



Archives & Records
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Archives for Education & Learning Special Issue



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Archives For Education and Learning Cover Images:

An image from the Medieval Realms Education Pack: the procession of the Knights of Bath. Document Source: Finch Hatton 17(13), Northamptonshire County Council Record Office
Freemasons of St David's Lodge, No. 384, Bangor, Wales, c.1926-1927. © Copyright, and reproduced by permission, of the Library and Museum of Freemasonry 2011
Young carers show their finished designs. By courtesy of Essex County Council
Secondary 1 pupils during their Armistice Day visit to the Shetland Museum and Archives.
Photograph: Brian Smith

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EDITORIAL

Welcome to April's issue of ARC.

It's officially spring, and after a long, cold winter, many of us are emerging from the basement to find warmer weather, but also some storm clouds in the form of budget cuts. It is more important now than ever for archives to prove that we have an immense amount to offer and that we are a valuable educational resource for schools, colleges and the wider community. This month's Archives for Education and Learning focus shows that archivists are rising to the challenge and are coming up with new and exciting ways to encourage young people to engage with archives. From graffiti to virtual classrooms, poetry to 'speed dating', there is plenty here to inspire you. Our thanks go to Alison Diamond for co-ordinating the articles.

In February, Hammersmith & Fulham announced it was to lose its two professional archivists, with volunteers taking on much of their workload. Do we need to work harder to prove the worth of archivists as well as archives? This month, our anonymous correspondent looks at the state of the profession. Are we just "High-Minded Underachievers"? Or "the most important people in the world"? Is ours a "true and vital profession"? Let us know your thoughts.

Enjoy the spring and a very Happy Easter to you all.

**Ceri Forster, Richard Wragg, Rachel Freeman,
Rose Roberto and Gary Collins**

ARC EDITOR REQUIRED

We need your help! We have a vacancy on the ARC Editorial Board, if you would be interested in joining our team to help edit, develop and commission copy for ARC then please contact John Chambers on: john.chambers@archives.org.uk

DISCLAIMER

The Archives & Records Association (UK and Ireland) cannot accept responsibility for views expressed by individual contributors to ARC Magazine. It is a medium for informing members of news, information and ideas relevant to the profession, including archive conservation. It is not an official guide to procedures, concepts, materials or products.

Association News



A word from John Chambers, Chief Executive of the Association

We will shortly be meeting with George MacKenzie, Keeper of the Records of Scotland, and then with David Craig, Director of the National Archives of Ireland, and Aileen McLintock, Director of PRONI, to ensure our focus remains on the whole of the UK and the Republic of Ireland.

A new Toolkit and new Best Practice Guide have been launched following funding by our Research and Development Fund.

Cloud Computing Toolkit - Guidance For Outsourcing Information Storage To The Cloud and the accompanying *Storing Information in the Cloud Project Report*

The Archives and Records Association (ARA) has a long tradition of supporting professionals in the recordkeeping sector with professional support in the form of best practice guidelines, research articles and quality training events. As part of this aim to provide timely advice on emerging professional issues, the ARA funded a small research project to investigate the management, operational and technical issues surrounding the storage of information in the cloud. The aim of the project was to develop a toolkit that can assist information professionals in assessing the risks and benefits of outsourcing information storage and processing to the cloud. The purpose of this toolkit is to guide information professionals in assessing cloud computing services for information use and storage and in developing a cloud computing strategy and specific cloud service requirements for their organisations. Both are available at www.archives.org.uk/ara-in-action/best-practice-guidelines.html

Volunteering In Collections Care Best Practice Guide 2011 by Helen Lindsay and a research report to accompany the Best Practice Guide

Conservators and collections managers are being encouraged to become more visible to the outside world, to actively position conservation services closer to the centre of their organisation and prevent them being seen as peripheral 'add on' activities. In addition, it is increasingly important for conservation to reach out and make more contact with the public in order to become more visible. Working with volunteers can provide many opportunities in which to explore the public benefits of conservation for the service, the individual volunteer and the wider community. Both the Best Practice Guide and accompanying report are available at www.archives.org.uk/ara-in-action/best-practice-guidelines.html

CILIP are once more offering Association members CILIP member rates for two eCopyright *Executive Briefings 2011*. The events will take place on:

- Tuesday 19 April 2011, CILIP London
- Thursday 19 May, Radisson Edwardian, Manchester

For full details of the events please visit www.cilip.org.uk/ecopyright2011/pages/default.aspx which gives detailed information of the programme and speakers involved.

The UK wide responsibilities for the Libraries Archives and Information Sectors part of the former Lifelong Learning UK sector skills council will transfer to another sector skills council, LSIS, for one year. This effectively means LSIS are babysitting it for one year as there are only two projects ongoing which are UK wide. By the time the year is up I think the landscape for sector skills councils and this type of work will have changed considerably. In the meantime we are working with CILIP to get the best outcomes we can.

This year's conference will be at the Edinburgh Hilton Grosvenor Hotel between 31 August and 2 September 2011. The conference programme is now available on our website at www.archives.org.uk This is an international conference in partnership with the International Council on Archives Section for Professional Associations.

The Minister for Culture, Ed Vaizey, has announced that the archives functions of MLA will be moving to the National Archives. This was always the most likely option, as Arts Council England was not at all keen on taking on responsibility for archives. They did not see the fit. This decision does mean that the limited amount of money in MLA's budget for archives will at least be maintained rather than going into ACE's pot. We were able to ensure that archives will be able to participate as before in Designation, the V&A Purchase Fund and other cross sector initiatives. All parties agreed to maintain the co-operation that has developed between archives, museums and libraries, which is something our members are keen on.

This decision was announced at an Archives Roundtable called by Ed Vaizey in March. This meeting was attended by Lord McNally, Minister of State, Justice; Oliver Morley, Chief Executive of the National Archives; Roy Clare, CEO of the MLA; representatives of the Local Government Association and ARA. ARA was asked to take a prominent role in workforce development and the skills of the archivist.

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John Chambers
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**Archives & Records
Association**
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International council on archives

Advocating for Archives and Records: The Impact of the Profession in the 21st Century

**International Conference 2011
Edinburgh**

**For the Conference Programme and
Booking details go to
www.archives.org.uk**

**Hilton Grosvenor Hotel
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31st August - 2nd September 2011

Collecting Matters

Have you seriously thought about collection development?

The National Archives is currently drafting guidance for anyone planning or reviewing their collection development policy. It explains the purpose and benefits, what a policy should include, and how to identify key areas for consideration. It offers pragmatic approaches to getting started, with FAQs and examples of existing policies for reference.

But the guidance also challenges you to evaluate your collection methods. Should you be leading oral history projects and creating records to capture intangible heritage that might otherwise be lost? Should you be surveying more actively to properly reflect local social change? Should you be collaborating more closely with other repositories and liaising more effectively with records creators and depositors?

A successful collection development policy will complement your existing collecting policy. But it does more than simply define your remit: it gives you the freedom to determine the direction and scope of your collection. Our guidance encourages you to reappraise collections, to establish priorities for collecting and to identify potential new collections.

