

Archeota

Volume 1, Issue 1, Spring 2015

May 4, 2015

Official newsletter of the San José
State University Society of American
Archivists Student Chapter

Welcome

By Paige Minister

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It is with great pleasure that I write to you in the inaugural issue of *Archeota*, the official newsletter of the San José State University Society of American Archivists Student Chapter. The term *archeota* is Latin for “a recorder” or “keeper of the archives”. I cannot think of a more fitting term to describe this publication which will chronicle the events and musings of the archival students at SJSU’s iSchool.

As I began to reflect upon what I wanted to say in this opening issue, I remembered reading a blog post by SAA President Katheen Roe this past fall (<http://offtherecord.archivists.org/2014/09/03/the-year-of-living-dangerously-for-archives/>). In this post she discusses her challenge to fellow archivists to venture outside their comfort zones by taking action to increase awareness for archives.

As archival students I think we often feel like we are not quite part of the profession yet—like our opinions do not really matter to the rest of the profession. We hesitate to get involved. We think what value does my opinion, formulated by coursework and a few internship or volunteer experiences, matter to an archivist who has been working in the field for years? When I attended the SAA Annual Conference this past August, one of the main things I took away from it was that most archivists genuinely want to help students. They want to know what we are thinking, to help us find our way, and for us to be a part of the conversation. It is up to us, after all, to carry on the profession and experienced archivists want to ensure that we are prepared for that undertaking.

As I prepare to leave SAASC and the iSchool, I want to pose my own challenge to my fellow SAASC members. My challenge to you is to venture outside your comfort zone and to get involved, as yes, students. We too can effect change, but we have to be willing to put in the effort to make our voices heard. We need to be present for the conversations in order to contribute to them. We can do this by going to local and national conferences, joining SAA listservs, and by following other archivists on social media. We can do this by becoming active in the SAASC. If you do not have the time to become an officer, try joining (or starting) a committee that interests you. Once you start becoming more involved and meeting more people that love archives just as much as you, you will feel more connected to the profession and be able to share your ideas, opinions, and concerns with confidence.

Congratulations to all the 2015 graduates and good luck to those continuing on their iSchool journeys!

Visit our website <http://sjsusaasc.weebly.com/> or find us on social media!



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2014-2015 Officer Profiles

Paige Minister, Chair

Expected graduation date: Spring 2015

Favorite homework break: Baking, knitting, and watching Bob's Burgers

Favorite class taken at SJSU: LIBR 280 History of Books and Libraries

Favorite archives related website: Rebecca Goldman's blog derangementanddescription.wordpress.com and EADiva.com

Dream job: Archivist of the Bay Area Punk Archives, but until that exists I would love to work as a manuscript archivist someplace that focuses on collecting literature/folklore or underrepresented cultures

Why I am excited to be an officer: I was thrilled to be a part of the SAASC team for a second year to continue to meet and talk with others who are as excited about archives as I am! I love the connections I have been able to forge so far and hope to help more students build and expand their own networks with classmates and current professionals.



Jason Baker, Vice Chair

Expected graduation date: Spring 2015

Favorite homework break: Going on a hike with my dogs

Favorite class taken at SJSU: LIBR 282 Seminar in Library Management (Leadership with Sawyer)

Favorite archives related website: Internet Archive Wayback Machine <http://archive.org/web/>

Dream job: Archivist for a political papers collection

Why I am excited to be an officer: I first started being involved in SAASC because I envisioned creating a virtual space for all of iSchool students



Kerri Keil, Secretary

Expected graduation date: Spring 2015

Favorite homework break: Taking a walk with a friend

Favorite class taken at SJSU: Tough decision! Tie between LIBR 280 History of Books and Libraries and LIBR 287 Seminar in Information Science (Virtual Worlds: Traveling Through Times and Space: Birth of the Renaissance in Florence).

Favorite archives related website: The blog of the National Historical Publications and Records Commission <http://blogs.archives.gov/nhprc/>

Dream job: Working in an archive and/or library focusing on preservation, protection, and promotion of cultural history.

