

# ***Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies Programme (December 1988)\****

by **THE EDUCATION COMMITTEE, ASSOCIATION  
OF CANADIAN ARCHIVISTS**

## ***1. Introduction***

“There is a difference between education and training, a difference which is important when various elements of professional activity are dealt with. Both are important: training covers instruction in the actual processes which are carried out in an archives service, and seeks to ensure that these processes are efficient, aptly designed and effective for their purpose. Education is something more fundamental and wide-ranging.”<sup>1</sup>

Education, from the Latin word *educere*, means to bring out the inclinations and qualities of persons and to direct them. Thus, professional education means formation of mind-set, operative capacity, and professional awareness through instruction in the body of knowledge belonging to a given profession. It imprints the characteristic signs of professionalism by communicating theory, methodology, and general skills of a profession in an environment where it is possible to practice rational enquiry, interdisciplinary work, and research, namely, the university.

While education emphasizes the unity at the root of a profession, and provides a common ground to all its practitioners, it is the function of subsequent training to fulfil the need for specialists in the advanced practices of some aspects of professional work and to prepare professionals for specific institutional contexts. Training creates specialized competencies common to all those professionals who work in similar circumstances, and may be provided by employing organizations or professional associations or bodies having specific didactic functions in given areas.

The knowledge acquired in the phases of education and training is a vital entity which needs to be nourished to bear fruit. A true professional keeps abreast of developments and changes by taking part in programmes of continuing education offered by institutions, associations or educational bodies in the form of seminars, workshops, symposia, and/or courses.

Thus, education, training, and continuing education correspond to three conceptually different phases in the making of a professional: formation, specialization, and maturation. These guidelines deal exclusively with the first phase, and their aim is to foster the development of university programmes at the graduate level which

can provide aspiring archivists with the body of knowledge proper to the archival profession. They are formulated on the assumption that the Master's degree will be awarded on completion of a full-time programme of education extending over two years. However, the curriculum designers in any given case may wish to make provision for experienced archivists from the field to enter the programme.

## ***2. Conceptual Foundation of the Guidelines***

Archival studies are part of the broader field of information studies; curriculum designers will therefore have to establish some coordination with parallel programmes in the field. Nevertheless, archives have a nature which is quite distinct from that of other information sources. These guidelines rest on the concept of archives defined as the whole of the documents created or received by a physical or corporate body by reason of its activity or function, and preserved for reference. As an archives is given its nature by the circumstances of its creation, it is both a complex of documents, and a complex of ordinary,<sup>2</sup> determined and necessary relationships between the documents and their creator, between document and document, and between documents and their primary users. Therefore the archivist is intellectually involved in the control of archives from the moment of their creation to the moment of their communication, and accomplishes his/her functions guided by a single body of internationally developed and accepted theory. Archival practices are developing towards international standards, notwithstanding the fact that archivists are concerned with material having a unique nature, determined by specific systems of administration and, more generally, by the political, economic, juridical, and cultural character of the society generating it. The practical work of archivists is in fact dictated by the nature of the material they control and by their intellectual capacity to control it.

These guidelines will outline the body of knowledge, both theoretical and practical, which belongs to the keeper and communicator of society's archives. As archives represent society's cultural heritage, the archivist is a mediator between archives and their users; as archives are the tangible guarantee of democracy in our society, the archivist is the public official who serves the *polis*. In both roles the integrity of the archival work consists of ensuring that the right of the people to society's archives will be respected. To this end, the archivist must receive an education which guarantees the creation, preservation, and communication of impartial, meaningful, and usable archives.

The archival profession, like all professions, is dynamic, and its intellectual and practical body of knowledge needs to be constantly refined and redefined. Therefore, these guidelines leave room for curriculum designers to define and periodically review such matters as the specific topics covered in any given subject area and the time allotted to each subject.

