

ADVISORY COMMITTEE ON THE RECORDS OF CONGRESS

MEETING # 57

MONDAY, DECEMBER 9, 2019

10:00 a.m.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

ARCHIVIST'S RECEPTION ROOM (105)

The meeting began at 10:00 a.m., Hon. Julie Adams [Secretary of the Senate] presiding.

Members of the Committee Present: Julie E. Adams, Secretary, U.S. Senate; Cheryl L. Johnson, Clerk, U.S. House of Representatives; David S. Ferriero, Archivist of the United States; Betty K. Koed, Historian, U.S. Senate; Matthew Wasniewski, Historian, U.S. House of Representatives; Denise Hibay, Astor Director for Collections and Research Services at the New York Public Library; Danna Bell, Educational Resource Specialist, Learning and Innovation Office at the Library of Congress; Deborah Skaggs Speth, Former Archivist, U.S. Senator Mitch McConnell and Elaine L. Chao Archives, University of Louisville McConnell Center; and Sheryl B. Vogt, Director, Richard B. Russell Library for Political Research and Studies, University of Georgia Libraries.

Also Present: Richard Hunt, Director, Center for Legislative Archives, National Archives and Records Administration; Karen Paul, Archivist, U.S. Senate; Elisabeth Butler, Deputy Archivist, U.S. Senate; and Heather Bourk, Archivist, U.S. House of Representatives.

Adams:

The 57th meeting of the Advisory Committee on the Records of Congress will now come to order. Good morning, and a warm welcome to everyone present today. It is a tradition of this committee to meet at the National Archives for the second meeting in each new Congress.

Needless to say, we look forward to our visit to this beautiful room and this stately building, and to be hosted by the Archivist of the United States and the Center for Legislative Archives, so thank you.

The past six months have been busy for those of us tasked with preserving the records of the Senate. As today's reports will detail, we have been monitoring progress and overcoming some challenges with the renovation of the Building A space at GPO. I know at our last meeting I had mentioned that I'd hoped we would be able to take a tour of that space at this meeting. I'm hopeful now that at our next meeting, we will (laughs) be in a position to be able to have our members tour that space.

We have continued to encourage the committees to archive their valuable records, and have emphasized to new members the need to get started on the right foot in terms of record management. We are improving our system for collecting, preserving, and sharing digital assets. Senate Archivist Karen Paul, Alison White, and Elizabeth Butler, have been actively reaching out to Senators' offices, to committee staff, and to the Senate community at large, to provide guidance and assistance in preserving and processing Senate records of all types, as well as developing new training methods.

In addition to preserving the Senate records, the Senate historians and archivists have been using those archival treasures to write and present the complex story of the Senate's role in passing the women's suffrage amendment.

Over the past year, as we launched our centennial commemoration of the women's right to vote, the Historical Office staff has presented several lunchtime talks, conducted a special suffrage-related tour of the Capitol, and launched a new online feature on the Senate website. Currently, they are collaborating with the Senate curators to mount a special exhibit entitled, "The Senate and the Women's Fight for the Vote" in the Senate wing of the Capitol.

A particular highlight of these many events was our annual celebration of Constitution Day, held on September 16th in the historic Kennedy Caucus Room. Capitol Hill staff, Pages, and local high school students gathered in the Caucus Room to hear about the decades of petitioning, protesting, and politicking that brought about the 19th Amendment, and then explored a special exhibit of petitions, reports, and other primary sources drawn from the House and Senate records at the Center for Legislative Archives, and the personal papers of Senators. The exhibit illustrated the extensive, sometimes heartrending, efforts required to finally convince the Senate to pass this landmark amendment in June 1919.

By highlighting these Senate documents in our presentations, and our exhibits, and on our website, we are demonstrating the importance of preserving, protecting, and promoting the use of the original records of Congress, reinforcing the message that original documents equal original evidence, and must be preserved. I know our colleagues in the House and at NARA have been equally busy, so I look forward to hearing today's reports. It is now my pleasure to introduce Clerk of the House, Cheryl Johnson.

Johnson:

Good morning everyone. I'd like to echo the Secretary's welcome to the Advisory Committee members, and to thank Julie and her staff for planning and putting together this important meeting. I look forward to hearing updates on projects of interest to the Advisory Committee that are currently underway. In particular, a detailed status update on the GPO construction project, as well as any new topics concerning the management and preservation of Congressional records. I am also eager to hear an update on the work of the Archive Space task force, and from Jennifer Reidel, the incoming civics teacher in residence in the learning and innovation office at the library office at the Library of Congress about what she plans to accomplish in her year-long residency. I want to thank David and his staff for hosting today's meeting. I'd also like to express my appreciation to you David, and the Center for Legislative Archives, for your continued commitment to managing and preserving Congressional records. I am pleased to acknowledge the Speaker's reappointment of John Lawrence to the Advisory Committee. Unfortunately, he's unable to be with us today.

At this time, I'd like to take a few moments to provide a brief update on projects my staff has been working on since we last met in June. House archival staff has been busy managing an uptick in loans of archived records, as well as continued outreach efforts to committee and Member offices, providing records management and archiving guidance. To date, 31 Members of Congress have announced their retirement. This has prompted outreach to these Members'

offices to offer records consultation with archive staff, and advice on considering long-term preservation of records at a research repository, and preparing records for transfer.

A new staff member, Emily Graves, joined the House archives team as the electronic records archivist in August. Emily comes to us from the National Archives, where she worked in the electronic records division. Sorry David. (laughter) Poaching is still alive and well in Washington.

The curatorial department's newest exhibition, "How the House Works," provides a detailed look at the inner workings of how the House conducts business through the display and interpretation of objects and furniture from the House collections, and House records. This exhibition opened to the public on August 1st. I encourage you to visit the basement rotunda of the Cannon Building to view the exhibition, and to download the companion app. Copies of promotional material for this exhibition are available this morning at your desk. Our partners in the House Historian's office have begun researching and drafting a revised, expanded edition of *Women in Congress*. New features will include a contextual essay that updates women's Congressional service through the start of the 116th Congress. I appreciate the opportunity to participate in the work of the Advisory Committee, and I look forward to today's discussion. Thank you very much.

Adams:

Thank you, Cheryl. I will now recognize David for any remarks he may have.

Ferriero:

Thank you, and good morning, and welcome to my house. It's nice to have you all with us this morning. Just a word on the poaching activity, (laughter) I'm really very pleased to see our staff infiltrating the Hill, and the executive branch recordkeeping, because it's part of my cunning plan to (laughter) make sure everyone's doing what they're supposed to be doing. I want to start with a report on the Semiquincentennial Commission. Stacey Bredhoff is representing us at those meetings, so I've asked her to say a few words about what's going on with the commission.

Bredhoff:

Good morning. I know this isn't the first report you've heard about the commission, but just to refresh your memory, in 2016 Congress established the U.S. Semiquincentennial Commission, signed into law by President Obama, to prepare a program to commemorate the founding of the United States and to plan and coordinate observances and activities throughout the country. The commission, which will be known as America 250, easier to spell and pronounce, is made up of 24 members, including 8 members of Congress, 16 private citizens from across the country, and 9 ex officio members, including the Archivist of the United States, and 8 other federal partners, including the Librarian of Congress, and Secretary of the Smithsonian. The chairman of the commission, designated by President Trump, is Daniel DiLella, a business and civic leader from the Philadelphia area.

The commission meets quarterly and is in its very early stages of planning, and as we speak it is preparing a report with a set of recommendations to the President and Congress. There is a website, America250.org, with some very basic information on the commission including the names of all the commissioners. They expect to launch a full website in the first quarter of 2020.

The commission views the anniversary as an opportunity to celebrate the democratic ideals enshrined in the Declaration of Independence that continue to guide us as a country, and inspire people throughout the world. It will aim to involve every American in remembering and reflecting upon 250 years of American history, and our perpetual journey toward becoming a more perfect union. Right now, one of the main areas of focus for the commission is on fundraising. The commission is seeking an appropriation from Congress for fiscal year 2020, and has created the America 250 Foundation to be the official nonprofit partner supporting its fundraising efforts.

