Interacting with History: Teaching with Primary Sources. Edited by Katherine Lehman. Chicago: ALA Editions, 2015. Index. Softcover. $46.00.

Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives. By Eleanor Mitchell, Peggy Seiden, and Suzy Taraba. Chicago: ACRL, 2012. Softcover. $60.00.

In January 2016, a question was posed to the Society of American Archivists' Listserv[1] about the role of archivists in developing content to enhance student curricula. The discussion that followed highlighted one of the most important issues facing archivists who collaborate with classroom educators—the ability to actively and effectively engage teachers and their students. Although few subscribers participated in the thread, responses invigorated what is often a rather stagnant conversation on the role of both archivists and archives in advancing the use of primary source materials in educational settings. Two publications address the concerns of those who contributed to the SAA Listserv thread, as well as those in archival and classroom settings, by recommending a range of collections, different material types, and course development options for increasing use of historical documents to support models of learning: *Interacting with History: Teaching with Primary Sources* and *Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives.* Although geared toward slightly different audiences, the basic premise of each text is the same—using original objects as pedagogical tools to enhance student research skills while also developing innovative means of delivering contextual information.

Interacting with History: Teaching with Primary Sources is a work edited by Katherine Lehman detailing the ways in which Library of Congress (LC) resources can be utilized for school staff and student development. Focused on K–12 educational programs, each of the six chapters reads as a bibliographic guide to web-accessible LC resources around which classroom projects and modules can be designed. Developed as a way to "teach students to analyze and interpret [primary sources] and how to integrate the resources into historical inquiry units" (p. x), *Interacting with History* is a good starter manual for educators who want to incorporate primary sources into their curricula but who have either limited experience or resources to do so. Because much of the easy-to-read text centers on predefined web-accessible LC collections, the burden of identifying and selecting materials and implementing instructional design techniques to enhance existing curricula is reduced. Additionally, the text provides the added benefit of including peer educators' firsthand experiences working with LC's collections, thus serving as examples of how these collections and curricular programs can be implemented.

Chapter 1, "Welcome to the Library of Congress," provides a detailed overview of the LC's institutional history and then-current (2014) website. This introduction serves as the foundation for subsequent chapters on identifying the library's course-appropriate resources (chapter 2: "Teaching Resources from the Library of Congress"); securing external classroom support (chapter 3: "Professional Development and Support for Classroom Teachers Available through the Library of Congress"); providing anecdotal evidence of successful classroom activities (chapter 4: "Action Lessons: Interacting with History"); and connecting teachers to archival and primary sources in their local

communities (chapter 5: "Discovering Local History Resources in Your Own Backyard"). Each chapter includes a reasonable number of images, screen captures, and text blocks to emphasize resources discussed in text. On the positive side, images and text blocks contribute to the volume's accessibility by allowing readers to skim breakout materials and images for pertinent information. On the not-so-positive side is the inherent variability of web resource design. As part of this review, I randomly selected URLs published in the text to view online. Fortunately, a year and a half after publication, the published text and online versions were mirror images. Aside from the basic considerations of updating or enhancing web content and design, I wondered—how long will these examples serve as the LC's primary "go-to" resources for curricular engagement? I also wondered why a book so heavily focused on web resources had not also been published electronically. As the print monograph and collection pages age, the potential exists for disconnected content; an e-resource would have worked well to facilitate access to materials that may eventually become legacy resources.

Another concern is whether educators will consider using this resource if they are developing projects that do not rely on Library of Congress materials. For the nascent K–12 innovator, *Interacting with History* might serve as a "teacher's manual" of sorts, providing the questions and answers for those still wrapping their heads around modules and courses using primary source materials. But for those interested in taking things to the next level, it may be challenging to think outside of the boxes so carefully curated by the LC. This is where the end of chapter 2 (pp. 27–32) might prove beneficial for both newbies and not-so-newbies, as the summary provided demonstrates how easily primary source materials can be incorporated into curricular programs. In six pages, chapter author Sara Suitor briefly details the steps necessary for using primary sources in the classroom. Additionally, each step includes a set of questions to consider when selecting materials and creating assignments. Similarly, suggestions for moving beyond the LC's resources to develop one's own course ideas are available in chapters 3 and 4, which provide additional tidbits for finding project partners and using Web 2.0 applications, respectively. These sections contribute greatly to the overall usefulness of the text, which is somewhat limited at best.

Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives by Eleanor Mitchell, Peggy Seiden, and Suzy Taraba takes a different perspective on incorporating archival and primary source materials into student curricula. Whereas the core value of *Interacting with History* rests in its applicability to teachers in classroom settings, *Past or Portal?* considers the coeducational roles of archivists and undergraduate instructors in increasing student engagement with historical documents. Contributions from roughly 50 US colleges and universities comprise this weighty volume, which "attempt[s] to address the need for models that offer best practices, creative approaches, and solutions to commonly experienced challenges" (p. x) for using archival and primary source materials as pedagogical literacy tools. The text is divided into four sections ("The Artifact," "The Pedagogy," "The Program," and "The Work"), each of which comprises a laundry list of case studies. Case studies range in length from about 5 to 10 pages—including references, bibliographic notes, or suggestions for further readings—and are presented alphabetically by institution within each section. While it is unlikely

the authors intended readers to digest *Past or Portal?* linearly, the alphabetic presentation of nearly 50 case studies is tedious; as a reference tool, the book would be easier to use if sections were organized by project type or by assignment/course difficulty. As presented, readers cannot anticipate what each new case study will reveal, and they may lose time reading about irrelevant projects. Additionally, although section titles clearly indicate the subject matter covered, sections overlap significantly with no apparent method or formatting tool for highlighting the main topic of each study. Thus, it is difficult to determine how certain studies were selected for and distributed across the four sections. Also, as many of the generic details are the same (e.g., material selection, librarian/archivist role, etc.), paring some studies down to one or two pages summarizing a few key points—such as the methodology driving a course outline or how the program increased use of special collections materials—would have worked well.

Stand-out studies in this volume include those emphasizing specific outcomes or bearing cautionary tales, such as the University of Pennsylvania's "Crazy for Pamela in the Rare Books Library: Undergraduates Reflect on Doing Original Research in Special Collections" (pp. 53–70), which provides a course syllabus and transcripts of students' project reflections; New York University's "Computing in the Humanities @ NY Libraries" (pp. 119–24), which demonstrates the project's alignment with professional standards and competencies; and Augustana College's "Faculty Buy-In: Encouraging Student Use through Faculty Stipends" (pp. 195–99), which addresses issues of support, retention, and assignment changes among teaching faculty. Other strong studies cover the process of collaborative decision making among students and project assessment. The volume represents a great diversity of classes, subject areas, and disciplines that incorporate archival and primary source materials in both innovative and challenging ways. Overall, *Past or Portal?* is a solid work that can be used to generate creative ideas for experiential learning that are both feasible and can be evaluated for long-term effectiveness.