## ***3. Infrastructures***

Professional archival work, being linked with both administration and research, is in its essence both managerial and scholarly. Thus, an archival programme must have full academic status in the university, and should also be attached to a faculty or department. In fact, a professional school needs financial and logistical support,

teaching and technical rooms, teaching staff offices, staff and student access to library facilities, staff and student common rooms, administrative offices, pedagogical and informational technologies, and reprographics. The advantages in sharing these facilities are both practical (in terms of quality and quantity of equipment and other resources) and intellectual (in terms of interaction with students and staff of allied disciplines).

However, it is essential for a graduate archival programme to be autonomous. This autonomy should be attested by mention of the programme in the official name of the university department or school to which it will be attached.

### **3.a. Location**

There are a number of options as to which department a graduate archival programme could be attached. There is a strong case for associating archival and library programmes with a school for information studies. In fact, both programmes have the character of professional education, which embodies academic and practical elements; both are service oriented; they use the same type of pedagogical and informational technology; they have in common a large body of learning resources (that is, journals and other literature). Finally, both can draw on the talents of the respective teachers for courses transmitting elements of the one specialized knowledge which can be used fruitfully by the other.

Other choices could include a department of history, in consideration of the fact that archival studies are intimately related to history, or a faculty of law, which would give archival studies a broad juridical foundation, or a faculty of management or administration.

In any case, entry requirements for students should be established in relation to those of the parent department, and so should be the admission procedures, for the sake of the academic standards and of the status conferred by the degree. However, the independence and integrity of the programme should be maintained.

### **3.b. Teaching Staff**

A graduate archival programme should have full-time, tenure track professors. Archival programmes naturally include a wide range of subjects, because of the interdisciplinary educational requirements of archivists. Consequently, the number of the teachers must be directly related to the number of different courses considered necessary by the curriculum designers for the communication of the large spectrum of knowledge needed by archivists, rather than related to the number of the students. As many as eight teachers may be needed for even a relatively small class.

At the beginning, one full-time teacher for the fundamental professional subjects may be enough, and this would imply that all the other subjects must be taught by other available teachers. However, it would be much more appropriate to have at least two full-time teachers for a healthy exchange of ideas, for maintaining a critical attitude towards the programme's content, and for offering different perspectives to the students.

The full-time tenure track positions should be covered by archival professionals in possession of qualifications, experience, and a knowledge of teaching methods.

Other teachers may be recruited either from the archival field or from other university departments. Considering that the full-time faculty with professional experience will teach core courses, the other courses may be taught by faculty from the parent department or faculty, or from other faculties. The courses entrusted to them would depend upon the contribution of other disciplines to archives, and it is preferable to have experts in those disciplines from a purely academic environment, because the comparison between professional and academic perspectives may enhance the students' critical skills. Moreover, working archivists will not be able to take time off work every year, and this would mean a constant search for teachers, in a field where stability is needed. By contrast, the university, and particularly the department to which the programme will be attached, can provide professors on a regular year-to-year basis. Furthermore, archivists would either have their teaching duties on top of their normal workload, and so could give only a limited amount of time to their involvement with the programme, or be obliged to ask for a leave of absence, in which case their earnings from teaching would not compensate for the lost income. However, the positive side of having archivists from the field as sessional lecturers is that they can provide the students with a more practical contact with archival work, and they themselves could have a chance of reflecting and writing about archives in an academic context.

Thus, the best way to go is to use both options, that is, to appoint temporary teaching staff from the field and to use permanent faculty members from the university.

Whatever option designers choose, it is essential that practitioners come to classes from time to time as guest lecturers. Their main contribution to an archival programme is to keep a link between the programme and the real world and to show the students the active interface of theory and practice.

### **3.c. Learning Resources**

In a professional programme, there should be learning resources of both a theoretical and a practical nature. A functioning library service is an essential component of any graduate programme. To create a library of archival literature presents some difficulties, because much material is in different languages and originates from various sources. This simply implies that, beyond buying general books and monographs on archives and subscribing to the most important international archival journals, the library must keep in contact with the archival institutions in the country producing studies, inventories, guides, guidelines and regulations, and acquire this material, and also collect those library, information science, and management sources which are relevant to the archival field. Key sources for legal and historical studies should also enter the archival holdings of the library.

