

The Function and Content of Research Methods in Graduate Archival Studies Education

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Education is fundamental to the establishment and ongoing vitality of any profession. The mastering of a body of knowledge and its practical application is an essential element in the definition of any profession. Canadian archivists, while sometimes engaging in a debate over definition of education versus training, have long recognized the importance of learning in defining their profession and its practice.¹

How and where archivists should be educated, and what that education should include, has been a source of continuing debate in both archival literature and the profession as a whole for at least thirty years.² The same period has also seen an increased recognition of the importance of research to the profession, but relatively little attention has been given to the relationship between the two. The purpose of this article is to review the role of both the research process in general and research techniques and skills in particular as integral components of graduate professional archival education. It is beyond the scope of the paper to review and analyse the substantial body of literature discussing the degree to which archival studies actually is or is not a discipline.³ Nonetheless, the paper is based on the fundamental assumption that archival studies is indeed a discipline, and it is from that perspective that the arguments presented here will be considered.

The need for a strong body of research as a means of developing and strengthening the profession has long been recognized and commented upon by archivists. Richard Cox found "specialized knowledge or systematic theory" to be a basic attribute of a profession, and suggested that "the profession's specialized knowledge is developed through systematic research...."⁴ Cox, writing jointly with Helen Samuels, also noted that

staff members at archival repositories, students and faculty of comprehensive archival education programs, and scholars in allied fields can all make meaningful contributions to this research.... commitment to research is part of an archivist's role as a professional. Theory and research have long been identified as essential elements of a profession.⁵

Writing about research centred on archival use, Lawrence Dowler proposed that "from this research, archivists will gradually cumulate the theories or principles which give meaning to the idea of a distinct archival profession."⁶ Arguing from a somewhat

different and perhaps more controversial perspective, Robert Warner, in defining what he called the "new archival profession," noted that "a firm commitment to research" is a major component of the profession.⁷

In light of the importance of research to the profession, the question arises of what should be the focal research areas. Once again, the professional literature provides a set of possible answers, as can be seen by reviewing a few recent examples. Paul Conway, writing on the topic of archival user studies, noted the need for larger numbers of these studies, but also cautioned against the methodological inadequacies found in much of the existing literature.⁸ Janice Ruth noted the pressing need for well-constructed and analysed user studies, and particularly user surveys.⁹ In an article devoted to the state of research on archival reference, Richard Cox analysed seventeen research articles on this topic, and suggested that one avenue for future research might involve cooperative efforts between archivists and other information professionals.¹⁰

As a follow-up to *Planning for the Archival Profession: A Report of the SAA Task Force on Goals and Priorities*,¹¹ *The American Archivist* published three detailed research agendas on areas identified as crucial by the report. Richard Cox and Helen Samuels, whose joint agenda dealt with improving "the archival profession's ability to document society," suggested the need for research to support the development of both appraisal theory and practice as a means of managing modern documentation. They concluded,

Archivists should not short-change themselves by focusing on the mysterious feel or art that appraisal may require; doing so only guarantees that they remain satisfied with groping about in the dark when identifying information that has enduring value. The focus should be on a specific research agenda that enables [archivists] to move to better and more precise means of accomplishing their first responsibility.¹²

In his commentary on the agenda, Frank Boles concurred with "the critical need to research topics relating to the interrelatedness of information and the way archivists go about selecting information and record formats."¹³ Frank Burke, also responding to the same agenda, agreed with the importance of appraisal research, but believed that it should be the responsibility of academic archivists to undertake this research, rather than that of the general body of practising archivists.¹⁴

In the same issue of *The American Archivist*, Paul H. McCarthy, offering a research agenda for the management of archives, wrote,

Archivists must seize the initiative and forge the archival vision. The sound perspective needed to develop the vision to carry archival programs into a meaningful future will be based on a professional research agenda that addresses the need for change. Through research, archivists can appraise critically those program elements that require change, while preserving those elements that are successful. A research agenda in management can help archivists envision a future and then assess and evaluate the methods and techniques needed to obtain that future.¹⁵

He went on to observe,

Indeed, the archivist who does not take time to do research is akin to the woodcutter who is too busy chopping wood to stop and sharpen his axe. Whether or not archival managers are given the time for research, each must strive to make and take that time.¹⁶

