



Course Syllabus  
LI 827XU  
Preservation Strategies  
Weekend Intensive 10/2-3, 10/23-24, &  
11/13-14

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<b>Credit Hours:</b>	3.0
<b>Note:</b>	Course Syllabus May Change

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### Course Description

This course provides an introduction to the preservation of library materials. The curriculum includes an overview of the causes of physical and chemical deterioration to various forms of library media and explores the body of knowledge related to ameliorating these problems. The sequence includes a history of papermaking and book production for the purpose of understanding the physical "stuff" of traditional library collections, as well as addressing some non-book media including digital. Inherent causes of book and paper deterioration will be discussed in relation to currently accepted standards for book and paper conservation. Current replication practices will be contrasted with older methods. The role of preventive measures, including appropriate care and handling, archival housing, the use of alkaline paper, and environmental control will be explored. Technical aspects of commercial library binding, in-house book repair, and rare book conservation will be evaluated. Approaches to disaster preparedness and response will also be reviewed.

## Office Hours

Due to our geographic separation, student-teacher contact will mostly be by e-mail or telephone, although I'm happy to meet one-on-one by appointment if you are going to be in Salt Lake City.

## Class Outline

Segment 1 - Course Overview and Introduction  
Segment 2 - Environmental Control and Preventive Conservation  
Segment 3 - History of Papermaking  
Segment 4 - Understanding Paper and its Conservation  
Segment 5 - Library Binding  
Segment 6 - Book Repair  
Segment 7 - Book Conservation  
Segment 8 - Photographic Media  
Segment 9 - Sound Recordings, Magnetic, and Digital Media  
Segment 10 - Selection and Preservation Reformatting  
Segment 11 - Care and Handling  
Segment 12 - Disaster Recovery  
Segment 13 - Preservation Administration

## Course Outcomes

- Knowledge the types of physical and chemical deterioration that affect books, paper, photographs, and related library media (including paper, parchment, microforms, phonograph records, magnetic tape, and digital media);
- Knowledge of current book and paper conservation options for decelerating deterioration (preventive conservation) including appropriate environmental controls, care and handling, storage, and exhibit practices;
- Knowledge of current book and paper conservation treatment options for repairing library and archival media, including paper conservation, book repair, library binding, and rare book conservation;
- Knowledge of ethical considerations related to treatment decision making for all types of library material;
- Knowledge of ethical considerations related to preservation versus replication;
- Knowledge of disaster planning and response options.

## Course Materials

***Required Texts (to be read by the first class meeting)*** - A single text book that provides a broad introduction to the field of library preservation is very difficult to identify. Readings from a number of sources are therefore required to gain a broad overview of the subject. This semester we will use **three books** as *required readings*: one deals with the hubris of dogmatic behavior; the second deals with standard approaches to library and archives preservation problems; and the third provides an argument for the importance of original material in research libraries (two of the three are available without charge as web documents; the third can probably be procured on

the out-of-print market).

1. The first required book was quite controversial among some librarians and preservation professionals when it first appeared (many continue to have an opinion about it although few can claim to have actually read it!). The book takes the position that national preservation practices, especially during the past couple of decades, resulted in a significant loss of historical material.

Baker, Nicholson, *Double fold: libraries and the assault on paper* (New York : Random House, 2001).

*Double fold* was the 2001 National Book Critics Circle Award winner for general nonfiction. (Founded in 1974, The National Book Critics Circle consists of nearly 700 active book reviewers, interested in communicating with one another about common concerns, annually presenting an award for the best book in five categories: fiction, general nonfiction, biography/autobiography, poetry, and criticism). This is a very well written and researched text (a real page turner!) that I hope you'll enjoy.

2. The second required reading is a series of leaflets developed over the years by the Northeast Document Conservation Center (NEDCC) for their institutional clients to answer commonly-asked preservation questions. There is no requirement to purchase this material as each can be accessed online and downloaded at: <http://www.nedcc.org/resources/leaflets.list.php> There are 59 leaflets, so this is going to require a serious commitment.
3. The third required reading is an argument concerning the need to preserve material in original format to support the long-term research needs of scholars.

Nichols, Stephen G., and Abby Smith, *The evidence in hand: report of the Task Force on the Artifact in Library Collections* (Washington, D.C.: Council on Library and Information Resources, 2001). 114 p. This publication can be downloaded in its entirety at: <http://www.clir.org/pubs/reports/pub103/pub103.pdf>

**Supplemental Texts (reference material)** - Now, on to the *suggested readings*. The first is a brief history of the book to provide a bit of background on the evolution of historic media types. A decent, very short text is:

- Kilgour, Frederick G., *The evolution of the book* (New York : Oxford University Press, 1998). 180 p.

A very authoritative text I would recommend reading that resulted from a long-range planning study conducted for the National Archives:

- Committee on Preservation of Historical Records, National Materials Advisory Board, Commission on Engineering and Technical Systems, National Research Council,

*Preservation of historical records*, (Washington, DC: National Academy Press, 1986).

The next two are basic introductions to preservation principles applicable to the range of objects that comprise our material culture. They were developed recently as references for the general public, and while the first is the more technical of the two, I think either will give you a good bracing:

- Landrey, Gregory J. [et al.], *The Winterthur guide to caring for your collection* (Winterthur, DE : Henry Francis du Pont Winterthur Museum, 2000). This book can be ordered directly from Winterthur Museum Book Store for \$17.95 by calling 800-448-3883 and asking to be transferred to the Book Store.
- Long, Jane S., and Richard W. Long, *Caring for your family treasures : heritage preservation* (New York : H. N. Abrams, 2000). This is available for \$24.94 directly from Heritage Preservation by calling 888-388-6789.

