish a system for marking up our finding aids using EAD. But because we wanted to customize our finding aids to fit our needs, I willingly took on the responsibility of learning more about the infrastructure of EAD and its related technologies so that we would have more options available to us. I put forth this extra effort knowing that developing these valuable skills will be beneficial for me in the future.

On the other hand, unforeseen or unplanned circumstances may result in feeling pressured or obligated to take on extra duties that an employee may not be adequately prepared for or trained to complete. A project employee is hired for a specific task or series of tasks, and is only required to fulfill those original obligations. Accepting the challenge of additional responsibilities can be rewarding and beneficial, but only when all parties are in agreement and such tasks can be carried out sufficiently. In the Clemson example, an idea was proposed to write a grant that would provide more time and financial support to undertake a larger digitization project than the original project called for, and also for a two-year extension of my job. Upon reflection, I decided that lengthening my stay was not an option I wanted to pursue. I assisted with the authoring of the grant proposal, but made my intentions clear to my supervisor.

Another topic to consider is that of a terminal appointment. Temporary jobs have a definite ending

point, so project personnel are not usually faced with the "should I stay or should I go" scenario. When a temporary project concludes, it is over. Both parties have fulfilled their respective obligations, and any stress or anxiety that can accompany the tendering of a resignation is eliminated. And because an end date can usually be determined fairly easily, especially as a project starts to wrap up, time and energy can be allotted for the next job search.

The issue of commitment can be one of the stickiest related to temporary jobs. Accepting a terminal appointment implies a certain level of commitment on an employee's part. Project personnel are generally hired to complete a specific job that falls outside the time constraints or expertise of regular staff members. For these reasons, the project employee's service is invaluable for the completion of the project. But what if a better job comes along before the project is complete? Do you look out for your best interests, or do you honor your commitment? It is a tough decision to be faced with, but one that will likely crop up at some point.

In my case, commitment won over in the end. Since I have been at Clemson, I have noted several permanent job opportunities that have become available that I would have liked to explore--positions that I think would have been good moves for me professionally. But the timing was not right. I did not yet feel that the project was far enough along that I could leave without laying a heavy burden on my co-workers or causing any major setbacks. Only now, two years and two months into the project when things are starting to wind down and I can see the light at the end of the tunnel, do I even feel comfortable with the idea of pursuing other professional opportunities. Ideally, I would like to see the project through to its conclusion, but I am anxious to take the next step in my career and am now more willing to consider other opportunities.

Temporary jobs generally offer the chance to gain experience without some of the traditional expectations of permanent employees. Depending on how you look at it, this can be either beneficial or detrimental. Some new employees may welcome the prospect of focusing all their energies into learning the profession without being bogged down by meetings and committee work, while others may find a lack of activity a hindrance to their professional development. Furthermore, because of your "temporary" status, you may be left out of regular faculty or library activities, and possibly even undervalued by some colleagues.

Perhaps my biggest complaint with temporary status relates to this gray area of what is expected of me beyond my primary job responsibilities. I am classified as a "Visiting Assistant Librarian" with faculty status, but I am not on a tenure track. As a result of my unique situation, I am not expected to fulfill tenure criteria, namely research, academic achievement, professional involvement, and service. The conundrum is that I am evaluated based on these criteria, just like the regular members of the Library faculty. Because my evaluation depends on such criteria and because I hope to demonstrate to future employers that I can be successful in a tenure-track position, I chose to approach this job as if it were so. Most supervisors and administrators are supportive of this attitude, but it is a fine line to walk. I have to ensure that these "extra" activities do not interfere with my primary job responsibilities or hinder my professional effectiveness.

Beginning a career in a temporary position can be a very practical and effective way to get some solid experience under one's belt. There are numerous issues to take into consideration when thinking about such a situation -- many more than have been addressed in this precis. Faculty or non-faculty, tenure track or non-tenure track, permanent or temporary, every job comes with its own set of pluses and minuses. While there are aspects of my position that I do not like, there are still others that I would not change. What I have learned cannot be quantified and I have obtained invaluable experience that can only help me in my next job as an archivist.

Melissa Finley, a native of New Orleans, Louisiana, holds B.A. and M.A. degrees in History and a Master of Library and Information Science from the University of Southern Mississippi. She has been employed as a Project Archivist at Clemson University in South Carolina since 2000.

Mentoring Tips for the New Archivist: a True Story

By Craig Piper

Assistant Archivist

Mississippi State University Libraries

Our archival adventure begins as our hero, me, finds himself in need of a job between semesters during the summer of 1992 when I worked in Mississippi State University's Special Collections and University Archives. I went on to Vicksburg and Shiloh National Military Parks and worked on their archives from 1997-1999, and then honed my archival skills at the Mississippi Department of Archives and History from 1999-2000. I am now back at State and work in the library's Congressional and Political Research Center.

As the above vita indicates, I have the background and therefore the necessary experience that accompanies the lofty title of "Assistant Archivist" displayed just outside my office. I am by no means a "new" archivist—or so I thought. Even with my archival experience, I still had much to learn. Furthermore, I now had the added responsibilities of publishing and service to the library, university, community, and state. To make the situation even more intimidating, I still had to perform my primary task: the management of the massive congressional collections. In particular, I was assigned to manage the mammoth John C. Stennis Collection.

So there I was, facing a mass of materials and responsibility – a daunting situation. Did I panic? Did I think of "happy thoughts" to avoid the inevitable task ahead of me? No. Why? I had a mentor to guide me through the jungle of Mr. Stennis's 2,300 cubic feet of materials and all the other responsibilities. Dr. Michael B. Ballard, my boss/mentor, author, professor, archivist, would show me "the ropes."

The mentoring began immediately. After introductions to the library faculty and staff, my boss said, "I want you to go up stairs to the sixth stack tier and look over the Stennis Collection and see how we should organize it." Off I went, paper tablet and pencil in hand. I walked through the rows noting the *Public Series*, *Yellow Correspondence*, *Series 4: Department of Defense*, etc. I thought, "Okay we'll put this one here, but what about this one?" And so it went for the next two days. I looked, calculated, made computer charts, scratched my head, and shrugged my shoulders – I accomplished nothing.

