

# *Guidelines for the Development of Post-Appointment and Continuing Education and Training Programmes (December 1990)*

by THE EDUCATION COMMITTEE,  
ASSOCIATION OF CANADIAN ARCHIVISTS\*

## *Preface*

The Association of Canadian Archivists (ACA) recently published *Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies*. By the issuance of that document, the Association of Canadian Archivists has stated clearly that pre-appointment professional archival education should be at the Master's level in a university context.

In establishing those *Guidelines*, the ACA was acutely aware that until 1981 the Canadian archival profession developed without a Master's degree programme. Most archivists, coming from a variety of formal and informal educational and experiential backgrounds, acquired their knowledge of archival theory and practice on the job. Some were able to augment this education by attending the archives course offered by the National Archives of Canada or by attending in-house training courses.

Until recently, there has been no comprehensive educational and training programme offered at the national, provincial or territorial levels to deal with post-appointment and continuing education. There was no generally accepted and recognized body of archival knowledge or nationally developed guidelines on what should be taught, how it should be taught, by whom it should be taught, or whom should be taught. The evolution of the Master of Archival Studies programme at the University of British Columbia, the issuance of revised graduate education guidelines by the ACA, and the recent developments at the University of Manitoba have established the direction of pre-appointment education. Yet, there is a continuing recognition that, for years to come, many of those who call themselves archivists and are hired as such by their employers will continue to enter the profession without formal pre-appointment education in archival theory and practices. In recognition of the differing levels of existing education amongst archivists, the ACA Education Committee has developed *Guidelines for the Development of Post-Appointment and Continuing Education and Training Programmes*.

The purposes of these *Guidelines* are to:

- confirm the body of subjects of study or knowledge ideally necessary for competence in archival practice as established in the MAS Guidelines;

- provide a framework to implement post-appointment and continuing education and training programmes; and
- standardize post-appointment and continuing education and training opportunities at the national and provincial levels.

These *Guidelines* have been developed to assist professional associations, archival institutions and educational institutions in the development of post-appointment and continuing archival education and training programmes and individual courses. They are designed to provide students, employees, volunteers, contract personnel and educators with essential information on what they might ideally expect from such programmes and courses.

As used in these *Guidelines*, “**post-appointment education and training**” refers to archival education and training which is provided to a person appointed as an archivist, but having no formal pre-appointment university education in archival theory and practices at the Master’s degree level and little or no previous experience in an archives.

For the purposes of these *Guidelines*, “**continuing education and training**” involves:

- enhancing or refining the existing knowledge and experience of those who have formal pre-appointment education and/or those who have extensive experience; and
- gaining knowledge of or experience in areas of archival theory and practices to which the person has not previously been exposed in an educational or training environment.

These *Guidelines* are not divided into programmes for post-appointment education and programmes for continuing education. Rather, because of the similarity and overlap between the two, the *Guidelines* deal with non-university education and training at three levels:

- fundamental,
- advanced,
- specialized.

This approach has been taken because it was recognized that while all archivists will require some exposure to the total body of knowledge described in these *Guidelines*, not every person will require the same level of detail and complexity in order to perform archival functions effectively. Programmes and courses in archival education and training can thus be tailored to meet the needs of their audiences.

Within Parts 3 to 6 of these *Guidelines*, all references to areas of study are to the subjects that need to be addressed in one form or another, and not to a specific course or courses that should be offered and taken. Indeed, this document does *not* purport to be an outline of the formal courses that one needs to complete in order to become a fully educated and trained archivist.

Some of the subjects described in this document may be covered by one or, in some cases, several formal courses offered by archival organizations and institutions. Other subjects, such as management science, financial accounting, and elements of law, may not have to be offered as formal archival courses at all. Rather, it is envisioned that those who require this type of information may acquire it by other means, such as courses

offered by institutions, community colleges or universities. Again, these *Guidelines* should not be viewed as a detailed blueprint for structuring specific courses for specific educational programmes. A sample summarizing how such a programme *could* be set up is included in Part 7.

It is hoped that all those involved in providing post-appointment and continuing education programmes for archivists will find these *Guidelines* to be of value. It is expected that those offering educational and training programmes will pick and choose from these *Guidelines* in order to address the needs of their local constituencies. To that end, they have been structured to give those planning educational activities the flexibility to respond to specific, individual needs for certain types of education and training, while at the same time providing the context within which all such education and training might ideally take place.

### ***1: Introduction***

In developing these *Guidelines*, the Education Committee has identified three levels of archival education: fundamental, advanced and specialized (for detailed definitions see Part 2). For each level the appropriate subjects have been identified. With some editing, modifications in titles and descriptions, these subjects have been extracted from the body of knowledge which the Education Committee identified during the revision of the guidelines for MAS programmes. This body of knowledge, which is described more fully in Part 3, represents what should be mastered in order to perform professional archival activities, regardless of level. In the case of the MAS Guidelines, the body of knowledge was applied to a two-year academic programme. For the levels of education described in this document, the body of knowledge remains the same, although the nature and duration of formal instruction differs. By using the same body of knowledge for all educational activities, there will be a logical, consistent framework within which all such programmes can be placed, regardless of their specific level.

In addressing the issue of post-appointment and continuing education in the context of practical archival activity, the *Guidelines* deal with aspects of both education (gaining knowledge of principles and methods and the development of a professional ethos and an approach to work) and training (application of these principles and methods in archival practice). Education and training are important components of any archival education programme, regardless of the level. For example, in a fundamental workshop on accessioning, a student can be introduced to the principles governing accessioning and then receive training by completing an accession form.

In addition to describing the subjects appropriate for each level of education, this document includes summary recommendations as to the minimum content, duration, and resources required for the teaching of each subject at each educational level. The issues of minimum qualifications for students and the potential roles for the various archival associations and institutions in providing educational programmes are also addressed.

It is hoped that these *Guidelines* will, in conjunction with those for the MAS curriculum, provide a framework for the development of a clear, consistent, and coordinated programme of professional archival education and training at all levels in Canada.

The rationale for the body of knowledge to be acquired is contained in Appendix I.

## **2: Levels of Education — Definitions**

The Education Committee identifies three levels of archival education: fundamental, advanced, and specialized. The delineation of these three levels reflects the progressive nature of archival education as well as recognizing the lack of consistency in current educational programmes.

