Group for Literary Archives and Manuscripts (North America)
Literary Archives User Study

Introduction

The Group for Literary Archives and Manuscripts (North America), or GLAM(NA), undertook a survey of researchers using literary archives at the Beinecke Rare Book and Manuscript Library from July to December 2010.

The survey was motivated by an interest in working more collaboratively with researchers of literary archives, who range from faculty members and students to independent scholars. A more nuanced understanding of the issues scholars find challenging will also enable GLAM(NA) to devise strategies for research education and to develop resources (such as brochures/'how to' leaflets targeting particular problem areas) tailored to researchers' needs.

The survey builds upon existing findings, such as those described in the Primary Research Group's *The Survey of Higher Education Faculty: Use of Special Collections Maintained by Academic Libraries* and a number of reports published by OCLC, including *Taking Stock and Making Hay: Archival Collections Assessment* and *Taking Our Pulse: The OCLC Research Survey of Special Collections and Archives*. However, the survey had a much more narrow scope than these studies, since it focuses specifically on the Beinecke Library and its user group. The survey is meant as an environmental scan and a starting point for further studies of research with literary archives.

Methodology
The survey, which was made available online through Survey Monkey, is a combination of twenty-seven questions, some quantitative (Likert-scale questions) and some qualitative (open-ended questions). The survey consists of four sections: demographics, discovering literary archives, using literary archives, and literary archives in the classroom.

Summary of Findings and Ways Forward
Discovering Literary Archives
Respondents rated citations in secondary literature (80.8%) as the most important means for discovering archival collections followed by Yale University Library's online public access catalogue (75%) and finding aids database (63.4%). The keywords researchers consider the most important are people (94%) and date spans (81%).

>>Either create a union catalogue for archives or further develop existing catalogues, such as WorldCat and ArchiveGrid, so that they allow researchers to browse and search by dates and names (as both

creators and subjects).[1] A union catalogue will also need to exploit the possibilities of EAC(CPF) to connect related archives. The adage about standards, that the great thing about them is that there are so many to choose from, also seems to apply to union catalogues. The profession needs to focus its energies on developing a single comprehensive, freely accessible union catalogue.

>>Explore the possibility of imbedding links to archival descriptions in online articles' lists of works cited, as already seen, for example, in links to other articles in works cited of articles indexed in databases such as EBSCO's Academic Search Premier.

Archival Description

As noted above, names and dates are among the most important keywords respondents search for in finding aids. Respondents also called for in-depth finding aids and catalog records, which clearly indicate the quantity and relevance of material in an archive.

>> Use authorized names in finding aids when possible.
>>Create name authority records when possible.
>>Include date subfields in subject tracings if creating catalogue records for archival collections.
>>Include eras and broad date ranges, such as nineteenth-century, in scope and content notes so that such terms are searchable.
>>Balance researchers' requests for fully processed collections with other institutional resources when making decisions regarding processing priorities and approaches.
>>Compliment archival description with a robust reference program.

Digitization

Throughout the survey respondents emphasized a need for greater access to digital surrogates of archival documents for use in research and teaching.

>>Consider mass digitization projects for high-use collections and/or series.
>>Consider ways in which digital assets across institutions could be made accessible through a single search, such as a union catalogue that links out to digitized material.
>>Imbed links to digital surrogates in finding aids.

Patron Participation and Outreach

Respondents expressed interest in interacting more fully with repositories, archivists, and collections.

>> Reach out to users and harness their knowledge. For example, develop opportunities for patron participation, such as a low-cost, widely accessible infrastructure enabling researcher-participation in annotating and/or updating finding aids or a means for researchers to link their publications based on research with a particular archive to the archive itself. This latter approach would greatly benefit researchers given that citations in existing literature are a key means to discovering archives.

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[1] Like other libraries and archives, the Beinecke Rare Book and Manuscript Library contributes records to both WorldCat and ArchiveGrid.

>>In addition to reference, foster additional points of interaction between researchers and archivists. For example, an initial orientation of an archive could include information about how a researcher can contact archivists during and after their visit to a repository.
>>Foster new user groups. Reach out to disciplines beyond literary scholars who could benefit from using literary archives.

Research Education
There are several opportunities for archivists and researchers to collaborate on research education. Firstly, researchers identified reading handwriting (92%), dating material (86%), copyright and permissions (71.5%) as either challenging or somewhat challenging, clearly indicating a need for research education in these areas.

In addition, 76.3% of respondents with teaching responsibilities answered that they are willing to provide their students with more structured workshops on research in archives. Of these respondents 43.2% would be willing to use up to two hours per semester of classroom time for this purpose and another 29.7% would be willing to use more than two hours per semester.

>> Create online accessible tutorials and guides on paleography, dating material, and copyright.
>>Collaborate with faculty members and lecturers in order to design workshops on research education for both undergraduate and graduate students.

Survey Results

Part I. Demographics

The survey attracted sixty-four respondents, fifty-two of whom completed the survey in full. We contacted patrons directly through email and distributed leaflets at the Beinecke Library's Access Services desk, the main point of contact for walk-in patrons. The Beinecke Library offers short-term fellowships for visiting scholars and Yale graduate students pursuing research in its collections. While the graduate students are all affiliated with Yale University, the faculty members are drawn from institutions around the world. We contacted directly through email fellows who had conducted research at the Beinecke Library between 2007 and 2010, which comprised 180 people, although a number of these fellows either did not use literary archives while conducting research at the Beinecke Library or could no longer be reached because their contact information was out of date.

Based on this group, as expected, the largest respondents were a combination of faculty (44.1%) and graduate students (42.4%) (Figure 1).

The respondents constituted a fairly experienced group of researchers, with 35.6% having conducted research from between four to ten years and another 35.6% for more than ten years (Figure 2). The majority of respondents, roughly 83%, taught themselves how to conduct research in literary archives, whereas the remaining numbers were split fairly evenly between learning from a mentor (38%), learning in a formal classroom setting (39%), or in some cases a combination of these methods (Figure 3).
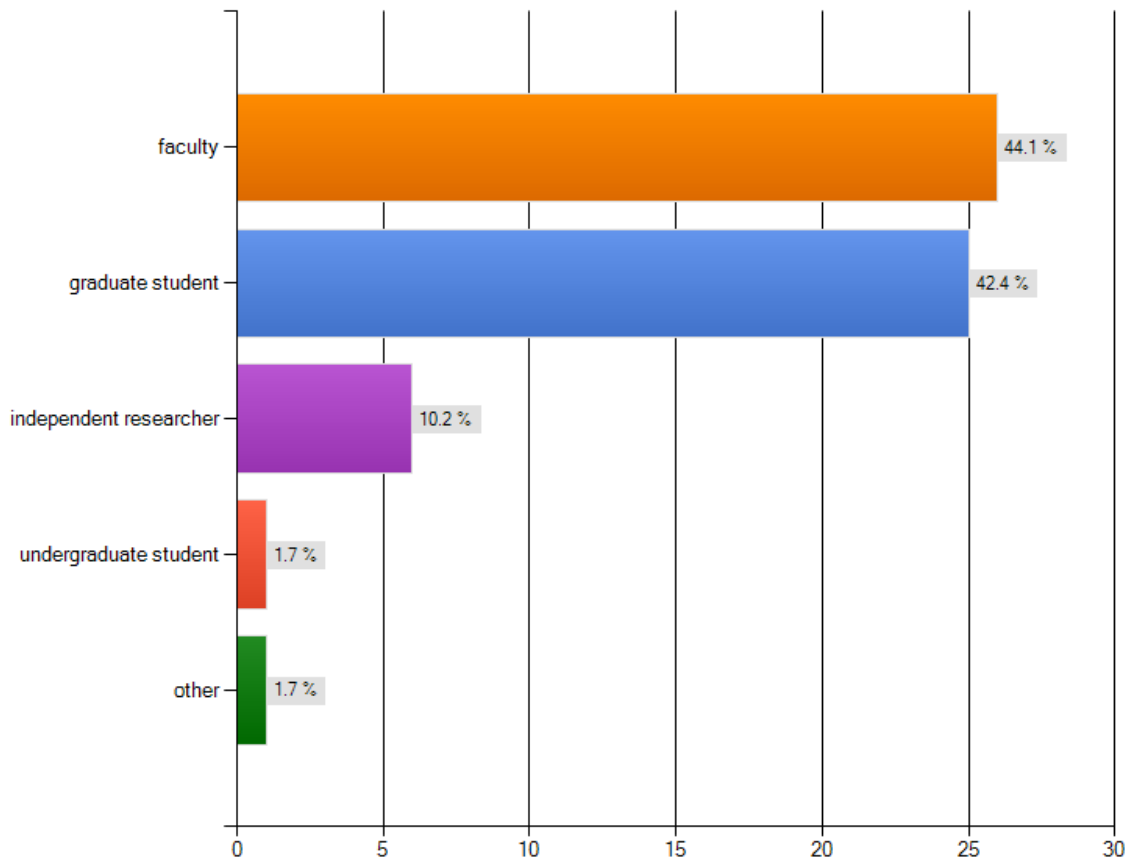
Question 2. Are you:

Figure 1

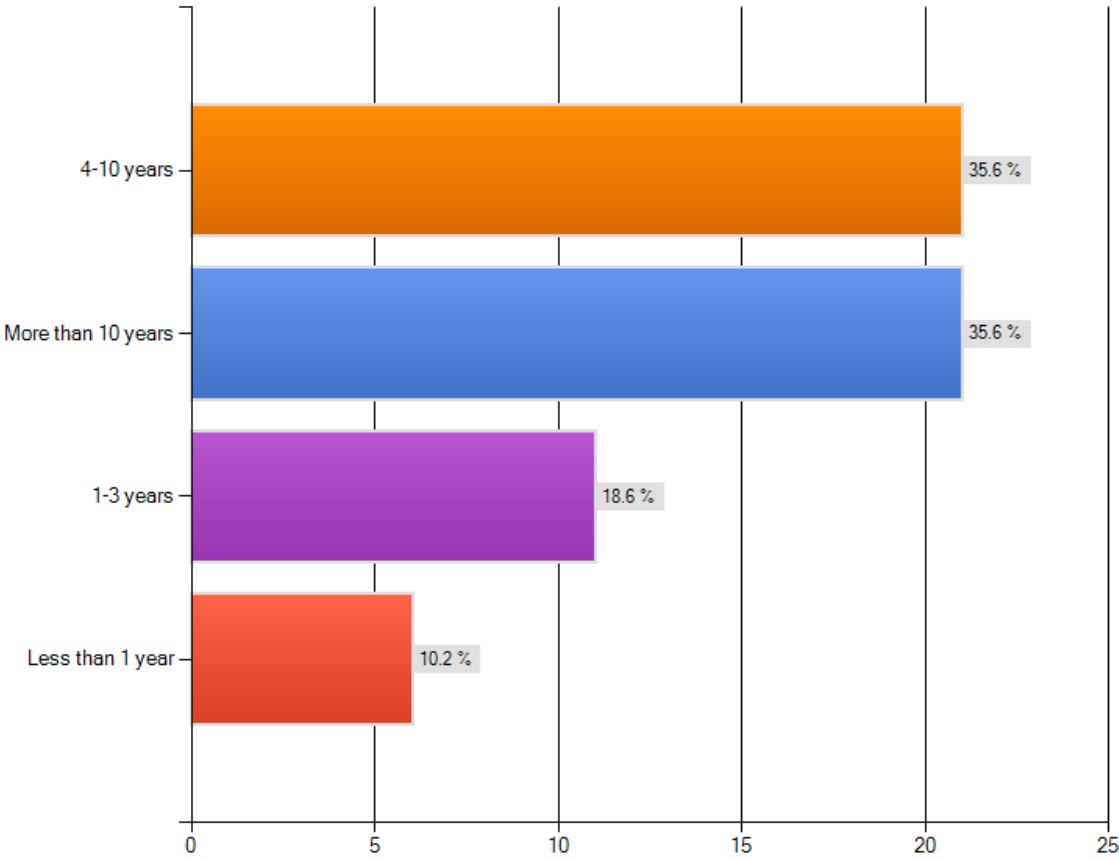**Question 3. How long have you conducted research in archival repositories?**

Figure 2

Question 4. How did you become familiar with archival research? Please select all that apply.
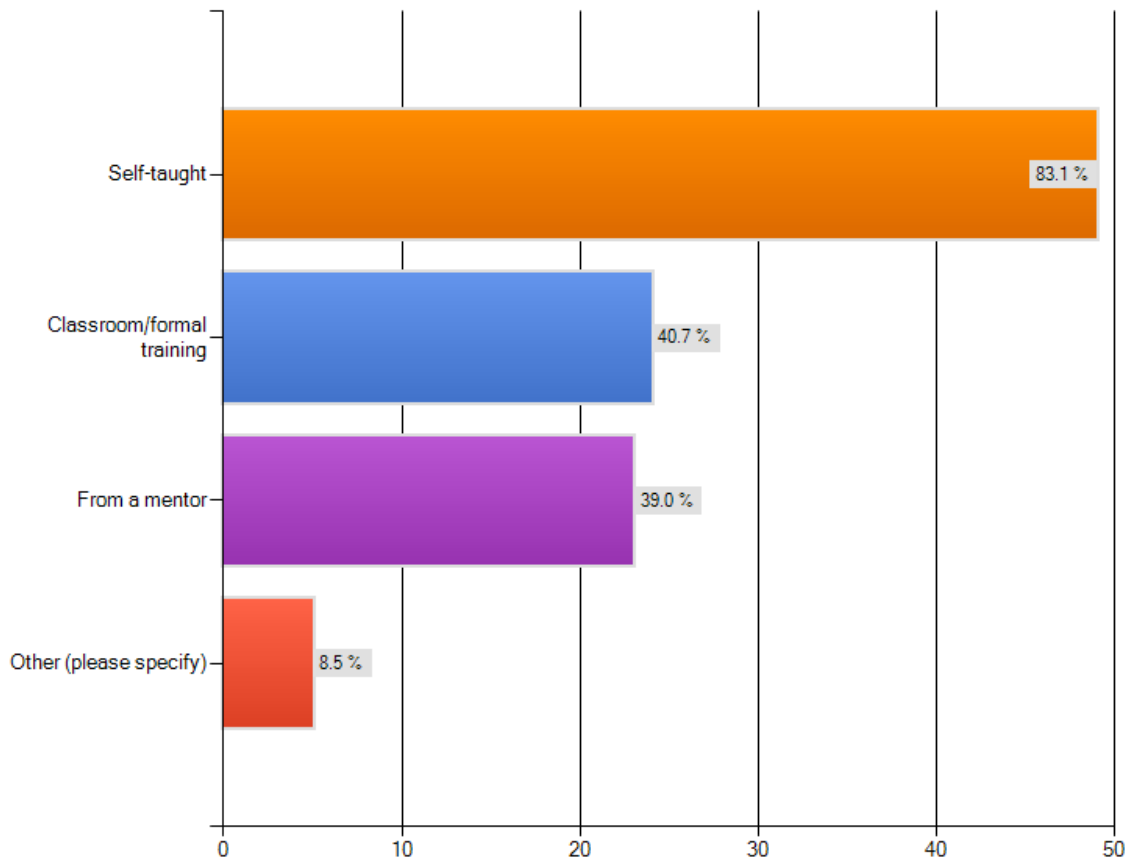

Figure 3

Other Responses:
PhD study.

Learned from peers.

Part of dissertation research.

Publishing project on early modern MSS begun in 1974.

Tim Young (Beinecke).

Part II. Discovering Literary Archives

This section consists of questions which explore how the researchers surveyed relate their research interests with particular archives, a process that entails matching an abstract idea, or research topic, with the physical reality of documentation. Our questions largely explored two types of tools, namely those that enable researchers to find an archive in the world of information, and then those tools, such as finding aids, that allow researchers to evaluate how relevant a particular archive is to their research interests. The survey assumes a two-pronged approach to research, which begins at the macro-level using databases and printed bibliographies and then shifts to more narrow searches within specific finding aids and other guides to repository holdings.