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NOTE

1. Danna Bell to archives@forums.archivists.org, January 4, 2016, Costs for a Local History Project.

Appraisal and Acquisition: Innovative Practices for Archives and Special Collections. Edited by Kate Theimer. Lanham, MD: Rowman and Littlefield, 2015. 198 pp. Index. Softcover. $55.00.

What a relief it is when an acquisition decision is straightforward and simple, when an entire collection fits within the collecting scope and the materials can be managed within existing accession and processing workflows. Alas, archivists more often than not must make appraisal decisions on collections that present privacy, format, and access challenges. *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections,* Kate Theimer's compilation of case studies penned by practicing archivists, offers a variety of approaches to challenging appraisal situations. This is one of six publications in Theimer's *Innovative Practices* series.

The case studies in *Appraisal and Acquisition* present a wide variety of challenging appraisal situations and practical solutions. The authors provide thorough yet concise discussions of their strategies and workflows, including unanticipated complications and changes made midproject. Some chapters focus on issues related to privacy and sensitive information, while others focus on format-based challenges, especially in regard to digital files. Innovative ideas like processing as a means of appraisal and embedded appraisal are covered in addition to the challenge of prioritizing materials for acquisition. Reappraisal and deaccessioning are also addressed. All of the chapters in some way touch upon the balance of using resources to meet both institutional and user needs (e.g., the cost of housing materials versus providing access to materials of significant research value).

Each case study provides a summary of the materials in question; a review of the project planning, implementation, and results; a discussion of the lessons learned; and a conclusion. The authors excel at divulging their reasoning, and even hesitation in some cases, in accessioning a particular set of materials. The structure of the chapters creates a fluid narrative and facilitates the comparison of strategies and processes.

The authors mostly come from the academic special collections and archives perspective; however, historical societies and government archives are also represented. Some are subject specialists while others are more process or format oriented. Their findings are presented so that the strategies and ideas can be easily translated to other settings and parallel situations. This aspect in particular makes *Appraisal and Acquisition* a valuable resource.

As Theimer mentions in her introduction, "Archival functions and processes are interrelated and don't always fit neatly into compartments" (p. viii). Therefore, this publication on appraisal spills over into other equally challenging archival concerns. Morna Gerard's chapter on the Georgia LGBTQ Archives Project and Tiah Edmunson-Morton's summary of the Oregon Hops and Brewing Archives highlight the value of outreach and promotion efforts when establishing new collecting initiatives. Access challenges are addressed in Maurita Baldock's discussion of appraising the records of the Children's Aid Society and Will Hansen and Matthew Farrell's study of Duke University's acquisition of vintage computer equipment. Brad Houston's review of the University of

Wisconsin–Milwaukee electronic records acquisition program and Jane Gorjevsky and Dina Sokolova's chapter on accessioning the Ford Foundation International Fellowships Program records at Columbia University demonstrate the importance of working closely with record creators.

It goes without saying this publication is intended for archivists interested in other institutions' innovative approaches to appraisal challenges. The case studies cover such a wide variety of challenges and solutions that the strategies can be applied at a range of levels, including small or low-budget cultural heritage institutions such as public libraries and historical societies. While this compilation is an excellent resource for practicing archivists, especially those faced with challenging appraisal and acquisition situations, it would also be a valuable addition to the classroom. The chapters are wonderfully set up to facilitate analysis, comparison, and discussion either independently or as a group. It would pair especially well with publications outlining fundamentals of appraisal.

There is little room for criticism of *Appraisal and Acquisition*. Some may expect the introduction to include a summary of fundamental or traditional appraisal and acquisition theories. Instead, Theimer uses the introduction to convey the intent of this publication as well as her larger *Innovative Practices* series. This approach sets the stage for the practical nature of the case studies in a refreshingly straightforward way.

This collection of case studies is a captivating read. Not only did Theimer curate a comprehensive assortment of essays on appraisal and acquisition, but she also managed to find several that are a real delight. Reading about hops and brewing, vintage computer systems, and SoftPoems (animated text poems) was an unexpected treat. The practical discussion of appraisal challenges brings the reader in the front door, yet the intriguing subject matter of the case studies invites the reader to take off his or her coat and stay awhile.

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Archives in Libraries: What Librarians and Archivists Need to Know to Work Together. By Jeannette A. Bastian, Megan Sniffin-Marinoff, and Donna Webber. Chicago: Society of American Archivists, 2015. 137 pp. Appendix, bibliography, index. Softcover. $69.95. $49.95 for SAA members.

The notion that archivists are, in their natural habitat, a breed of professionals with a unique set of ethical guidelines, best practices, and standards, distinct from those within the library profession, should not be a surprise to any archivist. However, archivists are not always able to roam in their native habitat—frolicking among the rolling stacks—and often are employed in an academic or public library setting. Among librarians in a public or academic library, the archivist can be an indispensable, yet exotic or strange, resource capable of ensuring that institutional records or family papers in that library's control are preserved and described for future access and study. In *Archives in Libraries: What Librarians and Archivists Need to Know to Work Together*, authors Bastian, Sniffin-Marinoff, and Webber have created an exemplary guide on the proper care and maintenance of archivists and archives in a library setting, specifically tailored to librarians and library administrators. Both librarians and archivists may attend similar graduate programs and receive master's degrees from library and information science departments, but it is refreshing that the authors discuss how librarians and archivists are information professionals in related fields and, then, explore where the two professions differ and can, potentially, misunderstand one another.

The Society of American Archivists (SAA) published *Archives in Libraries*, but the primary audience for the publication is librarians and library administrators in either academic or public libraries, especially those institutions that may be considering establishing an archival repository or hiring an archivist. As part of their introduction to the book, the authors explain that, from 2011 to 2013, they conducted a series of interviews with library directors and archivists employed in library settings. In addition to providing the core data set that underwrites much of the analysis in the book, the authors use anonymous excerpts from the interviews to illustrate and reinforce points they make. The quotations, along with vignettes based on real academic and public libraries, enhance their central message that archives and archivists in library settings are not always properly understood, but "by placing [their] explanations within a context familiar to library directors" (p. 7), further cooperation and collaboration can be promoted between librarians, administrators, and archivists. Although the primary audience for the book is public and academic librarians and administrators, *Archives in Libraries* is also insightful for administrators and librarians in other settings, such as corporate, governmental, or religious libraries and archives, as it is an excellent introduction to the archival profession. Information on archivists and archives need not be limited in scope to academic and public libraries as many of the issues raised—such as advocacy, outreach, and funding—are germane to administrators in a special library setting.

