

Institutional Overview Worksheet

1. Describe the institution conducting the survey. Provide name, date established, major activities, and pertinent information about the institution's history and the history of the collection(s) being surveyed.
2. What is the institution's mission? Include a copy of the mission statement in the survey notebook.
3. What is the total size of the institution's staff? (FTE = full-time equivalent)

 _____ FTE professionals
 _____ FTE support staff
 _____ student assistants, representing _____ FTE
 _____ volunteers, representing _____ FTE
4. Which staff members work with the collection(s) being surveyed, and what are their duties? If staffing for the collection(s) is part-time, what portion of the staff member(s)' time is spent on the collection(s) being surveyed?
5. What is the institution's overall budget for all of its activities?
6. Does the institution have a long-range strategic plan? Is collections preservation addressed in this plan? Describe the long-range plan and indicate what topics it covers. Copy relevant sections to include in the survey notebook.
7. Does the institution have plans for expansion or renovation in the foreseeable future?

Collections Worksheet

1. Describe the collection(s) being surveyed. For each category of material, estimate and use the unit of measurement that is most convenient (exact counts are not necessary).

| <u>Type of material</u> | <u>Quantity</u> | <u>Unit of measurement</u> (circle one, or specify) |
|-------------------------|-----------------|--|
| Books (general) | | Titles / Volumes |
| Rare books | | Titles / volumes |
| Archives | | Items / linear feet |
| Manuscripts | | Items / linear feet |
| Scrapbooks | | Volumes / linear feet |
| Serials | | Volumes / titles / subscriptions |
| Newspapers | | Volumes / titles / subscriptions |
| Microfilm/microfiche | | Reels / fiche / titles |
| Photographic prints | | Items / linear feet |
| Photographic negatives | | Items / linear feet |
| Slides | | Items / linear feet |
| Audio recordings | | Items / linear feet |
| Video recordings | | Items / linear feet |
| Film | | Reels / linear feet |
| Maps | | Items |
| Posters | | Items |
| Art on paper | | Items |
| Other | | Items / linear feet |

2. What does the institution consider the most important areas of these collections? In making this determination, priority may be given to those most heavily used for current activities; those that have long-term research value; and/or those that are rare, unique, or valuable.

3. Does the institution have a written collecting policy? If the institution holds different types of collections (e.g., a historical collection within a public library, a library/archives collection within a museum), is there a separate written mission statement and collecting policy for the collection being surveyed? Copy any existing policies to include in the survey notebook.

4. Have the collection(s) been evaluated to determine that everything in the collection(s) is of long-term value to the institution? If there is a collecting policy, do all the items within the collection meet the criteria set out in this policy? Are there any materials that may be candidates for deaccessioning? What are they?
5. At what rate are the collection(s) expected to grow? (e.g., how much new material would be acquired each year?)
6. Are these collections cataloged according to accepted library and archival practices, as appropriate? Describe the steps patrons and/or staff would take to locate materials of interest within the collection (e.g., are indexes, card catalogs, or finding aids available? Or is access dependent on the knowledge of staff members?).
7. How frequently are the collections used by staff members and by the public? Determine the average number (e.g., per month or year) and type (e.g., staff, historians, genealogists, students) of people who use the collections.
8. What is the institution's relationship with other local collecting institutions? For example, are there cooperative programs or collecting policies?

B. *Preservation Management*

Preservation management is the process of systematizing preservation efforts so that preservation needs are addressed as part of the institution's daily activities. Individual preservation activities can be (and often are) undertaken in the absence of a systematic institutional preservation program. However, this approach can result in one or two preservation activities (such as housing collections in archival enclosures, or preservation microfilming) being well developed, while others (such as monitoring and improvement of environmental conditions) are neglected. Even in the smallest institutions, a preservation program needs administrative coordination in order to be effective. In order to accomplish this, the institution's senior management (e.g., director, board of trustees) and key staff members must support the preservation program.

The general guidelines for staffing, funding, and preservation policies that follow provide basic background for using the worksheets. This section collects information about the institution's methods for managing preservation (e.g., preservation priorities, staff time and money invested in preservation, preservation activities, level of staff knowledge about preservation).

1. Staffing and Funding

There are a number of models for staffing a successful preservation program. Some large institutions have a dedicated preservation administrator and/or preservation department, but in small institutions (and even many medium-sized institutions) this is not realistic. In these institutions, preservation management will need to be a part-time responsibility for one or more staff members.

It is often best for one person on staff to be assigned responsibility for being knowledgeable about preservation issues, and for making (or overseeing the making of) preservation decisions. Even though a number of staff members may carry out preservation activities as part of their regular duties, it is important to have one person responsible for coordinating these activities. However, in some institutions, a committee may be more effective in managing preservation activities. In this case, each member of the committee would oversee a specific area of preservation activity (e.g., disaster planning, environmental control, housekeeping).

An adequate level of staffing is crucial to the maintenance and preservation of historical collections. It is useless to assign preservation responsibilities if staff members do not have time to carry them out. It is important for the institution to make a commitment to providing staff time for preservation. Job descriptions should include preservation activities, and staff members should have time to carry them out.