### **Fundamental Level**

Fundamental level education consists of an introduction to basic archival principles and practices. The focus is on those archival functions that must be understood before an individual is able to work effectively as an archivist. Upon completion of the fundamental level, an individual will have been provided with the **BASIC** information required to perform archival work.

As examples, this level of education could include one- or two-day introductions to aspects of appraisal, arrangement and description, the role of records management, or the importance of preventive conservation, basic principles (e.g. provenance, respect for original order).

### **Advanced Level**

Advanced level education expands upon the knowledge gained at the fundamental level, allowing examination of specific aspects of archival concepts and functions, and drawing upon knowledge and techniques from related professions and disciplines. At this level, a greater number of subjects are addressed, and specific subjects are covered in greater depth. Upon completion of the advanced level, an individual will have been provided with most of the body of knowledge required to work as an archivist.

As examples, this level of education could include one- or two-day workshops on administrative values of records, preparation of inventories, diplomatics, or management science.

### **Specialized Level**

Specialized level education normally includes the same subjects as advanced level education, but permits focus on even more specific aspects (topics, techniques, equipment, jurisdictions) as required. It is envisioned that this type of educational activity would be used as a vehicle for in-depth study of specific issues in response to defined needs as they arise. As the specialized level is geared to specific requirements, it is not envisioned that it would ever be “completed” in the same sense as the fundamental or advanced levels. Rather, specialized level workshops within each subject area will continue to be developed as required. Not all archivists will have a requirement to attend sessions at this level.

As examples, this level of education could include one- or two-day seminars or workshops on administrative values of municipal records, corporate name authorities, or conservation planning.

## **3: Levels of Education — Subjects**

The subjects appropriate for fundamental, advanced and specialized levels are based (with some modification in description) on the following list of subjects for professional

archival education developed for the Master of Archival Studies Guidelines issued in 1989 and published in *Archivaria* 29. As noted in the introduction, these subjects are derived from the body of knowledge which should be mastered in order to perform professional archival activities, regardless of level. The body of knowledge within each subject area will be described in the discussion of subjects at each level. The rationale for including each of the subjects listed below is included as Appendix I.

- Intellectual and cultural history
- Administrative history of Canada
- Elements of law for archivists
- Archival science and history of archives<sup>1</sup>
- Records management
- Organization and administration of North American archives
- Diplomatics
- Automation and archives
- Special methods for description of archival holdings
- Research methods
- Conservation
- Management science
- Financial accounting

These subjects can be seen in relation to the various levels of subject complexity as follows:

| Subject   | Fundamental<br>Level | Advanced<br>Level | Specialized<br>Level |
|---|----------------------|-------------------|----------------------|
| 1. Intellectual and cultural history                          | —                    | X                 | X                    |
| 2. Administrative history of Canada                           | —                    | X                 | X                    |
| 3. Elements of law for archivists                             | —                    | X                 | X                    |
| 4. Archival science and history of archives                   | X                    | X                 | X                    |
| 5. Records management   | X                    | X                 | X                    |
| 6. Organization and administration of North American archives | —                    | X                 | X                    |
| 7. Diplomatics  | —                    | X                 | X                    |
| 8. Automation and archives                                    | —                    | X                 | X                    |
| 9. Special methods for description of archival holdings       | —                    | X                 | X                    |
| 10. Research methods  | —                    | X                 | X                    |
| 11. Conservation  | X                    | X                 | X                    |
| 12. Management science  | —                    | X                 | X                    |
| 13. Financial accounting                                      | —                    | X                 | X                    |

#### **4: Content Descriptions — Fundamental Level**

Subjects appropriate for the fundamental level:

- Archival science and history of archives
- Records management
- Conservation

##### **Archival Science and History of Archives**

*Body of Knowledge:* The evolution of the concept of archives. Its nature, content and characteristics. The theory and practice of arrangement from the eighteenth century. Theory, principles and rules of archival description and their relationship to the arrangement of *fonds* and collections including experience in the preparation of archival finding aids. 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 (e.g. copyright; access to information and privacy legislation). Reference services and public programming. The ethics of the archival profession.

*Content:* The fundamental level should provide a comprehension of each of the following elements: nature, history and principles of archives; acquisition, appraisal, accessioning, arrangement, description, reference, access and security of archival materials in all media; public programming; and ethics.

##### **Records Management**

*Body of Knowledge:* Records management policy. Design and organization of a multi-media 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.

*Content:* The fundamental level should provide a comprehension of the basic principles and practices of records management, focusing on the ways records are generated, maintained and used by records creators (e.g. concepts of life-cycle or continuum, classification and scheduling).

##### **Conservation**

*Body of Knowledge:* Administration of programmes of preservation and conservation of archival materials. Environmental and biological causes of deterioration, and methods of combatting them. Familiarization with preventive and restorative conservation techniques. Disaster Planning.

*Content:* The fundamental level should provide comprehension of the causes of deterioration of archival materials and the basics of preventive and restorative conservation, including the care, handling and storage of materials, regardless of media (e.g. evaluation of storage facilities and environmental conditions).

#### **5: Content Descriptions — Advanced Level**

Subjects appropriate for the advanced level:

- Intellectual and cultural history
- Administrative history of Canada
- Elements of law for archivists

- Archival science and history of archives
- Records management
- Organization and administration of North American archives
- Diplomats
- Automation and archives
- Special methods for description of archival holdings
- Research methods
- Conservation
- Management science
- Financial accounting

### **Intellectual and Cultural History**

*Body of Knowledge:* Selected aspects of the political, juridical, philosophical and cultural thinking in Europe from the Middle Ages and in North America from the Colonial period, with emphasis on patterns of thought that have influenced political, social, cultural, and economic structures (in which archival records and institutions arise).

*Content:* The advanced level should provide a comprehension of the nature, origin, development, and diffusion of the main political, juridical, philosophical and cultural ideas that have influenced society and the records created by it (e.g. effect of rise of democracy on accountability of government bodies).

### **Administrative History of Canada**

*Body of Knowledge:* Organization of French and British colonial administrations in Canada and their documentary systems. Confederation and the Constitution. Federal and provincial administrations from 1867 to the present 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 history of records creation activities.

*Content:* The advanced level should provide a comprehension of the general issues and themes relating to the administrative development of government bodies and other institutions and the effect this development has had on the records produced (e.g. growth of bureaucracy), as well as with the development of the most appropriate level of government (e.g. a specific provincial government).

