

Long Island University
Palmer School of Library and Information Science
LIS 657
Introduction to Preservation

Fall 2016

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Course Description

An introduction to the principles and practices of library and archives preservation, including examination of the composition of paper, book, and non-book materials; agents that contribute to deterioration; current methods for preventing and remediating deterioration, including environmental controls, disaster planning and recovery, binding, digitization and other reformatting technologies, collection maintenance and rehousing; ensuring long-term access to electronic content; and the management of preservation efforts, including preservation assessment and decision-making; and the standards and professional ethics that support them.

Course Objectives

- To understand key concepts and terms in preservation, including the major causes of deterioration of library and archival materials in analog and electronic formats.
- To build a conceptual framework for considering the range of issues involved in planning for and carrying out preservation activities.
- To recognize and appreciate preservation as one of the central functions in libraries and archives, and to explore the relationships between preservation and other library functions.
- To become familiar with and evaluate print and online information sources on preservation.

Student Learning Objectives

·Utilize a broad range of systems and technologies to manage and deliver information. Students will be evaluated on:

- The written assignments, which require them to apply information from class sessions and readings to solve case studies of real-world preservation situations.
- The assigned readings, which students are expected to discuss in class.

Contact Information

Feel free to contact me at eh2124@columbia.edu
My work phone number is 212-854-1336

Course blog: There is a simple blog set up for this course which can be found after August 15
<http://wp.me/P2qo06-2>

The syllabus is posted there, along with links to all required readings. All non-copyrighted material from Powerpoint slides is also posted.

Course Requirements and Grading

There will be no final exam, but there will be a required weekly blog discussion, four short in-class exercises, a brief media presentation, and a final paper (see below). Class grades will be based on participation in classroom and blog discussions, in-class presentations, and the final project. Weekly assignments and the presentations will be given equal weight. The final project will be worth twice as much.

Attendance and participation: 60%

Written assignments and presentations: 40%

Per requirements of the Palmer school, distribution of time spent on this class is listed below:
152 hours of assignments and activities calculated as follows:

Assignment or Activity	Hours
Classtime (4 weeks at 360 minutes per class)	26
Assigned readings (4 weeks @ 10 hours/week)	40
Class blog; required weekly discussion on reading and/or class content (4 weeks @ 1.5 hour/week)	6
Short paper: Media preservation	20
Final Paper: 10-12 page research paper	60
TOTAL	152

Course Readings

No up to date textbook on preservation is currently in print. Many of our basic readings will come from the Northeast Document Conservation Center's online course, Preservation 101, at <http://unfacilitated.preservation101.org/loggedin.asp>.

Class discussion via blogging

Because of our limited time in the classroom, we are supplementing our class discussion with a blog. Each student is to contribute weekly to the class blog. A space will be provided each week for students to discuss assigned readings and/or online viewings for that week. *Please make sure that your contributed content is focused only on the content for that week.* It is fine (and encouraged) to respond to one another's comments online and our discussions will be followed up in our face to face Saturday classes.

Posts will be graded as follows:

- Each post should be around 100-200 words, but you can go higher than that if you make every effort to be concise.
- Grammar, spelling, and writing skill *will* be a consideration for grading. Consider this a professional project and use the same care as you would with any other academic or professional endeavor
- When sources are quoted or referred to, they need to be cited. This does not have to be a formal footnote, but the author and the source where you found it should be referred to somewhere in your posting.
- Relevance to the topic at hand will also be graded as will the content of your post. Posts must consist of more than statements of liking or disliking an article or point of view. Rather, opinions must be backed up with facts and/or data
- Of course, all postings must be respectful, cordial and appropriate without exception

Media Presentation:

Short Paper: Each student will be randomly assigned a media type for which they should answer the questions that follow. Due Sept 24.

Each paper should be 2-3 pages long. Your sources must be cited in a consistent style. I recommend using the outline format below in order to keep it brief and organized. You should be able to find information on all the materials through the readings on the syllabus, but I encourage you to try to find other sources as well and include them.

