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# Building New Knowledge for Archivists: Part Two - Evolving Towards a Common Core Curriculum

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## ***Towards the Development of an Archival Core Curriculum: The United States and Canada***

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### ***Theoretical background:***

The English philosopher Francis Bacon famously argued that “knowledge is power” in his 1597 work *Meditationes Sacrae. De Hæresibus*. Although Bacon was referring to the need for more rigorous empirical practices in science, in the realm of professions, knowledge has also been tied to power. Sociologists of professions consistently cite a specific knowledge base as one of the distinguishing features of a profession, both as a unifying element and as a means of accumulating power. Magali Sarfatti Larson, for example, argues that “the professionalization process binds together two elements...a body of relatively abstract knowledge, susceptible of practical application, and a market,”<sup>1</sup> while Andrew Abbott discusses this knowledge both in terms of knowledge in use as well as an abstract, formal knowledge system.<sup>2</sup> For Eliot Freidson, professionalism is a set of institutions that permit members of an occupation to make a living and control their own work. Freidson further defines professionalism as having four major characteristics: An officially recognized body of knowledge and skill based on abstract concepts and theories; an occupationally negotiated division of labor; an occupationally controlled labor market based on training credentials; and an occupationally controlled training program associated with a university. All three of these theorists connect the evolution of a profession with the development of a core knowledge base, both theoretical and practical, once that is officially recognized as well

as central to an education program. Thus, the acquisition of knowledge is widely viewed as an essential component of professionalization.<sup>3</sup>

This study examines North American archival curriculum within the context of professional knowledge. At the heart of the study are the authors' convictions that if archival profession in North America has developed to the point where the formal professional knowledge required to perform archival work has created an agreed upon educational core then this core must be consolidated and placed at the center of professional identity. In other words, if archivists' work is to take its place within the ranks of autonomous professions, then it must be underpinned by a core curriculum that is recognized, endorsed and supported by the archival profession.

For archivists, the search for professionalism has been a long and evolving process. An archival career in the early and mid-twentieth century typically began as an apprenticeship and only recently has required an advanced degree focused specifically on acquiring archival knowledge. Identifying, codifying, and teaching the archival knowledge base (in terms of both the theory and practice) has developed slowly over the past 50 years, and as recently as 1990 Timothy Ericson argued that a large percentage of so-called "archival education" was comprised of "courses that might benefit an archivist" rather than being a true archival curriculum.<sup>4</sup>

Previous research has led us to conclude that over the past decades not only has the number of archival courses increased but that true archival curricula have emerged.<sup>5</sup> While we as well as other researchers have documented the increasing number of courses, there have been few attempts to examine the content of the courses within these developing curricula to see whether a core archival knowledge base is emerging. This article reports the

results of such a project. Our on-going research is guided by three central considerations; whether there is a core archival knowledge regardless of education venue (History, Public History, Library, Information, Museums, etc.), the influence that a venue or context may have on the core knowledge presented in archival education courses, and how the development of a core knowledge base in archives education relates to the evolution of Archives as a distinct profession.

Our hypotheses are that a distinct, core archival knowledge base has developed and is being taught through multiple types of archival programs in the United States and Canada and that the overall venue or context of the archival courses influences that knowledge base. Classical theories identify elements of a schema that support distinct areas of work, (e.g., professions) including specialized knowledge and systematic theory, identification with a group, professional culture and ethos, and self-monitoring.<sup>6</sup> Our study focuses on the idea of specialized knowledge and systematic theory. The knowledge and theories that educators have selected as an initial means of introducing new archivists to the profession has a significant bearing on what an educator considers “core.” The following discussion presents an overview of our data on programs, curriculum, courses and syllabi and by way of example, focuses on an in-depth analysis of introductory archives courses.

## ***Literature Review***

In his 1986 article on professionalism and archivists, Cox noted that specialized archival knowledge and theory was only partially developed and criticized the bent toward practice in the literature. Cox also stated “there are only minor distinctions between the training of archivists and the training of historians or librarians.”<sup>7</sup> Our study does not cover the quality or do an analysis of the theory / practice quotient in archival literature. It does,

however, address Cox's comment on the training of archivists. As we will demonstrate later, there are clearly defined archival education programs supported by a large body of archival literature. Furthermore, a number of these programs have significantly differentiated themselves from the history, library, and information science programs in which they are hosted.

Andrew Abbott views professions as fluid and approaches his study from a jurisdictional basis. Abbott sees professions as defined by a set of tasks and vying for control of those tasks in the market place. These tasks are "tied directly to a system of knowledge that formalizes the skills on which this work proceeds."<sup>8</sup> Abbot goes on to say that the "ability of a profession to sustain its jurisdiction lies partly in the power and prestige of its academic knowledge." This implies that an agreed upon knowledge exists in order to sustain professional jurisdiction and that there must be an established mechanism for introducing and assimilating new knowledge into its core. Abbott also discusses the how internal changes within a profession affect its jurisdiction. Academic education is a key site where internal changes can begin.