The National Archives is very proud to have a part in the planning of this national commemoration. As guardian of the original Declaration of Independence, we as an agency are also working on our own plans for the anniversary. In addition to focusing on the historical events of the revolution that led to our nation's founding, our programming will pay tribute to the generations of American citizens who have, through their activism, pushed the nation closer to living out its professed ideals. Within that historical context, the National Archives will invite Americans to consider the obligations and opportunities of citizenship in a representative form of government.

It's still very early in the process, but here briefly are a few of the ideas that our internal working group has proposed. The first is a 76-hour open house from July 2nd to July 5th, 2026. July 2, 1776, is the day that the 2nd Continental Congress voted for independence. John Adams was convinced that July 2nd would be, and should be, the day forever celebrated as the great anniversary festival. So beginning on July 2, 2026, we will remain open for 76 hours, welcoming visitors day and night to come and see the Declaration of Independence, offering a host of programs that may include political discussions with historical reenactors, such as Thomas Jefferson, George Washington, Abigail Adams, John Adams, and other figures associated with the founding period, and many other activities.

Second, we'll plan a 250th anniversary symposium, a series of presentations and panel discussions by the nation's foremost experts on the American Revolution, representing the latest scholarship, often challenging widely held views about the nation's founding. Senior conservators and scientists from the National Archives and our partnering institutions, will discuss the physical history of the Declaration of Independence, U.S. Constitution, and Bill of Rights, and the latest scientific research to ensure their long-term preservation.

Thirdly, we'll aim to expand the civic education outreach initiative of the National Archives Center for Legislative Archives. Since 2010, the Center has conducted more than 100 teacher training workshops on civic education. The workshops conducted by Charlie Flanagan provide content knowledge, pedagogical instruction, and classroom-ready resources. They are focused

on the Constitution and Bill of Rights, and are presented to teachers new to the profession in underserved schools. The program is currently operating in Florida, Texas, and West Virginia, and we are seeking to expand the program.

Of course, the National Archives is a national institution, and our celebrations will be nationwide, with each of the 14 presidential libraries devising their own programs best suited to their unique collections, audiences, and resources.

Finally, the digital outreach of the National Archives and our holdings extend to hundreds of millions of people. Approximately 93 million digital copies of National Archives records are already available online. Looking ahead to the 250th anniversary, the National Archives will choose stories related to the anniversary themes that will resonate with our audiences, make emotional connections, and increase understanding of our shared history and ideals. So the 250th anniversary will mark a major milestone in the history of our country, and the world. It's a great honor for the National Archives to take part in its planning, and we're looking ahead with enthusiasm to what will be a very grand celebration. Thank you.

Ferriero:

Thanks, Stacey. Stacey comes back to us from the JFK Library, where she was responsible for exhibitions there and is working on a special project to upgrade the Public Vaults section of the museum. So welcome back, Stacey.

One of the many things that keeps me up at night has to do with ensuring that we're going to be able to provide perpetual access to electronic records. In the middle of September, we took an important step in that endeavor with our digital preservation framework. It was an analysis of approximately one and a half billion files in our holdings, which identified more than 350 file formats which have been categorized into 15 general record types. The process was to enable us to do a risk assessment aimed at prioritization for action in order to create specific plans for preservation.

We posted this analysis on GitHub for public review, and for repositories to let us know about records that we may have missed, perhaps in their collections that might not be in ours. We will have a better sense of what's out there, and give repositories a chance to share with us any plans that they have underway and their current thinking on preservation activity. So there is continuing information being gathered through GitHub. If you want more information you can go to archives.gov and check on the Archivist blog "AOTUS." There's some information and links on that site.

The second thing I want to report on is what's happening with "Making Digital Access Happen." Stacey just mentioned the 93 million records, facsimiles, and digital copies on our website. We've now passed the 100 million point. I'm very proud of that. In 2009, when I became Archivist, the only access to our electronic records was through our catalog, and the only way to get to the catalog was through our website. We're now on 25 platforms, so it's much easier for people to find us and have access to our records, which I'm incredibly proud of.

We have a strategy in place to increase the number of digital copies online. In 2009, we had 300,000 items on our website. As I said, we just passed the 100 million mark, with a goal of 500 million by 2025. So we're on a trajectory, but let me just remind you, 500 million is a drop in the bucket when you consider we have 15 billion records. (laughter) As proud as I am, I always remind myself that it's not as great as it could be.

I'm going to pass around, for your information, how people are accessing our records. It's the slide that tells you total views for 2019. Pay attention especially to the Wikipedia circle on this chart. We got 1.8 billion hits on our records through Wikipedia, as opposed to our catalog, which was 5 million. We're paying attention to how people are finding our records to ensure that we "Make Access Happen."

Finally, the National Archives Foundation every year presents a Records of Achievement Award to someone who has significantly enhanced our understanding of our history through the use of our records. Last spring, the Foundation named Cokie Roberts as the recipient, and unfortunately Cokie passed, so we turned that event into a tribute to Cokie Roberts. I've spent 10 years with Cokie. She was on the Foundation Board, and really was an ambassador to the National Archives. Every time she and I stood in the Rotunda, she would point to that mural on the wall, and say, "What's wrong with that picture? There are no women in that picture." So in her honor, we hired an artist from Washington State who made it possible to project those women into the mural for the evening. You have a copy of that on the cover of your book, and

also, the easel here contains a facsimile of what we projected that night. Martha Washington, Abigail Adams, Dolly Madison, and Eliza Hamilton were added to the portrait. I'm sure Cokie would have been delighted to have seen that.

Adams:

Thank you, David. It is now time to review the minutes from the last meeting. Is there any objection to dispensing with the reading of the minutes? I'm hearing none. Are there any corrections to the minutes from the last meeting? None. I would entertain a motion to approve.

M: Second.

Adams:

Okay. All those in favor?

Group:

Aye.

Adams:

Opposed? (pause) Okay, the minutes are approved. At this time I would like to recognize Senate Archivist Karen Paul.

Paul:

Thank you. Since our last meeting in June, we completed scheduling individual meetings with new Senators' offices. At these meetings, discussion always centers on the five most important records management goals for the first year, which are securing House records when transitioning to the Senate, establishing a records management and ownership policy, setting up a share drive, appointing a records manager, and creating a digital preservation plan. Staff receive a copy of our Senator's office archives toolkit, and a sample file plan for their share drive. We also are working with offices that will be closing at the end of the Congress, and with Senator Isaacson's office, which is closing at the end of this year. And I am happy to report that the Isaacson collection will be going to the Russell Library, headed by one of our Advisory Committee Members.

Over the past decade, the Senate and House have retrieved over 1,300 cubic feet of committee records from various repositories. And this has cost over \$18,000 in transportation and related expenses. The cost to repositories that inadvertently processed, housed, and stored them is difficult to calculate. So to minimize and hopefully stop official committee records from finding their way into members' collections, the Congressional Papers Section of the Society of American Archivists sponsored a panel discussion entitled, "Who Owns What? Why Should We Care? And What We Can Do," at its annual meeting in August at the Dolph Briscoe Center for American History in Austin. Deputy archivist White and I participated in the discussion, the purpose of which was to help repository archivists identify original committee records that end up being transferred to the Senators' repository. Topics covered included laws and rules governing ownership, typical document types and characteristics, how committee records

become mixed up in collections, how to identify them when they do, and what to do if you should find them.

At this end, we of course continue to remind staff that committee records need to be archived with the committee. We also have created a special form to document those instances when retiring members obtain copies of committee records for inclusion with their collection, which some committees allow. This form serves two purposes. It ensures that the official records are being archived, and documents the copies as such, so that the receiving institution knows that what it is receiving is an authorized copy. To increase awareness across the Senate community, we are continuing to work on a records ownership e-learning presentation that will be offered on the Senate intranet.

In early November, we received the last of scheduled committee transfers, and are thus fully caught up with archiving committee backlogs, and 115th Congress transfers from all standing special select and joint committees, with the exception of one committee not yet archiving its electronic records. We also received shipments of committee records being returned from two archival repositories. These included records of the full Judiciary Committee, Subcommittee on the Constitution, Subcommittee on Juvenile Justice, Subcommittee on Terrorism, Subcommittee on Administrative Oversight, and the Governmental Affairs Committee.