For librarians and administrators to better appreciate the benefits and responsibilities associated with having an archival repository as part of a library or an archivist as a colleague, it is incumbent on the authors to explain what archivists do and why. The authors use librarians' professional vocabulary, history, education, core values, code

of ethics, and descriptive workflows to establish a crosswalk between the two professions. This is an excellent strategy that allows readers familiar with librarian values and practices to identify areas of commonality and contrasts between the two professions, especially in terms of the uniqueness of archival materials, the acquisition or further accretion of papers or records, and the arrangement and description of archival materials. For instance, the connections made between cataloging a publication compared with processing an archival collection, a core activity of each respective profession, is an insightful illustration of how different archival work can be:

> While the goals of processing and cataloging are similar, there are significant differences between the resources needed to create a bibliographic record for a published monograph and the resources needed to describe a collection of unpublished, unorganized, and diverse materials through a finding aid. . . . Librarians arrange (nonfiction) books by subject, archivists arrange material guided by the archival principles of provenance and original order. (p. 65)

This comparison may seem basic to an archivist, but the authors detail the steps in processing a collection to explain how gaining intellectual control over a collection can "require considerable research and contextual understanding on the part of the archivist" (p. 65). For an administrator unfamiliar with archival practice, such information may be particularly helpful when formulating a realistic time line for an archival processing project or understanding how an archivist allocates his or her time on a daily basis. Likewise, Bastian, Sniffin-Marinoff, and Webber leverage librarians' own professional knowledge to illustrate why climate control and security are important in an archival repository, how to provide access to archival materials, and how an archivist performs reference services to patrons.

In *Library in Archives*, establishing an archives and archival ethics tie together in a particularly relevant way for library administrators. Bastian, Sniffin-Marinoff, and Webber offer a salient point for library directors and administrations unaccustomed to archives: the creation and maintenance of an archives or the hiring of an archivist within a library setting is beneficial to an academic institution or public library, but it is a long-term commitment with a good deal of responsibility. The restrictions placed on a collection by a donor or the privacy issues that an archivist encounters while processing a collection are uniquely archival issues, different from the ethical issues that a librarian may encounter. In examining how archival practice and ethics may overlap or diverge from those found in librarianship, the authors systematically review both professions' codes of ethics as articulated by their largest professional associations, the Society of American Archivists (SAA) and the American Library Association (ALA). For the authors, the codes overlap significantly when evaluated side by side:

> . . . the ALA code emphasizes equal access, unbiased service, and user's right to privacy, the SAA code focuses on the protection of materials to ensure authenticity, security, preservation and respect for privacy of third parties. Both codes express concern for equitable and fair access, respect for professional relationships, and not taking advantage of privileged information. (p. 96)

Considering the ethical codes alongside the practices and standards of both professions is a laudable and holistic approach for the two professions to understand how librarians and archivists may manifest similar values in different ways or how the respective codes may advise different courses of action. The ethical landscape is different for the archivist, which the authors reveal in series of vignettes in each chapter. There may be competing ethical interests—in relation to privacy, access, or copyright—that could be foreign to the librarian. It will be the task of archivists, librarians, and administrators to devise workable solutions, since, as the authors correctly note, "The ethics of the archives must also be of great concern to the library that will house and maintain the material and ultimately take responsibility for it" (p. 101).

Perhaps a flaw made within *Archives in Libraries* is the assumption that archivists have a thorough understanding of library practices and standards, even after acknowledging that an archivist may have earned his or her graduate degree from a history department. Professional bafflement or misunderstanding between archivists and librarians can certainly be mutual, even in areas where the professions have much common ground, such as creating a collection-level catalog record from a collection-level finding aid using the descriptive standard Resource Description and Access (RDA) to assign content, media, and carrier types for materials found in an archival collection. Nevertheless, *Archives in Libraries* methodically describes the more esoteric of the two professions and delineates the opportunity for further collaboration and convergence between them in areas like information literacy, access to digitized library or archival materials, and digital preservation of institutional assets. Librarians, directors, and administrators interested in going beyond bridging the knowledge gap between librarians and archivists can go a step further.

Librarians and archivists can work to ensure that they are also clearly communicating and collaborating with their colleagues working in information technology (IT). The authors allude to the potential for miscommunication between an archivist and an IT professional when they discuss the shifting meaning of the word "archiving":

> To an archivist, "archiving" a collection implies a whole range of activities including appraising, preserving, and processing. To the library IT department, "archiving" may mean storing data in the institutional repository. (p. 35)

Miscommunication between professionals in a library setting is not a rare occurrence, but *Archives in Libraries* offers an effective approach to alleviate the sources of misunderstanding. By studying how a professional works as well as his or her professional language, history, education, and ethical issues, it is possible to establish a more productive relationship and environment between professionals. Librarians, archivists, and IT professionals can adopt a similar strategy. For instance, for those interested in cultivating better communication between library professionals and IT professionals working in a library setting, there is Mashcat, "a loose group of library cataloguers, developers and anyone else with an interest in how library catalogue data can be created, manipulated, used and re-used by computers and software."[1] Mashcat has online meet-ups, unconferences, sponsored sessions at professional conferences, and regular communications on social media. All who follow its code of conduct are welcome to participate, whether

they are librarians, archivists, or IT professionals. In line with the approach advocated by Bastian, Sniffin-Marinoff, and Webber, Mashcat recently hosted a Twitter chat entitled, "Communicating Requirements and Detecting IT Brushoffs,"[2] which brought together librarians, systems administrators, and IT professionals to discuss what information to convey to IT professionals about system problems and requests, and the best method for conveying that information between professionals. This subject is equally relevant to archivists within a library setting, since archivists regularly collaborate with librarians and IT professionals to ensure that archival collections are adequately identified, described, and accessed within library catalogs and discovery tools.

A publication like *Archives in Libraries* can greatly assist librarians and library directors in understanding what archivists do and why, but archival professionals, too, should reach out to their respective directors and professional colleagues to offer input regarding the systems that facilitate discovery of and access to archival collections within their library.

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NOTES

1. Mashcat: Mashed Catalogue Data/Cataloguers and Developers, "About," 2016, accessed April 16, 2016, www.mashcat.info/about.
2. Mashcat, "Communicating Requirements and Detecting IT Brushoffs," Twitter chat, February 18, 2016, accessed April 26, 2016, storify.com/gmcharlt/mashcat-twitter-chat-18-february-2016-communicatin.

Records and Information Management. By Patricia C. Franks. Chicago: Neal-Schuman, an imprint of the American Library Association, 2013. 336 pp. Bibliography, glossary, index. Softcover. $82.00.