How do researchers approach finding where archives pertinent to their interests are held? According to the respondents the most popular means of finding archives is through citations in secondary literature (80.8% of respondents considered citations important) (Figure 4). Yale University Library's online catalogue (75%) and finding aids database (63.4%) were also rated as important, likely because fellows are already aware of these research tools.[2] Researchers rated using a search engine such as Google and speaking to an archivist the same. Researchers considered databases such as WorldCat and ArchiveGrid (51%) important. These may not have rated as high because of the research pool evaluated (who are likely familiar with the tools available at Yale University), or perhaps indicates users aren't as aware of these resources or, in the case of ArchiveGrid, don't have access to a subscription-based resource.[3] This lower ranking , compared to other discovery tools, may also indicate that researchers find these tools less effective for locating literary archives. The United States lacks a comprehensive union catalog for accessing archives, a service available in other countries, such as the United Kingdom's Location Register and Access to Archives.[4]

Once researchers find a particular archive we were then interested in learning what keywords and information are of most value. The keywords considered by far the most important are people (94%) and date spans (81%) (Figure 6). This interest in people likely reflects literary scholars' focus on specific authors rather than on a general subject area or population type as seen in other disciplines, such as those more impacted by social history research. Although literary scholarship has been influenced by social history research there are still a number of scholars who focus on particular individuals and/or intellectual movements. This emphasis on specific authors indicates a need for consistent spellings of

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[2] Orbis, Yale University Library's online catalogue, can be found available online at: http://neworbis.library.yale.edu/vwebv/ and the Yale Finding Aid Database is available at: http://drs.library.yale.edu:8083/fedoragsearch/rest.

[3] ArchiveGrid, while now available freely online, was subscription-based at the time of this survey. It can be viewed online at: http://archivegrid.org/web/index.jsp.

[4] Access to Archives, a product of the National Archives, provides access to records held in England and Wales: http://www.nationalarchives.gov.uk/a2a/. The Location Register is available freely online at: http://www.reading.ac.uk/library/about-us/projects/lib-location-register.aspx. While WorldCat and ArchiveGrid go some way toward providing more comprehensive access to literary archives they are limited in that the former is not specific to archives and the latter only permits keyword searching.

those names, such as standardization facilitated by Name Authority Control, as well as connections based around creators and subjects/people which Encoded Archival Context: Corporate Bodies, Persons, Families could facilitate in the future. Projects such as the Social Networks and Archival Context Project (SNAC) and OCLC's Virtual International Authority File also have the potential to influence humanities research with a focus on people.[5]

Research tools, such as ArchiveGrid, would be more effective if they enabled searching by name. At the local level, like many large research libraries, the Beinecke Library does provide name access through Yale University's Finding Aid Database and online catalog, Orbis.[6] The Finding Aid Database supports searching by creator, in other words the person who produced and accumulated an archive, and subject, that is who the papers are about (this often includes the creator in addition to other individuals prominent in a collection). As with other databases the decision to search by creator or subject as opposed to a keyword search entails balancing precision with recall. A creator search for "James Weldon Johnson" will result in one hit: the James Weldon Johnson and Grace Nail Johnson Papers. A subject search for "James Weldon Johnson" will result in three hits. A keyword search of the same name results in thirty-nine hits, and while some of these results are not as relevant as those found using a creator or subject search, there are still results with important material on Johnson.

The effectiveness of creator and subject searches relies on the use of authorized names in finding aids and catalog records. While the Beinecke Library does make an attempt to use authorized names in its finding aids, providing name-access and using standardized names is not always desirable or possible for every person in an archive. Generally the Beinecke Library focuses on ensuring name access and the use of standardized forms of names for creators and individuals who are prominent and/or who appear frequently within a collection. Given the number of people who appear in archives, many of whom may not have authorized names and/or who are a minor figure in an archive (i.e. only one letter from them is included in the collection), it would be too time-consuming to provide this level of access. Providing researchers with infinite name-access also has the potential of leading researchers to material that is of low research value; there is an important difference between one form letter and numerous lengthy missives.

Creator and subject searches are effective with established names and people who are prominent enough in an archive to warrant subject access. The challenge here is providing scholars with access to less-prominent figures in a particular collection or lesser-known research subjects, whose story may be traced across archival collections, rather than through a single archive.[7] The current reality for

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[5] Information about these initiatives can be found online, see Encoded Archival Context – Corporate bodies, Persons, and Families (EAC-CPF) (http://eac.staatsbibliothek-berlin.de/); Social Networks and Archival Context Project (http://socialarchive.iath.virginia.edu/); and Virtual International Authority File (http://www.oclc.org/research/activities/viaf/).

[6] The Finding Aid Database, a Fedora-based system, is available online at: http://drs.library.yale.edu:8083/fedoragsearch/rest/.

[7] For example, a subject search in the Yale Finding Aid Database for "Noel Haskins Murphy," a singer and member of an expatriate lesbian intellectual circle in 1920s France, results in zero hits. A keyword search results in the Sara

researchers interested in lesser-known subjects is knowing a subject well enough to guess what archives may contain relevant material, and in turn determining in which repositories these archives are located. For example, a researcher may be able to discover useful documents about their research subject by knowing that person's circle of colleagues and loved ones and locating those archives.

It is important to note that not all archival repositories have access to an infrastructure enabling creator and subject searching. In addition, not all institutions are permitted to contribute authority records to the Library of Congress, or have the staff and funding to do so. Access to databases and the ability to contribute authority records is connected with a repository's resources.

Similarly, detailed name access also relies on the resources available for processing collections. In response to large backlogs of unprocessed material, compounded by the often unwieldy size of twentieth-century archives, many repositories are now creating less-detailed descriptions of their holdings referred to in the profession as baseline or minimal processing.[8] This shift in processing has impacted the ways in which archivists at the Beinecke Library provide name-access to collections. On the one hand, previously unprocessed collections are now available in the Finding Aid Database and Orbis, meaning that more creators and some subjects are searchable. On the other hand, many of these finding aids do not provide extensive name-access beyond creators, nor do these finding aids use authorized names beyond creators and principal subjects. Finding aids that previously would have included name access to correspondents may now simply list boxes of material "Correspondence," leaving it to researchers to search through boxes of material for relevant information. Archives of high research value may be re-visited at a later date and processed at a more in-depth level. In the meantime, perhaps the Beinecke Library should consider enabling ways for researchers to contribute to finding aids in order to create sign-posts about important material for future researchers.

While discovery tools – from national and local databases to finding aids – will never be perfect, and to some degree research involves a certain amount of serendipity and digging, our research tools could provide better name access. There are multilayered solutions: at the broadest level the archival community requires a union catalogue capable of creator and subject searching; the archival community could make better use of name authority control; EAC will enable linkages between collections with overlapping subjects but has yet to be fully implemented in the U.S.; the archival community could develop a low-cost, widely accessible infrastructure enabling researcher participation in annotating and/or updating finding aids.

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and Gerald Murphy Papers but excludes the Elizabeth Jenks Clark Collection of Margaret Anderson and the Virgil Thomson Papers, which also contain relevant material but that use different forms of Murphy's name. A keyword search in ArchiveGrid for Noel Haskins Murphy obtains results for the Janet Flanner and Solita Solano Papers but excludes the resources at Yale University.

[8] This shift in approach to processing is often referred to as "more product, less process," or MPLP, as discussed in Mark A. Greene and Dennis Meissner's article "More Product, Less Process: Revamping Traditional Archival Processing," *American Archivist* 68 (2005): 208–263.

Scholars' emphasis on date span similarly reflects humanities scholarship where research areas and academic departments are largely divided by time period. Could finding aids better respond to this interest? For example, what if a researcher could sort a finding aid by date? Or limit their search by date? Finding aids at the Beinecke Library are static documents closely emulating their paper predecessors. Now that finding aids are online perhaps there are ways in which the library could provide researchers with more dynamic ways of interacting with this content. Admittedly, a sophisticated infrastructure and greater standardization is required in order to achieve more dynamic functionality. For example, date fields would need to be standardized in finding aids in order to be sorted chronologically.

Archivists are not always able to date material, which does not necessarily mean that such material is of less research value, and too great a focus on dated items may result in researchers overlooking key documents. However even broad date ranges, such as centuries, at the collection level would greatly assist researchers. The Beinecke Library attempts to provide general date ranges by adding date subfields to subject entries, such as "Authors, English --20th century –Archives" and "African American authors --20th century --Archives." While useful to researchers, there is much more archivists can do to better assist researchers interested in narrowing their searches by dates. For example at a local level, perhaps the Yale Finding Aid Database could include a way for researchers to limit their search by date, even at a broad level, and/or to sort search results by date, especially since all finding aids include a date range.

Beyond keywords we were also interested in understanding how researchers rated the importance of particular descriptive sections of the finding aid. Unsurprisingly researchers rated the box list (96.1%), summary of a collection (92.2%), and dates (84.3%) as the most useful sections of the finding aid (Figures 7-8). However, there was also some interest in processing notes (66.7%) and provenance (52.9%). This interest in the broader context of the archive and the work of archivists is likely connected with the rise of post-modernism and the increased questioning of traditional sources of knowledge.

Processing notes are a key means whereby archivists articulate their work on an archive. The Beinecke Library now includes this field in its finding aids, but generally uses processing notes to describe technical details such as the transition of a print finding aid into an online accessible finding aid, or to notify researchers that a collection is not fully processed. Certainly further details about the work archivists do when arranging and describing a collection could be added to the processing notes.

Researchers who are interested in provenance consider this information essential to their research. In its finding aids the Beinecke Library provides information regarding source of acquisition but does not provide information about custodial history, information that descriptive standards such as *Describing Archives: A Content Standard* permit. In addition, the provenance note could be further expanded beyond the basic formula of a name and date. Combined, expanded provenance and custodial history notes would provide a more nuanced explanation of the journey of papers prior to their acquisition by the Beinecke Library and once they're in the custody of the library.

Such information would assist researchers in better understanding the archives they work with: who was involved in selling or donating a particular archive? What was that individual's motivations? Who decided what to include and what to exclude? Who was involved in shaping and editing an archive? Information on provenance and custodial history is often only available through internal documentation, such as correspondence between a creator and the Beinecke Library, which is confidential and restricted to staff at the Beinecke Library. Expanded information about processing and custodial history, when more information is known, would help provide answers to questions regarding an archives' creation, as well as mediate between confidential institutional records and scholars.[9]

Researchers were also given an opportunity to list some recommendations for what would assist them in their work. Common threads include: a call for in-depth finding aids and catalog records, which in turn, clearly indicate the quantity and quality of material; greater access to digital surrogates; opportunities for patron participation; a need for connecting collections, such as linking collections across institutions and linking collections to publications based on their contents.

For many researchers the more access to detailed finding aids and digitized material the better. Researchers called for more in-depth descriptions and the timely processing of uncatalogued collections. For archivists these goals are often in conflict: more detailed finding aids require more time to process, which in turn, results in fewer collections receiving processing. There is an opportunity for archivists to discuss with researchers this tradeoff and the intention of many institutions to strike a balance between providing a minimal description for many unprocessed collections before providing in-depth descriptions for a few collections.

While feedback from reference and circulation staff already influence processing priorities, perhaps institutions could reach out to scholars. Obtaining feedback from scholars, who could provide insight into current research trends, would also help archivists determine what collections to focus on. Perhaps engaging scholars to act as partners in decision-making regarding processing projects would create a greater understanding about the reality of an institution's objectives and resources. For example, could an institution list unprocessed collections online and invite researchers' to vote on which collections should receive priority for processing? While not foolproof this approach could facilitate communication between archivists and scholars. This approach would compliment data derived from use statistics and quantitative assessments regarding the ease or difficulty in discovering and using collections.

In addition, perhaps archivists could harness researchers' close work with archives, and interest in sharing this knowledge according to our findings, by providing an easy means by which scholars could

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[9] For example, Grace Nail Johnson, who donated her husband James Weldon Johnson's Papers to the Beinecke Library played a key role in deciding what to include in the archives, which impacts literary and historical scholarship. For example, letters between Grace Nail and James Weldon Johnson at the beginning of their marriage, which weren't donated until a later period, provide invaluable insight into Johnson's ambitions as an author and career as a diplomat. Even when material arrived at the archives it was not always complete. In fact, there are portions of letters that have been removed, either by Grace Nail or one of the later executors.

add information to finding aids. This is something the profession is already moving towards, as seen in the Polar Bear Expedition Digital Collections at University of Michigan and the Flickr Commons, and researchers are clearly interested in this possibility.[10] Patron participation will become increasingly important as more collections receive minimal processing. Admittedly, not all patrons may welcome this opportunity, and may choose not to add information to finding aids or will only do so once they have published their findings, a situation reflecting pressures of academic tenureship and the perceived need to safeguard professional reputations.

Scholars also requested further information in order to determine the quantity and quality of material within an archive. Researchers struggle to determine the amount of material of interest within a particular collection (ie how many letters are in a folder?) and whether or not the material is of substantive research value. To some degree more robust archival descriptions could assist researchers in determining whether or not they should order photocopies or visit an archive. However, it is unlikely that the Beinecke Library will ever return to its old practice of listing, for example, the number of letters within a particular folder or outlining the subject matter of a group of correspondence.

With basic information in finding aids archivists will need to assist researchers in determining the research value of a particular collection through reference services rather than solely through archival descriptions. This will require archivists to target energies and resources on a needs basis rather than a blanket approach to describing all collections in incredible detail. Through reference work archivists can provide information specific to a researcher's interests. However, archivists and archival repositories will need to carefully monitor which collections repeatedly require additional information. By providing less detail in finding aids, and relying on reference, there is a danger in repeatedly assisting users with similar questions rather than simply providing enough detail in the finding aid to begin with.

Many researchers desire access to archival materials online, calling for extensive digitization projects, comparable to initiatives such as Google Books and the Hathi Trust that provide online access to entire books. Access to digitized material is of greater importance given decreased funding available for scholars to travel to archives and libraries. Archives are already beginning to provide full access to archives, such the Archives of American Art at the Smithsonian, and the Beinecke Library is similarly attempting to provide more robust online access. The Library provides access to digitized material from a number of collections, including the Alfred Stieglitz/Georgia O'Keeffe Archive, the Rachel Carson Papers, and the H.D. Papers, however this material represents only a fraction of these archives' totality. In some cases, such as correspondence in the Alfred Stieglitz/Georgia O'Keeffe Archive, the finding aid includes links to digitized content, an example of integrating digital content and descriptive tools.

Digitization requires extensive resources and a well-designed program to succeed. The reality is that not all institutions can support such endeavors, and/or with limited resources, an institution may determine that funding is better spent on projects that will have a greater return and more value for researchers.

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[10] Polar Bear Expedition Digital Collections (http://polarbears.si.umich.edu/) and Flickr Commons (http://www.flickr.com/commons?GXHC_gx_session_id_=6afecb2055a3c52c).

Challenges to digitization programs, and possible solutions, have been covered extensively in professional literature.[11] These challenges include: resources, copyright, privacy, and preservation of digital assets, among others. While the profession is making strides to overcome these barriers, there is certainly much more that the Beinecke Library could do in providing comprehensive and intentional access to digitized collections. In addition, the rise of born-digital collections raises new opportunities for providing access to materials online.[12]

Another theme that emerged is researchers' desire for linked information, useful in situations where a creator's papers are spread across institutions. Descriptive standards support adding an "Associated Notes" field to finding aids, which indicates where related material is located, however as a rule the Beinecke Library only uses this field for collections that are held at Yale University rather than in external institutions. This decision is based on the challenges inherit in maintaining such linkages since this task would require constant searching and updating of finding aids. The Library instead relies on union catalogues such as WorldCat, ArchiveGrid, and the Location Register, to collocate material related to a single individual, organization, or other creating body. Beyond union catalogues the profession's use of Encoded Archival Context – Corporate bodies, Persons, and Families (EAC-CPF) may help provide such linkages since this standard seeks to link collections based on relationships between record-creating entities.[13]

In addition to linkages between archives researchers are also interested in seeing connections between scholarly work and the archives such work is based on. For example, one researcher responded:

> Where the material has been published or cited. In using archival materials, a great danger is that you will spend great time and effort discovering what someone else has already discovered and published.