On the third day, I approached my boss and said, "You know, Mike, the Stennis Collection is huge. I am having a hard time trying to figure out how to organize it — it's overwhelming." Mike, with a smile on his face, responded, "I know, that's why I had you up there looking around. I wanted you to get a feel for the job that is in front of you." Although it was a simple exercise, it served its purpose. The lesson learned here is that the new archivist must learn patience and persistence when tackling such a large collection. Plus, a collection the size of Stennis's is an ever evolving project that may or may not be not be completed in your lifetime.

With the first lesson learned, my mentor sat down with me and introduced me to another archival concept: priorities. In other words, what needs to be done immediately and what needs attention in the long term. In this case, the immediate goal was to organize the already cataloged Stennis Collection series from *Public* to *Series 58-Cards* for retrieval purposes. The long-term goals included preservation work, new folders and staple removal for the entire collection, and the reorganization of *Series 33-Legislation*.

Patience, organization, and teamwork are all valuable skills for new archivists to learn as they approach their work. But as my first year at the CPRC slowly turns into the second, I have realized that the mentorship of the new archivist goes beyond working with collections. Mentorship involves setting an example by showing up to work everyday and working the entire time. Mentorship is also teaching the aspiring archivist to work with other departments, patrons, and the outside world and how to conduct oneself at conferences and work with university leadership--the skills necessary to succeed in one's chosen profession. All of these qualities I have learned by observing my boss/mentor, Mike Ballard. I am still learning.

Dr. Craig Piper is Assistant Archivist at the Congressional and Political Research Center, University Libraries, Mississippi State University.

Experiences of a New University Archivist in the Mississippi Delta

by Meredith Johnston, University Archivist
Delta State University

This article is a brief account of my first two years as University Archivist at Delta State University. While I talk much about my experiences in the Mississippi Delta, I believe each new archivist who relocates for a job, can relate to the tasks of adjusting to a new living and working environment. This is meant to be a brief, light-hearted article that hopefully provides some practical information for those just beginning their career in the archival profession.

My first encounter with the Mississippi Delta was with a bright yellow crop duster that flew maybe 10 feet above my car. He came out of nowhere and swooped down to dust the cotton field on the other side of the road. It had been 40 miles since I turned off the interstate and so far all I had seen was a crop duster, flat land, maybe a dozen houses scattered here and there, flat land, farm equipment, and flat land. As I made my way down Highway 8, to my first full time position as an Archivist, I wondered where in world was Cleveland and where was the Mississippi River?

Before relocating to Cleveland, Mississippi, I had worked, lived and attended school in Mobile, Alabama, along the Gulf Coast. I had worked as a graduate assistant at the University of South Alabama Archives located in downtown Mobile. There we had prepared for hurricanes. When not at work, or studying you might find me walking along the beach, picking up shells, or riding my bike on Dauphin Island. In all honesty, the Mississippi Delta has been somewhat of a challenge for me to adjust to. The environment has not been the only adjustment for me. When I arrived at the Archives Building on The Delta State University campus in Cleveland, Mississippi, I arrived with excitement and numerous ideas. I thought I knew how an archives should operate. I had all of two years experience working as a graduate assistant at an archives and was two chapters away from finishing my MA thesis and graduating. Little did I know how much I had to learn. I quickly realized that each archives has its own set of priorities. Some archives emphasize public programming more than others, as where I am. This is primarily because the Archives Building also houses a museum. The museum necessitates exhibits and other public programming such as opening receptions, lectures on exhibit topics and public tours. The exhibits highlight archival collections as well as prompt townspeople to donate materials. However, exhibits require much preparation and consideration. They require publicity, if you intend for people to be aware of your exhibit and come view it. Most universities have an Office of Public Information or Media and Marketing Department that can assist you in issuing press releases to media outlets.

Press releases might spotlight not only upcoming exhibits but also recent acquisitions. This will help spark readers' interest in those Civil War letters or Congressman X's papers. This is exactly the response we received when we issued a press release on the recent donation of World War II diaries by a Delta veteran. They chronicle his journeys across the Atlantic as a naval reservist transporting supplies to allied nations. We put together a press release using quotes from the diaries and a photo of the veteran. Our Marketing and Media Relations director sent it out to various local newspapers. Pretty soon the archives began receiving phone calls from Delta residents inquiring about the diaries and telling us of their WWII letters and photographs. This is one way to acquire new collections, but another is to start accumulating names for a mailing list, schedule some public programs, print up some flyers and conduct a mail-out. Here at the Delta State Archives, brown bag lunches have proved to be a success. This format,

already in place when I arrived, works really well for us. Once a month we have a speaker present a talk on a subject, usually connected with our current exhibit. The archives provides beverages and cookies. This provides an educational lunch time experience for members of the audience, publicity for the archives, and also gives us a chance to meet potential donors. Several times someone has approached me after one of these programs and commented, "You know, I have some items you might be interested in."

When I began my position, I had no special training in public programming. There are many things I learned quickly- what dates and times work best in getting people to attend, what type of mail-out receives the most response and the best caterers to call. After a few programs you figure out a format that works best for you and your audience. Give yourself time to build relationships with members of the community. You are not going to gain their trust immediately and believe me, in a small town you must gain the trust of the community before they turn over their most treasured and valued possessions.

Managing the archives staff proved to be the next challenge. I am fortunate to have a full time archives assistant and several student workers, including one graduate assistant. The students proved to be the most challenging to manage. Training student workers can be frustrating. They have their minds on many things- the paper due this week, the exam tomorrow and the party this weekend. School, rightfully so, should be their priority. It's tricky to stress to them how their job at the archives is a "real" job and how you depend on them, while at the same time letting them know you want to work with them and their schedules, understanding that sometimes they need a day or two off during finals to study. I have found that you must do your hiring carefully. Explain to the students up front your expectations of them and what the job requires. Also, try to recruit from departments you think might have students who are actually interested in archival work. History is an obvious choice but other humanities disciplines might have interested students. Sometimes, though, you get a hodge-podge of majors.

