LIB 3010
Prof. Webster
Class 6

Group Activity 1

Let's imagine, for this example, that you work in the Baruch university archives. Let's say that one of your priorities is documenting student life here at Baruch, and you acquire a CD Rom from the performing arts department. In your group, you have you pick which files you think warrant accessioning. The key principle is: anything you select, is yours to manage forever. This means ensuring access and preservation.

In making your selections, think about:

- File Size
- File Format
- Compression
- Finished versions versus works in progress
- Copyright
- Ownership

Contents of the CD:

1. Word documents of programs for a campus performance of the musical CATS from 2003

2. PDFs of posters from those performances

3. InDesign files for the layout of the posters

4. 200 digital photographs of the events, taken by a university photographer (JPEG format)

5. A video recording of the performance, unedited and uncompressed (MPEG format)

6. A video recording of the performance, edited slightly and compressed, with title cards (MPEG format)

7. MP3s of songs from the musical's Original Broadway Recording album, purchased from ITunes

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<u>Group Activity 2</u>

Refer to our reading of Chapter 7, "Contested Archives, Contested Sources," of *Processing the Past: Contesting Authority in History and the Archives* by Francis X. Blouin, Jr. and William G. Rosenberg.

Whose voices might be left out of these collections? What do these collections tell us about the creator/donor, and about the subject?

- Records kept by a British colonial authority documenting marriages in a town in India during the colonial era
- Records documenting a Black Lives Matter protest kept by activists at the protest
- Records documenting a Black Lives Matter protest kept by police called to the scene at the protest
- A museum exhibit about the Enola Gay, the plane that dropped the atomic bombs on Hiroshima and Nagasaki in World War II, held at the Smithsonian in 1993
- An argument in written correspondence between President John Adams and his wife Abigail Adams

Group Activity 3

Refer to our reading of "The Whole Haystack" by Mattathias Schwartz, from the January 26, 2015 Issue of *The New Yorker*.

What would we need to do to find relevant information in "The Whole Haystack"?

Imagine a collection of trillions of emails and metadata records about phone calls. Imagine this information is collected via a wide range of companies, and that you can only keep it for five years, per the law.

What would you need to do to design a system to investigate a specific person or network?

Consider:

- What kinds of metadata are most relevant?
- How do search algorithms work?
- How should material be arranged and described?
- Context, provenance, and original order! How can you maintain it?