- **Final Paper: Complete a Partial Preservation Assessment on a Library or Archive: Due October 31, 2016**
 1. Choose a library to conduct a preservation assessment. If you are currently working in a library, I would recommend that you choose that one, since you have access to more information about it. If not, you may choose another library (you are allowed to estimate on statistics, etc. if necessary for this exercise, but should try to answer most the questions as accurately as possible) – *your choice of library/archive will be due on or before September 24 class*

2. Identify the library's name, the type of library it is (public, academic, etc), whom it serves, and the type of collections it houses. If it has a preservation department, describe it briefly.
3. Go to: <http://www.nedcc.org/resources/downloads/apnssg.pdf>
4. Fill out the "General Building Worksheet", the "Worksheet for Mixed Collections", and another specific collection worksheet of your choice (pdf files).
5. On a separate sheet make recommendations for improvements or changes based upon your findings, or, if you find that no changes are necessary, support that with your findings.

Selected On-Line Resources

(URLS verified in August 2016)

AIC (American Institute for Conservation of Historic and Artistic Works)

<http://www.conservation-us.org>

In addition to information for professional conservators, includes brochures for the general public on caring for books, photographs, and other objects, and a service to locate professional conservators by specialty and by geographic location.

AMIA (Association of Moving Image Archivists) <http://www.amianet.org>

A non-profit professional association established to advance the field of moving image archiving by fostering cooperation among individuals and organizations concerned with the acquisition, description, preservation, exhibition and use of moving image materials.

CCI (Canadian Conservation Institution) http://www.cci-icc.gc.ca/main_e.aspx

Among other resources, home of BCIN, the Bibliographic Database of the Conservation Information Network, the Web's most complete freely available bibliographic resource for the conservation, preservation and restoration of cultural property, at http://www.bcin.ca/English/home_english.html

CoOL (Conservation On-Line) <http://cool.conservation-us.org/>

Devoted to all aspects of preservation and conservation of library, archival, and museum materials. Includes full-text and links to other resources and organizations; organized by topic. A source of disaster response information. Includes links to many online preservation and conservation-related dictionaries, encyclopedias, and other resources at <http://palimpsest.stanford.edu/lex> Also home to Conservation DistList, a moderated list dealing with conservation and preservation. ConsDist archives can be searched on CoOL.

CLIR (Council on Library and Information Resources) <http://www.clir.org>

CLIR's goal is helping to ensuring that information resources needed by scholars, students, and the public are available for future generations. They publish reports and provide links to discussions of preservation, electronic resources, scholarly information, and digital libraries.

Digital Curation Centre <http://www.dcc.ac.uk/>

A UK-based center to support expertise and practice in data curation and digital preservation

across communities of practice.

IASA (International Association of Sound and Audiovisual Archives)

<http://www.iasa-web.org/>

IASA functions as a medium for international co-operation between archives that preserve recorded sound and audiovisual documents. It produces standards for preservation activities.

ICA (International Council on Archives) Photographic and Audiovisual Archives Working Group

<http://www.ica.org/5074/about-photographic-and-audiovisual-archives-group/about-photographic-and-audiovisual-archives-working-group.html>

Provides useful links and bibliographies.

IFLA (International Federation of Library Associations) Preservation and Conservation Section

<http://www.ifla.org/preservation-and-conservation>

The Section is concerned with the preservation of the world's documentary heritage and provides a forum for exchange, development and dissemination of knowledge and experience dealing with theories, policies and practices for the preservation of all recorded knowledge, regardless of the storage medium. See in particular *First Do No Harm: Register of Standards, Codes of Practice, Guidelines ... Relating to Preservation and Conservation*, 2005, at

<http://www.ifla.org/VII/s19/pubs/first-do-no-harm.pdf>

IPI (Image Permanence Institute) <http://www.imagepermanenceinstitute.org>

IPI is a university-based, nonprofit research laboratory devoted to scientific research in the preservation of visual and other forms of recorded information. Areas of interest are research on the stability of information media, environmental monitoring and standards, standards for imaging media preservation, and training of photograph conservators.

Library of Congress:

- Preservation Directorate <http://lcweb.loc.gov/preserv>
- Digital library collections and programs <http://www.loc.gov/library/libarch-digital.html>
- Digital Preservation <http://www.digitalpreservation.gov>.
- Federal Agencies Digitization Guidelines Initiative (FADGI) <http://www.digitizationguidelines.gov/>
- NDSA (National Digital Stewardship Alliance)
A collaboration among government, academic, and business organizations to preserve the distributed national digital collections <http://www.digitalpreservation.gov/ndsa>

NEDCC (Northeast Document Conservation Center) <http://www.nedcc.org>

NEDCC is the largest nonprofit regional conservation center in the United States. As well as providing disaster recovery assistance, surveys and conservation and reformatting services, it carries on extensive educational activities and provides useful publications online.