Maybe I'm the eternal optimist, but I believe that if someone actually enjoys their work they will take pride in it and the work will be high quality. How do you get a pre-med, accounting and flight management student excited about archival work? I decided to let the students tell me what they enjoyed doing. At any archives there is usually a backlog of things to do, whether it is processing a collection, transcribing oral histories, handling a reference request, or helping put together an exhibit. Of course, there are always those tasks that have to be done, but for long-term projects I like to have them working on something they halfway enjoy. I also like to give each student more than one project to work on. This helps keep them from slipping into boredom.

Another thing that has proved successful is having the students write an article for a newsletter we produce in-house called, *Inside the Archives*. They love writing about the collections they are working on. One student wrote about an oral history interview she had transcribed concerning crop dusting, another wrote about a 1940 campus handbook he found while rehousing some older university records, and another about the history of campus buildings. He had been gathering information about the DSU campus for our vertical file. If you can get the student workers actually interested in their work the battle is half won. However, you are always going to have those student workers who really are not that enthused about archival work. You do the best you can.

A good staff definitely helps in managing the work load, but from day one I realized that I would not be able to process collections and handle reference requests all day long. I would have to delegate many of these responsibilities. When I received my archival training they never told me I would have to manage a budget, justify expenditures, prepare annual reports, purchase supplies, and take care of a plethora of basic office tasks. These things were supposed to magically come together and already be prepared right?! Wrong. Thankfully I have, as my boss, a wonderful Director of Library Services who reminds me that the annual report was due two weeks ago. I also have an archives assistant who takes care of many basic office management tasks. Although, we both have to know how everything works in case one of us is out of the office.

I came to another realization one summer evening when I stopped by the Archives. I noticed hundreds of crickets surrounding the building. They attempted to enter as I opened the door. Suddenly I realized I had to deal with pest-control, or insect management as I call it. Someone suggested I turn off

the lights surrounding the building. That helped a great deal. The next year it was grasshoppers. I thought they only stayed in the grass. "Why do they want inside the archives building?!" I thought to myself. Again, we turned off the lights. By this time I was wondering what was coming next. This year I believe it will be frogs. I have already noticed a sudden rise in the population.

There is no academic program or course work offered that could completely prepare you for the real archival world. You are always learning and will have to keep up with new technological innovations. Professional workshops are a great way to learn these skills. Keep up with your readings- don't stop once you graduate. You have to keep up with what other archives are doing, who has collections similar to yours, how other archives are mounting their finding aides on the web etc.

Besides reading and attending workshops another source of help I have found is from "the folks back home," people I had worked with and who had taught me what I knew. It is very reassuring to hear a kind voice on the phone and receive encouragement. So don't feel bad about calling someone and asking for advice, after all you are just starting out in this field, and you don't know everything.

Get involved with state archival organizations. This is especially helpful if you are a lone arranger and are in a rural area or small town. They may be your only contact with other archivists (a.k.a. those who speak your lingo). It's wonderful to have others around you who get excited about the same things you do.

Well, I have been an archivist now for two years at Delta State. I did finish my MA thesis and I've also discovered a future dissertation topic among the collections at the DSU archives. By now, I'm accustomed to the onslaught of mosquitoes and other insects during the summer, used to the mud which strangely enough resembles my mother's desert "Mississippi Mud," and yes, I have grown accustomed to the roar of a crop duster and hardly even notice when he flies a few feet above my vehicle. Now this area seems quite interesting to me and sometimes on Saturday mornings my dog, Edison, and I ride around in search of new and interesting areas of the Mississippi Delta. I did find the Mississippi River. However, I had to climb a tower at a nearby park to see it over the levee. There it was almost a mile away. Someone quickly pointed out that sometimes you could not reach the tower due to the River. I was glad it was a mile away the day I visited the park.

Meredith Johnston is currently University Archivist at Delta State University.
She holds an MA in History from the University of South Alabama.

Record Keeper or Historian?

No, Cantadora!

by Russell D. James, MA

Ancient philosophers desired an education of mathematics, natural philosophy, the grammatical arts, music, rhetoric, and the aesthetic arts. Medieval men grouped these as the seven liberal arts and added theology to the mix. Modern scholars call this classical studies, adding the languages of the ancient philosophers—Latin, Greek, and Hebrew. Few students of today are given a chance at studying the classics. I was one of these, though my thirst for knowledge led me to study the liberal arts against the background of classical studies.

While the Mediterranean peoples were perfecting what a person should learn, the Celtic druids and later the Celtic Christians contemplated the process of education and called it a journey. My journey has taken me from political theory to law to psychotherapy and finally to history. Looking back at my archival education, I see it began early.

Twentieth century professionals argued over whether their particular field of study was a science or an art. Modernists preferred science, romanticists and post-modernists fancied art. Archivists, arguably one of the most noble old professions, have had the same debate. As a philosopher-at-heart, I have always seen myself as an artist who unfortunately must be scientific. This approach to life has helped me in my journey toward my archival career.

I am not a collector. Sure, I have a few collections lying around the house, but for the most part, letting stuff just sit and not be used is greed in my eyes. I prefer to gather possessions that will be used, not just by me but others, as well. This makes me, I think well-suited to being an archivist.

From the age of fifteen, I wanted to pursue a noble calling, enter a profession that gave back as much to the community as it took. I decided to become a lawyer. From this age until I entered law school at the age of twenty-five, everything I did was part of a grand plan to become the most chivalric and most gentlemanly attorney ever. Little did I know how much I would dislike, no hate, law school! So I took on another challenge.

I had always liked people and decided I would make a great counselor. But after a year and a half of learning that myself and my classmates—not to mention my teachers—were all crazy, I left that career path behind. But something saved me and led me to where I am today.