But before it's published, we'd like to know what you're already doing, to include examples of successful collection development. It's an opportunity to champion your collecting and share best practice. So please, get in touch!

For more information, please visit:
www.nationalarchives.gov.uk/information-management/policies/collection-strategies.htm

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Cathy Williams

The National Archives

Registration Scheme News

New Enrolments

We welcome the following new candidates to the Registration Scheme and wish them good luck with their progress:

- James Mortlock, Archivist, HSBC Group Archives
- Gillian Paxton, Project Archivist, Bury Archives
- Tracy Wilkinson, Assistant Archivist, King's College (Cambridge)
- Lorna Williams, Assistant Archivist, Bank of England Archive
- Judith Wright, Archivist, Boots UK.

We also thank Gary Brannan for his article about the CAIS conference that he recently attended. Gary received financial support towards the costs of attending the conference from the Registration Bursary Scheme.

Information about the scheme and how to apply for a bursary can be found on the ARA website at www.archives.org.uk/registration-scheme/bursary-support.html

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regscheme Mentors@archives.org.uk

Memory and Identity, an Interdisciplinary Approach

Further to last month's coverage, Gary Brannan gives his reflections on December's CAIS conference

It was a cold December night as my train pulled into Dundee. I was here for the Centre for Archive and Information Studies (CAIS) conference: 'Memory and Identity, an Interdisciplinary Approach. But right now, at minus 15 degrees in the shade, I really needed to warm up.

From the abstracts, I knew that the issue of community memory would be heavily discussed. Do we need to drop our role as 'the expert' - are we the only people able to undertake archive work? There's no reason, it was said, that this role can't pass to the community; Archivists engaging the community in memory maintenance and preservation, while acting as facilitator and broker of experience. Archives, it was felt, are a social good and social responsibility, not the province of a distinct service or department.

The influence of memory and identity on users of archives and the effect it can have was also discussed. Rachel Hart's presentation on the impact of the display of the St Andrew's psalter struck a chord, in that the whole experience of seeing the item - such as physically touching it, the mode of display and the fanfare around it - is remembered.

Another major theme was the influence of Archivists over our cultural heritage. Terry Cook, in particular, made the point that we are essentially shapers of our cultural heritage by dint of every action we take upon a collection. This was taken further by Norman Reed, giving the researcher's point of view. Should we try to list collections? Is the act of listing giving false leads and shaping the outcome of historical research? Is our job really to encourage discovery? A lot of questions, and lots of different opinions.

The real nub of the conference though, was the issue of forgetting in tandem with memory. Forgetting is a prelude to forgiving, and we heard moving testimonies of archives as witness from South Africa (Graham Dominy) and El Salvador (Mario Ramirez) and their respective Truth and Reconciliation Commissions. However, we also heard of the benefits of forgetting and the problem that our digital lifestyle, and future, precludes forgetting. We have, it's fair to say, more 'pasts' than ever before. Will our decisions make this mass of data more partial, or more accessible?

The above is really only a brief flavour of the whole conference - there is so much more to mention! If you would like to explore some of the discussions further, many of the tweets from the conference can be found at <http://twapperkeeper.com/hashtag/CAIS10> and the abstracts at www.dundee.ac.uk/cais/memoryandidentity

My thanks go especially to the ARA Registration Scheme Sub-Committee for their generous bursary towards my attendance.

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Gary Brannan

West Yorkshire Archive Service, Wakefield
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Freemasons of St David's Lodge, No. 384, Bangor, Wales, c.1926-1927
© Copyright, and reproduced by permission, of the Library and Museum of Freemasonry 2011

New Resources To Help Uncover Freemasonry

Freemasonry in England is approaching its 300th birthday in 2017. During the course of those three centuries, thousands of documents have been created by masonic lodges. The Library and Museum of Freemasonry at Freemasons' Hall in London, recently completed a survey of the records held by all the 12,000 or so active masonic lodges and Royal Arch chapters in England and Wales, each of which hold records of their activities and membership.

Material surveyed includes minute books, membership registers, photographs and financial records. The material dates from the 1730s to the present, including born-digital items. The survey was based on the Preservation Advisory Centre's Preservation Assessment Survey (PAS). It also asked for information on the storage environment in which records are kept and on the physical condition of the items. It is believed that this is the first instance the PAS has been used to assess the records of a private organisation held in diverse custodies.

The survey was co-ordinated locally by volunteers based in each county, as freemasonry is organised administratively into provinces which reflect county boundaries. The volunteers received training at the Library and Museum in how to complete the survey, as well as guidance on assessing the condition of the

records. Returns were received from two thirds of the lodges and chapters surveyed, with information given on nearly 120,000 individual record items. This data provides an unrivalled source about the survival of a vast body of primary source material that can shed light not only on the masonic community that created it, but also on the local societies in which freemasonry existed. The relationship between freemasonry and the locality is well illustrated by their complimentary development in Bangor, North Wales. The oldest surviving lodge in North Wales is St David's Lodge No 384 in Bangor. This



Coordinators undergoing training into the survey methodology
Library and Museum of Freemasonry

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The arrival of the railway in 1848 consolidated the position of Bangor as the most important town in North Wales.

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was the first lodge in the town and was established in 1826, a few years after the development of slate quarries in the area and the inauguration of a steam packet service to and from Liverpool. The arrival of the railway in 1848 consolidated the position of Bangor as the most important town in North Wales. Bangor later became the centre of higher education for North Wales with, amongst others, the establishment of the University College in 1884. These developments supported the establishment of a second lodge, Royal Leek, in 1879. The third lodge in the town, Gwynedd, was opened in the post Second World War membership boom in 1947. All three lodges have complete sets of minute books from their foundation. In the case of St David's Lodge, the records show the involvement of the major figures of the town, the schoolteacher, the hairdresser and the customs officer. They also illustrate the social network established in the lodge with other members who travelled from Chester, Holyhead and Liverpool. Such information is central to the local history of the town.

If you would like to know what surviving records there might be for a particular area or town, contact the Library and Museum initially on libmus@freemasonry.london.museum. In the first instance, lodge histories and membership registers (items held by the Library and Museum) are likely to be of interest. Prospective users of lodge and chapter records should be aware that these are still the property of the creating body and any access is at their discretion.

The Library and Museum has also completed a survey of the whereabouts and types of material relating to freemasonry held by record offices around the country. This covered the records of individual lodges and chapters which were deposited by their creating body, and the surviving lists of members of masonic lodges submitted to the county magistrates and held among quarter sessions records under the 1799 Unlawful Societies Act. These surveys relied on catalogued material available on the internet and are unlikely to be



a complete record of everything in local record offices. However, they should be a useful starting point for local historians. The survey is available online at: www.freemasonry.london.museum/resources/information-leaflets/

Through its website and a programme of talks, the Library and Museum continues to offer advice and support to lodges and chapters on the care of their records. It also alerts them to the possibility of depositing their records at local record offices and to the preservation, security and cataloguing benefits this brings.

As part of its work to raise awareness of masonic records and encourage their use in research, the Library and Museum is organising a study day to highlight available resources and the information they contain. It is to be held in autumn 2011 in Manchester.