### **Elements of Law for Archivists**

*Body of Knowledge:* 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, agreements, etc., and the character of the transactions expressed in them. Implications of copyright and access to information and privacy legislation.

*Content:* The advanced level should provide a comprehension of the fundamental legal concepts and the structure of the legal system (e.g. concept of best evidence or different court levels), as well as a description of the legal documents and documentary procedures most

commonly encountered by archivists (e.g. use of contracts and indentures in property transactions).

### **Archival Science and History of Archives**

*Body of Knowledge:* See section under “Fundamental Level.”

*Content:* The advanced level should provide a detailed examination of each of the following elements: nature, history and principles of archives (e.g. evolution of principle of provenance); acquisition (e.g. acquisition of personal papers); appraisal (e.g. evaluation of evidential and informational value of specific records); accessioning (e.g. examination of information required during accessioning process); arrangement (e.g. practical application of different levels of arrangement); description and descriptive standards (e.g. preparation of inventories, multi-level thematic guides, other applications of the series concept); reference, access and security (e.g. implications of types of restrictions on use); public programming (e.g. preparation of displays); and ethics (e.g. donor negotiation).

### **Records Management**

*Body of Knowledge:* See section under “Fundamental Level.”

*Content:* The advanced level should provide a detailed examination of the various functions associated with the creation and subsequent management of multi-media records and their relationship to specific archival functions (e.g. retention scheduling and relationship to archival appraisal; records classification and relationship to arrangement and description).

### **Organization and Administration of North American Archives**

*Body of Knowledge:* 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 programmes of archival institutions. Comparison with the development of archives in other countries.

*Content:* The advanced level should provide a comprehension of the various types of archival repositories and the major factors affecting their development (e.g. the development of the government archives; organizational relationship of archives, museums, libraries, historical societies, and others), as well as a more detailed examination of the patterns of development of selected archives appropriate to the audience (e.g. a comparison of the Canadian and American national archives; the development of the provincial archives with special emphasis on the development of the provincial archives in which the workshop is offered). Archives — museum — library relationships.

### **Diplomatics**

*Body of Knowledge:* 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 characters of documents. How to conduct diplomatic criticism.

*Content:* The advanced level should provide a comprehension of the concepts, principles, and techniques of diplomatics, with particular emphasis on applications to modern records (e.g.

dispositive, probative, supporting and narrative documents; concepts of persons, procedures and transmissions).

### **Automation and Archives**

*Body of Knowledge:* 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 structures and tagging schemes and their application to archival descriptions.

*Content:* The advanced level should provide comprehension of the basic principles and practices of computers and computing to illustrate the value of automation to archival work (e.g. how information can be stored and manipulated). The emphasis is primarily on an introduction to computers and to two sub-components: the types of computer hardware and software available and their uses in support of different archival functions (e.g. production of internal control documents and external finding aids), and the appraisal and acquisition of automated records by archives (e.g. the implications of obsolete hardware and software).

### **Special Methods for Description of Archival Holdings**

*Body of Knowledge:* Application of methods of bibliographic control to description and indexing of archives. The selection and definition of data elements. 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.

*Content:* The advanced level should provide comprehension of the principles and concepts of bibliographic control for the selection and basic use of standardized descriptive data elements and the development and utility of name and subject authorities (e.g. the principles governing indexing; the construction of authority files).

### **Research Methods**

*Body of Knowledge:* Research: definition and historical context. Research methods and designs: various approaches and their characteristics. 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. Historiography.

*Content:* The advanced level should provide comprehension of various historical and other social science research methods, the research processes followed by archives patrons and staff, and the preparation of research plans (e.g. bibliometric analysis, preparation of questionnaires, etc.).

### **Conservation**

*Body of Knowledge:* See section under "Fundamental Level."

*Content:* The advanced level should provide a detailed examination of and practical experience with preventive and restorative conservation techniques and procedures that can

be carried out by archivists (i.e., non-conservators) in the course of their regular activities (e.g. flattening), as well as a general familiarization with techniques that should only be employed by trained conservators, emphasizing the distinction between preventive and restorative conservation (e.g. deacidification), reprography.

### **Management Science**

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

*Content:* The advanced level should provide comprehension of basic theories, principles, and practices of management science, with only general reference to their application to archives (e.g. management by objectives, problem solving).

### **Financial Accounting**

*Body of Knowledge:* Basic accounting concepts and methods necessary to perform archival functions. The financial systems in Canada. The practices of major financial institutions. Theories of financial processes.

*Content:* The advanced level should provide comprehension of basic accounting concepts, methods, and practices, and the general nature of financial documents, with only general reference to their application to archival appraisal (e.g. types and uses of ledgers).

## **6: Content Descriptions — Specialized Level**

Subjects appropriate for the specialized level:

- Intellectual and cultural history
- Administrative history of Canada
- Elements of law for archivists
- Archival science and history of archives
- Records management
- Organization and administration of North American archives
- Diplomats
- Automation and archives
- Special methods for description of archival holdings
- Research methods
- Conservation
- Management science
- Financial accounting

Plus other topical concerns.

### **Intellectual and Cultural History**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide a detailed examination of the impact of specific shifts in political, economic, cultural or social theory, or practice, on documentation (e.g. the emergence of the concept of private property and the resultant changes to records and records-keeping).

### **Administrative History of Canada**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide for detailed examination of the development of specific types of governments or other organizations and institutions and the impact of this development on the records created (e.g. a specific provincial or local government body; courts; hospitals).

### **Elements of Law for Archivists**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide for detailed examination of specific issues raised by the legal implications of archival work (e.g. evidence legislation in particular jurisdictions).

### **Archival Science and History of Archives**

*Body of Knowledge:* See section under “Fundamental Level.”

*Content:* The specialized level should provide a detailed examination of each of the following elements: nature, history and principles of archives (e.g. archives and territorial changes, principle of pertinence vs. principle of provenance); acquisition (e.g. acquisition of literary papers for a tax credit); appraisal (e.g. evaluation of scientific records); accessioning (e.g. procedures for large volumes of government records); arrangement (e.g. arrangement of photographs); description (e.g. preparation of calendars, description of moving images, etc.); reference, access and security (e.g. implications of specific privacy legislation); public programming (e.g. use of information officers for archives; market surveys); and ethics (e.g. confidentiality procedures).