Archival use was the focus of Lawrence Dowler's agenda. He began his article with the simple statement "research on the availability and use of records should be a primary goal of the archival profession."¹⁷ In order to achieve this goal, he argued,

if archivists ever expect to do serious research, and ultimately, develop a meaningful conception of the archival profession, we must stop pretending to be misplaced historians and begin introducing scientific methods and models.¹⁸

Dowler felt that archivists and archival research would be well served by selective borrowing from the social sciences and information theory as a means of recognizing applicable conceptual frameworks and methods. Reacting to this agenda, Anne Kenney agreed that archivists should engage in research as a means of defining the profession, but emphasized the importance of applied rather than theoretical research so as to "translate good theory into everyday practice."¹⁹

Clearly there are a wealth of opportunities for research within the field, but how are these needs to be met? How are intending archivists to be prepared to engage in meaningful and useful research? In the case of archival studies, there are two basic possibilities: as part of a preappointment educational programme or as part of post-appointment training or continuing education. While it is beyond the scope of this article to consider the post-appointment alternative, it is a topic that deserves considerable attention, particularly given the current educational initiatives of the Association of Canadian Archivists (ACA).²⁰

Graduate archival education, especially in a free-standing archival programme such as recommended in the *ACA Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies*,²¹ offers an ideal mechanism for developing a cadre of archivists who understand not only why research is important and how it can be used to increase the theoretical and applied foundations of the profession, but also what needs to be done and how it should be done. Nancy Van House, writing from a library education perspective, put it thus:

The function of research in professional schools, then, is to combine knowledge about the problems and practices of the profession with a range of social science disciplines [in order] to understand and extend professional practice. The relationship is bidirectional: Practice provides the setting to test theory against behaviour, to test the "why" and "how," and discover and extend the "who," "what," and "where."²²

By combining a knowledge of existing research, a recognition of areas that could benefit from research, and at least a basic knowledge of the actual research methods, archival studies graduates should be in a position to make research a normal and expected function and tool of the archival workplace. One hopes that this will go a long way towards reducing the problem, noted by Janice Goggin, of archivists making very little use of the research that already exists, even when they know about it.²³

The *ACA Guidelines* explicitly recognize the need for research methods in graduate archival studies programmes. They recommend the specific aspects of research methods which should be encompassed by the curriculum, as well as the rationale for their inclusion. Under the model proposed, the subject would be taught as part of one or more methods courses:

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 acquisitions, and are arranging and describing archival documents. Archivists thus need to have an understanding of historical and social science research methods.²⁴

The Society of American Archivists in 1988 also developed guidelines for graduate archival education, but their recommendations in terms of research are much less direct and in fact make only the barest mention of either research or research methods. In the section describing the general contents of the curriculum, and specifically the nature of the archival profession, the guidelines state, "Students should understand the obligations of the individual to the advancement of the profession, including participation in professional associations, research, and publications."²⁵ Nonetheless, the subject is implied in the section on reference and access: "Students need to learn about the standard processes of basic reference service, as well as how to analyse the use of archival holdings."²⁶ It can be argued, moreover, that a knowledge of basic research techniques is in fact of considerable benefit to most if not all of the other recommended components of the curriculum.

Based on these guidelines, and in particular those of the ACA, it is clear that archival education programmes should include a consideration of research methods in their curricula. A variety of implementation strategies can be adopted, each of which will meet either or both of the guidelines. One approach would be not to support a separate research methods course at all. In such a case, assuming that the other archival studies faculty recognized the desirability of educating students in the research process, the coverage would be integrated into other relevant courses. For example, a course on appraisal would not only examine and evaluate the existing research in this area, but would also investigate the specific research techniques and skills required to develop and implement the relevant research. This pattern could be repeated in all appropriate courses so that by the end of the programme, the student would be familiar with both the existing research and the means of actually conducting studies in each given area. The one major advantage to this approach is that it permits a much more in-depth consideration of the existing research in each area. Assuming that the curriculum included courses with a broader base which would serve to integrate the separate areas and manifest their relationships, the student could be very well served indeed. There is, however, one rather significant disadvantage to this approach: the student is faced with learning the same basic set of research methods in course after course. Not only is such an activity boring, but it is also an incredible waste of that most precious commodity in graduate education: time.