As resources are stretched to the limit, many archivists are asked to take on additional duties, including records management. However, in the modern environment, records and information management has expanded beyond traditional records storage to include related areas such as electronic records systems, data management, change management, compliance, risk management, project planning, and business continuity strategies. For both new and experienced records professionals, *Records and Information Management* by Patricia C. Franks provides a comprehensive guide to the full scope of the records management field.

While many records management texts focus on traditional basics, including records creation, storage, and disposition, Franks takes a more holistic approach. She argues that *Records and Information Management* "places equal emphasis on business operations out of which records arise" and "the ways in which a records professional can contribute to the core mission of the enterprise" to provide the reader with the knowledge necessary to be successful as a modern records professional (p. xi). Her audience is wider than simply the records manager or the archivist; she also includes information technologists, general counsels, business analysts, and other stakeholders who work with records on a daily basis. This wide-ranging approach is very successful, as Franks manages to discuss many facets of records and information management in a detailed yet manageable way.

In 12 chapters, each with a different focus, Franks addresses the multifunctional nature of records management, covering everything from the history of records management to the future of information governance. This desire to address all elements of records management gives the writing an encyclopedic quality, as the chapters focus on providing definitions and information on best practices within the chosen area. Every chapter is illustrated with useful charts, graphs, and handouts, which include full examples of survey forms and policy outlines. While each chapter could stand alone if needed, Franks also demonstrates how multiple disciplines contribute to the larger whole of records and information governance programs. All of the chapters end with a paradigm—a brief essay written by a contributor tasked with connecting the functions and principles detailed in the chapter to a real-world situation.

Franks tends to be more interested in breadth than depth, and, as such, the book works best as a one-stop shop for records and information management guidance. Each chapter is a solid introduction to the different facets of records management. Franks addresses the full gamut of records management functions, including records creation, storage, retention, access, electronic systems, social media, and long-term preservation. Sometimes these functions are combined in nontraditional ways; for example, in chapter 11, Franks discusses records management training in terms of both professional development for records managers and internal training programs for records creators, topics usually addressed separately. Franks also chooses to discuss both paper and electronic records management; while electronic records are still a primary focus of the work, including the sole focus of chapter six, she does not ignore the important paper

environment, describing in detail traditional filing systems and procedures for conducting physical records inventories (pp. 64–67, 86–87).

Refreshingly, Franks does not shy away from addressing functions typically underrepresented in records management texts, including auditing, vital records, and managing social media. For example, chapter 8 clearly explains what vital records are, why they are important, and how a vital records program can be successfully established in relation to a records management program while also exploring the role vital records play in disaster recovery and business continuity programs (pp. 200–10). Additionally, any records manager asked to develop a social media policy or program should consult chapter 7, "Emerging Technologies and Records Management." While many of the so-called new technologies are now out of date—a fact that Franks addresses head on—the discussion of social media policies and management is still relevant in today's records environment. Of particular relevance is Franks's explanation of trend spotting, or the process of focusing on identifying new technologies to be managed before they become problematic (pp. 169–72). This proactive approach runs counter to traditional records management planning, which tends to be more reactive, and, thus, this excellent idea deserves to be at the forefront of records management discussions.

Because her work explores the full scope of the records management field, Franks's *Records and Information Management* does contain an uneven level of detail. Franks discusses social media, vital records, auditing, and business process management so effectively that one wishes every idea in the book could be explored just as thoroughly. For example, chapter 10 covers a variety of topics including records storage design, long-term preservation strategies, and traditional archival concepts, but, while the wide scope is appreciated, the chapter feels disjointed and leaves the reader wishing for a stronger focus (pp. 257–63). Additionally, Franks discusses international records management policies in a cursory manner throughout the work, as if she knows they must be addressed but does not have the proper time to discuss them in depth. While she does provide an appendix of additional international information resources, a reader interested in the international records environment may desire more.

In some instances, however, Franks occasionally provides too much detail for experienced records professionals. Chapter 1, focusing on the history of records management, is interesting and well written but feels ultimately superfluous. The discussion of records management education and certifications in chapter 11 can read particularly slowly as Franks outlines every major certification and educational opportunity available (pp. 292–97). The chapter paradigms themselves also vary in quality; while most essays provide real-world examples, some are rather generic. The paradigm in chapter 5 provides an outline for automating a manual process, but gives few specific details (pp. 141–42). Thus, depending on the reader's familiarity with records management, individual chapters might feel simultaneously over- and underwhelming.

One of the few topics that Franks does not discuss in her work is the significant resource gap that exists between records management in corporate and other environments. Although Franks tries to provide examples of records management within a variety of different organizations, she tends to focus mostly on the corporate world and its level of

resources. When describing recommended strategies and program requirements, Franks generally assumes that every records management program will have excellent internal support and be fully funded. For example, when describing a needs assessment for a records management program, Franks states that the assessment may be conducted by either an internal team of records management staff or an external consulting firm (p. 316). However, for many programs, the cost of external consulting is prohibitive, and the records management staff may consist of only one person, particularly at smaller institutions. These resource assumptions are balanced slightly by several paradigms that provide practical solutions using a more realistic view of available resources, including one describing records management in a cloud environment, but even these essays assume staffing and budget (pp. 163–65). This book does not provide specific guidance for records management programs on a budget, and any reader looking for cost-saving solutions will be disappointed.

Despite these concerns, Franks manages to walk a fine line very successfully as *Records and Information Management* provides a comprehensive overview of records and information management in the modern era that is suitable for both beginners and experienced professionals. While some chapters may provide more value than others, this book is a useful starting place for anyone seeking information on records management and may well be the ultimate reference guide for a modern records professional.

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The Archives Thief: The Man Who Salvaged French Jewish History in the Wake of the Holocaust. By Lisa Moses Leff. New York: Oxford University Press, 2015. 286 pp. Notes, index. Hardcover. $29.95.

Lisa Moses Leff's *The Archive Thief: The Man Who Salvaged French Jewish History in the Wake of the Holocaust* is a biography about Zosa Szajkowski (1911–1978), a leading historian of French Jews. Szajkowski used his knowledge of languages and Jewish history to identify and take records from archives both during and immediately after World War II. His efforts saved thousands of important historic documents on European Jews from being lost or destroyed. However, unlike the book *The Monuments Men,*[1] which tells the heroic tale of a group of academics sent to Europe during World War II to save historic artifacts, this book does not have a happy ending. Szajkowski eventually became a thief, stealing Jewish-related documents from European and American repositories not to ensure their protection from immediate physical danger but to assist him in his own research and, later, to sell for a profit.