For five and a half years of college, a year of law school, and one and a half years as a counselor-in-training, I had worked in college and university libraries. While between schools I had done my duty as the interlibrary loan librarian in my small hometown public library in Colorado. When counseling became too much, I gave up half way through my final semester, faking my way through to the end. But I had solace in my library job, which took on an added meaning. I was sent upstairs to a dark, dreaded room called the "Archives." My task was to spend three months cleaning, sorting, filing, boxing, inventorying, and making the place look like a professional repository of past knowledge, a far cry from the storage room I found when I first opened the door and saw boxes and boxes and stacks of papers and ephemera from floor to ceiling, with only little paths through the mess to get to the rare book collection, which was used once in a blue moon.

So I spent the three months doing what an archivist does, without knowing I was doing what I was supposed to. I paid attention to original order, I recorded provenance when it was available, and I made finding aids that today surprise me for their thoroughness. But I learned then that I possessed natural gifts and had garnered certain necessary archival skills from my years in education. I was an organized person, in my daily life, my home, and my work. My love for history and rarity was unsurpassed in anyone I had ever known. I understood different types of scholarship because I had been exposed to many in my own journey through the maze of academe. Finally, I had a respect for the junk of others, considering it all to be treasure in my keeping. Then and there I made a promise to myself to one day be an archivist. I left counseling school and spent thirteen months finding the right place to get the graduate degree required for my entrance into the noble profession.

Family circumstances dictated a move to Florida, over one thousand miles from home. I entered a university to study public history, as I had seen other universities with such programs that offered courses in archival studies and management, preservation, and the like. I wanted the experience gained in on-site study with the discipline of a history degree. But the public history program was not an archivist-friendly one, so I made the move to "conventional" history, the history of Herodotus and Hegel and Turner.

But I still required an archival education. I took a directed study course in archival studies with a man to whom I owe a great deal. William Dean DeBolt taught me that being an archivist is not like being a librarian. A book is not a thing to slap a call number on and put on a shelf for people to take off the shelf and read. A book is a living thing, a creation of someone whose mind was sharp (or not) and who added to the compendium of knowledge of the human race. At the table across from this giant of archival learning I found the art coupled with science I had been looking for all my life. I trained under DeBolt for a few months and then moved on.

One tenet in the DeBolt Curriculum is community outreach. I may have taken this farther than my mentor wished by giving lectures and presentations to every group who will risk having me do so and teaching workshops to beginning genealogists, training them to think like an historian (question, question, question!) and keep records like an archivist (living records, not pieces of paper). Genealogists are an archivist's main constituency and they cannot know how to think and act unless we teach them. My graduate program did not require an internship, but I did one anyway. Through working for Dr. Michael Thomason and Elisa Baldwin of the University of South Alabama archives, I came into contact with a group of people who will always be in my thoughts and prayers, learning that the archival profession is not a group of isolated men and women who come together only annually to discuss what they have learned, found, and written, but instead a team of players in a repository, a city, a state, a nation, and a world working together to bring history alive and preserve what is really important—the stories of yesterday.

Archivists as protectors. A novel concept except when one thinks of the patron saint of archivists (for us Catholic archivists, anyway)—Saint Lawrence, Deacon and Martyr of Rome. He refused to give up the sacred books of Scripture in his safekeeping, so he was placed on a large sheet of metal and roasted alive. All of us hope our fate is not so dramatic and painful, but we, too, protect the possession that is most dear to the human race—knowledge of the past. Dean DeBolt taught me that an archivist and a librarian are two different animals. He meant in the ways each keeps and organizes records. I took this a step further, however.

While searching the world wide web one late night, I came across a word that gave meaning to my chosen profession and to myself. The word is "cantadora," Latin for "keeper of the stories." Archivists are just this—cantadora. We don't store records or just keep them safe, we make them available to scholars (and others) who will share with us the living history told in the stories each record has to tell us. We are cantadorum, the keepers of the stories.

This one word sums up all that I have been searching for and have found in my journey toward becoming an archivist. Archival studies and management is an art form that combines the science of record keeping with the aesthetics of story telling. I have found my home.

Sadly, at the writing of this article I have discovered that to become an academic archivist and be competitive in the job market, one must possess not only a graduate degree in history and a lot of training, but a second graduate degree in library science. I enter a new road on my career journey, from one of artful storytelling to one of scientific record keeping. The two roads—art and science—will merge, however, and I will carry on the time-honored profession of archivist.

Russell D. James, a native of Colorado, received his master of arts in history from the University of West Florida. He is trained as an archivist and is a genealogy educator. He has published many articles in historical and genealogical journals. As owner of the Cantadora Press, he publishes history master's theses, family histories, and historical resources of Santa Rosa County, Florida. Books can be ordered from Cantadora Press, 5406 Persimmon Hollow Rd., Milton, FL 32583-6700.

The "Re-" in Reprocessing

by Melissa L. Finley, Project Archivist
Clemson University Libraries

Who knew a simple prefix could make such a difference? When I initially accepted a position at Clemson University to reprocess the James F. Byrnes papers, I thought, "process...reprocess...what's the difference, really?" The collection consists of about a hundred and thirty cubic feet of manuscript material, and I thought I would be doing the same old arranging I had been trained to do, just on a much larger scale. However, after a closer examination of the collection, apprehension and even dread slowly began to set in. This was much more than just a simple arrangement project.

James F. Byrnes was one of the most important and influential political figures of the twentieth century. He is one of few statesmen to have served in all three branches of the Federal government, as a US Representative, a US Senator, a US Supreme Court Justice, Director of War Mobilization during World War II, US Secretary of State, and finally as Governor of South Carolina. He also served as a Life Trustee of Clemson University, which resulted in the donation of his papers to the University Libraries. Clemson received the Byrnes papers in several different accessions during the 1960's and 1970's, none of which were processed similarly or integrated in with the others. The first accession was indexed using a card catalog system and no folder numbers. The second (and largest) accession was described using a continuous folder number schema, resulting in a list of over 1200 numbered folders. And the remaining smaller accessions received no description at all. So not only were the descriptions different, but there existed no logical arrangement of materials. Only staff members familiar with the collection could make heads or tails of it, which caused much frustration among users. But because of Byrnes' illustrious and distinguished political career, his papers are a rich resource for scholars of domestic and foreign policy, and researchers had no choice but to plow through them in their illogical state. As a result, the papers have been heavily cited according to the existing "arrangement."