Formal archival education in the United States began in 1940 with the appointment of Ernst Posner at American University. He taught one course, 'History and Administration of Archives.' Over the course of the ensuing two decades, the American University program grew adding courses on comparative archival history, administrative history of the federal government, and administration of current government records were added.<sup>9</sup> Previous studies of curricula have relied on self-reports to the *SAA Education Directory*. Robert M. Warner's 1971 survey reported seven universities with single courses and eight with two or more courses.<sup>10</sup> In 1979, Lawrence McCrank identified nine library schools offering

multiple courses on archival administration in the *1977/78 SAA Education Directory*. By 1980, Fredric Miller found the *Directory* showing forty-seven multi-course programs in thirty-two states, which included archives courses in both history departments and library schools.<sup>11</sup> By 1986, the *SAA Education Directory* listed 250 graduate courses in 27 archival programs. Ericson based his article on this volume of the *SAA Education Directory* and his analysis determined that 61 of these courses were courses that should be considered “education that might benefit rather than archival education.”<sup>12</sup> In 2001, the *SAA Directory* became an electronic resource and the number of schools who pay to be listed has dropped tremendously.<sup>13</sup> Our previous research examined the program philosophy statements, the approximately 300 course titles, and other program descriptions in the 1999-2000 *SAA Education Directory* and on websites of archival programs both listed not listed in the *Directory*.<sup>14</sup> We found a wide variety of approaches to teaching archival theory and practice in schools of library and information science and how this related to actual knowledge being conveyed in the classroom was beyond the scope of that study.<sup>15</sup>

There have been few direct examinations of syllabi in the past. Timothy Ericson and James M. O’Toole carried out two smaller and less comprehensive curriculum studies in the early 1990’s.<sup>16</sup> O’Toole received syllabi from 18 archival education programs that added up to less than 50 syllabi for a variety of courses and a range of programs. His abbreviated content analysis findings confirmed Ericson’s earlier work – much of what passed for archival education was comprised of courses that might benefit an archivist and not courses that addressed the archival core.<sup>17</sup>

Both Ericson and O’Toole also partially base their findings on courses as reported in the Society of American Archivists (SAA) *Education Directory*. Although course titles

generally indicate overall subject matter treated, they do not reveal actual knowledge conveyed. Furthermore, Elizabeth Earle Preston reported significant discrepancies between courses as listed in the *SAA Education Directory* and those reported on websites.<sup>18</sup>

Carol Couture's study of archival education internationally and the International Council on Archives (ICA) Section on Archival Education (SAE) report on *What Students in Archival Science Learn* both served as models which we adapted for the present research.<sup>19</sup> Couture's study provided a basis for analyzing the placement of archival programs, the types of archival courses, and the subject matter within courses. The ICA / SAE study, under the direction of Masahito Ando, Feng Huiling, Irena Mamczak-Gadkowska, Silvia Schenkolewski-Kroll, and Theo H.P.M. Thomassen, produced a report on the readings used in archival education courses internationally.<sup>20</sup> This latter study identified the frequency with which specific readings were used and which archival education programs had assigned the reading. While there was little analysis of usage patterns and interrelationships between programs, this work represents a significant snapshot of readings assigned in different archival courses.

These early studies of archival education have paved the way for the current study. The present article adopts and expands on these methodologies in an effort to get at what knowledge is actually being presented in archival education courses. Our hope is that this brings us closer to understanding what we are teaching as well as provides basic evidence to aid discussions of improving graduate level archival education.

## ***Methodology***

Our research questions were:

- Is there a core archival knowledge that is taught to students in archival education programs regardless of venue (History, Public History, Library and Information Science Programs, Museum Studies, etc.)
- What influence does venue or context have on the core knowledge presented in archival education courses?
- How does the development of a core knowledge base in archives education relate to the evolution of Archives as a distinct profession?

Core knowledge was operationalized in two ways: as an overall grouping of courses within a given school or department (venue) and in terms of the required and recommended readings in a given syllabi. In this way, we were able to examine courses across venues and present comparisons and contrasts. Identifying knowledge and theory could have been done in several ways, such as examining writings in such journals as *Archivaria* and *American Archivist* or surveying archival educators on what they considered core theories and knowledge. Instead, we chose to examine how knowledge and theory are articulated through archival education. While we recognize that there are a number of means of doing this, such as sitting in on classes, we selected methods to support an in-depth study of programs and syllabi which form the initial means of introducing students to the profession as the best way to study “core” knowledge. We are, of course, under no illusions that students read all of the assigned texts or that professors actually refer to all of the readings. However, we think that the combination of programs, courses and syllabi provides a good approximation of what archival educators see as important concepts and skills to which students should be exposed.

Using existing directories and information published by the Society of American Archivists, the National Council on Public History, and the American Historical Association,

we compiled a list of schools and departments that offered some archival education component. We then visited the websites of each program, gleaned what information was available from the website concerning archival education, and identified a contact person. This was done during the summer of 2002. Contact people were sent several email messages requesting copies of syllabi for specific courses listed on the website. We asked for syllabi from the 2001 – 2002 academic year. In addition, a call for syllabi was sent to the Forum of Archival Educators, a listserv of the SAA Archival Educators’ Roundtable, and announcements were made at several archival meetings requesting syllabi. The resulting data was entered into a series of six linked Filemaker Pro files described in Table 1.

**Table 1: Outline of the Filemaker Pro Database**

<b>File</b>	<b>Description</b>	<b>Data Contents</b>
Schools / Departments	Demographic information on all schools and departments investigated or offering an archival education course	76
Courses	Data on all graduate level archival education courses taught in the U.S. and Canada	373
Syllabi	Archival syllabi collected from archival educators and on websites	183
Citations	Titles of all recommended and required readings in all syllabi	4051
Authors	Names of all authors represented in the citations	2700
Author – Title	A file linking citation and author data	4719
Citation – Syllabi	A file linking citation and syllabi data	4956

This database enabled the diverse types of analysis that we did on the courses, syllabi, and citations. This analysis will be described in more detail later.