An alternative approach is to leave the in-depth consideration of the professional literature, including research, to the specific courses which deal with the given topic, but move the commonalities of research methods and techniques to a separate course which focuses exclusively on the research process and the overall role of research in the profession. The chief advantage is that this approach not only eliminates the problem of repetitious coverage, but also provides a framework within which to consider the broader ramifications of research, and the research process outside the confines of any specific subject area. It is essentially this approach which has been adopted at the University of British Columbia.

The School of Library, Archival and Information Studies has for a number of years offered the course "Research Methods for Libraries and Archives." As the name indicates, the course is designed to meet the requirements of students in both the Master of Archival Studies and the Master of Library Science programmes. It is one of only two courses in the school the name and the course description of which explicitly state that they are designed to support the requirements of students from the two independent programmes, the other course being "Management of Libraries and Archives."²⁷ Students in the MAS programme who elect to take the course do so in the autumn of their second year, following completion of their archival practicum during the summer. It also follows completion of the core curriculum, a full year of required archival studies courses.²⁸ By taking research methods in second year and following the practicum and required archival studies courses, the MAS students acquire a well-developed archival perspective and orientation within which to structure the information and techniques to which they are exposed in research methods. It also allows them to complete the research methods course in the term immediately preceding that of their thesis work. As detailed below, this sequence opens the possibility of beginning preliminary work on the thesis as part of the research methods course.

The UBC *Calendar* description for the course reads "principles and methods of research and investigation and their application to various situations in libraries and archives."²⁹ Like many university course descriptions, this one is broad enough to allow for a variety of approaches and emphases. Conceivably, the description would support a course in which the students considered research solely from the perspective of "research consumer," or a course in which all aspects are taught from a strictly theoretical perspective and in which students never "get their hands dirty" in the design of research projects. The course as it is currently taught, however, is limited to neither of these orientations. Instead, as the "Course Outline" states,

The overall purpose of this course is to introduce students to the theory and practice of basic social science research methods as used in archives, libraries, and related organizations. It provides a framework of structured problem solving within which students can place and analyse the research activities and needs of their own professions. The emphasis is divided between the techniques and knowledge required to produce research as well as the informed consumption and interpretation of existing research. In both cases, while the course stresses those types of research typically referred to as "applied research" and "action research," consideration is also given to a third major category of research known as "pure research."

For MAS students the question immediately arises of where the essential study and mastery of historiography fits into a course which is based largely on social science methods.³⁰ The simple answer is that in other than a general and pretty brief overview designed primarily for the MLS students, it does not. Instead, major coverage of the topic for MAS students occurs in a separate, required first-year course, taught by a History Department faculty member, entitled "Canadian Historiography and Historical Methods," where the depth of coverage which this subject requires can best be achieved. The UBC *Calendar* description for this course reads in part, "introduction to the dominant themes in Canadian historiography. Emphasis on the examination of changing emphasis and methods of historical enquiry.... Admission limited to students in the Master of Archival Studies program...."³¹ As Terry Eastwood observed when analysing the first seven years of the MAS programme,

The rationale behind this course is essentially the thinking of the Bemis committee: no duty of the archivist is far removed from historical sensibility, and to cultivate that sensibility is in the broadest sense the purpose of the required study of history in the program. Archivists can never know all the history they might be called upon to know by all the professional exigencies which they may face over a career, but they should understand the historiographical traditions and the scholarly methods historians use to build their knowledge.³²

Like most university graduate-level courses, the specific contents of the research methods course vary somewhat from year to year, depending on the needs and interests of the students. Moreover, a regular process of course and instructor evaluation provides the essential feedback required for the continuing evolution of the course. However, there is a set of basic topics which are covered every year.

The continuing goal of the entire course is to provide students an opportunity to develop and support their own conclusions regarding the relationship among, and application of, the topics to their own profession. While it can be argued that the course might be improved by creating separate particularized courses for the MAS and MLS students, considerable benefits accrue through students having to present and communicate their opinions and the positions of their own profession cogently enough to persuade other class members who do not have the same professional perspective.