Why I am excited to be an officer: I love the increased sense of community I have felt when meeting other iSchool students, alums, and faculty. I am excited to work on projects that help further my education and experience within the archives field.





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Kaitlyn Crain Enriquez, Events Coordinator

Expected graduation date: Fall 2016

Favorite homework break: Cooking! And then running...so I do not feel guilty about all the food I cook and eat.

Favorite class taken at SJSU: I am only in my second semester, but so far I have enjoyed LIBR 202 Information Retrieval System Design the most. I am looking forward to LIBR 248 Beginning Cataloging and Classification.

Favorite archives related website: I think the Online Archive of California is one of the most useful websites www.oac.cdlib.org, but Derangement and Description is fun to read!

Dream job: I would like to work as an archivist, in any capacity. But I would especially enjoy working with historical records, possibly in a university special collections library or a museum archive.

Why I am excited to be an officer: I am excited to be an officer because it allows me the opportunity to work with, connect, and talk to people with similar interests. I think it also a good opportunity to network, especially in the online environment.



Catherine Folnović, Technology Coordinator

Expected graduation date: Spring 2016...hopefully

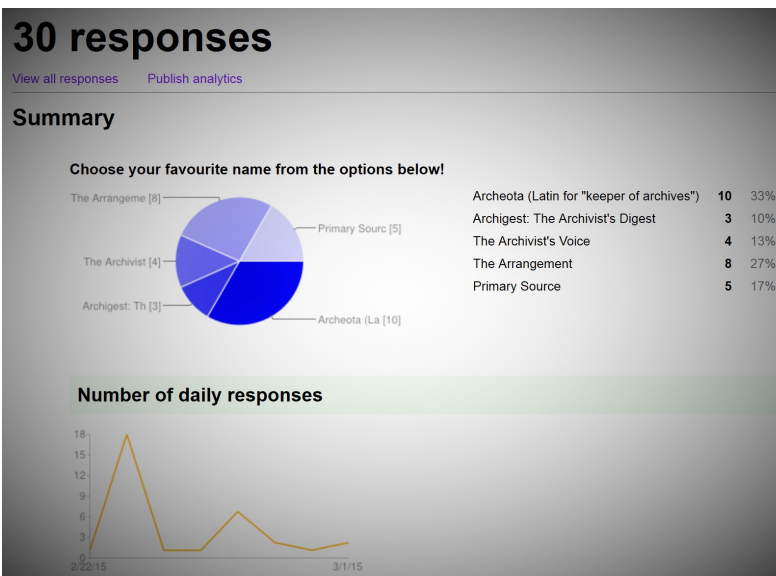
Favorite homework break: Go for a bike ride or binge watch a TV show on Netflix

Favorite class taken at SJSU: MARA 249 Electronic Recordkeeping Systems and Issues in Electronic Recordkeeping

Favorite archives related website: ArchivesNext <http://www.archivesnext.com/>

Dream job: Archivist of an art gallery or archives with a visual arts collecting focus

Why I am excited to be an officer: Connecting and engaging with the iSchool community



SAASC 2014-2015 Highlights

- Visually revamped our website
- Started a participatory Delicious account (@sjsusaasc)
- A Records Committee was formed to address records management within the SJSU SAASC
- A Communications Committee was formed to coordinate and compile our new newsletter
- Membership approved the adoption of a new constitution on March 1, 2015
- Membership proposed and voted on the name of our new newsletter, *Archeota*
- Volume 1, Issue 1 of *Archeota* was released



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Where do I begin?

By Pam Hooper

When I started pursuing my MLIS in the summer of 2014 I had no idea how many potential career options were available to me. By the fall I was in love with archiving or at least I was pretty sure I was. I joined the Society of American Archivists and requested a mentor (something I highly recommend). My mentor has been wonderfully helpful and communicative. I told her about my problem, "I am pretty sure that I want to pursue archival work, but since I am starting with my core courses I have not had even one archival course. How can I dip my toes in the water before I am done with my core coursework"? She had several suggestions, but the one I pursued was volunteering for the Theodore Roosevelt Center (TRC) at Dickinson State University.