Preservation education and training of staff and others is also necessary. Facilitating preservation education for the institution's administrator(s) and/or trustees can be very helpful in encouraging institutional commitment. Certainly all staff members with preservation responsibilities must be trained in proper preservation techniques. The staff member or committee in charge of preservation should coordinate this training.

TIPS FOR TAKING ACTION

- Identify two potential sources of grant funding for preservation projects
- Propose a presentation on preserving historical collections for the next board of trustees meeting
- Arrange to attend a workshop on a preservation topic of interest

Finally, it is essential for the institution to provide funds for preservation. Money may be needed for supplies, training, and equipment. Effective preservation requires a dependable budget with active administrative coordination, even if the budget is not large at the beginning. The various national, regional, and statewide grant opportunities for individual preservation projects (see the *Resources* section) should be used to supplement, but not to replace, institutional funding.

2. Preservation Policy

A preservation policy provides written guidelines for carrying out preservation activities as part of the everyday collections care activities of the institution. Such a policy is best developed over time as preservation activities are systematized. Policies and procedures for the following preventive preservation activities should eventually be included: maintaining security, controlling patron use of materials, processing new collections using non-damaging techniques, loaning collections to other institutions, exhibiting collections according to preservation guidelines, conducting a preservation-quality library binding program, microfilming collections according to preservation standards, monitoring the environment, storing collections according to preservation guidelines, and maintaining records of conservation treatment. In general, clear and well-considered policies that are universally enforced will make preventive preservation measures routine and lengthen the useful life of collections.

Preservation Management Worksheet

1. What does the institution consider its most serious preservation problems? What are the institution's goals for the preservation survey?
2. What steps have been taken to prolong the life of the collections? Include efforts such as upgrading supplies and storage materials, improving environmental conditions, conservation treatment, or microfilming.
3. Does the institution have long-range goals for preservation of its collections? What are they? Is there a written preservation plan? If yes, describe it and indicate what topics it covers. Include a copy in the survey notebook.
4. Are the institution's senior administrators and trustees aware of preservation needs and committed to the protection of the collections?
5. Is there a program of preservation education for trustees, administrators, staff, and/or the public? What does it include?
6. Does the institution have a budget line item devoted to preservation of the collection(s) being surveyed? If not, are some funds devoted to preservation purposes?
 - a. In either case, how and for what purposes are these funds allocated? Indicate the approximate level of annual expenditures for specific activities (e.g., microfilming, archival supplies).
 - b. What is the source of these funds (e.g., regular budget line, grants, gifts)?

7. How does the institution administer preservation activities? Does one staff member have formal responsibility for preservation activities? Is there a preservation committee? To whom does the staff member or committee report?
 - a. What preservation activities does the staff member or committee responsible for preservation routinely carry out or supervise (e.g., environmental monitoring, preservation microfilming, rehousing of collections into archival enclosures, disaster planning)? If a committee is used, what preservation responsibilities does each committee member hold?
 - b. What is the level of preservation knowledge of those responsible for supervising preservation activities? Are they knowledgeable about common forms of damage to library and archival materials, their causes, and potential solutions? Are they aware of (or involved in) preservation activity on the local, state, regional, or national level? What opportunities exist for them to maintain and expand their current knowledge of preservation?
8. Are staffing and staff training adequate to carry out basic preservation activities and other needed activities for the collections?
9. Are procedures established to examine the condition of materials in the collections on a regular basis?
10. Are the following issues considered when making decisions about new acquisitions and/or repair, replacement, or conservation treatment:
 - a. the relationship of the item to the entire collection?
 - b. the research, historical, or artifactual importance of the item?
 - c. the projected frequency of use?
 - d. the length of time the item needs to be retained in the collection?
 - e. the permanence or durability of the media?

General Building Worksheet

1. In what year was the building constructed? _____ Is the building a historic structure?
2. Have additions or renovations been made to the building? ____ If yes, describe them and indicate when they were made.
3. Are renovations planned for the building in the future? ____ If yes, have preservation concerns been addressed with the architect and engineers?
4. What are the predominant materials used in the construction of the building (e.g. wood frame, masonry, steel and poured concrete)?
5. What is the general condition of the building? Has it been well maintained?
 - a. Is there a regular schedule of inspections and maintenance of the building (e.g., roof, drains, plumbing)? _____ If yes, who performs inspections and maintenance, and how often? Is there a written schedule for these activities? If yes, attach a copy. Is an ongoing log of building problems kept?
 - b. Is there a history of problems with the building (e.g., roof leaks, pipe leaks, flooding, blown fuses, mold growth)? _____ If yes, use a separate sheet to describe in detail.
6. What is the condition of the roof and drains?
 - a. Is the roof flat or pitched? If it is flat, does water accumulate on the roof?
 - b. What is the roof covering? Are there any signs of damage (e.g. cracking, buckling, deteriorated flashings)? How old is the roof? (Most modern roofing materials have an anticipated life-span of no more than 20 years.)
 - c. How does the roof drain? Are gutters and drains well attached, in good condition, and functioning? Are they cleaned routinely?
 - d. Are there skylights? If so, are seals or caulking deteriorated?
7. What is the structure and condition of the exterior of the building?
 - a. Are exterior surfaces and finishes intact (e.g., are shingles missing, is paint blistered or peeling, has mortar deteriorated, are there accretions on masonry that point to water or condensation problems)?