The Beinecke Library upholds patron privacy and does not share openly which researchers have used a particular archive, nor does it maintain information on publications emerging from scholars' work on a collection. Publications are searchable in library catalogues and databases indexing journals. Yet it is not always easy to search for scholarly work based on its connection to a particular archive or archival institutions. Perhaps the Beinecke Library could create a database or wiki where scholars could voluntarily share their published work arising from research with a collection.

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[11] Recent publications include: *Rapid Capture: Faster Throughput in Digitization of Special Collections* (Dublin, OH: OCLC Research, 2011) by Ricky Erway (http://www.oclc.org/research/publications/library/2011/2011-04.pdf), *Scan and Deliver: Managing User-initiated Digitization in Special Collections and Archives* (Dublin, OH: OCLC Research, 2011) by Schaffner, Jennifer, Francine Snyder, and Shannon Supple (http://www.oclc.org/research/publications/library/2011/2011-05.pdf), *Copyright and Cultural Institutions: Guidelines for Digitization for U.S. Libraries, Archives, and Museums* (Ithaca, N.Y.: Cornell University Library, 2009) by Peter B. Hirtle, Emily Hudson, & Andrew T. Kenyon, *Building and Sustaining Digital Collections: Models for Libraries and Museums* (Washington, D.C. : Council on Library and Information Resources, 2001).

[12] Literature on this topic includes AIMS Report and *Digital Forensics and Born-Digital Content In Cultural Heritage Collections* by Matthew G. Kirschenbaum, Richard Ovenden, and Gabriela Redwine (Washington, D.C.: Council on Library and Information Resources, 2010).

[13] For information about EAC(CPF) see: http://eac.staatsbibliothek-berlin.de/. For an example of the linkages EAC(CPF) could enable see the Social Networks and Archival Context Project (SNAC): http://socialarchive.iath.virginia.edu/.

Question 5. Please rate how important the following are in discovering archival collections:
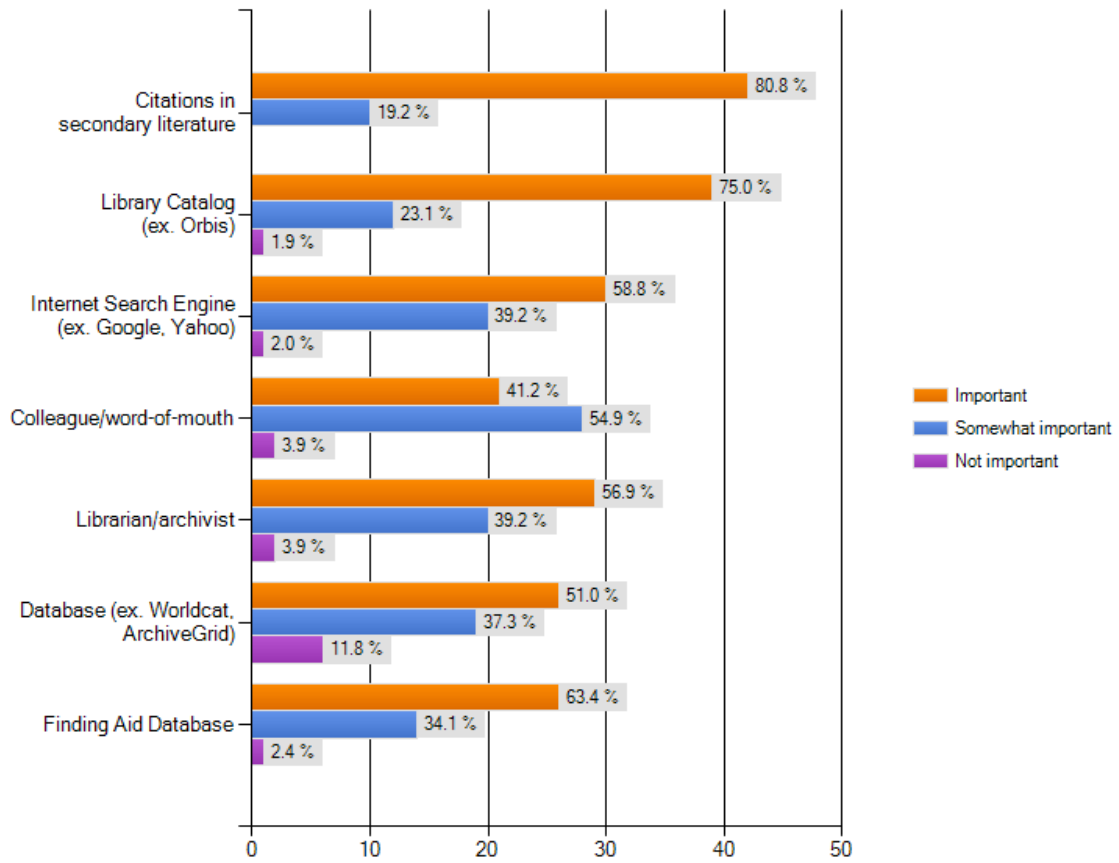

Figure 4

Question 6. Have you ever tried to locate archival sources on a research topic across multiple libraries/archival repositories at the same time?
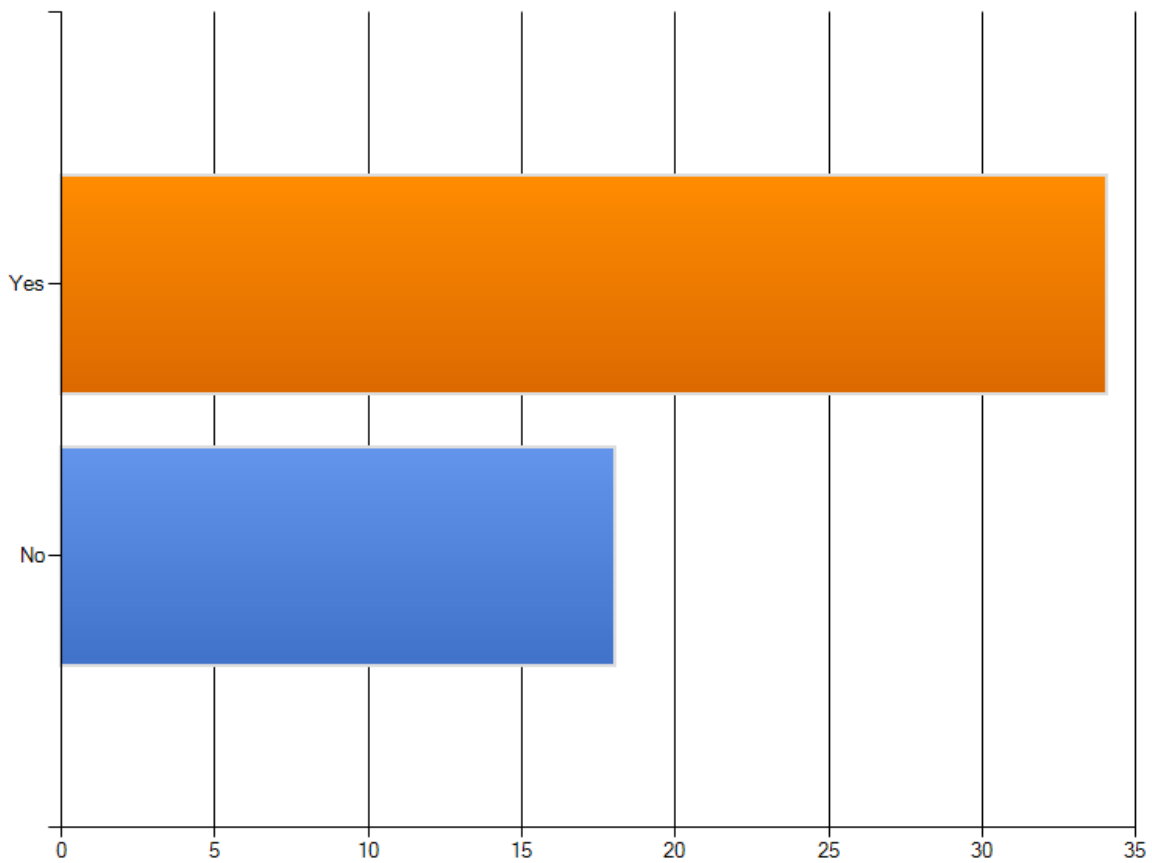

Figure 5

Question 7. What about the process was extremely easy, easy, or difficult?
In most cases you have to find your own way among the information.

ArchiveGrid is very helpful.

I work on Pope and Swift and there are now various guides, including the Index of English Literary Manuscripts.

There are now websites which provide this facility, for example http://archiveshub.ac.uk/.

The fact that information about topic I was looking for was readily available in library finding aids accessible through internet.

It depends--sometimes I've found archives instantly, and other times I've struggled for a long time.

No general archival database/interface; archives in different nations; archives are often divided by supposed disciplines (and presented as such); manuscripts on one part, journals and leaflets on the other, often archival documentation is donated as one lot and divided in several streams according to the library's cataloging system - sometimes searching by "donation lot" is impossible.

The problem with online databases like the ESTC (and even library catalogs), is that they're not 100% reliable: often what they say they have is different from what's at the library; the only way to be certain is to travel there and look for oneself.

Libraries use different kinds of finder's aids it is not always easy to have more than one site open at a time often one has to make more than one try.

Locating archival sources is always difficult unless you are searching for references to a person. Subject access is hit-or-miss, and if you had an electronic union catalog of libraries' manuscript catalogs, all you could do is search on keywords and hope.

This is a process that has gotten increasingly easier as more archives have digitized finding aids, etc. I find this is easiest when archives post such finding aids on their own websites, rather than only making available in databases such as Archives of America which not all institutions pay for access to.

Databases are clumsy, many archives don't have finding aids and/or their material is barely visible/invisible on the web and on databases.

Lots is now on-line that existed only in card catalogues previously. But a world-cat search, for example, may yield lost of results without the clarity of what exactly it is that is in the collection. Therefore, those pages of results have to be analyzed for several hours to determine what is what.

The variations in titles and editions and, especially, cataloging methods makes it difficult.

Knowing the right keywords used at different archives to turn up sources; different levels of availability of information on holdings at various repositories.

Lack of linked databases often means searching each database or collection of finding aids one at a time. WorldCat has helped make this easier, but some sort of inter-library or inter-archive system would be great. (Although, I do understand, expensive.)

While easy, there are idiosyncrasies within each institution that can slow you down.

What do you mean by at the same time? For a single project? Then, yes, I have and it is difficult. If you mean using a database, then yes, also. But that is less difficult. The hard part is keeping track of all the material and the search itself.

Having access to other materials through Interlibrary Loan made the process easier.

Not all libraries have their materials listed on the same search engines (like ArchiveGrid) so it can make things somewhat difficult at times.

This was made easy simply because of the work of previous scholars, who created bibliographies with the appropriate information.

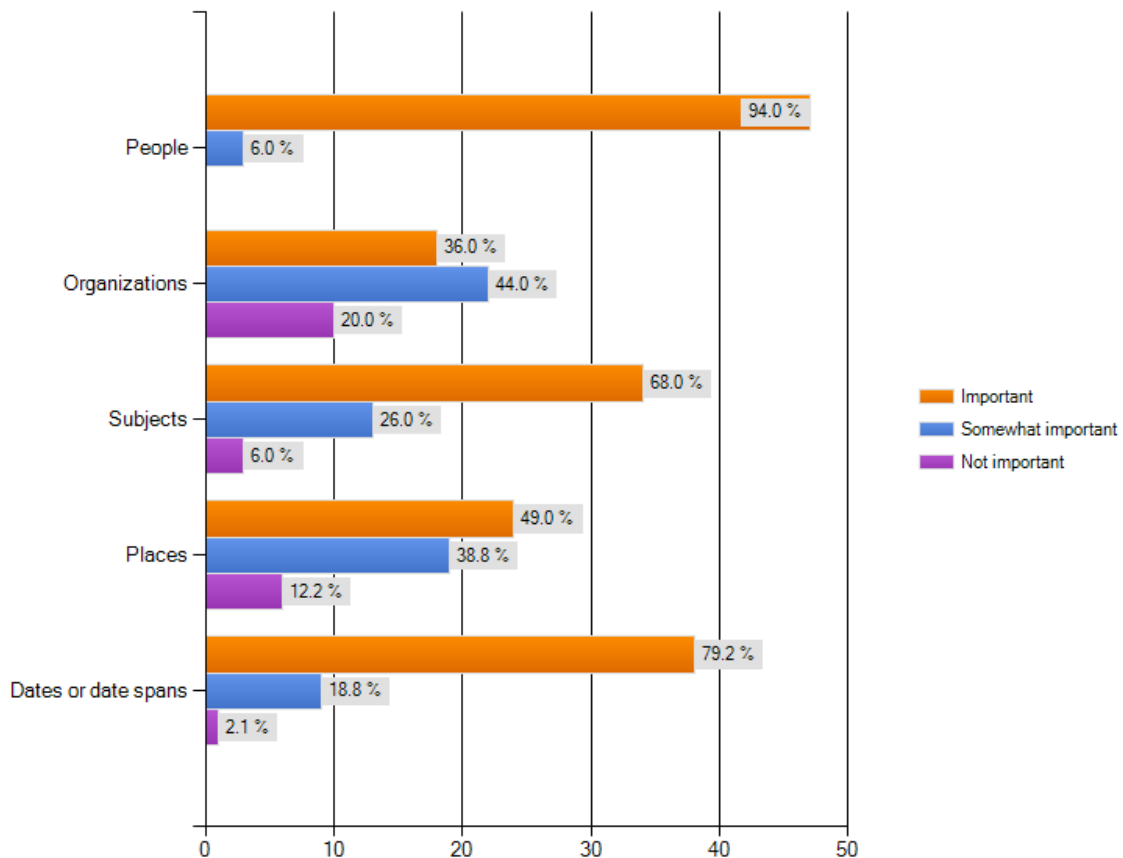**Question 8. Please rate how important it is for you to locate the following keywords in an archival description:**

Figure 6

Other Responses:
I'm not sure what you mean exactly by "an archival description" - I'm assuming it means a finding aid to an archive collection?

Journal titles when in ephemera; names cited in correspondence.

Titles.

Keywords.

My research focuses a lot on PLACE and specific WRITERS and their networks; and on Native tribal communities, so these kinds of keywords are vital.

Disciplines (or they could be called themes) like archaeology, psychology, feminism, Marxism.

Title.

Question 9. Please rate how useful the following descriptive information is for the purposes of understanding archival collections:
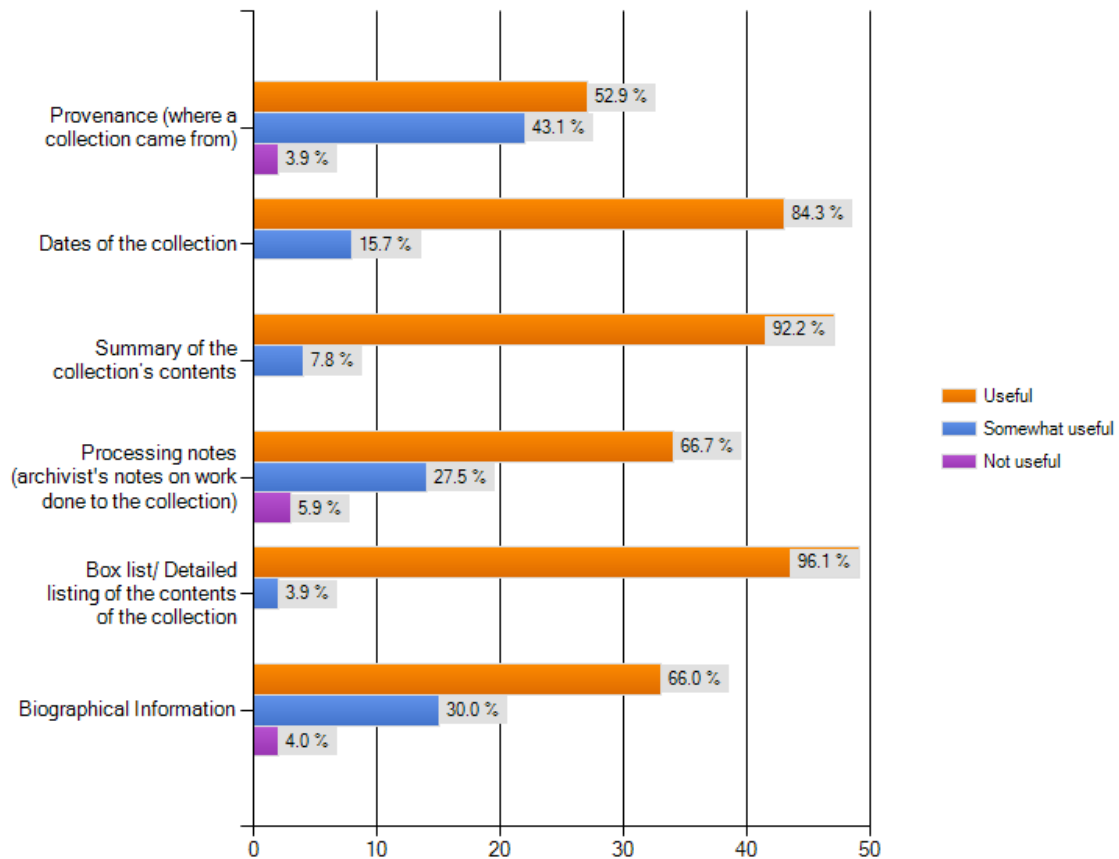

Figure 7

Other Responses:
Need as much detailed description of MSS as possible.