In November, we welcomed a new archivist to the Senate Judiciary Committee Democratic staff, Mary Ferrante, who replaced archivist Jean Wiley. Mary, are you here? There, Mary, hi. Mary

comes to us from the Carnegie Institute of Science, where she served as Library Technical Specialist and Digital Asset Curator.

From June to December, we processed 143 new textual accessions, comprising 477 cubic feet from 16 different committees. Eighteen of the accessions were Senators' records transferred from the Office of Senate Security to the Center for Declassification Review, and subsequent deposit in the Members' designated archival repository. We certainly thank the Center and Richard for handling this extra amount of work actually.

For electronic records, we processed 131 new accessions, comprising 2.12 terabytes from 14 different committees. We processed 50 loan requests from 16 different committees, comprising 238 boxes, and I must say that these statistics really do look good to us, because they're evidence that we are preserving what committees need to use, and are therefore valuable, and should be valuable for researchers as well.

Deputy archivist Elisabeth Butler began ramping up a project begun several years ago, namely to scan our older paper accession records into OnBase, an information platform for managing content. This project includes enhancing the records description and transferring it to our current electronic accession form, from which an XML sheet is generated for export to the Center.

OnBase supports offsite access and comprehensive search to our entire collection of accessioned records, including box list inventories. We have completed scanning all records transitioned through 2004, and are now entering records dating from 2005 through 2009, the year we

transitioned to electronic accession forms. This summer, with the help of our intern, Elisabeth completed uploading enhanced descriptions for Commerce, Ethics, Energy, the Drug Caucus, and the Joint Economic Committees. I have to comment that this will benefit Richard's project to provide enhanced description for our records, and should shortcut that, I think, quite a bit.

Deputy Archivist Alison White, the Senate member of the Archivists' Toolkit migration working group, met monthly with representatives from the Center and the House to identify shared goals, institutional priorities, and processes for records description. In the Senate, it was determined that Archives Space, originally thought to be the successor to Archivists' Toolkit, would not be supported within our information systems environment. Knowing that our instance of Archivists' Toolkit would be going away, we realized that we needed to investigate other options.

Some of you may remember, when Archivists' Toolkit was rolled out in 2015, a task force had worked for over a year to define and crosswalk descriptive metadata. At the Senate, a considerable amount of effort went into creating and implementing an XML schema to structure and crosswalk data from our accessions forms into Archivists' Toolkit. We wanted to continue to use the XML schema, and we knew that the Secretary of the Senate's web team had transitioned to a web content management database, Alfresco, which as it turns out, handles XML. Over the summer, Deputy Archivist White worked with content management specialist Liz Harrell to determine if Alfresco could provide an acceptable home for our XML accessions forms, and the valuable data contained within. The pair defined requirements, created and tested

various features, and Harrell developed an easy to use web interface with added search capabilities.

So as a result, we are pleased to report that we have a new accessions content management system, and are migrating our existing MLA accessions data into it. Best of all, we were able to take advantage of an existing Secretary of the Senate's system, and did not have to spend a cent on its acquisition. (laughter) So many thanks to Deputy Archivist White, colleague Liz Harrell, Webmaster Aaron Shapiro, and Information Systems Administrator Jan Williams for their leadership and hard work on this project.

I have a parting thought. I don't know about you, but I always really look forward to these two meetings that we have of this committee every year. And it always gives me pause to think that as archivists, we really are striving to preserve and make available records that document the legislative process. We're constantly working to deliver our basic message in new and interesting ways. We deliver focused messages to our Congressional parties, and seek ways to expand the community of people who use these records. And because of this, I'm especially looking forward to the following reports that are going to highlight some of these advocacy types of efforts. I think we know that to be successful archivists, we need to become successful advocates. I must say that this committee has always afforded the opportunity to learn and share new ideas and strategies about how to proceed with these efforts.

Adams:

Thank you, Karen. I'd now like to recognize Heather Bourk for comments she may have.

Bourk:

Thank you. I'd like to take a few minutes to brief you on what's been happening in the archives departments since our last meeting in June. We continue our outreach efforts to committees and Members, including offering in-person consultations and a variety of publications that describe effective records management, the rules that govern official House records and preservation, monthly email tips to committee staff highlighting the archiving process, requests for records management and archiving guidance, and tours of the Legislative Treasure Vault at the National Archives.

We worked closely with one committee to draft a records schedule specific to the work of the committee and the records they create. Since we last met in June, the department has managed the loan of almost 350 boxes, or almost 262,000 pages of records to committees. Since we've been pulling statistics, this looks to be one of our personal best ever in terms of loans being called back.

On the Member front, we've contacted each of the more than 30 Members who are retiring at the end of the Congress to provide guidance on records management, and to encourage them to consider donating their personal papers to a research repository. We've had meetings with nearly half of those offices.

Since the June meeting, the House has worked toward determining the replacement system for Archivists' Toolkit to accession and describe House committee records. The House, Senate, and the National Archives met monthly to review progress and discuss solutions. House archives staff examined the various available options for a replacement system in consultation with the Clerk's IT staff. We determined that ArchivesSpace was the best system to fulfill the business needs of the Clerk's office, to describe committee records, track accessions, locate and retrieve records when requested by committees, and transfer descriptive data to the National Archives.

Because ArchivesSpace was developed as the successor system to Archivists' Toolkit, it offers the most seamless migration of data transfer between systems, and the best and most robust options for outside technical support. ArchivesSpace is also a similar system to Archivists' Toolkit, so the time needed to learn the new system will be minimal, allowing archives staff to continue to support committees without interruption. Currently, we're waiting on review by the House Information Security Office about outside vendor hosting, and you'll hear more about this in Richard's report.

The Archives Department has added 20 new documents to the records search database. This section on the History, Art, and Archives website features images of official House records accompanied by descriptions of each document, representing topics such as voting rights and the Civil Rights movement. A list of the new records, along with the sample records, is included in your meeting packet. Staff have begun researching and drafting additional database content with the goal of adding 20 new records by the end of 2020. The aim is to include underrepresented

committees and document types. Each record will be accompanied by a primary source sheet designed as an educational resource for teachers.

Emily Graves, who the Clerk mentioned, joined the office at the end of August as the Electronic Records Archivist, has begun processing accessions of born digital records, as well as records stored on special media, transferred along with textual records. She's also evaluating current electronic records workflows to identify ways to improve and streamline our process.

Archives staff attended the annual meeting of the Society of American Archivists, and the Congressional Papers Section meetings in August, as well as the Mid-Atlantic Regional Archives Conference in October.

The department continues to support the work of the Curatorial and Historian's offices through research into primary sources for use in exhibitions and publications. For an upcoming exhibition and booklet marking the 150th anniversary of Joseph Rainey's election as the first African American to serve in the House, archival staff are reviewing House records in other collections for documents for potential use in these projects. Staff members have also been working with the curatorial department to refine the editorial process for our digital projects.

I'm happy to answer any questions the Advisory Committee might have, or to provide any additional information on the work we've been doing. Thanks.

Adams:

Thank you, Heather. I would now like to recognize House Historian Matt Wasniewski.

Wasniewski:

Thank you. I have two forward-looking updates about what our office is going to be doing over the next year. We've been tasked with producing a new and expanded edition of *Women in Congress*. This book is going to profile all 366 women who have served since the first woman in Congress, Jeannette Rankin in 1917. This is largely a late twentieth and twenty-first century compilation. Since the last edition was published in 2007, we've had 90 women leave Congress, retire, or not return, and in the 116th Congress we have a record 131 current female Members serving. The book will profile these people and their predecessors.

We're going to update contextual essays that will bring the story up through the 116th Congress and update appendices at the back of the book as well. We will work with our friends in the Office of the Clerk's communication office, Arts and Archives, and GPO. And we aim to have the book published by the end of the 116th Congress, late next year.

The other item, as Heather alluded to, next year marks the sesquicentennial of the first African American in Congress, Joseph Rainey, who won a special election in October of 1870, and was seated December 12th, 1870. We're going to mark that by producing a booklet which will accompany an exhibition that Farar Elliot's group in Art and Archives is going to be producing.

Rainey was the first of 20 African Americans to serve between 1870 and 1901 in the House. There were 2 others in the Senate as well. He was the longest serving at nine years.