Another excellent and informative manual focused on preservation issues within archives is:

- Ritzenhaller, Mary Lynn, *Preserving archives and manuscripts* (Chicago : Society of American Archivists, 1993).

Additional information related to preservation can be found at the following on-line sources, and in the citations appearing in the course outline below:

- Canadian Conservation Center Notes: An excellent source of information, these 100+ notes "offer practical advice about issues and questions related to the care, handling, and storage of cultural objects" (in CCI's own words) <http://www.cci-icc.gc.ca/crc/notes/index-eng.aspx>
- Preservation 101: An Internet Course on Paper Preservation <http://www.ncptt.nps.gov/Product-Catalog/Product.aspx?ProductID=1999-30>

Eight modules that include self-testing quizzes, this very well designed online tutorial covers archiving; environmental, biological, and mechanical causes of deterioration; cleaning and tools of the trade; planning for emergencies; specifics on storage and care of photographic images; and organizing a preservation program. Also included is a glossary of terms, basic care and handling guidelines, and an annotated guide to further sources, both hard copy and online.

- Conservation OnLine (CoOL) <http://palimpsest.stanford.edu>

Resources for Conservation Professionals. For example, at bottom of page under "Library Binding" you can get ANSI/NISO/LBI standards. Or, click in Conservation/Information for the General Public, then Online Conservation/Preservation Serials and you can get include *Abbey Newsletter*, *AIC Journal*, *Journal of Conservation & Museum Studies*, etc. (Unfortunately the Segment 5 1979 citation from *Abbey Newsletter* is not yet scanned in,

but about 20 years' worth are available.)

- Conservation DistList Archives <http://palimpsest.stanford.edu/byform/mailling-lists/cdl>

Discussion and questions by real conservation professionals world-wide. The list is moderated by Walter Henry of Stanford University. For example, click search and enter "Library Binding." The results are postings to the list on the subject.

- AIC (American Institute for Conservation of Historic and Artistic Works)  
<http://aic.stanford.edu>

Try clicking General Information and then Definitions of Conservation Terminology for a good (short) glossary. The Related Web Sites & Resources could be helpful too. Or from the main page try Conservation Specialities or Caring for Your Treasures (each section has a bibliography).

- National Park Service *Conserve O Grams*, available at:  
<http://www.cr.nps.gov/museum/publications/conserveogram>
- Library of Congress Preservation Directorate, available at: <http://lcweb.loc.gov/preserv/>
- National Preservation Office of the British Library  
<http://www.bl.uk/services/preservation/fpublications.html>  
  
Has some full-text preservation guidance leaflets. Titles include "Good Handling Principles and Practice for Library and Archive Materials," "Photocopying of Archive and Library Materials," "The Application and Use of Standards in the Care and Management of Libraries and Archives," "Preservation of Photographic Material."
- An excellent resource related to the history of paper, bookbinding, and printing techniques is G. Thomas Tanselle's *Introduction to Bibliography* syllabus available for free downloading in its 370-page entirety at: <http://www.rarebookschool.org/tanselle/syl-B-complete.090302.pdf>

The class outline below provides an overview of the course with further bibliographic suggestions for additional reading that you may choose to investigate as your curiosity dictates and time constraints allow.

### ***Related Audiovisual Material***

The related audiovisual material listed below under each Course Segment (1-13) are videos that may be shown in class to the extent that time allows. They are listed below for your future reference, or in case you chose to investigate one or more of these videos on your own after the class.

### *Additional readings*

Following under each course Segment (1-13) are suggested readings provided within the structure of the course outline. "Preservation" attempts to survey the entire scope of profession with a long and complex literature, so a concise reading list is difficult to formulate. The following are listed for your general edification in the hopes you will use available sources and interlibrary loans to familiarize yourself with this literature to establish a grounding in the subject. Depending on your areas of interest, some of these publications may help focus your independent research topic. Audiovisual material listed (as well as ideas for practicums) will be included within the class as contact hours allow.

## **Segment 1 - Course Overview and Introduction**

Introduction to library preservation. Course outline and teacher expectations.

### *Preparatory Reading*

- Darling, Pamela W., and Shereilyn Ogden, "From problems perceived to programs in practice: The preservation of library resources in the U. S. A., 1956-1980," *Library resources & technical services* 25 (no. 1, January-March, 1981), 9-29.
- Higginbotham, Barbra Buckner. *Our past preserved, a history of American library preservation 1876-1910*, (Boston: G.K. Hall, 1990). (Use as a reference as needed).
- Larsen, A. Dean, and Randy Silverman, "Preservation," in *Library technical services: Operations and management*, 2nd ed., (San Diego: Academic Press, 1991): 205-269.
- Marcum, Deanna, "The Library and the Scholar: A New Imperative for Partnership," in *Collectors, Collections, and Scholarly Culture American Council of Learned Societies Occasional Paper no. 48* (2000), <http://www.acls.org/op48-3.htm#marcum>
- Shahani, Chandru J. and Wiliam K. Wilson, "Preservation of Libraries and Archives," *American scientist* 75 (May-June 1987), 240-250.

### *Audiovisual (for help with writing)*

- Peter Elbow on writing [videorecording, 43 min.] a production of the Media Education Foundation ; produced & conceptualized by Patricia H. Mangan ; director, Sut Jhally. Publisher Northhampton, MA : Media Education Foundation, 1995. (University of Utah Marriott Library call number V-Cass PE1408 .P439 1995 ).

## **Segment 2 - Environmental Control and Preventive Conservation**

Temperature, relative humidity, light, and gaseous and particulate contaminants. Environmental monitoring equipment. Insects and biological pests.