One of the continuing challenges to the instructor in this course is ensuring that MAS students do not spend a term reading exclusively the much more extensive library studies professional and research literature, rather than that of their own profession. For a variety of reasons, however, this is not easy to achieve. A major factor is the difficulty in obtaining adequate bibliographic access to archival literature as a whole. Malvina Bechor has considered this problem and offers an excellent summary of both problems and possible solutions, but so far the difficulties continue to be fairly significant.³³ In addition to access problems, writers have noted other serious problems associated with archival literature as a whole. Richard Cox, who has written a number of important articles on the topic, identified seven of these challenges in an overview of American archival literature:

- 1) the continuing lack of adequate archival theory;
- 2) the need for more opportunities for research and writing;
- 3) the need for more energetic national leadership in the support and dissemination of archival literature;
- 4) archivists' lingering doubts about their own identity;
- 5) limitations of archival education;
- 6) the need to find suitable outlets for scholarly publication; and
- 7) archivists' inability to write for broader audiences.³⁴

Beyond the basic problems associated with archival literature as a whole, difficulties are even more acute for research-related literature. Not only have comparatively few research-based studies been published, but archival research also often shares a somewhat dubious honour with much of the library studies research literature in that when

studies based on some type of social science methodology are published, the resulting articles are often extremely vague in describing the design and methodology used in the study. It is often impossible to determine even the most basic points, such as how the sample size was determined, how the sample was actually selected and precisely how the data was analysed. It is often the rule rather than the exception that it can be difficult or even impossible to evaluate the validity and reliability of the research, not necessarily because it was badly done, but because it is so poorly reported.

Nonetheless, to the extent possible, MAS students do concentrate on literature which originates from their own field. For example, when the topic of research agendas is covered, the MAS students read agendas such as those cited earlier in this article, while the MLS students read similar works centred in the library field. In other situations, where little or no relevant archival literature is available, archivists will read in other fields, including library science. Is this perceived to be a problem? Does it mean that the MAS students are being presented with information which is too strongly oriented away from archives and towards libraries? Given experiences at UBC, the answer would seem to be no.

A number of writers have pointed out the advantages to archivists of developing a more thorough knowledge of selected aspects of the library science literature so long as the basic archival perspective is not lost. Janice Ruth, in an article concerned with educating reference archivists, noted the lack of a substantial body of literature directly concerned with archives, and suggested that "the archival literature on the theoretical aspects of the reference process could be supplemented with relevant readings from other disciplines, especially from the library and communication sciences."³⁵ Richard Cox, also writing about research and reference in archives, found that "despite librarians' complaints about the scope and quality of research in their own reference work, archivists should find their research literature valuable both for ideas for research formulation and for comparative purposes."³⁶ In any case, all students in the course, MAS and MLS alike, are expected to develop a critical filter through which they pass all the literature they read, no matter where it originates. Neither the archivists nor the librarians are encouraged to take anything which they read in the professional literature at face value, and they in fact tend to adopt standards which are perhaps too rigorous on occasion.³⁷

A final point about MAS students' use of professional literature as part of the research methods course is that prior to it, they will have completed a full year of required archival studies courses, during which they will have gained a considerable grasp of the archival literature and thus come into the course well-prepared to place what they read, from whatever field it originates, into a solid theoretical and applied practical framework. In any case, at least 50 per cent of the reading undertaken during the course is individually selected by students during the development of a research project on a topic of their choice, as described below.

Figure 1 summarizes the structure and content of the course. While space does not permit an in-depth discussion of each topic area identified in the figure, a brief consideration of the first two will serve to illustrate how they can be handled in the course.