- b. Are there cracks in the foundation or other signs of deterioration?
 - c. How is the foundation sealed? Do the drains channel water away from the building? Does water accumulate at the foundation?
8. What is the condition of the interior of the building?
- a. What are the age and condition of the plumbing system?
 - b. What are the age and condition of the electrical system?
 - c. Does the building have an attic or basement? Are collections stored in these spaces? Are these spaces clean, or cluttered and dirty? Is the basement wet or dry?
 - d. Is there evidence of water leaks inside the building (e.g., around windows, on interior walls, or on ceilings)?
 - e. Is there any history or evidence of rodents, insects, or mold in the building?
 - f. Have there been any problems with condensation within the building?
9. Does anyone else occupy the building in addition to the repository being surveyed? ____ If yes, what other activities take place in the building and could they pose a hazard to collections?
10. Provide a general description of the building's layout (e.g., number of floors, number and type of rooms on each floor). *[It will be helpful to acquire or draw a plan of the building].*
11. Indicate on the plan all areas where collections are stored within the building. Also indicate the locations of water pipes, bathrooms, climate control equipment, and any other sources of water in relation to collections storage.
12. Is there a shortage of collections storage space in the building? ____ If yes, what has been done to address this problem?

Building Environment Worksheet

Temperature and Relative Humidity

1. What machinery controls temperature and relative humidity? Describe its age and type.
 - a. If the building is air conditioned, does the system also provide humidification and dehumidification? Does the equipment work?
 - b. Does the climate control equipment operate 24 hours a day, 365 days a year in the areas where historical collections are stored?
2. What temperature and relative humidity is the climate control system designed to maintain? Does it do so?
3. What is the average actual temperature and humidity inside the building? Estimate if necessary and indicate prevailing conditions in the summer, winter, and during transition periods in spring and fall.
4. Is the environment in collections storage areas monitored on a regular basis? What equipment is used? Is the equipment regularly calibrated?

Pollution

1. Is there a mechanism for air circulation throughout the building? Are vents blocked by furniture or collections? Does air circulation seem to function effectively?
2. Where is the intake for building air replacement located? Does it take in vehicle exhausts, building exhausts, and so forth?
3. Is the air circulation system equipped with filters? To what level of protection? Do they filter particulate material, or particulates and gases?
5. Are all filters changed regularly? How often? By whom?
6. Is smoking prohibited in the building?

Light

1. What are the sources of natural light in collections areas?
2. Is sunlight entering the building controlled to minimize intensity and remove ultraviolet radiation?
3. Are shades, curtains, or blinds shut when sunlight is direct? When the room is not in use? When the building is closed?
4. What type of artificial lighting is used? If fluorescent lights are used, are they shielded to filter ultraviolet radiation?
5. Are lights turned off when collection storage areas are unoccupied?
6. How much light exposure do collections receive (e.g., are they mostly housed in boxes, how frequently are they used, are they exhibited)? How bright is the light? Has exposure been measured using a light meter or a UV meter?

Pests

1. Is there any history of insects, rodents, or other pests in the building? Is extermination done routinely? What is used? Is it effective? Is it necessary? Is the institution knowledgeable about integrated pest management strategies?
2. Are food and drink prohibited in collections areas?
3. If food is consumed in the building (by staff in offices or a staff room, or during special events), is a closed container provided for food waste, and is the staff instructed to use it?
4. Is garbage removed from the building daily? Immediately following events that include food?
5. Is there a well-planned and supervised housekeeping program? What does it include? Who does the work? Who supervises it and maintains quality?

External Threats and Water Protection Worksheet

External Threats

1. What is the history of natural (e.g., flood, hurricane, fires, earthquake) or man-made (e.g. water main failures, gas leaks, bomb threats) emergencies in the vicinity of the institution?
2. Have external events damaged historical collections in the past? How long ago? What was the extent of the damage?
3. What external threats would most likely cause damage in the future?

Water Hazards

1. Have the collections undergone significant damage from water (e.g., flooding, water leaks, mold) within the last five years?
2. Where are bathrooms, sinks, kitchens, and other plumbing, and where are collections in relation to them?
3. Are there any sources of water within the climate control system (e.g., air conditioners, circulating water)? Where are these in relation to collections?
4. How old is climate-control equipment and plumbing? Is it well maintained? Are pipes inspected for signs of corrosion, failed seals, or other damage? Is there any history of leaks?
5. If collections must be stored where they are vulnerable to water damage, is there a water alarm system in place that is monitored 24 hours a day?
6. Are all collections stored at least 4 inches above floor level in all areas?