### *Preparatory Reading*

- Sebera, Donald K. "Isoperms: An Environmental Management Tool" <http://palimpsest.stanford.edu/byauth/sebera/isoperm/index.html>

- Weintraub, Steven, "Creating and maintaining the right environment," in, National Committee to Save America's Cultural Collections (Arthur W. Schultz, chairman), *Caring for your collections : preserving and protecting your art and other collectibles* (New York: H. N. Abrams, 1992), 18-29.

### **Segment 3 - History of Papermaking**

Origins and world-wide spread of paper. Traditional and contemporary materials. Methods of manufacture. Acidic and alkaline machine-made papers. The role of the librarian as an advocate for the use of alkaline paper for modern publications.

#### ***Preparatory Reading***

- Baker, Cathleen A., *From the Hand to the Machine. Nineteenth-Century American Paper and Mediums: Technologies, Materials, and Conservation* (Ann Arbor, Mich.: Legacy Press, 2010).
- Clapp, Verner W., "The story of permanent/durable paper 1115-1970," *Restaurator*, supplement 3 (1972), 1-58.
- Clapperton, R.H., *The papermaking machine*, (London: The Oxford University Press, 1967), 15-33.
- Grant, Richard P., "About Paper Grain" *Skin Deep* 10 (Autumn, 2000), at: <http://www.hewit.com/sd10-pape.htm>
- McCrady, Ellen, "Wood is good," *Library conservation news* 20 (1988), 4-5.
- American National Information Standards Institute(ANSI)/National Information Standards Organization (NISO) Z39.48-1992 (R1997), *Permanence of Paper for Publications and Documents in Libraries and Archives*, (Gaithersburg, MD: National Information of Standards & Technology,1985). Available online at [http://www.techstreet.com/list\\_niso\\_stds.tmpl](http://www.techstreet.com/list_niso_stds.tmpl).

#### ***Audiovisual (these may be shown in class)***

- The traditional crafts of Japan, pt.7 - Papermaking: Echizen Paper, [Videorecording], (1992). (University of Utah Marriott Library call number V-Cass NK 1071 T73 1992 v.4, pt.7).
- Overview, paper, sawmill, sheater [videorecording], (Boise Paper Solutions). (University of Utah Marriott Library call number V-Cass TS1105 .O84).

#### ***Practicum***

Examples of modern handmade and machine made papers will be used to illustrate grain direction. A demonstration of the swelling characteristics of machine vs. hand made paper will be given.

### **Segment 4 - Understanding Paper and its Conservation**

Handmade and machine-made paper. Conservation repair options including single item

alkalization and mass deacidification. Reversibility and other paper conservation considerations.

### ***Preparatory Reading***

- Albro, Sylvia R. and Holly H. Krueger. "The Jamestown Records of the Virginia Company of London: A Conservator's Perspective," published in the Library of Congress' National Digital Library Program, Papers of Thomas Jefferson online at: <http://memory.loc.gov/ammem/mtjhtml/mtjessay2.html>
- Brandt, Astrid-Christiane, Mass deacidification of paper, (Paris: Bibliotheque Nationale, 1992,) 17-26.
- Brückle, Irene and Jana Dambrogio, "Paper splitting history and modern technology," Journal of the American Institute for Conservation 39, no. 3 (2000); 295-325. <http://aic.stanford.edu/jaic/articles/jaic39-03-001.html>
- Susan Dackerman Painted Prints: The Revelation of Color (Penn State Press, 2002). The web version of the Baltimore Museum of Art in 2002 exhibition is at <http://www.artbma.org/exhibitions/online.html>.
- Keyes, K. M., "The unique qualities of paper as an artifact in conservation treatment," The paper conservator 3 (1978), 4-8.
- McParland, M. "Book conservation workshop manual, part 2: the nature and chemistry of paper, its history, analysis & conservation," The new bookbinder 2 (1982), 17-28. (Use as a reference as needed).
- Porck, Henk. J., Mass deacidification, an update on possibilities and limitations, (Washington, DC: Commission on Preservation and Access, 1996), 42-45. <http://www.knaw.nl/ecpa/publ/porck.htm>
- Zachary, Shannon, "Mass Deacidification in 2002 and the University of Michigan Experience," ARL Bimonthly Report 224 (October 2002) retrieved online 5 December 2002 at: <http://arl.cni.org/newsltr/224/massdeacid.html>

### ***Audiovisual (this may be shown in class)***

- Yoshi Nishio. Hidden Grapes: Conservation of Grapevine Screens. DVD

## **Segment 5 - Library Binding**

An overview of contemporary commercial library binding and its appropriate application to the repair of circulating library collections.

### ***Preparatory Reading***

- Merrill-Oldham and Paul Parisi, Guide to the Library Binding Institute standard for library binding, (Chicago: American Library Association, 1990). (Useful as a reference).
- McCrady, Ellen, "Preserving inner margins in the library bindery," Abbey newsletter 3 (no. 3, September, 1979), 29-34.
- Parisi, Paul A, "Methods of affixing leaves: options & implications," The new library scene 3 (October, 1984), 9-12.
- Walker, Gay, "Library binding as a conservation measure," Collection management 4

(nos. 1 and 2, Spring-Summer, 1982), 55-71.

***Audiovisual (this may be shown in class)***

- Library binding : a shared responsibility, a collaborative process (Washington, D.C. : Library of Congress, National Preservation Program, 1990) videocassette (VHS format 26 min.) : sd., col. ; 1/2 in. / a production of Peter Vogt & Associates, Project director, Carolyn Clark Morrow, funded by the Andrew W. Mellon Foundation and the Library Binding Institute. (University of Utah Marriott Library call number V-Cass Z701 .L525 1990z).

**Segment 6 - Book Repair**

Terminology and techniques; when and where to apply what.

