

Native American Preservation Internship

Case Overview



Many Native American libraries have very limited staff, funding, and physical resources. Nevertheless, like small-town libraries everywhere, many function as cultural centers and as repositories of local history, accepting a wide variety of donated materials. These materials are in danger of physical disintegration without guardians knowledgeable about conservation, preservation and repair techniques. Librarians at the University Library at Corinth University, a 200-year old private institution in New England, realized, through their work with their own collections, the danger of losing Native American materials. They have developed a notable capacity for document preservation and conservation, thanks to

administrative support, donor and grant funding, and have used their skills on collections concerning several Plains and Southwest Indian tribes.

Donors have given several large and small sets of books, personal papers, and other materials. In working with donors, Corinth preservation librarians have developed ties with librarians and library organization in Native American communities. They became aware of the pressing needs for conservation of unique and irreplaceable materials in those local settings. While large research libraries like Corinth do collect, maintain, and make accessible many Native American-related materials, a large universe of items will continue to be held within local communities.

With a grant from the Institute of Museum and Library Services (IMLS) the Corinth preservation department librarians offer intense internships to librarians serving Native American communities and collections. Interns learn how to enhance the preservation of collections far from the University and how to train staff or volunteers to carry out procedures they would implement at their home institution. Besides using already-developed informational materials, Corinth experts work one-on-one with interns to develop skills. Interns assist in the processing of the voluminous



Native American materials held by Corinth, thus also gaining an appreciation of the wider importance of local historical materials.

Through the years Corinth's library has been developed not only to serve the immediate needs of faculty and students, but has been a repository for history: books, documents and artifacts of the surrounding area, and a wide variety of historical collections acquired over the years. No unique titles have ever been weeded: the university has made a commitment to create and maintain shelving, working, and storage space sufficient for an ever-growing collection.



The main library holds over 1.5 million volumes, and an underground storage area in nearby river bluffs contains room for four million volumes in climate-controlled storage. The staff are known across the country as experts in the repair and preservation of books and artifacts, and provide manuals on the Web as well as training in workshops and seminars.

Profiles of Stakeholders

These are fictional statements typifying attitudes and illustrating needs, not actual quotations.

Corinth University President

I hope that this project shows Corinth as an engaged and service-oriented institution. Over the years, our rich collections have been criticized as cultural imperialism. I hope that this locally-oriented program will help Corinth demonstrate our appreciation for Native American cultures and people.

Corinth Library Dean

I know how unusual the University's long-standing and generous support of the Library has been: sufficient to fund not only ongoing operations and current research, but the kind of history supporting infrastructure that we've been able to create in the Preservation Department. The more that this Department has a national impact, the more the administration and alumni will see that the Library contributes to Corinth's national reputation. It also will do our staff good to learn more about how librarians in libraries with very meager resources make do.



Committee member, Native American Library Association

I'd like this project to raise the profile of libraries serving Native American communities. We need people to understand the role that libraries play in the preservation of local history—we don't just order best-sellers, stock auto-repair manuals, and warehouse National Geographic. Also, the interns here will be able to get a good look at a different library universe, the research library. Those contacts should benefit everyone.



Tribal council member

When my aunt died she left boxes and boxes of letters and papers—she was quite the activist, writing everybody in state government, the BIA, and all the Indian movements. Our library lady is very friendly—she comes to a lot of the open council meetings, and I felt like the library was the best place to make all my aunt's records available. But even I know that old newspapers crumble all the time, and book bindings break. What will we do to make sure all those relics of history make it into the future?

Library director

I am so glad that this desert means that even when my air conditioning conks out, my books and materials can stay dry. But I do worry about what the passing years do. I don't care if *The Da Vinci Code* crumbles, and of course our picture books get loved to death, but we really have some unique materials. I want all that to stay and be passed on to the next generation.