Fire Protection Worksheet

1. Have the collections undergone significant damage from fire within the last five years? If yes, please describe.
2. What types of fire detection devices are installed (e.g., smoke sensors, heat sensors)?
 - a. Is the detection system connected to a 24-hour monitor?
 - b. What and where is that station or agency? What would the speed of response to an alarm be?
 - c. Is the detection system regularly maintained and tested? By whom?
3. Is there an automatic fire suppression system? What is the equipment (e.g., Halon, sprinklers, other)? Is the suppression system regularly inspected and tested? By whom?
4. If there are sprinklers, are they wet pipe, dry pipe, or pre-action?
 - a. What is the activation temperature for the sprinkler heads?
 - b. Do the heads discharge individually?
 - c. Is there a sensor to automatically stop the water flow when the fire is extinguished?
 - d. How would an accidental discharge be detected and controlled?
5. Are portable fire extinguishers available? Where? What type? Are they inspected yearly? Has staff been trained to use them?
6. Is there an evacuation plan for the building? Are fire drills held? How frequently?
7. Has there been a fire safety inspection of the building by the Fire Department or Fire Marshal within the past year?
8. If there is a book drop that opens into the building, how is it secured against vandalism or arson? Is there a smoke/heat detector directly above the opening? Could the book drop be eliminated?

Disaster Planning Worksheet

1. Does the institution have a written disaster plan? _____ If yes, when was it first prepared? _____
 - a. Who is responsible for implementing and updating the plan?
 - b. Has it been updated within the last year?
2. Have any staff members been trained in disaster planning and/or disaster recovery? How many? What is their position?
3. Are basic supplies for emergency response on hand and reserved only for emergencies (see list provided in text)? Where are they stored?
4. Is updated contact information available for potential service providers (e.g., local freezer storage space for wet collections, vacuum freeze drying vendors, building dry out vendors)?
5. Are duplicate collection records stored off-site?
6. Has staff identified salvage priorities for the collections in the event of a disaster? Does the fire department know these priorities?
7. Have staff responsibilities for disaster response been assigned, and does everyone know his or her role? Do staff members have a basic familiarity with methods for salvaging wet collections? Are periodic training sessions held?
8. Are collections insured against disaster damage? What risks are covered? What costs would the insurance cover (e.g., labor, vacuum freeze drying, conservation, freezer space)?
 - a. Are collection records current and detailed enough to satisfy the insurer? What procedures does the insurer require in the event of a disaster?
 - b. Is special insurance coverage needed for valuable portions of the collection?

Security and Access Worksheet

1. Does the building have an automated intrusion alarm system? What types of alarms are provided (e.g., motion detectors)? Is the system monitored 24-hours a day? By whom?
2. Does the building have window locks, alarmed doors, or security guards?
3. How are use and distribution of keys controlled? Who has keys to the building? Is there a mechanism for distributing and collecting keys for new or terminating employees?
4. Where are the historical collections located within the building? Who has a key to this area? Who can access this area during working hours (e.g., all staff, some staff, the general public)?
5. Describe the current procedures for access to and use of the historical collections:
 - a. Are researchers asked for positive identification? Are they required to fill out a registration form? Are researchers required to fill out call slips to document which collections they use? Are all forms retained by the institution?
 - b. Are materials of special value counted out for researchers, returned, and checked by staff before additional materials are issued?
 - c. Are all researchers in view of a staff member at all times? Are tables and desks positioned to provide optimum supervision by staff? Are researchers ever left unsupervised when they are using valuable materials?
6. Has a staff member been assigned responsibility for security management?
7. Are there written rules for use of the historical collections, and are these distributed to researchers?
8. Is there a written closing procedure for the building? Who is responsible for checking the building each evening?

Worksheet For Individual Storage/Exhibition Areas

(Use one sheet for each space to be surveyed)

Name of Room: _____ Approximate size of room: _____

Location in Building: _____

What historical materials are stored in the room?

What types of storage furniture are in the room? Is there a shortage of storage space?

Temperature and Relative Humidity

1. What climate control equipment serves the space? Is there heating? Cooling? Humidity control?
2. What are the current temperature and relative humidity (on the day of the survey)?
3. What are the normal temperature and relative humidity in the space? Are there fluctuations during the year?
4. Are temperature and humidity monitored in the space? How?

Pollution

1. How are pollutants controlled in the space? Is there a coating of dust in the collections storage areas that might indicate inadequate filtration? Are page edges significantly more discolored or brittle than their centers? This also suggests a high level of pollutants.

Housekeeping/Pests/Mold

1. Is the space clean or dirty? Is it cluttered? What is the housekeeping schedule for the space?
2. Are there any indications of pest infestation (e.g., droppings, insect bodies, shredded paper, stains or damage in bindings or paper)? Is there a history of pest infestation in the space?
3. Is there evidence of current or past mold on collections? Is there a history of mold in the space? Have the leaks or climate conditions responsible been corrected?

Light

1. What artificial lighting is used in the space? If fluorescent, is UV light filtered? What are the light levels?
2. What are the number, type, and size of windows in the space? What direction do they face? Do they have shades or drapes? Are these used, and if so, when? Are the windows filtered to remove UV light and reduce the intensity of visible light?
3. Is there evidence of light damage to collections (e.g., faded media, yellowed paper, faded bindings or spines)?

