

Using Archives

A Guide to Effective Research

Highlighting the Berea College Special Collections and Archives

By Lori Myers-Steele. Adapted, in part, from Laura Schmidt's "Using Archives: A Guide to Effective Research" (SAA 2011)



Photographs from the Berea College Photographic Archives

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Introduction

Archives exist both to preserve historic materials and to make them available for use. This guide addresses the second purpose by outlining the functions and procedures of archives to make materials accessible to researchers. Designed for first-time and seasoned archival researchers, this guide also familiarizes potential researchers with the functions, purposes, and collections of the Berea College Special Collections and Archives (SC&A). The content of the guide covers:

- How archives function
- How to identify appropriate archives for your research
- Identifying and evaluating primary and secondary sources
- How to access historical materials and research at an archives
- How the SC&A functions and how to identify and access its materials and resources.

The collecting scopes and practices of repositories may differ; however, the principles in this guide should assist you in accomplishing your research goals at any archival institutions.

In addition to sections highlighting the SC&A, look for text boxes like this one containing pertinent information specific to the SC&A.

What are Archives

and How Do They Differ from Libraries?

Public libraries or academic libraries (such as those associated with colleges and universities) generally contain collections of books and other print or non-print materials organized and maintained for patron use. Library patrons can access materials at the library or, possibly, online. Libraries exist to make their collections available to the people they serve. *Archives also exist to make their collections available to the people they serve, but differ from libraries in both the types of materials they collect and the way they are made accessible to patrons.*

- **Types of Materials:** Archives hold both published and unpublished materials, and those materials can be in a variety of formats. Examples of formats include manuscripts, letters, photographs, artwork, diaries, artifacts, audio and video recordings, and the digital equivalents of all of these materials. Materials found in archives are often unique, specialized, or rare—meaning very few of them exist, or they are the only one. Archives are usually excellent repositories of **primary sources**. For additional information on primary sources, see the *Primary and Secondary Sources* section.
- **Access to Materials:** Since materials in archival collections are unique, the people (archivists) in charge of caring for them strive to preserve the materials for use today and in the future. To keep the materials and their content accessible for future use, archives have specific guidelines for how people may use collections. For example, books checked out from a library may eventually wear and have to be replaced with a new copy. Checking out a handwritten diary from an archive would cause the same deterioration; however, the diary is irreplaceable.

Note that there exists a great deal of overlap between archives and libraries. Also, an archives may have *library* as part of its name or, like the Berea College Special Collections and Archives, may be housed within a library.

The SC&A is housed within Hutchins Library. For more information see: <https://libraryguides.berea.edu/>



Materials from SC&A collections: Berea College Firefighters in Pyramid, Berea College Photographic Archives; 1856 Letter to Cassius Marcellus Clay from John G. Fee, John G. Fee Papers; 1909 Day Law Fine Pardon, Day Law Collection; *New Magic in the Kitchen* Cookbook, Margaret Dotson Foodways Collection; Photograph of Anthony Lord from the Doris Ulmann Photograph Collection. All the above materials can be found online at the Berea Digital Archives at <https://berea.access.preservica.com/>

Primary and Secondary Sources

In the previous section it is mentioned that archives are great places to find primary resources. What are primary resources and how can they be utilized in your research?

Primary Sources

Primary sources are the raw materials of history and the remains of the past. *More specifically, a primary source is an original object or document providing direct or firsthand accounts of events, practices, or conditions.* In general, these are documents that were created by the witnesses or first recorders of events at about the time they occurred. While most are created at the time of the event, primary sources can also include memoirs, oral interviews, or accounts that were recorded later.

Following are examples of primary sources:

- ◆ **Historical documents** containing important historical information about a person, place, or event. Examples: *The Declaration of Independence* and *Magna Carta*.
- ◆ **Legal documents** such as laws and legislation, treaties, Acts of Congress, court cases, and government documents. Example: the Supreme Courts Plessy v. Ferguson decision.
- ◆ **Institutional records** are records produced in the course of an organization's everyday operations and serve to document the activities and functions of the organization.

Examples include: financial records, reports, meeting minutes, memos, and emails.

- ◆ **Correspondence**, by a variety of means including letters, memos, notes, or e-mail, provide a personal angle on history and often give voice to the common person. Like all sources, correspondence follows the convention of its time and should be considered in light of the writer's motivations and biases.

- ◆ **Ephemera**, or items of collectible memorabilia originally expected to have only short-term usefulness or popularity, can provide valuable information about cultural and political events. Examples: theatre programs and tickets, event posters, and political buttons.

- ◆ **Artifacts** are human-made or human-designed objects that can be used to understand something about the people, institutions, or cultures of the past. Examples: coins, items of clothing, tools, weapons, and ornaments.

- ◆ Text, audio, and video versions of **speeches, sermons, lectures, and other public addresses** can be great sources of information.

- ◆ **Oral histories** are accounts given by a person of events earlier in their life. Often recorded by historians, archivists, or family members, they are an attempt to document events and lives that might otherwise be forgotten. **Interviews** can also be valuable in your research.

