

4. How much money do you have to spend? The answer need not be frightening. A museum or an archives has nothing to sell. There is no commercial aspect. It is a public institution rendering a public service. Hence, there is no need for a great advertising budget. For the most part, the media will go along with you. In a case like an exhibition opening, however, where the public is invited, it is both tasteful and tactful to place formal ads in the papers.

The best publicity will not go far today without photography, so always try to have plenty at your disposal, both for the build-up phase of a special event and afterward. In an institution that has a collection of historic photographs, moreover, you may have pictorial support without realizing it. The old photos can often be adapted to illustrate your text matter on an up-coming event. It is simply a matter of adaptation plus a light touch with the cutlines.

True, the newspapers may take their own photos, but these will usually be confined to illustrating their own stories. Do not count on having access to these. Always try to have your own with no strings attached. If you have the right photos plus a little imagination, you may seize an opportunity for national picture syndication.

Therefore, try to get a good photographic item in your budget. Preferably get provision for a good staff photographer and the necessary equipment.

Oh! yes; and don't neglect to get the boss's picture in the paper once in awhile.

That brings us to the only other major items in the PR budget -- the \$15,000 salary of the incumbent and the unlimited expense account.

UNIVERSITY COURSES IN ARCHIVES ADMINISTRATION

McGill University Graduate School of Library Science offered during the Spring Term, 1970, Course 645b: "Archives and Records in Libraries". The course was led by John C. L. Andreassen, McGill University Archivist. It was offered as a 3 credit elective to final term students in the two-year course leading to the degree of M.L.S. Subjects dealt with in the first 10 of 12 seminar sessions included:

The Basic Literature; Definitions, Principles and Terminology; Archival Developments in North America; Historical Writings on Various Media; The Selection and Conservation of Writings; Finding Tools and Controls; Records Management Developments in North America; Records Creation, Use, Retention and Destruction; The Records Centre; The Impact of the Computer and Other Related Technological Developments.

The last two sessions were given over to the presentation and defence of seminar papers, based upon selected practical work projects. Fifteen graduate students participated in the seminar.

New Brunswick. A graduate course in Archives Administration and Records Management extending over ~~one~~ semesters, was directed by Hugh A. Taylor, the Provincial Archivist. Five students enrolled. The following subjects were included in the course:

The origins of records in administration; the relationship of archives to administrative history; the impact of archives on historiography; the history of archives administration in Europe, the U.S.A. and Canada; archival principles and arrangement of records and manuscripts; business, college and church archives; maps and photographs; the archival significance of microfilm and the computer; history and principles of records management; archival legislation; the custodial function; public relations; training.

Each student prepared a paper or project each term; a test was set at the end of the first term and a final examination concluded the course.

Toronto. During the winter, Dr. Archer and Mr. Ian Wilson, with the assistance of the Archives staff, gave a graduate course on archives at the University of Toronto School of Library Science. **This was a one term credit course** at the M.L.S. level entitled "Historical Manuscripts and Archival Collections in Libraries". The class consisted of eleven students, with four Toronto faculty members auditing the course. In light of the numerous collections of private papers and institutional records which are developing in libraries across Ontario, interest in this course was keen. Combining lectures, discussions, visits to archival repositories and practical work, the course presented the principles of archival methodology and thoroughly explored the differences between these and those of library science. As their assignments, the students each had to accession, arrange, sort and prepare an inventory for a small set of nineteenth century estate papers. In addition, they were expected to visit Queen's University Archives and to write an analytical description and assessment of an archival repository. These assignments served to give the students a full and decidedly practical appreciation of the problems encountered by archivists.

Through directed readings and lectures, the class examined the general history of archival repositories in Canada, the development of public records programmes, the functioning of modern records management programmes in government, business and universities and the methods, procedures and techniques in handling a set of papers from acquisition to use. A number of very lively discussions also took place on such topics as the administrative position of the archivist in an organization, cooperation amongst archives in acquiring material, the role of the archivist in the community, the changing uses of archives, the influence of archives on historiography, and the applicability of new technologies to archives. While by its title, the course emphasized archival collections in libraries, this was done by examining the state of archives in Canada, the principles applicable to any archival collection and broader concerns of archivists.