Water Hazards

1. Are there water-bearing pipes in the room? Where are they in relation to collections?
2. Is there any evidence of current leaks on the walls or ceiling? Is there evidence of previous water damage (e.g., stains, efflorescence, plaster damage, mold), especially in basement and attic areas?
3. If there are known water hazards in this space, is an alarm system in place?
4. Are all collections in this space at least 4" above floor level?

Fire Hazards

1. What electrical equipment is in use in the space? Is the wiring adequate? Is there any history of blown fuses or electrical failure in this space?
2. Is the space equipped with smoke and/or heat detectors? A portable fire extinguisher? Automatic fire suppression?

Security

1. Is the space accessible to the public, or to staff only?
2. Is the space kept locked? ____ Is there a security system? ____ If so, who has a key and/or an access code? Does everyone who has access to the space actually need it?
3. If researchers are allowed in the space, are they observed at all times?

General Storage Worksheet

1. Who on staff is responsible for choosing shelving units and storage materials?
2. What kinds of storage furniture (e.g., map files, compact shelving, free-standing shelves, file cabinets, microfilm cabinets) are in use?
3. Is sufficient furniture available for orderly, uncrowded storage of all collections?
4. Are shelves or cabinets large enough to support objects completely?
5. Is there good air circulation around collections?
6. Are wooden shelving units or cabinets used for storage of historical collections? Where and for what materials?
 - a. What type of wood is used? Are any composite materials used, such as particleboard or plywood?
 - b. Have these storage units been sealed? With what?
 - c. Is there any barrier (e.g., archival box, phase box, metallic laminate, glass, Plexiglas) between collections and wood?
7. In general, what types of enclosures are used for collections?
 - a. Are plastic enclosures made from stable plastics?
 - b. Are paper enclosures lignin-free and buffered?
 - c. Do photograph enclosures pass the Photographic Activity Test?
8. From what supplier(s) does the institution purchase enclosures?

General Handling Worksheet

1. Are all staff members who handle collections trained in proper handling procedures?
 - a. What does the training consist of?
 - b. Does it cover all types of collections?
 - c. Is a refresher course offered periodically?
2. Does the institution have rules governing the use of research materials, including handling (e.g., only pencils may be used, no food and drink in the research rooms), and are these stated for every user? Are they enforced?
 - a. Are instructions given verbally to users, are there written instructions, or both?
 - b. Do handling instructions cover all types of collections?
3. Who is allowed to photocopy historical collection materials? Staff, patrons, or both? What may be photocopied? Are there materials that cannot be photocopied due to their fragility and the danger of damaging them? How are these materials identified?
4. Is an edge copier available?
5. Are original photographic prints and negatives handled only when absolutely necessary, and are gloves used?
6. What type of workspace is available for staff and researchers? Is there sufficient flat space within the storage area to remove and set down large boxes or map folders? Is there sufficient table space for users to work with large folders and boxes?
7. How are historical books processed? Are labels or other adhesives used to attach call numbers?
8. When is the last time the collections and storage furniture were cleaned? How was this done, who did it, and how were they trained?

Worksheet For Mixed Collections

Name of Collection: _____ Location: _____

1. Briefly describe the environmental conditions where the collection is stored:
2. What types of objects are in the collection (check all that apply, and indicate amounts and general condition for each category)?

____ Rare books

____ Historical reference books

____ Oversize books

____ Record/ledger books

____ Scrapbooks

____ Pamphlets

____ Manuscripts

____ Documents

____ Photocopied documents

____ Photographs

____ Negatives

____ Newspapers

____ Maps

____ Architectural drawings

____ Art on paper

____ Other:

3. What type of furniture is the collection stored in/on?

4. Are the books/boxes/objects in the collection generally well supported? Are the materials crowded on the shelves, are boxes filled too full?
5. What types of enclosures are in the collection (e.g., type of boxes, neutral/buffered enclosures, manila envelopes, manila folders)?
6. Are damaging fasteners (e.g., rubber bands, paperclips) used in the collection? Where?
7. What is the general condition of the collection? Indicate any specific objects that appear to be particularly important and fragile/damaged)

____Wear and tear

____Soil and surface dirt

____Water stains

____Acid damage (e.g., yellowing, browning, embrittlement, deteriorated ink)

____Light damage (e.g., fading, discoloration, embrittlement)

____Damage to book covers or bindings (e.g., red rot, damaged spines, abraded edges or corners, detached boards, loose or broken hinges, damaged stitching or other attachment structure, deteriorated adhesive)

____Evidence of mold, rodent, or insect damage

____Evidence of poor handling or vandalism (e.g., torn endcaps, torn or missing pages, graffiti,)

____Other damage:

8. How frequently is this collection used? Will it be used more frequently in future?

___ Heavy (frequent exhibit, research, or education use)

___ Medium (occasional exhibit or research use)

___ Low (permanent storage, handled infrequently)

9. Will objects or areas of the collection be severely damaged by further handling? Should these be removed from public use or reformatted for research use?