As a biography, this is a fascinating story. Szajkowski was a Polish-born Jew whose neighborhood was destroyed in World War I. Szajkowski migrated to Paris at 16 and eventually became acquainted with and influenced by a number of Jewish intellectuals who had fled the rise of anti-Semitism in Germany and elsewhere in Europe. He fought the Nazis as a member of the French Foreign Legion and was severely wounded in 1940. After escaping to America in 1941, he joined the US Army and returned to Europe in 1943 as a paratrooper. As a displaced Jew and a budding historian, Szajkowski had become dedicated to the idea of documenting the Jewish record for posterity. While recuperating from his wounds in unoccupied France, he began collecting historic Jewish documents and shipping them out of France. He continued this practice while serving in the US Army. In the postwar period, he expanded his efforts to save materials in Germany that pertained to the Nazi treatment of the Jews. Some of this material was later used to prosecute Nazis for war crimes. In his later life, Szajkowski became a prolific author but was ostracized from the historian community both because of his lack of formal training and because of questions about how he obtained his material. He took his life in 1978, a few days after being caught stealing parts of a rare collection of pamphlets from the New York Public Library.

However, this book is much more than a mere biography. In writing the tale of Szajkowski, Leff deftly explains the role of archives, especially how archives relate to the idea of nationhood. She argues that to possess an archives is to possess the history and legitimacy of a nation. But, does a nation have to be defined by a geographical area? After witnessing how Jews and records pertaining to them could be and were eliminated in Europe, Szajkowski and others sought to preserve these records by permanently removing them to safe areas, most notably to institutions in the United States or Israel. Once preserved, the idea of a Jewish people, regardless of where they live, could be documented.

Szajkowski's work during the war most undoubtedly helped preserve many important records that would otherwise have been destroyed. However, to take from the public record because of a different idea of nationhood is a questionable and even harmful practice. Worse, as Europe stabilized following the war, he continued taking records,

both as a researcher and a dealer. As a researcher, he re-arranged and even marked these records to suit his particular field of study. As a dealer, he often sold parts of collections to different buyers, leading to a wide disbursement of records from the same collection. One does not have to be an archivist to understand the problems associated with his actions, but Leff does an outstanding job of explaining the detrimental effects of these actions on future researchers, on the provenance of the records, and on the archives and repositories themselves.

Leff is uniquely qualified to write this account. She is a professor of European history at American University in Washington, DC, and her research focuses on the Jews in France. She is familiar with the many scholarly works that Szajkowski produced (in several different languages) as well as with the people, sources, and institutions Szajkowski interacted with when conducting his research and selling his materials. As such, she handles this complicated material well. Leff is able to provide a sound critique of both the works of Szajkowski and his sources, but, just as important, she does so in a way understandable to a nonexpert in the field. Similarly, her explanations on the importance of issues as diverse as provenance, the culture of an archives, and the failure to build a centralized repository for Jewish scholarship, are done in ways that a nonarchivist will not find too technical. Finally, explaining the context of Jewish intellectual thought in Europe during the turbulent twentieth century is well done. This is important, because, while such context does not make Szajkowski a sympathetic character, it does provide for an understanding of his motives.

Using Szajkowski's sales of records to various institutions as examples, Leff concludes her book by noting that researchers should take into account the factors that shape an archives. She states that such an understanding might make an archives look less like a coherent monument and more like a salvage heap. Why an archives is created and how it obtains its materials is important to know, but Leff's conclusion is a little harsh. Historians know that they are at the mercy of incomplete evidence and records, as well as the biases in those records and even of those who preserve them. True archivists attempt to bring as much sense and structure to the records as possible, making their institutions much more than random piles of materials.

The Archives Thief tells an interesting story while also providing superb insight into the archives and history professions. Leff's writing style makes this a very accessible read for the nonarchivist, but her insights on the archival profession, which are not always flattering, also make this a valuable book for archivists.

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NOTE

1. Robert M. Edsel, *The Monuments Men: Allied Heroes, Nazi Thieves, and the Greatest Treasure Hunt in History* (New York: Center Street, 2009).

Rights in the Digital Era. Trends in Archives Practice Series. Edited by Menzi L. Behrnd-Klodt and Christopher J. Prom with an introduction by Peter B. Hirtle. Chicago: Society of American Archivists, 2015. 248 pp. Appendices, glossaries. Softcover. $34.99. $29.99 for SAA members.

With so many different types of legislation and precedents governing rights and privacy, resources on these vexed questions are multiplying. Just as an example, Peter B. Hirtle, the senior policy advisor to the Cornell University Library who wrote the introduction to this book,[1] sent a link to the Archives and Archivists Listserv in December 2015. Maintained by the Harvard Library's Office for Scholarly Communication, the State Copyright Resource Center website[2] provides a map of the United States that allows the user to see the copyright status of state government publications in any state. According to the site, only 15 states have clear governing laws that outline copyright policy.

While copyright occupies only one module of *Rights in the Digital Era*, the fourth volume in the *Trends in Archives Practice Series*, we have just seen that copyright law is not only federal in scope, it is not simple even at the state level. Readers glimpse the same kind of complexity in module 7, "Managing Rights and Permissions," in which Aprille C. McKay discusses the issue of "Preservation vs. Distribution," along with a "Sample Takedown Notice." Modules 5 and 6 discuss the intricate balance between access and privacy in two different venues: organizational records and manuscript collections. All four modules in this work are supplied with appendices that include further readings and glossaries. However, none of the glossaries addresses the term "digital era."

This term explains what binds together all of these complex issues. In the abstract of Jill Shepherd's "What Is the Digital Era?," she writes that because the digital era "increases the speed and breadth of knowledge turnover within the economy and society," it "can be seen as the development of an evolutionary system in which knowledge turnover is not only very high, but also increasingly out of the control of humans, making it a time in which our lives become more difficult to manage."[3]

The modules in this book (individually available digitally for $9.99 each) are meant to help make the professional lives of archivists and librarians easier to manage by defining terms, explaining common problems, and pointing to case studies, resources, and solutions related to making items in collections accessible online. Many if not most archivists feel the pressure of what Charles L. Venable, the chief executive officer of the Indianapolis Museum of Art, calls "the increasing expectations of visitors and researchers to view more content in an on-demand fashion."[4] Venable was writing in the foreword to *Rights and Reproductions: The Handbook for Cultural Institutions*, another great resource for those grappling with these issues.

In module 4, "Understanding Copyright Law," Heather Briston states that sometimes there is clarity in copyright law and precedent, and sometimes there just is not. Her "module identifies areas where the law is clear and provides guidance through those areas where the legal interpretation may become confusing but where archival principles can help guide our actions" (p. 11). She briefly describes the legislative history, basic principles, and scope of copyright, annotated with exact quotations from the *United*

States Code and with case law citations. She suggests how “copyright analysis when developing a digital access plan” might proceed (p. 19); offers tools, definitions, and discussion of risk management; and recommends actions such as a copyright audit. Her module for “conscientious managers of others’ intellectual property” (p. 56) features not only the further readings and glossary each module affords, but also a case study, a sample disclaimer notice, and a copyright audit template.