Figure 1: *Topics covered in research methods course.*

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- The research process: theory and philosophy; the role of research in the development of disciplines and fields; inductive vs. deductive models and approaches; qualitative vs. quantitative; ethical considerations in the production and use of research.
 - History of research in archival and library studies; the relationship in each field of research, practice and the profession; individual and collaborative research; identification and evaluation of research problems and agendas; factors which encourage or inhibit research, such as funding, time constraints and institutional expectations.
 - The fundamental social science research model and its application to specific methodological designs, including experimental, survey, bibliometric, unobtrusive observation, case study, historical, etc.
 - The application of different methodologies to the design, implementation and evaluation of research projects: problem identification and selection, research questions/hypotheses, variables identification and operationalization, literature review, methodological design, sampling design, development of data-gathering instruments, design and use of codebooks, data-collection techniques, data analysis, presentation of results.
 - Statistical techniques and their applications in library and archival research, with an emphasis on descriptive approaches but also with some coverage of inferential; the use of computer-based statistical packages for the analysis and presentation of data.
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The course begins by examining definitions of research from a number of different perspectives, including common colloquial uses of the term, and evaluating each as to its applicability to archival studies, library studies or both. At the end of the course, these definitions are re-examined and students compare their initial opinions with those which they have developed over the duration of the course, often with very interesting results. Once a basic definition of research is achieved, different types of research which fall within the parameters of the definition are identified and compared.

The course next considers the basic theory and philosophy of the research process as it is conducted in the two professions. Considerable attention is given to the role which research plays in the development of both professions and disciplines in general, and to archival studies and library studies in particular. The students are encouraged to decide the extent to which they think the two fields are professions or disciplines, or both, or neither, at least in terms of research. At this point their opinions are based for the most part on their knowledge of their respective fields gained during their first year of study, as well as on the knowledge and experiences gained through their summer practica or other work. As in the case of the definition of research, this topic is considered again at the end of the term after students have had an extended opportunity to read and evaluate the actual research base of their respective fields. One topic which is given particular attention at this point in the course is the basic deductive scientific model of research, and the extent to which it can or cannot be applied directly to archival studies and library studies. The contrasting inductive approach to building a field's theory and practice is also considered, together with the implications which such a model has for the research

process in both fields. Similar consideration is given to comparing essentially quantitative research orientations with more qualitative approaches, and the strengths and weaknesses which each can manifest in specific research situations.

What type of written work does the course require? Although the precise specifications change from year to year, in general the students are required to do the following:

- 1) Identify a general area of research interest and then narrow it to a specific research problem, each student selecting her/his own problem.
- 2) Conduct a literature review; identify relevant variables; write a preliminary statement of the problem and associated research questions and/or hypotheses.
- 3) Create a research design which will support the research questions or hypotheses, including the following: a codebook which is derived from the identified variables and research questions/hypotheses; a data-gathering instrument such as a questionnaire (including a step-by-step plan for gathering the data and coding it into machine-readable form, as well as pretesting the instrument and the data-coding process); a sampling design (including determination of sample size, and a step-by-step plan for selecting the sample).

Time limitations, in addition to the logistics of a combined total of more than fifty MAS and MLS students every year (the course is offered twice), make it virtually impossible for students actually to carry out their project as part of the course. On the negative side, this means that after spending approximately ten weeks planning a research project in considerable detail, the student does not have the satisfaction of carrying it through to completion. Actual experience, however, has shown that this is generally less of a problem than might at first appear. In past years, the course was designed so that students actually did complete their projects, but this caused a number of problems, most of which reduced the amount of time available in a single term and the course requirements faced by all graduate students. Students were typically forced to design rather small and trivial projects using local individuals and organizations. For example, a student might have been interested in the extent to which decisions on appraisal and records management activities have been coordinated, and if so, how. In order to meet course requirements and the tyranny of the calendar, however, the student would be forced to rely almost entirely on local repositories. Not only would this yield a very limited study population, but also would mean that the same organizations and individuals would likely be asked to participate year after year. The University of British Columbia, moreover, like most universities, has a fairly strict and time-consuming set of ethical guidelines which must be met when a student or faculty member conducts research involving other people.

When students are not actually required to carry out the project as part of the course, they are given the freedom to design a study which is much closer to their actual interests and is also much more likely to be a legitimate research project. There is an additional advantage for the MAS students, since if they are devising a thesis topic which will require social science methodology, they can actually plan the project as part of the research methods course. This has been done by several MAS students and, based on feedback from them, it has been of considerable utility. It must be noted, however, that in most cases, by the time the student actually starts working on the thesis research, he or she will have decided to change some aspects of the project designed in the research methods

course, so to that extent the course work acts as a kind of pilot for testing their research. The MLS students, who do not complete a thesis as part of their degree, can implement their research plan in an independent research course the following term if they so wish and if the faculty approves the request.

