

Connecting Archives and the Classroom

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RÉSUMÉ L'article traite de certains aspects du débat entourant le rôle professionnel des archivistes, principalement la façon dont il a évolué pour inclure ou marginaliser les projets éducatifs par l'établissement de programmes publics. Le texte compare les approches retenues par les dépôts d'archives et les musées en matière de programmes publics dans un contexte de restrictions. Il aborde de plus les besoins professionnels changeants des éducateurs qui ont à faire face aux exigences d'un programme d'étude encore plus sophistiqué à une époque d'intégration scolaire et de budgets restreints. On évoque également la possibilité de développer des partenariats professionnels tels que le démontre la création récente de la trousse éducative *Les premiers ministres du Canada*.

ABSTRACT This paper explores some components of the debate relating to the professional role of archivists, especially as it has evolved to include or marginalize educational initiatives through public programming. It contrasts the approaches taken by archives and museums to the challenge of public programming in an era of reduced resources. It also considers the changing professional needs of educators as they cope with the demands of an increasingly sophisticated curriculum in a period of mainstreamed classes and reduced budgets. Some of the possibilities for professional partnerships, as demonstrated through the recently-developed educational kit, *Canada's Prime Ministers*, will also be suggested.

In their recent study of the rise of the professions in nineteenth-century Ontario, R.D. Gidney and W.P.J. Millar argue that the definition of a "learned professional" by the 1860s and 1870s was fairly standard: a "professional" demonstrated classical attainments (acquired through a liberal, humanist education), social authority grounded in presumed superior qualities of character and culture, and a sense of duty sufficient to withstand the rigours of serving the community. The "professional gentleman," for it need hardly be noted that professional status was not open to women in this period, was *not* distinguished by training in the skills of a particular craft, but in a broadly construed body of knowledge emanating from classical education within which a certain amount of specialist knowledge was embedded.¹ The task for the nineteenth-century professional-in-the-making was to standardize and formalize the emerging body of knowledge associated with his profession as he practised it, eliminate

interlopers through various exclusion devices, and develop a clientele, often by forming mutually-beneficial partnerships with legislators.

A full century later, many professions are engaging again in the painful but stimulating process of redefining the foundations of their mandate, the objectives of their professional work, the clientele they will strive to serve, and the professional groups with which they will forge partnerships. Amongst these are both archivists and educators.

This paper explores some components of the debate relating to the professional role of archivists, especially as it has evolved to include or marginalize educational initiatives through public programming. It considers also the changing professional needs of educators as they cope with the demands of an increasingly sophisticated curriculum in a period of mainstreamed classes and reduced budgets. Some of the possibilities raised for professional partnerships, as demonstrated through the recently-developed educational kit, *Canada's Prime Ministers*, will also be suggested.

Archivists' Professional Mandate

In a 1986 issue of *Archivaria*, Ken Osborne, another outside observer like myself who is a Teacher Educator, concluded that in the debate at that time concerning the role and identity of archivists, two fundamental positions had apparently been staked out: archivist as historian and archivist as records manager. Yet, he noted, the vital role of archivist as educator had unaccountably been ignored. He called for renewed consideration of how archivists might productively contribute to the "educational life of the country," most particularly to the education of young people in elementary and secondary schools.²

More recently, the general question of archivists as public programmers (and thus as "educators") was the subject of the annual conference of the Association of Canadian Archivists, with several of the papers subsequently revised and published in *Archivaria*. The theme of the conference, "Facing Up, Facing Out: Reference, Access, and Public Programming," and the energetic debate surrounding the papers and discussion, indicated that the options for an appropriate archival identity are far more complex than the simple dichotomy of historian or records manager. For Terry Cook, the archivist stands apart from both of these functions, creating a separate area of expertise in which the document's "conceptual vision of provenance,"³ is respected, and thereby creating a context for document appraisal, description, and public service, including outreach and public programming. His concern is that the special knowledge of the archivist (based on scholarly research into the history and evolution of records, their creators, their recording media, and their originating information systems) is conveyed in its full richness, as is appropriate to the needs of varying clients, and not "dumbed down" by public programming initiatives at some kind of fast-food McDonald's of Heritage Information.