- ◆ **Literary or original manuscripts** are an author's handwritten, typed, or word

processed versions of novels, creative writings, scripts, articles, and books as originally produced, often in multiple drafts, or with notes and edits. Some manuscripts have been subsequently published or produced in edited form.

- ◆ **Memoirs and autobiographies**, including diaries and journals, are personal written accounts of events in the author's life. When using these records in research remember that there are different levels at which authors seek to represent the past with complete accuracy.

- ◆ Products of the **mass media** can be primary sources if they were produced at the time of the events in question. Examples: newspaper and magazine articles, recordings of television and radio broadcasts, music recordings, advertisements, and books.

- ◆ **Photographs** serve to document relationships and histories of individuals, groups, organizations, and societies. Keep in mind that photographs are created by people to record events from their perspective. Additionally, subjects of photographs often have a communicative purpose in mind.

- ◆ **Visual materials** such as original artwork, posters, and films may provide factual information as well as insight into how people view their world.

- ◆ **Maps** can reveal how places or physical spaces – a college campus, a city – have changed over time. Like all types of primary sources, maps are social documents: records created in a

particular social and cultural context, containing certain details while leaving others out.

♦ **Vital records** are absolutely essential for an institution or society to continue functioning. Often kept under governmental authority, vital records are records of life events such as birth certificates, marriage licenses, and death certificates.

♦ **Research results generated by experiments, sets of raw data and surveys** provide first-hand accounts of events.

♦ **Personal records** may be left by people who have taken part in or witnessed events. Examples include materials listed previously (letters, diaries, and photos), but also include daily planners, scrapbooks, student identification cards, and drivers' licenses.

While the above list of primary sources is not exhaustive, it is important to *remember that primary sources can be published or unpublished and in any media format—print, audiovisual, digital, or electronic.*

Lastly, not all primary sources are created at the time of an event. However, the most useful primary sources are usually considered to be those that were created closest to the time period being researched.

Secondary Sources

Materials offering an analysis, explanation, description or a restatement of primary sources are secondary sources.

A secondary source of information is one that was created by someone who *did not* experience first-hand or participate in the events or conditions being researched.

Examples of secondary sources include dictionaries, textbooks, and scholarly books and articles that interpret, analyze, or review research works. Some secondary sources not only analyze primary sources, but also use them to argue a point or persuade the reader to hold a certain opinion.

Primary or Secondary?

Often times it is hard to determine if a particular source is primary or secondary. Determining which documents constitute primary or secondary sources may depend upon the topic you are researching.

For example, the same book could be considered a primary source for one research topic and a secondary source for another: Michael Gruber's, *Abraham Lincoln, A Concise Biography*, could be a secondary source for a paper

about Abraham Lincoln but a primary source for a paper about how various historians have interpreted the life of Abraham Lincoln.

Analyzing Primary Source Materials

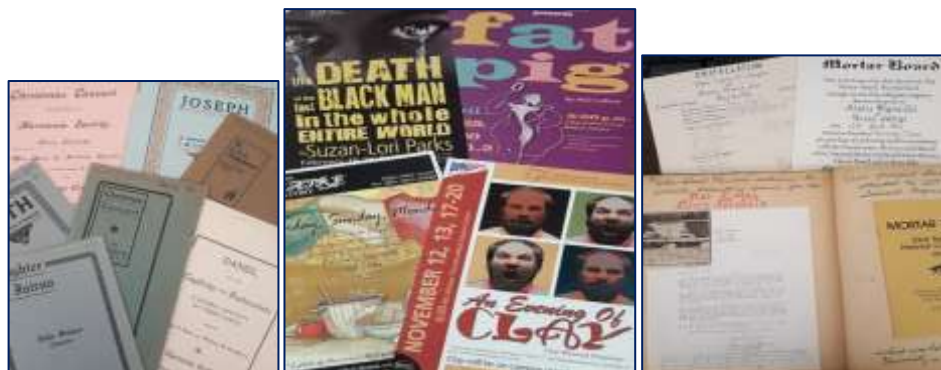
By using primary source documents or the raw materials of history in your research, you are not reading a scholar's interpretation of past events or conditions, **you are interpreting the data for yourself.** Thus, when using a primary source, you have to *start by asking questions about the source itself in order to make sense of it.*

By analyzing the source (through asking questions about the document, its creator, and the context and purpose of its creation) you can make sense of the document and its significance to your research. Questions to ask about the source include:

- What is it?
- Who created it?
- When, where, and why was it created?
- What does it tell you, what is represented?
- What is its significance with regard to the question you are researching?

See Appendix B for A Primary Resource Analysis Worksheet.

Ephemera from the Berea College Records (L to R: Harmonia Society programs, theatre production posters, Mortar Board Scrapbook items)



Types of Archives

There are many varieties of archives and the types of materials they collect differ as well. **Defining your research topic and knowing what sorts of materials you are looking for will help you determine the appropriate institutions to contact.** Here is a brief overview of repository types:

College and university archives preserve materials relating to a specific academic institution. Such archives may also contain “special collections.” College and university archives exist first to serve their parent institutions and alumni, and then to serve the public. Examples: Berea College Special Collections and Archives (SC&A), University of Tennessee Archives.

