

Group 6: (Candy's group)

- Communities can collaborate if they can figure out how to talk *with* each other. But first we need to come up with a commonly accepted theoretical framework.
- We want to include preservation in our LIS core, but what should it be? There are demonstrable examples that work (across communities) and there are different levels of educational treatment.
- It would be great to have a document like the "organization education" white paper that came out in 2002.
- What everyone has in common are the issues associated with cultural property. Practices are different between communities, but not the issues.
- It is hard to teach the needed multiple perspectives when as an individual you come from one perspective.
- The very popular Rutgers Preservation Management Institute (3 weeks throughout the year) draws attendees from all over the map. The dynamic works well if the group is smaller (15). The curriculum is tweaked every year. Some attendees are new to preservation. Many do seem to have trouble moving their preservation agenda forward, so time is spent on that. At the beginning, students are very narrowly focused.
- Preservation is an easy target for marginalization within LIS because it can't really be delivered through distance.
- Distance doesn't help you build the social support networks you will need when you go back home and are all alone.
- An introductory course should be more theory than hands-on. [discussion of theory v. practice, and how this is coming around again].
- In the world of moving images, there will always be collaboration between academics and commercial interests. Rights is such a huge issue. Incentives is such a huge problem.