TRC is a digital archive which collects and digitizes items related to Theodore Roosevelt. Since Roosevelt has no presidential library, items from diaries, newspapers, scrapbooks, correspondence, etc. are scattered between a variety of physical locations and prior to the TRC's work were dispersed and difficult to access. As a digital resource, TRC was designed with distance learners in mind. For me, a full time student who is also working full time, the TRC presented the opportunity to volunteer and get valuable archival experience without having to visit a physical location.

Comprehensive training is provided at the beginning of each semester for volunteers. TRC provides training in their content management system as well as their subject heading system. I was very

impressed with the quality of their training. After training is complete, which is certified by four correctly completed entries, volunteers continue to assist in identifying and cataloging digital items from the Library of Congress collection.

Another wonderful opportunity is the TRC's virtual internship. As a distance learner at SJSU I know that our virtual internships are limited. This opportunity gives us an additional opportunity in our area of interest that we can pursue without moving or trying to juggle the internship around work hours.

If, like I was, you are looking for an opportunity to gain experience and determine if archival work is for you, you might consider TRC as a starting point.

Reference

Dickinson State University. (n.d.). *Theodore Roosevelt Center*. Retrieved from www.theodorerooseveltcenter.org

Exploring next generation archives through VCARA

By Kerri Keil

The Virtual Center for Archives and Records Administration (VCARA) exists in the virtual world of Second Life, a medium I was completely unfamiliar with until I took one of the iSchool's immersive education classes. The experience opened my eyes to new ways of presenting and preserving information. As a student following the archives

career path, I became fascinated with the possibilities of next-generation information preservation.

Through my experiences in Second Life and my involvement with the VCARA team, I have been able to engage more deeply with other students and faculty, as well as other professionals around the world. By utilizing avatars and virtual worlds students can become fully immersed in learning and interact with one another and their instructor in real time. Immersive learning environments (ILEs) offer the most human experience possible without carrying out the instruction in person and can draw higher engagement from participants, resulting in more efficient and effective learning.

VCARA was created in Second Life to "provide virtual space for all individuals interested in archives, records, and special collections to exchange information, communicate, and collaborate outside of the formal classroom". VCARA provides networking opportunities for students pursuing careers in archives and records and information management to meet with invited guests and other professionals from the profession. VCARA hosts several colloquia each semester, most of which are available for viewing on VCARA's YouTube channel (<https://www.youtube.com/channel/UCe3kkzyWCmzLGBXulzn3mzg>). Some of the more recent presentations were: People with Disabilities in Virtual Worlds, Professional Education and Library Connections in Virtual Worlds, and Providing Solutions for Educators in Ever-Changing Virtual Worlds.

VCARA also hosts an annual conference

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in Second Life. The 2015 conference held April 21, was “Within our Grasp: Exploring Reality – Virtually”, and featured 11 presentations by professionals, educators, and students in information science.

VCARA provides a common space to showcase the accomplishments of students pursuing careers in archives and records and information management outside of the formal classroom. There is a Hall of Records building at VCARA that houses presentations given by students in the immersive learning classes. This archive and many others like it in virtual worlds are part of a concerted campaign aimed at promoting the benefits and importance of record keeping from creation through permanent storage in an archive.

One of the most creative ways to disseminate information in a virtual world is exemplified by a sim called the Berlin 1920s Project (see their blog at <https://1920sberlinproject.wordpress.com/>). This sim is an accurate replica of Berlin in post-WWI, down to the posters on the walls and the magazines in the newsstand (which are linked to digital editions of those magazines that a viewer can download, provided they understand German!). Residents of the sim are people with an interest in German history or historical role-play, and guidelines for participating are fairly strict.

Period movies are shown in the theater, and concerts are given with recordings of period music. Once a year the residents recreate an actual 1929 riot, including the destruction of key buildings in the city. Through this sim, the project preserves and provides access to many different types of cultural heritage information: architecture and city planning of Berlin; music and film recordings; advertisements and print media; and historical events. By immersing yourself in this sim you can virtually experience what life was like in a specific time and place.