Government archives collect materials relating to local, state, or national government entities. Examples: The National Archives and Records Administration (NARA), the Kentucky Department of Libraries and Archives (KDLA).

Historical societies are organizations that seek to preserve and promote interest in the history of a region, a historical period, nongovernment organizations, or a subject. Historical societies may be in charge of maintaining governmental records as well. Examples: West Virginia Historical Society, the National Railway Historical Society.

Corporate archives manage and preserve the records of a business. Corporate archives exist to serve the needs of company staff members and to advance business goals. Corporate archives allow varying degrees of public access to their materials. Examples: Lexington Herald-Leader Archives, Harley-Davidson Motor Co. Archive.

Religious archives are archives relating to the

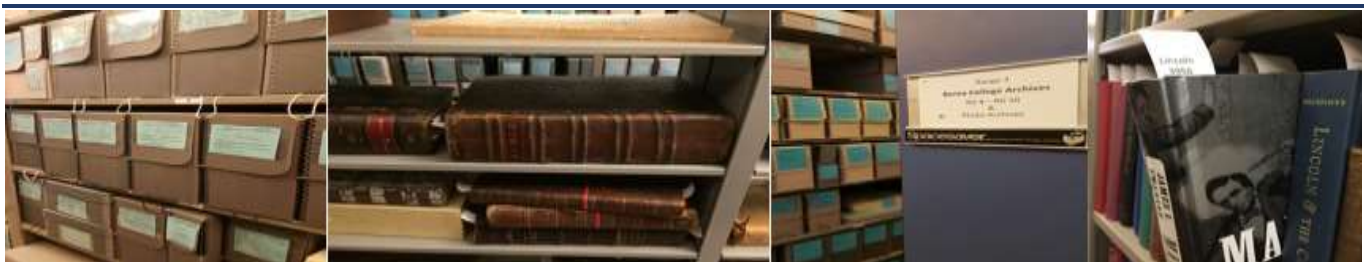
traditions or institutions of major faiths, denominations within a faith, or individual places of worship. Such repositories may be available to the public or may exist solely to serve members of the faith or the institution. Examples: United Methodist Church Archives, American Jewish Archives.

Museums and archives share the goal of preserving items of historical significance, but museums tend to emphasize exhibiting those items, and maintaining diverse collections of artifacts or artwork rather than books and papers. Museums may contain libraries and/or archives. Examples: The Museum of Appalachia, Smithsonian National Air and Space Museum.

Special collections are repositories containing materials from individuals, families, and organizations deemed to have significant historical value. These repositories may hold the rarest or most valuable original manuscripts, books, and/or collections of local history for neighboring communities or regions. Examples: Special Collections Research Center at the University of Kentucky Libraries, Ohio University Special Collections.



SC&A maintains the official records of Berea College as well as a number of “special collections” concentrating on the Southern Appalachian region, traditional music, oral histories, the Berea community, and related subjects.



Scenes from the SC&A's “stacks” (environmentally controlled storage area) (photographs by L. Myers-Steele)

Collections of the Berea College Special Collections and Archives

SC&A is a college archive that preserves materials relating to Berea College while also being the repository of numerous archival or “special” collections not part of the official college records. SC&A exists to serve Berea College students, faculty, staff and alumni as well as the public. Below are descriptions of SC&A’s holdings:

Berea College Records

The Berea College Archives include official records, publications, oral histories, personal papers, and photographs documenting the College's founding and history since 1855. Of particular importance are records related to the College's abolitionist founding, interracial history, and the southern Appalachian region.

All SC&A’s collections can be searched at:
<https://libraryguides.berea.edu/archives>

Archival Collections

SC&A’s archival collections concentrate on the Southern Appalachian region, traditional music, oral histories, the Berea community, and related subjects. Collections include organizational records, personal papers, oral histories, and photographs documenting the history and culture of the Southern Appalachian region and the greater Berea community.

Sound Archives

SC&A’s non-commercial audio and video collections document Appalachian history and culture as well as the history of

Berea College. These collections are

Learn more about SC&A’s Sound Archives at:
<https://soundarchives.berea.edu/>

especially strong in the areas of traditional music, religious expression, spoken lore, radio programs, oral history, and College events and personalities.

Collections with Digital Content

A number of our archival collections contain digital content or have materials that have been digitized for greater accessibility.

Digitized material from Berea’s collections may be accessed by subject at:
<https://bera.access.preservica.com/archive/>

Digitized content of collections is identified in the collection finding guides which provide links to digitized items. Digital material can also be browsed by category through our Digital Archives site (see box above).

Published Materials Collections

Weatherford-Hammond Mountain Collection – comprehensive collection of works about or by individuals from the Southern Appalachian region. The collection includes select audio and visual materials.

The Abraham Lincoln Collection – contains recent and out-of-print scholarly works on Abraham Lincoln.

The **Berea Collection** – is comprised of books, pamphlets, and other printed sources about Berea College and the city of Berea. Works include college histories and biographies, works of local history, and books written by Berea’s faculty, staff, and alumni.