Access to computer facilities is essential. An archival programme also needs access to a number of archival institutions and to a sizeable community of archivists, because students need to have first-hand knowledge of archives and archival work. Visits to archival institutions of different kinds will have to be organized, and practical examples, demonstrations, and tasks will be part of the courses.

### **3.d. Students**

Archival students should be full-time students, although universities might also enroll them on a part-time basis.

The number of the students will depend on the size of the programme, with its teaching, learning, financial and logistical resources; on the quantity of applicants with the right qualifications; on the potential demand for archivists; and on the presence of supporting finances for the students.

The applicants should be submitted to a selection process which takes into consideration their academic achievements, their personal suitability, and their motivations. The best means of determining the latter two qualities is to conduct a personal interview with each applicant following presentation of university transcripts and reference letters.

#### ***4. Educational Factors***

Professional education is both academic and practical. It should provide leadership, and favour innovations in professional methods, be in constant contact with developments in the field in other countries and in the allied professions, and include elements of active research into areas of professional concern.

The determination of the educational factors takes account of the orientation which is desirable for the graduates of the professional programme. Educated Canadian archivists should be able to plan and implement programmes for the creation, maintenance and use, appraisal, acquisition, preservation, and communication of the Canadian documentary heritage, with a user orientation which equally answers the demands of records creators and researchers of any kind and provenance. They should be able to control and communicate documents created in any time and place, and, at the same time, should possess specific knowledge of the historical, administrative, and legal context of the archival material of their own country.

#### **4.a. Admission Requirements**

The students of the archival programme shall meet admission requirements parallel to those of master's programmes of other disciplines.

The minimum entry level shall be the completion of a first university degree. Curriculum designers should insist on high academic standards as necessary for entrants to the programme, in consideration of its intellectual demands, including elements of original work.

Students admitted should have a degree in any subject, provided that they have reached the required standards, in order to meet the demand for specialized knowledge in the field. In fact, archival documents are varied and multiform, being the expression of all possible aspects of our world; thus archivists with a wide variety of backgrounds can provide better control of specific types of records, like medical records or the records of science and technology.

However, because archives are created in a specific historical context, some background in the study of Canadian history is extremely helpful as preparation for a number of subjects which will be taught in the programme. Applicants should therefore be strongly advised to complete one or two university courses in Canadian history before registering in the programme.

Curriculum designers could as well suggest the importance of reading knowledge of at least one language other than English, both because Canada is a multicultural

society and its documentary heritage reflects this factor, and because both archival literature and the archival community have a marked international character.

#### **4.b. Scope and Range of the Curriculum**

Archival material has a nature which differs from any other type of information source or cultural expression. Such a nature is similar everywhere and in any time, because it is determined by the administrative activity generating archives, which has existed since the first forms of society and which develops according to regular patterns. However, administrative activity takes place in different political, legal, economic, and cultural contexts which are reflected in the archives it creates. Archivists must acquire an understanding of these characteristics of archives in order to overcome the sense of going at the same time in two opposite directions. As Michael Cook writes, on the one hand archivists have to deal with a universal body of theory and a practice directed towards the development of *international standards*, and “on the other hand they are immediately concerned with the specific, local and unique aspects of the documentation they handle ... and they have to take a place within the external research disciplines ... which are using their” material.<sup>3</sup> Thus, it is essential that the curriculum harmonize the universal and individual character of archives as well as the practical and scholarly character of archival work.

The first of those goals, to harmonize the universal and individual, determines the overall cast of the subjects of an archival curriculum. The second, to harmonize practice and scholarly study, is a matter to be realized through delivery of instruction by means of a judicious mixture of lectures, seminars, readings, assignments, demonstrations, and field trips. The knowledge acquired in courses so constructed may then express itself in an element of experiential learning on the practical side and in the research and writing of a thesis on the scholarly side.