It is hoped that these hitherto unpublicised sources will provide researchers with material that will further the understanding of freemasonry and its relationship with society and on the social fabric in which it operated.

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Len Reilly

Library and Museum of Freemasonry
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The Last Totalitarians: Archivists, Archives and the Public

This month, our anonymous correspondent takes on the nature of the archivist and the state of the profession

"Every person who has mastered a profession is a sceptic concerning it."
(Shaw)

"As an archivist I have power over other people. I control access to materials they desire."
(Cooley)

"People of the same trade seldom meet together...but the conversation ends in a conspiracy against the public."
(Adam Smith)

Archivists are the last totalitarian profession. No one can challenge an archivist's decision because there are no externally, or even internally, recognised criteria against which it can be judged. Archivists make up their own minds as they go along. They declare death sentences every day without any judicial review, are professionally answerable to no one, and are subject to no peer scrutiny. They are responsible for the outlay of large sums of public money each year but there is no effective means of determining whether this money is well or ill spent. Much of it seems to be in response to their own whims, or those of a few privileged users. Archives of social significance are ignored while large quantities of 'anorak' material or the remains of power constructs are lovingly preserved. Archivists have a backward fixation and are notably High Minded Underachievers. They are obsessed with static concepts - repositories,

'collections', and life cycles. They talk in an obscure language of their own using archaic terms which the rest of the world has either abandoned or never understood. Archivists are not always themselves clear about their meaning - bona fide, fonds, provenance - the use of French always makes obscurity sound profound. Little attention has been paid in the profession to the fundamental issues created by technical and social change and the political significance of archives, or the legislative impact of FOI, Data Protection, and Copyright on the principles of the profession. They have been seen, as procedural, not professional or ethical, matters. This inevitably underlines the fatal English syndrome of maintaining the comfort zone by making the future as much like the past as possible. Above all, avoid introducing any real change in the profession, as this would conflict with the deference/reverence syndrome.

Yet archivists are the most important people in the world. Without them there can be no democracy, no business success, no personal fulfilment, no culture, no scholarship, and no welfare. They hold up the mirror to nature. No organisation can be a hero to its archivist. It is vital we get a clear view of why they exist, what they should all do and why the taxpayer, the customer, the beneficiary, should support their activities, financially and

otherwise. But the profession must also be brought up to the modern age, shed its shibboleths, and be accountable to all those who stand to gain by the creation of a morally responsive, technically proficient and professionally advanced archive discipline. They must recognise they are servants of the public, not agents of organised power.

For this reason, it is vital that there is a statement of the principles, procedures and objectives of the profession which is accessible to all: participants, users, politicians and the general public. This has never been attempted. Archivists have spoken only to archivists, except via so-called outreach - exhibitions in Women's Institutes, lectures to bored housewives, and allowing happy schoolchildren to damage irreplaceable documents in the interests of social inclusion. Many people are now in the position of being archivists without any training for the job, even without knowing they are doing it. True, we are all archivists nowadays, but the untrained should not be in charge of major archives, public or private - it is not a job for those who have failed at everything else or are coasting down to retirement. Can the new ARA - a worryingly impersonal brand for an increasingly impersonal profession - deliver where the old Society of Archivists failed in regard to the establishing of our 'trade' as a true and vital profession?

The paradox of the fileplan

Five years ago I ran a workshop for a client, who was looking to develop and implement a corporate fileplan to organise their records. We brought together a group of colleagues from across the organisation and they described all the problems that they were experiencing with their shared drive. The folder structure had evolved haphazardly; folders were named after individuals (some of whom had since left), etc.

I asked if they would like to develop a new structure for their shared drive that would cover all the work of the organisation in a coherent way. My (naïve) expectation was that they would say “Yes! Great! Let’s do it!” But their reaction was muted. They thought about it, without enthusiasm. After a while one member of the group said: “I don’t want us to replace one labyrinth with another.” That remark has stayed in my head ever since. It sets us two challenges that are important for records management in general, and for fileplans in particular.

Challenge One: How can we make records management be seen to be feasible?

The main challenge is not convincing people that records management is important. It is convincing people that records management is feasible. The people at my workshop knew how important much of the documentation on that shared drive was to their business. They just didn’t believe there was any feasible way of improving the situation.

It is a paradox of the 21st century that whilst good records management has become more necessary, it has also become more difficult. This is due to:

- the ever-increasing volume and pace of business communications
- the variety of applications used in any one organisation
- the rapid rate of innovation in file formats

The problem is that if organisations no longer believe that capturing good records is possible, they will not put their efforts into records management initiatives.

Challenge Two: How can we ensure that fileplans are cared for and owned both centrally and locally?

There is an inherent tension between the desire for corporate consistency, coherence, and control, and the need for local input, knowledge, and ownership. The people at my workshop were afraid that the organisation would replace their dysfunctional shared drive structure with one which would only be understood by the information managers who developed it (and which would therefore in itself be dysfunctional).

In the 20th century, hard copy world, there were established ways in which organisations could settle the tension between local teams and the corporate centre. Local teams could either create records and then send non-active records into corporate custody, or they could use a registry service, whereby the organisation deployed staff to create and manage files for each team. In both these cases the local team lost a degree of control, but got a service from the corporate centre which took away much of the pain of managing their records. We have not yet been able to negotiate a similar settlement of that tension in the 21st century networked world.

First we had electronic document and records management systems which were all about corporate control. The corporate centre dictated the fileplan structure and local teams simply had to comply with it. The only scope the system allowed teams was to create new folders when pieces of work started, and to save documents needed as records into them.

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There is an inherent tension between the desire for corporate consistency, coherence, and control, and the need for local input, knowledge, and ownership

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Then we went to the opposite extreme with SharePoint, where teams can set up as many sites and sub-sites as they like, each with as many document libraries and collaborative tools as they like. The corporate centre is left trying to make sense of a rapidly sprawling collaboration environment. The fileplan is banished to something called a SharePoint records centre which seems to be the place where documents in SharePoint go to die.

Enterprise Content Management (ECM) vendors have responded by offering us a variant on the SharePoint records centre model, but this time with the fileplan kept in an ECM system that sits behind Sharepoint.

Wherever we put the fileplan, we still need to ensure that it is cared for locally as well as centrally. The corporate centre cannot construct a fileplan without the knowledge and input of people locally. Moreover, the fileplan has to be a living, evolving structure. Every time a new project starts, a new case, or a new piece of work of any kind; then you need a new folder added within this fileplan structure. Only local teams can do that, as only they know when a new piece of work has started. But where is the incentive for teams to contribute if the fileplan is hidden away in a place that they never visit?

How can we square the circle between the freedom of the collaborative space and the rigidity of the corporate fileplan? We have the functionality to do it: ECM vendors will tell you about their connectors that let you control content in other systems through the fileplan and associated record keeping rules held in the ECM repository. SharePoint re-sellers will talk about their content types and the content organiser in SharePoint 2010. Both provide the functionality to allow people to work in a collaborative environment of their own design, whilst saving content needed as records to a repository structured by a fileplan. But that is just the technical side. What about the people side? Where is the model that provides teams across an organisation with the incentive to contribute to, and care about, their part of the fileplan.