In many respects, his story really embodies the story of the Reconstruction African American Members of Congress. We are looking forward to celebrating this. And also, my office, as we did for the centennial of Jeannette Rankin's seating in the House, will be producing an oral history project that's going to focus on African American Members from the twentieth and twenty-first centuries, with House service, and also long-serving staff as well. We'll be conducting that project over a number of years. Thanks.

Adams:

Thank you, Matt. I would now like to recognize Senate Historian, Betty Koed.

Koed:

Thank you, Julie. I have two items as well, one that I want to quickly follow up on something Karen said, and that has to do with the improvement in digitizing and accession records. Over the last six months, I've had a number of requests that come from various offices, the Secretary's office, as well as leadership offices, asking for a specific document from 20 years or 30 years ago. Thanks to the improvements that our archivists have made in our accessioned records, working closely with the Center for Legislative Archives, without exception they were able to get that specific document in my hands in a matter of hours. It's been remarkable, so I really applaud not only Karen, but the improvements that the Center has made in our ability to locate

these documents when we need them, because it's truly impressive when I can turn around to the requesting office three hours later and say here's the document you want from 1978.

The other thing I want to report on today is our digital asset management program, or the DAM project, as we call it. Over the past 44 years, the Senate Historical Office has inherited, created, and collected about 50,000 images, a lot of which are in print form, and others in various size negatives. Now we're starting to digitize the collection as well.

In recent years, our photo historian, Heather Moore, has been working hard on digitizing that collection for preservation purposes, but also for ease of access and distribution. But until now, we haven't had a good system of storage for those digital images. So for the past few months, with the support of Secretary Adams, we've explored various options, and we selected a digital assets management system from the company Extensive Portfolio. The system was installed in October, and training of Heather and the archivists, and others in our office, began in November.

We've already made great strides in ingesting images and the associated metadata into the system. The project not only allows for better preservation of the collection, but also gives us the opportunity to bring consistency and accuracy to the naming conventions, to research, create, and map necessary metadata, and to have a way to eliminate duplicates and replace poorer quality images.

Working closely with our web technology team and our information services office, the DAM system allows us to easily provide images for use on the Senate website. We can share images easily with Senators' offices now, and it also helps us to ensure consistency and quality of images provided to outside researchers, publishers, and the media.

The DAM also gives us, for the first time, an effective and robust system for storage of the hundreds of audio and video files associated with our oral history project. We have moved to video recording most of our current oral history interviews, but many of our older interviews are still in the form of analog recordings. In recent years, we've been gradually digitizing those recordings, and those will now be stored in the DAM, along with the digital records of our current interviews. Also, the video files of our many talks and presentations that we do within the Senate community will be included as well.

Finally, I want to express our gratitude to our colleagues at the Library of Congress, and also at the National Archives, in addition to our Senate support staff. They offered a lot of suggestions and guidance to us in terms of looking for a digital assets management program. Archivists and researchers at these institutions have been valuable with their suggestions. So we now have the system that we think fits our needs very well, and now we just have to populate it. (laughter) So thank you, Julie.

Adams:

Thank you, Betty. Now I'd like to recognize Richard Hunt for the report from the Center for Legislative Archives.

Hunt:

Good morning. I would like to start with our transition plan from Archivists' Toolkit and to remind the committee that the members of this current taskforce, are many of the same people that many years ago, came up with the solution to use Archivists' Toolkit as a shared platform to exchange metadata. We have ingested 17,000 instances of data and metadata into our holdings. This time, the group met and the Senate, House, and Center arrived at three different solutions. I'll let you conclude what you will from that, but I assure you, the transfer will continue to work.

In April of this year, the National Archives Investment Review Board approved the Center's business need to transfer the accession level descriptive data to another follow-on system to prevent data loss, and to ensure that we can fulfill our loan obligations to congressional committees. As Karen notes, we now get requests with some level of specificity, and that data allows us to service those requests more efficiently.

After that approval, the Center collaborated with the Information Services project manager to develop a business case by defining high level requirements, researching and analyzing potential alternatives, and consulting with NARA's system owners and stakeholders. They considered these alternatives. One was the emerging ERA 2.0; a second system was the existing ERA EOP, which is for presidential records. A third was to use HMS 2.0, our Holding Management

System, in its next iteration. The fourth was DAS, the Description and Authority Service behind the catalog, and the fifth was to move to ArchivesSpace. And we selected HMS 2.0 because its data model and workflow processes closely match the Center's business need, and there's substantial overlap in the descriptive data managed in Archivists' Toolkit and HMS.

Since the current version of HMS 1.0 fulfills most of the Center's high-level requirements, HMS 2.0 should require only a minimal amount of development work to accommodate the addition of this metadata. The development of Center-specific requirements to facilitate this transition will dovetail with the agency's project to develop and implement HMS 2.0 and migrate the data from HMS 1 to HMS 2.0. The Center's business case was formally submitted on November 26th, and is scheduled to be presented at the upcoming December 12th meeting of the Investment Review Board. So we should know within a week or so whether that request is approved.

I'd like to update you on recent developments at GPO, building A, on the third floor. GPO is continuing work on the installation of controls for the HVAC system, which they expect to complete by mid-December. When controls are fully operational, the expectation is that the system will be able to meet and maintain temperature and relative humidity readings within NARA's specified range for archival storage spaces. Both GPO and NARA will monitor those results for a month-long period to make sure those environmental conditions remain stable in all three storage spaces. When those conditions are met and reported to our COO, we will seek approval to begin move of records, which we anticipate will begin in February, and start moving the 4,300 cubic feet of House and Senate records stored at the Washington National Records

Center. Those records will be moved in weekly shipments of 10 pallets of records, running from February through the first week of April, if weather conditions permit.

Next, we will move 4,000 cubic feet of House and Senate records stored in borrowed stack space in this building, and that will require eight weekly moves, taking us into late spring or early summer, when we will have transferred over 8,000 cubic feet of records into the new storage space. That 8,000 cubic feet will fill about 14 percent of the unclassified records storage space at GPO. I should also note that starting in February, all new accessions of House and Senate records will be sent directly to the GPO building, and we'll add records that way as well.

Secondly, NARA, its contractor Leo A. Daly, the architecture and engineering design firm, and GPO, have agreed on a plan to move forward to add two independent and redundant dehumidification units to the two most problematic areas in building A. It's the small stack space, and the restricted storage area. We had concerns that higher temperatures and humidity in the summer months may require this additional capacity to maintain the environmental conditions.

There's also shared agreement between NARA and GPO that having a redundant backup system in place for these two spaces is prudent planning and preparation for seasonal variations that will come throughout the year. I do want to emphasize that the work on these two additional units will take place outside the existing records storage spaces, and will not impact the move of records into those storage spaces.

I wanted to just make a few comments about some archival operations and issues. I would like to acknowledge the extraordinary work of the Center's loan team this fall. You've heard both from the Senate and the House that it's been an unusually active period, and we've made many, many trips up to the Hill with a quick turnaround, and I'm very proud of the staff and how they've responded.

On the reference front, one sign of the times is burgeoning business helping a variety of individuals and institutions seeking information and source material for podcasts. Requests have come from a number of sources, including *CQ Roll Call*, *Slate*, *Newsday*, and *Vox*. One notable podcast was an NPR piece that aired on January 16th this year, on the first federal government shutdown in 1879. Reporter Sarah Gonzalez interviewed Heather Cox-Richardson, a highly regarded political historian from Boston College, for the story. It centered on the battle between President Rutherford B. Hayes and his Republican allies in Congress, fighting Southern Democratic attempts to withhold funds from the Army and the federal courts unless their funding bills included riders that declared that it was illegal to send federal troops into the South to protect black voting rights. Hayes vetoed five of those riders, and the government went unfunded until Southern members finally relented. Richardson points out that the lesson learned was you never want to shut down the government again. (laughter) Well, some lessons are forgotten.

Seeking more specifics on the 1879 shutdown, Gonzalez informs her podcast audience that she's calling the Center for Legislative Archives. The phone rings, and we hear the voice of one of my staff saying, "The National Archives is closed to normal operations due to a lack of appropriations." (laughter) Frustrated, Gonzalez proclaims, "Damn shutdown." (laughter) It's an interesting use of our records and our staff.