A practicum of significant length (two months minimum) in a recognized archival repository should be administered during the summer between the two years of courses. It should be concluded by a written report, and credit should be attached to it.

During the practicum, the students should perform all archival functions under the supervision and guidance of senior archivists. Students will thus have the opportunity of verifying their understanding of archival principles through their application to real cases, assimilating them, and seeing their impact on the daily work in a specific institution with its individual structure, material, users, traditions and routines. Thus, the practicum is meant to test theoretical knowledge in a real situation, not to provide competence. A written report should be required, in order to give the students the means of reflecting on their experience, which in fact includes the only element of training they will receive before the end of their formal education, reflecting the interplay between theory and practice in archival work.

The thesis is essential in a graduate archival programme as the expression of the intellectual nature of archival disciplines, of the scholarly substance of archival work, and of the status of the archival programme with respect to other graduate programmes. It should be conceived as a fundamental learning exercise for the students and, at the same time, as their first original contribution to archival literature. It may either centre on the theoretical and methodological area of any of the disciplines

included in the curriculum or use the instruments of all of them for archival inquiry. It should not consist in the compilation of an instrument of practical work but rather in critical analysis and theoretical discussion of literature, principles, ideas, methods, issues, practices, situations, systems, and materials.

Because researching and writing a master's thesis requires a complete intellectual involvement of at least six months, and because the graduate programme should be completed in two years, it is preferable that curriculum designers provide for the course work to be completed by the end of the first semester of the second year of the programme.

Therefore, a schematization of a two-year graduate programme could present five courses per semester in the two semesters of the first year, the practicum during the summer between the two years, five courses in the first semester of the second year, and the thesis in the second semester of the second year.

Furthermore, the ten courses offered in the first year, the practicum and the thesis should all be required in order to provide to all graduates the same foundations. Consequently, the subjects of required core courses are best covered in the first year, although curriculum designers may decide to extend required courses to second year or even to the entire curriculum. Such a decision would be justified, theoretically, by the number of subjects about which archivists must be knowledgeable, and practically, because the provision of electives means the provision of alternatives, either by the quantity of financial and human resources a given university is able to invest in a larger number of courses, or by the number of courses offered by other departments of the university which are relevant to archival education.

Teaching methods and methods of assessment of the students are matters of concern for individual teachers.

#### **4.c. Subjects to be Included in the Curriculum**

These guidelines do not propose courses, but subjects which should be treated in courses. Once identified, the courses should be described in a formal syllabus prepared by full-time teachers. Each of the subjects may be covered in a variable number of courses, but it is left to curriculum designers to decide their composition, weighting, and number, because these elements are directly connected to the human and financial resources of the university. This is particularly true for the teaching of archival science, which may require a minimum of two and a maximum of five courses, while all the other subjects may require one or two courses each, and some of them could even merge, entirely or partially.

Moreover, these guidelines will neither indicate how many hours of each subject should be imparted nor whether it should be taught in the form of a seminar or a lecture. The purpose of these guidelines is to indicate the components of the body of knowledge which, by international consensus, belongs to a professional archivist. In fact, the education essential to a professional archivist is bound to be very much the same everywhere, even if the contents of its specific components may vary from society to society. For example, because archives are totally dependent on the specific systems of administration, their traditions and their operations, and these are determined by the political and legal character of the society generating them,

archivists need to know the history of administration and of its records-keeping practices, but of course the content of this subject will be different depending on the country where archivists reside.

The subjects which should be part of any archival curriculum can be grouped in four categories:

- A. Subjects for foundation courses to provide archivists with an understanding of the context in which the material that will be in their care is created, and in which they will exercise their archival function. They constitute the foundation of the archivist's professional knowledge and activity.
- B. Subjects for substantive or core courses to provide the archivist with depth of professional knowledge.
- C. Subjects for methods courses to provide the archivist with a variety of methodologies for the intellectual and physical control of archival material.
- D. Subjects for courses in common with other professions to prepare archivists as administrators and managers, increasing at the same time their understanding of the records created in the course of purely administrative and managerial activities.