Box-level lists are very helpful as the research gets underway.

Size. When searching from afar, it's instructive to know whether a folder marked "correspondence" contains a single ltr or 100 ltrs.

The more the better!

Question 10. Is there information you would like to know about an archival collection that is usually not included in an archival description (such as a finding aid)? Check all that apply:
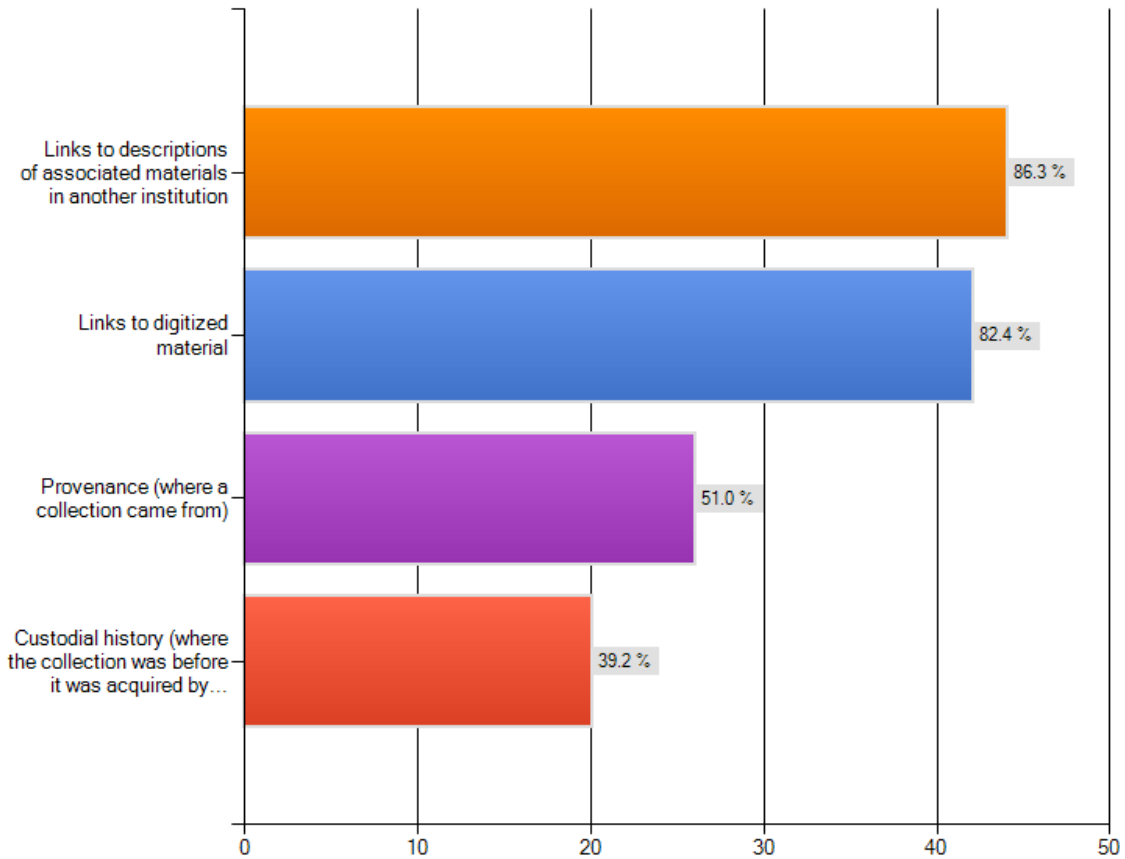

Figure 8

Other Responses:
Difficult to answer: the information in and about an archive often does not fit into one's expectations, nor can you be sure what patterns of significance will emerge from research.

Where to apply for permission to use materials.

This probably falls under your first item, but it would be very helpful to have the binding history of items.

Ongoing research on the topic/ publications stemming from the archival material.

Where the material has been published or cited. In using archival materials, a great danger is that you will spend great time and effort discovering what someone else has already discovered and published.

Multiple biographical information when collections are e.g. letters, or composite bound volumes comprising work by different hands.

Cross-institutional links would be terrific.

All of these would help. Knowing to whom a collection previously belonged and how it came to the archive is useful in understanding the POV of the collector and knowing what may or may not be part of the collection. Digitized material is always a plus, as are recommended links to related materials. For example, I used the scores of Talma's The Alcestiad held by the Beinecke and only recently discovered that the Library of Congress has recordings of the composer playing the work. A note or link from the one to the other would be useful to future researchers.

Really, the more the better!

Question 11. How could libraries/archives assist you more effectively in searching for archival sources?
I think digitizing of searchable items - names, places, and titles of literary works (for me, as a literature specialist) - would be a massive help. However, there is also something to be said for 'happenstance researching'; material and links becoming evident through manual exploration of the archive, and I wouldn't want to lose this.

This is very difficult! Libraries would have to anticipate interests and emergent patterns of significance. I suppose having everything on-line and also friendly and well-informed staff would be the optimum.

Provenance has - in my work - been of the greatest importance.

Once I'm in the Beinecke, it's perfect. I have had a bit of trouble figuring out that you have uncatalogued materials that are relevant.

I did have some trouble with the Beinecke's listing of titles. Some Swift titles are unclear and others use blanks. I suspect there is an unwillingness to enter under different heading. It's inelegant but helpful.

Clear descriptions of contents, particularly letters with dates.

I don't have specific suggestions, but I have great admiration and appreciation for the online sources at the American Antiquarian Society. Their computer system is a marvel and a model!

Keeping track of the scholars that visit their archives and linking their research in a network/ database that can be used for other scholars with the same interests.

Links to associated materials would be most helpful particularly when researching a person or subject who may have traveled a good deal, etc.

Get more finder guides on line; and make them as detailed as possible as to content. The next big step will then be getting the more used Archives on line for world access and use.

Deeper cataloging!! I could tell you several stories of valuable 18c. literary manuscripts in major libraries, nearly hidden among the papers of some modern figure who happened to own them. Get those hidden collections out in the open!

Having good, complete, digitally searchable finding aids. The Beinecke's finding aids seem quite good.

'Thicker' descriptive information for items in databases and catalogues.

Question 10's option re: Links to descriptions of associated materials in the collection of other institutions is intriguing and I think would be most helpful. I certainly do a great deal of cross-referencing with my archival research, but I'm sure there are repositories I miss!

Compared with other countries, American archives don't seem to spend much money on cataloging. Furthermore, there is no database such as Access to Archives in the United Kingdom.

Offer links online to the catalogs of nearby, valuable archival resources for different fields.

Those of us of a pre-web generation are behind the eight ball regarding web searching for archives, but I do ask my university librarian for help when I (often) need it.

Digitize them and make them available for researchers.

I never really understood how to use the finding aid. It seemed incredibly complicated.

Integrated databases: all the info on a particularly MS/item in one location. links to images, etc. in the item information page, so you don't have to search multiple databases at a library to find all the information about one single book, and then be afraid of missing something.

Raising the links to the finding aids and archival search tools to more prominence on the library homepage; signaling the amount/quality of material available on different figures that may be contained in the collection--there may be only minimal material on a particular figure, for instance, yet that is not evident until you delve quite far into the finding aids.

It is sometimes not clear, when the copyright is held by a third party (e.g. a literary estate) exactly what rights over the material the archive itself has.

Of course digitizing the holdings would be the most useful, but I understand that it's costly. More descriptive finding aids.

Finding aids could be a little more explicit as to the dates and provenance of the materials listed, and could include info about what materials are digitized.

Listing related collections in this as well as other institutions would be helpful.

I think it would be great if introductory workshops on archival methods were available. I have been mostly self taught, which has been a long process and there are still all kinds of gaps in my knowledge about searching for materials and working with collections. I could also really use a class on German paleography.

The suggestion that you've noted earlier of linking to items that have been digitized is great. Also, just having detailed content lists that are searchable would be great. Detailed descriptions of images and the items in the image can be helpful.

I have found the Beinecke staff extremely willing to help--very responsive to emails and very eager to be of assistance. That is the most important thing any library staff can do to aid in the effectiveness of one's research.

Start a wiki for users to help update catalogs and finding aids.

Help with audio and video materials recorded on old-fashioned tapes (e.g., VHS), which cannot be viewed or listened to at the Beinecke Library and call to be digitized (if only because these tapes will soon become unreadable). Give more particular advice on specific authors and the history of their archival legacy.

Part III. Using Literary Archives

This section gets into more of the nuts and bolts of using a particular archive, including challenges and triumphs in addition to what documents are of least and most interest to researchers.

Researchers identified reading handwriting (92%) and dating material (86%) as either challenging or somewhat challenging (Figure 9). Many archivists are trained in paleography, or develop these skills on the job. Those archivists who are particularly skilled in this area could certainly provide guidance to researchers. While in some instances researchers and archivists may need to work together on a case-by-case basis, professional groups, such as GLAM(NA), could develop tutorials and other resources to assist researchers with paleography (while GLAM (NA) currently has links to paleography resources on its website there is certainly much more aid archivists could offer).

Given that dating material is of central importance for researchers, as identified in Part II, it is significant that accurately dating material also poses an obstacle for many researchers. While content of documents may help with dating, archivists have additional training in understanding documents as objects, and have methods for estimating date ranges. Perhaps archivists could share with researchers their knowledge of, say, the history of photography, which could help provide an estimate of the date of a photograph. Similarly, archivists are attuned to elements of documents, such as paper, ink, handwriting styles, various forms of dating (such as documents dated before the Julian calendar was introduced in 46 BCE), that could help researchers in their work. While archivists work to communicate dates in finding aids and catalog records, this information does not always get recorded at the item-level.

Another difficulty researchers face when conducting research is managing their time ("Using limited research time effectively" was ranked challenging or somewhat challenging by 82% of respondents). Research in archives is notoriously time consuming, which is particularly stressful when a researcher has limited funding for travel and time at a repository. To some degree research with archival material is inevitably time-consuming, but online access to archives and the ability to take photographs in the reading room were identified as means that would help alleviate the time-constraints on researchers travelling from afar to use a collection. According to researchers online access to finding aids and reference staff could also help them to identify what material is worth looking at and what can be skipped, and connects with the challenge of determining the quality and quantity of relevant material identified in Part II.

Determining copyright status and obtaining permissions also proves challenging or somewhat challenging (71.5%) for researchers. Copyright is of particular importance when working with literary and artistic archives since often repositories own the material physically but not intellectually. The profession could work harder to promote existing copyright resources such as the WATCH File and Cornell University's Copyright Information Center. In addition archivists could develop tutorials, leaflets, and other resources providing information, but not legal advice, to researchers. As one researcher

noted: "a patron guide on copyright and permissions associated with personal papers collections would be great."

Researchers rated "Finding the appropriate archival repository" as challenging (10%) and somewhat challenging (64%). Part II identified some of the challenges researchers face when searching databases, such as a lack of name authority control and search/browse by date of documents.

Conversely, aspects of research that scholars found the least challenging include handling privacy issues and analyzing documents. 57.1% of researchers regarded "dealing with privacy issues" as not challenging. Scholars' ease with privacy issues may be connected to traditional means of handling private and/or confidential information in archives: archival repositories restricted this material. In this system the burden of identifying such material is placed on archivists as opposed to scholars. However, with the advent of large, twentieth-century archives and born-digital material (which can be analyzed with digital forensics), scholars will be increasingly called upon to consider privacy and confidentiality in their research. On the other hand, for those researchers who focus on textual analysis rather than biography, and who have little interest in the personal papers of an author, then privacy is certainly less of an issue. Privacy also becomes less of a concern when working with papers of creators and third parties who are long deceased.

"Analyzing individual documents or groups of documents within an archive," which was rated by 54% of researchers as not challenging, likely indicates that scholars are well-equipped to interpret documents. However, it would be interesting to inquire further into what "analyzing documents" suggests: perhaps some scholars are more comfortable interpreting the content of documents as opposed to understanding documents as material objects (as the challenges researchers identified with paleography and dating may suggest) or how documents' relationship to each other (such as their order) may reveal important information .

To a large extent, researchers' level of interest and comfort with interpreting specific genres and types of media are uncannily aligned, so the archival documents users are interested in researching, are also the documents researchers feel the most comfortable using (Figures 10 and 11).

For example, material researchers are most interested in, and feel the most confident using, are correspondence (78.4% and 80%), diaries (74.5% and 72.9%), drafts of writings (66% and 58.3%), visual materials (58% and 56.3%), and research notes (52.9% and 58.3%). This information could help inform archivists work. For example, perhaps digitization efforts should focus on those materials that researchers find the most compelling and relevant to their research. In almost all cases the number of researchers who rated archival material as either interesting or somewhat interesting outweighed those who rated the same material not interesting. For example, the majority of researchers rated objects either interesting (34%) or somewhat interesting (46%) as opposed to 24% who rated objects not interesting. The documents that received the highest scores as not interesting, and with which researchers rated they are the least confident using, are financial records (34% and 38.3%) and legal records (33.3% and 35.4%). It was an oversight of this survey to exclude audiovisual media.

Researchers rated born-digital records the highest as not interesting (54%). Fascinatingly, unlike the correlation above between being both interested in and comfortable using particular media, researchers rated their level of being "comfortable" or "somewhat comfortable" using born-digital records fairly high (65.2%) given their lack of interest. This result may reflect the strengths of the collections at the Beinecke Library, which likely attract certain researchers, such as literary scholars studying modernist authors (who would not have been creating born-digital records). As the Beinecke Library builds its collection of contemporary authors, whose archives will include a significant amount of born-digital material, and as these authors gain in research interest, then we may see a growth in interest of electronic records. But will researchers continue to feel comfortable using born-digital archives when such material is, say, ten, twenty, or thirty years old? There may be a need in the future for archives and humanities departments to create training in research with born-digital media and forensics technology.

In cases where there is low research interest in certain media then why should archives spend resources on preserving such material? Because archivists, and a few researchers, consider this material as embodying research value. Perhaps there is an opportunity for archivists to discuss what can be learned from documents that rated low in research value as well as reach out to nontraditional research groups. For example, an author's legal records can shed insight into copyright, as seen in the Papers of James Fenimore Cooper, one of the earliest authors to aggressively pursue his legal rights. Cooper's interest in copyright also reflects the financial realities of his occupation.[14] Literary archives could also be used by disciplines beyond literature. Perhaps our findings point to a need to reach out to other fields such as history, art history, sciences, and other disciplines. For example, students in the Yale School of Medicine take classes in observational skills at Yale's Center for British Art in order to better understand empathy. What nontraditional user-groups could the Beinecke Library reach out to?

In many of the survey responses researchers focus on description – and the need for more of it – rather than reflecting on arrangement of archives. In asking "What about the way collections are organized/arranged is helpful? Not helpful?" we sought to draw researchers' attention to how a collection is intellectually and physically organized.