***Preparatory Reading***

- Silverman, Randy, and Maria Grandinette, "Connoisseurship of nineteenth and early twentieth century publishers' bookbindings," in Carlo Federici, et. al., (eds.), International conference on conservation and restoration of archive and library materials, Erice, 22-29 April 1996, vol. 1, (Rome: Istituto centrale per la patologia del libro, 2000), 287-317.
- Grandinette, Maria and Randy Silverman, "Library collections conservation in the USA," in Carlo Federici, et. al., (eds.), International conference on conservation and restoration of archive and library materials, Erice, 22-29 April 1996, vol. 1, (Rome: Istituto centrale per la patologia del libro, 2000), 367-374.
- Miller, Julia, *Books Will Speak Plain: A Handbook for Identifying and Describing Historical Bindings* (The Legacy Press: Ann Arbor, MI, 2010).

***Audiovisual (useful as a reference)***

- Book industry [videorecording, 28 minutes] / produced in cooperation with the College Division of the McGraw-Hill Company, Inc. and Knowledge TV; producer, David P. Stone (Jones International, Ltd. ; Princeton, NJ : Films for the Humanities & Sciences, 1998). (University of Utah Marriott Library call number V-Cass Z278 .B72 1998).
- Fortson-Jones, Judith, Surface cleaning, encapsulation, and jacket-making, [videorecording, 80 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).
- Milevski, >Robert J., Books in general collections: paper repairs and pockets, [videorecording, 81 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).
- Merrill-Oldham, Jan, Pamphlet binding, [videorecording, 60 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).
- Etherington, Don, Books in general collections: recasing, [videorecording, 79 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).
- Jones, Lynn, Protective enclosure: simple wrappers, [videorecording, 50 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).

- Espinosa, Robert, Protective enclosure: portfolios and boxes, [videorecording, 120 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).
- Preservation and conservation: basic preservation techniques for libraries and archives, [videorecording, 70 minutes], (Baltimore, MD: Johns Hopkins University, 1987).
- Greenfield, Jane, Basic book repair, [videorecording, 30 minutes], [New York: H. W. Wilson, 1988).

## Segment 7 - Book Conservation

Book conservation techniques, ethical considerations, and locating reputable conservators.

### *Preparatory Reading*

- Albro, Sylvia R., & Thomas C. Albro, II, "The examination and conservation treatment of the Library of Congress Harkness 1531 Huejotzingo Codex," *Journal of the American Institute for Conservation* 29 (no. 2, 1990), 97-115.  
<http://aic.stanford.edu/jaic/articles/jaic29-02-001.html>
- Baynes-Cope, A. D., "Thoughts on ethics in archival conservation," *Restaurator* 9 (no. 3, 1988), 136-146.
- Clarkson, Christopher, "The conservation of early books in codex form," *Paper conservator* 3 (1978), 33-50.
- Clarkson, Christopher, "Minimal intervention in treatment of books," in, Preprint from the 9th international congress of IADA, August 15-19, 1999, 89-96.  
[http://palimpsest.stanford.edu/iada/ta99\\_089.pdf](http://palimpsest.stanford.edu/iada/ta99_089.pdf)
- Guidelines for selecting a conservator (pamphlet), (Washington, DC: American Institute for the Conservation of Historic and Artistic Works, 1987).  
<http://aic.stanford.edu/select/select.html>
- Pollard, Graham, "On the repair of medieval bindings," *Paper conservator* 1 (1976), 35-36.
- Powell, Roger, "Case history of repair and rebinding of an eighth-century vellum manuscript," in Philip Smith, *New directions in bookbinding*, (London: Studio Vista 1974), 174-183.
- Science for conservators, book 1, an introduction to materials, Crafts Council conservation science teaching series, (London: Crafts Council, 1984), 13-26. (useful as a reference).
- Waters, Peter, "Phased conservation," in *Book and Paper Group annual* 17 (1998), 113-122. <http://aic.stanford.edu/conspec/bpg/annual/v17/bp17-17.html>

### *Audiovisual (these may be shown in class)*

- Arno Werner, master bookbinder / Connecticut Public Television (Greenwich, Conn.: artsAMERICA, Inc., 1983), videocassette (VHS format, 29 min.) : sd., col. with b&w sequences; 1/2 in./ Directed by Jay Whitsett ; produced by Nancy R. Savin. (University of Utah Marriott Library call number V-Cass Z269.2.W47 A7 1983).
- The Parchment Makers: An Ancient Art in Present-Day Ethiopia (Grand Haven, Mich.?:

Sola Scriptura, 2000), videocassette (VHS format, 19 min.) : sd., col. 1/2 in./co-directed by Neal W. Sobania and Raymond A. Silverman; Produced by the Scriptorium: Center for Christian Antiquities, in cooperation with Hope College and Michigan State University. (University of Utah Marriott Library call number V-Cass TS 1165 P37 2000).

### ***Practicum***

- Tour of a local conservation facility will be scheduled as possible.

### ***Book History Online***

- American Decorated Publishers' Bindings, 1872-1929 by Richard Minsky <http://minsky.com/pub-dec-other.htm>
- Cover Story: 19th Century Cloth Book Covers <http://www.uflib.ufl.edu/spec/baldwin/covers/coverstory.htm>
- Godburn, Mark, (The Bookmark, North Canaan, CT) website: "Nineteenth Century Dust Jackets: An Illustrated History <http://nineteenthcenturydustjackets.com/>
- Hand Bookbindings Plain and Simple to Grand and Glorious [http://libweb5.princeton.edu/visual\\_materials/hb/hb.html](http://libweb5.princeton.edu/visual_materials/hb/hb.html)
- Judging a Book by Its Cover: Gold-Stamped Publishers' Bindings of the 19th Century <http://www.columbia.edu/cu/lweb/eresources/exhibitions/gilded/>
- Publishers' Bindings Online, 1815 - 1930: The Art of Books <http://bindings.lib.ua.edu/>
- UNT Libraries Rare Book & Texana Collections, Victorian Bookbinding Exhibit <http://www.library.unt.edu/rarebooks/exhibits/binding/default.htm>

## **Segment 8 - Photographic Media**

Overview of the major historic photographic processes, significant deterioration problems, and housing considerations for photographic material.