Lastly, on our staffing plans, you may have noticed we've grown a little leaner over the year. Being short-staffed has come from a variety of circumstances. On the bright side, we've had two staff members experience some blessed events with the arrival of two baby girls, and they took time off to take care of their newborns. So we're very happy about that. On the other hand, one archivist left us for a position in another agency, so poaching is going both ways. And Brandon Hirsch, you may notice, is not here; he was wearing two hats as assistant director and senior electronic records specialist, and left for a position with the state legislature in Minnesota. I would also note that an old friend of this committee, Bob Spangler, has joined us today. In the interim, the Executive for Research Services, which is a separate office, has allowed me to call and consult with Bob and use his expertise, which is how he began his relationship with this committee years ago. So thank you Bob, and it's good to see you again.

I am pleased to report that I have agency approval to post both the archives position and Brandon's electronic records position, which I will do in January. So I will contact many of you to tell your friends and your allies to see if they would like to join our merry band.

I will also seek approval to move ahead with the assistant director's position when I have those two positions moving. I have to thank my current staff for their diligent effort and dedication to our mission, and helping us get through this period of transition, so thank you all very much. I'm happy to answer any questions you may have.

Paul:

I would like to second thanking your staff, because not only have they responded promptly, efficiently, and accurately, but with smiles in their voices.

Hunt:

Thank you.

Bourk:

Absolutely, I should have said that in my remarks, but thanks so much to the Center staff for everything. In addition to many, many boxes coming our way, we've had to ask many, many weird questions, so we appreciate all your hard work. (laughter)

Hunt:

Thank you so much.

Vogt:

I would like to add that we also will be looking for an electronic records archivist, and will be adding and advertising that beginning in January, so I hope we don't have too much competition between us to get the best person. (laughter) We have lost Brandon [Pietchko?], who had been working with us for about two years. This is a tremendous loss for us. He will be going back to Indiana to work on medical records. I hope we can find two really good people who love to work with electronic records, one for National Archives and one for the Russell Library.

Skaggs:

I would just like to commend the Senate, and the House, and the Center for the work. It's just amazing to me, given the staff levels, that you accomplish so much. And you know that I know the demands are many, and the requirements are many. Thank you for your good work.

I think it would be good to hear what lessons have been learned from all this work over the last 5 or 10 years. I think it would be interesting to know what were the biggest challenges. If you want to try to think about that in the future for a report, especially with software development, and selecting software, the lessons learned could be valuable. As you changed, how did you decide on what software to use? It would be interesting to know a little bit more about that, and also, the setup, or the implementation.

Adams:

Thank you Richard for your report, and for everyone's comments. We now have a series of special reports, and I'd like to welcome Dina Mazina, the Senate Finance Committee archivist, to report on efficacy in archiving.

Mazina:

Hi, I'm Dina Mazina. I'm the Finance Committee archivist, and Karen asked me to speak today about outreach, although it's not really outreach, it's in-reach, because we're looking internally at some changes that we've done in the Finance Committee. You might also recognize my name if you are on the Congressional Papers Section listserv. I'm one of the editors of the newsletter, so you will be hearing from me soon for our winter newsletter.

Rather than have one big training that took on the entire committee, or two trainings that took on one side of the committee each, the biggest change that we took was to focus on teams within the committee, mostly legislative teams and the oversight investigative teams. We were able to tailor the presentation and the training individually to those teams and their concerns. This began because we had one team that came from a different committee with the change of leadership, and it was known and expected that they would have specific issues, mostly in the form of a lot of overlapping records with the previous committee, and we wanted to find a way to address that with them. This seemed to work well, and I'll talk a little bit more at the end about what we found. I'm always working to increase the staff awareness and involvement, and I think this was really helpful with that.

So this is the breakdown of our teams that we focused on by function: tax, trade, and health which are major legislative areas, then oversight and investigations. We also talked specifically to the executive assistant to the staff director for the Democrats, because she was the one in charge of a lot of archiving for the staff director.

I'm going to go over a couple of training challenges that we found. The first one is a common belief that staff have and that is that archiving isn't important. The work they're doing is really pressing, and they don't have time to think about archiving. My goal was to get staff invested in the archiving process, and understand the personal benefit of having a well organized and extensive archive for themselves. That having less information is not going to be detrimental to researchers in the future, but it's detrimental to us as a committee now in our ongoing work; and to focus on the last point, which is your work is important, which is exactly why it's important to archive it.

I also used this opportunity to call on the staffers who I like to refer to as my archiving allies. Those are people who are just naturally interested in archiving. They like keeping their records organized, they routinely send me boxes of records, and they routinely come to me with questions. This is a good opportunity to point those people out and have them talk about some successes they've had using archived materials.

The next challenge in the training involves security, privacy, and staff being concerned about what having the records out there means for themselves in the future. This is where I focus on

trust building with my staff. I listen to their concerns, follow up with email, and ask if they feel comfortable with what I've shared with them.

I also like to explain the research process at NARA. A lot of my staff seem to think that when I say the records become open in 20 years or 50 years, they immediately go on the website and are tweeted out for everyone to look at them from their phone. I like to tell them the process at NARA for researching a topic. You have to have a research topic and have a legitimate reason to be there. The records that are released relate only to the specific things that the researcher is looking for, and not an entire email account for them to peruse through. I think they worry about personal affairs being disclosed so explaining the process seems to bring some comfort and ease some concerns for staff. (laughs)

The next challenge is a common one that we face as archivists in Senate committees which is that staff are moving between different offices and working with different offices inside and outside of Congress. The biggest issue there is that when staff move, they take the records with them, and when staff interact with other offices and committees, it's sometimes not very clear which office the records are generated from. So there's a couple of things I try to urge the staff to do. To solve this problem, I encourage them to limit the overlap, clearly label all their records, and archive on a regular basis to cut that to a minimum.

So now I'm going to go through an entire presentation, but I'll go through it quickly, stopping at a couple of slides in more detail. This is also rather informal, because I'm trying to connect

one-on-one with the staff. I begin with what is archiving, what is a record, pretty basic concepts. I describe in records management, or archiving terms, looking at function. I'm trying to get staff to think about how their own roles on the committee are reflected in the records they produce, and how that information should reflect in the personal archiving steps they take. So one of the things I will tell them after I go through this slide is when I look at your records that you sent me, I should be able to come up with answers for all of those questions.

So, one of the other things I do is try to involve staff, and one of the ways that I think is helpful is by kind of showing them my vulnerability, and make them really recognize that I have a knowledge divide with them, and that's going to impact both how I archive, and their ability to do research in the future based on how I archive. So really focus on getting good labeling and good contextual information. And during one of the trainings, I asked if staff would be willing to engage in a new closeout procedure, and they expressed a willingness individually that they would engage in this. And I think that really gets a personal investment in archiving from the staff.

So I think a lot of staffers have concerns that, when I tell them to create an organizational system, I mean throw out whatever you have and do the one that I've created for you. So it's really important to emphasize that if they have a system, that's fine, that's what I'm looking for. I want a system that they can explain to me and apply consistently. Some staffers really want you to give them a system, but I can't come up with a system for them, it has to be based on how they naturally work.

So just to reemphasize that point, the next couple slides focus on folder names, and having good naming conventions. This is an activity that I walk them through to engage in that process a little bit more. And then this slide is for people who might have downtime, and might be able to give me a little bit more, but not feel pressured to do this on every archiving project. More on the basics of recordkeeping -- paper, electronic, email. And then this slide provides a quick list that I like for the staff to use when they're deciding what to keep. And it's to ease concerns that they need to keep everything that they ever received, every piece of mail, every unrelated note card. So, this is a guide that staff can use on a daily basis as they do their routine upkeep and recordkeeping.

Here's a basic checklist to use at the end, and this was from one specific training that applies to one specific team, which is what I talked about in the beginning. I really try to emphasize that I understand you're going to have record overlap, it happens. I'm not going to come and finger wag at you about it. But here are some things you can do to help me and make sure that we're all following the rules. I'm going to take another minute or so to go over some quick results and successes I felt we had in the committee. I saw an immediate increase in how many boxes of records were being sent to archiving. Some teams went back to their office and immediately started archiving their records. They were so excited to get them out. (laughter) The records themselves had better organization, better contextual information. During this training, I felt the questions I was being asked were better. People were asking both about archiving, and about how to use the archives for themselves, what was available to them, how long it would take for

records to get to them. Another reason to thank Richard and his team, every time I'm able to get a quick turnaround on their loan request is a win.