The abundance of references to the papers proved to be quite a challenge when I began to reprocess the collection. Rearrangement becomes difficult if the collection has been heavily used and cited according to its original organization. Many researchers request materials by asking for or providing a description of specific documents. In this case, the requested materials can usually be located fairly quickly (made easier as a result of reprocessing efforts) and everyone is happy. But all too frequently, we get the researcher who has gleaned bibliographic information from a reference source and requests a certain folder number or title. However, because the collection has been rearranged, folders have likely been assigned new numbers and/or titles. For small collections, a simple cross-reference list of the old and new numbers/titles will usually provide the best solution. But when dealing with larger collections, this task can be quite cumbersome.

The maintenance or cross-reference of the original organization can be complicated, but it is necessary. And it can be relatively painless if there is no change other than a new number or title assigned to a folder. But it can get pretty sticky when rearrangement requires splitting up the contents of a folder. Now you, the archivist, are faced with more than just a basic number-to-number or title-to-title list. Assume, for example, that you go through the contents of a folder labeled "miscellaneous" and determine that the five documents in the folder each belong in different folders. You now have to keep track of the five new folders that contain materials from the original miscellaneous folder, as well as any other materials that belong in the five new folders. This can obviously become very complex and convoluted the deeper you go, but if the collection has been used frequently and referenced according to its previous organization and you are committed to providing the best description for your users, you do not have many alternatives.

The problem of maintaining a record of the original organization poses other problems. For instance, if a folder's contents remain intact, it is just a matter of keeping track of both the old and new folder numbers. But what do you do with the folder that contains a conglomeration of materials that do not exactly fit together? Although it may make better sense to split these items up into different folders to fit the new arrangement scheme, it adds that additional level of cross-referencing mentioned previously. Because of this "Catch 22" situation, you may just have to leave some folders "as is", despite the illogical placement. As a result, you may not have as much control over the arrangement as you would for a collection you processed from scratch. Giving up this level of control is rather frustrating when you are committed to providing your users with a well-organized collection of papers.

The discussion of organization leads to another major issue to consider--provenance. It can sometimes be difficult to decipher original organization from the work of previous processors and archival staff, so trying to determine provenance can be tricky. Take, for example, the token folder of random miscellany that raises any number of questions about its creation. Was it compiled by the collection's creator, or is it the work of archival staff who could not find a better solution? First instinct may suggest that such a folder was put together by the creator, because surely a fellow processor would not have put together such a random assortment of documents. But the fact alone that the collection requires "RE"-processing may be indicative of unsatisfactory processing the first time around. Provenance itself is a sticky subject, considering the ever-present and ongoing argument in the archival profession of remaining true to original order versus arranging materials to provide better access to the papers. Whichever side of the fence you choose to sit on, it is still the archivist's responsibility to determine and define the provenance as clearly as possible.

The issue of access must also be addressed. While reprocessing a collection, do you close the entire collection? Do you just close the parts/series you are currently working on? Or do you keep it open throughout the duration of the project? Depending on the size and the condition of the collection, reprocessing could take anywhere from a few months to several years. Restricting access to an important and heavily used collection is not practical, especially for an extended period of a time, and would undoubtedly hinder research and scholarship. Therefore, accommodating the needs of users should be a high priority.

In order to assist researchers in using the collection in its "in-process" state, it may be necessary to keep a "running" finding aid. Users will need an updated container list that describes where materials are while they are being reprocessed. Under regular circumstances, a finding aid is usually written once a collection has been completely arranged and processed. But in the case of reprocessing a collection that is used frequently, materials are constantly being moved from one box or folder to another. Therefore, it is essential to maintain a record of where documents are so that they can be easily located and retrieved should a researcher request them. This requires consistent and ongoing revision of the finding aid or container list, which in turn requires more time.

Furthermore, since space is a premium at most institutions, many of us are faced with space constraints and limited processing areas. Reprocessing can require even more space because materials may be pulled from several different places within the collection. How do you handle a request for materials that are currently spread out all over the place or temporarily housed in multiple locations? Many institutions do not provide access to unprocessed collections, so requests for research are limited. But a collection that has been previously available for research, especially for a number of years, will likely continue to attract scholars. It is the institution's responsibility to make available to potential users information about the reprocessing of the collection, either via a website, through mailings, or through any other public access points. In most cases, a serious researcher will make his/her plans known to an archives before visiting, which gives staff time to prepare the materials for research beforehand.

We are all familiar with the issues involved in processing manuscript collections and archives. But without the benefit of reprocessing experience when I accepted this position, I did not foresee any significant differences between processing and reprocessing a collection. But as outlined above, there

were several key factors that I had not planned for -- factors requiring more time and effort than was originally anticipated. Nevertheless, reprocessing a collection to increase the use and ease of access is worth the time and effort, despite any additional tasks and obstacles, if the collection is an important part of the institution's holdings and is regularly sought out by researchers.

The Genealogists And The Keepers of The Records: a Fable
by Dr. Lynne Mueller, Mississippiana/Rare Books Librarian,
Special Collections, Mississippi State University Libraries

Part 1

Once upon a time (as all good fables should begin), there was a tribe of people called the Genealogists. They were good people and tried to emulate their ancestors. They pursued many occupations, but all were dedicated to finding out and publishing the Great Deeds of their ancestors. They were happy in their mission (except when they found out bad things about their ancestors). Some were beginners and didn't know what to do, but others, who had been seeking out the Great Deeds of the ancestors for a long time, helped them.