Class 1; Part 1 (10:00-11:30am) Sept 10, 2016 Introduction to Preservation

- Definitions, purposes, elements of preservation.
- Qualities of original materials.

Readings for Class 1, Part 1:

Northeast Document Conservation Center. Preservation 101. Take a brief look at this online course. We will be utilizing it throughout the semester.

<https://www.nedcc.org/preservation101/welcome>

Wikipedia. *Preservation (Library and Archival Science)*. Read through the entire entry for this and it will give you a good introduction to what we will be covering in the course.

[https://en.wikipedia.org/wiki/Preservation_\(library_and_archival_science\)](https://en.wikipedia.org/wiki/Preservation_(library_and_archival_science))

Meyer, Lars. 2009. *Safeguarding Collections at the Dawn of the 21st Century: Describing Roles & Measuring Contemporary Preservation Activities in ARL Libraries*

Read through to p. 27.

<http://www.arl.org/storage/documents/publications/safeguarding-collections.pdf>

Modern Language Association. 2003. *Statement on the significance of primary records*

http://www.mla.org/primary_records1

Class 1, Part 2 (11:30-2:30pm) (with a break at 12:30) Sept 10, 2016 Paper, Books, and Binding

- History of paper manufacturing; rag, wood pulp, and machine paper.
- Paper permanence and durability; acidic and acid-free paper.
- Deacidification of acidic paper.
- Library standards.
- Parts of the book; book construction.
- Library binding.
- In class exercise

Readings for Class 1, Part 2:

Permanence of paper for publications and documents in libraries and archives. ANSI/NISO Z39.48 1992 (R2002). Go to <http://www.niso.org/kst/reports/standards/Z39-48-1992R2002.pdf> and search for this item, click on View Details, and then on the link at Final Document (PDF)

Northeast Document Conservation Center. Preservation 101, Session 2, Deterioration of Paper Collections (2006). Read the sections on “Basic Concepts and Inherent Vice (Materials)” <http://unfacilitated.preservation101.org/session2/index.asp>

Merrill-Oldham, Jan and Paul Parisi. 2008. *Guide to the Library Binding Standard*. <https://bomi.memberclicks.net/standards>

Class 1, Part 3 (2:30-4:00pm) Sept 10, 2016 Environmental Controls and Housing

- Environmental controls: temperature, humidity, light, pollution.
- Housing and protective enclosures.

Northeast Document Conservation Center. Preservation 101, Session 2. The Building and Environment. Read all sections

<https://www.nedcc.org/preservation101/session-2>

Northeast Document Conservation Center. Preservation Leaflets. Read all leaflets in Section 2: The Environment <http://www.nedcc.org/free-resources/preservation-leaflets/overview>

“Integrated Pest Management.” NEDCC Leaflet 3:10.

<https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.10-integrated-pest-management>

Assignment Due on Sept 24:

Each student will be randomly assigned a media type for which they should answer the questions that follow.

Each paper should be 2-3 pages long. Your sources must be cited – I am not choosy about the citation style, just be sure to be consistent. I recommend using the outline format below in order to keep it brief and organized. You should be able to find information on all the materials through the readings on the syllabus, but I encourage you to try to find other sources as well and include them.

1. Give a general description of the media (dates, used, date when obsolete, if applicable) as well as how to identify it.
2. How does one play it? (if applicable) For photographs, what technology/methods were used to produce?
3. What are the materials from which it is composed?
4. What are the possible effects of:
 - a. Temperature
 - b. Humidity
 - c. Light
 - d. Air pollution/dust
 - e. Poor handling
5. Name the three biggest risks for damage of this media
6. Name three important preservation strategies or considerations for this media

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1. Audio cylinders (ie, wax cylinders)
 2. CDs
 3. Microgroove discs (LPs)
 4. Replicated coarse groove discs
(shellacs)
 5. Instantaneous discs
(recording/acetate)
 6. Acetate audiotape
 7. Nitrate film
 8. Polyester audiotape (open reel)
 9. Wire recordings
 10. Cassette tapes
 11. Digital audiotape (DAT)
 12. Daguerrotypes
 13. Collodion negatives (glassplate)
 14. Video cassettes (VHS)

Class 2, Part 1 (9:30-12:30pm) Sept 17, 2016 Audio-Visual and Electronic Materials