## **Results**

### **Schools and Departments**

In the past, graduate level archival education in the United States and Canada has generally been offered in two venues: schools of library science and departments of history. This remains true today, with a few caveats. First, the schools of library and information science have further diversified between traditional schools of library and information studies and schools of information reflecting differing emphases on aspects of the information field. Archival components were present in both of these academic venues. Together, schools of library and information made up 30 of the sites where archival education courses were offered. Thirty of the departments of history, largely public history tracks, also host archival education offerings. Additionally, one museum<sup>21</sup> and one liberal studies program offer an archival component.

### **Courses**

Information about courses was gathered from the websites of library and information schools and history and public history departments as well as through syllabi received, and notes from faculty in these programs. When we received contradictory information suggesting discrepancies between website offerings and actual offerings, we generally chose to use the information on the website since this was the primary way in which prospective students would also be evaluating the program. With schools increasingly favoring web in lieu of printed catalogs, websites are becoming the de facto face of a school and we perceived them in that role.

Sixty-two out of the 76 schools and departments we investigated offered at least one archives course. The baseline course was usually an introductory archival survey class and all

of the 62 schools or departments offered some course that we considered to be this gateway archives course. Given the prevalence of this course, it is fitting to provide an in-depth analysis of its composition. This was done through an analysis of the topical coverage of introductory courses as well as the assigned readings. Before turning to this analysis, however, a brief focus on the courses themselves is warranted.

**Table 2: Types and Numbers of Archival Courses by Program Venue**

<b>Course Type</b>	<b>Library / Information</b>	<b>History Departments</b>	<b>Liberal / Museum Studies</b>	<b>Total</b>
Introduction	29	31	2	62
Advanced Intro	12	10	2	24
Appraisal	8	0	0	8
Archival Automation	1	0	0	1
Arrangement and Description	20	4	1	25
Diplomatics	2	0	0	2
Electronic Records	14	0	0	14
Historical Editing	0	12	0	12
Legal Issues	3	0	0	3
Management	3	3	0	6
Oral History	5	16	0	21
Practicum / Field Experience / Internship	22	29	1	52
Preservation	37	7	2	46
Public History	0	19	0	19
Rare Books	19	0	0	19
Records Management	24	3	1	28
Reference	6	0		6
Research Methods	4	4	0	8
Special Media / Special Archives	13	2		15
Topical Seminars	2	0	0	2
<b>Total</b>	<b>224</b>	<b>140</b>	<b>9</b>	<b>373</b>

The 373 courses on the websites of these 62 schools or departments covered a wide range of archival areas. Table 2 indicates this range as well as the type of program that offered the course. There are some courses that are available only in LIS schools. These are: Appraisal, Archival Automation, Diplomatics, Electronic records, Legal Issues, Reference, and Topical seminars. History departments are the only ones to offer Historical editing and Public history. Other concerns include the low number of archival appraisal (8) and reference (6) courses.

### Identifying the Core

While the overall number of courses offered in a graduate program might determine the breadth of archival study, the depth must be assessed by examining fundamental or core archival knowledge. To evaluate this coalescing of specifically archival knowledge, we placed courses into twenty categories and designated these as either core or complementary. These designations were based on the *Guidelines for a Graduate Program in Archival Studies* as well as our own knowledge of the archival field. Our designations differ from past assessments done by both Ericson and O’Toole. This process resulted in the following list:

**Table 3. Core and Non-Core Archival Courses**

<b>Core Archival Courses</b>	<b>Complementary Archival Courses</b>
Advanced Introduction	Archival Automation
Appraisal	Diplomatics
Arrangement and Description	Field Experiences / Practica / Internships
Electronic Records	Historical Editing
Introduction	Management
Legal Issues	Oral History
Preservation	Public History
Records Management	Rare Books
Reference	Research Methods
	Special Media / Special Archives
	Topical Seminar

Our designations of core and complementary courses takes into account our specifically American perspective and culture. In addition, we have distinguished between those areas that are foundational archival knowledge (core) from those that build on that foundational knowledge (complementary). From our American stance with an abundance of modern records, we also did not view diplomatics as core, and we recognize that in other cultures, assignment of courses to the core and complementary courses would differ. Finally, archival practica, field experiences, internships were not considered core knowledge. While we view experiential training as an essential component of professional education, these are opportunities for the application of knowledge, not the knowledge itself so they were not considered a core course. Figure 1 shows the distribution of core courses throughout all schools. The number of courses ranged from 1 to 20, the number of core courses ranged from 1 (the mode) to 14. The average number of all archival courses was 6; the average number of core archival courses was 3.5. The median number of all courses was 6; the median for core courses was only 2. This demonstrated that a smaller number of schools have created both breadth and depth in the curricula while many still rely on “courses that might benefit an archivist.”