### ***Preparatory Reading***

- Adelstein, Peter Z., "History and properties of film supports," in Proceedings of conservation in archives: international symposium, Ottawa, Canada, May 10-12, 1988, (Paris: International Council on Archives, 1989), 89-101.
- The Film Preservation Guide: The Basics for Archives, Libraries, and Museums [http://www.filmpreservation.org/preservation/film\\_guide.html](http://www.filmpreservation.org/preservation/film_guide.html)
- Hendriks, Klaus B., "Storage & handling of photographic materials," in Merrily A. Smith, (ed.), Preservation of library materials, conference held at the National Library of Austria, Vienna, April 7-10, 1986, vol. 2 (München: K. G. Saur, 1987), 55-66.
- Krause, P., "Properties and stability of color photographs," in Proceedings of conservation in archives: international symposium, Ottawa, Canada, May 10-12, 1988, (Paris: International Council on Archives, 1989), 129-135.
- Norris, Debbie Hess, "Photographs," in National Committee to Save America's Cultural Collections (Arthur W. Schultz, chairman), Caring for your collections : preserving and protecting your art and other collectibles (New York: H. N. Abrams, 1992), 18-29.

- Norris, Debbie Hess, "the proper storage and display of a photographic collection," in Book and Paper Group annual 2 (1983), 66-81.  
<http://aic.stanford.edu/conspec/bpg/annual/v02/bp02-08.html>
- Reilly, James M., "Preserving photograph collections in research libraries: a perspective," in Photograph preservation and the research library, (Mountain View, CA: Research Libraries Group, 1991), 7-17.
- Wilhelm, Henry and Carol Brower, The Permanence and Care of Color Photographs: Traditional and Digital Color Prints, Color Negatives, Slides, and Motion Pictures, 1993  
[http://www.wilhelm-research.com/book\\_toc.html](http://www.wilhelm-research.com/book_toc.html)

## **Segment 9 - Sound Recordings, Magnetic, and Digital Media**

Overview of the major historic photographic processes, significant deterioration problems, and housing considerations for non-print media.

### ***Preparatory Reading***

- "Guidelines for Media Resources in Academic Libraries," ACRL Media Resources Discussion Group.  
[http://www.ala.org/Content/NavigationMenu/ACRL/Standards\\_and\\_Guidelines/Guidelines\\_for\\_Media\\_Resources\\_in\\_Academic\\_Libraries.htm](http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Guidelines_for_Media_Resources_in_Academic_Libraries.htm)
- Bay Area Video Coalition, Playback: A preservation primer for video. (San Francisco: Bay Area Video Coalition, 1998).
- Brand, Stewart, "Library," from the Long Now Foundation website at  
<http://www.longnow.org>
- Byers, Fred R., Care and handling for the preservation of CDs and DVDs - a guide for librarians and archivists, NIST Special Publication 500-252 (Gaithersburg, MD: National Institute of Standards and Technology, 2003). Available online at (as of June 2003)  
[http://www.itl.nist.gov/div895/carefordisc/disc\\_care/index.htm](http://www.itl.nist.gov/div895/carefordisc/disc_care/index.htm)
- Calmes, Alan, "New preservation concern: video recordings," Commission on Preservation and Access newsletter 22 (April, 1990), 5-6. Located at  
<http://www.clir.org/pubs/cpanews/cpanl22.html>
- Calmes, Alan, "Video tapes," in Storage of natural history collections: a preventive conservation approach, Vol. I (Society for the Preservation of Natural History Collections, 1995), 395-400.
- Day, Timothy, A century of recorded music : listening to musical history (New Haven: Yale University Press, 2000).
- Jones, Maggie and Neil Beagrie, Preservation management of digital materials: a handbook ( London: British Library, 2001).
- Jesdanun, Anick, "Digital memory threatened as file formats evolve," Houston Chronicle (January 16, 2003) recovered from the web on 23 January 2003 at:  
<http://www.chron.com/cs/CDA/story.hts/tech/1739675>
- Jones, Maggie, and Neil Beagrie, Preservation management of digital materials: A handbook (London: The British Library, 2001).
- MacLean, Margaret and Ben H. Davis, with Getty Conservation Institute, Getty Information Institute, Long Now Foundation, Time & bits : managing digital continuity

(Los Angeles: J. Paul Getty Trust, 1998).

- Mallinson, J. C., "Magnetic tape recording: history, evolution and archival considerations," Proceedings of conservation in archives: international symposium, Ottawa, Canada, May 10-12, 1988, (Paris: International Council on Archives, 1989), 181-190.
- Nugent, William R., "Compact discs and other digital optical discs," in Storage of natural history collections: a preventive conservation approach, Vol. I (Society for the Preservation of Natural History Collections, 1995), 401-408.
- Palm, Jonas, "The digital black hole," (Director, Head of Department of Preservation, Riksarkivet/National Archives, Stockholm, Sweden) [http://www.tape-online.net/docs/Palm\\_Black\\_Hole.pdf](http://www.tape-online.net/docs/Palm_Black_Hole.pdf)
- St.-Laurent, Gilles, "The care and handling of recorded sound materials," Commission on Preservation and Access report (Washington, D.C.: Commission on Preservation and Access, 1991; 1996). (The updated version is available online at: <http://palimpsest.stanford.edu/byauth/st-laurent/care.html>)
- Texas Commission on the Arts, "Videotape Identification and Assessment Guide" <http://www.arts.state.tx.us/video/>
- Van Bogart, John W. C., Magnetic tape storage and handling: A guide for libraries and archives (Washington, D.C.: Commission on Preservation and Access, 1995). <http://www.clir.org/pubs/reports/pub54/>
- Van Bogart, John W. C., "Mag tape life expectancy 10-30 years, " (available online at: <http://palimpsest.stanford.edu/bytopic/electronic-records/electronic-storage-media/bogart.html>)
- Video Aids to Film Preservation, <http://www.folkstreams.net/vafp/>
- Weinberger, Ellis, "Digital objects as manuscripts: How to select material that is born digital for long-term preservation," presentation to the Cambridge Libraries Group 15 June 1999, retrieved from the web 7 Nov. 2002 at: <http://www.cus.cam.ac.uk/~ew206/d-as-m-article/>