Similarly, Barbara Craig argues that the archivist's craft must be focused squarely on the record so that a wide range of researchers can make effective use of archival holdings. "For the novice user, we must replace the mystery of the finding aid with a delight in working with records; for the sophisticated client, mystery must be replaced by respect for the evidence that archival documents can provide."⁴ Tim Ericson, however, sees the archival mission as being less custodial and more promotional of documentary use. He suggests that the usual archival mandate be reworked as follows: "To ensure the availability and use of records of enduring value by identification, acquisition, description, and preservation."⁵ Ian Wilson is also strongly sympathetic of the democratization of usage in archival institutions and believes that archivists would do well to emulate museologists in "exhibiting" their holdings more widely.⁶ Gabrielle Blais and David Enns understand the archivist's task to have at its core, rather than its margins, issues of public programming. They argue that archivists must devote much more consideration to issues of education and cooperation in order to make themselves more visible in the competitive public policy arena.⁷

Varied as these suggested archival mandates (and resulting professional identities) are, all are more complex and fundamentally different from being either quasi-historians or pseudo-records managers. Furthermore, while every one of these authors is sympathetic to the public programming mandate, each of them understands differently the prerogatives of making archives and the archival professional knowledge more accessible to the public. Moreover, it would be difficult to imagine that these archivists' views are necessarily representative of the archival community in general. Even in archival institutions which recognize the importance of public programming, there has been relatively little progress in producing coherent or prominent programmes to promote the country's "educational life." And there has been even less evidence of creative pedagogical materials or strategies as part of this thrust.

A prime reason so few projects have been initiated is undoubtedly financial restraint. In a period of downsizing, reorganization, and a concomitant increase in workload for many archivists, institutions can find a good many reasons to avoid new projects to make archives better known and more accessible, and thus undoubtedly increase the workload even further. The situation has been complicated as archivists have thrown their support behind more specialized professional training through the masters of archival studies programmes. These educational trend-setters have emphasized the issues associated with theory, evolution, legal context, and practice of archives, especially appraisal, description, and electronic records, and have devoted relatively less attention to issues of public programming. Thus, many archivists – old and new – feel that they lack the requisite skills to mount effective public and educational programmes. Contract workers who might have taken on this task for them are generally deemed too expensive in an era of cost-cutting. Further, the develop-

ment of new technologies such as CD-ROMs for educational purposes distract archives from the “lower tech” elements implicit in document analysis through facsimile.

Where public programmes have been developed, they tend to be excessively dependent on one person’s enthusiasm and willingness to devote extra time to serving the educators in that region.⁸ It requires much more effort to generate institutional support for such ventures, as contrasted to “outside-normal-hours” volunteer activities. It also appears that the larger the institution, the greater the resistance to devoting precious resources for outreach activities. Thus, many of the educational programmes also remain strictly local in orientation.⁹ Every professional community creates a network for information and practice; this includes educators. Because the scattered and localized public programming materials generated by archives have often been shut out of educational distribution networks, these products are not efficiently or effectively distributed. This becomes a vicious circle. Since the focus remains local, the positive feedback and benefits for archives remain localized as well, thereby serving as another justification against more elaborate and effective public programming; thus, efforts are tried once and abandoned. We get one education kit, or a half-dozen slide packages, and then the initiative is abandoned for the latest approach: a CD-ROM or a World Wide Web site.¹⁰ Teachers need the promise of more consistent archival input if they are to build a major unit of study around archival materials. Not getting such an assurance from archives of long-term and appropriately-focused public programming, teachers use the few completed projects available to them sporadically, and then often give up their use altogether. Because use is light, archives conclude that the kits are not valued and resolve not to produce more of them. This has been the classic “Catch-22” of archival public programming for educators and schools.

Thus, the archival profession’s examination of its fundamental tasks and competencies has resulted neither in simple options nor in a unanimous vision for the future, particularly as that vision encompasses or marginalizes educational initiatives.

Archives, Public Programming, and Educational Initiatives

The notion of public programming in Canadian archives is relatively recent. Limited until the 1960s to the preparation of research guides and assistance for academic historians, public programming first became an issue with the nationalistic sentiments of the Centennial celebration in 1967. With sustained concerns over the influence of American culture on Canadians and cultural “commercialization,” archival institutions have been under intermittent pressure to make their holdings more accessible to the public.¹¹ It might further be argued that the current unity debate and the much publicized public ignorance of unique Canadian institutions, history, geography, and other distinctive

societal identifiers signal a vital role for public programming now as never before.