**Figure 1: Total Number of Core Courses by Schools**

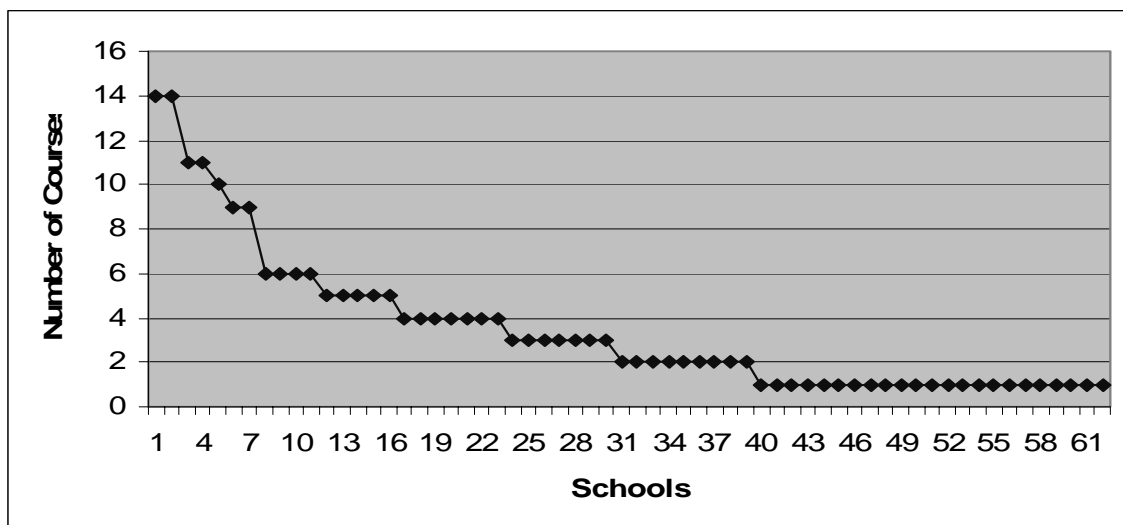
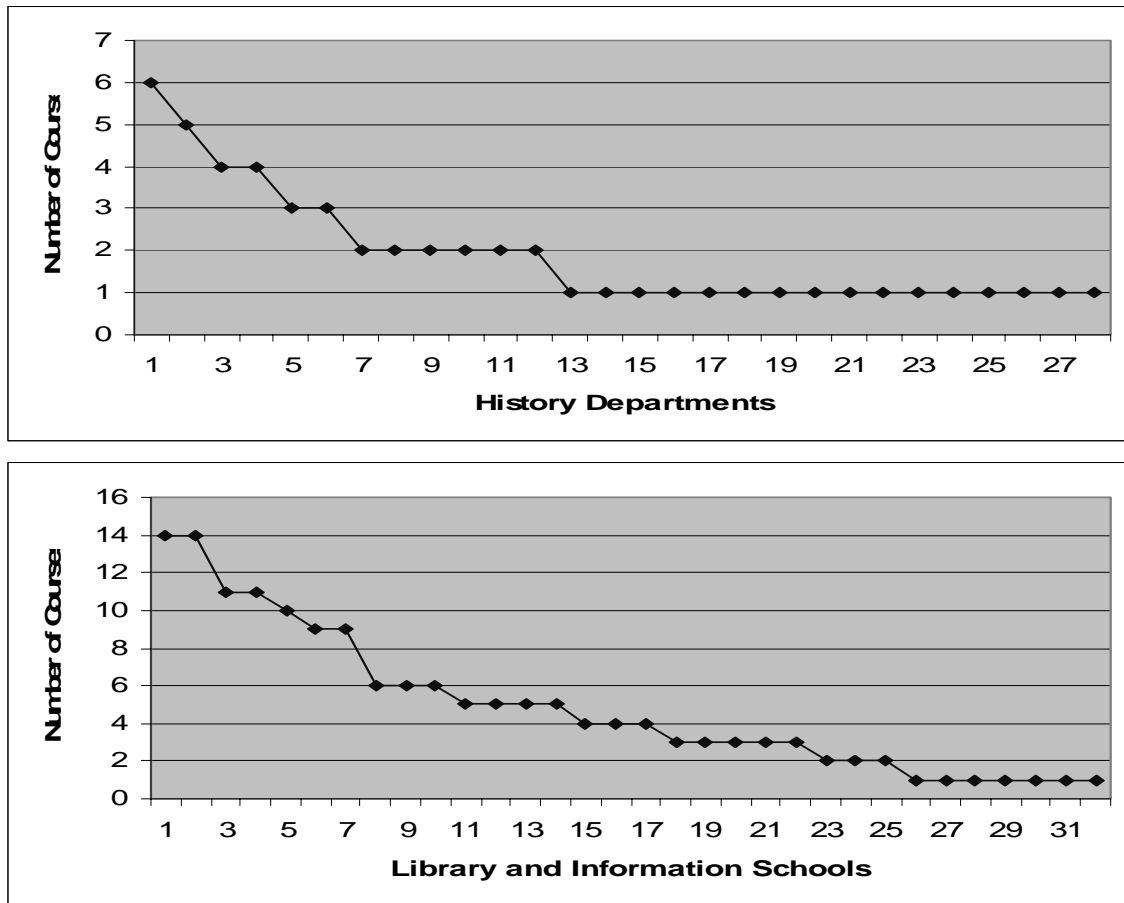


Figure 2 compares numbers of courses in history departments and schools of library and / or information science (LIS). In history departments the average number of core courses is 1.9, while the average for all archival courses is 4.8. In LIS schools, the average number of core courses is 4.9; the average for all courses is 7.3.