### *Audiovisual (this may be shown in class)*

Into the Future : On the Preservation of Knowledge in the Electronic Age, Terry Sanders; Robert MacNeil, [videorecording 60 min.] : sd., col. ; 1/2 in. + 1 handout [S.I.] : Commission on Preservation & Access, 1997. (University of Utah Marriott Library call number V-Cass Z 681.3 D53 I58 1997).

## **Segment 10 - Selection and Preservation Reformatting**

Decision making when sorting library material for conservation treatment or reformatting. Cooperative preservation microfilming, archival photocopying, and magnetic and optical storage.

### *Preparatory Reading*

- Calmes, Alan R., "Relative longevity of various archival recording media," Proceedings of conservation in archives: international symposium, Ottawa, Canada, May 10-12, 1988, (Paris: International Council on Archives, 1989), 207-221.

- Conway, Paul, "Overview: rationale for digitization and preservation," chapter II in Maxine K. Sitts, (ed.), Handbook for digital projects: a management tool for preservation and access (Andover, Massachusetts: Northeast Document Conservation Center, 2000), available online at: <http://www.nedcc.org/digital/intro.htm>
- Golembeski, D. J., "Struggling to become an inventor," Invention and technology (Winter, 1989), 9-15.
- Gwinn, Nancy E. and Lisa L. Fox (eds.), Preservation microfilming : a guide for librarians and archivists, 2nd ed., (Chicago : American Library Association, 1996). (use as a reference as needed).
- Subt, Sylvia Y, "Xerographic quality control," Inform 1 (no. 7, 1987), 10-11, 47.

***Audiovisual (useful as a reference) (contrasting these two films can be very educational)***

- Slow fires : on the preservation of the human record / Council on Library Resources (Santa Monica, Calif. : American Film Foundation, 1987), videocassette (VHS format, 59 min.) : sd., col. ; 1/2 in./ Director and producer, Terry Sanders; narrator, Robert MacNeil. (University of Utah Marriott Library call number V-Cass Z701 .S57 1987).
- Baker, Nicholson. Double fold : libraries and the assault on paper [videorecording] (West Lafayette, IN : C-SPAN Archives, c2001)1 videocassette (82 min.) : sd., col. ; 1/2 in. -- (University of Utah Marriott Library call number V-Cass Z 695.655 B353 B34 2001).

**Segment 11 - Care and Handling**

Educating staff and patrons about proper book handling procedures. Book return systems. Storage, security, and exhibits.

***Preparatory Reading***

- Adcock, Edward P., Marie-Thérèse Varlamoff, and Virginie Kremp (comp. and ed.), IFLA principles for the care and handling of library material, (Washington, D.C. : International Federation of Library Associations and Institutions, Core Programme on Preservation and Conservation, 1998). <http://www.ifla.org/VI/4/news/pchlm.pdf>
- Pickwood, Nicholas, "Books and libraries," in, Hermione Sandwith and Sheila Stainton, (eds., and comp.), The National Trust manual of housekeeping (Harmondsworth: Penguin, 1993).
- Smith, Merrily A, "Care and handling of bound materials," in Merrily A. Smith, (ed.), Preservation of library materials, conference held at the National Library of Austria, Vienna, April 7-10, 1986, vol. 2 (München: K. G. Saur, 1987), 45-54.

***Audiovisual (useful as a reference)***

- Frost, Gary, and Terry Belanger, How to operate a book, [videorecording], (New York: Columbia University, School of Library Service, 1986). (Use as a reference as needed).
- Murder in the stacks, [videorecording], (New York: Center for Biomedical Communications, College of Physicians and Surgeons, Columbia University, 1987). (Use

as a reference as needed).

## **Segment 12 - Disaster Recovery**

Overview of local, national, and international disasters affecting cultural material. Creating a disaster plan. Recovery techniques for water damaged books, documents and photographs.

### ***Preparatory Reading***

Image Permanence Institute, "A consumer guide for the recovery of water-damaged traditional and digital prints," [c 2007]

[http://www.imagepermanenceinstitute.org/shtml\\_sub/waterdamage.pdf](http://www.imagepermanenceinstitute.org/shtml_sub/waterdamage.pdf)

Barton, John P., "Recovery of archival material following a disaster," in Proceedings of conservation in archives: International symposium, Ottawa, Canada, May 10-12, 1988, (Paris: International Council on Archives, 1989), 291-295.

dPlan, the Online Disaster-Planning Tool, produced by the Northeast Document Conservation Center and The Massachusetts Board of Library Commissioners. <http://dplan.zaks.com>

Dorge, Valerie, and Sharon L. Jones, (comp.), Building an emergency plan : a guide for museums and other cultural institutions (Los Angeles : Getty Conservation Institute, 1999).

Fortson, Judith, Disaster planning and recovery : a how-to-do-it manual for librarians and archivists, (New York : Neal-Schuman Publishers, 1992).

Hendriks, Klaus B., & Brian Lesser, "Disaster preparedness and recovery: photographic materials," American archivist 46, (no. 1, winter, 1983), 52-68.