These sessions became easier to schedule and get teams onboard when we worked in small teams. I felt like staffers felt more responsibility to attend, pay attention, and listen, and take this to heart. So, I felt like this was a real success for our team.

Thanks for letting me present.

Adams: Thank you, Dina. Next up we have Charlie Flanagan with the Center for Legislative Archives.

Charlie Flanagan:

Thank you. The Center for Legislative Archives promotes civic literacy by using the Charters of Freedom and historic records of Congress to educate students and the public about the principles of civic life, and the Constitutional role of Congress in history, and today. We conduct educational outreach by presenting in person at conferences and workshops, and digitally, by video conferencing, and by posting lessons online. On this slide, for example, you see our new and instantly popular lesson that draws from the Journals of the first Senate and first House of Representatives to teach about the important role of civility in the rules and procedures of Congress, and in civic life.

Through our outreach initiatives, and by our contributions to exhibits at the National Archives and Capitol Visitor Center, we reach a national audience of teachers and students, and participate in a national conversation about promoting civic literacy. But what we do is really only a small part of the larger National Archives effort to promote civic literacy that has been championed by this Archivist of the United States.

It should also be noted that the Center's educational outreach program was launched in 1991, when this advisory committee, in its first report, recommended that educational outreach be a high priority in the Center's programs. Twenty-eight years later, we're happy to report on the current status of our efforts.

One of the primary ways that the Center contributes to civic literacy is by publishing digital media on our website. Center staff has designed lessons, digital apps, and e-books to enhance learning about Congress, the Constitution, and representative government. We currently host 31 lessons, 1 digital app, and 4 e-books on the website. The lessons are arranged in categories, reflecting the depth and broad sweep of Congressional topics. They represent the fundamental principles of government. Richard said I should have these little buttons light up as I read this, but I'm going low tech. The lessons highlight the fundamental principles of government, Congress in history, and how Congress works.

Web analytics show that our materials are used by teachers nationwide. In addition, anecdotal feedback tells us that our materials are popular because they're grounded in the specific needs of

teachers, and distinctive, because they engage students in making abstract civic concepts visible. Also distinctive is the volume of House and Senate documents we feature, which provide documents and evidence that can be seen and experienced by students. We enable teachers and students to work together to see the big civics ideas embodied in the standards they teach and learn.

All of the items on our website originated from conversations with teachers. Over the years, we have asked teachers about the topics that are the toughest to teach, and use their responses as our starting point in designing lessons and other resources. Hard-to-teach topics are at the heart of our most popular lessons. But sadly, over the years, teachers have told us that their biggest challenge is teaching about the foundational documents and principles of our civic life. Specifically, they've asked for help with teaching students to understand the Constitution, the Bill of Rights, the Constitutional role of Congress, and teaching students to delineate the legislative process in Congress.

We responded with "Teaching Six Big Ideas in the Constitution," a lesson that engages students in making a visual map of the Constitution, and identifying the elements of its design for government. "Congress Creates the Bill of Rights," a digital app that shows how the first Congress acted as a national forum, debating and shaping through compromise the proposals that became the first 10 amendments. And, as you can see in the examples on the right side of this slide, the app shines a spotlight on how Congress shaped the First Amendment. But again, we are making big civics processes and ideas visible.

“What Congress Does, and Why It Matters.” We had a Member tell us that he wanted to take this up to the Hill with him. (laughter) “What Congress Does, and Why It Matters,” is a puzzle-based lesson where students collaborate to identify the various ways the House of Representatives, the Senate, and individual members of both bodies, serve the American people and fulfill their essential Constitutional roles.

And “The Legislative Process,” is a flowchart-based lesson where students work together to trace the steps in the Congressional path traveled by bills and the actions which elected representatives take as they propose, debate, amend, and vote on bills.

Three of our e-books complement the lessons we’ve created by providing visual primary sources to engage students in developing civic literacy. When teachers told us that their students, despite being immersed in visual media, could not analyze visual primary sources, we created these e-books to improve student achievement. They provide resources that teachers can use to instruct students on how to study history by analyzing visual sources. Each e-book features political cartoons drawn by Clifford K. Berryman and Jim Berryman, selected from the United States Senate Collection, and uses them to engage students in discussion-based analysis of the principles and institutions of civic life, and their impact on history.

A quick look into our latest e-book shows what our books are like in general. *A Visual History, 1940 to 1963, Political Cartoons by Clifford K. Berryman and Jim Berryman*, presents 70

political Cartoons that invite Students to explore American history, from the early years of World War II to the Civil Rights Movement and the Space Race. These cartoons frame important topics and moments, from World War II to the Cold War, to Civil Rights, to the Space Race.

Our digital resources have been popular with teachers. But, the Center has made its greatest contribution to developing civic literacy through direct contact with teachers at professional development workshops. The Center has worked with four major state-level partners since 2010, and staff have presented at an average of 15 professional development workshops per year, reaching an annual average of 520 teachers. Working with our major partners, Center staff have presented at 55 Humanities Texas Teacher Institutes, 24 workshops hosted by the Lou Frey Institute for Politics and Government at the University of Central Florida, 10 workshops hosted by banks in the Federal Reserve system, and 13 workshops hosted by the Robert C. Byrd Center for Congressional History and Education at Shepherd University in West Virginia.

Presenting directly to teachers at professional development workshops has made the best use of our small staff and limited resources. We've also learned that coaching teachers on using specific lessons makes it far more likely that they will adopt them to improve student achievement in their classes. If we estimate that each of the teachers we encounter at a workshop teaches 100 students, the Center's influence is quite extensive. The 520 teachers we meet on average each year potentially use our materials with 52,000 students. Teachers have praised our workshop sessions for supplying ready-to-use lessons keyed to state standards and benchmarks.

They've also been eager to share anecdotes and images of students using our lessons in the classroom.

We gather teacher feedback from workshops and pay close attention to what we hear from the participants. We've heard three comments the most frequently. First, teachers appreciate our coaching them in how to teach with primary sources about challenging topics. Second, teachers value our modeling of active learning techniques, designed to engage their students in discussions of big ideas in civics and history. Third, teachers appreciate hearing about a lesson today that they can easily teach with tomorrow.

Teaching about essential topics in civic life, and teaching students to engage with one another in civil dialogue, are critical challenges facing America today. Outreach by the Center for Legislative Archives has been oriented toward helping teachers address these challenges by engaging their students in active learning-based study of primary sources. Teaching today's students to conduct actions such as analyzing documents and decoding what the institutions of Constitutional government do, as well as debating concepts of liberty, equal rights, and representative government, are the foundation of America's civic future. We appreciate having the opportunity to contribute to the important work of preparing students to be informed participants in civic life. Thank you all very much for letting me present.

Adams:

Thank you, Charlie. I now invite Jennifer Reidel, civics teacher in residence at the Library of Congress, for her report.

Reidel:

Thank you for having me today. “I think it was prophetic that the movie shown on the *U.S.S. Helena*, the eve of December 6th, was *Hold Back the Dawn*. How I wish we could have. The torpedo hit us a few minutes after 8:00 a.m., killing 35 sailors. I was sitting on the edge of my bunk, trying to decide if I should go to breakfast, or back to bed. That decision was made for me. The general alarm went off, followed by the announcement, ‘All hands to general quarters, the Japanese are attacking Ford Island.’ Just seconds later, the ship was hit, and lights went out. I was partially dressed, I scrambled out of my room and through the hatch just outside my room to the main deck. The first thing I saw was an airplane with a big red sun on the side, diving on our ship.”

This description of the attack on Pearl Harbor is from the experiences of my grandfather, Lieutenant Leroy C. McCormick, Pearl Harbor survivor and World War II and Korean War veteran. I grew up with an elementary school teacher as a mother who was our extended family archivist and historian, and a father as a lawyer. Because of their influences, I have always been drawn to the power of narrative, and especially stories rooted in historical events relating to our systems of government, its law, and the influences on American people. I have taught high school social studies for 23 years, and my undergraduate and graduate degrees are in history with a graduate focus in Constitutional studies and thesis research centered on forced-confession

cases. The bulk of my years in the classroom were in a conservative rural farming town in the northwestern corner of Washington State. I taught standard civics courses, AP government and politics, and law and society. My students generally came ready to learn and knew something about our governmental structure, and about our history.