- Construction and causes of deterioration of photographic media, phonographic disks, magnetic media, and optical media.
- Issues relating to preservation of digital information.
- Media papers due

Readings for Class 2, Part 1

Edmondson, Ray. 2004. *Audiovisual archiving: philosophy and principles*
Ch. 5 Preservation, pp. 44-51, <http://unesdoc.unesco.org/images/0013/001364/136477e.pdf>

Clarke, Susie and Franziska Frey. 2003. *Care of photographs*, Ch. 2-3, pp. 7-25
<http://www.ica.org/?lid=5735&bid=744>

Schuller, Dietrich. 2008 *Audio and video carriers*.
http://www.tape-online.net/docs/audio_and_video_carriers.pdf

Film preservation guide, Chp. 2 Understanding film and how it decays, pp. 6-18.
<http://www.filmpreservation.org>
(click on Preservation Basics, then Film Preservation Guide)

NEDCC. *Understanding IRENE*.
<https://www.nedcc.org/audio-preservation/understanding-irene>

Cowen, Ron. "Ghostly Voices From Thomas Edison's Dolls Can Now Be Heard" *New York Times*. May 4, 2015.
<http://www.nytimes.com/2015/05/05/science/thomas-edison-talking-dolls-recordings.html>

Also (this isn't an assignment, just something fun): On the Film Preservation site, you can stream full length films. I recommend "Walk -- You Walk!" from 1912. The story is fun and you'll also see what nitrate damage does to the quality of a film. Here's the link:
<http://www.filmpreservation.org/preserved-films/screening-room/walk-you-walk-1912> (Links to an external site.)

In class exercise:

Split into groups of 3-4 (different groups than the first time!):

1. Read the HVAC report from a Columbia branch library.
 2. See how many problems you can identify. List them and suggest solutions to each one. Some solutions to the problems could be very expensive. Suggest alternatives that could be followed in case budgets are limited.
- Construction and causes of deterioration of photographic media, phonographic disks, magnetic media, and optical media.
 - Issues relating to preservation of digital information.
 - Media papers due

Class 2, Part 2 (1-2:30pm) Sept 17, 2016 Handling, Security, Disaster Preparedness

- Proper care and handling of books and other library materials.
- Issues relating to security.
- Nature of library disasters.
- Planning for disaster prevention.
- In class exercise

Northeast Document Conservation Center. Preservation 101, Session 7, Disaster Planning. Read all sections. <http://unfacilitated.preservation101.org/session7/index.asp>

Techsoup Disaster Recovery Guide (go about halfway down the webpage to find the pdf for this. It's 77 pages long – just skim through it to get an idea of what a technology disaster plan is):

<http://www.webjunction.org/content/dam/WebJunction/Documents/webjunction/techsoup-disaster-recovery-guide.pdf>

Required viewing: Restoration of Books:

http://www.youtube.com/watch?feature=player_detailpage&v=Ip6698z_QmY

Midafternoon film festival (popcorn included): Care and handling

Class 2, Part 3 (2:30-4:00pm) September 17, 2016 Conservation

- Construction and causes of deterioration of photographic media, phonographic disks, magnetic media, and optical media.
- Issues relating to preservation of digital information.
- Media presentations

Readings for Class 2, Part 3:

Northeast Document Conservation Center. Preservation 101, Session 3, Part 3 Conservation Treatment. <https://www.nedcc.org/preservation101/session-3/3conservation-treatment>

Sturman, Shelley G., Martin Burke, Doris A. Hamburg. 2000 Guidelines for selecting a conservator.

<http://www.conservation-us.org/about-conservation/how-to-choose#.Ux3agXe2yuM>

American Institute for Conservation. 1998. Code of ethics and guidelines for practice.

<http://www.conservation-us.org/about-us/core-documents/code-of-ethics#.Ux3aO3e2yuM>

National Park Service. 2012. NPS Museum Handbook, Part I (2012)

Conservation Treatment. Read all, paying particular attention to sample treatment reports at the end <http://www.nps.gov/history/museum/publications/mhi/Chap8.pdf>

In class exercise:

Split into groups of 3-4 in order to develop and present a preservation plan for a hypothetical special collection including audio and moving image materials (described in the handout) including:

1. A description of the materials (AV and others) that make up the collection.
2. An explanation of how each media type might have been affected by the environment in which it was previously stored (including temperature, humidity, light, and air pollution).
3. Your recommendations for correct storage in future, and any treatment that may be needed to correct problems.