All that the ECM vendors have done is to ensure that corporate fileplans are still possible. But the more important task is to make fileplans feasible. And I think we have plenty of work still to do on that front.

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James Lappin

Thinking Records Ltd
(www.thinkingrecords.co.uk)
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Welcome to the Archives for Education and Learning edition of ARC

The Archives for Education and Learning Group promotes the use of archives for lifelong learning, in schools and formal educational environments, and for community learning. It provides a forum where members interested in the use of archives in education can share best practice and experience, provide mutual support and networking opportunities, and comment on new developments in education throughout the country.

Education is a constantly changing environment in which to work. Curriculum for Excellence is now being implemented in Scottish schools. It encourages cross-curricular learning from 3 to 15 years of age to create successful learners, confident individuals, effective contributors and responsible citizens. In England, the focus of education is also changing from an emphasis on the accumulation of knowledge, to the creation of intelligent and educated young people who are critically aware and able to apply their knowledge and understanding. Despite the changes to the national educational systems, archives continue to be an essential source of evidence which enables us to understand our national histories and our place in the wider world.

Many of our members incorporate education and outreach work alongside other responsibilities; some are lucky enough to have education and outreach as their sole remit. All struggle with restrictions imposed by limited resources, both staffing and financial. Despite these limitations, the following articles provide a glimpse of the diverse and innovative outreach projects that are being delivered throughout the country: from 'speed-dating' for primary schools, to the virtual classroom, inspiring young people to create artwork, drama and poetry. The articles illustrate the incredible potential of all our archive holdings to educate and inspire young people.

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Alison Diamond

Chair, Archives for Education and Learning Group
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Illuminated! At Essex Record Office

Young carers study illuminated documents with the archivist. By courtesy of Essex County Council

Young people are a group who generally have little contact with record offices. The Heritage Education Unit based at Essex Record Office in Chelmsford works mainly with schools and teachers, and has had little previous experience of working with young adults. However we wished to increase the volume of participants from this age group. Heritage Education Officer Sarah Girling decided to run an art project based around illuminated manuscripts held in the Essex Record Office. In taking part in this project, we hoped that young people would consider the Record Office to be a place that can inspire them to create, and a place that contains a wealth of information.

After a successful bid for funding, the activity was carried out during three days of the October half term holiday. Archivist Allyson Lewis carried out initial research on the documents to be used, and discussed these with Scott Irving of Brave Arts, the artist who would be working with the young people on their artwork.

The project was undertaken with a group of young carers aged between 13 and 17. On the first day of the project they met for lunch and some ice breaker sessions, before moving on to a one-hour workshop in the Essex Record Office searchroom looking at original illuminated documents dating from the 13th to the 19th century. The Archivist explained what the documents were, the nature of illumination, and why it was used. Digital images were made of several documents so that the young people could use them in designing their own pieces of work.

On the second day of the project, the artist gave the young carers an introduction to the history of

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The Archivist explained what the documents were, the nature of illumination, and why it was used
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graffiti art and ideas on designing their artwork. Then the group moved outside to try their hand with spray paint on 4' x 4' boards. As their skill increased, they moved on to working on their final designs. This continued on the third day of the project, culminating with a photo opportunity for the local press.

Despite the chilly October weather, the project went down very well. The young people were interested in the documents they saw, amazed by how old they were, and inspired to produce some fantastic artwork which was later put on show in our local shopping centre in Chelmsford. All the participants in the project were surprised by what the Record Office had to offer and were interested in returning for more activities. We were told that it was better than their trip to Chessington World of Adventures - high praise indeed!

From the Record Office's point of view, it showed that we can devise a successful activity for this age group which was firmly based on documents within our collections. There was close co-operation between the Heritage Education Unit and the archive team in selecting a suitable theme for the activity and in securing the funding which made it possible. This has given us a model for developing similar activities for this age group in the future.

Sarah Girling and Allyson Lewis
Essex Record Office



Practising using spray paint
By courtesy of Essex County Council



Young carers show their finished designs
By courtesy of Essex County Council



Practising graffiti style lettering
By courtesy of Essex County Council

Pupils using the virtual classroom, Centre for Buckinghamshire Studies

Learning in the Virtual Classroom

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Having attended a demonstration of The National Archives’ virtual classroom sessions, I realised this could be an innovative and perhaps an inexpensive way of bringing our archives into the classroom.
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At the Centre for Buckinghamshire Studies, we have been seeking to encourage secondary schools to use our resources. We discovered, almost accidentally, that the Buckinghamshire County Council’s School Improvement Service had a subscription to Adobe’s virtual learning software (Adobe Acrobat Connect Pro) and that it is available to all schools across the county. Having attended a demonstration of The National Archives’ virtual classroom sessions, I realised this could be an innovative and perhaps an inexpensive way of bringing our archives into the classroom. We had a contact with the John Colet Secondary school in Wendover which was recently awarded Humanities status; they were keen to explore the possibilities of the virtual classroom for history lessons, having already used it for German A-level classes. The

E-learning Officer in the School Improvement team was pleased to offer training in using the software and actually attended the initial lessons in case of any hitches. A Learning Links grant provided a six month time frame, and money to cover supply teaching and a portable visualiser for taking photos and short videos. TNA agreed to act as mentors for the project.

My computer skills are very basic, so getting to grips with the how the virtual classroom works and operating it with confidence was a big learning curve for me. The presence of the in-house E-learning Officer was hugely helpful and I wonder how many other councils have such people in their schools’ IT departments that we just don’t know about. Part of the success of the project is definitely due to having him on hand in the first few sessions

to sort out any problems. The technology does work, but like all these things, a single glitch can ruin the whole thing.

Our virtual classroom sessions last about 40 minutes. I am logged in at my desk in the Centre for Buckinghamshire Studies in Aylesbury, and the class I am talking to is sat in their school at laptops or in front of the class whiteboard. Within the virtual classroom the computer screen is divided into sections called pods. In one pod pupils can see and hear me; another pod is a chat box where the pupils can type in comments, questions and answers; the largest pod displays the documents under scrutiny, whether photograph, manuscript, newspaper report or similar. The documents have been prepared in advance in a Powerpoint presentation and one of the advantages of the virtual classroom is that only a few pertinent examples are needed. The key feature about the Virtual classroom is that it lends itself to interaction. The presenter can ask questions or draw attention to particular items or features of the document, and the pupils type in answers and comments in the chat box. In addition there is the facility to show a short video clip, move to a website (I find demonstrating TNA's online currency converter very useful) or introduce a short opinion poll. The topics chosen by the John Colet School to develop into virtual classroom sessions were 19th century crime and punishment for year 8 and the Swing Riots for year 12, both using Buckinghamshire examples.

In the autumn term the sessions



were used for real with year 8 and year 12 classes at the John Colet school. The feedback from both teachers and pupils has been very positive:

"It's a good tool, especially as I'm not from this area... As a different aid this gives access to different learning skills for the students and is very useful."

(teacher)

"It's good to see local history and what was going on close to home."

(year 12 student)

"We're seeing actual resources"

(year 12 student)

"it was a very good way of learning and made it more interesting"

(year 8 student).