**Figure 2: Total Number of Core Courses by Venue**



## Syllabi

Any analysis of courses also requires a closer examination of syllabi. We solicited syllabi from full-time and adjunct archival educators throughout the United States and Canada and combed the websites for these documents. We collected a total of 183 syllabi covering a

wide range of courses year 2001 – 2002. The syllabi present a different view on archival programs and content from that of the course listings.

The analysis of the syllabi forms a key part of our investigation. Our examination of the introductory syllabi employed two very different approaches. First, we analyzed the topics covered and then we employed citation and network analysis to the readings in each of the introductory courses.

### **Topical Analysis Example: “Introduction” Syllabi**

We collected 33 syllabi for introductory courses, representing over half of the 62 courses being taught in both history departments and library and information schools. Using a variation on content analysis methodology, we analyzed the syllabus and the weekly topics across the syllabi. This was done by reading through each syllabus in its entirety, noting the weekly topics covered, verifying the intent of the topics through the readings, and examining any additional course description in the syllabus. The process involved the identification of both manifest and latent content. For example, the identification of the topical categories was sometimes straightforward. These manifest categories might be “appraisal,” “arrangement and description,” or “history of the archival profession.” More latent topics might be functional analysis (which would have been identified as appraisal) or provenance (which was considered to be core archival theory). Based on the content we found, we developed working definitions of some general topical categories, ‘Archival concepts’ for example included the definitions of a record, an archives or archivists as well as comparisons between archives and libraries. ‘Archival theory’ included provenance, original order or fonds, while ‘special formats’ referred to non-

print media. The list of topical categories identified in the introductory courses together with the frequency in which they were taught in all 36 syllabi appears in Table 3.

**Table 3: Topical Coverage in Introductory Archival Courses**

<b>TOPIC COVERED</b>	<b>Total Number of Courses With Topic</b>	<b>Percentage of Courses With Topic</b>
Accessioning	18	54.55
Appraisal	32	96.97
Arrangement and Description	30	90.91
Archival Concepts	28	84.85
Archival History	32	96.97
Archival Theory	19	57.58
Automation-Digitizing	22	66.67
Collection Development	22	66.67
Electronic Records	17	51.52
Establishing an Archives	3	9.09
Ethics, Copyright	21	63.64
Fieldwork, Site visits	25	75.76
Future of Archives	14	42.42
Information Organization/Metadata	14	42.42
Types of Archives	10	30.30
International Archives	5	15.15
Management	16	48.48
Outreach	24	72.73
Preservation	24	72.73
Professional Development	9	27.27
Public History and Exhibits	3	9.09
Records Management	13	39.39
Reference/Access/User Services	26	78.79
Security/Disaster Planning	8	24.24
Special Formats	13	39.39

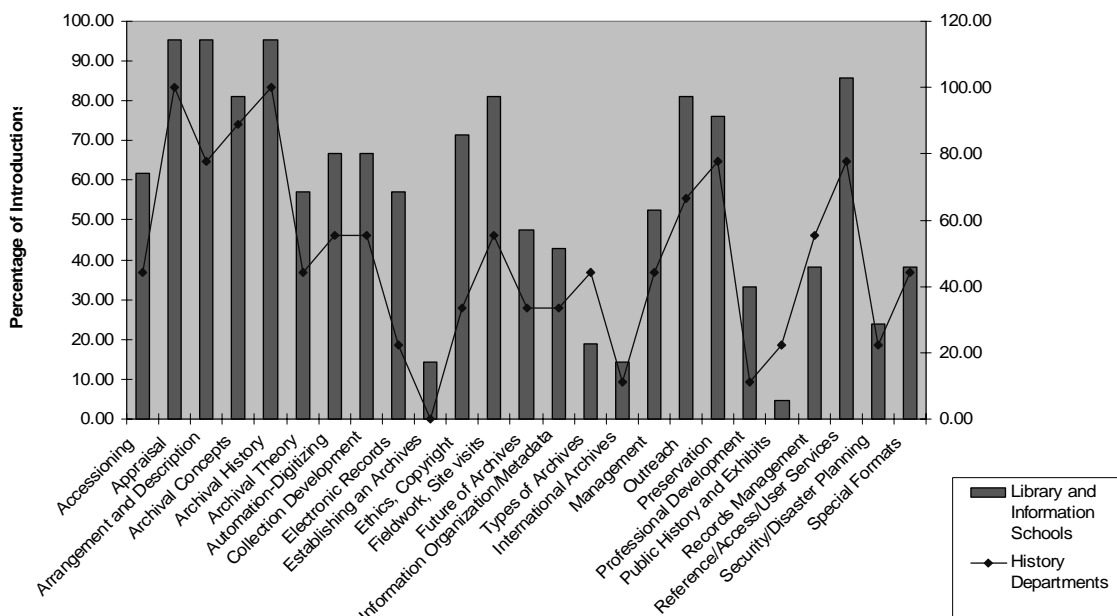
Table 3 shows that the three most frequently covered topics in introductory courses are (in descending order): Archival History, Appraisal, and Arrangement and Description. Each of these is covered over 90% of the time. After that there is a large gap with Archival concepts (84%), Reference (79%) and some type of site visit ranking next. This demonstrates the difference between core courses and core topical coverage with in the courses. While most of

the most frequently taught topics are also categories of core courses, the crucial areas of Archival History and Archival Concepts are not, but still present important information defining the profession and for the socialization of new archivists into the profession.