Several trends emerged in researchers' responses. Overall researchers favor series organized according to function and/or media and dislike series organized by accession. While authors' papers can vary there are often common overarching trends that have led the Beinecke Library to develop standard series, these include correspondence, writings, and personal papers. Since a book project involves a number of stages, ranging from research materials and drafts to the published version and reviews, the Beinecke Library generally groups this material together under a particular book project in the writings series. However, with open collections the Beinecke generally organizes collections according to accession, an approach that isn't always popular with researchers: "By author, by subject, by keyword,

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[14] Archivists could also work with researchers who are using less popular media, such as legal and financial records, in order to demonstrate and make known how this material can be of value. For example, Simon R Frost's *The Business of the Novel: Economics, Aesthetics and the Case of Middlemarch* (London: Pickering and Chatto, 2012) explores the publication of *Middlemarch* within a commodity-based culture.

by genre, by date if possible - all helpful. By donor or acquisition history - not helpful." Yet the reality is that with open collections this is the most expedient and unobtrusive means of organizing a collection before fuller processing at a later date. In fact, this arrangement may ultimately prevent researchers' frustration with both re-processing and additions. One researcher noted the potential confusion when a collection is re-arranged at a later date: "If a particular collection has been re-classified since its acquisition, it is sometimes not at all clear how the new classification system relates to the former one." Creating an addition to an author's papers, with separate finding aids representing separate acquisitions, is also confusing to researchers. For example, one scholar observed:

> Sometimes, it can be confusing when the library holds not just a person's papers, but supplements or additions to those papers that are cataloged separately. It is only because of the accidents of acquisition history that a document might be in the "So-and-so Papers Addition" rather than the "So-and-so Papers."

 In a similar vein, researchers prefer to see all archival material represented together intellectually in one finding aid rather than separated according to media. While the Beinecke Library no longer separates its collections according to media, this was the case for a period, separating audiovisual material from textual records (and in some cases this material was sent to another department on campus).

Lastly, within correspondence and writing series researchers desire archives to be arranged alphabetically and then chronologically (ie correspondence organized under name of correspondents, and within these groupings, arranged by date).

When asked to share "How could libraries/archival repositories assist you more effectively in your research?" researchers largely focused on the profession's core functions: processing and reference. In many ways finding aids stand-in for personal interactions and when online provide persistent access to information about repositories' holdings. For this reason, unprocessed or minimally processed collections as well as paper finding aids and catalogue records pose challenges to researchers. As one researcher observed: "My only issue was that some of my collections that I used were not fully processed, but honestly, that's my job as a researcher--to process said collections in my own way." Some respondents also had more specific comments about what would be of value, including detailed information about incoming/outgoing correspondence, more information about provenance, and updated subject headings.

Researchers also emphasized the need for standardized, comprehensible online finding aids and catalogue records. For example, one researcher noted: "The most valuable step would be to continue creating finding aids that are detailed and standardized across collections--so that every time I look at a finding aid, I know exactly how it will be organized and how to use it. (Also, the last few collections at the Beinecke that are still described on paper cards really should have digital records by now.)" It is interesting to observe the ways in which professional approaches to arrangement and description have transformed over time, particularly in Europe which has a more long-standing archival history. What

may be clear and standardized finding aids today may not continue to be perceived as such as the profession develops. This was identified in one researcher's comments: "Opaque cataloguing rubrics (more typical of ancient European collections than of American ones) could be recast - in some archives you need an advanced degree just to work out how to find things you already know exist."

Researchers also want to interact with library staff, either in-person or through email, in order to learn more about collections (such as provenance, biographical information, and other details) and to share their findings and preliminary conclusions. For example, one scholar stated: "I think that archivists and librarians continue to be immensely helpful--I just need to remember this and actually take the time to speak with them in order to make my research time more effective by utilizing their expertise." In many ways researchers identified interacting with library staff as one of the essential ways in which a library can assist, with one researcher asserting: "Even a bad catalogue can be overcome by a responsive staff." Archivists' names are often identified on finding aids, and in cases where a researcher is working on a collection there is an opportunity for researchers to engage more directly with archivists (provided they are still a member of staff). Several staff are involved in providing reference part-time at the Beinecke Library, with one full-time staff member. Perhaps the survey results indicate a need for a more robust reference program and outreach.

In addition to these core areas researchers also touched on some topics that have appeared elsewhere in the survey, including a call for more digitization and greater travel funding. Several researchers also emphasized their desire to photograph archival material in the reading room. This is of particular importance for researchers comparing documents across several boxes, collections, and/or repositories, as well as for capturing documents that are not easily transcribed, such as music scores, photographs, and objects. For example, according to one researcher:

> The biggest problem for me right now is libraries without clear camera-use policies. Everyone is different, and when you're working with scores or notes or illustrations that you can't simply transcribe as text, being able to shoot your own digital photos is incredible helpful.

Question 12. Please rate how challenging you find the following when researching in archival repositories:
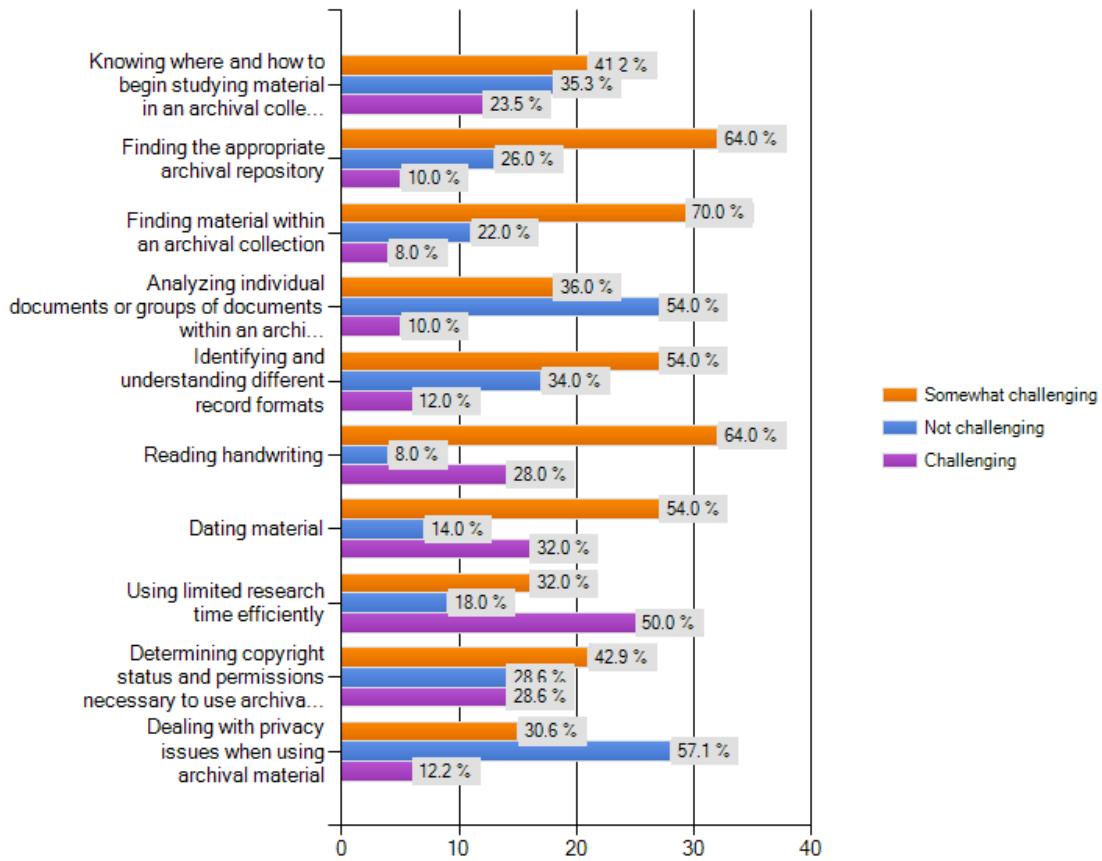

Figure 9

Other Responses:

As an older person it's hard for me to keep up with technology sometimes.

I checked "somewhat challenging" whenever I really meant, "Depends on the archive, the collection, and/or the archived item."

Overhead fluorescent lighting (as in Beinecke Reading Room) - very tiring on the eyes and indeed headache -inducing at times! My single complaint.

Permissions are just irritating because they take time, but they're not difficult, generally, to obtain.

A patron guide on copyright and permissions associated with personal papers collections would be great, if it doesn't already exist?

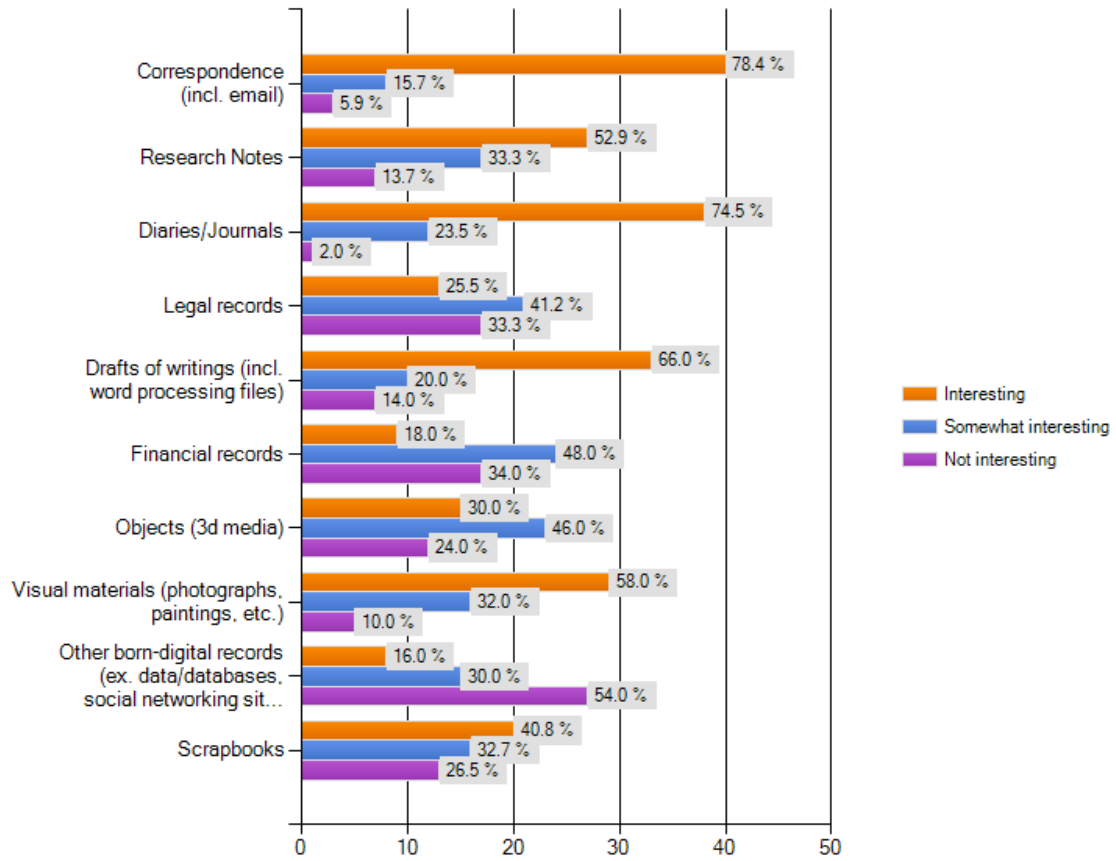**Question 13. Please rate your level of interest in the following:**

Figure 10

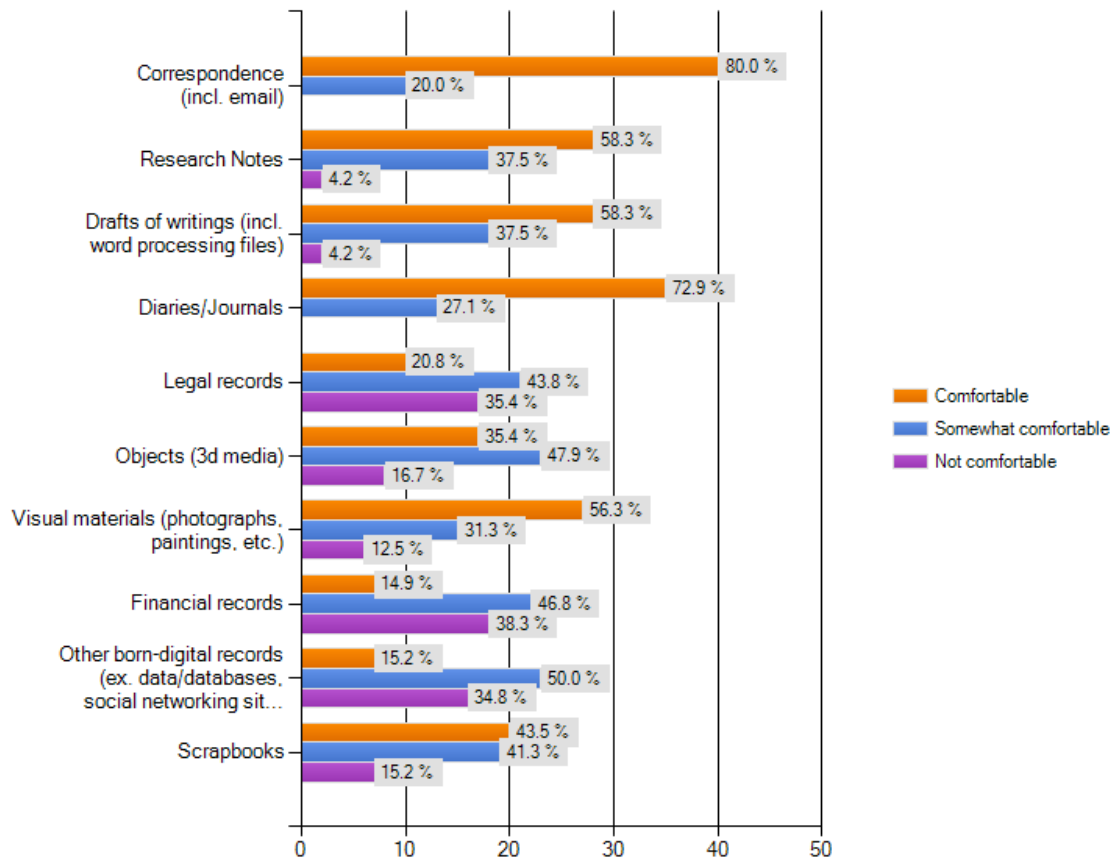**Question 14. Please rate your level of comfort in using/interpreting the following:**

Figure 11

Question 15. What about the way collections are organized/arranged is helpful? Not helpful?
The Hartford Seminary Arabic mss. collection had still not been added to Orbis when I last checked. If this is still the case then nobody knows what the collection contains (= problematic).

Helpful: box numbers, with contents listed, and how many folders to expect Not helpful: the cross-referencing of material - for example, a work may be referred to several times in the contents list, but the links to other instances of the material might not be listed. This is my memory of my last visit, but to be truthful it might have been my poor skills if, in fact, this facility was available online.

This is very difficult. It's not helpful to have multiple catalogues, uncatalogued material; it's difficult to deal with some private libraries that want to maintain exclusivity and private-ness.

The Beinecke's way of setting up an archive is a model of clarity and comprehensiveness.

It is very helpful when listings have been digitized.

Alphabetized order of correspondence; and correspondence organized by date is helpful.

Helpful: dates, format (identifying visual materials, e.g.). Not helpful: not sure. All information is helpful depending on what you're studying.

Try to keep links.

Finder guides are very helpful; and the more they cross-reference other finder guides, the more helpful they will become.

Sometimes information is assumed (which Earl of Rochester), or the dates are missing, or a collection is not itemized in as clear a way as is necessary for speedy evaluation.

By author, by subject, by keyword, by genre, by date if possible - all helpful. By donor or acquisition history - not helpful.

I enjoy correspondence arranged by correspondent and date. As an historian, chronology often plays into what I am doing.

Helpful that authors and subjects are easily searchable on Orbis. Unhelpful that call numbers in Beinecke are of such varied form that they rarely lead to other potential sources through looking at call number neighbors.

File labels that are clearly marked are helpful, but my own experience in doing archival research has shown me that there is NO substitute for slow, sometimes plodding, and thorough reading of everything. Sometimes something very relevant appears in a file that one didn't expect to need or read.