Four years ago, I decided to shift my focus and work in a public alternative high school in a different district. The vast majority of my students in my current school live on the margins of society. Many come to school to get basic needs met, and experience homelessness, addiction, abuse, and isolation. For most, there are no dinner table conversations about governmental structure, our nation's history, and how to civically engage. Teaching civics in this environment is demanding. Yet it is more essential, as I have the opportunity to equip the most marginalized with the knowledge about their government, and ways to engage with it.

Besides this being the change of a lifetime, the civics teacher in residence position this year at the Library of Congress allows me the time, and space, and energy to dig deeply into the richness of the Library's collections, to find compelling stories that highlight our history and civic principles for social studies, and specifically civics classrooms. I serve in my position for the entirety of the school year until June 2020. As the teacher in residence, much of my day is spent researching our digitized collections for primary sources that might help illustrate a civic ideal or some aspect of our system of government. I believe that to effectively understand the civic ideals of our nation, it is key for students to learn of instances in the past where that idea was tested, interpreted, and defined. Consequently, while here this year, it is my goal to write blog

posts and articles which focus on specific governmental systems taught within civics courses: federalism, checks and balances, separation of power, limited government, rule of law, to name a few.

For example, this fall I found primary sources in our collection which I hope would broaden student understanding of the Little Rock Nine and federalism. Despite federal involvement in the desegregation of Central High School during the 1957-'58 school year, the district closed the years following that school year. I found photos, including President Eisenhower delivering an address to the nation, a photo showing school lessons being delivered through TV in place of in-person school. I also found a poignant photo of closed, darkened hallways, in contrast of the year before with integration. In another blog post, I identified primary source documents to use when teaching about Cherokee removal and federalism.

My most recent project has focused on writing a journal article for the National Science Teachers Association, "The Science Teacher on Social Justice and Science." The article tells how President Truman was influenced by the worst air pollution disaster in American history in 1948, in the town of Donora, Pennsylvania. A town of approximately 13,000 people, many of whom were immigrants working in the mills. Twenty people died, and 1,400 people were hospitalized over a four-day period due to the deadly smog. Because of that tragedy, Truman subsequently ordered his executive department head to jointly sponsor the first federal conference on air pollution in 1950. Out of that conference came the recommendation for more scientific research

on the impact of air pollution and its connection to health. And in 1955, Congress passed the Federal Air Pollution Control Act, which did fund air pollution research.

Now in addition to research and writing blog posts and journal articles, I have the privilege to work alongside our professional development team members in preparing for and facilitating teacher training, and staffing the Library of Congress booth at educator conferences.

One other facet of my position is to have the chance to share with Library staff the realities of teaching, and specifically in civics and social studies classrooms in 2019. What I have told them, I will tell you. No Child Left Behind, and its intense focus on testing, relegated civics and social studies to the sidelines. District resources go to curriculum and teacher training for subjects which are tested. Social studies and civics, for the most part, are not. In practice, this has meant minimal social studies and civics instruction in elementary schools, and only what is required by states at the secondary level. While some states have worked hard to offer teachers a scope and sequence of what should be taught in civics, most leave content selection to districts, and by default to individual classroom teachers. This translates to secondary social studies teachers and civics teachers curating and creating almost everything they use themselves.

This is where your efforts and your educational mission within your respective institutions become really essential. Anything you can offer teachers which is already a high-quality, nonpartisan resource, and is ready to use, is a lifeline to a stressed teacher. Primary sources edited for clarity and size that are ready to print or display are far more likely to be used than

those that require extensive modification in a classroom. Resources offered in multiple languages and reading levels would significantly help teachers modify curriculum for a variety of student needs. And lastly, offering suggested strategies to use the provided resources can make all the difference of what a teacher does with your materials.

In 1944, at an I Am An American event, Judge Learned Hand said, “I often wonder if we do not rest our hopes too much upon Constitutions, upon laws, upon the courts. These are false hopes, believe me, these are false hopes. Liberty lies in the hearts of men and women, and when it dies there, no Constitution, no law, and no court can save it.”

It is my hope through your collective work, and the support of educators, we can ensure liberty will be embedded in the hearts of future generations who know about and will engage with their government. Thank you.

Adams:

Yeah. (inaudible).

Koed:

I want to thank our three special presenters today. Dina is a good example of the value of our committee archivists. We work so closely with our committee archivists, and they’re absolutely essential to the work of preserving Senate records, and to bring that outreach to staff members

that need to be informed about the process so that we can be sure their records are being preserved. So thank you Dina for coming today, we really appreciate that.

And to Charlie and Jennifer, I will preface this by saying I've mentioned to this committee in the past that we were in the process of reorganizing all the historical material that we have on the Senate website, and we're deep into that project, and hope to have, by the end of 2020, that online and in its new form. But one of my principal goals in that reorganization process is to make the material more accessible. But also, to make it accessible in ways that teachers and students can use it for civic education.

And it won't surprise you to hear that the first person I reached out to on that was Charlie Flanagan, (laughs) who came to meet with us a few weeks ago to talk about the information as it exists now, but how we can better organize and package that information, to make it available to elementary school teachers, to middle school teachers, to high school teachers, and that's something we're looking at very carefully and thoughtfully to see how that happens.

And I will be reaching out to Jennifer as well, you'll be hearing from me, be sure of that. As well as other people, I have quite a list growing that I've been talking to, including a young woman who just won the History Teacher of the Year Award, and so these are wonderful resources for us, and it's a big project we have ahead, but I'm looking forward to trying to move in this direction. I think we can all agree that we are in a crisis of civic education, and David and I have talked about this before, and I think that everything we can do as a group, as well as in our

individual offices, to help promote civic education, we need to do our very best at that. So I'm open to ideas about how this committee could help further that goal, and feel free to send me emails or some other communication for the meeting coming up in June. One of the things we'll be talking about is lessons learned, I think that's a great idea. But the focus on civic education is absolutely vital, so I'm open to all ideas on that front as well. Thank you, everyone.

Bell:

Hi. I hope you all understand why we chose Jen. (laughter)

M:

Yeah.

Bell:

One thing that we're fortunate to have, and that Jen is fortunate to have, is with us, we also have an Einstein Fellow in science, Amara Alexander, who is from Tennessee. And she is able to bring the science end of things and remind us that we have to look at both sides, especially since science education fell to the side at the same time that civics education fell to the side. I do want to encourage you, in addition to using Jen, gently please, because we need her too, is to come over and see the Rosa Parks exhibit, but also, we're going to be doing a one-day teacher institute featuring the resources of the Rosa Parks exhibit on February 1st, and if you're wanting to attend, let me know, because I'm sure that my colleagues would be more than happy to have you sit in and see what we're doing. I also know that Lee Ann Potter, who's the director of educational

outreach, is always ready and willing to work with all of you to develop programming, as well as our new teaching with primary sources partners, which include National History Day, the National Council for the Social Studies, the National Council for the Teachers of English, and the Right Question Institute. We're also going to be working to expand what we can do, and what we can offer, and I know that all of you can offer resources that support our programming.

Vogt:

(inaudible). At the University of Georgia special collections libraries, we are now in the fifth year of a special collections libraries faculty program where we offer to university faculty the opportunity to participate in a program with our archivists, who use materials from our collections in their teaching. So they would spend a year with us in which the first half of the year would be going through the collections, finding materials that they will then incorporate into the curriculum for the fall, and have special projects that their students will work on. It brings them into the archives, and I would say that now, 60 percent of our use in the Russell Library alone is for undergraduate students. And it's really good to get these students in, and to have them working in original materials.

I've talked with this group before about a young professor we have in theater and film studies, Dr. Amma Gartey-Tague Kootin. She likes to be called Dr. Amma, which is much easier. But she is very much into using archival records in performance. And so, when she was at University of Buffalo, before she came to Georgia, she worked on certain projects there, and she

will have, I believe, something coming to Broadway around 2021. But this year, she did work based on an exhibit we had in one of our three collections on incarceration in Georgia.