### Topic Intensity

Frequency of topic presents an overall snapshot of a course and indicates commonality of content. This does not really address the depth or importance placed by each instructor on each topic. We measured the depth or intensity of teaching through an assessment of the percentage of class time devoted to each topic in relation to the total number of course hours. In this way we controlled for different lengths of semesters or quarters. Figure 4 shows the averages of the percentage of time devoted to different topics in introductory courses in schools of library and information and history departments. While the two venues have similar patterns in the overall emphasis on different subjects, in all cases but three (Public history / Exhibits, Types of Archives and Records Management) LIS schools spend a larger percentage of time on most topics.

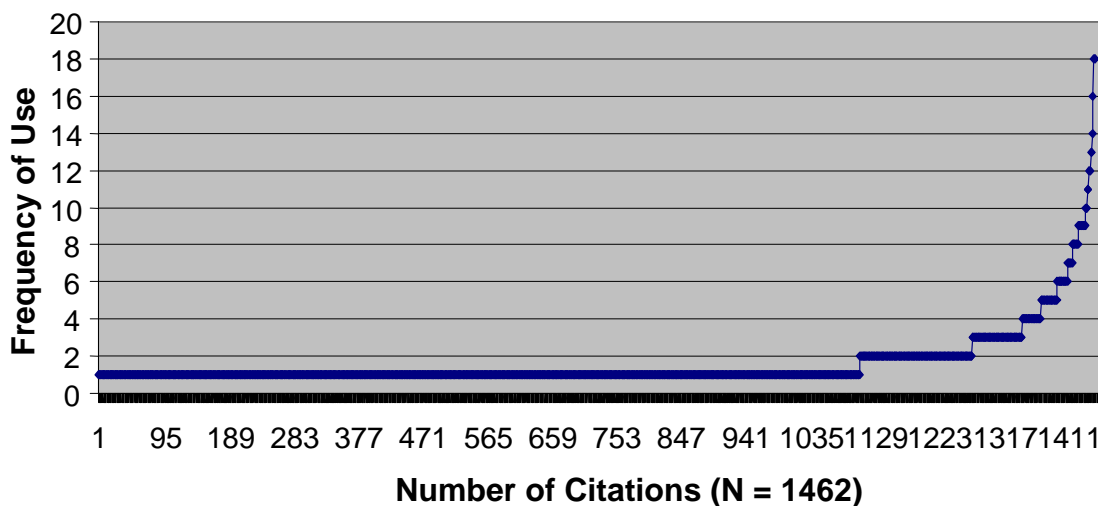
Figure 4. Comparative Percentages of Topical Content



## Citation Analysis

While the topical coverage provides some insight into what type of information is being privileged in introductory courses, the citation analysis gives a different perspective on the intellectual emphasis within these courses. Overall, the introductory courses referred to 2393 citations representing 1462 unique titles. Of those 1110 items were used only 1 time. Figure 5 provides a graphic representation of the frequency of use of citations.

**Figure 5: Citation Frequency in Introductory Archival Courses**



The citation analysis shows that there is no reading universally used in all of the 33 introductory syllabi. The list below provides the ten (10) most frequently used items in introductory course. The most frequently used items are 3 volumes of the Society of American Archivists archival fundamental series: *Providing Reference Services*, *Selecting and Appraising Archives and Manuscripts*, and *Understanding Archives and Manuscripts*. Each of these titles is used in 18 of the 33 syllabi.

- Providing Reference Services for Archives and Manuscripts (18)
- Selecting and Appraising Archives and Manuscripts (18)
- Understanding Archives and Manuscripts (18)
- Arranging and Describing Archives and Manuscripts (16)
- Archival Arrangement - Five Different Operations (14)
- In the Eye of the Beholder: Archives Administration from the Users Point of View
- Managing Archival and Manuscript Repositories (13)
- Encoded Archival Description: The Development of an Encoding Standard for Archival Finding Aids (12)
- Exploring the Black Box (12)
- On the Idea of Permanence (12)
- Code of Ethics for Archivists (11)
- Who Controls the Past? (11)
- Dear Mary Jane: Some Reflections on Being an Archivist (10)
- Good Sense and Good Judgment (10)
- Power of the Principle of Provenance (10)

There are several other interesting features of this list. First, only one title, Encoded Archival Description, dates after 1990. Second, the other volumes of the SAA Archival Fundamental Series (*Arranging and Describing* and *Managing Archival and Manuscript Repositories*) also rank very high. Taken together this is a bit disturbing because the Fundamental series was designed for a different audience and the volumes are more heavily weighted toward practice rather than theory. The lack of more recent and modern readings being widely adopted is also a concern. While this does show there is a core knowledge, the content of that core is not encouraging.

### **Network Analysis**

The network analysis of the citations presents a slightly different picture. The network analysis identifies the number of common readings between pairs of schools. The more pairs, the closer the tie and the thicker the line. Figure 6 shows common pairs in the entire group of 33 introductory courses.