Iowa Conservation and Preservation Consortium, "Flood Recovery Booklet"

[http://www.neirls.org/flood\\_recovery/contents.html](http://www.neirls.org/flood_recovery/contents.html)

Library Disaster Plan Template, produced by the California Preservation Program,

[http://calpreservation.org/disasters/generic/plan\\_toc.html](http://calpreservation.org/disasters/generic/plan_toc.html)

Michigan State University disaster resources website <http://matrix.msu.edu/~disaster/index.php>

Museum Pests - <http://www.museumpests.net/> a product of the Integrated Pest Management Working Group.

Neuvirt, Jiri, et. al., "Study of the effects of drying methods on the physical, chemical, and microbiological properties of various kinds of paper," study conducted for the National Library of the Czech Republic, Prague and the State Central Archives in Prague, January 2003

<http://www.mvcr.cz/archivy/sua/vystavy/akce02/voda/study/enindex.htm>

"Salvage at a Glance," available at

<http://www.museum-security.org/indexdefinitief.html>

*Audiovisual (this may be shown in class)*

The Restoration of Books, Florence, 1968: A Film Based on the Work in the National Library of Florence Resulting From the Floods on 4 November 1966 (Roger Hill, filmmaker, with Peter Waters and Christopher Clarkson) - DV-Disc Z 701.4 I8 R48 2006 / 1968 39 min.

## **Segment 13 - Preservation Administration**

Collection surveys as a means of assessing and prioritizing needs. Methodologies for allotting resources to engender the greatest benefit for the largest number of materials. Institutional politics, state-wide programs, national perceptions, and public education.

### *Preparatory Reading*

- Boomgaarden, Wesley L., "Prospective preservation," in Preservation: A research library priority for the 1990's, minutes of the 111th meeting of the Association of Research Libraries, 22 October 1987, (Washington, DC: Association of Research Libraries, 1988), 31-37.
- Calmes, Alan, R. Schofer, & K. R. Eberhardt, "Theory and practice of paper preservation for archives," Restaurator 9 (no. 2, 1988), 96-111.
- Darling, Pamela W., "Introduction," in Carolyn C. Morrow (ed.), The preservation challenge: a guide to conserving library materials, (White Plains, NY: Knowledge Industry Publications, Inc., 1983), 1-7.
- Merrill-Oldham, Jan, "The preservation program defined," in Preservation: a research library priority for the 1990's, minutes of the 111th meeting of the Association of Research Libraries, 22 October 1987, (Washington, DC: Association of Research Libraries, 1988), 19-25.
- Morrow, Carolyn C. "Staffing the preservation program," in Preservation: a research library priority for the 1990's, minutes of the 111th meeting of the Association of Research Libraries, 22 October 1987, (Washington, DC: Association of Research Libraries, 1988), 26-31.
- Ogden, Barclay. W., "Determining conservation options at the University of California at Berkeley," in Jan Merrill-Oldham & Merrily Smith (eds.), The library preservation program: models, priorities, possibilities, (Chicago: American Library Association, 1985), 63-68.
- Walker, Gay, "Preservation planning and perspective," in Preservation: a research library priority for the 1990's, minutes of the 111th meeting of the Association of Research Libraries, 22 October 1987, (Washington, DC: Association of Research Libraries, 1988), 43-50).
- Walker, Gay, Jane Greenfield, J. Fox, & J. S. Simonoff, "The Yale survey: a large-scale study of book deterioration in the Yale University Library," College & Research Libraries 46 (no. 2, March, 1985), 111-132.

## **Class Participation**

Students are expected to attend class, complete all assigned readings prior to class, participate in the class discussions, practicums, on the class listserve, and complete a research paper or project. Research papers or projects can be sent to me as an email attachment or by US Mail at the contact information at the top of this syllabus. Every student is also expected to send me a **Self Evaluation** which is described as part of the "**Research Paper or Project**" assignment below.

## **Research Paper or Project**

Your research paper or project will be graded on four criteria:

1. relevance of the argument to the general topic of library preservation and material culture,
2. interest the topic holds for a reader (in this case, that would be me),
3. intellectual strength and evidence of depth of involvement in the research, and,
4. quality of the mechanics of the paper (organization, grammar, spelling, footnoting, etc. or project).

A commendable project for this class and one that can help initiate change as well as give you a wide range of professional insights is to write a small (5-page) grant proposal to help an institution improve its current preservation program. Help from the instructor is available for projects of this type.

If you'd like to produce a three-dimensional project the work should be carefully prepared and include commentary interpreting the work for the observer (e.g., What went into the work's creation, including research conducted? How is the process of making this work useful to you or to others in the profession?). Projects need to be cleared with the instructor.

The topic you choose should be one that has meaning for you and provides an opportunity for you to **synthesize the course**. The paper should be as long as necessary to present a thoughtful, informative and interesting piece of research, but should be short enough to have publication possibilities in professional journals. Collaborative work with one or more classmates is welcome, as long as each individual independently submits a unique paper or project. Poor physical presentation of the work, including misspellings, grammatical errors, inadequate footnoting, and the like will result in a lower grade. All papers should be typed, double-spaced, in 12-point type, and prepared in a consistent manner using a standard style guide appropriate to the journal you envision publishing the piece. Papers should be well edited, grammatically correct, and written using standard English. Sources from which information is derived should be accurately cited, including the page number(s) of the citation (please note: a citation is an opportunity to lead the reader into an ongoing exploration of the topic; please try to be as encouraging as possible and help the reader know where to turn for further information).

**Extra credit** (one half letter grade) is available for submitting papers to a qualified reader (including one of your classmates) for proofreading and editorial comment prior to submitting it to me. This should result in a tighter, more carefully groomed piece of work than would

otherwise be the case (this is a norm prior to all submissions for publication and, if you have not submitted articles for publication to date, you should start to assume that getting feedback from an astute reader is an extremely valuable step in the writing process).