### **Records Management**

*Body of Knowledge:* See section under “Fundamental Level.”

*Content:* The specialized level should provide a detailed discussion and analysis of specific, specialized topics dealing with records management and its relationship to archives (e.g. scheduling of information in automated systems; evaluating records management programmes; integrating records classification systems with archival retention schedules).

### **Organization and Administration of North American Archives**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide a detailed examination of individual types of archives and their organizational structures as appropriate for the audience (e.g. network of church archives for a particular denomination).

### **Diplomatics**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide for detailed examination of documents created by a specific juridical system (e.g. the absolute monarchy in England), or by a specific creator

(e.g. criminal courts), or by specific procedures (e.g. instrumental, organizational, executive or constitutive procedures), or according to specific forms (e.g. letters patent, wills, contracts of sale). Also, it could provide for examinations of specific formal elements either contained in the physical form of some documents (e.g. seals) or in their intellectual form (e.g. protocol or validation).

### **Automation and Archives**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide a detailed discussion and analysis of specific topics relating to the use of computer hardware and software for archival work (e.g. MARCame format; MARCON II) or the acquisition and appraisal of automated records (e.g. systems overview approach for appraisal; scheduling large automated systems).

### **Special Methods for Description of Archival Holdings**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide a comprehension of the application of pre-coordinate vs. post-coordinate systems (e.g. The Library of Congress Subject Heading vs. the Library of Congress Thesaurus for Graphic Materials).

### **Research Methods**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* The specialized level should provide a detailed examination of specific type(s) of research and the implications for archival practice (e.g. the relationship of quantitative research to sampling techniques).

### **Conservation**

*Body of Knowledge:* See section under “Fundamental Level.”

*Content:* The specialized level should provide a detailed discussion and analysis of the various specific issues and concerns related to preventive and restorative conservation (e.g. planning and implementation of institutional conservation programmes, conservation of specific media, reformatting from hard copy).

### **Management Science**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* Detailed discussion and analysis of specific issues relating to the management of archival institutions and programmes (e.g. budgeting, building and facilities management, grantsmanship).

### **Financial Accounting**

*Body of Knowledge:* See section under “Advanced Level.”

*Content:* Detailed discussion and analysis of financial systems and records and the relationship of this information to archival appraisal (e.g. relationship of financial statements to other summary financial records).

### **7: Education and Training: A Possible Approach**

The following represents a sample, arranged by subject, of how the subject material at each level as described in the preceding Parts *could* be covered in an educational and training programme. The samples for each subject area are expressed in “content” statements, which are intended to reflect a logical progression from one level to the next. In an attempt to illustrate how such an educational programme could be structured, these outlines also include suggestions, expressed in hours of instruction, of the relative weights that could be given to each subject at each level, assuming that some form of formal instruction is used. As noted in the Preface, there may be no need for some of these subjects to be taught at all. Suggestions about possible resource requirements have also been included. Prerequisites or equivalencies are not included, but it is assumed that associations and institutions that offer instruction in any of these subject areas will develop their own as required by their particular circumstances. In all cases, these entries are presented for illustration purposes only, and should not be interpreted as a rigid structure that must be followed.

It is recognized that some Canadian archives hire entry-level archivists to undertake specific archival functions such as reference services. For this type of archivist the distinction among levels of education as presented in the *Guidelines* and the possible approach which follows may tend to blur. However, it should always be kept in mind that all archival subjects are necessary components of the body of knowledge of the professional archivist.

Further, it is recognized that Canadian archives often utilize volunteers or hire individuals for short periods to undertake specific projects. These individuals may not have previous archival experience or education and training. In such cases, it cannot be expected that these persons will study all subjects relating to their specific assignments before beginning the work. However, a minimum of archival knowledge is essential to perform even the most elementary archival work and must be acquired before the work is begun. It is recommended that volunteers or short-term contract personnel would not normally be responsible for the appraisal and acquisition functions. Volunteers and contract personnel who manage the operation of small archives should have a general knowledge of all archival subjects and have a good knowledge of the subjects listed at the fundamental levels.

To emphasize, the following only represents a possible approach to post-appointment and continuing education and training programmes.

#### **Intellectual and Cultural History**

*Body of Knowledge:* Selected aspects of the political, juridical, philosophical, and cultural thinking in Europe from the Middle Ages and in North America from the Colonial period, with emphasis in patterns of thought that have influenced political, social, economic, and cultural structures (in which archival records and institutions arise).

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with the nature, origin, development, and diffusion of the main political, juridical and philosophical ideas that have influenced society and the records created by it (e.g. effect of rise of democracy on accountability of government bodies). Detailed examination of the impact of specific shifts in political, economic or social theory or practice on documentation (e.g. the emergence of the concept of private property and the resultant changes to records and records-keeping).

*Presentation:* 6-12 hours of a combination of lectures and seminars.

*Resources:* Archivist or historian with research experience in the specific field(s) under discussion.

*Specialized Level:*

*Content:* Detailed examination of the impact of specific shifts in political, economic or social theory or practice on documentation (e.g. the emergence of the concept of private property and the resultant changes to records and records-keeping).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each specific topic covered.

*Resources:* Archivist or historian with research experience in the specific field under discussion.

**Administrative History of Canada**

*Body of Knowledge:* Organization of French and British colonial administrations in Canada and their documentary systems. Confederation and the Constitution. Federal and provincial administrations from 1867 to the present 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.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with the general issues and themes relating to the administrative development of government bodies and other institutions, and the effect this development has had on the records produced (e.g. growth of bureaucracy), as well as on the development of the most appropriate level of government (e.g. a specific provincial government).

*Presentation:* 12-18 hours of a combination of lectures and seminars.

*Resources:* Archivist with general expertise in the area of administrative history, as well as experience researching and documenting the development of the specific level of government under discussion.

*Specialized Level:*

*Content:* Detailed examination of the development of specific types of governments or other organizations and institutions, and the impact of this development on the records created (e.g. regional governments; courts; hospitals).

*Presentation:* 6-12 hours of a combination of lectures and seminars for each specific topic addressed.

*Resources:* Archivist with experience researching and documenting the development of the specific type of government, organization or institution under discussion.