According to these four categories, a number of subjects shall be included in an archival graduate curriculum. It should be emphasized that the following list represents subject areas and not individual courses.

- A. *Subjects for Foundation Courses*
  - A.1. Intellectual history
  - A.2. Administrative history of Canada
  - A.3. Elements of law for archivists
- B. *Subjects for Substantive, or Core Courses*
  - B.1. Archival science and history of archives
  - B.2. Records management
  - B.3. Organization and administration of North American archives
- C. *Subjects for Methods Courses*
  - C.1. Diplomatics
  - C.2. Automation and archives
  - C.3. Special methods for description of archival holdings
  - C.4. Research methods
- D. *Subjects for Courses in Common with Other Professions*
  - D.1. Preventive conservation
  - D.2. Management sciences
  - D.3. Financial accounting

#### **4.d. Rationale and Content Description of the Subjects**

##### *A.1. Intellectual History*

###### *Rationale*

The way in which documents are created, selected, preserved and used is determined by the political, philosophical and juridical conceptions held by each



society in any given time. The knowledge of the nature, origin, development, and diffusion of those conceptions provides a better understanding, not only of archival material but also of the archival functions, because every archivist acts in a determined social and intellectual context and is conditioned by it.

#### *Content*

Selected aspects of the political, juridical, and philosophical thinking in Europe from the Middle Ages and in North America from the colonial period, with emphasis on patterns of thought which have political, social, and economic structures (in which, of course, archival records and institutions arise).

### *A.2 Administrative History of Canada*

#### *Rationale*

Archives are created in time as instruments of administrative activities of a given society. Canadian archivists must understand the nature and evolution of public and private administration, its structure, procedures and processes as they affect creation and use of records. This understanding enables them to evaluate, preserve and communicate, not only government archives but also those archives which are created by other bodies and persons acting in the Canadian administrative context.

#### *Content*

Organization of French and British colonial administrations in Canada and their documentary systems. Confederation and the British North America Act. Federal and provincial administrations from 1867 to the present time, and their documentary systems. Administration and documentary systems of local governments (regional and municipal), and of other organizations and institutions, such as churches, universities, courts, hospitals, businesses.

The documentary systems of the various administrations for the major part have still to be studied. However, in the words of Michael Cook, "every piece of archival analysis (arrangement and description) is a contribution" to that knowledge. Since administrative history "rarely exists as a discipline until the progress of effective archives service has provided a basis for it," and "its progress depends entirely on the work of archivists," the proposed subject can be taught initially with a concentration on history of administration, but with a view on the development of research on the documentary systems.<sup>4</sup>

### *A.3 Elements of Law for Archivists*

#### *Rationale*

Modern society is totally governed by law. Thus, the documents which society generates are either created in pursuance of the law or have a potential legal value. As officials responsible for the preservation of documents bearing legal importance, and as facilitators of access to those documents, archivists must have an understanding of the nature of law and its influence on the documentation process, and of the meaning, forms, and effects of legal documents.

*Content*

Fundamental legal concepts: the sources of the law and their classification, hierarchy of the law, rights and duties of the citizens under the law; concepts of evidence and proof, validity, authenticity, and effectiveness. Overview of the Canadian legal system. The legal principles and procedures relevant to the documentation process in both public and private law. Types of legal documents such as contracts, wills, indentures, and agreements, and the character of the transactions expressed in them.

**B.1 *Archival Science and History of Archives****Rationale*

Archival science is the core of archivists' professional knowledge, the discipline which governs their intellectual and practical work, and which gives them an understanding of the nature of the material in their care, of their societal role, and of the appropriate way of fulfilling it. Because archives are products of societal systems, as are the principles and methods for their preservation and communication, both the nature of archives and the theories for their control must be analyzed in their historical development throughout the world. This subject should receive primary attention in the development of courses.