**Figure 6: Network Analysis of Citation Pairs in Introductory Syllabi**

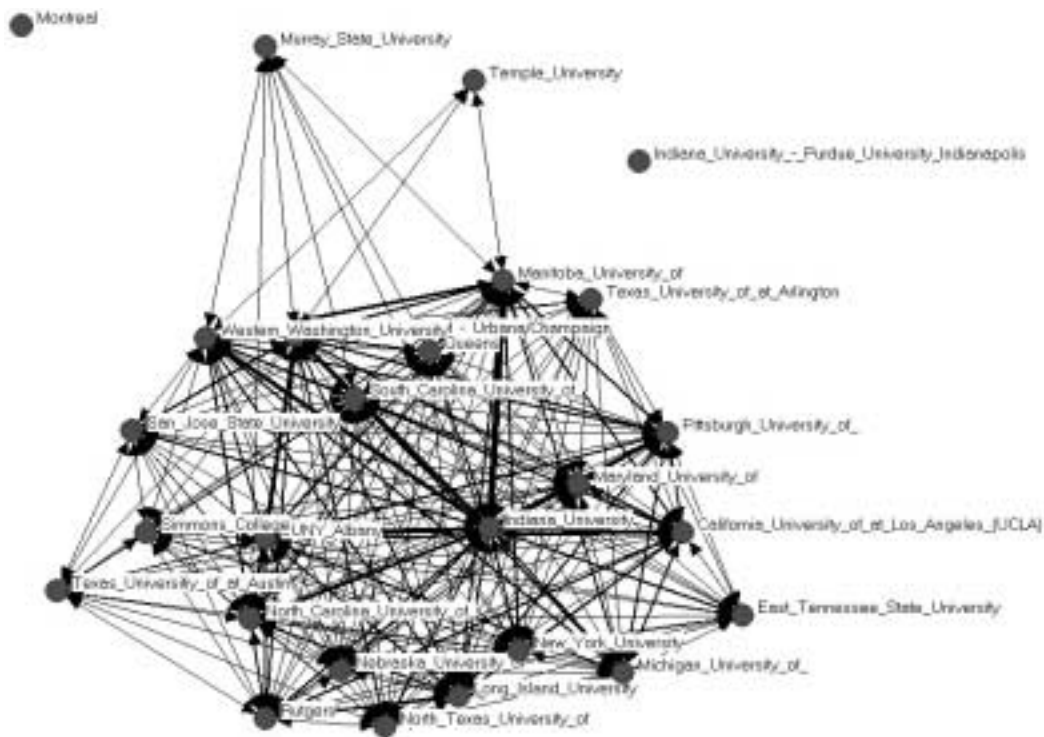


Figure 6 demonstrates those schools with numerous and few common readings. LIS schools and history departments on the periphery are located there for several reasons. Montreal relies on articles and books from a French tradition, unlike the rest of the United States and Canada. In the case of two public history courses, Temple and Murray State, they are assigning very different readings from the rest of the introductory courses.

Figure 7 illustrates the archival programs with 30 or more pairs of readings in common. This figure shows a different view of core archival knowledge and demonstrates that a smaller group of schools and departments has identified a core archival knowledge. Common readings are wide ranging and include a broad range of recent scholarship and theoretical work.

**Figure 7: Twelve Archival Programs with >30 Common Pairs of Readings**

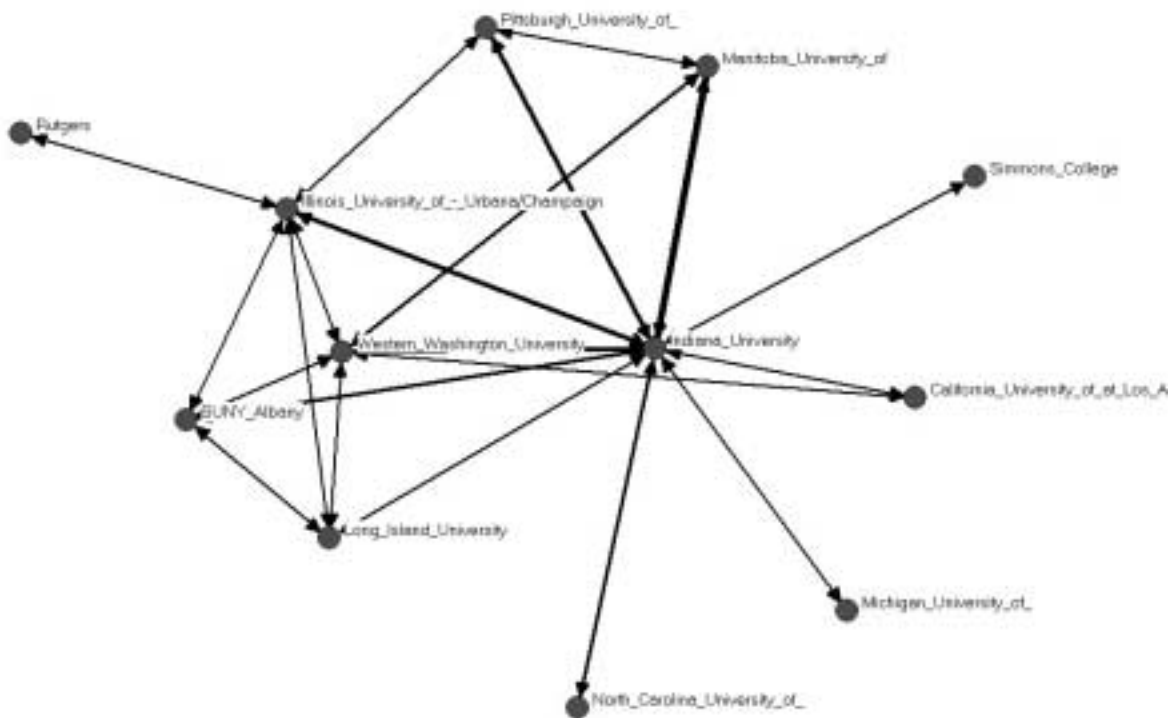


Figure 7 also demonstrates that core archival knowledge is not shared by all programs. In this diagram with 30 or more common citation pairs, only 12 schools remain, or less than half of those represented in the introductory syllabi.

