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Meaning in the Spaces: Archivists' Impact on the Historical Record

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Meaning in the Spaces: Archivists’ Impact on the Historical Record

Ruth Bryan
October 3, 2015
Kentucky Association of Teachers of History
The approach I’m taking in this workshop is that archives, and “the archives,” are culturally-specific places and materials. In the same way, both individual archivists and users of archives are situated in specific, often different, contexts of culture and identity.  

Archivists work in and with Archives

- “The Archives”
- Place, stuff, a repository, a profession
- Stuff = created and acquired by people and organizations
- Primary source = first-person documentation of human life
Archives are, also, of course, spaces where researchers encounter sources for creating history. Thus, as both archival professionals and users of archival material, the meanings we construct for ourselves through understanding our past (i.e. interpreting the experiences of the past in relation to the present and/or our expectations for the future) can be thought of as being constantly generated in the ever-changing spaces within and across archival sources, where individual donors, archivists, and researchers, archival professional standards, daily practical needs, and repositories’ organizational missions interact. As each source, each archivist, each donor, each researcher are unique individuals with specific cultural and subject identities and positions, archivists’ actions in relation to sources have a clear impact on the historical record.

Many theories posit this idea of meaning in the spaces or dialogic meaning including Homi K. Bhadha’s Third Space (The Location of Culture, 1994); Mikhail Bakhtin’s dialogic self identify (Problems of Dostoyevsky’s Art, 1929); and Lisa Brochu and Tim Merriman’s triangular definition of cultural heritage communication between visitor, interpreter, and cultural heritage resource (Personal Interpretation, 2008).
In this session, we’re going to take a look specifically at three archival functions, thinking of them as spaces of constructed meaning with ramifications for the use and understanding of archives as historical sources.
• Provenance
  – The individual, family, or organization that created or received the items in a collection.
  – Records of different origins (provenance) be kept separate to preserve their context.

• Original order
  – The organization and sequence of records established by the creator of the records.

• Finding Aids or Collection guides
Because archives keep collections by provenance, the actual content of the collection can be as varied as the human lives that created the documents. Since researchers are often looking for cross-collection subjects or formats, our description is key to helping them locate material that might be useful to them. Also, because by definition archival collections are unique—because each collection stems from unique creators—our description is also key to helping researchers evaluate the relevance of each collection to their research: is a visit or a request for copies worth the effort and cost? Or, do we have the specific item they need for their class paper or their UK administration board report that’s due tomorrow?
So, researchers or patrons have different needs and levels of research experience, and our description is attempting to serve them all.
Description challenges

• WORDS!

Relationship of Future to the Past

- Future understanding Based on Evaluating History
- History Based on Sources
- Sources that Document the Past
- The Past as Experienced (by individuals, families, organizations)
Description Exercise 1

• Use old and new finding aid for the Thomas Henry Hines papers to find:
  – Is there correspondence from John Hunt Morgan?
  – Are there any Civil War military orders?
# What is description?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Creator/collector, other significant people or names, roles</td>
</tr>
<tr>
<td>What?</td>
<td>Title of collection, size of collection, subjects, events, content, physical formats, gaps, functions</td>
</tr>
<tr>
<td>When?</td>
<td>Dates of collection, other dates, eras/time periods, educated guesses</td>
</tr>
<tr>
<td>Where?</td>
<td>Significant places</td>
</tr>
<tr>
<td>Standards</td>
<td>DACS, RDA (content); MARC, EAD, DC (structure); LCSH, AAT (authorities)</td>
</tr>
<tr>
<td></td>
<td>Summary, Analysis, Evaluation</td>
</tr>
<tr>
<td></td>
<td>Interpretation, Critique</td>
</tr>
<tr>
<td>Why?</td>
<td>Only to explain the context of creation of the documents or gaps</td>
</tr>
</tbody>
</table>
The Art of Description, Ex. 2

Dear [Name],

I received your letter yesterday and I must say I was delighted to hear from you. My journey back was long and tiresome, but the thought of your kind words kept me going. I hope you are well and that the weather has been kind to you.