The SJSU iSchool’s immersive learning classes function in much the same way. Previously offered classes have been set in Tudor times, during the Italian Renaissance, and Pre-Revolutionary France. The Summer 2015 class is LIBR 287-10 – Virtual Worlds: Moving Through Time and Space: U.S. Revolutionary War. Students will become one of the fascinating characters of this period or a fictional character living in the United States. Revolutionary period. Based on research conducted on events taking place during the Revolutionary period, students

will create and participate in an immersive role-playing experience. The course will introduce how a virtual world can create community and teach students an innovative way to serve as leaders in portraying knowledge, history and documents in creative and educational ways using virtual world technologies. If you would like more information about this class visit <http://ischoolapps.sjsu.edu/blogs/wp/vcara/2015/04/14/april-16-600pm-slt-pacific-moving-through-time-and-space-u-s-revolutionary-war-open-house/> or contact instructor Lori Bell at lbell927@gmail.com. You do not need to be a current student to take this course. You can take this course through the open education initiative. For more information on how to sign up through the open education initiative, go to <http://slisweb.sjsu.edu/programs/ischool-open-classes/enrollment>.

VCARA provides individual orientations for those new to Second Life by contacting me (Jane Awesome in Second Life) at JaneAwesomeVCARA@gmail.com. There is also a Student Resource Center at VCARA which provides self-guided tutorials on Second Life (<http://maps.secondlife.com/secondlife/SJSU%20SLIS/46/119/33>). See the VCARA blog at <http://ischoolapps.sjsu.edu/blogs/wp/vcara/> or visit VCARA in Second Life on SJSU’s iSchool Island at <http://maps.secondlife.com/secondlife/SJSU%20SLIS/39/74/33>. VCARA is led by Dr. Patricia (Pat) C. Franks, Program Coordinator for the Master of Archives and Records Administration degree at SJSU. Learn more about the Immersive Education Initiative at <http://immersiveeducation.org/>.

PDF saavy: Utilizing Adobe Acrobat’s under-utilized PDF Portfolio function to build digital collections

By Christina Alanne Perris, MA

The PDF portfolio function in Adobe Acrobat is elegant in form, easy to use, and under-utilized. I first became aware of its existence in Adobe Acrobat’s Pro 8.0 platform, and I instantaneously recognized the potential held in this function for digital archive professionals.

Designed with several built-in format selections, the PDF portfolio presents the user with a digital exhibit layout in which
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he or she can input the digital records to be displayed. These records can essentially be anything from scanned photographs and documents, survey maps and modern-day textual documents. There is only one “catch” to the PDF portfolio, in order for the digital record to be represented as itself and not a “folder” icon, the record must be converted to either a PDF or PDF/A file.

When the user examines the layout, he or she might, at first, be a little concerned that the viewer might be unable to see the finer details of each record. This detail has not been overlooked by the designers of this function of Acrobat. A quick double-click of each record enlarges the individual record selected for closer examination. If the user wants to download the record to their own computer to further enlarge it or print it out, there is an area on the portfolio that allows it to be downloaded for personal use.

What about photographs? There is usually no information provided on the front of photographs to give details about where it was taken or who the subjects are. On each record, there is a small circle with the letter “i” in it. This is the information button and a quick click of this button reveals the details for the record, such as the record’s name, file name, creator, date of creation and even a textual description of both the photographs and any text that might be on the reader for assistive devices for visually-impaired readers. This technology aids in making these resources more accessible to users.

Another intriguing aspect of these PDF portfolios is how easily they can be integrated into an archives’ existing website. Utilizing a File Transfer Protocol (FTP) program such as Filezilla, PDF portfolios can be easily uploaded to a website’s server. Once they are on the server, it is only a matter of creating a link to the portfolio on the front-end of the webpage or a link to an image to provide users access to the portfolio.