Aside from planning a research project, each student in the course also prepares a detailed written evaluation of at least one piece of published research in their field. Moreover, the students are also given instruction in the use of a computer-based statistical package and are provided with a body of machine-readable research data which they learn to input and manipulate. Finally, the course also considers the use of basic descriptive statistical techniques. It is the rule rather than the exception among both MAS and MLS students that they will have a fairly limited grounding in mathematics. It is not uncommon for a student not to have taken more than one or sometimes no mathematics course in university. As a result, it is beyond the scope of the course to go into the more complex aspects of inferential statistics. By concentrating on descriptive measures, students learn how to use and interpret the kinds of data which they will see not only in published research studies, but also in the kinds of management reports which they will be asked to prepare during their professional careers.

The research methods course currently offered at UBC is an example of one approach which can be taken to providing for this essential component of graduate archival education, but there are many other possibilities. As in all university courses, change and evolution are the rule rather than the exception. The most important lesson is that the archival community, both the university faculties and the practising archivists, should work together to ensure that, as graduate programmes become more common, they will provide the full range of both applied and theoretical coverage.

Notes

- 1 "ACA Education Programme and Implementation Plan," *ACA Bulletin* 16 (January 1992), p. 1.
- 2 For example, see the following items which are not cited elsewhere in this article: Richard C. Berner, "Archival Education and Training in the United States, 1937 to Present," *Journal of Education for Librarianship* 22 (1981), pp. 13-24; Francis X. Blouin, "The Relevance of the Case Method to Archival Education and Training," *American Archivist* 41 (January 1978), pp. 37-44; Francis X. Blouin, "The Relevance of Archival Theory and Practice for Library Education: An Argument for a Broader Vision," *Journal of Library Administration* 7 (Summer-Fall 1986), pp. 155-166; *Canadian Archives: Report to the Social Sciences and Humanities Research Council of Canada by the Consultative Group on Canadian Archives* (Ottawa, 1980); Paul Conway, "Archival Education and the Need for Full-Time Faculty," *American Archivist* 51 (Summer 1988), pp. 254-65; Paul Conway, "Archival Preservation: Definitions for Improving Education and Training," *Restaurator* 10 (1989), pp. 47-60; J. Frank Cook, "Academic Archivists and the SAA, 1938-1979: From Arcana Siwash to the C&U PAG," *American Archivist* 51 (Fall 1988), pp. 428-39; Richard J. Cox, "Educating Archivists: Speculations on the Past, Present, and Future," *Journal of the American Society for Information Science* 39 (September 1988), pp. 340-43; Timothy L. Ericson, "Professional Associations and Archival Education," *American Archivist* 51 (Summer 1988), pp. 298-311; Janet Fyfe, "Archival Education," *Archivaria* 5 (Winter 1977-78), pp. 184-86; James W. Geary, "A Fading Relationship: Library Schools and Preappointment Archival Education Since 1973," *Journal of Education for Librarianship* 20 (Summer 1979), pp. 25-35; "Guidelines for a Graduate Minor or Concentration in Archival Education," *American Archivist* 41 (January 1978), pp. 105-6; Ruth Helmuth, "Education for American Archivists: A View from the Trenches," *American Archivist* 44 (Fall 1981), pp. 295-303; William L. Joyce, "Archival Education: Two Fables," *American Archivist* 51 (Winter-Spring 1988), pp. 16-22; James M. O'Toole, "Curriculum Development in Archival Education: A Proposal," *American Archivist*