Logic Model Worksheet

I. Situation: program partners and stakeholders	
What is the program's name ?	Education and Training in Preservation and Conservation for Native American Libraries and Archives
What partners are involved?	Corinth University Library, American Indian Library Association
Who are the program's stakeholders ? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each stakeholder want to know?
IMLS	What were the outcomes? Was the money spent efficiently? Will other groups learn from this experience? Will it benefit more than one library and community?
Native American Studies Program (AIP) at Corinth University	Will this increase the understanding and appreciation for Native culture, and enhance the ability of Native communities to care for their own history?
Librarians serving Native American communities	Will we be better able to serve our communities and help them maintain ownership of their history by better preserving their historical artifacts?
Corinth University	Will this show that Corinth is an involved and sensitive partner with Native American communities?
Corinth University Library	Will this demonstrate the value of CUL's collections and expertise?
Native Americans	Does this project help preserve our cultural heritage in a way that is sensitive to our needs and values?

II. Program planning: connecting needs, solutions, and results	
Who are the audiences ?	Libraries serving Native American communities
What are the needs of the audience?	Librarians at Native American libraries have the responsibility to function as a cultural center, in part by preserving unique local historical materials in danger of physical disintegration. These librarians often have limited staff, funding, and physical resources and little knowledge of conservation, preservation and repair techniques.
What are some audience considerations ?	Small libraries often have limited funding, staffing, and resources to train their people in the proper way to preserve and repair irreplaceable cultural materials.
What solution fulfills the needs?	Corinth University offers internships in which interns learn how to preserve collections and how to train staff or volunteers to carry out procedures at their home institution. Corinth experts work one-on-one with interns to develop skills while interns help process the voluminous Native American materials held by Corinth.
What will be the desired results ?	Interns apply skills learned at Corinth by starting an ongoing preservation program at their home institutions with a survey of the preservation needs of their collection, by training staff or volunteers and by seeking funding for preservation.
III. Logic model summary: program purpose statement	
We do what?	Provide intensive internships to train Native American library staff to establish and sustain preservation programs in Native American collections in their regions
For whom ?	Librarians serving Native American communities

For what outcome /benefit(s)?	<p>Interns acquire skills to assess preservation situations and to apply conservation techniques.</p> <p>Interns know how to research and request funding for conservation projects.</p> <p>Interns know the principles of managing a preservation environment.</p>
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IV. Program elements

Inputs	Outputs (or counts)
Intern travel, intern stipends	Amount expended for intern travel and stipends
Materials, supplies, equipment	Amount expended for materials, supplies and equipment
Release time/salaries & wages for mentors: Corinth Library staff	<p>Number of hours of staff time</p> <p>Amount expended for staff salaries</p>
CUL website	
Indirect costs	
Consultant fees	
Activities	Outputs (or counts)
Recruitment of participants (promote program)	
Administration—fiscal management and evaluation activities	
Coordination of existing instructional tools and creation of new instructional tools as needed	Number of curriculum items developed
Personnel to fill in for permanent staff during project class time	
Services	Outputs (or counts)
Internships, intern stipends	12 interns trained

Teach interns skills and knowledge	2 exhibits prepared by interns showing their work
Provide web and in-print instructional and reference materials	# of web pages

V. Outcomes

Outcome 1: *Participants demonstrate skill in assessing preservation situations and applying conservation techniques.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
#/% of interns who accurately assess at least 35 type examples of preservation and conservation problems common in target collections to instructors' standards	All participants	Instructor examination of finished products	Content of each learning session at end of each learning session, aggregated for total at end of internship	95%
#/% of interns who identify at least one practical, appropriate solution for each of at least 35 type examples of preservation and conservation problems common in target collections to instructors' standards	All participants	Instructor examination of finished products	Content of each learning session at end of each learning session, aggregated for total at end of internship	95%

Outcome 2: Participants demonstrate grant writing skills for conservation projects.

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who prepare and submit grant proposals.	All participants	Copies of grant proposals	1 year after end of session	50% of participants

Outcome 3: Participants know the principles of managing a preservation environment

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who complete and submit a review of their home institution's environmental conditions	All participants	Participants report	Between 1 st and 2 nd sessions	95% of interns

Outcome 4: Participants train others in conservation techniques.

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who report training of staff or volunteers at their own institution in preservation techniques.	All participants	Participant report of scheduled sessions and syllabus for sessions	6 months after end	95% of interns