Our repository in Perris, California, the Perris Valley Museum Historical Archives, has been using PDF portfolios for several years now to showcase several digital archives objects. We began out with utilizing the PDF portfolio to showcase a historic promotional pamphlet of the Perris Valley (<http://perrisvalleyarchives.org/cperris/index.html>). We digitized each page as a separate record, recognizing that there was going to be an expansive amount of textual information per page.

Our next project involved digitizing the senior photographs of the senior class of 1963 for their fiftieth reunion in 2013 (<http://perrisvalleyarchives.org/our-collections/heritage-collections/perris-union-high-school-reunion-project-collections/the-perris-union-high-school-class-of-1963/>). Given the number of students, we divided the students into smaller portfolios; that way, the pictures could still be a decent size. We had hopes that some of the alumni would submit anecdotes of their time spent at the high school to our project so that we could “attach” it to their individual photographs; however, this part of the project never came to fruition.

Our ongoing project is the digitization and presentation of the yearbooks of the Perris Union High School Yearbooks through this format as individual PDF portfolios (<http://perrisvalleyarchives.org/our-collections/digital-collections/el-perris-to-perris-union-high-school-yearbook-collection>). We are trying to not only present our yearbooks with the textual section in the information section to provide access to visually-impaired readers with assistive technologies, but we are also expanding access to our predominantly Spanish-speaking and reading community by providing Spanish translations of the yearbooks online. The Spanish text is provided in the textual area.

As demonstrated by our repository’s project, this under-utilized function of Adobe Acrobat holds a lot of potential for developing digital collections.

Things they did not teach us in library school: Moving libraries and archives

By Nancy Steinmann

If you are like me, moving an archives or library was way down your list of MLIS specialist subjects. At least, it was for me until my institution (located in Southern California) told us our archives was moving to another campus. I confess I panicked a bit. Then I realized that I would most likely find lots of good information from other librarians and archivists who had already done such a move. And sure enough, within weeks I received an announcement from the Los Angeles Preservation

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Network (LAPNet) of a “Collections Move Workshop” seminar on just that subject.

Presented by Diane M. Pikul, National Library Relocations, Inc. (NLR) at the beautiful Brand Library and Art Center in Glendale, California on March 6, this seminar was a very thorough primer on the “do’s and don’ts” of moving a collection. It included a panel discussion with librarians Carolyn Flemming and Alyssa Resnick of the Glendale Library, who had recently completed a building renovation and collections move. Three librarians and the archivist from my institution attended, along with two employees who are SJSU iSchool students. Many other professionals from nearby institutions attended as well.

Pikul’s presentation was a treasure trove of information. She gave us planning timelines, planning guides and worksheets, and described the pros and cons of hiring a professional moving company rather than conducting a “do-it-yourself” move. This was not simply another library vendor sales pitch, but a great set of tools for move planning. I confess that by the end of the presentation I was convinced that we would be crazy to conduct our move without a professional consultant.

I did not realize it, but librarians and archivists move collections for many reasons. Collections move between branches. Buildings are renovated and spaces repurposed, necessitating internal moves or movement into storage and back again. Old locations close and new locations open. Chances are that as archivists and librarians we will be involved in some kind of a move during

our careers.

The most important factor in any such move is planning time. Pikul recommended starting 24 months in advance. Before a move, collections must be weeded (why move what you do not need?). As collections grow over time they may end up shelved in storage or wherever space permits, not in optimal areas, and rearrangement and merging may be necessary. Funding must be secured. A move committee must be formed that includes administration, facilities, and information technology representatives. Supplies must be purchased or hired. Collections must be measured, and fill rates calculated to leave sufficient open space on new shelves. All of this takes time.

It might be tempting to think that one could save money by having staff conduct the move or by hiring local labor. However, such a decision may be short-sighted. Move coordinators must understand local labor laws. Day laborers must meet certain qualifications (not have asthma, be able to lift, understand library classification systems), and hiring firms may not have the same workers on site for the whole move. One of the panelists described being horrified to find that a worker did not understand that books went on a shelf spine out. Supervisors and protective gear and signage is required, not only for laborers but for library patrons. Trucks, carts, bins and boxes, labels will, and lifting equipment may be needed. Loading dock and street access may need to be arranged. Security for rare or costly items and special handling for fragile items must be planned. All of these factors and more must be

considered to make an accurate cost comparison.