**Elements of Law for Archivists**

*Body of Knowledge:* 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, agreements, etc., and the character of the transactions recorded in them.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with the fundamental legal concepts and the structure of the legal system (e.g. concept of best evidence or different court levels), as well as a description of the legal documents and documentary procedures most commonly encountered by archivists (e.g. use of contracts and indentures in property transactions).

*Presentation:* 12-18 hours of a combination of lectures and workshops.

*Resources:* Lawyer or law professor with experience teaching basic legal concepts and an archivist with experience handling legal documents. Samples of legal documents.

*Specialized Level:*

*Content:* Detailed examination of specific issues raised by the legal implications of archival work (e.g. evidence legislation in particular jurisdictions).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each issue under discussion.

*Resources:* Archivist with experience dealing with the specific issue under discussion.

### **Archival Science and History of Archives**

*Body of Knowledge:* The evolution of the concept of archives. Its nature, content and characteristics. The theory and practice of arrangement from the eighteenth century. Theory, principles and rules of archival description and their relationship to the arrangement of *fonds* and collections, including experience in the preparation of archival finding aids. 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.

*Fundamental Level:*

*Content:* Familiarization with the following: nature, history and principles of archives, as well as the basics of each of the main archival functions: acquisition; appraisal; accessioning; arrangement; description; reference, access and security; public programming; and ethics.

*Presentation:* 6-12 hours of a combination of lectures and workshops for each of the subjects under discussion, for a total of between 48 and 108 hours.

*Resources:* Archivist with theoretical knowledge, and practical experience of each of the subjects under discussion, as well as teaching experience.

*Advanced Level:*

*Content:* Detailed examination of the nature, history and principles of archives (e.g. evolution of principle of provenance), as well as each of the main archival functions: acquisition (e.g. acquisition of personal papers); appraisal (e.g. evaluation of evidential and informational value of specific records); accessioning (e.g. examination of information required during accessioning process); arrangement (e.g. practical application of different levels of arrangement); description (e.g. preparation of inventories and other finding aids); reference, access and security (e.g. implications of types of restrictions on use); public programming (e.g. preparation of displays); and ethics (e.g. donor negotiation).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each of the subjects under discussion, for a total of between 60 and 120 hours.

*Resources:* Archivist with theoretical knowledge of, and practical experience with, each of the subjects under discussion, as well as teaching experience.

*Specialized Level:*

*Content:* Detailed examination of specific issues relating to the nature, history and principles of archives (e.g. impact of archival theory on practice), as well as each of the main archival functions: acquisition (e.g. acquisition of literary papers; labour archives); appraisal (e.g. evaluation of scientific records); accessioning (e.g. procedures for large volumes of government records); arrangement (e.g. arrangement of photographs); description (e.g. preparation of administrative histories); reference, access and security (e.g. implications of specific privacy legislation); public programming (e.g. use of information officers for archives); and ethics (e.g. confidentiality procedures).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each of the subjects under discussion, for a total of between 60 and 132 hours.

*Resources:* Archivist with theoretical knowledge of, and practical experience with, each of the subjects under discussion, as well as teaching experience.

**Records Management**

*Body of Knowledge:* Records management policy. Design and organization of a multi-media 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, identifications and retrieval systems, records centres, disposition, and transfer to archives. Programme evaluation. Records management in Canada.

*Fundamental Level:*

*Content:* Familiarization with the basic principles and practices of records management, focusing on the ways records are generated, maintained and used by records creators (e.g. concepts of life-cycle or continuum, classification and scheduling).

*Presentation:* 12-18 hours of a combination of lectures and workshops.

*Resources:* Qualified records manager or archivist with training and practical experience in records management.

*Advanced Level:*

*Content:* Detailed examination of the various functions associated with the creation and subsequent management of multi-media records and their relationship to specific archival functions (e.g. retention scheduling and relationship to archival appraisal; records classification and relationship to arrangement and description).

*Presentation:* 24 hours of a combination of lectures and workshops, as well as possible field trip. (Could be covered by attendance at one or more approved Association of Records Managers and Administrators (ARMA) training sessions or community college courses.)

*Resources:* Qualified records manager involved in a formal archival records management programme or archivist with training and practical experience in records management. Access to institution with a formal archival records management system in place for practical examples and possible field trip.

*Specialized Level:*

*Content:* Detailed discussion and analysis of specific, specialized topics dealing with records management and its relationship to archives (e.g. scheduling of information in automated systems; evaluating records management programmes; integrating records classification systems with archival retention schedules).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each topic. (Could be covered by attendance at an ARMA-sponsored training session.)

*Resources:* Qualified records manager involved in a formal archival records management programme or archivist with extensive training and practical experience in records management, either of whom has practical experience with the issue(s) under discussion. Access to institution with formal archival records management system in place for practical examples as required.

### **Organization and Administration of North American Archives**

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

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with the various types of archival repositories and the major factors affecting their development (e.g. the development of thematic, government, and other archives), as well as a more detailed examination of the patterns of development of selected archives appropriate to the audience (e.g. a comparison of the Canadian and American national archives; the development of provincial archives with special emphasis on the development of the provincial archives in which the workshop is offered). Archives — museums — library relationships.

*Presentation:* 6-12 hours of a combination of lectures and workshops.

*Resources:* Archivist familiar with the historical development of archival repositories.

*Specialized Level:*

*Content:* Detailed examination of individual types of archives and their organizational structures as appropriate for the audience (e.g. network of church archives for a particular denomination).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each type of archives under discussion.

*Resources:* Archivist familiar with the historical development of the specific archival repositories under discussion.

### **Diplomatics**

*Body of Knowledge:* 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 characters of documents. How to conduct diplomatic criticism.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* The advanced level should provide a familiarization with the concepts, principles, and techniques of diplomatics, with particular emphasis on applications to modern records (e.g. analysis of the formation and forms of archival records).

*Presentation:* 6-12 hours of a combination of lectures and workshops.

*Resources:* Archivist with training and practical experience in diplomatics.

*Specialized Level:*

*Content:* The specialized level should provide for detailed examination of documents created by a specific juridical system (e.g. the absolute monarchy in England), or by a specific creator (e.g. criminal courts), or by specific procedures (e.g. instrumental, organizational, executive or constitutive procedures), or according to specific forms (e.g. letters patent, wills, contracts of sale). Also, it could provide for examination of specific formal elements, either contained in the physical form of some documents (e.g. seals) or in their intellectual form (e.g. protocol or validation).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each of the specific areas.