Class 3 Part 1 11-2:30 (with a break) Sept 24, 2016 Preservation Reformatting

- Nature of copying and retention of the original.
- Copyright issues for preservation.
- Reformatting technologies: microfilming, photocopying, digitization.
- Project management and vendor relations.

Readings for Class 3 Part I:

Abby Smith. 2001. The Evidence in hand: The report of the Task Force on the Artifact in Library Collections, pp. 8-16 (Ch. 2 Artifact in question).

<http://www.clir.org/pubs/abstract/pub103abst.html>

NEDCC Preservation 101, Session 7, Read entire Preservation Reformatting Section (7):

<https://www.nedcc.org/preservation101/session-7>

Columbia University Libraries, Copyright Advisory Office. Copyright Basics. Read through entire section, including the links at the bottom of the page <https://copyright.columbia.edu/basics.html>

Association for Recorded Sound Collections, Technical Committee. 2009. Preservation of Archival Sound Recordings http://www.arsc-audio.org/pdf/ARSCTC_preservation.pdf

Federal Agencies Digitization Initiative Still Image Working Group. *Technical Guidelines for Digitizing Cultural Heritage Materials: Creation of Raster Image Master Files.*

<http://www.digitizationguidelines.gov/guidelines/digitize-technical.html>

Click on pdf and read: I. Introduction, IV. Digitization Specifications for Record Types, V. File Format Comparison, VI. Metadata, VII. Storage Recommendations, VIII. Quality Management.

Science and Technology Council of the Academy of Motion Picture Arts and Sciences. 2007. The Digital Dilemma.

You need to register for a free download: <http://www.oscars.org/science-technology/council/projects/digitaldilemma/register.php>

Read Executive Summary; Ch 2, Archiving; Ch 3, Transition to Digital; Ch 5, Archiving in the Changing Environment; Ch 8, Consensus

Mid-afternoon film festival (popcorn included): Digital Preservation

Class 3 Part 2 (2:30-4:15pm) and Class 4 Part 1 (9:30-1pm) Sept 24-Oct 1, 2016
Preservation of Digital Resources

- Preservation of digital resources
- Importance of metadata for preservation of electronic resources.
- Digital repositories
- Preservation of ejournals, websites, etc.

Readings for digital preservation:

Definitions of Digital Preservation.

<http://www.ala.org/ala/mgrps/divs/alcts/resources/preserv/defdigpres0408.cfm>

United Press International. (2013) *Researchers say valuable scientific data disappearing at alarming rate.* <http://upi.com/2621969>

Cornell University Library. Digital preservation management tutorial, Read through all sections. You do not need to do the exercises. <http://www.icpsr.umich.edu/dpm/dpm-eng/contents.html>

Digital Curation Centre. What is Digital Curation?

<http://www.dcc.ac.uk/about/what/>

Digital Curation Centre. DCC Curation Lifecycle Model.

<http://www.dcc.ac.uk/docs/publications/DCCLifecycle.pdf>

Neil Beagrie. 2006, "Digital Curation for Science, Digital Libraries, and Individuals." International Journal of Digital Curation. pp. 3-16.

<http://ijdc.net/index.php/ijdc/article/view/6/0>

Library of Congress. 2008. PREMIS Introduction and Supporting Documentation. Read pp. 1- 11 of the Introduction and the Glossary, pp. 209-212.

<http://www.loc.gov/standards/premis/v2/premis-report-2-0.pdf>

Caplan, Priscilla. 2009. "Understanding PREMIS." Library of Congress.

<http://www.loc.gov/standards/premis/understanding-premis.pdf>

Research Libraries Group. 2002. Trusted digital repositories: An RLG-OCLC report. Ch. 1-3 (pp. 5-31). <http://www.oclc.org/programs/ourwork/past/trustedrep/repositories.pdf>

Center for Research Libraries. 2007. Trustworthy Repositories Audit and Certification (TRAC). Read Introduction and Appendix 1 (Glossary). Skim the rest, noting the three categories to be measured by the tool <http://www.crl.edu/content.asp?11=13&12=58&13=162&14=91>

Day, Michael. 2008. "Toward Distributed Infrastructures for Digital Preservation: The Roles of Collaboration and Trust." International Journal of Digital Curation.