Pikul also reminded us that work space areas (desks, computers, files) as well as collections may need to be moved. Where will you and your staff work while the move is going on? Will telephones and IT resources be connected? Patrons must be notified and kept informed of move progress, and re-opening ceremonies planned.

This enlightening event not only gave us great tools and much food for thought, but allowed us to meet with other librarians and archivists who were planning moves at their organizations. Library and archives seminars hosted by local professional groups are a great way to network. I was delighted to learn that at least five SJSU iSchool students were present. I even had a librarian ask for my business card so that she could call me after I graduate with my MLIS this spring!

For anyone contemplating a move or interested in the process, I would highly recommend examining the case studies available on the NLS website at <http://www.nlrbookmovers.com/index.php>. Also check out the electronic resource by Shirien Chappell of the University of Oregon Library, “Moving Library Collections: Planning Shifts of Library Collections” at <https://scholarsbank.uoregon.edu/xmlui/handle/1794/12208>.



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Five tips I took away from participating in a social media marketing blitz

By Desiree (Dez) Wallen

During my last couple of months as an archives technician trainee for the National Archives at Philadelphia, we were generating content for our Facebook page under a structured project plan, something that had not been implemented prior to 2015. Being an institution that holds culturally significant records, the National Archives at Philadelphia was in dire need of outreach following the closure of the more accessible downtown branch. So we knew that we would need a platform to announce that we existed and show what we do, what we have, and how to access it. Enter the concept of social media marketing, which is something I had prior experience with, but not for an archival institution. Former archives specialist, Ashley Stevens, CA, gathered a select few of us and pitched her idea for a structured Facebook strategic plan and encouraged the staff to all take part in it. The strategy evolved organically and continues to be a growing success, allowing staff to discover content in the course of their regular work, other branches of the National Archives and other cultural institutions to take notice of what we have for recommendation purposes, and of course, for users to get to know who we are. We have received over 300 Facebook likes to our page since the plan was enacted. So I present to you five tips I took away from the implementation of this Facebook strategy that could be used in other institutions.

- ⇒ **Post with a plan:** The National Archives at Philadelphia, like the National Archives and Records Administration, arranges their collections into record groups by the agency the records were created in. Our idea was to choose six record groups for the year 2015, and create posts over a two month span related to a specific record group. By keeping to one collection for a certain amount of time, both staff and users can explore the variety of functions that records were kept for, while letting the common theme inspire staff to get creative and not develop similar content to one another's.
- ⇒ **Appoint different leaders for certain content:** Each staff member had the ability to pick a record group to spotlight based on their expertise—reference archivist Patrick Connelly, CA, had a lot of experience helping

users looking at Records of the Bureau of Immigration and Naturalization, so he offered to be the team leader for the two months that were devoted to that function; I had just compiled a subject guide to Civil War records, so I offered to be the team leader for the Records of the Provost Marshal General's Bureau, which was a group that only existed in that time period. This approach allows different staff at all levels to get social media experience as well as project management experience, and allows for collaboration of ideas from everyone creating content and the team leader.

- ⇒ **Use the queue feature:** A lot of social media platforms provide options for setting up posts well in advance. You can schedule posts according to what days they might feel appropriate, or according to other factors such as how much and when content is created. For example, in my tenure as team leader, a staff member found a letter referencing the cancellation of a parade due to Lincoln's assassination; we were able to schedule the post for the day the letter was written, which also happened to be appropriate because it was the sesqui-centennial of Lincoln's assassination. Other social media platforms such as Tumblr will let you schedule posts *years* in advance.
- ⇒ **Keep staff communication alive:** It was not all sunshine when trying to get set up as team leader. I attempted to get a Google Doc together with ideas and a schedule for when the posts were to be released. I sent out emails with hard deadlines as to when I should have certain posts. However, I also had to keep in mind that my fellow staff could get busy with reference requests and it was accession season. One summative email at the beginning of the process was not going to cut it. I had to let the staff come to me at their convenience with their ideas to be fleshed out. And guess what? It worked out anyway. I was able to hold a couple of meetings about the posting order despite my deadlines having passed both times, but as long as I had everyone on the same page, it could still be effective. Similarly, content creation should happen at the point where the staff member still sees it as something they want to do, not something they have to do, as the quality will be so much better.
- ⇒ **Maintain a presence:** This is perhaps the most obvious tip, and one you will see in any article about the use of