Eventually, the Genealogists discovered another tribe, the Keepers of the Records. There were several different kinds of Keepers of the Records. Some were called Librarians and only kept copies of the records. They, too, sometimes helped the beginner Genealogists learn about the Great Deeds of the ancestors. Some Keepers of the Records were called Archivists and kept original records. Some were called Court Clerks and kept very specialized records. Actually, the Genealogists probably discovered the Keepers of the Records a long time ago, because some Keepers of the Records were half-Genealogists. These half-Genealogist-Keepers of the Records were always friendly to the Genealogists, and they usually invited the Genealogists in to see the Records.

The Keepers of the Records had to deal with many other tribes as well, including the Historians, the Serious Researchers in many other fields, the Administrators, the Tax-Payers, and even the Lawyers! All of these tribes made many demands on the Keepers of the Records, and the Keepers often felt harassed. Some decided they really didn't need to deal with the Genealogists, who probably were not Serious Researchers in any field anyway. This caused some Genealogists to change their name to Family Historians, in hopes that they would be seen as more serious by the Keepers of the Records. What the Keepers of the Records forgot was that the Genealogists had other pursuits and other friends, including the Administrators and the Tax-Payers who paid the bills.

Moral of the first part of the story: Keepers of the Records should remember that all the tribes make demands on them, and all of the tribes can be their allies if treated properly. The Genealogists have learned what the records can do for them and have very good reason to demand that the Administrators and the Tax-Payers continue to support the Keepers of the Records. The Keepers of the Records need to see that the Genealogists never forget that.

Part 2

One day, a small dark cloud appeared on the horizon. At first it was very far away, but as it approached it grew larger very rapidly. The cloud was called the Computer. At first, everyone feared the cloud, because no one knew what it would bring. In fact, at first it usually just brought snarled-up bills. In time, some of the people in the many tribes began to see the light reflected off the cloud and decided that the Computer might be just what they needed. The Keepers of the Records saw the Computer as their savior: it could index the Records; it could keep copies of the Records. Why, it could even create the Records! Of course, that presented a different set of problems, but that's a different fable.

The Genealogists took to the Computer slowly. A few forward-thinking Genealogists realized that they might keep the Great Deeds of their ancestors on the Computer. Then they found out that the Keepers of the Records were indexing the Records, and they could find out what Records the Keepers had. When everyone began sending each other messages through the Computer, the Genealogists discovered that they could find long-lost cousins and share the Great Deeds of the ancestors.

When the Genealogists found out that the Keepers of the Records were actually keeping copies of the Records on the Computer, they were overjoyed. Now they could see the records without ever bothering the Keepers of the Records, and they knew that would please the most harassed of the Keepers. Some Genealogists became so enamored of the Computer that they never again visited the Keepers of the Records. The Genealogists and the Keepers of the Records both suffered. The Genealogists now praised the virtues of the Computer, forgetting that the Keepers still had the Records, never understanding that the Record and its copy are not always the same, never knowing that some Records might not be in the Computer. The Genealogists no longer saw the need to support the Keepers of the Records, who had not always wholeheartedly accepted the Genealogists, and the Keepers were the losers there.

Moral of the last part of the story: the Computer is a wonderful tool for both the Keepers of the Records and for the Genealogists, but it is only a tool. The Genealogists still need to see the real Records, and the Keepers of the Records still need to teach the Genealogists that the real Records exist. If they only work together, each can make the other's work easier.

Dr. Lynne Mueller is the Mississippiana/Rare Books Librarian in Special Collections at Mississippi State University Libraries where she has worked for over 20 years. She is a native of Alabama and earned her PhD in history as well as her MLS at the University of Alabama.

Preservin' the South

Preservation News by Christine Wiseman

Education Officer,

SOLINET Preservation Field Services

cwiseman@solinet.net.

NEW REGIONAL ART CONSERVATION CENTER

The Williamstown Art Conservation Center is collaborating with the High Museum of Art to establish the Atlanta Art Conservation Center (AACC), the first regional conservation center in the Southeast. The AACC will specialize in treatment of paintings, furniture, decorative objects, sculpture, frames, and art on paper. See www.rap-arcc.org under "what's new" for the full press release.

NEW ONLINE CONSERVATION REFERRAL SERVICE

The American Institute for Conservation's guide to Conservation Services is now online at <http://aic.stanford.edu>. Included are helpful tips on working with a conservator, and a searchable feature that allows anyone seeking conservation services to find established conservators in their geographic area.

IRRADIATED MAIL

The Smithsonian Institution Smithsonian Center for Materials Research and Education (SCMRE) has issued a report on the affect of irradiation on materials, including materials of cellulosic composition. This may impact libraries sending collection items through the mail in the light of recent increased screening and irradiation for anthrax. The full report can be found at http://www.si.edu/scmre/mail_irradiation.html.

PRESERVATION MICROFILM RECORDS ON THE WEB

The microfilm records of the libraries participating in SOLINET's Cooperative Preservation Microfilming Projects (CPMP1 - CPMP5) are almost all now accessible and linked through the SOLINET website. By following a few easy steps, users and researchers can search the topics alphabetically to find out what has been filmed and which institution holds the microfilm. Please note that, because CPMP5 is currently in progress, those libraries may not yet display records. Search options and instructions head up the listing, at www.solinet.net/presvtn/micro/search.htm.

2002 HURRICANE SEASON PREDICTIONS: THE CALM BEFORE THE STORM?

By Tina Mason, SOLINET

Ongoing climate anomalies, above-average sea temperatures and below-average trade winds, combined with a weakened El Nino have lead forecasters predict a near-normal to slightly above normal activity for the upcoming hurricane season. Experts predict that the 2002 Atlantic hurricane season is likely to include nine to thirteen named storms (average is 9.3), six to eight hurricanes (average is 5.7) and two to three intense hurricanes (average is 2.2), defined as Saffir-Simpson category 3, 4 or 5 with winds above 110 mph. The number ranges reflect larger uncertainty when no El Nino or La Nina is present. Analyzing historical data, experts noted that similar seasons have averaged two hurricanes hitting the US coastline and one to two in the Caribbean Region. Even though the season should be near-normal to slightly above normal, experts caution that the nation's most damaging hurricane, Andrew in 1992, occurred during a season with below normal activity.