## **Conclusions**

Archival programs in the United States and Canada have developed around a standard set of courses and base knowledge which is conveyed through courses, topics within courses and core literature. We found that core knowledge was generally more developed in schools of library and information than in history departments but that the wide number and topical range of courses, while demonstrating huge evolutionary development also showed a lack of

professional control. At the same time, increasing specialization of courses does show that archival knowledge is developing and differentiating itself from other professions.

Larson notes that formalization of the cognitive base of a profession is significant because “it allows a deeper and more thorough standardization of the production of producers than would otherwise be possible.”<sup>22</sup> While this may appear to be a somewhat circular argument, it is important in assessing the current state of graduate archival education. As this data overview and example demonstrate, there is a wide disparity not only between course quantity but between course density, as well as between the courses that programs choose to offer. The lack of a standardized curriculum impedes the ability not only to teach archival science, but to teach those who would then go out and teach archives. Archival education is still very tenuous in the university and a profession-wide initiative is needed to sustain and encourage quality graduate level education.

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<sup>1</sup> Magali Sarfatti Larson, *The Rise of Professionalism: A Sociological Analysis*, Berkeley, University of California Press, 1977, 40.

<sup>2</sup> Andrew Abbott, *The System of Professions: An Essay on the Division of Expert Labor*, Chicago: University of Chicago Press, 1988.

<sup>3</sup> Eliot Freidson, *Professionalism: The Third Logic*, Cambridge, UK: Polity Press, 2001.

<sup>4</sup> Timothy Ericson, “Professional Associations and Archival Education: A Different Role, or a Different Theater?” *American Archivist* 51 (Summer 1988): 298-311.

<sup>5</sup> Richard J. Cox, Elizabeth Yakel, David Wallace, Jeannette Bastian, and Jennifer Marshall, “Archival Education at the Millennium: The Status of Archival Education in North American Library and Information Science Schools,” *Library Quarterly* 71/2 (April 2001) and R. J.

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Cox, E. Yakel, D. Wallace, J. Bastian, and J. Marshall, (2001) "Educating Archivists in Library and Information Science Schools," *Journal of Education for Library and Information Science* 42/3 (Summer).

<sup>6</sup> A good overview of how the archival profession relates to these elements was done by Richard J. Cox, "Professionalism and Archivists in the United States," *American Archivist* 49/3 (Summer 1986): 229-247.

<sup>7</sup> Cox, Professionalism and Archivists, 235-236.

<sup>8</sup> Andrew Abbott, *The System of Professions: An Essay on the Division of Expert Labor*, Chicago: University of Chicago Press, 1988: 52.

<sup>9</sup> Jones, H.G. "Archival Training in American Universities, 1938-1968," *American Archivist* 31/2 (April 1968): 141-142.

<sup>10</sup> Robert M. Warner, "Archival training in the United States and Canada," *American Archivist* 35 (July/October 1972): 352.

<sup>11</sup> Miller, Fredric "The SAA As Sisyphus: Education Since The 1960's," *American Archivist*, 2000. This article was published posthumously, twenty years after it was written.

<sup>12</sup> Ericson, "Professional Associations and Archival Education," 305.

<sup>13</sup> Society of American Archivists, Directory of Archival Education,

<http://www.archivists.org/prof-education/edd-index.asp#listings>

<sup>14</sup> Cox, et al, "Archival Education at the Millennium."

<sup>15</sup> Cox, et al, "Archival Education at the Millennium."

<sup>16</sup> Ericson, "Professional Associations and Archival Education," passim. James M. O'Toole, "The Archival Curriculum: Where are we Now?" *Archival Issues* 22/2 (1997): 103-116.

<sup>17</sup> O'Toole, "The Archival Curriculum," p. 105-107.

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<sup>18</sup> Elizabeth Earle Preston, *The Society of American Archivists, Graduate Archival Education, and Progress: A Study of the History of Archival Education and Current Curricula*. Master's Thesis, University of North Carolina, Chapel Hill, 2003: 25. Available online last accessed 7/13/04 at: <http://ils.unc.edu/MSpapers/2847.pdf>

<sup>19</sup> Carole Couture, Jocelyne Martineau, and Daniel Ducharme, *La Formation et la Recherche en Archivistique dans le Monde: Une Étude Comparative*, Last Accessed 7/13/04 at <http://mapageweb.umontreal.ca/couturec/recher.htm>

<sup>20</sup> Masahito Ando, Feng Huiling, Irena Mamczak-Gadkowska, Silvia Schenkolewski-Kroll, and Theo H.P.M. Thomassen, *What Students in Archival Science Learn: A Bibliography for Teachers*, Second Edition, 2000. Last accessed on 7/13/04 at: <http://www.ica-sae.org/>

<sup>21</sup> Since data collection ended the Museum Studies Program and its Archival Management Track at the University of Nebraska has closed. A notice on the website reads: "As of october 20, 2003, the university of nebraska-lincoln has officially closed its museum studies program. No new students will be admitted to the program. current students should finish their programs by August 2004." (Dated: 11/10/2003). Last accessed 12/29/03. URL: <http://www.unl.edu/museumstudies/>

<sup>22</sup> Larson, 40.