Although Briston discusses privacy issues some in module 4, the following module, “Balancing Access and Privacy in Manuscript Collections,” by Menzi L. Behrnd-Klodt, takes the discussion into deeper waters. Starting with the “constitutional and legal origins of privacy” (p. 72) and continuing with cultural considerations and the “core concepts and values” of archivists, Behrnd-Klodt ends with risk assessment and practical approaches to providing access to digital records. She titles her section on legal liability “Facing Our Fears,” which in many ways characterizes the attitude of this book. Along with a case study, her appendices include sample “addenda to deeds of gift—electronic records.”

Behrnd-Klodt is also the author of module 6, “Balancing Access and Privacy in the Records of Organizations,” which looks at the same issues as module 5 but emphasizes the special problems of access to public records, medical records, and the records of private organizations. She elucidates legal records and discovery, including attorney-client privilege, attorney work product privilege, civil litigation, and subpoenas. Her brief conclusion and recommendations suggest putting in place a reasonable and management-reviewed access policy in response to the challenges she has discussed. In addition to further readings, a case study, and a glossary, she includes an annotated list of access policies with URLs.

Aprille C. McKay’s module 7, “Managing Rights and Permissions,” concludes this book with practical information and suggestions about documenting ownership, consent, and related management of donor and case files, and facilitating the reuse of materials in collections. Her extensive sidebars and appendices include sample notices—including a takedown notice, copyright notice, and terms of use statement—and a model deed of gift, as well as forms and policies from some of the best-known libraries, such as the Beineke Library, Yale University, and the New York Public Library.

This is a well-thought-out and presented book with valuable advice, sample forms and notices, and many pointers to more resources on the complicated and intertwined issues of rights, permissions, privacy, and access in an era dominated by the Internet. Its authors are seasoned professionals who write tight prose that does not pull any punches. This work belongs on a shelf with other such resources to help form policy and document choices in the digital era.

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NOTES

1. Peter Hirtle has several useful publications on copyright, including an online table on “Copyright Term and the Public Domain in the United States,” accessed February 20, 2016, copyright.cornell.edu/resources/publicdomain.cfm.
2. Harvard Library Office of Scholarly Communication, “Homepage,” accessed February 20, 2016, copyright.lib.harvard.edu/states.
3. Jill Shepherd, “What Is the Digital Era?, Social and Economic Transformation in the Digital Era,” accessed February 20, 2016, www.igi-global.com/chapter/digital-era/29024.
4. Megan P. Bryant, Cherie C. Chen, Kenneth D. Crews et al., *Rights and Reproductions: The Handbook for Cultural Institutions,* ed. Anne M. Young (Washington, DC: American Alliance of Museums, 2015).

Archiving the Unspeakable: Silence, Memory, and the Photographic Record in Cambodia. By Michelle Caswell. Madison: University of Wisconsin Press, 2014. 246 pp. Bibliography, index, notes. Softcover. $29.95.

Archiving the Unspeakable, a recent addition to the University of Wisconsin's *Critical Human Rights Series,* is a multidimensional exploration of the so-called mug shots taken at the Tuol Sleng prison in Phnom Penh, Cambodia, by the Khmer Rouge's secret police in the late 1970s. Pol Pot's henchmen meticulously documented all orders issued by the Khmer Rouge; kept logbooks detailing interrogations, which relied on torture; transcribed coerced confessions of alleged crimes against the state; and maintained extensive photographic files of prisoners staring into a camera lens during prison registration. Michelle Caswell's provocative study probes the implications of such disturbing photographic records through "the lens of archival studies" (p. 7).

After the fall of the Khmer Rouge in 1979, the Tuol Sleng mug shots that had not been destroyed after evacuation of the prison migrated to various types of repositories, including archives, art museums, and websites. The images have been widely distributed in print and digital formats. Many are displayed at the Tuol Sleng Museum of Genocide, which occupies the buildings formerly used by the prison. Much of the research upon which Caswell based her book was conducted at the Documentation Center of Cambodia (DC Cam); the National Archives of Cambodia; and Bophana Audiovisual Resource Center. She describes her intentions and methodology as follows:

> Through a records-centered approach, I hope to both introduce scholars from other fields to the potential contributions of archival theory [regarding] the on-going discussion about evidence, power, and historical production and challenge archivists to embrace their own power to counter the silences embedded in records, particularly records that document human rights abuse. (p. 7)

The Khmer Rouge murdered nearly all of the people depicted in the mug shots. Only 202 victims survived their imprisonment, and the 5,190 surviving mug shots are the last tangible traces of executed victims. The book describes how friends and relatives of the victims are reminiscing, expressing feelings, recording facts, and constructing narratives around the mug shots, narratives intended to provide a voice for those silenced. Such projects to date have included interviews by documentary filmmakers and scholars; legal testimonies; published articles; and missing person notices. Survivors of the prison have also used the mug shots as a mnemonic device for their own memoirs. The pictures serve as touchstones for stimulating memory, bearing witness to abuse, and galvanizing resolve to resist future tyranny and injustice. Newly collected stories about the Khmer Rouge and its victims have become integral components of the archival record, supplementing and enriching other layers of documentation, "inscribing and creating memory by providing a space where the voices of survivors can be heard, the names and photos of victims can be recorded [and] Cambodians can be educated" (p. 99).

The notion that the stifled voices of the oppressed can be restored or reconstructed by others, however well intentioned, begs further scrutiny. We may infer uncertainty,

bravery, fear, or stalwart resolve in the photographed faces of victims forced to pose before being tortured and killed; our own values, expectations, and agendas inevitably mediate what we discern. Attempts to restore lost voices are ultimately suspect, a reality acknowledged by the journalist who wrote that a "truth about all photographic portraits, including the Cambodian pictures, is that they are mute. We can never be sure what their expression means."[1] Caswell's rejoinder to such objections is that even if the Tuol Sleng mug shots are silent, they compel "surviving family members . . . to speak . . . , breaking the silence of the images with the voices of those left behind to witness" (p. 132).

The book's perspectives are in large part inspired by the writings of historian Michel-Rolph Trouillet, in whose view: "Archives assemble. Their assembly work is not limited to a more or less passive act of collecting. Rather, it is an active act of production that prepares facts for historical intelligibility. . . . [Archives] are the institutionalized sites of mediation between the sociohistorical process and the narrative about that process."[2] Trouillet's point is well taken, but many archivists, going further, would eliminate his distinction between archivists as record assemblers and archival users as narrative creators on the grounds that archival functions by their nature involve the construction of narratives.[3] Such narratives are embedded (sometimes subtly, sometimes not) in tasks such as accessioning, culling, arranging, and constructing finding aids and metadata.