Detailed finding aids are helpful.

It's very helpful when there's a browse function if you're not exactly sure what to search for, or if the search terms you try don't compute with the database. for instance when i wanted to browse the playing card collection at the Beinecke there's no way for me to do this easily without knowing very specific search terms. all i want to do is 'leaf through' say, cards from a certain country or time-span, but i am constrained to search using terms i don't know, or even know where to learn them. lists of materials, lists of hyperlinked items, allow the flexible browsing that enables researchers to happen upon rich resources they otherwise would not have found through specific searches.

Beinecke collections are helpful with one exception. If a particular collection has been re-classified since its acquisition, it is sometimes not at all clear how the new classification system relates to the former one.

I've had trouble over the years accessing the scholar's personal library books. Sometimes I couldn't make plain to the desk librarian that I wasn't looking for a book ON my author, but owned by my author; was repeatedly sent on futile searches through the database. The confusion of the librarian turned out to be a confusion in the system because the author's library had been incrementally subsumed by Orbis over the years that one couldn't call up a solitary list of titles that was in that library, but rather one had to put in a series of key words--annotation, inscription, bookplate, etc--and no one knew exactly what those key words were anymore. So the library list could range from 50 to 250 books, depending on who you asked for the keyword list. So a better way of systemically accounting, providing a list of titles, in the writer's library is much needed.

Helpful when correspondence is arranged in groups by author, rather than by only year; likewise, helpful when drafts of writing and research notes are arranged by topic with the finished published work of writing.

I understand why different forms of media are often segregated into different departments or collections, but having, for example, scores and recordings by the same composer, or printed reviews and radio reviews by the same critic, in the same collection would make a lot of sense.

Sometimes, it can be confusing when the library holds not just a person's papers, but supplements or additions to those papers that are cataloged separately. It is only because of the accidents of acquisition history that a document might be in the "So-and-so Papers Addition" rather than the "So-and-so Papers."

The list of constituents that relate to the collection is helpful as well as periodization of the collection. I would also be interested in having a geographic component in classification (ex. by city).

In my experience, Beinecke collections are very well organized. It can be frustrating not to be able to look at documents next to each other (one folder policy) and not being able to photograph documents freely exacerbates that problem. The organization itself is great though.

For the most part, I haven't had a hard time with the arrangement of collections. Sometimes folder names or finding guide descriptions could be more detailed, but besides that I haven't had any issues.

Organization and arrangement of collections is only so important--proper cataloguing is crucial.

Having catalogs and digital images be searchable online is very helpful.

Cross-references to other archival collections might help get a more comprehensive idea of the field/author being researched.

Question 16. How could libraries/archival repositories assist you more effectively in your research?

For me, digitizing is the next big step, but I appreciate a huge undertaking. One alternative might be giving 'previews', digitally, of what's in a box and/or folder - this might help whittle down searches, or help with jogging the memory, or establishing which boxes would be useful to look at together/first/and so on.

This is difficult. By having fully catalogued material; helpful, patient staff; inexpensive reproduction services with no excessively protectionist policies.

More grant money for travel to collections. It's a show-stopped for those of us in the liberal arts. Also, often summer grants favor grad student. This I understand, but it is also our only time for sustained research.

It is helpful to be able to talk to the archivist.

I don't expect it, but I think it is useful if you can discuss findings with appropriate librarians. For example, I think the Beinecke's copy of Swift's Works II (1735) is one of only two copies with uncancelled pages (mentioned in print in James Woolley's edition of The Intelligencer), but I didn't discuss the copy with any member of staff and I'm not sure it's on record. This sort of interchange has, I suspect, become less common than it was.

Indicate levels of support available, eg, photocopying, scanning including costs; help with legibility.

Make clearer the amount of correspondence "by" to subject in question, as opposed to correspondence received. More information on missing correspondence from the author-subject in question would be helpful -- particularly when less correspondence by the author being researched is available than might have been anticipated.

Information about provenance is often difficult to obtain. Often, archivists do not record provenance but only carry that knowledge in their minds--a sadly impermanent archive. I wish that more archives included provenance in their online listings. Also, when archivists know personal data about an author, illustrator, etc., it is helpful to know that. I'm thinking about data points such as race, gender, geographical region, sexuality, etc. The American Antiquarian Society goes to great lengths to record these data, and it's enormously useful. The AAS and other archives could be even more useful if/when they distinguish (in subject headings, e.g.) between "work about" and "work by." E.g., subject headings such as, "African Americans, work by" and "African Americans, work about." And finally, as someone who works on African American studies, I am constantly performing multiple searches under "African American," "Negro," "Afro-American," "Black," etc. I wish there were a way retroactively to insert the most current terminology into older records--so that, for example, all the records made in the mid-20th century about "Negroes in literature" could be updated to be listed under BOTH "Negroes in literature" and "African Americans in literature."

Have copyright issues already resolved and lobby for openness in research Keep list of publications and researchers.

Once notified of date of arrival, have relevant collection material ready; also offer additional materials that may be relevant to research.

Keep their catalogs up to date and accessible.

It will be very helpful to give readers internet privileges so that they can do research on line at their desks and not have to use pubic terminal. I try and do as much work as possible on the internet before going to the library where it is more difficult.

Put more digitized manuscripts on the web.

It would be helpful to have a guide to finding aids. It always helps to speak with archivists before a trip. And guides to manuscript material or to collections (such as sermons) are particularly helpful.

Better lighting, better equipment for displaying, propping material safely (safely for the material and for the back and neck muscles). Opaque cataloguing rubrics (more typical of ancient European collections than of American ones) could be recast - in some archives you need an advanced degree just to work out how to find things you already know exist; it needs to be easier in all archives to look speculatively across a very wide range of material for material which might exist but does not appear in the catalogue under any useful description, so that it is not necessary to read through an entire collection in order to get an idea of what's in it. The Borgesian futility of such enterprise wastes much valuable research time.

Perhaps if there were designated archivists who could provide more information about a collection, tips, hints, etc. Honestly--you all at Beinecke do a tremendous job. Your finding aids are typically superb. My only issue was that some of my collections that I used were not fully processed, but honestly, that's my job as a researcher--to process said collections in my own way.

Online links to valuable external resources for specific fields.

Having even more grant money for competitive fellowships to allow scholars the luxury of working uninterrupted in an archive.

Place more detailed finding aids online.

They have always been very helpful.

I think that archivists and librarians continue to be immensely helpful--I just need to remember this and actually take the time to speak with them in order to make my research time more effective by utilizing their expertise.

The biggest problem for me right now is libraries without clear camera-use policies. Everyone is different, and when you're working with scores or notes or illustrations that you can't simply transcribe as text, being able to shoot your own digital photos is incredible helpful. The Library of Congress allows any and all items to be shot for personal research use with a non-flash camera; the Beinecke will shoot some stuff for you, but it's really expensive; the British Library doesn't want you to use cameras at all--this is a pain, especially if you find crucial material that you really just can't describe in words and then be able to recall for complete, detailed description or analysis when you get home from the library.

The most valuable step would be to continue creating finding aids that are detailed and standardized across collections--so that every time I look at a finding aid, I know exactly how it will be organized and how to use it. (Also, the last few collections at the Beinecke that are still described on paper cards really should have digital records by now.)

It would make a big difference to be able to photograph materials (non-copyright, of course) freely. As most of my work is on materials that are both rare and obscure, there are few that are available digitally either from the Beinecke or other libraries. Additionally, I am working on an extensive network rather than on a single author and it is imperative that I be able to compare various works. Obviously, it is impossible to get all the materials together in one place to compare them. I need to be able to photograph copiously to ensure that I can do my research without flying back and forth between the US and Europe.

The suggestion to link to other repositories that also have archives on the subject is really great. The more that is digitized, the better for the purpose of making thing searchable and determining what is worth looking at. I would still come to the library to look at the original, but it's great to be able to get a view of what I'd be examining in advance to increase efficiency.

Recent experience with libraries in Europe and more locally suggests to me that the most important way in which libraries or librarians can facilitate scholarship is by being accessible (e.g. an e-mail address readily available) and responsive to patron inquiries. Almost as important is an easily accessible and clear catalogue of the collections. But even a bad catalogue can be overcome by a responsive staff. I was recently trying to gather information about a manuscript in Naples, and I discovered that the catalogue of manuscripts at the Biblioteca nazionale there only exists as a handwritten document in the library itself. But a quick e-mail to the library returned a full description of the item in question and information on how I could obtain digital scans of it. Wonderful. Responsive, active, helpful librarians overcome all other shortfalls.

As I noted earlier, it would be great to start some kind of database or wiki so that users could input the results of their research. I don't mean that they should be forced to reveal their conclusions, but if they could update search terms and other basic information, that would be very useful.

Provide technical support (such as with old tapes / VHS and other outdated repositories of information).

Part IV. Literary Archives in the Classroom

Of the sixty-four respondents, ten do not have teaching responsibilities and were therefore asked about their experience with literary archives in the classroom as students. The majority (60%) of respondents answered that their professors use literary archives in the classroom whereas only half (50%) are assigned projects that require archival research (Figures 13 and 14). None of the respondents are required to attend classes in library research education (Figure 15).

Of those respondents who do have teaching responsibilities, including both faculty and graduate student fellows, the majority (60.5%) replied that they do use literary archives in the classroom compared to 36.8% who do not use literary archives in the classroom (Figure 16). 2.6% of respondents answered that at one time they incorporated literary archives into their teaching but no longer do so. These numbers closely parallel the responses of students' experiences with literary archives in the classroom setting.

Of the respondents those who assign projects requiring archival research were somewhat evenly split, with 50% replying that they do not assign projects requiring archival research and 44.7% replying that they do assign projects requiring archival research (Figure 17). Another 5.3% at one time assigned such projects but do not any longer.

The majority of respondents (52.6%) require students to attend classes in library research, a number which varies significantly from graduate fellows' answers above, who overwhelmingly responded that they are not required to attend classes in library research (Figure 18). These results may suggest that library research is more common in undergraduate coursework rather than graduate programs (the students above are largely graduate students). It's important to note that library research here refers to research education more broadly, such as use of the library catalogue and databases, and is not specific to research in archives.

76.3% of respondents answered that they are willing to provide their students with more structured workshops on researching in archives (Figure 19). Another 21.1% would be willing to consider using classroom time for workshops on archival research. Of those who are open to offering their students research education in archives, 43.2% would be willing to use up to two hours per semester of classroom time for this purpose (Figure 20). 29.7% would be willing to use more than two hours per semester whereas 24.3% would be willing to use one hour of classroom time per semester. 55.3% of respondents have previously worked with either librarian or an archivist in order to teach their students how to conduct research in a library and/or archive (Figure 21). These results indicate that there is a tremendous opportunity here for archivists to reach out to faculty and lecturers in order to design and incorporate research education into the classroom.

In answering "How could libraries/archives assist you more effectively in your teaching?" respondents provided insight into the barriers to incorporating archives into their teaching and suggested ways in which archivists could help overcome these barriers. Many respondents identified access to archives as

a challenge. For example, one researcher commented: "I currently teach at an institution that has limited library resources and archives. I would utilize this more if I were still at a research institution with better collections." Archives relevant to a particular subject area in the curriculum are not always accessible at every postsecondary institution. If a professor is teaching a class on Virginia Woolf and their institutional archives doesn't have relevant collections, how do they incorporate archives into coursework? Archival material, by its very nature, is one-of-a-kind, meaning that such material is located in one institution. To some degree archivists could endeavor to find links between their repository's holdings and a professor's class, but these connections may not be easily made for every course being taught at a postsecondary institution.

Digitization and educational packages are two ways in which archivists could make their collections accessible for teaching beyond the physical building. Several respondents identified digitization as a means of providing access to unique material relevant to a specific course. In addition, the creation of packages to assist in teaching was identified by researchers as a way in which archives could serve educators. As one respondent suggests:

> As a lecturer in literature, draft forms of manuscripts would be the most useful - again, some selected excerpts/previews from well-known texts/curriculum texts, possibly with teaching activities attached, would be very welcome.

Educational packages assist educators by providing digital copies of pre-selected material and often ideas for how to incorporate these manuscripts into a lesson plan. This model has been used by the National Archives of the United Kingdom, which has developed a number of lessons, workshops, and video conferences that are organized by time period and available on the National Archives' website.[15] Many educational packages are designed for elementary and high school students rather than postsecondary students and would need to be revised in order to appeal to a more sophisticated audience. Potentially archivists and professors could work in tandem in order to develop teaching material. While educational packages, no matter how well designed, cannot replace the experience of conducting research in an archive, they are a useful starting point and a valid introduction to archival research.

In developing research education respondents focused on largely two areas: the need for online tutorials and the need for tailored (as opposed to generic) classes. Archives could develop online tutorials, as either stand-alone workshops or as a supplement to classroom sessions. For example, according to one respondent:

> Online tutorials or workshops for students would be great. If a library or consortium of libraries held an online workshop or seminar for 30 minutes every week or had something like that available, I know my students would use it. I do lots of library instruction in the classroom throughout the semester, but students often forget and could use an easy-to-find tutorial or seminar to take to brush up.

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[15] To see the National Archives educational resources visit: http://www.nationalarchives.gov.uk/education/default.htm.

Borrowing from models such as the "Newberry Minute," which is a series of YouTube videos showing highlights from the Newberry Library, other institutions could create tutorials that focus on research education. Although existing models are pre-recorded tutorials perhaps future tutorials could be live and interactive.

While researchers acknowledged orientation sessions as valuable others identified the need for research education specifically designed for their class. Courses on researching with literary archives would be more effective if they were tailored to the specific class and provided clear examples of why students would work with literary archives. As one respondent notes:

> I believe it is important for librarians and other library employees to show students how collections can assist them in completing very specific tasks. General overviews of the tools and collections available are boring. Library time needs to be closely integrated with an assignment that library resources can help students accomplish.

As with all research education, a session on literary archives would be the most effective in situations where an archivist and an instructor have collaborated in order to design a workshop that is meaningfully connected with the broader objectives of the class.[16] Interestingly, one respondent also expressed an interest in comparing processed and unprocessed collections as a means for demonstrating to students the work of archivists. A more nuanced understanding of how collections arrive at a repository, and the work of archivists, could assist students in their archival research, including how to conduct research with an unprocessed collection.

While there are some existing resources providing research guidance for scholars of literature, such as James L. Harner's *Literary Research Guide* and a series on strategies and sources for conducting literary research published by Scarecrow Press, these texts are comprehensive, covering various sources, and do not provide detailed instruction on archival research.[17] There is clearly a need for more specific guidance for both teaching and research. A thorough, well-written publication on research with literary archives could serve as a reference to researchers as well as a textbook for research education coursework.

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[16] In her article "Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library" Barbara Rockenbach discusses research education using primary materials. *American Archivist* 74.1 (Spring/ Summer 2011): 275-289.

[17] James L. Harner, *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies* (New York: Modern Language Association of America, 2008). The Scarecrow Press series, which now includes ten titles, such as Melissa S. Van Vuuren's *Literary research and the Victorian and Edwardian Ages, 1830-1910: Strategies and Sources* (Lanham, Md.: Scarecrow Press, 2011), focuses on particular eras in literary history.

