

## Werk

**Titel:** Preservation Education

**Autor:** Foot, Mirjam M.

**Ort:** Graz

**Jahr:** 1997

**PURL:** [https://resolver.sub.uni-goettingen.de/purl?514854804\\_0007|log55](https://resolver.sub.uni-goettingen.de/purl?514854804_0007|log55)

## Kontakt/Contact

[Digizeitschriften e.V.](#)  
SUB Göttingen  
Platz der Göttinger Sieben 1  
37073 Göttingen

✉ [info@digizeitschriften.de](mailto:info@digizeitschriften.de)

# **Preservation Education**

## **Introduction<sup>1</sup>**

MIRJAM M. FOOT  
*British Library, London*

The Preservation session intends to concentrate on the rôle played by libraries (and archives) in the training for preservation, and especially in training for preservation management. As preservation management encompasses everything needed to ensure long-term access to the intellectual heritage of our countries, it ranges from preservation policy and planning, the setting of priorities for preservation, the development of programmes for active conservation and for surrogating, to financial and staff management. It includes all preventive measures, from building-design and environmental control, to security, protection, cleaning of collections, to training of library staff and users in careful handling of books and documents. The conducting of conservation surveys and the planning for the prevention of - and coping with - disasters forms also part of preservation management.

Formal training in this area does not exist in Europe and many institutions lack trained preservation managers who possess the necessary expertise and who can translate this into effective strategies for all levels of the organisation. In order to provide

<sup>1</sup> Paper presented at LIBER Annual General Conference 1997, Bern.

additional education for professional librarians and archivists, or for professional conservators who are responsible for the preservation of the documentary heritage, programmes are needed that take account of the available expertise, but also of the cultural, economic and political differences that exist in the different European countries.

The LIBER Division on Preservation has been involved in organising a workshop that set out to define the training needs for preservation, emphasising the need to raise awareness of preservation issues on a much broader basis, to involve a much larger group of librarians and archivists in preservation work, to change attitudes, and to imbue a whole institution with a pervasive preservation culture. The workshop reached the following conclusions: Librarians and archivists in charge of preservation and conservation in major institutions and organisations in Europe, together constitute an informal forum of committed experts who can work together to develop further training projects. Organisational structures, financial restrictions and lack of training materials were identified as the most serious obstacles in developing such activities. It was agreed that training had to be interpreted in a wide sense: it not only involves the spreading of information and teaching of skills to the relevant staff, but it also requires the raising of awareness of decision-makers, colleagues at all levels, users and the general public, to convey that preservation is an activity necessary for the long-term survival of, but also the long-term access to, our intellectual heritage. In order to set up adequate training programmes, cooperation will have to be established between libraries, archives, professional organisations, and library and archive schools. In many cases it will be necessary for a national institution to take the lead, but it is of paramount importance that training schools include preservation training in their curriculum. Moreover the libraries and archives themselves should give their staff the opportunity to gain more knowledge of the management

aspects of preservation; they should recognize the need for continuing preservation training for staff at all levels; and they should take an active interest in organising such training programmes.

This brings us back to "the teaching library" and to the subject of this meeting, "preservation education". In the papers that follow three different perspectives are given: Steen Bille Larsen, Deputy Director of the Royal Library in Copenhagen, outlines the rôle of the large research library in the teaching of preservation management; Helen Forde, Head of Preservation at the Public Record Office (London, UK), explains what libraries and archives can teach each other; and Maria Luisa Cabral, Head of Preservation and Conservation at the National Library of Portugal, writes about preservation education for users and non-preservation staff, thereby emphasising the need to extend the issues of preservation training to a much wider audience.