The social practices linking photography, archives, and museums have come to the attention of anthropologists in recent decades. Ethnographic studies have located the meaning of photographs not only in their content but also in patterns of ownership, reproduction, consumption, distribution, and accessioning in a museum or archival repository. Archivists and the users of archives need to consider the social expectations brought to photographs; the circumstances of how they were produced and acquired by a museum or archives; and how description, arrangement, and labeling may have affected their interpretation and use.[4] Gaps in communication or understanding separating the perceptions of archivists and researchers, sufficiently prevalent to merit the nickname the "archival divide," could be lessened by collaboration among archivists, curators, and researchers. The parameters of traditional archival activities such as appraisal and description could well be expanded. All parties involved in the administration and use of historical materials could, for example, join forces to produce "interactive finding aids based on specific historical interests."[5]

Ideas about what constitutes (or should constitute) archives and how the activities of archivists and users interact (or should interact) have often piqued the interest of theorists in the archival community as well as historians and other scholars. The "records continuum model" in archival studies considers archives not as immutable reservoirs of facts but rather as shifting processes of context and recontextualization whereby activities and interactions transform documents into records that can be used for a variety of purposes over time.[6] In this sense, records are dynamic objects whose functions change as personal memories and accrued evidence are shared—a record's meaning mutates and flows beyond the boundaries of particular times, places, and contexts. Caswell effectively applies this model to the myriad uses and shifting meanings of the Tuol Sleng mug shots and the interviews, memoirs, and testimonies engendered or encouraged by them.

One interesting sidelight in the book relates to political philosopher Hannah Arendt's controversial suggestion that obsessive documentation by totalitarian regimes facilitates mass murder by insulating decision makers from the hideous consequences of their decisions.[7] In a similar vein, Caswell argues that although the immediately apparent function of the Khmer Rouge's complicated records "was to document prisoners [and] administer specific acts of violence, the purpose . . . was to transform arrestees into criminal subjects [and] further alienate bureaucrats from knowledge of and responsibility for mass murder" (p. 57). In ways "unimaginable to those who created the original sources and subversive of their aims" (p. 12), Tuol Sleng photography is now being used as a magnet for bringing together dispersed information about crimes and as a catalyst for narratives that hold perpetrators accountable while memorializing victims.

Caswell's main point addresses the ethics of looking at images of people forced to pose for pictures under extreme duress. What are our ethical obligations to the victims of suffering and injustice? Caswell urges that scholars, archivists, and other concerned parties have an "ethical imperative" (p. 163) to confront the images of violent coercion in appropriate contexts. How we see injustice and react to inhumanity inevitably affects our sense of ourselves and our place in the world. *Archiving the Unspeakable* argues that archivists have a responsibility to "activate" (p. 165) troubling records like the Tuol Sleng photographs to ensure that records of past abuses are preserved and made available responsibly and sensitively. Archival work, as the book convincingly argues, "is central to the ethical viewing of these images" (p. 163). Depictions of suffering and injustice are not easy to look at and even harder to contemplate. But doing so facilitates the individual and collective memory of past wrongs and stands as a signpost for the informed guidance of future generations.

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NOTES

1. Michael Kimmelman, "Hypnotized by Mug Shots that Stare Back: Are They Windows or Mirrors?," *New York Times,* August 27, 1997, C9.
2. Michel-Rolph Trouillet, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 52.
3. Wendy Duff and Verne Harris, "Stories and Names: Archival Description as Narrating Records and Constructing Meanings," *Archival Science* 2 (2002): 276.
4. Of particular interest are two self-reflexive investigations of museum history and practice: Elizabeth Edwards, *Raw Histories: Photographs, Anthropology, and Museums* (London and New York: Bloomsbury, 2001); and *Photographs, Museums, Collections: Between Art and Information,* ed. Elizabeth Edwards and Christopher Morton (London and New York: Bloomsbury, 2015).
5. See Francis X. Blouin and William Rosenberg, *Processing the Past: Contesting Authority in History and the Archives* (New York: Oxford University Press, 2011). Blouin is an archivist and Rosenberg is a historian.

6. Sue McKemmish, “Placing Records Continuum Theory and Practice,” *Archival Science* 1 (2001): 336.
7. See Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin, 2006). Her controversial “reports” from the Eichmann trial were originally published in a five-part series in the New Yorker in 1963. Layers of bureaucracy and attempts at obfuscation do not, of course, exonerate anyone involved in torture, mass murder, or other crimes against humanity.

***Archives Alive: Expanding Engagement with Public Library Archives and Special Collections*.** By Diantha Dow Schull. Chicago: American Library Association, 2015. 307 pp. Index. Softcover. $79.00.

Archives Alive: Expanding Engagement with Public Library Archives and Special Collections by Diantha Dow Schull was created to provide outreach ideas to a smaller community of archivists—those who work within public libraries—but the ideas can potentially work at many other types of archives. A product of research and interviews, this handbook is meant not to document every outreach initiative across archives, but rather to be representative. An archivist can quickly find not only different ideas for outreach, but also potential contacts for further information about projects. The companion website[1] provides a detailed listing of the projects in each chapter, as well as excerpts and project examples for review.

The book is divided into 10 chapters: "Art and Archives," "Community Archives," "Educational Initiatives," "Emerging Institutional Models," "Exhibitions and Related Programs," "Interactive Archives," "Lectures, Conferences, and Broadcast Programs," "National and International Programs," "Oral History and Community Documentation Projects," and "Tours, Commemorations, and Special Events." Of these, the chapter on "Emerging Institutional Models" features new trends and different ideas that archivists across the board could use. Each case study highlighted in the book explains the project, discusses important insights that the staff learned, and ends with the challenges and future plans for the projects. Each project description comprises only a few pages, allowing easy browsing and identification of outreach ideas that might be of use to the reader. Many of these programs have no current "best practices" or guidelines. However, they are evaluated on a regular basis to see how they might be improved. In some cases, the project took place a few years ago, so the staff could be contacted to find out how it evolved or what (if anything) had changed.

The author, a current consultant for museums and libraries, is no stranger to this arena. Schull has been president of Libraries for the Future (LFF), executive director of the French-American Foundation, director of exhibitions and education at the New York Public Library, director of interpretive programs at the Library of Congress, and assistant director of the Museum Aid Program of the New York State Council on the Arts. She has also written other books about the changing roles of cultural institutions. In this work, the author notes that the changing perceptions of libraries from static repositories to dynamic networking institutions are driving some of the expectations of access and collection management. In some cases, special collection departments are moving away from the typical or expected exhibit to more interactive and imaginative models of outreach, although exhibits and lecture series continue to be popular with the community.