A huge, and largely ignored, clientele for public programming – one of its prime “publics” to be targeted¹² – is that of middle and high school students studying Canadian history and culture. While this population typically only encounters archival materials through public exhibitions, the genealogical exercise of mapping a family tree, and more rarely, through viewing facsimiles or images of archival documents in the classroom or engaging in private research, the potential for effective display and use of archival resources through the educational system is far greater.

In his clarion call almost a decade ago, Ken Osborne identified eight ways through which archival institutions might successfully bridge the gap between their resources and the educational system. In addition to exhibitions, visits, and instances of student archival research, he outlined the possibilities of teacher-education projects, classroom units of instruction on the work and role of archives, archives-based teaching kits, student identification and collection of materials of interest to archives, the formation of school-based archives, and the establishment of formal organizational links between teachers and archivists. He anticipated the day when such projects would aid both archival and educational institutions.¹³ Sadly, few such linkages are in evidence across Canada in the 1990s.

In falling so far short in its educational possibilities, the archival community is dramatically different from museums¹⁴ or libraries.¹⁵ Elsie Freivogel (now Elsie Freeman Finch) has observed that:

To the museum educator, the term museum education means the education of the public. To the archivist, archival education means the education of other archivists. In fact, ... the archivist does not ordinarily perceive the education of the public to be his job.¹⁶

Ian Wilson notes that although museums and archives have much in common, including the maintenance of large, multi-media holdings, an emphasis on research and scholarship, and a necessity to sustain provenance and *respect des fonds*, museums have long encouraged and coped with a heavy use-level because “the experience they offer the typical visitor is a preplanned, highly structured one. ... A limited number of items from the museum’s holdings are selected, placed in an interpretive context and offered, with related tours or publications, to the public. ... The objective is to present authoritative information in an engaging way. The result should satisfy intellectual curiosity, or at least provide a pleasant afternoon’s experience.”

Alternately, the archives experience is very different. For most users, use is “largely tailor-made and, with consultation, self-directed. In a sense, the archival finding aids are our exhibits. ... This process is collaborative and interactive among researcher, finding aid and reference archivist.” As long as the visitors

are all highly-skilled and clear-thinking professional historians, this time-consuming process can continue. But if the clientele is to be extended to relatively unskilled, muddled adolescents who may hold the resources in initial disdain rather than respect, the process must be altered. Wilson concludes that if archives “wish to increase use without substantial staff increases, we must devise ways of making the archival experience less staff-intensive. Exhibitions and publications in all their variety, guides to using different source materials, and classroom teaching kits provide structured access to an archives.”¹⁷ If archivists were to take Osborne and Wilson’s suggestions for educational initiatives seriously, archivists, teachers, and students would all stand to benefit.

Extending access to archives to the school community has a number of distinct advantages for an archives. For a profession saddled with an exceedingly low and, some would say, doddering profile,¹⁸ educational use permits an archives to create a positive “image” at the same time as awareness and appreciation of its services are promoted.¹⁹ Users and the general public can be educated about the value and potential use of the holdings,²⁰ allowing the archival unit to claim some measure of financial support in return. Through archival outreach, illicit use of the resources and false expectations of what archives can reasonably provide is limited, although never eliminated entirely. A knowledgeable and sympathetic public or, more specifically, educational community will know better than to expect busy archivists to pull out Canada’s Constitution for gummy-fingered ten year olds. But outreach projects may also enrich other components of an archives’ policy-setting by stimulating interest in its holdings and activities, resulting in improved acquisitions, to say nothing of winning at least the benevolent support of future voters and taxpayers.²¹

An educational system which is invited to use archival resources intelligently gains in many ways as well. Take, for example, teachers of Canadian history. The “new history,” mandated by virtually all Ministries of Education,²² privileges higher-order thinking skills, document analysis, and an understanding of the historical *process* rather than its content. “Student-centred” education requires that learners in any given classroom will be provided with a range of resources of varying levels of difficulty and type so that student abilities and interests can be matched to promote learning. These two foundation principles of virtually all current history classrooms are further complicated by the decision in several provinces, including Ontario and British Columbia, to mainstream all abilities into common classrooms at the intermediate level (about grades seven to ten). Coincidentally, this is also the age when historical sensibility is first developing in students and when most provinces make one history/civics course mandatory in the curriculum. The teacher of intermediate-level history and social studies is thus faced with a series of educational challenges, some of them rooted in normal adolescent development, some in overly-ambitious and politicized curricula, and some in reduced budgets which

limit the possibility of purchasing appropriate multi-level resources for students of varying skills and abilities within the same classroom. What money does exist for classroom resources is often ear-marked for computer software.