The **Curio Collection** – includes important examples of fifteenth century incunabula, early printed works, centuries-old Bibles, and first editions of American and British literature. Other important subject areas include African American history, ballad books and hymnals, and out-of-print works on abolitionism and slavery.

Finding Archives

While SC&A makes numerous collections accessible for research, you may have to go elsewhere to find materials you need for your specific topic.

How do you locate archives that might have materials, especially primary sources, appropriate for your research?

Here are some resources to consult:

- ◆ **Consult bibliographies and works cited** sections in books on your topic.
- ◆ **Contact experts** in the field.
- ◆ **Ask your professors** for help.
- ◆ **Look for websites dedicated to your topic.**

In addition to SC&A staff, reference librarians at Hutchins Library can help you find and locate research materials.

Visit the Reference Desk on the main floor of Hutchins Library or make an appointment for an One-on-One Research Consultation at <http://bera.libcal.com/appointments/>

◆ **Talk to a reference librarian** about accessing the WorldCat database listing materials stored in libraries all over the world.

◆ Check **ArchiveGrid** at <https://beta.worldcat.org/archiv egrid/> to search the records of over 1,000 archival institutions.

◆ Go to **ARCHIVESCANADA.ca** at <http://archivescanada.ca/> to search holdings across Canada.

◆ Check **Archive Finder** at: <http://archives.chadwyck.com/home.do> for descriptions of collections in repositories in the United States, the United Kingdom and Ireland.

◆ Browse the website of the **Library of Congress** at <http://www.loc.gov/index.html>.

◆ Explore the **Smithsonian Institution Archives** at <http://siarchives.si.edu/> as it is the record keeper of the Smithsonian's museums, research centers, and the National Zoo.

◆ Search the **National Union Catalog of Manuscript Collections (NUCMC)** at <http://www.loc.gov/coll/nucmc/> which provides descriptions of

collections from a wide variety of American repositories.

◆ Visit the **National Archives and Records Administration (NARA)** website at <http://www.archives.gov/>. NARA oversees the preservation of United States federal government materials. And check two additional resources that can be accessed through NARA:

◆ **AAD** (Access to Archival Databases) at <http://aad.archives.gov/aad/> is a database of some NARA's holdings of electronic records.

◆ **ARC** (The Archival Research Catalog) at <http://www.archives.gov/research/arc/> is an online catalog of the NARA's holdings in the Washington, DC area, regional archives, and presidential libraries.

◆ Browse **BYU's Euro Docs: Online Sources for European History** at: https://eudocs.lib.byu.edu/index.php/Main_Page to find documents by country and subject in repositories across Europe.



Search page for the National Archives Catalog at: <https://catalog.archives.gov/>

Evaluating Archives

Once you have an idea of the types and kinds of materials to utilize in your research, you need to evaluate individual archives to determine whether or not they suit your research needs. For example, do they have primary and secondary sources you can utilize in your research?

Since every archive is different (by size, collecting areas, regulations, etc.), researchers must become familiar with how a given repository describes its holdings. Once you have found an archive that may have holdings useful to your research, you need to evaluate the archive to determine if it has the materials you need and if it can provide access to these materials as needed. **Utilizing the tools listed below will help ensure a thorough evaluation of an archives:**

Websites: Check the website of the archives you are evaluating to determine the repository's collection strengths and the topics the materials address.

Catalogs and Databases: Determine if the archive has online catalogs for searching holdings by subject, keyword, and title. Many catalogs will link you to

finding guides providing details about their collections.

Finding Guides: A finding guide (also called

finding aid or inventory) provides a description of the contents of a collection. By using a finding guide, a researcher can get an understanding of a collection in its entirety, see the relationships between its

component parts, and locate pertinent portions for research. Finding guides may describe the background of a collection and how it is arranged.

If electronic access to finding guides is provided, browse the guides for content relating to your research. *A sample SC&A finding guide can be found in Appendix A.*

Note that finding guides come in all kinds of formats; some archives just have paper copies to use on-site, while others have guides available online. Contact an archives for more information if you cannot find their finding guides online - an archive may email a copy of the finding guide to you.

Digital Collections: Many archives digitize materials (photographs, letters, audiovisual recordings, etc.) and make them available on their websites. Digitization enables researchers to view materials without visiting the archives in person. Examine the repository website, catalogs, and finding guides to see whether links to digital collections or materials exist.

However, be aware that digital collections often reflect just a fraction of the total holdings of a repository. There may be nondigitized materials at the same institution that are also

Finding guides to the SC&A collections and Archives can be accessed at:
<https://berea.libraryhost.com/>

SC&A's digitized materials can be found on *Berea Digital Archives* at:
<https://berea.access.preservica.com/archive/>

pertinent to your research. Be sure to determine if the items you are viewing online represent a complete collection or part of a larger collection.



Berea Digital Archives is an online collection of digitized materials from SC&A collections. This online source represents only a fraction of SC&A's holdings.