So she took this up with her students, she got some Mellon money, and some other money, and some private money, to pull all this together. And so her students really looked at this, and how do we work with these feelings we have when we look at these records? How do we present this to others? How do we share this thought, process what we have? The way to do that is through performance. And this expanded such that they brought in Spelman College in Atlanta, and they are also performing in this play. And in writing the script, they brought in a writing group in one of the local incarceration facilities in Atlanta, so they participated in the writing. The first performances were held in Athens this past month. There were four there, and then there will be four in, at Spelman in Atlanta in February. And so, students from both schools were in the performance.

One thing I really enjoyed, which seems only an archivist would like, they brought document boxes into it. Leading off with the document boxes, opening them as part of the performance. And then again at the end, they brought that back in, back to the document box. And I was talking with her about this, and I said only an archivist would appreciate this box being a part of the performance. (laughs) But she said, it's so interesting you would say that, because when I was talking with the students about the improvements that we could make, because it seems to be sort of a living project, they wanted to use the boxes more. They wanted to bring them in where

there would be some presentations on a particular topic, and pull pages from the box, and then seemingly read from the pages to give more authenticity to what the performance was.

So this has just been such a delight for us, such a creative opportunity to see how these records can be used and shared with different audiences. So we're very, very excited about this program we have, and working with people like that, it's really great.

Paul:

(inaudible) I just wanted to comment that I'm really inspired by the presentations we've had today, and by Sheryl's description of using archival sources for dramaturgy purposes. And comment that one of the things that we really need, that we really need to convey more frequently, I think, is how these records are being used, and to be able to give really good examples to the creators of the records, and those who are in the Congressional community that would really benefit by seeing more and understanding more of what the records they're creating mean to the wider public, as opposed to, you know, just adverse campaign use, and that sort of thing. But really culturally and educationally, and for civic education, what these things really mean to our citizens and so on.

So, I just wanted to comment, and Richard, your report always does a really good job of identifying the people who come to the Center to use the records, but I think it would be helpful to us to know and understand the kinds of records that are being used, and for the purposes that

they're being used, and to be able to summarize this and communicate that to the staff who are actually creating these records.

Vogt:

I too was impressed with Richard's report; we've come a long way from the use of these records by researchers, and to see that that's illustrated now in the amount of time that you're spending with loans to the House and Senate, and to see how much the research has improved from this enhanced archival description, it's been wonderful. We expected that, but it's just wonderful to see how it has taken off.

Hunt:

The fact that the NPR reporter knew that she wanted to call the Center for Legislative Archives (laughter) was astounding, so that's a good sign.

Koed:

You know, I would add to that too that over the last five years in particular, I would say the way archival records are being used has grown in variety. And that's partly because the media world has changed so much, with the internet, and podcasts, and tweets, and all the things -- all the things that we usually swear about in the office, because we don't like a lot of them. But at the same time, for instance, our oral history project has gotten a whole new community interested in it, because of podcasts.

And so now all of a sudden, we have people -- people never asked us for audio clips from our oral history project before. But now, we have fairly regularly, people coming to us -- who are working on a podcast about the Civil Rights Act, or something like that, and they're looking, and they've come across our oral history transcripts, but they're looking for the clip, the audio clip they can use. And it's forced us to, as I say, get better organized with our digital material, but also to look at the collection in ways that we could start curating audio clips and stuff, that we could have ready for use for these kinds of purposes. So, the way records are being used, audio, video, documentary, whatever, has just grown exponentially in the year. And that's put a lot of extra pressure on us to be organized and be able to provide these materials. But it also has given the vast public out there this unique opportunity to see the kinds of facsimile reports, and the facsimile documents and stuff that you put on your website, those millions of documents that are going up.

When I meet with teachers at teacher workshops and that kind of stuff, the number one comment I always get from them is give us documentary sources, every single time. They say give us documentary records that -- primary sources that we can use in the classroom. And so, that's become a major part of our goal, and obviously it is for you as well, and we're constantly referring them to the archives for that kind of stuff. So it's a whole new world when it comes to presenting documentary evidence.

Ferriero:

I'm a huge fan of Charlie's work, he knows that. I'm really proud of what he has accomplished in his time here. And we have talked about this before. I'm concerned, and the focus on teachers and students is really terrific, and I'm really concerned about those kids' parents, also, because this is not something new. This has been going on for a while. And so I'm curious, not to put you on the spot Denise, but I'm curious about the possibilities of engaging the public library community in programming, you know, the educational programming that addresses this issue. So you've just hired a new director of education --

Hibay:

Yes.

Ferriero:

-- at the New York Public Library.

Hibay:

Brian Bannon was named the Merryl and James Tisch Director of the New York Public Library; he has oversight for the community branch libraries, as well as our education initiative. So we're starting with a survey of all the education activities that are going on in the New York Public Library. I would say a large part of that is we supply teacher sets to the New York City public schools. You know, we have books sitting on our shelves that aren't getting used, and the school libraries have been diminished, as I think you know. And so, we've created a special library card for them, a special status, and so they're able to then borrow multiple copies for their classroom,

because again, many of the students cannot afford to buy books as well. So that's one major initiative.

Related to civics, it's also, I'm very inspired by this, I didn't want to make comments, I have a very bad throat, so sorry for that. I'm inspired by this, and think the New York Public Library can do much more. We do a little bit now with our ESOL program. There's a component within that, is civics education for new immigrants. So I would love to see us ramp up that, as well, and that's targeting an adult audience. But I want to talk to Charlie (laughs) and really think about what we can do, we've just hired a new curator for history, social sciences, and government publications. She's joining us at the beginning of February. And this is one of the topics we've brought up in our interview cycle of what we want to do.

So you know, November, a year from now, we will have launched what we're referring to as our Treasurer's Exhibition. So kind of opening up all the vaults in New York Public Library, and putting out for permanent display, or semi-permanent display, we'll have to change some of those objects out every six months, but putting out our greatest treasures. And we happen to have a copy of the Declaration of Independence in Jefferson's own hand, it was his draft copy, so some things that he put in his draft did not end up in the final copy. And then we also have a copy of the Constitution, and there's a very complicated history to that, which I won't get into at the moment, but would be happy to talk to you about after.

Ferriero:

It doesn't belong to you. (laughter)

Hibay:

Yeah, offline! We have a sharing arrangement with you, and the state of Pennsylvania, let me just put it at that.

Ferriero:

That's who it belongs to. It's their copy of the Bill of Rights.

Hibay:

Yeah, yeah. So anyway, these are going to be cornerstones of this exhibit, and so we want to do something around those exhibits. What can we do? And it sounds like you've already created lesson plans for those, so you know, identifying the right audience, and the right approach for teachers, but I think with adults, we can also offer a lecture series, we have a great population of academics in the city that we can call upon to help us. And so there are just so many possibilities. So we're really excited about it, and build on the resources that you've already created, I think, would be very helpful.

Bell:

And to add the Library of Congress's two cents in here as well, Dr. Hayden is in the process of reimagining the Jefferson building, moving for example, Jefferson's library from its area on the second floor down into an area that's going to be a kind of mixed family and researcher haven,

including an area that's for younger audiences, where they will have the opportunity to learn about books, but also, learn about how to do research. We are going to revitalize, re-engage, restart the American Treasures exhibit that we've had, that's going to be starting, I believe in either 2021 or 2022.

So, we are looking to make the library a much more accessible, usable, and searchable resource for people of all ages, of people who are wanting to do research, to people who are just going to be in Washington, D.C. for a day, and want the experience of visiting the library. So, a lot of that's new and exciting, and happening, and the Architect of the Capitol is saying yay team, so we'll see what's happening with us in the next couple of years as well.

Ferriero:

If it's any consolation to you, Dina, your challenge number one is a challenge for me, also. (laughter) We have wonderful people across the executive branch who are responsible for managing the records, but the individuals who are creating them, it's not the most important thing that they do, so it's a common problem.

Mazina:

My boyfriend is one of those people. (laughter)

Skaggs:

I worked in state government for 10 years, and worked with state agencies and local agencies and cities, and it was the same issue, too.

Paul:

I have to say, the week after Dina did her presentation to her teams, her office was almost full, I could barely see her (laughter) behind everything.

Adams:

Any other new business or comments? If there are no other comments, I want to wish everyone a nice holiday season, and I will entertain a motion to adjourn.

M:

(inaudible).

Adams:

Okay, adjourned, thank you all so much.

END OF AUDIO FILE