Archives are well placed to meet at least some of the pedagogical demands made of these teachers. The pedagogy required by history teachers to deliver this curriculum is heavily dependent on a range of documentary sources. Archival records often constitute one of the only sources of documents to support the "new history." There is, for instance, still a dearth of primary document material available to classroom teachers interested in teaching women's history. Archives are not over-burdened with this material, but they have much that can be of use to classroom teachers and far more than publishers can hope to make available. But even if teachers are well disposed to using particular types of archival documents, and know how to use them effectively, many lack the skills of retrieval and the time to find appropriate documentary materials in an archives. Hence, the archivist can perform a major service to teachers and students by locating, collating, and publicizing relevant sources while not being called upon to attach pedagogical strategies to them. Providing these strategies is the role for senior teachers or other educational professionals, ideally working (as the example concluding this article demonstrates) in partnership with archivists and archival institutions. Such archival kits would place at teachers' disposal fascinating and challenging primary documents to "extend" the curriculum for gifted or enriched students. These students, the leaders of tomorrow, are precisely the ones archives would do well to reach, developing in them a sympathetic knowledge of the appropriate functions of archival institutions and holdings.

If, then, archives can perform an important service for educators, and if most archives are presently not offering that service, why has the educational community not complained? The past decade has been one of unparalleled stress for teachers, school administrators, and school board officials. That stress has been exacerbated by financial restrictions, and by parental and business lobbies concerned more about teaching their children marketable job skills (computers, business, sciences, etc.) and less about the quality of a humanist education (history, literature, sociology, etc.)²³ Teachers who are already under such pressure for inadequately teaching literacy or numeracy skills are unlikely to demand enriching resources such as archival teaching kits. The groups which in the past would have voiced their defence of teachers have also been relatively silenced. Curricula consultants, most of whom have returned to the frenetically-paced classroom in the course of financial retrenchment, are now otherwise occupied. Teachers' federations, long a voice for professional development and innovative teaching resources, are preoccupied with new legislation limiting teacher professionalism or attacks on their benefits. An aging teaching force, unleavened in an age of restraint by enthusiastic and well-trained new teachers, staggers towards retirement. This produces an even wider

and ever more vicious circle: silent educators neither pressure nor thank archivists for outreach experiments, especially those which would reinforce intellectual rather than job-training skills, which in turn discourages archivists from devoting scarce resources to projects which they suspect are not valued, but which in truth are essential for archivists and teachers to accomplish their respective missions.

One Experiment in Public Programming: The “Canada’s Prime Ministers” Education Kit

In 1994, the National Archives of Canada mounted a major exhibition on Canada’s Prime Ministers. Sponsored by Kodak of Canada, the exhibition highlighted representative archival holdings while using an especially visitor-friendly format. It was decided that some of the exhibit materials, having already been gathered and described, when complemented by some other archival documents, should be worked into a permanent educational kit.

The construction of the educational kit resulted from an ad hoc partnership between the National Archives in the person of a contract archivist with a great deal of experience in exhibitions and some educational background, an educational consultant from the Faculty of Education at the University of Ottawa with experience in curriculum design, classroom teaching, and archival documents, and a teacher from the Ottawa Board of Education who had a particular talent for simulation game construction. The archivist ensured that matters of accuracy, provenance, and interpretation were intact; the educational consultant concerned herself with applying pedagogical principles to archival resources so that students across Canada could make use of them, and the teacher took the materials and fashioned a simulation exercise in the form of a board game.²⁴ All members of the partnership were sufficiently well-versed in each of the three areas of expertise to provide support and suggestions to the other members of the team.

The objective was to develop a multi-ability, multi-level/grade teaching and educational kit that would profile the varied resources at the National Archives. The kit would ultimately include such documents as photographs, caricatures, paintings, line drawings, recorded interviews, speeches, posters, private letters, and government documents and previously published literature based on these resources, including political and personal memoirs, character sketches, and newspaper analyses.

The kit was field-tested with teachers at a variety of levels in Ontario and Quebec. It proved to be highly successful. Undoubtedly, one reason for this is the paucity of new educational materials that are non-computer based; teachers reported that the kit was the first new item of its type in about a decade of which they were made aware. The kit dealt with a topic that virtually every student in Canada studies as part of mandated twentieth-century Canadian history courses.