- 53 (Summer 1990), pp. 460-66; Nancy E. Peace and Nancy F. Chudacoff, "Archivists and Librarians: A Common Mission, A Common Education," *American Archivist* 42 (October 1979), pp. 456-62; A. D. Ridge, "What Training Do Canadian Archivists Need?" *Canadian Archivist* 1 (1965), pp. 312; T.R. Schellenberg, "Archival Training in Library Schools," *American Archivist* 31 (April 1968), pp. 155-65; W.I. Smith, "Archival Training in Canada," *Canadian Archivist* 1 (1969), pp. 39-49; Robert M. Warner, "Librarians and Archivists: Organizational Agenda for the Future," *Journal of Library Administration* 7 (Summer-Fall 1986), pp. 167-76; Edwin Welch, "Archival Education," *Archivaria* 4 (Summer 1977), pp. 49-59.
- 3 See for example, Frank Burke, "The Future Course of Archival Theory in the United States," *American Archivist* 44 (Winter 1981), pp. 40-46; Margaret S. Child, "Reflections on Cooperation Among Professions," *American Archivist* 46 (Summer 1983), pp. 286-92; Jacqueline Goggin, "That We Shall Truly Deserve the Title of 'Profession': The Training and Education of Archivists, 1930-60," *American Archivist* 47 (Summer 1984), pp. 243-54; David B. Gracy, "Archivists, You Are What People Think You Keep," *American Archivist* 52 (Winter 1989), pp. 72-78; David B. Gracy, "What's Your Totem? Archival Images in the Public Mind," *Midwestern Archivist* 10 (1985), pp. 17-23; Charles Kecskemeti, "The Professional Culture of the Archivist," *American Archivist* 50 (Summer 1987), pp. 408-13.
 - 4 Richard J. Cox, *American Archival Analysis: The Recent Development of the Archival Profession in the United States* (Metuchen, NJ, 1990), p. 26.
 - 5 Richard J. Cox and Helen W. Samuels, "The Archivist's First Responsibility: A Research Agenda to Improve the Identification and Retention of Records of Enduring Value," *American Archivist* 51 (Winter-Spring 1988), p. 32.
 - 6 Lawrence Dowler, "The Role of Use in Defining Archival Practice and Principles: A Research Agenda for the Availability and Use of Records," *American Archivist* 51 (Winter-Spring 1988), p. 77.
 - 7 Robert M. Warner, "Archives and the New Information Age: A Reluctant Partnership," in Herbert K. Achleitner, ed., *Intellectual Foundations for Information Professionals* (Boulder, CO, 1987), pp. 69-80.
 - 8 Paul Conway, "Research in Presidential Libraries: A User Survey," *Midwestern Archivist* 11 (1986), pp. 35-56; see also, from the same issue, Jacqueline Goggin, "The Indirect Approach: A Study of Scholarly Users of Black and Women's Organizational Records in the Library of Congress Manuscripts Division," pp. 57-67; William J. Maher, "The Use of User Studies," pp. 15-26; and Roy C. Turnbaugh, "Archival Mission and User Studies," pp. 27-33.
 - 9 Janice E. Ruth, "Educating the Reference Archivist," *American Archivist* 51 (Summer 1988), pp. 266-76.
 - 10 Richard J. Cox, "Researching Archival Reference as an Information Function: Observations on Needs and Opportunities," *RQ* 31 (Spring 1992), pp. 387-97.
 - 11 *Planning for the Archival Profession: A Report of the SAA Task Force on Goals and Priorities* (Chicago, 1986); see also Richard J. Cox, "Strategies for Archival Action in the 1980's and Beyond: Implementing the SAA Goals and Priorities Task Force," *Provenance* 3 (Fall 1985), pp. 22-37; Richard J. Cox, "A Research Agenda for Archival Education in the United States," *American Archival Analysis: The Recent Development of the Archival Profession in the United States* (Metuchen, NJ, 1990), pp. 98-112; Gerald Ham, "Planning for the Archival Profession," *American Archivist* 48 (Winter 1985), pp. 26-30; Donn C. Neal, "An Action Agenda for the Archival Profession: Institutionalizing the Planning Process," *American Archivist* 51 (Fall 1988), pp. 528-35.
 - 12 Cox and Samuels, "The Archivist's First Responsibility," p. 42.
 - 13 Frank Boles, "Commentary," *American Archivist* 51 (Winter-Spring 1988), p. 46.
 - 14 Frank G. Burke, "Commentary," *American Archivist* 51 (Winter-Spring 1988), pp. 47-51.
 - 15 Paul H. McCarthy, "The Management of Archives: A Research Agenda," *American Archivist* 51 (Winter-Spring 1988), p. 53.