Yesterday, I visited the [Place] and it was quite remarkable. The [Object] was particularly impressive, with its [Feature]. It was a sight to behold.

I am looking forward to your next letter.

Yours sincerely,

[Name]
Selection

- Not every document that is created ends up in an archives
- Based in relationship and awareness
- And/Or
- In a records retention schedule
• Institutional Archives (transfer agreements)
  – Governments, for-profit, nonprofit, religious
• Collecting Repositories (deeds of gift)
  – Geography, Subject, Media
  – Specific individual, group, event, or era
• Combined Institutional and Collecting
<table>
<thead>
<tr>
<th>Selection questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fits mission/collecting policy?</strong></td>
</tr>
<tr>
<td><strong>Significant information?</strong></td>
</tr>
<tr>
<td><strong>Physical characteristics?</strong></td>
</tr>
<tr>
<td><strong>Political ramifications?</strong></td>
</tr>
<tr>
<td><strong>Resources needed?</strong></td>
</tr>
</tbody>
</table>

| **Content =** | Completeness, time span, creator’s relationship to topic |
| **Use =** | Enduring legal and administrative value; current and potential research clientele |
| **Guidelines** | IRS Form 8283, SAA ethics and values statements, manuals |
Selection Case Study 1

- 1 cardboard box of 8 scrapbooks of newspaper clippings
- Scrapbooks were compiled by a prominent white, female Lexington resident
- Clippings are unlabeled and undated, but were probably compiled 1890s-1910s
- Clippings cover all topics, nonfiction and fiction, prose and poetry
- Clippings appear to be local and national
Selection Case Study 2

- Room full of approximately 250 boxes and plastic containers of VHS videocassette tapes, DVDs, and external hard drives
- Ten years of TV news footage (Sept. 11, 2001 to Oct. 20, 2011) and accompanying closed caption text
- Recorded by John Stagg, Media Archives of Lexington
- From Lexington, KY, television stations WLEX (channel 18, NBC affiliate); WTVQ (channel 36, ABC affiliate), and WKYT (channel 27, CBS affiliate).
- Media Archives of Lexington provided compilations of news stories to various companies, organizations, and lawyers upon request and for a fee.
Research Services

- Closed stacks, non-circulating
- Intellectual: Where acquisitions, description, and research merge
- Physical: Procedures for requesting, paging, tracking, and reproducing material
- Standards for allocating time
- Statistics
<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate research</td>
<td>Welcoming, “Reference interview,” retrievals/returns, reproductions</td>
</tr>
<tr>
<td>Educate patrons</td>
<td>Procedures, restrictions/copyright, description tools, managing expectations</td>
</tr>
<tr>
<td>Undertake research</td>
<td>Learn the collections, answer specific queries (esp. remote)</td>
</tr>
<tr>
<td>Security/preservation</td>
<td>Restrictions, copyright/licensing, physical condition</td>
</tr>
<tr>
<td>Guidelines</td>
<td>SAA ethics and values statements, procedures manuals</td>
</tr>
</tbody>
</table>
Research services functions are personal: between individual researchers and individual users.
Research Services Case Study 1

- Your stories AND/OR
- A patron says that 10 years ago, he looked at a manuscript collection that a now-retired archivist located for him.
- The patron doesn’t remember the exact name, but remembers the general content.
- In addition, the now-retired staff person allowed the patron to browse in the stacks.
Research Services Case Study 2

• Try to locate a source using online systems OR
• You are working with an undergraduate student, a new researcher.
• You are showing her how to search catalog records, finding aids, and digitized content
• The Office of the President calls. The President is giving a speech to the Board tomorrow and needs specific data on historic buildings on campus right away.
Wrap up: Archives...

- Place, stuff, a repository, a profession
- First-person documentation of human life
- Culturally-specific
- Unique
- Based in and operated through relationships
As archival functions take place in relationship with unique sources, archivists, donors, researchers and situations, the meanings that we get from archives are also constructed in spaces where relationships ebb and flow. In summary, it is through these relationships and in these spaces that archivists’ actions have an impact on the selection, description, and research use of historical sources.
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