Hence, teachers could readily understand its utility and were eager to make use of it. The use of concrete resources helped to reduce the inherent abstraction of history, making the kit accessible to younger students and to those of lesser ability, as well as those of unusually high ability. The inclusion of interactive strategies as well as individual, research-based assignments meant that younger students received the variety of strategies so necessary to hold their interest and attention at the intermediate level. Finally, the kit was initially made available through the Canadian Daily Newspaper Association, which regularly stages workshops for teachers across Canada. A number of additional kits were made available to teachers, free of charge, on a request basis. The major worry of distribution was therefore lifted from the National Archives. In turn, this "provision on demand" approach has made it difficult to track the kit's reception in any consistent way.²⁵ A reply form is included in each kit through which educators are encouraged to note suggestions for improvement, but there has to date been no attempt to collate this information.

Figures One to Five are excerpts from the teacher's guide, student worksheets, and the resources utilized in one lesson – in this case, one concerned with prime ministers' responsibilities. It will be immediately apparent that the resources are offered in a traditional format; there is no CD ROM in the kit, nor are students directed to supplement their resources from the Internet, although they easily could do so. The explanation for the "low tech" approach is partly due to the period in which it was developed – prior to widespread Internet use by students – and partly due to pedagogical concerns that not all students would have access to the Internet. To be sure, even within urban regions such as Ottawa-Carleton, where the kit has received broadest distribution, educational uses of the Internet, or of the computer as a teaching aid, are uneven. Clearly, outside wealthy urban regions, reliance on electronic technology as the basis of educational kits will continue to disadvantage some schools and students for some time to come. Educational kits which seek to be widely distributed and used should utilize a variety of resources, at least some of which should be "low technology."

The development of the *Canada's Prime Ministers* educational kit underscores several truisms of a successful public programming initiative aimed at teachers and students in school systems of the country. First, no single institution today can expect to supply all of the necessary expertise for any given project. Partnerships are a necessity if effective public programmes are to be fashioned and utilized or, indeed, financed. Secondly, because external sponsors are increasingly essential, as noted, to the financing of any major public programming activity, the tendency will be to develop materials on "safe" topics, the very ones on which teachers may already be well provisioned. "Needs assessments" are therefore a central feature of successful public programmes to ensure there is a market for a topic of national significance. If needed materials of this type also have a wide distribution, the costs can be

(II) LESSON TOPIC: WHAT ARE THE PRIME MINISTER'S RESPONSIBILITIES?

LEARNING OUTCOMES:

1. To identify the topic and point of view in historical documents.
2. To select information that is relevant.
3. To arrange information chronologically.
4. To draw inferences and conclusions from a variety of archival documents.

PROVIDED RESOURCES:

- A. 1. Caricature of Trudeau, C-142362
2. Caricature of Turner, C-142361
3. Caricature of Pearson, C-133523
- B. 4. Document — Declaration of War, C-140955
5. Photo of Diefenbaker, PA-112693
- C. 6. Caricature of Abbott, C-141203
7. Caricature of Macdonald, C-56535
8. Caricature of Trudeau, C-142363
9. Caricature of Mulroney, C-137477
10. Caricature of Clark, C-142367
- D. 11. Document — Draft of the *British North America Act* by John A. Macdonald, C-82522
12. Document — Telegram to Macdonald, C-135613
13. Document — Cabinet conclusions, C-141140
14. Photo of St. Laurent, C-6255

Figure One First page of the second lesson plan, on the responsibilities of prime ministers, in the *Canada's Prime Ministers* educational kit.

justified. *Canada's Prime Ministers* was one such topic, but what about kits on "Canadian Women," "Canada at War," or "Aboriginal Peoples"?²⁶ All of these topics are studied in compulsory history courses across Canada. Finally, as archives will not likely have at their disposal many more staff members skilled

(II) LESSON TOPIC: WHAT ARE THE PRIME MINISTER'S RESPONSIBILITIES?

STUDENT WORKSHEET

A. THE PRIME MINISTER AS PARTY LEADER:

1. One of the important roles of the prime minister is leader of the political party in power. As such, the prime minister has to maintain unity in the party. Individually, consider each of the attached documents (1, 2, 3). Using the caricatures, list three reasons for the prime ministers' party-related problems. 4

REASON FOR PARTY PROBLEM

- a. _____
- b. _____
- c. _____

2. Do the caricaturists admire or criticize the party leaders in these examples? Provide several examples of details from the caricatures to support your point of view. 3

3. How many of the issues described in the caricatures are still a problem for maintaining unity today? Why or why not? 3

Figure Two First page of the the student worksheet corresponding to the second lesson plan.

in education than has been the case in the past, or have the money to hire consultants, for the foreseeable future, some alternate partnerships are needed. Who, then, is to serve in this capacity?