10. Recommendations for preservation:

___ Move collection or modify environment

___ Rehouse into archival enclosures

___ Phase box/book box

___ Reformat

___ Conservator evaluation needed

___ Other:

Worksheets For Specific Formats: Bound Volumes and Pamphlets

Storage of bound volumes

1. Describe the types of historical books held by the institution:
 - a. Does the historical collection include printed books that are considered rare, special, or valuable (e.g., associational value, value as artifacts, monetary value)?
 - b. Does the historical collection contain printed volumes that are valuable for the information they contain, but not as artifacts (these might include regional history or genealogy volumes available elsewhere)?
 - c. Does the historical collection include bound manuscript volumes (e.g., ledgers, account books, diaries)?
2. Are book supports (bookends) systematically used, and are books held upright on shelves? What types of bookends are used?
3. Are books of special value shelved by size to provide support?
4. If the collection contains oversized books, are they shelved horizontally in stacks of no more than 2 or 3 volumes? If they are shelved vertically, are they spine up or spine down?
5. Do any books extend beyond the shelf that holds them?
6. Is there a program to create custom-fit boxes for damaged books? What types of boxes are made and who makes them?
7. Do books contain news clippings, place markers, or other potentially damaging inserts?
8. Are damaged bindings held together by rubber bands or other potentially damaging techniques?
9. What bookplates, pockets, labels, identifying marks, or circulation controls are in use? For which categories of the book collection? Are the labels and other materials stable?

Storage of pamphlets

1. Describe the types of pamphlets held by the institution.
2. How are the pamphlets stored (e.g., pamphlet binders, four-flap enclosures, folders)? Are they shelved with books? Stored in boxes?
3. If they are stored in pamphlet binders, are the binders archival-quality? How are the pamphlets attached to the binders?

Condition

1. What is the general condition of pamphlets and book pages? Damage might include wear and tear, soil and surface dirt, water stains, yellowing, embrittlement, deteriorated ink, evidence of mold or insects, or evidence of poor handling. Indicate any specific objects that appear to be particularly important, fragile and/or damaged.
2. Is there damage to book covers or bindings (e.g., red rot, damaged spines, abraded edges or corners, detached boards, loose or broken hinges, damaged stitching or other attachment structure, deteriorated adhesive)?
3. Is there damage to pamphlets from poor quality binders used in the past (e.g., adhesives, acidic covers)?
4. What is the current and projected future use of these materials? Would further handling damage any of them? Should these be removed from public use or reformatted for research?

Worksheets for Specific Formats: Documents and Manuscripts

Provide a general description of the types of documents and manuscripts held by the institution.

Storage

1. Are documents stored in limited quantities in archival-quality folders and in hanging files or archival-quality boxes?
2. Have all fasteners and insertions been removed from archival and manuscript collections?
3. Are folded documents filed or boxed? Can they be unfolded without damage?
4. If the collection contains parchment or vellum documents (or bindings), are they adequately protected from humidity changes?

Condition

1. What is the general condition of documents and manuscripts? Damage might include wear and tear, soil and surface dirt, water stains, yellowing, embrittlement, deteriorated ink, evidence of mold or insects, or evidence of poor handling. Indicate any specific items that appear to be particularly important, fragile and/or damaged.
2. What is the current and projected future use of these materials? Would further handling damage any of these materials? Should these be removed from public use or reformatted for research?

Worksheets for Specific Formats: Photographs and Negatives

Provide a general description of the types of photographs and negatives held by the institution.

Storage

1. Are prints and negatives individually enclosed, and filed or boxed in archival-quality enclosures?
2. Are photographs in different formats and sizes (e.g., glass plate negatives, stereo views, mounted prints, cased photographs) grouped and stored by size and format?
3. Are there any nitrate or early safety film negatives in the collection? Are these negatives stored in paper enclosures that pass the Photographic Activity Test, and are they isolated from the rest of the collections? Have arrangements been made to duplicate and discard nitrate film? Early safety film?
4. Have photocopies or duplicate prints been made for first access to photograph collections, so originals need not be handled?
5. Are photographs protected from light and climate extremes?

Condition

1. What is the general condition of photographic prints? Damage might include surface dirt or stains, yellowing or fading, evidence of mold or insect damage, abrasion of the emulsion, loss of part of the image, embrittlement of prints and/or mounting boards, curling of prints, and tarnishing or discoloration of encased photographs. Indicate any specific items that appear to be particularly important, fragile and/or damaged.
2. Is there any evidence of deterioration of nitrate negatives or of early safety film (cellulose acetate) negatives (bubbling of emulsion, discoloration, odor)? If the collection includes glass plate negatives, are any cracked or dirty?
3. What is the current and projected future use of these materials? Would further handling damage any of them? Should these be removed from public use or reformatted for research?

Worksheets for Specific Formats: Oversized and Framed Materials

Provide a general description of the types of oversized and framed materials held by the institution (e.g., maps, broadsides, architectural drawings, framed prints).

Storage

1. Are oversized objects stored flat? Are there map cases or other large-scale storage units for necessary protection and support?
2. Are archival-quality folders, tissue, and other materials used for oversized objects?
3. Do aisles and work surfaces provide enough room to protect oversized objects from abraded edges and accidental folding?
4. If oversized objects must be rolled, are large-diameter tubes used? Are the tubes neutral or covered with neutral or buffered paper, and are objects rolled around the outside of the tube? Is the assembly wrapped with neutral or buffered paper?
5. Are framed objects matted or backed with acidic materials? Are any frames backed with wood?
6. How are framed objects stored?