*Content*

The evolution of the concept of archives. Its nature, scope and characteristics. The theory and practice of arrangement from the eighteenth century. The preparation of archival finding aids and appraisal of archives for acquisition and selection: principles and practices from the French Revolution. The archivist as cultural mediator and public official: communication of archives from ancient times. Legislation, regulations, principles, and practices governing access to archival documents. Reference services and public programming. The ethics of the archival profession.

**B.2 *Records Management****Rationale*

Archives derive their nature from the circumstances of their creation. In order to understand records, their relationships, their arrangement, and their administrative significance, and to protect those records of enduring value, advising their producers and keepers, the archivist must be knowledgeable about the ways records are generated, maintained, and used by records creators.

*Content*

Concept of information management. Design and organization of a multimedia records management programme. The records inventory. Records creation: methods of generating correspondence, directives, circulars and instructions, forms and reports, and mail management. The management of records: classification systems, retention and disposition schedules, identification and retrieval systems, records centres, disposition, and transfer to archives. Programme evaluation. Records management in Canada.

### B.3 *Organization and Administration of North American Archives*

#### *Rationale*

Canadian archivists work in institutions developed in the context of the needs, ideas and practices of North American society. The knowledge of the evolution of archival practices and theories as determined by specific needs of this society, and of the archival legislation and organization resulting from those needs, gives archivists an understanding of their institutions and their role, and provides a focus for all the other subjects they study.

#### *Content*

The historical development of archival repositories in Canada and the United States, and the legislation and regulations governing them. Types of repositories and their organizational structure. Evolution of the policies, procedures, and programs of archival institutions. Comparison with the development of archives in other countries.

### C.1. *Diplomatics*

#### *Rationale*

Whereas archival science addresses collectivities of archival documents, diplomatic criticism focuses on analysis of the formation, forms, and effects of single archival units (e.g., documents, volumes, registers). Study of the genesis, inner constitution, and transmission of documents illuminates the relationship between their context, content, and form which is at the heart of archival work.

#### *Content*

Principles, concepts and methodology of diplomatics for identification and critical evaluation of archival documents created in any time and place, and on any medium. Concepts of document and documentary form. Probative, dispositive and narrative documents. The persons concurring in the formation of a document. Public and private documents, and their formation process. Extrinsic and intrinsic elements of documents. How to conduct diplomatic criticism.

### C.2 *Automation and Archives*

#### *Rationale*

Archivists are involved with automation in two different ways: through its application to the archival work and through the acquisition of machine-readable records. While machine-readable records should be treated in the course(s) of archival science with all other types of records, the purely technical aspects of their formation and treatment can be best analyzed in a course on automation. However, the main purpose of such a study is to provide archivists with a common grounding in the terminology, concepts and use of computer hardware and software, to enable them to understand and evaluate the professional literature

dealing with automation, to use automation in their daily work, and to make judgements about the suitability of specific items of hardware or software for specific archival tasks.

#### *Content*

Small computers and their operating systems. A large mainframe and some of its software. Electronic messaging and the process of moving files between small computers and remote computer systems. Microcomputer-based flat-file management software used for archival description. Database management concepts (including file building, index creation, Boolean logic searching and retrieval, and report generation). Format structure and tagging schemes and their application to archival descriptions.

### *C.3. Special Methods for Description of Archival Holdings*

#### *Rationale*

It is increasingly evident that many of the principles and practices developed by librarians for the bibliographic control of published materials are highly relevant to archival practice. They are extremely useful for both manual and automated description and indexing of archival material.

#### *Content*

Application of methods of bibliographic control to description and indexing of archives. The selection and definition of data elements for the description of fonds, series, files, and items. The application of rules for the standardization of names (personal, corporate, and place), including the choice of useful cross-references, to be used in name indices. Content analysis to determine both present and possible future subject access needs. The compilation of thesauri of subject terms, and their cross-references, useful for subject indexing.

### *C.4 Research Methods*

#### *Rationale*

The archivist needs to become familiar with several aspects of the research process, not only as facilitator of research for the users but also as consumer of research. In fact, archivists conduct research when they are making decisions about selection and acquisition, and are arranging and describing archival documents. Archivists thus need to have an understanding of historical and social science research methods.