<http://www.ijdc.net/index.php/ijdc/article/view/60>

Lavoie, Brian. January 2004. The Open Archival Information System Model: Introductory Guide. DPC Technology Watch Series Report 0401, http://www.dpconline.org/docs/lavoie_OAIS.pdf

Minor, D., D. Sutton, A. Kozbial, M. Burek, M. Smorul. (2010) "Chronopolis Digital Preservation Network" *The International Journal Of Digital Curation*. <http://www.ijdc.net/index.php/ijdc/article/view/150>

Collaborative Electronic Records Project (Smithsonian Institution Archives and Rockefeller Archive Center). Read through documentation. Downloading the software is not necessary! <http://siarchives.si.edu/ceerp/parserdownload.htm>

Prom, Christopher. 2011. *Preserving Email*. DPC Technology Watch Report 11-01. Digital Preservation Coalition. <http://www.dpconline.org/publications/technology-watch-reports>

British Library. *Web Archiving*. Accessed 11/20/2014. <http://www.bl.uk/aboutus/stratpolprog/digi/webarch/>

In class exercise: You will be randomly assigned one of the long term digital repositories just discussed to review.

1. Briefly describe what you think would constitute the OAIS roles for this repository:
 - SIPS
 - AIPS
 - DIPS
 - Producer
 - Consumer
2. Can you find any information about how ingest occurs and what, if anything, is done to the SIP upon ingestion?
3. Include any other information you think is important to know about this repository.

Class 4, Part 2 (1:30-3pm) Oct 1, 2016 Preservation Assessment, Surveys, & Planning

- Elements of preservation programs.
- Institutional assessments.
- Condition surveys.
- Developing a preservation plan based on the surveys.
- Preservation policies.

Readings for Class 7, Part 1:

NEDCC Preservation 101, Introduction to Preservation, section on Assessing Collections
http://unfacilitated.preservation101.org/session1/prac_assessing.asp

NEDCC Preservation Leaflet 1.2. Preservation Assessment and Planning.
<https://www.nedcc.org/free-resources/preservation-leaflets/1.-planning-and-prioritizing/1.2-preservation-assessment-and-planning>

NEDCC. Preservation 101. Session 9: Building a Preservation Program
<https://www.nedcc.org/preservation101/session-9>

Blue Ribbon Task Force (2010). “Sustainable Economics for a Digital Planet: Ensuring Long-Term Access to Digital Information.” Final Report of the Blue Ribbon Task Force on Sustainable Digital Preservation and Access <http://brtf.sdsc.edu/>
Just skim this publication

In class exercise. Split into groups of 3-4:

1. Your group will be given two books that differ in their physical condition and are in need of different sorts of preservation treatment and a brief description of the type of library they are from.
2. For each book make your best guess on whether it is heavily, moderately, or little used; and its relevance to the mission of the library (based upon the type of library) and to the library users. Describe the most appropriate treatment for each book, and why. Treatments can include anything we’ve discussed this semester, including binding, repair, boxing, creating a new copy by one of the technologies we’ve discussed, replacement, or discarding without replacement. Your choices of treatments should be based on the mission of the library, the type of use the books have had and are likely to have in future, the type of damage they have suffered, and whether the paper is brittle.
4. Each group will present their findings to the class

Class 4, Part 3 (3-4:15pm) June 21, 2014 Selection for Preservation and Wrap Up

- Making preservation decisions.
- Criteria for preservation selection.
- Preservation of the original/preservation of content.

Readings for Class 4, Part 3:

Schonfeld, Roger. 2009 What to Withdraw: Print Collections Management in the Wake of Digitization. <http://www.sr.ithaka.org/research-publications/what-withdraw-print-collections-management-wake-digitization>

Leslie Johnston. 2008 Principles and Activities of Digital Curation for Developing Successful and Sustainable Repositories. In Katherine Skinner and Martin Halbert, eds. *Strategies for Sustaining Digital Libraries* (Emory University, 2008). Read this article only – p. 84-94 <http://webarchives.cdlib.org/sw1pn8zr7w/http://www.metascholar.org/publications/StrategiesforSustainingDigitalLibraries.pdf>

Michael Buckland. 1992. *Redesigning Library Services: A Manifesto*. Chicago: ALA,. Read Chapter 6: Collections Reconsidered <http://sunsite.berkeley.edu/Literature/Library/Redesigning/html.html>

NEDCC Preservation 101, Introduction to Preservation, section on Selection for Preservation <https://www.nedcc.org/preservation101/session-9/9selection-for-preservation>