*Resources:* Archivist with training in diplomatics and, depending on the area under examination, a jurist or specialist in administrative law, contract law, etc.

### **Automation and Archives**

*Body of Knowledge:* 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 structures and tagging schemes and their application to archival descriptions.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with the principles and practices of computers and computing to illustrate the value of automation to archival work (e.g. how information can be stored and manipulated). The emphasis is primarily on an introduction to computers and to two sub-components: the types of computer hardware and software available and their uses in support of different archival functions (e.g. production of internal control documents and external finding aids), and the appraisal and acquisition of automated records by archives (e.g. the implications of obsolete hardware and software).

*Presentation:* 12-18 hours of a combination of lectures and workshops.

*Resources:* Qualified computer instructor and an archivist familiar with the operation and use of computers, as well as the appraisal and acquisition of automated records. Access to both stand-alone personal computer and terminal linked to a mainframe with various different word processing and database management software and related documentation as required.

*Specialized Level:*

*Content:* Detailed discussion and analysis of specific topics relating to the use of computer hardware and software for archival work (e.g. MARCcamc format; MARCON II) or the acquisition and appraisal of automated records (e.g. systems overview approach for appraisal, scheduling large automated systems).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each specific topic being addressed.

*Resources:* Archivist familiar with operation and use of computers, the appraisal and acquisition of automated records, and the specific topic being addressed. Access to both stand-alone personal computer and terminal linked to a mainframe with various different word processing and database management software and related documentation as required.

### **Special Methods for Description of Archival Holdings**

*Body of Knowledge:* Application of methods of bibliographic control to description and indexing of archives. The selection and definition of data elements. 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.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* The advanced level should provide comprehension of the principles and concepts of bibliographic control for the selection and basic use of standardized descriptive data elements and the development and utility of name and subject authorities (e.g. the principles governing indexing; the construction of authority files).

*Presentation:* 12-24 hours of a combination of lectures and workshops.

*Resources:* Archivist with training and experience developing and using both descriptive standards and authorities. Access to related documentation as required.

*Specialized Level:*

*Content:* The specialized level should provide a comprehension of the application of pre-coordinate vs. post-coordinate systems (e.g. The Library of Congress Subject Heading vs. the Library of Congress Thesaurus for Graphic Materials).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each of the specific descriptive elements being examined.

*Resources:* Archivist or librarian with training and experience developing and using the specific descriptive standards or authorities under discussion. Access to related documentation as required.

**Research Methods**

*Body of Knowledge:* Research: definition and historical context. Research methods and designs: various approaches, their characteristics, and appropriate characteristics. 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. Historiography.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with various historical and other social science research methods, the research processes followed by archives patrons and staff, and the preparation of research plans (e.g. relationship of primary and secondary sources).

*Presentation:* 6-12 hours of a combination of lectures and workshops.

*Resources:* Representatives from various historical and social science fields with extensive research experience and an archivist with experience in researching and writing administrative histories.

*Specialized Level:*

*Content:* Examination of specific type(s) of research and the implications for archival practice (e.g. the relationship of quantitative research to sampling techniques).

*Presentation:* 6-12 hours of a combination of lectures and workshops.

*Resources:* Representative(s) from the specific historical and/or social science field(s) under examination and an archivist with experience both conducting research and carrying out the various archival functions (e.g. sampling) related to the field(s) under examination.

**Conservation**

*Body of Knowledge:* Administration of programmes of preservation and conservation of archival materials. Environmental and biological causes of deterioration, and methods of combatting them. Familiarization with preventive and restorative conservation techniques. Disaster planning.

*Fundamental Level:*

*Content:* Familiarization with the causes of deterioration of archival materials and the basics of preventive and restorative conservation, including care and handling and storage materials, for all media (e.g. evaluation of storage facilities and environmental conditions).

*Presentation:* 6-12 hours of a combination of lectures and workshops.

*Resources:* Qualified archival conservator or non-archival conservator with experience dealing with archival materials of various media. Samples of deteriorated archival materials, proper storage materials, and environmental monitoring equipment.

*Advanced Level:*

*Content:* Discussion of and practical experience with preventive conservation techniques and procedures that can be carried out by archivists (i.e., non-conservators) in the course of their regular activities (e.g. flattening). General introduction to techniques that should only be employed by trained conservators, emphasizing the distinction between preventive and restorative conservation (e.g. tape removal, deacidification).

*Presentation:* 12-24 hours of a combination of lectures and workshops.

*Resources:* Qualified archival conservator or non-archival conservator with experience dealing with archival materials of various media. Samples of deteriorated archival materials, proper storage materials, and environmental monitoring equipment. Access to basic laboratory facilities.

*Specialized Level:*

*Content:* Detailed discussion and analysis of the various specific issues and concerns related to preventive conservation (e.g. planning and implementation of institutional conservation programmes; conservation of specific media).

*Presentation:* 6-12 hours of a combination of lectures and workshops for each of the specific issues under examination.

*Resources:* Qualified archival conservator or non-archival conservator with experience with the specific topic(s) or media under discussion, and an archivist with experience planning a preventive conservation programme. Access to laboratory facilities as required.

**Management Science**

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

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with theories, principles, and practices of management science, with detailed discussion and analysis of specific issues related to the management of archival institutions and programmes (e.g. budgeting, building and facilities management, grantsmanship).

*Presentation:* 12-24 hours of a combination of lectures and workshops. (Could be covered by attendance at a fundamental course in management offered through a university or college business programme or an equivalent course offered by a management firm.)

*Resources:* Qualified management instructor or archivist with extensive experience managing an archival institution or programme and who has teaching experience.

*Specialized Level:*

*Content:* Detailed discussion and analysis of specific issues related to the management of archival institutions and programmes (e.g. budgeting; building and facilities management; grantsmanship).

*Presentation:* 6-12 hours of a combination of lectures and workshops dealing with each specific topic as it applies to archives.

*Resources:* Archivist with extensive experience managing an archival institution or programme and who has teaching experience.

### **Financial Accounting**

*Body of Knowledge:* Accounting concepts and methods. The financial systems in Canada. The practices of major financial institutions. Theories of financial processes. Examinations of financial statements, financial books, types of financial documents and of their relationships.