#### *Content*

Research: definition and historical context. Research methods and design: various approaches, their characteristics, and appropriate applications. The research process: problem selection, problem statement, characterization of the literature, hypothesis, operational definitions, assumptions, study design, data collection, data analysis, conclusions, and report writing. The research plan.

### D.1 *Preventive Conservation*

#### *Rationale*

The archivist's main function is to preserve archival material of enduring value. The physical care of this material has mainly a preventive nature, but often requires intervention in the form of conservation. While archivists in large archival institutions are supported in their work by personnel specialized for such functions, archivists in small institutions are directly involved in conservation. Furthermore, archivist-managers need to be aware of the problems and issues of physical preservation and conservation in order to administer proper programs for the care of their holdings.

#### *Content*

Administration of programs of preservation and conservation of archival materials. Environmental and biological causes of deterioration, and methods of combatting them. Familiarization with basic preventive conservation techniques: examination, documentation, testing, cleaning, fumigation, mending, and binding.

### D.2. *Management*

#### *Rationale*

Archivists should have a managerial approach to their tasks, trying to solve problems and reach objectives by selecting strategies and evaluating resources. Therefore all archivists, at any level of career, should have an understanding of management principles and practices. Given the fact that beginning archivists are often appointed as the only archivist in an institution or corporate body, with managerial functions, and that almost all archivists in time become managers, an education in management science is essential to the formation of an archival professional. Moreover, senior archivists must manage considerable resources in terms of staff, money, buildings, equipment, and must negotiate with resource allocators. Thus, they too need specific management skills.

#### *Content*

Management theory. Principles of organization. Programme planning, human resources management, resource development, cost-benefit analysis, budgeting, buildings, and facilities management.

### D.3. *Financial Accounting*

#### *Rationale*

Many of the records in the archivist's care have a financial nature. In order to appraise, arrange, describe and communicate them, archivists must be knowledgeable about the characters of financial activities and processes, financial terminology, and accounting methods.

### Content

Basic accounting concepts and methods. The financial systems in Canada. The practices of major financial institutions. Theories of financial processes. Examination of financial statements, financial books, types of financial documents and their relationships.

### Notes

- \* This document has been prepared by the 1987-1989 ACA Education Committee, consisting of Debra Barr, Luciana Duranti, Harold Naugler, Chris Norman, Corrado Santoro, and Hugh Taylor, members, and Bryan Corbett, Robin Keirstead, and Garron Wells, corresponding members. It replaces the 1976 "ACA Guidelines Towards a Curriculum for Graduate Archival Training Leading to a Master's Degree in Archival Science," written by Hugh Taylor and Edwin Welch. As published in *Archivaria* 16 (Summer 1983), pp. 44-51, the 1976 guidelines constituted the first attempt by Canadian archivists to define a curriculum of archival education. The Taylor-Welch guidelines have been superseded by dramatic changes in the Canadian archival context and by the refinement and redefinition of the body of archival knowledge due to its communication in an academic environment, to developments and innovations in the field, to the continuous activity of study and research carried out by national and regional bodies of various nature, and to the general fervour for archival education among North American archivists lately expressed by the "Guidelines for Graduate Archival Education Programs" prepared by the Society of American Archivists.
- 1 Michael Cook, *Guidelines for Curriculum Development in Records Management and the Administration of Modern Archives: a RAMP study*. (Paris: Unesco, 1982), p. 2. The ACA Education Committee is indebted to Cook's guidelines both as to their structure and content.
- 2 The term "originary" is used to express the organic nature of archives, the individual elements of which are not brought together but belong together since their origin as interdependent components of an indivisible body. "Originary" is defined in various dictionaries as: arising from origin, existing at the beginning, primary, undervived, original, primitive. See for example: *A New English Dictionary* (Oxford, 1909), and *New Standard Dictionary of English Language* (New York, 1965).
- 3 Michael Cook, *Guidelines*, p. 37.
- 4 *Ibid.*, p. 41.