"it was great and can we do it next lesson please?"

(year 8 student).

I appreciated having my colleague Janine typing replies to the

torrent of comments which poured into the chatbox from the year 8 students during the sessions.

For the future, I hope to be able to offer these sessions to other schools, particularly secondary schools. Other topics like the Civil War, the World Wars, the Tudors and Slavery could be developed into virtual classroom sessions depending on what is being taught in the schools in our area. Experience in studying primary sources is useful at all levels, but I think sixth form students could particularly benefit from this type of analysis. Further afield, I see no reason why virtual classroom sessions could not be offered to adult education classes as well. The greatest obstacle is actually making teachers aware of what is on offer and persuading them to have a go.

.....
Sarah Charlton

Centre for Buckinghamshire Studies
.....

Crime and the Poor

A Joint Working Project In Cheshire

Between January and February 2010, staff from Cheshire Archives and Local Studies were involved in a joint working project with Chester Library, Cheshire Museums, and the Pine Lodge Short Stay School. Pine Lodge Young People's Centre is the regional inpatient mental health service for young people aged between 13 and 18 years old. The Short Stay school supports the educational needs of young people during their admission. The idea of the project was to introduce the young people to different ways of gaining insight into the way people lived in the past. It was funded by an MLA grant of £1000 to employ a poet.

The young people first had sessions to look at sources available in the library and then visited the Salt Museum (formerly Northwich Workhouse) for a 'living history' session which demonstrated the procedures for admission to the workhouse and the life and work that children and adults would have experienced.

We supported these visits by using original sources in a session at Cheshire Record Office. We selected a number of siblings ranging in age from 3 to 11 who appeared in the creed register for Northwich Workhouse in June 1891. We then used earlier

Workhouse collage. Produced by the young people of Pine Lodge Short Stay School.



census returns and workhouse admission and creed registers to build a picture of how a change in fortune could lead from life as a family in rural Cheshire, to its fragmentation just a few months later, leaving the children in the workhouse. We also looked at records from Chester Police Force, which dealt with details of crime and punishment in the late 19th century and included photographs of individuals. The staff then used the inspiration of the documents and the Museum to develop and reflect the teenagers' understanding through dance, IT, drama, musical interpretation and poetry.

The links between poverty and crime were discussed throughout, and some of the themes of fear, isolation and the harshness of life in and out of the workhouse were quite powerful for the young people. The feedback from the Pine Lodge staff was telling:

"There was opportunity for creative thinking, using one's imagination as well as looking at real documents and people's lives."

"The researched material seemed to appeal to the young people's feeling of empathy, as they were showing an interest in how the people lived and related it to their way of living."

The results of this project were wide-ranging and impressive. I attended the session in which the young people were encouraged to put their thoughts and feelings into poetry and which produced some very powerful material. There was a presentation a week later, however, which really demonstrated what they were capable of producing. This included a sound and rhythm track with a dance sequence, artwork, role play and more poetry, plus an introduction to the work of the Record Office that I couldn't have improved!

This was the first such project we have put together and I think all partners learnt as a result. At times, it became clear that an overall project coordinator and greater planning and communication would have

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I attended the session in which the young people were encouraged to put their thoughts and feelings into poetry and which produced some very powerful material.

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been useful. It also established that it is best not to be too prescriptive about which source material to use and to see what people respond to best. However, the main thing to remember was that the project was about enabling the young people to experience different sources and approaches to exploring the past and this, we are told, we achieved: *"The young people enjoyed the trip to the archives. This was visible to us teaching staff as they seemed engaged, asked questions, listened and researched into families' history. Thank you for a wonderful and positive experience."* (Pine Lodge)

As to how I feel about the project at almost exactly a year on, the feedback I wrote at the time still stands... *"I found the project very rewarding in a lot of ways...I enjoyed meeting the students and staff of Pine Lodge very much. I also enjoyed the partnership aspect. The session at Pine Lodge, for me, was a revelation. My role, as I saw it, was to flesh out the workhouse and census records historically. What I didn't anticipate was that the students would, through their poetry, make them come alive. Wonderful!"*

.....
Caroline Picco

Cheshire Archives and Local Studies
.....

Items used in an activity relating to leisure activities
Courtesy of Solihull Heritage & Local Studies,
Solihull MBC



‘Speed-dating’ school visits at Solihull

Solihull Heritage & Local Studies Service, based at Solihull Central Library, holds the borough’s main collection of historical documents. Specialist staff support local provision of resources and events through the network of community libraries.

Traditionally, local libraries offer introductory sessions to primary schools, and over recent years have increasingly received requests from schools for visits with a local history focus. Although library staff have considerable experience and expertise with school visits, delivering more in-depth local history sessions was often quite daunting for non-specialists. Staff from the Heritage & Local Studies Service rose to the challenge of developing a flexible template for local history visits that would be simple for community library staff to deliver and that could easily be adapted depending on the topics requested by teachers. Bite-size sessions, delivered speed-dating style, were born!

The model visit

The model has been developed and refined over the last three years, with the initial pilot school returning in 2011 for its fourth annual visit. Depending on the size of the library space, groups of up to 35 children can be accommodated at a time, divided into five or six smaller groups. The number of groups determines the number of activities required. The visits last approximately one hour.

Each small group sits at a table in the library, on which are placed a collection of resources, an information sheet and a task sheet. The groups have five or six minutes to complete the task, supported by parents/helpers and library staff who circulate between the tables. At the end of the allotted time, a small handbell is given to one of the students to ring, which is the signal for the groups to move to a different table and carry on with the next task. This cycle is repeated until each group has undertaken each task. The groups all then come back together to share and discuss their discoveries and to raise any questions. This helps to fulfil the requirement for children to communicate their knowledge and understanding. We usually ask them to tell us one thing that they have learned that they will tell people back at school or home.

Resources and tasks

The tasks vary between areas, as well as being appropriate to the age of the children and to the topics requested by the teachers. They mostly tie in with the KS2 theme of ‘continuity and change’. Typical examples of tasks include:

- putting a series of undated map extracts into chronological order
- comparing modern aerial photographs with a specially created map to determine whether ancient field patterns are still visible

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It keeps the children physically active and the fast pace keeps them engaged and on-topic.

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Items used to find out what was previously on the site of a school.
Courtesy of Solihull Heritage & Local Studies, Solihull MBC

- finding out what was previously on the site of the library or their school, using tithe maps and apportionments
- looking at census returns and comparing names, occupations and population sizes
- reading entries from Edith Holden's *Country Diary of an Edwardian Lady* (written in a suburb of Solihull), plotting her cycle routes on a map and comparing her observations with those of children today
- looking at a photograph and a building control plan for a particular house and working out whether it was built as planned and where the photograph was taken from
- watching film footage of a local lido in the 1930s and comparing leisure opportunities in the past with those available now.

Where possible, we use A3 copies of the printed sources so that the packs of activities can be retained at the community library and reused as necessary. Producing A3 copies of the maps also ensures that they can be made to fit a single sheet and to cover exactly the same area at the same scale, which is especially important for younger children when making comparisons. The copies are encapsulated and the instructions laminated.