*Fundamental Level* — Not applicable.

*Advanced Level:*

*Content:* Familiarization with accounting concepts, methods, practices, and the general nature of financial documents, with detailed discussion and analysis of financial systems and records and the relationship of this information to archival appraisal (e.g. relationship of financial statements to other summary financial records).

*Presentation:* 12-24 hours of a combination of lectures and workshops. (Could be covered by attendance at a fundamental course in accounting offered through a university or college.)

*Resources:* Qualified accounting instructor or archivist with extensive experience dealing with accounting records, both in appraising accounting records and maintaining the records of the archives itself.

*Specialized Level:*

*Content:* Detailed discussion and analysis of financial systems and records and the relationship of this information to archival appraisal (e.g. relationship of financial statements to other summary financial records).

*Presentation:* 6-12 hours of a combination of lectures and workshops.

*Resources:* Archivist with extensive experience dealing with accounting records, both in appraising accounting records and in maintaining the records of an archives itself.

### Summary of Suggested Hours by Subject

| Subject   | Fundamental Level (Hrs) | Advanced Level (Hrs) | Specialized Level (Hrs) |
|---|-------------------------|----------------------|-------------------------|
| 1. Intellectual and cultural history                          | —                       | 6-12                 | 6-12                    |
| 2. Administrative history of Canada                           | —                       | 12-18                | 6-12                    |
| 3. Elements of law for archivists                             | —                       | 12-18                | 6-12                    |
| 4. Archival science and history of archives                   | 48-108                  | 60-120               | 60-132                  |
| 5. Records management   | 12-18                   | 24                   | 6-12                    |
| 6. Organization and administration of North American archives | —                       | 6-12                 | 6-12                    |
| 7. Diplomats  | —                       | 6-12                 | 6-12                    |
| 8. Automation and archives                                    | —                       | 12-18                | 6-12                    |
| 9. Special methods for description of archival holdings       | —                       | 12-24                | 6-12                    |
| 10. Research methods  | —                       | 6-12                 | 6-12                    |
| 11. Conservation  | 6-12                    | 12-24                | 6-12                    |
| 12. Management science  | —                       | 12-24                | 6-12                    |
| 13. Financial accounting                                      | —                       | 12-24                | 6-12                    |

### 8: Resources Required

In order to establish and maintain the type of educational programmes envisioned by these *Guidelines*, there are certain basic resource requirements which need to be addressed. Some of the following items are also referred to with reference to specific workshops in Part 7.

#### Administrative Support

In order to operate an educational programme within these *Guidelines*, there are a number of administrative requirements that must be met. These range from use of such

essential equipment as telephones and photocopiers, through the distribution of workshop information, to the coordination of participant registration and the maintenance of records. While some small programmes can be operated successfully by volunteers working at home in the evenings and on weekends, programmes will require institutional support. Where feasible, an education coordinator should be hired. Where not feasible, the programme will rely on a major archives or academic institution for support.

### **Physical Facilities**

The primary concern with respect to facilities is the availability of adequate teaching and workshop space. Depending on the subject and number of participants, in order to permit both formal instruction for large groups and informal discussion for several small groups simultaneously, there should be access to at least one large and preferably several smaller rooms. While some larger archives may have these facilities, most do not. As a result, some workshops may have to be offered in school, college, or university buildings.

In addition to class and seminar rooms, some of the workshops will require special facilities. Three examples are records management, which could include a visit to a records centre; preventive conservation, which will need access to a conservation lab; and automation and archives, which may require access to a computer lab. While not readily available to every archives, most regions in which educational programmes will be offered should have access to these facilities in a major archives, an educational institution, or the private sector.

### **Equipment and Supplies**

There are certain basic items of instructional equipment that will generally be required to support educational and training programmes. These include, but are not restricted to, such items as overhead, slide, and film projectors and VCRs and television monitors. Many archives have some or all of these items, and the remainder may be obtained from other sources as required.

As discussed in greater detail for each of the various subjects in Part 7, a number of the subjects require special equipment and supplies, e.g. automation, which will need access to various types of computer hardware and software, and preventive conservation, which will need both instructional equipment and conservation supplies to be used by the participants in the workshops.

### **Teaching and Reference Materials**

In addition to the equipment and supplies needed to present the various workshops, some materials may be required for distribution to the individual participants. These may include sample forms or copies of procedures to be used as teaching aids or publications and brochures that can be kept by those in attendance. Some of these materials may be produced locally while others may need to be obtained from external sources.

In order to support the type of educational programme described in these *Guidelines*, there should also be sufficient reference material, comprising books, monographs, and

journals, so that all participants can have access to them or extracts therefrom. Larger institutions will normally have an internal reference library that can partially address this requirement, but some provision should be made to enable those from smaller archives to have equal access to these reference materials before, during, and after the formal instruction sessions. The development of study kits for pre-course reading by each participant is a practical method of ensuring reference material is available.

### **Instructors**

Without doubt, the key to the success of any archival education programme lies in the quality of the instruction. In most cases the instructors for specific workshops will be drawn from the local archival community. However, the individuals chosen should have at least two years' experience in the subject area being taught and, preferably, have some experience teaching adults. For some subjects, particularly at the advanced and specialized levels, archival specialists may have to be brought in from other locales. In addition, there are some subjects for which non-archivist instructors may be considered. For subjects such as preventive conservation, automation, research methods, management science, law and financial accounting, it may be preferable to draw on experts in related fields to present all or part of the sessions. However, in all cases an archivist should be involved in the preparation, if not the actual presentation, of these sessions in order to ensure that the information specifically presented is relevant to the needs of archivists.

It is not the intention of these *Guidelines* to prescribe additional criteria for determining the qualification of instructors. However, suggestions as to the type(s) of instructors that could be used are included as part of the subject outlines in Part 7.

### **9: *Minimum Qualifications of Students***

As noted previously, most Canadian archives hire entry-level archivists and utilize volunteers without requiring formal archival education and training as a minimum qualification. In similar fashion, there are no minimum education and training qualifications required to become members of archival associations in Canada.

However, as fundamental level education consists of comprehension of the fundamental archival principles and procedures which must be understood before any individual is able to function effectively as an archivist, such education should be obtained within two years of accepting a position as an archivist.