- 16 Ibid., p. 68.
- 17 Dowler, "The Role of Use in Defining Archival Practice and Principles," p. 74.
- 18 Ibid.
- 19 Anne R. Kenny, "Commentary," *American Archivist* 51 (Winter-Spring 1988), p. 91.
- 20 "ACA Education Programme and Implementation Plan," *ACA Bulletin: supra*, note 1.
- 21 "Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies (December 1988)," *Archivaria* 29 (Winter 1989-90), pp. 128-42; see also "Guidelines for the Development of Post-Appointment and Continuing Education and Training Programmes (December 1990)," *Archivaria* 31 (Winter 1990-91), pp. 60-89.
- 22 Nancy Van House, "Assessing the Quantity, Quality, and Impact of LIS Research," Charles R. McClure and Peter Herron, eds., *Library and Information Science Research: Perspective and Strategies for Improvement* (Norwood, NJ, 1991), p. 89.
- 23 Jacqueline Goggin, "Commentary," *American Archivist* 51 (Winter-Spring 1988), pp. 87-90.
- 24 "Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies," p. 139.
- 25 "Society of American Archivists Guidelines for Graduate Archival Education Programs," *American Archivist* 51 (Summer 1988), p. 384.
- 26 Ibid.
- 27 A number of students in the MAS programme also elect to take the course "Indexes and Indexing." Because of the sequential structure of the MAS programme, all such students tend to take this course in their third term. The indexing course (which is offered twice a year) has been redesigned for this term in order to accommodate better the needs of both MAS and MLS students. For example, provenance-indexing and the development of controlled vocabularies based on archival function are considered in the third term, but are not covered in the following term when all the students usually are from the MLS programme.
- 28 See Terry Eastwood, "The Origins and Aims of the Master of Archival Studies Programme at the University of British Columbia," *Archivaria* 16 (Summer 1983), pp. 35-52; Terry Eastwood, "Nurturing Archival Education," *American Archivist* 51 (Summer 1988), p. 243; "News for SLAIS at UBC," *ACA Newsletter* 14 (November 1989), pp. 2-3; Elizabeth Eso and Robin G. Keirstead, "A Survey of Students of the Master of Archival Studies Program at the University of British Columbia, 1981-88," *Archivaria* 29 (Winter 1989-90), pp. 104-27.
- 29 *The University of British Columbia, 78th Session, 1992-93 Calendar* (Vancouver, 1992), p. 359.
- 30 The relationship between archival studies and history has been of considerable interest to archivists for many years. See for example George Bolotenko, "Archivists and Historians: Keepers of the Well," *Archivaria* 16 (Summer 1983), pp. 5-25; George Bolotenko, "Of Ends and Means: In Defence of the Archival Ideal," *Archivaria* 18 (Summer 1984), pp. 241-47; Richard J. Cox, "On the Value of Archival History in the United States," *Libraries and Culture* 23 (Spring 1988), pp. 135-51; "The Debate Over History and Archives," *Archivaria* 17 (Winter 1983-84), pp. 286-308; Mattie U. Russell, "The Influence of Historians on the Archival Profession in the United States," *American Archivist* 46 (Summer 1983), pp. 277-85; Carl Spadoni, "In Defence of the New Professionalism: A Rejoinder to George Bolotenko," *Archivaria* 19 (Winter 1984-85), pp. 191-95; Hugh A. Taylor, "The Discipline of History and the Education of the Archivist," *American Archivist* 40 (October 1977), pp. 395-402.
- 31 UBC *Calendar*, p. 351.
- 32 Eastwood, "Nurturing Archival Education," p. 243; see also Samuel F. Bemis, "The Training of Archivists in the United States," *American Archivist* 2 (July 1939), pp. 154-61.

- 33 Malvina B. Bechor, "Bibliographic Access to Archival Literature," *American Archivist* 50 (Spring 1987), pp. 243-47; see also David Moltke-Hansen, "Reflections on the Problems of Access to Archival Literature," *American Archivist* 47 (Summer 1984), pp. 293-95.
- 34 Cox, *American Archival Analysis*, p. 176.
- 35 Ruth, "Educating the Reference Archivist," p. 274.
- 36 Cox, "Researching Archival Reference as an Information Function," p. 388.
- 37 The MLS students are also encouraged to read in the relevant archival literature, particularly in areas such as research agendas, and archival professional association documents such as *Planning for the Archival Profession: A Report of the SAA Task Force on Goals and Priorities*, in order to gain a better understanding of the archival profession.