Feedback

The response from the children, the library staff, parents/helpers and teachers has been extremely positive. The teachers tell us that the sessions cover elements of their geography syllabus as well as history and they have given us written feedback about the specific Key Skills the children have learned, which include:

- chronological understanding
- using historical vocabulary
- studying a range of sources
- asking and answering questions
- recognising that our own lives are different from those of people in the past.

More surprisingly, perhaps, the use of the task sheets also ties in with the literacy syllabus in terms of creating and following instructions. The speed-dating style approach, or carousel style, as one teacher referred to it, has been universally popular. It keeps the children physically active and the fast pace keeps them engaged and on-topic. Having a variety of topics and sources maximises the chances of the children engaging with some, if not all, of the documents. Our experience is that the sessions are hugely enjoyable and that the documents and their discovery can be a real source of wonder all participants.

.....
Tracey Williams

Solihull Heritage & Local Studies Service
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AD:Mission

Inspiration for teachers and students from the archives at The History of Advertising Trust.

AD:Mission, The History of Advertising Trust's new online learning resource, is all set to go live this year. The History of Advertising Trust (HAT) is an educational trust and registered charity. The trust maintains the HAT archive, the largest collection of UK advertising, marketing and media material in the world. It was founded in 1976 to "encourage and sponsor serious study of all aspects of advertising". HAT's collection, dating from 1800 to the present day, is a prime educational and research source. In 2009, the Heritage Lottery Fund awarded HAT a grant of £49,900 to enable it to develop AD:Mission. This online learning project will help to make this remarkable archive more accessible, especially to young people aged 14-19.

AD:Mission (www.ad-mission.org) aims to bring specialist advertising industry knowledge to media teachers and their students. The new website, developed in partnership with teachers, will allow HAT's archive collections to be integrated into lessons in the classroom. Students will benefit from access to original source materials and information from experts and industry insiders, and will potentially be able to form contacts within the creative sector. The site includes interviews with employees at advertising agency Bartle, Bogle and Hegarty where they discuss their roles and responsibilities and what they think are the key ingredients of a successful advertising campaign. The teacher training courses closely examine campaign case studies to illustrate the creative process and help teachers develop their students' skills in the classroom.

The material available on AD:Mission is directly relevant to the Creative and Media Diploma but also applies to most KS4 and KS5 Media and English courses. Early responses from schools and education bodies are very encouraging:



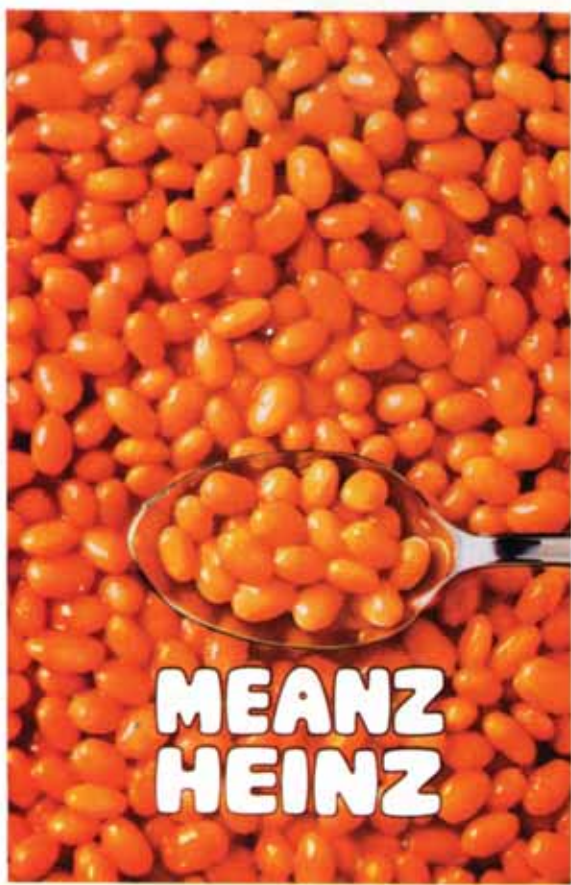
Hovis "Boy on the Bike" window bill, 1974 (HOV 12/7/113)
The Hovis Archive at The History of Advertising Trust

"HAT provides a unique and invaluable insight into the world of the advertising sector that cannot be recreated by teachers alone in the classroom."

(Clive Lissaman, Skillset)

"AD:Mission would be vital in strengthening students' understanding of the sector, the history, the techniques and the development of advertising and would clearly energise the course giving students an exceptional and unique insight and experience... There is an urgent need for a project such as AD:Mission to help support and challenge our students and to make creative and media education second to none."

(Gary Seal, Media Teacher at City of Norwich School, Norwich)



"Beanz Meanz Heinz" outdoor poster, 1968 (HAT 39/15/1/21)
The H J Heinz Co Ltd Marketing Archive at The History of Advertising Trust

“

The new website, developed in partnership with teachers, will allow HAT's archive collections to be integrated into lessons in the classroom.

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"The prospect of using these fantastic resources in the future is very exciting." (Sarah Mullen, Media Teacher at Ormiston Victory Academy, Norwich)

"Advertising is something that touches all of our lives and thanks to Lottery players' money, young people will have an opportunity to use this extraordinary archive in exciting and creative ways."

(Robyn Llewellyn, Head of Heritage for HLF in the East of England)

Further information about AD:Mission can be obtained from Jane Easey, the project's Learning and Access Development Co-ordinator, at jane@hatads.org.uk.

Jane Easey

History of Advertising Trust



Writing with quill pens at 2010 Heritage Open Day at Irchester Country Park
Northamptonshire County Council Record Office

Just over two years ago I started a new role as Heritage Education Officer at Northamptonshire Record Office, which holds over 800 years of the county's archival heritage. The targets for my new post were to ensure that young people appreciate the history of the communities in which they live, and to promote the use of the archival collections in delivering the curriculum. This was to be achieved by delivering a range of local history resource packs to schools across the county and by producing an online 'timeline' resource that would encourage young people to be aware of the importance of Northamptonshire in national history.

Developing a new service is never without its bumps in the road, and getting the word out to teachers was initially difficult. Flyers sent to schools are likely to be ignored, or filed with the best of intentions and then forgotten (I know I was guilty of both during my ten years as a teacher). Meeting teachers in person has



A Sense of Pride

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We offer a free initial consultation to teachers to see how we can work together, and once a session has been delivered, we always offer suggestions on how to develop the areas explored.

”

proved to be a very effective way to raise the service's profile. Between April and October 2010 I was able to speak directly to more than a hundred and fifty local primary head teachers at various training days. Feedback is always positive and as a result we have had a vast increase in bookings.

Every class is different and for this reason we offer a bespoke service, tailored to the needs of each school. We offer a free initial consultation to teachers to see how we can work together, and once a session has been delivered, we always offer suggestions on how to develop the areas explored. Lessons can be delivered at the school, using high quality copies of documents from our collections, or at the Northamptonshire Record Office, where children can tour the building and see original material. Thinking

of creative and innovative ways to engage children with the archives is a wonderful and stimulating challenge that I love. It is, however, sometimes a real challenge meeting the preservation needs of the archives, as well as the educational needs of the children.