While it is recognized that the lack of education programmes may pose a problem, it is recommended that completion of fundamental level courses or workshops be a pre-requisite for entry to the advanced and specialized level workshops. As well, given the number of archivists who have worked for years in institutions without the benefit of any formal archival education, two years' experience could be considered equivalent to the fundamental courses to permit these individuals to proceed directly to the advanced level.

### **10: *Roles of Associations and Institutions***

A wide range of views on the respective roles in education and training of the various archival organizations and institutions exists. These *Guidelines* do not contain specific

pronouncements on this matter, as the various interested parties are involved in on-going discussions on their respective roles. What is clear is that the development of comprehensive post-appointment and continuing education programmes across Canada will be on a cooperative basis, a division of labour reflecting the resources, needs and constituency of each organization being necessary.

It is hoped that these *Guidelines* will be a practical tool in assisting in dividing the labour. A few observations may be useful in assisting in defining the respective roles of the ACA, the provincial-territorial associations, the Bureau of Canadian Archivists, and educational and archival institutions and councils of archives.

### **Role of the Association of Canadian Archivists (ACA)**

As the national professional association of English-speaking archivists, the ACA has a specific membership at whom to target educational programmes. The ACA Strategic Planning Study reflects the sentiments of other archival associations by suggesting that in terms of a division of activity, the ACA could focus its attention primarily on serving its own members by offering education at an “advanced” (i.e., advanced and specialized) level. This is based on the assumption that most ACA members are professional archivists who have already absorbed the substance of the fundamental level of education either through experience or through some form of formal education. In providing educational opportunities at the advanced and specialized levels, the ACA would not, of course, be working in a vacuum. Rather, it is anticipated that many of these activities may be carried out with the assistance of, or in cooperation with, provincial-territorial associations. Such ACA participation with provincial-territorial associations could take the form of formal presentation of ACA workshops in the regions or sponsorship of provincial-territorial programmes.

### **Role of Provincial-Territorial Professional Associations**

The corollary of the view expressed in the ACA Strategic Planning Study of 1987 that the ACA might focus primarily on advanced and specialized levels is that provincial-territorial associations could offer “basic” (i.e., fundamental) level education to those of their members working as salaried employees and volunteers in small archives, many of whom are not ACA members. This division would not be intended as prescriptive. While it is acknowledged that a primary orientation of provincial-territorial education will be to address the needs of those relatively new to the profession or those working in the field who have not had access to such education, there is a clear recognition that provincial-territorial associations may see the need to provide both advanced and specialized level programmes for their members. Examples are the education plans developed by the Alberta Society of Archivists (ASA) in 1987 and the Association of Manitoba Archivists (AMA) in 1989, which contain elements of fundamental, advanced and specialized levels. The ACA Education Committee believes that provincial-territorial associations should develop programmes and courses at whatever level to meet whatever they consider to be the educational needs of their own memberships. At the same time, as noted above, cooperative arrangements could be made by which ACA advanced and specialized level workshops are offered in provincial-territorial centres, in conjunction with the ACA annual conference or independently.

### **Role of the Bureau of Canadian Archivists (BCA)**

Another participant in the archival education scene is the Bureau of Canadian Archivists (BCA). As the umbrella organization representing both the ACA and l'Association des archivistes du Québec (AAQ), the BCA is in a unique position to play a role in educational matters that are truly national in content and impact. Beyond a possible coordinating or funding role, the BCA could develop a national education strategy involving an accreditation system for education and training programmes. The actual delivery of courses could be limited primarily to the specialized level, and could include sponsorship or co-sponsorship of workshops on such educational subjects as national descriptive standards.

### **Role of Institutions, Councils and Other Organizations**

Other than the professional associations, the various archival institutions, both individually and collectively as councils, play several significant roles in education. Institutions individually as employers are in perhaps the best position to determine post-appointment and continuing education requirements for their staff, based on performance appraisals, functional programme and service priorities, and revisions and the implications of technological developments. Collectively institutions through their organizations have a role to play in identifying staff development and training requirements. Institutions and councils have a major role in providing educational opportunities for their own employees or members and in encouraging, promoting, and supporting staff participation in the delivery of and attendance at educational and training courses and programmes. It includes hosting educational opportunities for others in the archival community as in the case of the National Archives course. Larger institutions often have access to many of the specialized facilities and resources required to support various education programmes. Perhaps most significantly, in terms of a national educational framework, these institutions are in the best position both administratively and financially to offer specialized courses that could draw people from across the country. The National Archives, in conjunction with the Canadian Council of Archives, could, for example, offer a specialized course in management science for archival administrators. Universities and colleges, through their History Departments or Faculties of Library Science or Extension, or others, could offer courses or programmes in post-appointment and continuing education and training.

### ***Appendix 1: Rationale For Subjects***

With some modification to title and wording, this rationale is the same as that used in the *Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies Programme*.

### **Intellectual and Cultural History**

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.

### **Administrative History of Canada**

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.

### **Elements of Law for Archivists**

Modern society is totally governed by law. Thus, the documents which society generates either are 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.

### **Archival Science and History of Archives**

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.

### **Records Management**

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.

### **Organization and Administration of North American Archives**

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.

### **Diplomatics**

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 relationships among their context, content and form, which is at the heart of archival work.

### **Automation and Archives**

Archivists are involved with automation in two different ways: through its application to the archival work and through the acquisition of machine-readable records. Machine-readable records should be treated in the course(s) of archival science and records management with all other types of records. The main purpose is to provide archivists with 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.

### **Special Methods for Description of Archival Holdings**

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

### **Research Methods**

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 and historiography.

### **Conservation**

The archivists' 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 programmes for the care of their holdings.

### **Management Science**

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.

### **Financial Accounting**

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 financial activities and processes, financial terminology, and accounting methods.

### Notes

- \* This document has been prepared by the 1989-91 ACA Education Committee, consisting of Bryan Corbett, Luciana Duranti, Robin Keirstead, Julie Morris, Chris Norman and Heather Wareham, members, and Louise Charlebois, D'Arcy Hande, Gary Mitchell, Michael Moosberger and Harold Naugler, corresponding members.
- 1 The items listed above represent the subjects that should be included in any education programme, not the specific courses. In this case, although Archival Science and the History of Archives represent one subject, it is anticipated that in practice it could form the basis for a number of separate courses or workshops. Indeed, the largest single component of educational activity will probably focus on this subject area.