Part IV.A. Literary Archives in the Classroom: Students

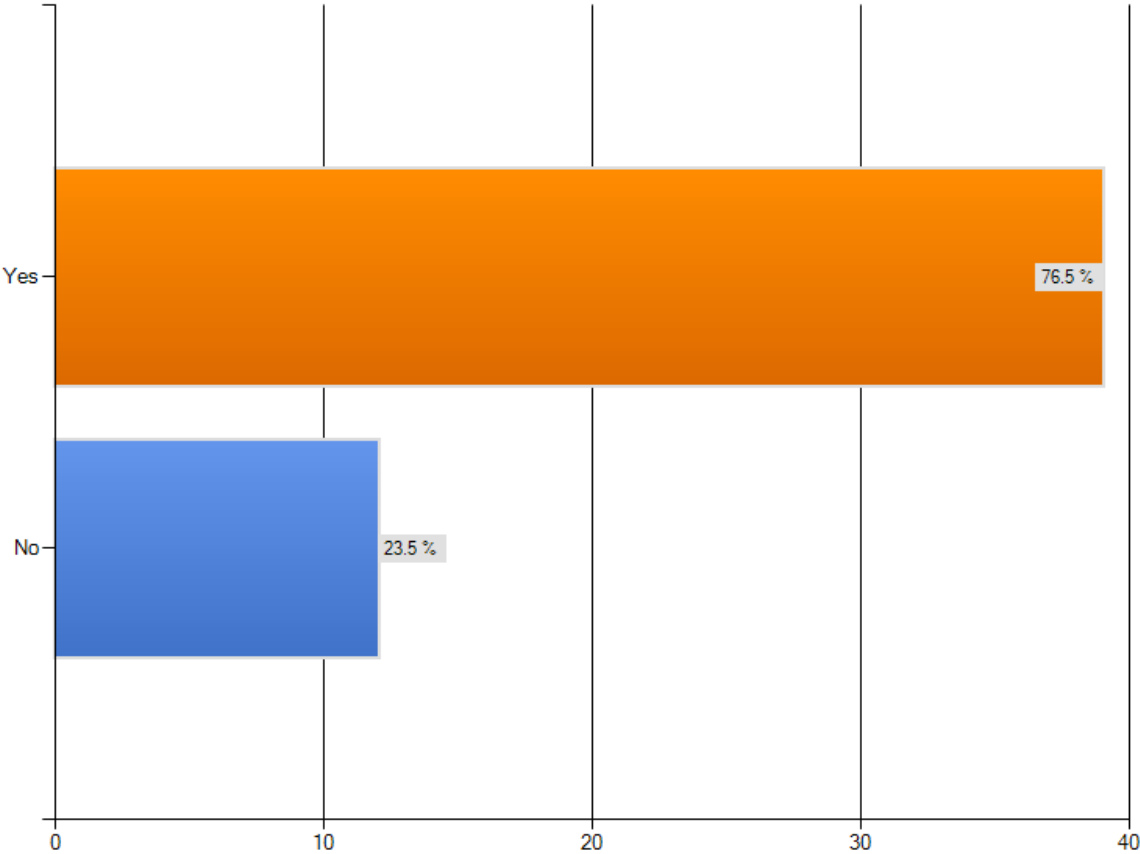**Question 17. Do you have teaching responsibilities?**

Figure 12

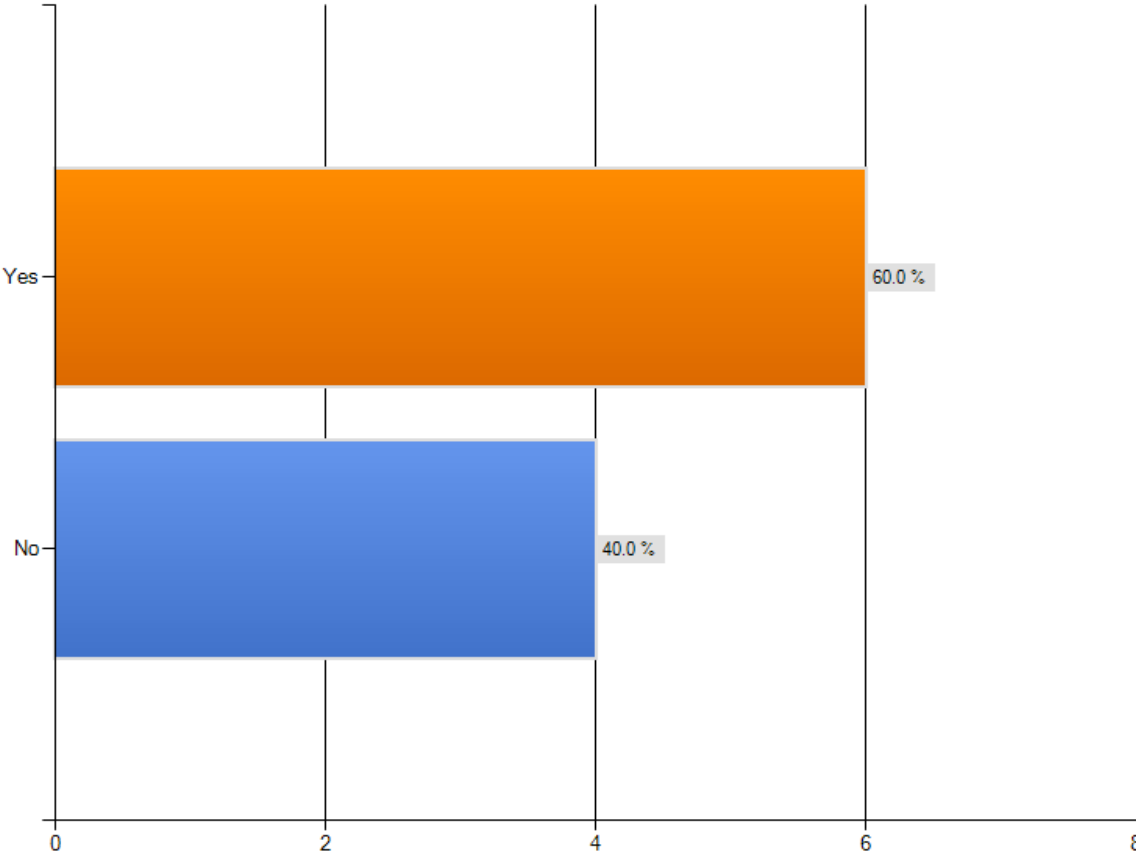**Question 18. Do your professors use literary archives in their teaching?**

Figure 13

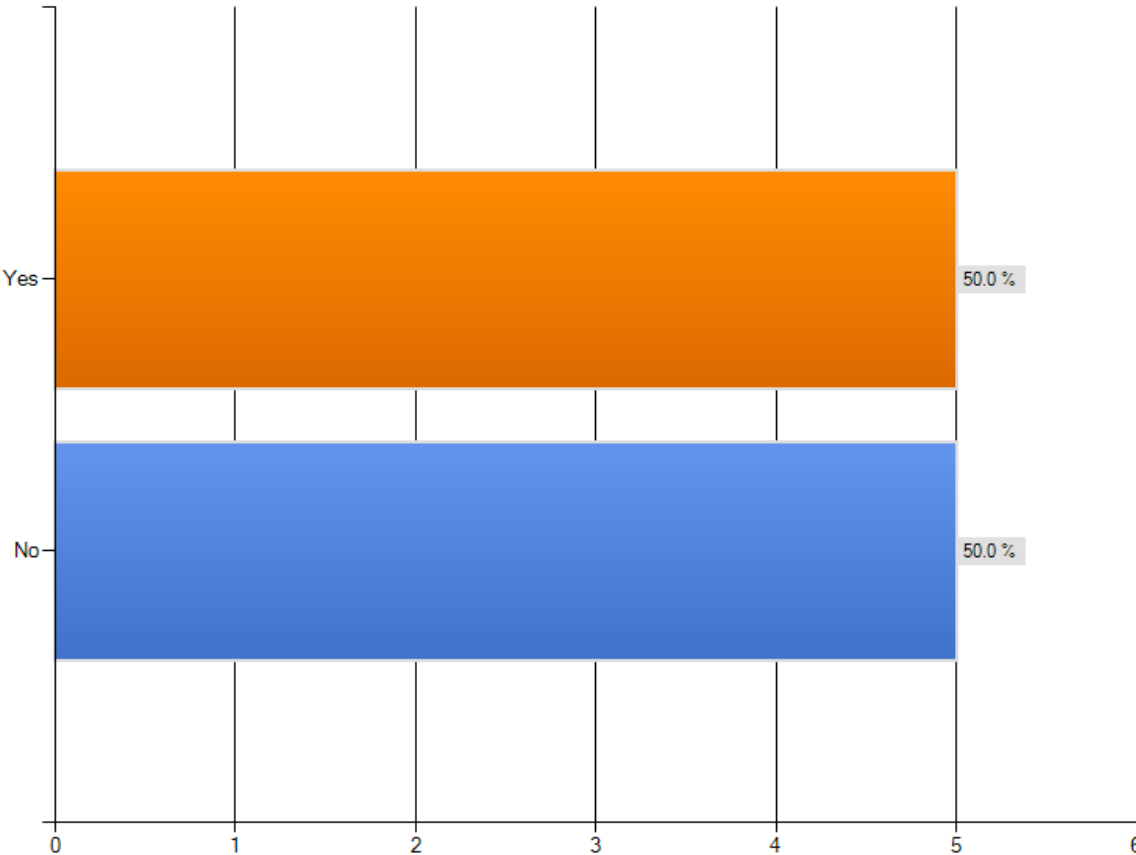**Question 19. Are you assigned projects which require archival research?**

Figure 14

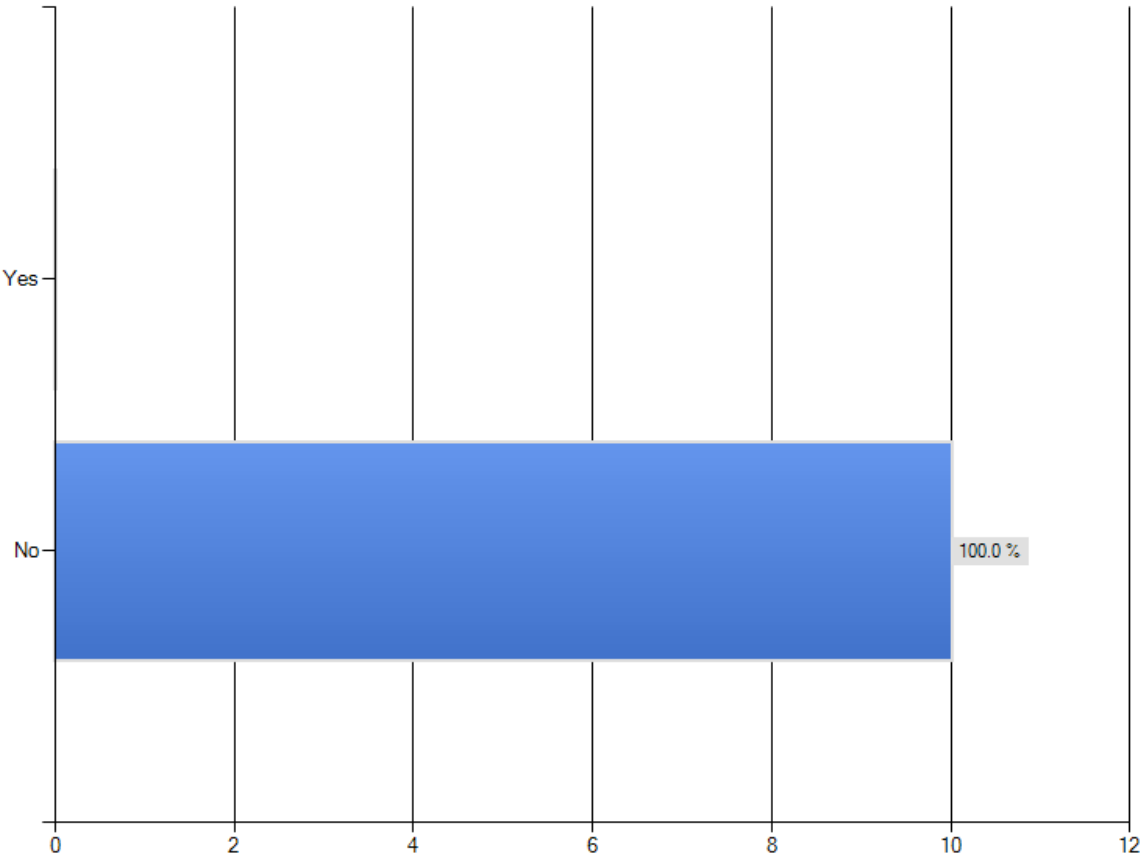**Question 20. Are you required to attend classes in library research?**

Figure 15

Part IV.B. Literary Archives in the Classroom: Teachers
Question 21. Do you use literary archives in the classroom?
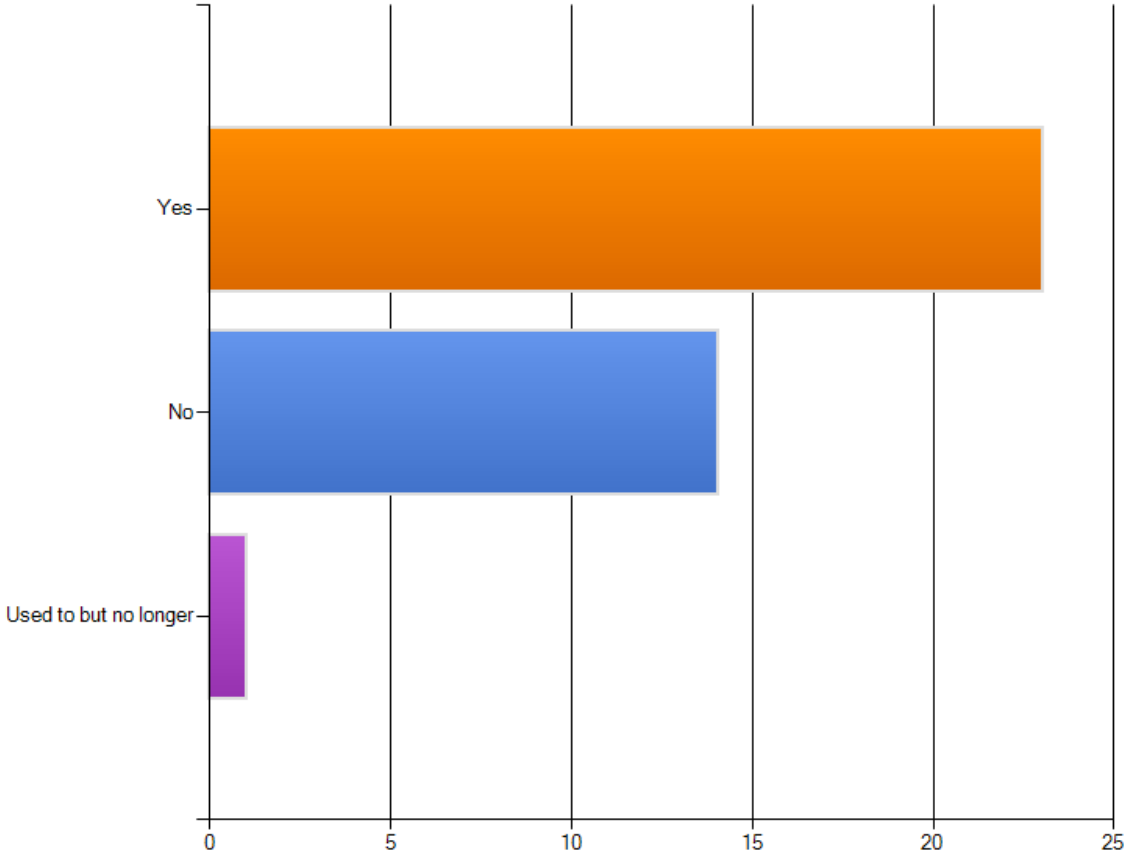
Figure 16