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social media as a marketing tool, but that does not make it any less valid. We found that publishing one to two posts a week was best as it kept visibility up and helped to prevent social media fatigue in the average user. This pace allowed for the content quality to be more researched, more detailed, and more informative than if our small staff had composed daily or near-daily posts.

SAASC Events

Upcoming

May 4-11, 2015: SJSU SAASC 2015 Elections

May 12, 2015: Lori Lindberg (SJSU MLIS graduate and current lecturer) visits to discuss the Academy of Certified Archivists (ACA) Exam! Online via Blackboard Collaborate at 6:30 pm PST.

June 20, 2015: Joint Mini-Conference with California State University, Sacramento SAASC at the California State Archives, Sacramento, CA. The event will take place at the California State Archives, located in Sacramento, CA, just one block from the capitol building. Several state archivists will be leading sessions that will cover topics such as reference and accessioning. Also, a student mixer will be held after the day-long meeting. There are more details to come. Stay tuned!

Past

October 7, 2014: Annual Members Meeting via Blackboard Collaborate

October 11, 2014: Sacramento Archives Crawl

October 30, 2014: #AskAnArchivist Day on Twitter

December 4, 2014: Richard P. Hulser talk on "Museums, Libraries, and Archives—Oh my! A Technological Perspective" via Blackboard Collaborate

January 23, 2015: Tour of SJSU Special Collections and Archives

February 4, 2015: E-Portfolio Discussion and Overview with Sarah Mundy via Blackboard Collaborate

March 12, 2015: Discussion with Meredith Lowe (creator of Archives Gig) via Blackboard Collaborate

SAA Events

Upcoming

May 27-30, 2015: Western Roundup Conference (Joint meeting of the Inter-Mountain Archivists, Northwest Archivists, Society of California Archivists, and the Society of Rocky Mountain Archivists) at the Embassy Suites Downtown Convention Center, Denver, CO

June 23, 2015: Rare Books and Manuscripts Conference at the Oakland Marriott City Center, Oakland, CA

August 16-22, 2015: SAA 2015 Annual Conference at the Cleveland Convention Center, Cleveland, OH



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The Archival Quest

Words from the SAA Glossary

Pearce-Moses, R. (2005). *A Glossary of Archival and Records Terminology*. Chicago, IL: Society of American Archivists.

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P P O C S O F F I C I A L I X D C Z H I E T N E T X E E N D
E N O A Q Z C O N T E X T K W P A Y J R N O I T N E T E R N
Z P L E X H I B I T I O N S E T R H E N A R R Q I I N S D D
E C C A P P R A I S A L F R I O E N E E A R H J M X A A I O
M I C R O F O R M X A N M O T S C D V N B A C A J J R B G L
V I R T U A L I C R O I N N U E I I D F O O G H I H R A I A
C I R O T S I H R U S R E C O R D K E E P I N G I T A T T U
C R I G H T S B F S R V I Z T E A S H F N S T U G V T A A S
D E S T R U C T I O N A P G N C F C G G K T D I H Q I D L I
Q D O N A T I O N I W D T C I Y A M C N V L G R S H V S Q V
E U L A V N N K W W A P E O K N M F Z E I I N S O I E P T O
K H C R A E S E R P Q L H F R N A C I U S D S E S C U F N I
I Z C D X Y B G N I S S E C O R P L U T J S L U P I E Q V D
Z Q K K F K B W U B N O I T A V R E S E R P F O A O J R C U
Y R A M I R P T V F N A D Y Q A G P V D E A G T H L W V I A

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