Hurricane season begins June 1st and runs to November 30. It is time again to update, or develop in some cases, your institution's disaster plan. Most hurricanes are formed in August and September; however, experts predict that this season will see hurricane formation earlier than usual. Now is the time to inventory and replenish disaster supplies, update emergency phone lists, review recovery procedures, trim trees and remove loose debris around the perimeter of your building, and verify contact information for outside disaster recovery services.

The Southeast has experienced significant storm damage in the past several years. Four of 1998's ten hurricanes impacted the Southeast: Earl, Bonnie, Georges, and Mitch. Georges was ranked by the Federal Emergency Management Agency (FEMA) as the costliest hurricane to date, causing \$2.5 billion in damage. In 1999 there were 8 Atlantic hurricanes, Floyd, which caused severe flooding in North Carolina, was the 4th costliest hurricane. The 2000 season was relatively active with 8 named hurricanes; however, none made landfall or caused significant flooding or damage. Although no hurricanes hit the US coast during the 2001 season, Tropical Storm Allison went on record as the costliest tropical storm ever to hit the US causing \$5 billion in damages in Texas and Louisiana.

The safety of an institution's staff and patrons is of paramount importance before, during, and after a disaster. Build ample time into your disaster plan for staff to prepare the building and collections, keeping in mind that they will need time to protect personal property and possessions in the event of an evacuation.

Preparation and preparedness is the key to survival and protection of library and archival collections in the event of a hurricane. Although damage cannot be entirely prevented, it can be mitigated by preparedness. The potential for damage to library and archival collections is directly related to the construction of the building housing the collections. A structural engineer or architect can advise on building improvements such as roof bracing or installation of hurricane shutters to make a building more resistant to storm damage.

Since hurricanes usually approach with several days warning, an institution can stage its preparedness activities according to the level of warning. For example, when a hurricane watch is announced you have approximately 36 hours notice. At this time begin to brief employees, contact outside contractors and local freezer services, and identify shelters. When the announcement is elevated to a warning (hurricane is possible within 24 hours) the more labor-intensive precautions should be undertaken such as installing shutters, removing loose objects from building grounds, and covering and moving collections. These measures of protection will be impossible to implement in such a short period of time without advance planning. For more detailed information about what to do before, during, and after a storm see the excerpt from Mike Trinkley's *Hurricane! Surviving the Big One* on the SOLINET website

<http://www.solinet.net/preservation/preservation_home.cfm>. Click on *Disaster Mitigation and Recovery Resources*, and scroll down to *Publications*.

In order to facilitate preparations the following websites may be of assistance:

Colorado State University, Department of Atmospheric Science <typhoon.atmos.colostate.edu>

Federal Emergency Management Agency <www.fema.gov>

National Hurricane Center <www.nhc.noaa.gov>

National Task Force on Emergency Response <www.heritagepreservation.org/PROGRAMS/taskfer.htm>

SOLINET Preservation Services <www.solinet.net/preservation/preservation_home.cfm>

Weather Underground <www.wunderground.com/tropical/>

DISASTER WHEEL NOW AVAILABLE IN SPANISH

Just in time for the 2002 hurricane season, the Spanish-language version of the Emergency Response and Salvage Wheel is now available. The Wheel is one of the most recognizable tools for use in disaster planning in libraries and cultural institutions. A number of free Spanish wheels are available on request for non-profit institutions. It is also available for purchase for \$10.95 (\$6.95 for nonprofits and government agencies). For order forms or more information call 1-888-979-2233 or email: Taskforce@heritagepreservation.org.

AASLH WORKSHOPS

The American Association for State and Local History recently received an IMLS grant for the project *Archival Basics Continuing Education* to develop online and on-site basic archival training targeted at the non-traditional archivist. A one-day workshop is being designed as a model so that various groups and organizations can provide the course with minimal preparation and adjustment. AASLH is looking for potential host sites for the ten pilot workshops slated to be held starting in the Fall 2002. For more information contact Terry Davis at davis@aaslh.org or (615) 320-3203.

HERITAGE PRESERVATION PUBLICATION ABOUT SEPTEMBER 11TH

Heritage Preservation, one of the nation's leading advocates for the protection of cultural property, has just released *Cataclysm and Challenge*, the results of the first comprehensive study on the impact of September 11, 2001 on our nation's cultural heritage. The publication reports the results of a survey of 122 museums, libraries and archives in lower Manhattan following the September terrorist attacks. The survey included questions related to disaster preparedness and recovery that reveals significant information that should aid in protecting cultural collections from future disasters. For more information, and a pdf version of the entire report, see www.heritagepreservation.org.

Reports

THE FORTY-THIRD RARE BOOKS AND MANUSCRIPTS SECTION PRECONFERENCE

NEW OCCASIONS, NEW DUTIES: CHANGING ROLES AND EXPECTATIONS IN SPECIAL COLLECTIONS

ALA CONFERENCE, ATLANTA

June 11-14, Atlanta, GA

Reported by Peggy M. Price, Special Collections Librarian, McCain Library & Archives,
USM

The 2002 RBMS Preconference took place in Atlanta, GA at the delightful Georgian Terrace hotel, site of the *Gone With the Wind* premier party. One might have expected a Southern, or at least regional theme, but such was not the case. "New Occasions, New Duties: Changing Roles and Expectations in Special Collections" attempted to capture shifts in the collection, preservation, and use of primary source materials and rare books.

Plenaries, seminars and short papers were held on site at the hotel, and at Emory University.

Every year, RBMS kicks off with a slate of tours, followed by an opening reception. The Atlanta area offered a choice of visits to: the Auburn Avenue Research Library, the Williams American Museum of Papermaking, the Special Collections Departments of the University of Georgia or the Georgia Institute of Technology.

Plenary sessions were both amusing and thought provoking. Carla J. Stoffle, Dean of Libraries and Center for Creative Photography at the University of Arizona Library initiated the preconference with a talk on economics and Special Collections. Other plenaries introduced topics on library education, African American materials, and Holocaust denial.