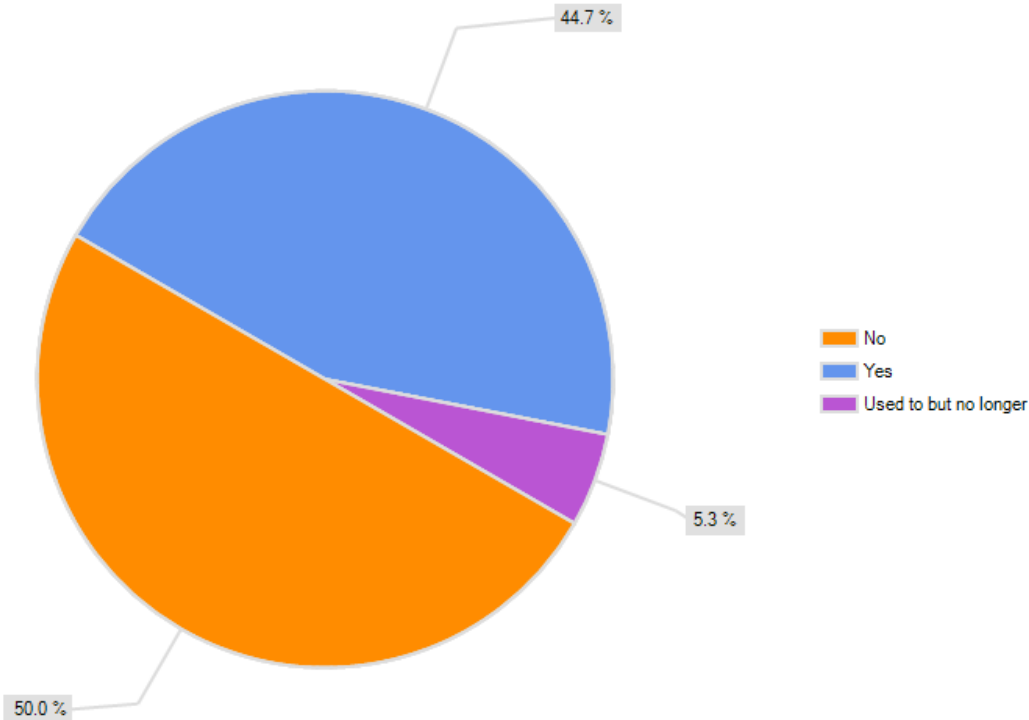**Question 22. Do you assign your students projects which require archival research?**

Figure 17

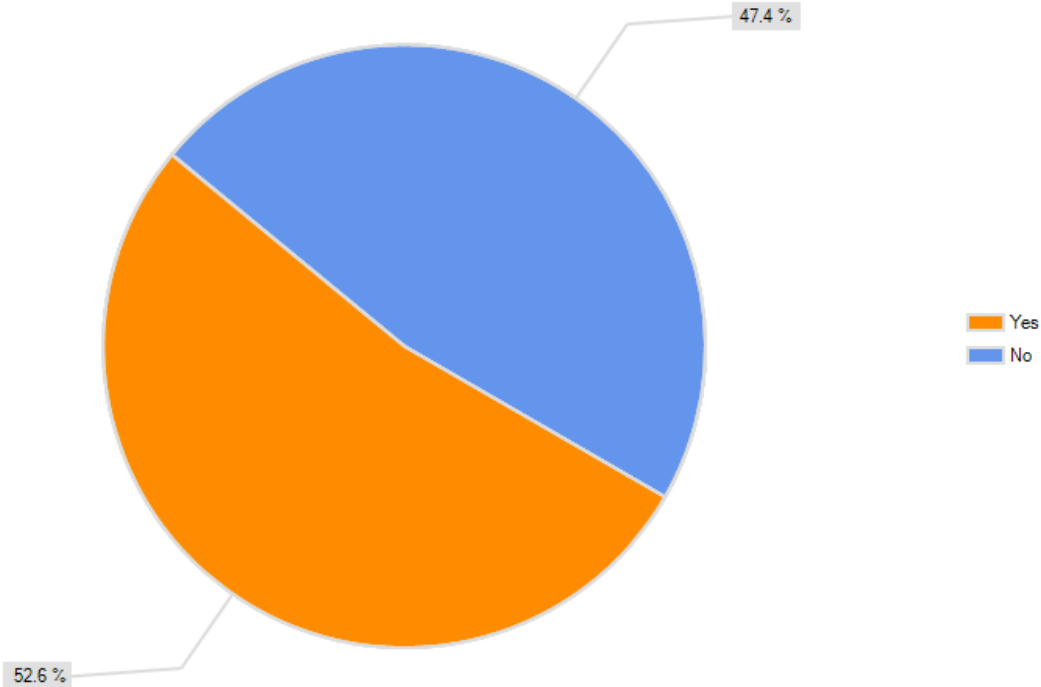**Question 23. Are your students required to attend classes in library research?**

47.4 %

52.6 %

Yes
No

Figure 18

Question 24. Would you be willing to use classroom time in order to teach students how to use archives?

2.6 %

21.1 %

76.3 %

Yes
No
Maybe

Figure 19

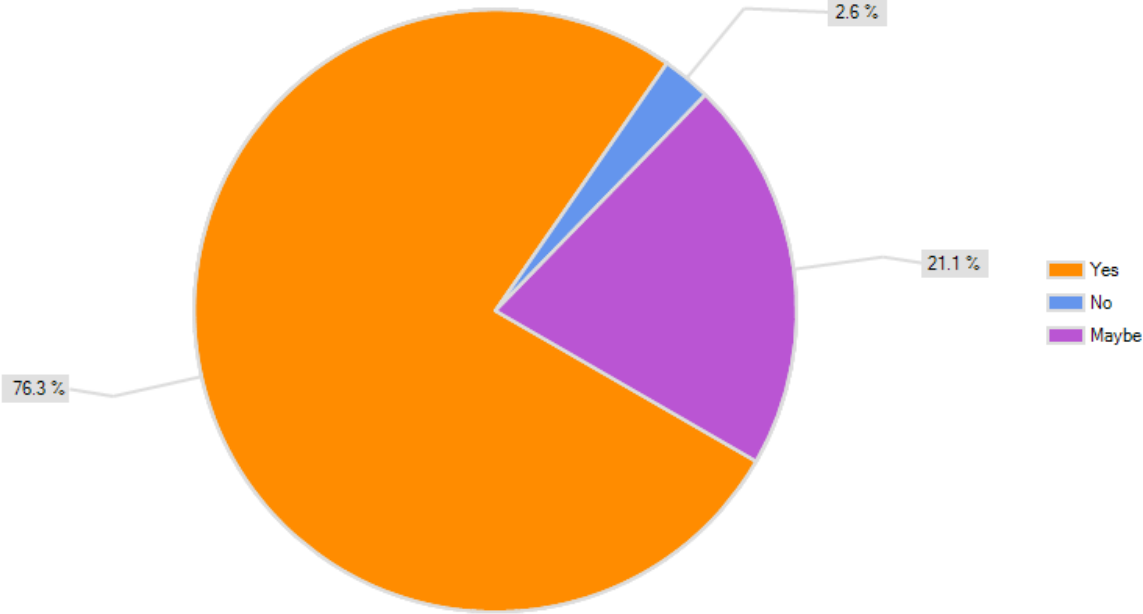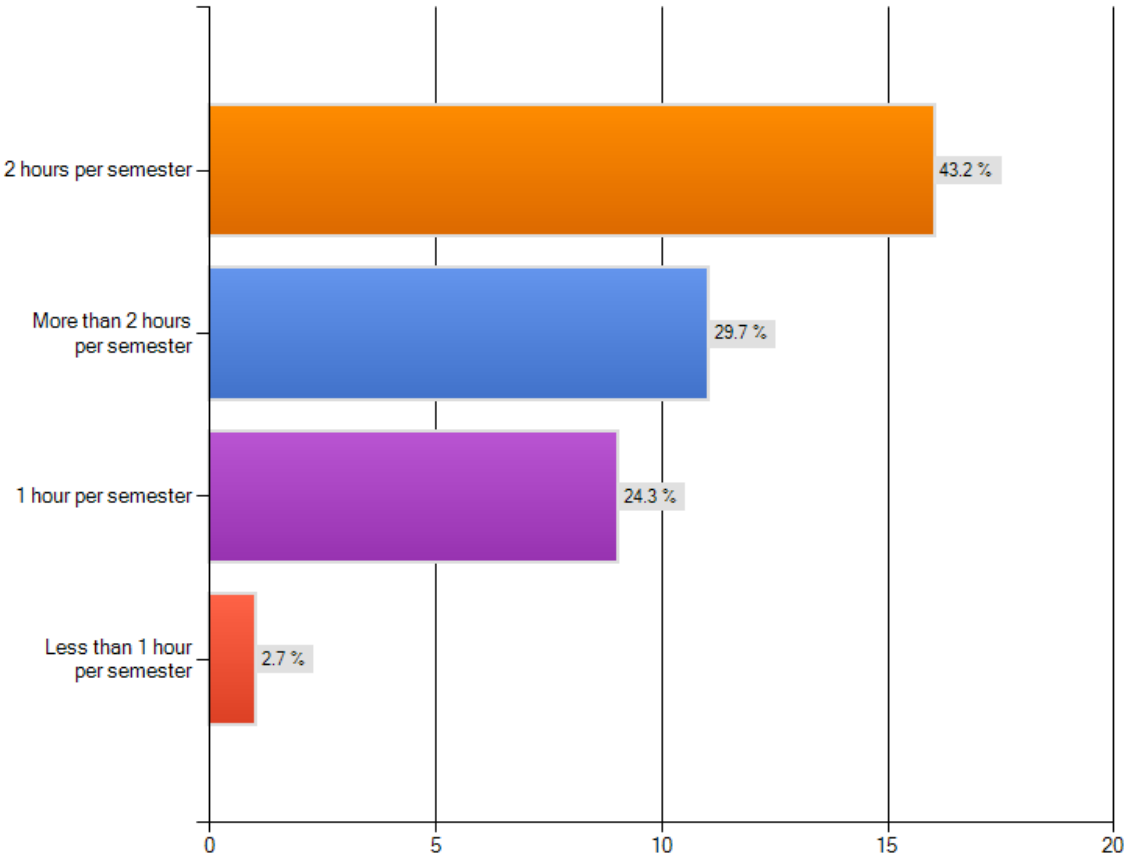**Question 25. How much classroom time would you be willing to devote to teaching students?**

Figure 20

Question 26. Have you ever worked with an archivist/librarian to teach students how to use archives/library?
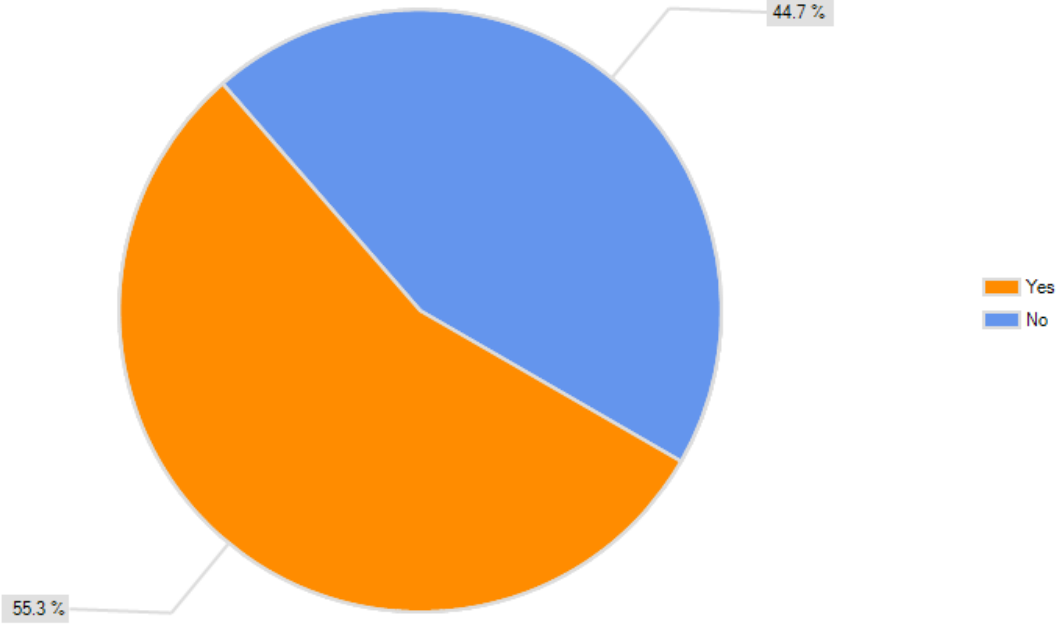

44.7 %

55.3 %

Yes
No

Figure 21

Question 27. How could libraries/archives assist you more effectively in your teaching?
As a lecturer in literature, draft forms of manuscripts would be the most useful - again, some selected excerpts/previews from well-known texts/curriculum texts, possibly with teaching activities attached, would be very welcome.

Provide online tutorials.

Have particular features of a collection ready for examination -- though the collection would have to be pertinent to the topic being taught.

I wish libraries were better funded and staffed so that I could be confident that I was not imposing upon archivists when asking them to work with my students.

Put more digitized manuscripts on the web.

It would help to have archives locally that might be useful to students. Libraries could be more useful to students if there were free digital access to material owned by the archives. Too often, libraries have turned their archival records over to commercial enterprises. Though this is completely understandable, it is a loss for the general public--and long term, for the library, which loses its custodial role over the material.

I think some materials lend themselves to teaching the process better than others. I think bringing in both processed and unprocessed collections would be useful so students get an idea of what archivists do and how they organize materials. I think students often do not realize the tremendous amount of "processing" work that facilitates research.

Sigh. Only the most gifted and motivated students love libraries and research, so the problem isn't with the availability of libraries/archives to assist in teaching. It's the culture that sees reading/print/libraries and dispensable. My students ask me to show more movies.

It's only because of the pressures of getting tenure and the demand for certain required courses that I have not better implemented archival learning at my current institution. I anticipate doing so very soon, as I believe it is very important for students to learn and receive training in this kind of research.

Orientation sessions for undergraduates and graduate students are always useful early on in the semester.

Making materials more digitally accessible and by providing an user-friendly interface for that accessibility.

I currently teach at an institution that has limited library resources and archives. I would utilize this more if I were still at a research institution with better collections.

Online tutorials or workshops for students would be great. If a library or consortium of libraries held an online workshop or seminar for 30 minutes every week or had something like that available, I know my students would use it. I do lots of library instruction in the classroom throughout the semester, but students often forget and could use an easy-to-find tutorial or seminar to take to brush up.

I have used the Beinecke's rare books, but not manuscript archives, in teaching. I believe it is important for librarians and other library employees to show students how collections can assist them in completing very specific tasks. General overviews of the tools and collections available are boring. Library time needs to be closely integrated with an assignment that library resources can help students accomplish.

It would be great if someone would help teach them to use archives. I usually do it myself, but it's sort of ad hoc, as I am usually more concerned with the content of the class I am teaching.

In both teaching and research the staff at the Beinecke has been essential to my work. I strongly encourage the Beinecke to continue to maintain its highly professional and wonderfully accessible staff. Also, the Beinecke summer fellowship program was tremendously helpful in research instruction. I hope this program continues.

I have had a great experience introducing the Beinecke's holdings to my students.

Librarians who know there collections well (better than the instructor, as is doubtless the case) can suggest further items in the collection to supplement those tagged by the instructor for use in the class.

Conclusions

The survey points towards several opportunities for innovation and experimentation, at the local level (Beinecke Library), but also for professional organizations, such as GLAM(NA), and the profession at large. In many areas archivists and researchers could collaborate in order to bring about change.

Encoded Archival Context, a union catalogue, and/or expanded functionality in existing tools (WorldCat and ArchiveGrid), would facilitate discovery. An emphasis on names and dates should be considered in the functionality of these tools and the ways searches are constructed and search results displayed. However, for these tools to be useful archivists will need to use authorized names in finding aids when available, and when not, create name authority records when possible. Similarly, archivists could include standardized date subfields in subject tracings in catalogue records and broad eras (such as "nineteenth century") in scope and content notes in finding aids so that such terms are searchable.

Discovery tools could also be developed to foster opportunities for patron participation, such as enabling researchers to annotate archival descriptions which may vary from links to writings based on an archive to corrections or further details about a collection.

In addition, archivists could work to create linkages, which could include connecting archival descriptions with digital surrogates of archival material and scholarly work with archival material on which it is based. For example, we could imbed links to digital surrogates in finding aids as well as work with publishers to explore the possibility of imbedding links to archival descriptions in online articles' lists of works cited.

The Beinecke Library, like its peer institutions, could consider mass digitization projects for high-use collections and/or series.

The Beinecke Library and GLAM(NA) could foster points of interaction between researchers and archivists and seek out new user groups. Archivists could reach out to disciplines beyond literary scholars who could benefit from using literary archives.

Archivists, professional organizations, and researchers could work together to create online accessible tutorials and guides for research education, such as paleography, dating material, and copyright. Similarly archivists and professional organizations could collaborate with faculty members and lecturers in order to design workshops on research education for both undergraduate and graduate students. Archivists could also partner with scholars using less popular archival documents, such as financial records and legal records, in order to demonstrate and share broadly the research value of such material.