While the sky is the limit as far as a topic goes (as, indeed, it is any time you choose to write an article for a professional journal), I expect some clear link back to the course's themes. The following are offered as suggestions only to kick off your own creativity - you are welcome to use one of these but I sincerely encourage you to use your imagination and personal interests to pick a topic that has meaning for you:

- write an NEH Preservation Assistance Grant to secure funding to support a professional preservation assessment of your institution or an institution you'd like to help (these are small, e.g., five-page proposals and quite manageable; I'd be happy to share examples of successful Preservation Assistance Grant proposals, if that is useful, and this is an excellent opportunity to get some experience in the grant writing arena). More information can be found at NEH's website at: <http://www.neh.fed.us/grants/guidelines/pag.html>;
- explore an aspect of the history of (pick one) papermaking, bookbinding, xerography, sound recording, photography, etc., with specific attention to manufacturing methods and materials that affect the permanence of the media;
- create a biographical sketch of one or more key figures whose contributions have affected the development of specific aspects of library media or its preservation;
- fashion a defensible argument for or against a specific preservation approach, including, but not limited to, the National Preservation Microfilming program, library binding, paper splitting, digitization, etc.;
- argue convincingly for or against the need to preserve material culture within libraries in the digital age;
- write an NEH Preservation Assistance Grant to secure funding to support a professional preservation assessment of your institution or an institution you'd like to help (these are small, e.g., five-page proposals and quite manageable; I'd be happy to share examples of successful Preservation Assistance Grant proposals, if that is useful, and this is an excellent opportunity to get some experience in the grant writing arena). More information can be found at NEH's website at: <http://www.neh.fed.us/grants/guidelines/pag.html>;
- investigate an actual preservation problem and its solution dealing with a specific rare item or a collection (this topic lends itself to a brief history of applicable preservation standards; an analysis of the problem; and recommendations related to the optimal long-term preservation of the object/collection, including possible funding sources);
- explore the historical development of U.S. library preservation;
- undertake a three-dimensional project, such as creating an effective preservation-awareness brochure for distribution at public service points within a real library; bind and document the process involved in binding a book; outline the history of papermaking and provide handmade examples of historical patterns; or,
- fashion a defensible argument for or against a specific preservation approach, including, but not limited to, the National Preservation Microfilming program, library binding, paper splitting, digitization, etc.;

- argue convincingly for or against the need to preserve material culture within libraries in the digital age;
- investigate an actual preservation problem and its solution dealing with a specific rare item or a collection (this topic lends itself to a brief history of applicable preservation standards; an analysis of the problem; and recommendations related to the optimal long-term preservation of the object/collection, including possible funding sources)
- explore the historical development of U.S. library preservation.

### **Self Evaluation (mandatory)**

When you send me your research paper or project as an email attachment or via US Mail (at the address listed on the first page of this syllabus), please include:

1. a scanned picture of yourself (to help me connect your name with your face), and
2. a one-page self evaluation; include in this evaluation your assessment of the grade you've earned for the course.

Your self evaluation should cover class attendance, a assessment of the thoroughness of your reading in preparation for the class, your class participation, how well you did with the hands-on activities, and an evaluation of your research paper or project using the four criteria listed above. I am interested to learn what you got out of the class.

Please be realistic. You may think this is an odd approach, but remember, you paid for this class. You are the one controlling your own educational experience and it is hard for me to see things from your perspective given the short amount of time we spend together face-to-face. I tend to rely on your self evaluation for grading purposes if it seems realistic to me, but if I do not concur with your perceptions I am also likely to substitute my own grade for yours. Please use the criteria under the "Grading" heading below for determining your grade.

### **Due Date for Research Paper or Project and Self Evaluation**

A typed, final copy of the research paper or project and self evaluation is to be submitted to me via email or US Mail by the date contracted between the class and the instructor (this date will be set on the first day of class). Uncertainty about the paper's topic or scope, or clarification regarding the guidelines for its completion should be brought to my attention **PRIOR** to this deadline. Incomplete grades will be granted for certifiable medical emergencies and life tragedies, and need to be negotiated with the instructor

### **Grading**

Research paper or project: 60% of the total grade (60 points). Evaluation of the research paper or project will be determined by the four evenly weighted categories mentioned above:

1. Relevance of the argument to preservation
2. Interest the topic holds for reader
3. Intellectual strength and evidence of research depth

#### 4. Quality of the mechanics

Participation: 40% of the total grade (40 points). Evaluation of participation will be determined by four evenly weighted categories:

1. Demonstrated knowledge derived from reading
2. Demonstrated class participation
3. Demonstrated respect for fellow classmates and overall responsibility
4. Timeliness in meeting assignments

### **SLIM Attendance Policy**

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

### **SLIM Grade Policy**

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

### **SLIM Incomplete Grade Policy**

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

### **Faculty-Initiated Student Withdrawal Procedure**

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

### **Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

### **Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability

Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
211 S Morse Hall  
Emporia State University  
1200 Commercial Street / Box 23  
Emporia, KS 66801  
*Phone* : 620/341-6637  
*TTY*: 620/341-6646  
*Email*: [disabser@emporia.edu](mailto:disabser@emporia.edu)

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<a href="#">Emporia State University</a>	<i>fax</i> : (620) 341-5233
1200 Commercial Campus Box	<i>Content comments for the instructor</i> :
4025	<a href="mailto:rsilverm@emporia.edu">rsilverm@emporia.edu</a>
Emporia, KS 66801	<i>Technical questions</i> :
	<a href="mailto:slimhelp@emporia.edu">slimhelp@emporia.edu</a>