Students in faculties of education are under-utilized in curriculum projects



Figure Three 28th Canadian Infantry Battalion marching past Prime Minister Robert Borden, 1 July 1918. National Archives of Canada, PA-2735.

for the wider educational community. Why do we not make it possible for student teachers, especially those in expanded, research-based programmes, to be actively involved in public programming ventures, including the production of educational kits of this type? Of course, not all such projects will be worthy of formal production based on a first draft. But with corporate sponsorship for some, and archival institutional sponsorship for others, a good deal of material could be developed from which a selection might be made. Additionally, why not approach unemployed or recently retired teachers (of which there are many)? Such individuals not only understand students, but also the educational network through which expanded public programming projects could be advertised or distributed.

“For professional men, the nineteenth century ended with neither a bang nor a whimper but a wail. Confronted by external enemies, internal discord, and socio-economic changes they could only half-understand, they poured out their troubles in the pages of their professional journals, editors and correspondents alike bemoaning a precarious present and an uncertain future.”²⁷ Through a stronger commitment to public programming of a variety of types, and effective partnerships created and sustained with interested institutions and individuals, archivists can renegotiate their professional mandate and meet the new



*Approved
George R.I.*

The Prime Minister of Canada presents
his humble duty to His Majesty the King.

It is expedient that a Proclamation
should be issued in the name of His Majesty,
in Canada, declaring that a state of war with the
German Reich has existed in Canada as and from
September tenth.

The Prime Minister of Canada, accordingly,
humbly submits to His Majesty the petition of
The King's Privy Council for Canada that His Majesty
may approve the issuing of such a Proclamation in
His name.

The Prime Minister of Canada remains
His Majesty's most faithful and obedient servant.

M. Mackenzie King

Prime Minister of Canada.

Ottawa, September 10th, 1939.



Figure Four Declaration of War, comprising a request from Prime Minister Mackenzie King to King George VI, 10 September 1939. National Archives of Canada, C-140955.



Figure Five Editorial cartoon of Prime Minister Lester Pearson by Jan Kamienski, *Winnipeg Tribune*, ca. 1963-68. Reproduced with the permission of the artist. National Archives of Canada, C-133523.

century with greater unity, purpose, and identity. In the process, they can be proud that they have contributed important resources and understandings to public education in a time every bit as disjointed as the close of the last century.

Notes

- * I wish to thank Dr. Maryse Paquin and Dr. Terry Cook for their helpful comments and questions on an earlier draft of this paper. An early draft was presented at the 1996 meeting of the