Seminars covered themes ranging from new reader services, offsite storage, teaching history of the book, cataloging, and collecting rare Afro-Americana. Other seminars included: using digital collections for K-12 audiences, the RBMS nonmember survey, and the poetry portal at Emory University.

A number of participants offered short papers on timely and important issues. Institutional collaboration, changing approaches to instruction and access, metadata, cataloging, and integrating special collections into the modern curricula were discussed.

One of the many highlights of the Atlanta preconference was the opportunity to spend quite a bit of time on the Emory University campus and at the Robert W. Woodruff Library, where the Special Collections Department graciously welcomed RBMS participants and installed the exhibit, *Reporting Civil Rights: Media and the Movement in Atlanta* especially for the occasion. Special Collections staff members were happy to share forms, policies, and philosophies with inquisitive colleagues, and were instrumental in facilitating comfortable, pleasant, and chaos-free local arrangements.

Robert L. Byrd, Director of the Rare Book, Manuscript, and Special Collections Library at Duke University, delivered the closing plenary address. Mr. Byrd's comments referenced an ARL symposium on Special Collections held in June of last year, where special collections administrators were invited to attend with their deans in order to discuss "the future of special collections in research libraries."

An ARL Task Force on Special Collections grew out of the 2001 symposium, and task force members formed the panel for the closing session of the RBMS preconference.

The Task Force was asked to develop an action plan to:

Enhance access to collections and backlogs, surface "hidden collections." Advocate for and administer funding for projects, and collaborate with RBMS to develop and endorse guidelines for what constitutes adequate access.

Coordinate planning for collecting 19th and 20th century materials and those in new formats.

Coordinate information sharing regarding digitization efforts.

Define core competencies among special collection librarians and create training opportunities.

Promote special collections as fundamental to the mission of the research library.

Gather data on special collections operations.

Incorporate some of these issues into agendas of RBMS, SAA, and other ARL standing committees (especially the Access Committee but also possibly Preservation, Scholarly Communication, Statistics & Measurement, Copyright, and Diversity).*

**ARL Task Force on Special Collections*

November 2001

<http://www.arl.org/collect/spcoll/tforce/charge.html>

The closing day was, by far, the most significant and informative time spent at RBMS in Atlanta. For those of us who were unaware of ARL's recent devotion of energies toward Special Collections, hearing about the "action agenda" from representatives of the committee was downright inspirational. Clearly, the nations leading institutions are recognizing the value of their archives and special collections departments in the 21st century library, and acknowledging the need for more definition, leadership, and communication both within the field and for our respective administrators, patrons and donors. For more information on the ARL Special Collections Task Force <http://www.arl.org/collect/spcoll/>

THE CAMPBELL CENTER FOR HISTORIC PRESERVATION STUDIES

Reported by Diane DeCesare Ross, Digitization Librarian, McCain Library & Archives, University of Southern Mississippi

Nestled in the idyllic community of Mount Carroll, Illinois, the Campbell Center for Historic Preservation Studies has been providing continuing education opportunities for cultural heritage professionals for nearly a quarter of a century. Classes are small and intense, taught by well-qualified people working in the field, and structured to include lectures, discussions, and hands-on experiences.

For example, a 3-day introductory course in August 2001 on the care of photographic collections was taught by Gary Albright, a photographic conservator for the Eastman House in Rochester, New York. The twelve students were from libraries and museums all over the country. Lectures were interesting and informative, focusing on the properties of various photographic materials, the effects of environmental conditions on them, and proper care for their preservation. Discussions grew out of personal experiences with collection issues, and often spilled over into shared breakfasts and lunches in the cafeteria. Time in the laboratory included microscopic examinations of different types of photographs to identify the photographic processes used.

If the current course catalog is any indication, other classes should be just as intellectually stimulating. Core curricula for several types of collections are offered: historical, natural sciences, and archaeological and ethnographic. More specific introductory and advanced topics include historic structures, ceramics and glass, masonry, furniture, books, works of art on paper, textiles, plastics, plaster, and wooden artifacts. There are also workshops in photographic documentation and digital imaging, packing and shipping, grant writing, emergency preparedness, exhibit design, book repair, and matting. The list of 2002 instructors consists of an impressive group of conservators and other professionals from the United States and Canada.

Course fees vary, but most range between \$500 and \$700 and include a private room in a dorm, as well as breakfast and lunch each day. Scholarships are available for some classes. For more information, see the Campbell Center website at <http://www.campbellcenter.org>.

WILL D. CAMPBELL

a man of the word

preacher writer speaker

The University of Southern Mississippi
Libraries' Special Collections presents
a virtual exhibit based on the Will D.
Campbell collection held at the McCain
Library & Archives.

Visit Online @

<http://www.lib.usm.edu/~spcol/campbell>

USM

Call for Papers

The editors of The Primary Source are seeking articles and reviews for upcoming issues of the journal. Submit articles etc. in hard copy and diskette form or as e-mail attachments in WordPerfect (5.0 +) or Microsoft Word (3.1 +).

Please address questions about submitting articles and other materials to be published to

either:
Irmgard Wolfe
University of Southern Mississippi
Box 5053
Hattiesburg, MS 39406-5053
Phone: (601) 266-6394
Fax: (601) 266-6033
e-mail: irmgard.wolfe@usm.edu

or
Sandra Boyd
Mississippi Department of Archives and
History
P.O. Box 571
Jackson, MS 39201
Phone: (601) 359-6889
Fax: (601) 359-6964
e-mail: sboyd@mdah.state.ms.us

Membership Application

Name: _____

Address: _____

Phone: _____

E-mail: _____

Please send check and this application to:

Membership Categories:

Student:	\$ 5.00
Individual	\$10.00
Institutional	\$20.00
Patron	\$25.00
	and more

Membership Chairman
Society of Mississippi Archivists
P.O Box 1151
Jackson, MS 39215-1151