Condition

1. What is the general condition of framed items? Damage might include: yellowing, darkening, or fading of the paper support where it has been exposed to light; fading or alteration of colors in artwork; stains from adhesive or tape used to attach the item; mat burn (discoloration of the object at the edge of the mat); discoloration of the object from acidic backing board or wooden slats used in the frame; soil and surface dirt; water stains or cockling of paper; foxing spots; or evidence of mold or insects. Indicate any specific items that appear to be particularly important, fragile and/or damaged.

2. What is the general condition of oversized items? Damage might include soil and surface dirt, water stains, yellowing, rolled items that are too brittle to unroll easily, torn edges, deteriorated ink, evidence of mold or insects, or evidence of poor handling.
3. What is the current and projected future use of these materials? Would further handling damage any of them? Should these be removed from public use or reformatted for research?

Worksheets for Specific Collections: Newsprint

Provide a general description of the types of newsprint held by the institution (e.g., bound newspapers, loose issues of newspapers, news clippings).

Storage

1. Are news clippings photocopied onto permanent paper or otherwise reproduced for preservation purposes?
2. If original news clippings are retained, are they stored according to the principles for documents and in buffered enclosures? Are they separated from higher-quality paper?
3. Have bound newspapers been reformatted onto microfilm? Is it necessary to retain the originals?
4. If original bound newspapers must be retained, are they stored flat according to the guidelines for oversized bound volumes?
5. Are original loose newspaper issues stored in buffered folders and boxes? Is it necessary to retain the originals or could they be reformatted?

Condition

1. What is the general condition of newsprint? Damage might include yellowing and embrittlement of clippings or bound newspapers, soil and surface dirt, water stains, damage to the bindings of bound newspapers, evidence of mold or insects, or evidence of poor handling. Indicate any specific items that appear to be particularly important, fragile and/or damaged.
2. What is the current and projected future use of these materials? Would further handling damage any of them? Should these be removed from public use or reformatted for research?

Worksheets for Specific Collections: Scrapbooks and Ephemera

Provide a general description of the types of scrapbooks and ephemera held by the institution (e.g., clipping scrapbooks, mixed media scrapbooks, postcards). Are some scrapbooks valuable only for the information within them? Do others have artifactual value?

Storage

1. Are scrapbooks individually boxed and stored flat? Are original scrapbooks accessible to patrons? Are copies available for research use?
2. Are ephemeral materials sorted and stored by size and type? Are they housed in individual enclosures inside appropriately sized boxes? If not, are these objects of sufficient value to warrant reorganization by size or category?

Condition

1. What is the general condition of scrapbooks? Damage might include acidic and brittle pages, strained or damaged bindings, unstable plastic sleeves covering pages, stains from tape or adhesive, deteriorated or damaged items within the scrapbook(s) (e.g., news clippings, photographs, documents, and other artifacts), water stains, evidence of mold or insects, or evidence of poor handling. Indicate any specific items that appear to be particularly important, fragile and/or damaged.
2. What is the general condition of ephemera? Damage might include yellowing, embrittlement, soil and surface dirt, water stains, evidence of mold or insects, or evidence of poor handling. Indicate any specific items that appear to be particularly important, fragile and/or damaged.
3. What is the current and projected future use of these materials? Would further handling damage any of them? Are there vulnerable materials that should be removed from public use or reformatted for research?

Worksheets for Specific Collections: Audiovisual Materials

Provide a general description of the types of audiovisual materials held by the institution (e.g., audiotapes, videotapes, motion pictures, vinyl LPs).

Storage and Use

1. What are the environmental conditions in the area(s) where audiovisual collections are stored?
2. What types of storage enclosures are used for audiovisual materials? Are motion pictures on acetate base stored in archival plastic containers? Are vinyl LPs stored upright?
3. Does the collection include any motion picture film on nitrate base?
4. Are copies of audio and video recordings available for research? Are originals handled only by staff? Are cotton gloves worn when handling audiovisual collections?
5. Is playback equipment in good condition and maintained routinely?

Condition

1. What is the general condition of these materials? For magnetic media, is there evidence of sticking due to binder hydrolysis, or distortion of tape packs? For motion picture film, is there evidence of vinegar syndrome (e.g., a vinegar smell)? Indicate any specific items that appear to be particularly important, fragile, and/or damaged.
2. What is the current and projected future use of these materials? Are there vulnerable materials that should be removed from public use or reformatted for research?

Exhibition Worksheet

(use one copy for each exhibition area)

1. Does the institution exhibit books, documents, or other artifacts? What types of materials are exhibited, and how often are exhibits changed or objects rotated? Are any artifacts in the collection permanently displayed?
2. Describe the exhibit cases. What are they made of? Do they have interior lighting? Is there air circulation? Is the climate within the cases monitored?
3. What are the overall light levels in exhibit spaces? Are any exhibit areas lit by windows or other natural light? Are shades and/or ultraviolet filters used to reduce light exposure?
4. Does the institution have written guidelines for what may or may not be exhibited and for how exhibits should be prepared?
5. Who has responsibility for preparing materials for exhibit? Is this person knowledgeable about the preservation requirements?
6. Are facsimiles or duplicates exhibited whenever possible?
7. Are exhibited items fully and safely supported with stable materials?
8. What security precautions are taken for exhibited objects?