We have also developed a set of themed local history packs that can be purchased by schools: Medieval Realms; Crime and Punishment (1750 – 1900); World War One and World War Two. The packs provide a range of National Curriculum linked classroom resources to encourage schools to include local material in their lessons. The packs use copies of maps, documents and images held at the Northamptonshire Record Office, and provide background information, activity suggestions and



An image from the Medieval Realms Education Pack: the procession of the Knights of Bath. Document Source: Finch Hatton 17(13), Northamptonshire County Council Record Office

key questions for the teachers to integrate original source material into their teaching.

In July 2010, the Northamptonshire Timeline website was launched, funded by Northamptonshire Enterprise Ltd. It was designed with the aim of appealing to young people, but also to provide accessible information for students, teachers and people with any general interest in the county. The Heritage Education Service was responsible for identifying the historical events to depict on the site, as well as researching them and making the text accessible to a wide audience. We were pleased to be able to show the national and international importance of Northamptonshire. This free to access website is proving to be a useful resource to schools in Northamptonshire, and our local newspaper recently tweeted “Really good website just been launched looking into local history, very kid (and journalist...!) friendly”. It’s worth a look, at: www.northamptonshiretimeline.com While our main focus is school groups, we also attend events throughout the year that engage families. The photographs show children engaging with archives



Writing with quill pens at 2010 Heritage Open Day at Irchester Country Park Northamptonshire County Council Record Office

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The Heritage Education Service was responsible for identifying the historical events to depict on the site, as well as researching them and making the text accessible to a wide audience.
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at the Heritage Open Days in September. I left teaching as a career to make a difference in learning outside the classroom, and it is heart-warming to hear comments of children who, no matter their ability, take a delight in discovering more about the past and engage with archives. To finish with a quote from one of the school groups I worked with, “Thank you, I learned more than I wanted to.”

.....
Lynn Scarsbrook

Northamptonshire Record Office
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Secondary 1 pupils during their Armistice Day visit to the Shetland Museum and Archives.
Photograph: Brian Smith



Armistice Day at Shetland Museum and Archives

On Armistice Day 2010, Shetland Museum and Archives was host to more than a hundred secondary one pupils, for a variety of events related to the theme of 'Why We Remember'. The students, from Lerwick's Anderson High School, spent time studying archival and museum sources, to learn about how Shetland has been affected by war.

The idea for the day originally came from history teacher Jon Sandison, who was keen to "do something with first years at the archives for Armistice Day". We began by thinking about what we wanted the pupils to gain from the visit, and our main aim was to use archival documents and museum artefacts, to show how

“

our main aim was to use archival documents and museum artefacts, to show how conflict has affected Shetland in the past.

”

conflict has affected Shetland in the past. In addition, Jon wanted pupils to use the auditorium to give presentations on related projects they had worked on in class. To make the day more manageable, we decided to split the pupils into three groups of 35, rotating between the archives, studying the museum artifacts and giving presentations. We expected each activity to take about 30 minutes.

Archives Activities

For the archives session we decided to split the groups again, into groups of five or six, with each group looking at different source material. The diary of a World War One soldier who served in the trenches was used by one group to learn about the horrors of the front line. The second group used a diary written by the same man while he was a special constable in World War Two to find out about his day to day work on the home front.

We wanted the pupils to learn how war had affected life at their school, so the third group studied the school's



Pupils reported back to the whole group after studying sources in small sub-groups. Photograph: Brian Smith



Students studied how local newspapers reported the end of World War One. Photograph: Brian Smith

logbook from 1939-1945. They learned that the school had been used as a hospital, and that all the pupils had been sent to study at a different school. They also found out about the disruptions caused by blackout regulations, air raid sirens, and teachers being called up. The fourth group looked at a decorative Roll of Honour drawn up just after World War One to commemorate pupils who had been killed. The group also used the published Roll of Honour to find out more about the alumni who had died.

As the day was being held on Armistice Day, the fifth group looked at how local newspapers reported the end of World War One. The last group studied the Napoleonic War. This is not covered in the curriculum, but was a conflict that hugely affected Shetland due to the large numbers of men who were pressed into the Navy.

Each group was given a sheet with a little background to the source, and instructions on the task. Most groups saw original items accompanied by transcripts and photocopies, while others just had copies, due to the poor condition of some originals. After 25 minutes of studying the sources, a spokesperson from each small group gave a short report to the whole group on what they had learned. We hope that by adopting this co-operative learning approach, pupils were able to learn a little about several topics while also studying one in more depth.

Museum Activities

We thought that the archives session would be useful for pupils to get an overview of the effects of conflict in Shetland, but we also wanted them to hear a more

personal story. The second session involved studying museum artifacts to learn about the story of one particular World War One soldier in depth.

The pupils heard extracts from letters and a personal diary belonging to 19 year old Karl Manson, building up a picture of a young man who was excited about leaving Shetland to become a soldier, through to his death on the battlefield. The pupils then worked in groups using objects and mind maps to record their thoughts and emotions about this sad story. The objects included a gun, a helmet, a photograph of Karl Manson, and a poppy. Each group then had the chance to have a closer look at Karl Manson's personal effects and a World War One uniform. Although there was a very sombre atmosphere in the room, all of the school children said they had thoroughly enjoyed the session.

What We Learned

We felt that overall the day was a success, although of course there are things we can do better next year. In one of the archive sessions we did not allow enough time for the reporting back, or enough time for the pupils to get over their excitement at being on swivel chairs! However, feedback from the teachers involved was very positive, and the school's English department has decided to use the mind maps created as part of the Karl Manson story when working on the pupils' individual newspaper projects later in the year.

.....
Yvonne Reynolds and Joanne Wishart

Shetland Museum and Archives
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A Guide to Archival and Related Standards

Standards applicable to archives; for the digital delivery of repository guides, finding-aids, and images of material from collections.

Title

RDA: Resource Description and Access

Name of Standards Developing Organisation

Joint Steering Committee for Development of RDA (JSC)

Current version

American Library Association, Canadian Library Association and CILIP: Chartered Institute of Library and Information Professionals, *RDA: Resource Description and Access* (2010)⁽¹⁾.

Replaces

Anglo-American Cataloguing Rules, 2nd Edition (AACR2)

Abstract

RDA provides general and comprehensive guidelines and instructions on formulating data to support user tasks for resource discovery. It implements IFLA's Functional Requirements for Bibliographic Records (FRBR)⁽²⁾ and Functional Requirements for Authority Data (FRAD)⁽³⁾. The RDA Toolkit was released in June 2010.