In her introduction, Schull lists four goals of the book: 1) to stimulate librarians, archivists, and key stakeholders at all levels to re-envision and revitalize special collections programming in the public library setting; 2) to bring together a range of programs that represent changing practices at a certain point in time; 3) to raise the visibility of the professionals managing special collections departments and/or carrying out the projects

profiled in the book; and 4) to foster professional exchange around public library archival and special collections programming.

Interestingly, the engagement opportunities highlighted in this book can be used not only to raise the visibility of the archives or special collections, but also as ways to increase the content of collections. As the community learns more about what types of collections a local public library (or other institution) has in the archives, offers of materials may come in as well. Donors then become new stakeholders in the local institution and will encourage further donations through word of mouth.

Another wonderful concept in many of these programs is targeting different or nontraditional audiences to bring in members of the community who might not have thought about coming in before. The wider the user base of the archives, the better the awareness will be of this local resource. This is especially true of those communities with changing demographics, because the newer residents would not have a natural connection to the past of the area. The programs also range in target age from children up to adult learners, so archives staff looking for ideas will have a wide variety of ideas to choose from here.

In the past, there may have been some resistance to change "how things are done," as there is in most professions. However, that is now in direct contrast to past SAA president Kathleen Roe's challenges to "live dangerously" by demonstrating the importance of archives through both traditional and nontraditional means.[2] In 2015, the SAA annual meeting theme was "Archives Change Lives," highlighting a brand new promotional video on the value of archives, which helps explain what we do in very accessible terms.[3] Taking the energy of the challenges and the video, archivists will be able to further these initiatives by using the project ideas within this book.

One recurring issue, though, is the lack of support for new and expanded programming—this especially hits smaller repositories and lone arrangers, who must try to institute these new ideas while still maintaining the regular workload of a typical archives. However, raising the profile of the institution, whether a public library's special collections or a small historical society, might help by providing stakeholders with concrete examples of how the archives or special collection helps to support the core mission of the parent institution. More stakeholders can equal more support, not just in monetary terms, but by those who recognize the value of the institution.

It should be noted that the book does not include those special collections that are primarily genealogical, which would be too numerous for this one volume. The author originally identified 175 projects, and, using criteria detailed in the introduction as well as interviewing 77 library directors, archivists, special collections librarians, and communication specialists, she narrowed the projects down to 117. Some of the criteria looked at the effectiveness of the programming, if it was distinctive, and if it was replicable in other libraries. This book is meant not to be comprehensive, but to show examples of practical ideas and current trends in outreach.

This book saves the reader countless online or literature searches for ideas for outreach and illustrates that we are all trying to do the same thing: engage our communities

while increasing the use of our collections and, in some cases, augmenting those collections. If no one is using the materials, collections become dead: collecting for collecting's sake. Most archivists are genuinely pleased when researchers not only use their collections, but also get excited about contents or make a wonderful discovery. This enthusiasm is infectious and re-energizes archivists in their work. While geared toward archivists in public library settings, the ideas can certainly work in other types of archives, so the book is well worth the time to read and to have on hand for reference.

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NOTES

1. Archives Alive, accessed April 30, 2016, archivesalive.net.
2. Society of American Archivists, "A Year of Living Dangerously for Archives," accessed February 20, 2016, www2.archivists.org/living-dangerously.
3. Society of American Archivists, "Archives Change Lives," August 26, 2015, 2:56, accessed February 20, 2016, www.youtube.com/watch?v=HXI5G9ptXxo.

Educational Programs: Innovative Practices for Archives and Special Collections. Edited by Kate Theimer. Lanham, MD: Rowman and Littlefield, 2015. 195 pp. $55.00.

Educational Programs: Innovative Practices for Archives and Special Collections, edited by Kate Theimer, brings together a collection of 13 case studies that explore the challenges of using archival and special collections materials to teach kindergarten through high school–aged students (probably the most challenging of all age groups to target), undergraduate and graduate-level students, and educators. Included in these explorations are the challenges of soliciting support from teachers and faculty, with examples of the sometimes creative approaches used to garner that support.

In her introduction, Kate Theimer explains that each of these studies was chosen specifically for its ability to showcase a range of audience types and strategies, and because it " . . . demonstrate[s] ideas that could be transferred into many other settings" (p. vii). Volume 6 in the series *Innovative Practices for Archives and Special Collections,* this book provides ideas and inspiration to teachers and faculty wishing to incorporate the use of primary sources into their curricula and aids archivists in exposing new audiences to their collections and expanding their outreach services.

The institutions represented in the case studies range from small to large; the projects created targeted students and educators, and involved collaboration and pedagogy. Depending on one's interest and needs, there are plenty of options to choose from for inspiration. Examples range from class-curating exhibits in academic special collections departments to engaging primary school students with the personal papers of Alfred Wainwright, and from conducting workshops for educators and faculty to embedding archival materials into digital history projects. Practitioners are bound to find something valuable to emulate among these varied cases.

In addition to collaboration and pedagogy, the case studies are structured to include sections entitled "Planning," "Implementation," "Results," "Lessons Learned," and "Conclusions." In some of the studies, the period between planning and implementation was rather short, but the authors seem flexible with making changes along the way, or upon reflection, at least beginning to plan for changes in future iterations. This reflects an attitude of jumping right in, experimenting, and figuring out what works and what does not, which in itself presents a level of excitement. Some of the case studies followed programs spanning two or more years, which offers the reader a more comprehensive look at lessons learned and changes implemented to improve the programs. Either way, each case study can be considered for its approach and adjusted to suit the needs of the reader's institution.

Regarding the "results" of each of the case studies, the theme seems to be a lack thereof. Unfortunately, most results reported are anecdotal. Perhaps this could be a "lesson learned" and an incentive to provide participants in future iterations with solicited evaluations to better serve staff and participants. Not until the final case study, Robin M. Katz's "Documenting and Sharing Instruction Practices: The Story of TeachArchives .org" do we begin to see what the possibilities are for reporting results. Using Google Analytics, TeachArchives.org is able to generate real numbers that support the

effectiveness of the program. In all fairness, however, an obvious difference exists between obtaining numbers from a website that offers resources for teaching with primary sources and developing one's own program with limited prep time and resources, and then following up with attempts at feedback from participants and faculty. Then again, establishing a formalized evaluation is something for all to work toward.

Educational Programs is a must-have for any archivist, special collections librarian, educator, museum professional, or anyone else who works with primary resources and is striving to provide greater exposure to their collections or enhance their teaching, programming, or curricula. Examining the case studies individually, readers could easily find at least one intriguing or inspiring program to use with their own collections. The "lessons learned" in each of the studies are quite informative and beneficial, and they may keep others from encountering similar pitfalls. As a whole, Theimer has done an excellent job at compiling exciting and encouraging examples, ensuring that all readers will be stimulated to try something new.

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