Preservation Microfilming and Photocopying Worksheet

Photocopying

1. Does the institution use photocopying as a preservation tool? What types of materials have been preservation photocopied?
2. Is the work done in-house or contracted out? If it is contracted out, who is the vendor and what standards and procedures does the vendor follow? If it is done in house, is the copying done with an electrostatic copier on paper that meets the ANSI/NISO standard for permanence?

Preservation Microfilming

1. Have historical materials been microfilmed for preservation? If yes, describe what has been filmed, when it was filmed, who filmed it, and what standards were followed in the filming and duplication process.
2. If a commercial vendor provides microfilming, does the institution have a contract that specifies preservation standards for filming, processing, and storage? Is the film inspected to make sure it meets quality standards? What inspection methods are used?
3. Are archival enclosures used for storage of microfilm negatives and positive use copies?
4. Are master negatives of all microfilm stored at an off site location? Does this site meet environmental standards for microfilm preservation?
5. Are microfilm readers cleaned and maintained on a regular basis? By whom, and how often? Are staff and users instructed in the use of microfilm equipment? Are users well supervised?
6. Are there breaks, scratches, spots, or other damage in the microfilm collection?

Reformatting Photographs and Audiovisual Materials Worksheet

1. Have service copies been made so that original deteriorated photographs are not handled routinely?
2. Do all photographic prints have negatives? If not, is there a program to produce copy negatives? Are there original negatives in the collection that do not have corresponding prints?
3. Are there any nitrate or early safety film negatives in the collection? Is there any evidence of deterioration (bubbling of emulsion, discoloration, odor) that would indicate duplication is needed soon? Have arrangements been made to duplicate and discard any nitrate film?
4. Is there any motion picture film on nitrate base in the collection? Is it stored in a fireproof room, apart from other collections? Have arrangements been made to duplicate it as soon as possible and discard the original film?
5. Have preservation masters and service copies been made of audiotapes and videotapes that are actively deteriorating or are in formats that are becoming obsolete? Are the masters in digital or analog format?
6. What vendor(s) provide duplication services for the collections? Are they experienced in working with historical collections?

Digital Imaging Worksheet

1. Have any of the institution's collections been digitized? Which collections? What was the goal of the project (e.g., to provide short-term or medium-term access, to create digital data that will be preserved over the long term)?
 - a. Was the work contracted out? To whom?
 - b. What procedures were used? Was care taken to minimize handling damage to collections being scanned?
 - c. Are the resulting images of sufficient quality to be successfully used as surrogates for the originals (e.g., are they detailed enough to convey all the pertinent information in the original)?
 - d. How are the resulting digital objects indexed and described? How are they stored? Has the issue of migrating data to new hardware and software over time been considered?
 - e. Have the scanned collections been preserved using traditional preservation methods (e.g., housing in archival boxes/folders, preservation microfilming)? How?
2. If scanning has not been undertaken, is there interest in digital imaging in the future? Are the institution's administrators and governing board familiar with the limitations of digital imaging as a preservation medium?

Library Binding Worksheet

1. Does the institution use a library binder for binding or rebinding of monographs or serials in the historical collection? If yes, what binder does the institution use? Is the binder a member of the Library Binding Institute?
2. Does the institution have a written contract or specifications with the binder, beyond a product/price list? If so, attach a copy to the survey, or describe the terms and specifications included.
3. What items from the historical collection have been rebound? How are decisions made about which items should or should not be rebound?
4. Does the institution specify the method of leaf attachment to be used, or is that decision left to the binder? Is there a no-trim policy?
5. What type of quality control inspection(s) is performed by staff for items that have been returned from the bindery? Does the inspection consist only of checking to insure that labeling is correct, or is the structure of the book inspected as well (e.g., are the spine and joints shaped properly, are the covering material and endpapers attached properly)?
6. Does the work done by the current binder appear to be satisfactory?

Repair and Treatment Worksheet

In-house treatment

1. Have historical materials been repaired in-house in the past? What was repaired, by whom, and what supplies and procedures were used?
2. Are items from the historical collection currently repaired in-house? What is repaired, and by whom? Are archival quality supplies and proper procedures used? What training has the person performing repairs received?
3. How are items in need of repair identified? Is there an established procedure for periodic examination of collections? Are value for research and level of use taken into account when making repair decisions?
4. Are permanent records kept of all repairs made to collection items?

Conservation Treatment

1. Have items from the historical collection received conservation treatment? What are they, and who treated them?
2. How are materials in need of conservation treatment identified?
3. Are there standard procedures for making decisions to send items for conservation treatment? Do they consider artifactual value, monetary value, informational value, condition, and level of use?
4. Are permanent records kept of all conservation treatments that are carried out?