Description

Purpose and scope

RDA provides a set of guidelines and instructions on formulating data to support resource discovery. Among the goals for RDA are:

- the instructions should be easy to interpret and use
 - they should provide effective control for all types of media
 - its use should be encouraged beyond the library community.
- "A key element in the design of RDA is its alignment with the conceptual models for bibliographic and authority data developed by the International Federation of Library Associations and Institutions (IFLA). The FRBR and FRAD models provide RDA with an underlying framework that has the scope needed to support comprehensive coverage of all types of content and media, the flexibility and extensibility needed to accommodate newly emerging resource characteristics, and the adaptability needed for the data produced to function within a wide range of technological environments."⁽⁴⁾

"Other key standards used in developing RDA include the International Standard Bibliographic Description (ISBD), the MARC 21 Format for Bibliographic Data, and the MARC 21 Format for Authority Data. ... Consideration has been given to the metadata standards used in other communities (archives, museums, publishers, semantic web, etc.) to attain an effective level of alignment between those standards and RDA."⁽⁵⁾

Development

RDA is built on foundations established by the Anglo-American Cataloguing Rules (AACR). The resolution of problems identified by the International Conference on the Principles & Future Development of AACR, held in Toronto in 1997⁽⁶⁾, went beyond the scope of the normal process of revision and it was decided these could only be addressed by changes to the structure of AACR2⁽⁷⁾. Work on a new edition, provisionally entitled AACR3, began in 2004. Tom Delsey, author of the study of the logical structure of AACR2, was appointed as Editor for the new edition.

Development was led by the Joint Steering Committee for Revision of AACR2. The first draft of Part I of AACR3 was issued to constituencies for review in December 2004. After evaluating feedback, JSC decided on a change of direction and the decision was made to adopt the title 'RDA: Resource Description and Access'. The development of RDA involved extensive consultation on change proposals and drafts, which was opened to other cataloguing communities, in addition to the constituencies represented on JSC.

Structure

RDA is divided into ten sections. Sections one to four cover elements corresponding to the entity attributes defined in FRBR and FRAD; sections five to ten cover elements corresponding to the relationships defined in FRBR and FRAD. The initial chapter in each section sets out the functional objectives and principles underlying the guidelines and instructions in that section, and specifies core elements to support those functional objectives. Subsequent chapters within each section cover attributes or relationships that support a specific user task.

Features

"RDA provides a flexible and extensible framework for the description of resources produced and disseminated using digital technologies while also serving the needs of agencies organising resources produced in non-digital formats. RDA is designed to take advantage of the efficiencies and flexibility in data capture, storage, retrieval, and display made possible with new database technologies, but to be compatible as well with the legacy technologies still used in many resource discovery applications"⁽⁸⁾

RDA makes a clear distinction between the carrier of a resource,

such as a volume, or a videodisc, and its intellectual content, for example, text, or, 2D moving image. RDA also provides comprehensive instructions for recording attributes of persons, families and corporate bodies associated with resources. Future development is planned to extend the scope of RDA to include guidelines for description and access by subject. RDA defines vocabularies to describe relationships between entities. Changes from AACR2 that may be of interest to the archival community include the provision of more elements for non-printed, non-text and unpublished resources, and the provision to treat families as creators or contributors.

Implementation

RDA was published in June 2010. The transition from AACR2 to RDA has to negotiate the web of inter-dependencies which support existing bibliographic services. Institutions are evaluating and testing the impact of RDA on their own infrastructures and performance. An important milestone will be the outcomes of the US National Test, expected to be announced in June 2011. Major implementations of RDA are not expected to commence until early 2012.

Next month

Next month we will look at Describing Archives: A Content Standard (DACS). This is a set of rules for describing archives, personal papers and manuscripts, and is the official archival descriptive standard of the Society of American Archivists (SAA).

Alan Danskin

British Library

- (1) For details of the printed product visit www.rdatoolkit.org/rdaprint
- (2) Functional Requirements for Bibliographic Records: Final Report (München, 1998). Available online at: www.ifla.org/files/cataloguing/frbr/frbr.pdf
- (3) Patton, Glenn, E (Ed.), Functional Requirements for Authority Data: A Conceptual Model (München, 2009).
- (4) RDA 0.3.1 Used by permission of ALA on behalf of the Co-Publishers of RDA.
- (5) RDA 0.2 Used by permission of ALA on behalf of the Co-Publishers of RDA.
- (6) International Conference on the Principles & Future Development of AACR www.rda-jsc.org/intlconf1.html
- (7) Delsey, Tom. The logical structure of the Anglo-American Cataloguing Rules, www.rda-jsc.org/docs.html#logical
- (8) RDA 0.1 Used by permission of ALA on behalf of the Co-Publishers of RDA.

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An introduction to XSLT

The ARA Data Standards Group are pleased to announce a training day providing archivists with a great opportunity for a hands-on practical introduction to XSLT stylesheets. For all of those using EAD, this is a chance to understand more about the use of stylesheets to display EAD content. The aim is to enable you to create a basic stylesheet and undertake modifications to display particular fields. For this course, it is helpful to understand EAD and the basic idea of XML, but you do not need to have experience of stylesheets.

The training day will take place at UCL in central London, Friday 15 April 2011, 10.30-16.30. The cost is £90 for ARA members and £110 for non-members, to include refreshments and lunch. There are a limited number of places, so you are advised to book early.

The trainer will be an experienced consultant, Richard Light, who has worked with EAD and ran a similar course for us some years ago. The day will include:

- Creating an XSLT stylesheet from scratch to display a basic EAD description
- Modifying the stylesheet to display selected fields
- Formatting Displaying lower-level descriptions

Delegates may have their own display issues and you will be able to raise these on the day.

To book a place, go to www.archives.org.uk/images/documents/ARA_Event_Booking_Form.doc

South West Region Training Event

Beating the Recession: Successful Fundraising and Marketing for Archivists

Date: Tuesday 12 April 2011

Location: Wiltshire and Swindon History Centre, Chippenham

Includes speakers from: Heritage Lottery Fund, MLA South West, Dorset History Centre, Wellcome Trust and Nottinghamshire Archives.

Full details and booking: Available on the ARA website

Calling All Colleagues!

ARC is always seeking articles reflecting the issues that matter to you most. We would love to make ARC more provocative and publish pieces that reveal the sector's opinion.

If you would like to send something for inclusion in the magazine, or write and let us know what you'd like to read about, please send articles to arceditors@archives.org.uk. Guidelines for articles for ARC can be found on the Association's website: www.archives.org.uk.



British Postal Museum & Archive Building Project Update

The British Postal Museum & Archive has announced that their project to develop a new base in Swindon will no longer be going forward. The new building aimed to resolve the lack of access to museum collections and improve storage facilities for the archive, and was to be in the Great Western Railway Chain Testing Works at Churchward, alongside STEAM (Museum of the Great Western Railway).

The project had already received a Round One pass for a Heritage Lottery Fund grant of £2,617,800 and had begun to develop plans, which included state of the art archive storage, facilities for events and school visits, and a conservation studio. The BPMA stated:

"The decision comes despite the BPMA receiving an HLF Round One pass for the project early last year and is in response to significant changes to funding expectations, particularly from corporate supporters, during the past six months. Like other cultural organisations, the BPMA attributes difficulties in meeting fundraising targets to the current challenging economic climate. The BPMA retains its commitment to securing an accessible future home, and its staff will continue working to achieve the best possible outcome for the BPMA and its unique collections. The BPMA also continues to work with communities in Swindon, where it will be staging an exhibition of iconic post office photographs in the autumn."

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