- Canadian Association of Teacher Education at the joint meeting of the Canadian Society for Studies in Education, Learned Societies Conference, Brock University, Canada.
- 1 R.D. Gidney and W.P.J. Millar, *Professional Gentlemen: The Professions in Nineteenth-Century Ontario* (Toronto, 1994); see especially Chapter One.
 - 2 Ken Osborne, "Archives in the Classroom," *Archivaria* 23 (Winter 1986-87), p. 28.
 - 3 Terry Cook, "Viewing the World Upside Down: Reflections on the Theoretical Underpinnings of Archival Public Programming," *Archivaria* 31 (Winter 1990-91), p. 131.
 - 4 Barbara L. Craig, "What are the Clients? Who are the Products? The Future of Archival Public Services in Perspective," *Archivaria* 31 (Winter 1990-91), p. 138.
 - 5 Timothy L. Ericson, "'Preoccupied with our own gardens': Outreach and Archivists," *Archivaria* 31 (Winter 1990-91), p. 117.
 - 6 Ian E. Wilson, "Towards a Vision of Archival Services," *Archivaria* 31 (Winter 1990-91), pp. 91-100.
 - 7 Gabrielle Blais and David Enns, "From Paper Archives to People Archives: Public Programming in the Management of Archives," *Archivaria* 31 (Winter 1990-91), pp. 101-113.
 - 8 See, for example, Ann ten Cate, "Outreach in a Small Archives: A Case History," *Archivaria* 28 (Summer 1989), pp. 28-35.
 - 9 See ten Cate, Osborne, and R.L. Zangrando, "Historians and Archivists: Educating the Next Generation," *The American Archivist* 56 (1993), pp. 716-17.
 - 10 There are, of course, exceptions to this tendency, especially within museums. For example, the McCord Museum in Montreal has had a Canadian history public programme since the 1920s. It has been observed that as resources decline for both museums and archives, the former has met financial restraints with ever more robust public programmes, even to the point of denigrating research and curatorial work. It might reasonably be asked what lessons the archival community can learn from museums on the opportunities, as well as the dangers, of public programming.
 - 11 Blais and Enns, "From Paper Archives to People Archives," pp. 101-103.
 - 12 Craig, "What are the Clients? Who are the Products?" p. 136.
 - 13 Osborne, "Archives in the Classroom," pp. 16-40.
 - 14 See, for example, M. Alexander and T.P. Weinland, "Museums and the Schools: The Learning Imperative," *Social Education* 49, no. 7 (1985), pp. 563, 566-67; M. Allard and S. Boucher, *Le Musée et L'École* (Montréal, 1991); E. Patton, "The Museum Goes to School: Creating Materials for Teachers," *Museum News* 63, no. 5, pp. 17-22, 24; and Maryse Paquin, "L'impacte de la contribution de l'agent d'éducation muséale sur l'acquisition de connaissances et la compréhension de concepts en sciences humaines et sur le développement d'attitudes positives envers le musée et les sciences humaines, chez des élèves de la quatrième année de l'ordre primaire réalisant un programme éducatif muséal en trois étapes," (Ph.D. Thesis, L'Université du Québec à Montréal/Trois-Rivières, 1994).
 - 15 See, for example, Sheila S. Inter and Kay E. Vandergrift, eds., *Library Education and Leadership: Essays in Honor of Jane Anne Hannigan* (Metuchen, 1990) and Leslie A. Morris, "Beyond the Books: Programs for Exhibitions" *Rare Books and Manuscripts Librarianship* 6, no. 2 (1991), pp. 89-99.
 - 16 Elsie Freivogel, "Wider Use of Historical Records," *The American Archivist* 40, no. 3 (1977), p. 333.
 - 17 Wilson, "Towards a Vision of Archival Services," pp. 94-95.
 - 18 Ericson, "'Preoccupied with our own gardens'," p. 114.
 - 19 Blais and Enns, "From Paper Archives," pp. 103-4.
 - 20 Wilson, "Towards a Vision of Archival Services," pp. 94-95.
 - 21 Ericson, "'Preoccupied with our own gardens'," p. 115.
 - 22 See, for example, Ontario Ministry of Education, "History and Contemporary Studies Curriculum Guideline," Parts A, B, C, D, (Toronto, 1986); Ministry of Education, Province of British

- Columbia, "History 12 Curriculum Guide," (Victoria, 1989); Department of Education, Government of Newfoundland and Labrador, "The Master Guide of Social Studies, K-X11 in Newfoundland and Labrador," (St. John's, 1991); Northwest Territories Education, Culture and Employment, "Junior Secondary Social Studies," (Yellowknife, 1993); and Alberta Ministry of Education, "Program of Studies (Jr. High) Grades 8 & 9," (Edmonton, 1988).
- 23 For example, see Jennifer Lewington and Graham Orpwood, *Unfinished Assignment* (Toronto, 1994) and Andrew Nikiforuk, *School's Out: The Crisis in Public Education* (Toronto, 1994).
- 24 The three participants were Susan North from the National Archives of Canada, Sharon Cook from the University of Ottawa and Mary-Jacqueline Enns Abatto from the Ottawa Board of Education.
- 25 This is not to suggest, however, that there has been no feed-back. Since its publication, I have encountered scores of teachers in the Ottawa-Carleton region who have made effective use of the kit. These teachers' responsibilities in the classroom range from grade five to the OAC (post grade twelve) levels. Admittedly, the profile of these teachers may not be typical, as they are mostly involved in teacher education through accepting student teachers for the practicum, are well-versed in pedagogical and historical knowledge, and are unusually highly-motivated.
- 26 For a convincing argument that archivists have an obligation to undertake such public programming for aboriginal peoples in particular, see Terry Cook, "Indian Legacy, Aboriginal Future," *The Archivist* 112 (1996), pp. 2-6.
- 27 Gidney and Millar, *Professional Gentlemen*, p. 335.