Requesting Materials Remotely

Once you have identified an archive and materials that will aid your research, the question then becomes how to access them. **Not all materials are available for review digitally; however, there are alternative ways to obtain access to materials without visiting the archives in person:**

Interlibrary Loan (ILL) is a service of Hutchins Library available to all Berea College faculty, staff, and students; for more information go to: <https://libraryguides.berea.edu/interlibraryloan>

Additionally, reference librarians at Hutchins Library can help you locate materials and request Interlibrary Loans.

Materials may be available through **interlibrary loan**—meaning that the archives would send materials to a library near you where you could view or borrow them. Some archives do lend out select materials (such as printed materials, books, or microfilm), but rarely loan primary or original documents. Copies of primary or original documents may also be able to be sent to you through interlibrary loan.

Materials you want **may be available through libraries** other than the repository at which you found them. Especially in the case of published and printed materials, other libraries might own the same materials and allow

them to be loaned. The WorldCat database (see the *Finding Archives* section) is an excellent resource when looking for alternate lending libraries.

Many archives provide **scans or photocopies** of requested materials. Look for policies on photocopying and digital reproduction on the repository's website, or contact a staff member and inquire.

Additionally, archivists routinely **answer reference questions and review materials** on the researcher's behalf. If the information you need can be retrieved in a short amount of time, there is a good chance they can relay it to you without having you come in person. Archives can be contacted by phone or email to make such requests. Additionally, repositories may have online options for submitting research requests or questions.

You can submit questions and requests to SC&A online at: <https://libraryanswers.berea.edu/archives/ask>

If not available online through *Berea Digital Archives*, SC&A may be able to scan or photocopy materials for offsite researchers.



Photographs of Berea College students from the Berea College Photographic Archives

Planning to Visit an Archives

If you cannot view the materials you want via the archives' website or through the methods mentioned in the previous section, you will need to visit the archives in person. Whether you are traveling a long distance to visit the archives or visiting a local one, it is always a good idea to plan ahead for your visit. Here are some arrangements to consider:

◆ **Inform the archival staff** of the date(s) that you intend to visit and the materials you would like to see.

SC&A's contact information can be found at:
https://libraryguides.berea.edu/archives?group_id=14073

Visiting hours are posted on the SC&A website at:
<https://libraryguides.berea.edu/libraryhours>

The staff can notify you of any special circumstances where either the facility or the materials are unavailable. Many archives store materials in off-site facilities, and it

may take several hours or days to retrieve requested materials.

◆ Confirm the repository's scheduled **visiting hours**. Are there any special closings on the dates you intend to visit? Additionally, ask whether there are any **entrance fees** to conduct research there.

◆ Check to see whether there are any **limits on the amount of materials** you may request or specific **request times**. Some archives may allow you to have multiple boxes of materials at a time; others only a single box, book, or folder at a time. The amount of materials you may access could impact your work flow and time spent at the archives. The times when material requests may be placed can also vary by repository.

◆ Review **guidelines** for using materials at the archives. Look for these to be posted on the repository website, or ask a staff member. Typical repository guidelines are explained in more detail in the next section; but remember, guidelines between archives will vary. Go prepared in order to get the most out of your research time.

◆ Examine the **reproduction policies** of the archives.

Regulations and fees vary for requesting photocopies, scans, digital photography, microfilming, and reproductions of photos and audio-visual materials. Be sure to bring a jump/flash drive or be able to provide an email address if you would like to have scans of materials sent to you.

◆ Ascertain whether the archives offers **Internet access** and accommodates personal **computers**. Clarify the Internet access procedures.

◆ Ask whether any materials in the collection **circulate** or are **loaned out**. Are there other libraries nearby that offer guest library accounts? Sometimes a local library will have resources to aid your research that are available for loan or accessible when the archives is closed.

◆ Schedule some additional **time for the unexpected**. Discoveries and new questions unearthed during research may lead you down different avenues than you had originally anticipated. Certain tasks—like deciphering hard-to-read handwritten documents or evaluating primary materials—may take more time than expected.



Website logos from archival repositories: Logos from Archives of American Art (part of the Smithsonian) website at <https://www.aaa.si.edu/>; Franklin D. Roosevelt Presidential Library and Museum at: <https://fdrlibrary.org/research-visit>; and the Library of Congress at: <https://www.loc.gov/>

Typical Usage Guidelines in Archival Repositories

You may be surprised initially at how different it is to use materials in an archives versus a library.

Archives have guidelines designed both to help preserve materials and protect them from theft. This section lists some typical guidelines found at archives and the reasons behind them. *Guidelines differ, so always check the guidelines an archives has in place.*

Registry and personal

identification: Many archives ask researchers to fill out a registry card before they begin using materials. The forms typically include name, address, institutional affiliation, materials to be used, and a description of the research project. Photo IDs may also be requested. Such registration practices familiarize the archival staff with the researchers and their research needs. Some archives also require a note of recommendation before admitting researchers.

Removal of coats and bags: To discourage theft researchers are often required to store coats, bags, binders, and laptop cases outside of the research area. Many archives provide lockers for storing personal possessions.

No food, drink, or gum: This guideline is designed to help preserve the collections. Spills can irreparably damage materials or require costly repairs. The presence of food may also attract insects or rodents.

Use of pencil only: This is a preservation practice to ensure

against accidental markings being made on archival materials; pencil can be erased, pen marks cannot.

Request forms: Forms – such as “call slips” specifying the items a researcher would like to see – are used by archives in a variety of situations. Forms help to verify the retrieval of materials and keep track of usage for statistical and preservation purposes. By recording which materials were used and by whom, forms can also serve as a theft deterrent.

Gloves: In most cases clean hands, free of lotions or perfumes, are sufficient for handling materials. If required, gloves should be provided.

Laptops, phones, cameras, recorders, and scanners: Many archives allow the use of laptops and digital devices, but restrictions may exist. Guidelines in these areas are for security and preservation purposes, as well as for ensuring a quiet working environment.

Careful handling and maintaining order of materials: To ensure that materials are maintained for future use, all archives ask researchers to handle materials carefully and to keep materials in the order in which they are received. Misfiling or changes in order can lead the archival staff to assume that items are missing and inconvenience future researchers. Place markers are usually provided to help a

researcher keep materials in order and to mark items requested for photocopying. Archives may have additional guidelines like removing one folder from a box at a time.

When visiting to conduct research, SC&A asks that you:

- fill out a registry card the first time you visit and once a year thereafter (no special identification is required)
- store large coats and bags in our reception area
- do not bring food or drinks or chew gum
- use pencils instead of pens
- handle and maintain records and materials with care (staff will instruct you on proper use and handling)

Additionally, SC&A does:

- allow the use of personal computers, cameras and other electronics if their use does not interfere with the researcher of others
- provide photocopying and scanning services
- utilize request or “call forms” (staff will explain these forms to you)
- provide gloves when needed to handle materials

Visiting an Archives

Once you have arrived at an archives, here are a few things to consider to maximize your time and efficiency, and to help the research process go smoothly:

Prioritize your requests: What are the materials that would be most helpful for you to view? Make plans to see those first and ask the archival staff for them promptly to ensure you have time to see them. This is especially important for materials you would not be able to get anywhere else.

Balance your work flow with the policies of the archives: After familiarizing yourself with the policies of an archives, you can better adapt your work flow to those criteria when conducting your research. Examples: Will certain materials take time to retrieve? Do photocopy requests need to be submitted twenty-four hours in advance? Planning to have some materials to view while you wait for others to arrive, and submitting your photocopy request the day before your departure, helps you meet your research goals and honors the archives' policies.

Ask for assistance: The archival staff is there to help you. If you have questions, ask them. You are your first and best advocate for accomplishing your goals.

Bring appropriate supplies: Have pencils and notepaper handy. Some archives may provide these things for you, but do not assume they will be provided. Since books and papers are better preserved in cooler temperatures, archives can sometimes be on the chilly side.

Have a lightweight sweater on hand in case you get cold.

Take thorough citations: Make sure to take full citations for the materials you are viewing, including any unique identification assigned to the materials by the archives such as the call number, collection title, etc. If you need to review or reference materials again, or if another researcher is later trying to

While visiting SC&A, we recommend taking a photograph of box and folder labels to help you later identify and cite materials utilized in your research.

track your sources through your citations, this will help the archival staff locate the materials.

See the *Additional Resources* section for more information on citing archival resources.

Point out corrections: Mistakes or omissions can occur in finding guides, websites, and descriptions of materials. If you notice errors, point them out to staff.

Connect with other researchers: Archives are unique places where specialists gather from all over the world. Introduce yourself to other researchers and see if anyone else shares your topic of interest. Also, talk to the archival staff about your research interests; they may have suggestions for you.



Top: The Lawrence A. Fleischman Gallery of the Smithsonian Archives of American Art's in Washington, D.C. (photo from Smithsonian website at: <https://www.aaa.si.edu/services/visit-research-center>); Second: The Library of Congress Reading Room (photo from Library of Congress website at: <https://www.loc.gov/>); Third: Manuscript Reading Room at the Library of Congress (photo from Library of Congress website at: https://www.loc.gov/rr/mss/mss_abt.html); Bottom: Reading Room at the Franklin D. Roosevelt Presidential Library and Museum (photo from FDR Presidential Library website at: <https://fdrlibrary.org/research-visit>).

Notes on Copyright, Restrictions, and Unprocessed Collections

In certain instances, materials may not be accessible or may have stipulations on use and access. Reasons for limited access to materials generally fall into three categories:

Copyright: Copyright legislation in the United States protects authors of original works in any form (literary, dramatic, pictorial, musical, etc.). The copyright holder has the right to control the use, reproduction, and distribution of those works, as well as the ability to benefit from works monetarily and otherwise. Archives must abide by these laws, which can be complex.

Therefore, even if the archives physically owns a particular document, the copyright of the document and stipulations on how it can be used may be managed by another individual or institution. While amendments to copyright regulations have been made to help archives better serve researchers, limitations still exist on what materials repositories can provide.

Remember, it is the responsibility of researchers to find the copyright holder in order to publish from the materials.

See the *Additional Resources* section for more information on copyright and fair use.

Ask staff for more information if you have questions regarding the copyright of any SC&A material.

Restrictions: Restrictions on materials generally exist because an archive must serve the interests of another group or entity and hence cannot allow researchers to access certain materials. Reasons for restrictions include:

- ◆The material's **donor** set a time limit or stipulation, generally due to privacy concerns, on when and how those materials could be used.

- ◆**Laws or other legislation** may dictate how certain materials may be used. For example, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records.

Many institutions also set restrictions on materials that provide personally identifiable information (PII) or sensitive personal information (SPI). This is information that can be used on its own or with other information to identify, contact, or locate a single person, or to identify an individual in context.

Researchers may, in some cases, gain access to restricted materials if they request permission and agree to follow certain rules.

Unprocessed collections: These collections contain materials that the archival staff has received but has not yet processed for researcher use. Processing makes materials identifiable, accessible, safe for researchers to use, and helps protect and preserve materials for long-term use. Depending on the individual collection and the policies of the institution, repositories may allow researchers to use unprocessed materials.

Below: Scenes from the Berea College Archives (photographs by L. Myers-Steele)



Additional Resources

With appreciation of how archives function and an understanding of the nature of the materials you are researching, archival research can be very rewarding.

Following is a listing of additional online resources that may be of interest to you as you explore, analyze, and utilize archives and archival materials:

Citing Archival Sources:

- Purdue University Libraries' *Citing Archival Sources*: <http://guides.lib.purdue.edu/c.php?g=352889&p=2378064>
- Purdue University Online Writing Lab's (OWL) *Citing Archival Resources*: https://owl.purdue.edu/owl/research_and_citation/conducting_research/archival_research/citing_archival_resources.html

Copyright and Fair Use:

- University of Wisconsin-Madison Libraries' *Copyright Basics*: <https://www.library.wisc.edu/about/scholarly-communication/copyright/copyright-basics/>

Document Analysis & Teaching with Primary Sources:

- The National Archives *Teaching Educator Resources*: <https://www.archives.gov/education/lessons>
- TeachArchives.org website: <http://www.teacharchives.org/>
- Library of Congress' *Using Primary Sources* website: <http://www.loc.gov/teachers/usingprimarysources/>
- University of California Berkeley's *Evaluating Resources* at: <http://guides.lib.berkeley.edu/c.php?g=83917&p=539735>

Primary and Secondary Resources:

- University California Irvine Library's *Introduction to Primary Resources*: <https://www.lib.uci.edu/introduction-primary-sources>
- RUSA's *Primary Sources on the Web: Finding, Evaluating, Using* guide at: <http://www.ala.org/rusa/sections/history/resources/primarysources>

SC&A Resources:

- SC&A Website: https://libraryguides.berea.edu/archives?group_id=14073
- Berea Digital Archives: <https://bera.access.preservica.com/>
- Berea Sound Archives: <https://libraryguides.berea.edu/bsaresearchguides>
- Contact SC&A Online: <https://libraryanswers.berea.edu/archives/ask>
- Hutchins Library Website (with links to SC&A page): <https://libraryguides.berea.edu/>

Using Archives:

- *Using Archives: A Guide to Effective Research* (online version) by Laura Schmidt on the Society of American Archivists' (SAA) website: <https://www2.archivists.org/usingarchives>
- *A Glossary of Archival and Records Terminology* by Richard Pearce-Moses on the Society of American Archivists' (SAA) website: <https://www2.archivists.org/glossary>



Need help with citing an archival document or object? Writing Resources is the student-centered home for writing on campus, and our consultants would be glad to assist.

Located in the Center for Teaching and Learning in Hutchins Library, Writing Resources serves student writers with one-on-one peer consultations at any point in the writing process: understanding assignment sheets, brainstorming, organizing ideas, revising, and working with citation.

In addition to working with traditional academic writing, consultants are trained to work with presentations, speeches, resumes, cover letters, creative writing, and personal statements across many disciplines. Students can create an account and schedule appointments at <https://bera.mywconline.com>, and instructors may contact Amy McCleese Nichols directly at nicholsa@bera.edu or 859-985-3269.

Appendix A: Sample SC&A Finding Guide

Berea College Records—Berea College Special Collections and Archives

Julia Allen Papers*

Collection Overview [Includes information such as the title of the collection, date range for the materials, collection identification/number, creator of the records and amount of records, and details of how the materials in the collection are arranged.]

Title: Julia Allen Papers

Predominant Dates: 1935-1939

ID: RG 09/9.01

Extent: 4.0 MS boxes

Arrangement: Arrangement of the collection is in series as follows: Series 1: Biographical and Personal; Series 2: Social and Political Activities; Series 3: Speeches; Series 4: China Mission Print Materials and Correspondence; and Series 5: Travel Diaries, Notebooks, Printed Items, and Other

Abstract [Details the history or biographical information relating to the creator(s) or subject of the collection.]

Julia Allen (1896-1974) was recruited to Berea College in 1932 to serve as Assistant Dean of Women. A Kentucky native, Allen studied at both Mt. Holyoke and the University of Chicago. Allen also had worked in a factory, tutored Italian children in Chicago, directed YWCA summer camps, and taught for five years at a mission school in Nanking. Her genuine interest in the students, her humor, intellect, and strong commitment to social justice made her influential in Berea for over forty years.

Allen, in addition to being Dean of Women, was a housemother to the students in Hunting Hall (a male residence hall). During her tenure she encouraged women students to govern themselves within the dormitory system. She worked with the YWCA on campus and beyond, and was active in the Fellowship of Reconciliation. After retiring from the Dean's office (1959), she continued to teach part-time in the history department, introducing the first non-western courses taught at the college. After her second retirement, she taught for another semester at Tougaloo Southern Christian College in Mississippi and accepted a post on the National Board of the YWCA.

A Christian social activist, Allen endeavored to fight prejudice, war, and poverty throughout her career. At one point she ran for office on the Socialist ticket. One of her most daring exploits occurred in 1938, when she led an integrated team of six students from different colleges (including one from Berea) to Arkansas to survey the living conditions of members of the Southern Farmers Tenant Union. After her retirement she recruited alumni to protest Berea's failure to host civil rights volunteers in 1964.

Scope and Contents of the Materials [Overview of the types and content of materials contained in the collection.]

This collection contains records and materials outlining Julia Allen's contributions to Berea College and her engagement with social causes. The collection contains clippings, correspondence, notes, diaries and scholarly papers.

Administrative Information [Information regarding access to the collection, any restrictions on the use of the collection, and to how to cite the collection.]

Access Restrictions: Records can be accessed through the Reading Room, Berea College Special Collections and Archives, Hutchins Library, Berea College.

Use Restrictions: Federal copyright regulations apply. Cite all information.

Preferred Citation: [Item/Folder/Box Identification], RG 09/9.01: Julia Allen Papers, Berea College Special Collections and Archives, Berea, Ky.

Box and Folder Listing [A listing of the contents of the collection in a box by box, folder by folder listing.]

Series 1: Biographical and Personal Correspondence

Clippings and correspondence in this series describe the personal qualities and public achievements for which Allen was honored in her lifetime and at her death.

Box 1

Folder 1: Clippings and Articles about Allen

Folder 2: Biographical Information and Photographs

Folder 3: Information regarding the Julia Allen Fund, 1974

Folder 4: Letters to/from Julia Allen

Box 2

Folder 1: Letter's following the death of Allen, 1974

Folder 2: *One Kind of Pioneer: Julia F. Allen and the Southern Tenant Farmers' Union College Student Project, 1938*; by Carolyn Terry Bashaw; with research note

Folder 3: *The Witness We Tried to Make: Julia F. Allen and Racial Justice at Berea College, 1935-1974*, by Carolyn Terry Bashaw

Series 2: Social and Political Activities

Documents in this series record Allen's support of integration, voting rights, unions, and pacifism.

Box 2

Folder 4: Correspondence re: Southern Conference for Human Welfare; Efforts to eliminate the poll tax, other

Folder 5: Correspondence re: Southern Farmers Tenant Union Student Project, 1938-1939

Folder 6: Berea Committee on Human Rights, 1961-1964; Correspondence, notes, clippings

Series 3: Speeches

This this series contains several of Allen's written and typed speeches.

Box 2

Folder 7: Presentation to the General Faculty: Some Industrial Trends in Our Region, 1940

Folder 8: Various talks and speeches within the Berea Community between 1939 and 1969.

Folder 9: Handwritten notes for speeches, primarily for the YWCA.

Series 4: China Mission Print Materials

Print materials, including newsletters, from the 1930s through the 1960s of the United Christian Missionary Society.

Box 3

Folder 1: China Mission News Letter, Mission News, Booklet, 1939 - 1963

Folder 2: China Mission Ephemera and Correspondence

Series 5: Travel Diaries, Notes, and Other

Box 4

Item 1: Small Booklet: Thus Spake Sri Ramakrishna

Item 2: Notes and other from Poland/ Czech Trip 1963

Item 3: Contents of small black notebook: notes on books, travel diaries

*This finding guide has been abridged and altered to meet the needs of this publication; however, all pertinent sections of a finding aid are included in this sample. See <https://berea.libraryhost.com/index.php?p=collections/findingaid&id=420&q=julia+allen> for the complete Julia Allen Papers finding guide.

Appendix B: Primary Resource Analysis Worksheet

Analyze a Written Document

Meet the document.

Type (check all that apply):

<input type="checkbox"/> Letter	<input type="checkbox"/> Speech	<input type="checkbox"/> Patent	<input type="checkbox"/> Telegram	<input type="checkbox"/> Court document
<input type="checkbox"/> Chart	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Press Release	<input type="checkbox"/> Memorandum
<input type="checkbox"/> Report	<input type="checkbox"/> Email	<input type="checkbox"/> Identification document		<input type="checkbox"/> Presidential document
<input type="checkbox"/> Congressional document		<input type="checkbox"/> Other		

Describe it as if you were explaining to someone who can't see it.
Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?


Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Materials created by the National Archives and Records Administration are in the public domain.

This worksheet, along with additional worksheets for analyzing sources such as photographs, artifacts, film, and maps, can be found online at the Library of Congress' website at: <https://www.archives.gov/education/lessons/worksheets>