Prospects for Integrating Historical and Information Studies in Archival Education

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THE EDUCATION OF ARCHIVISTS is still in an early stage of development; if not in infancy, at best in adolescence. The current tendency is toward a proliferation of introductory survey courses too often lacking in clear objectives. Archives students specialize only by combining these general introductions with internships, thereby constituting an archival minor field within their master's degree programs in history or library science. The intrinsic quality of such programs does not guarantee their integration into the rest of the degree program. Moreover, there are few opportunities in masters' curricula for a genuine major field in archives to insure mastery beyond rudimentary training and an initial exposure to archives literature.

The *status quo* described above is essentially what the SAA Committee on Education and Training has endorsed as minimal standards. The committee's proposals have not addressed curricular structure or design, but the guidelines do identify basic components for a competency-based minor field that includes both theoretical concerns and supervised experience.[1]

There are many deficiencies in the offering of archival training as merely a minor field in a master's degree program in either history or library science. Desirable cognate fields outside degree programs, whether in history or library science, are usually severely limited by graduate school requirements and other constraints. The areas of information storage and retrieval, indexing and thesaurus construction, abstracting, statistical and systems analysis, administration and management, as well as technical services like

[1] "Guidelines for Graduate Archival Education Programs," *SAA Education Directory: 1978* (Chicago: SAA, 1978), pp. 5–6, now complemented by guidelines for internships as well; cf. Association of Canadian Archivists, *Guidelines Towards a Curriculum for Graduate Archival Training* (Ottawa: Association of Canadian Archivists, 1976).

preservation, reprography, and automation, are notoriously lacking in the archival training offered in history departments; but these specialties are being developed in some progressive library schools.[2] The latter, however, cannot provide the historical background archivists have traditionally seen as crucial for their profession. So neither historical nor information studies seem adequate by themselves to accommodate archival education, but together they offer untold potential.

Solutions to this dilemma lie in developing two-year M.L.S. programs permitting one-year's specialization outside the library school (in history, for example), or in two-year joint or double-degree (M.A. and M.L.S.) programs administered by cooperating departments and schools.

The limitations of history departments seem to be better known to archivists than are the problems of archival education in library schools, so let us concentrate on the latter.[3] Let us note, however, that many of the problems are shared by both providers of archival education.[4]

Impeding the development of more advanced archival specialization within library schools are (1) the erosion of historical studies and the humanistic basis of librarianship, accompanied by disregard for primary source materials; (2) the unbalanced focus upon social science research methodology at the expense of traditional humanistic inquiry; (3) a tendency toward training without a controlled blend of the theoretical and practical; (4) the isolation of archival training in separate, adjunct coursework and the relative noninvolvement of archivist-instructors in the program in which archival education is embedded; (5) the limitations imposed by funding restraints, conflicting priorities, and adverse faculty/student ratios for promoting what must be considered a minority (indeed, "minor") interest; and (6) the widespread failure to integrate historical and information studies to form a new, hybrid curriculum rather than merely a concoction of courses providing the

[2] Curricular planning is complicated by the divergence of opinion regarding ideal education. See the relevant archival literature cited by Frank B. Evans, *Modern Archives and Manuscripts: A Select Bibliography* (Chicago: SAA, 1975), pp. 11–12 and 119–26, and note his "Postappointment Archival Training: A Proposed Solution for a Basic Problem," *American Archivist* (hereafter cited as *AA*) 40 (1977): 57–74. Library school curricula changes that can respond to archival needs are described (but without consideration of archives as an identifiable concern) by Paul Wasserman in *The New Librarianship: A Challenge for Change* (New York: R. R. Bowker Co., 1972), and in his "Professional Adaptation: Library Education Mandate," *Library Journal* 95 (1974): 1281–88.

[3] For criticism of archival training by historians see R. B. Bordin and R. M. Warner, who warn against "cast-offs" from other professions in *The Modern Manuscript Library* (Metuchen, NJ: Scarecrow Press, 1966), pp. 81–82; or, more vehemently, Edwin Welch, "Archival Education," *Archivaria,* 4 (1977): 49–59, with rejoinders in ibid. 5 (1978): 184–88. For better balance see R. L. Brubaker, "Historians and the Information Profession," R. L. Clark, ed., *Archive-Library Relations* (New York: R. R. Bowker Co., 1976), pp. 174–80; P. Orlovich, "Some Basic Assumptions Underlying the Education and Training of Archivists," *Archives and Manuscripts* 6 (1976): 204–5; and A. D. Ridge, "What Training Do Archivists Need?" *Canadian Archivist* 1 (1965): 3–12.

[4] A third alternative has emerged with records management programs, especially as these develop into M.A. programs; see James C. Bennet, et al., "An Analysis of Contemporary Records Management in U.S. Colleges and Universities," *Records Management Quarterly* 7, no. 3 (1973): 32–35; ibid., no. 4: 29–33; ibid., 8, no. 1 (1974): 40–42; ibid., no. 2: 27–31, surveying fifty three schools with records management courses.

required total number of credit hours.

Archival education in library schools can be placed in proper perspective when we consider the projection that the number of archivists and curators of all types to be professionally employed by the end of the decade is 10,000, while it is estimated that there will be 26,000 historians and 182,000 librarians and information specialists.[5] The sixty-seven ALA-accredited library schools produced nearly 7,000 graduates in 1977/78.[6] Aspiring archivists in this context must see themselves as a minority, and educators must treat archival education as a minor, if not peripheral, concern. Most programs offer archival courses primarily to produce archivally aware librarians, not well-trained archivists. Despite the odds, there are a few select institutions willing to be flexible and innovative in curricular planning, and at these archival education can develop into a true major field of graduate specialization.

The 1977/78 SAA *Education Directory*[7] lists nine library schools offering multiple courses, presumably with the capability of training archivists. Four others are cooperative ventures between library schools and history departments. All offer introductory courses and will arrange internships, but they vary dramatically in the number, from one to ten, of related, prepared courses they schedule regularly. Contradicting the SAA findings, a 1977 survey reporting to the conference of the Association of American Library Schools identified twenty-three library schools claiming to offer archives as a "subject specialty."[8] Several do that by allowing M.L.S. candidates to enroll in introductory archives courses offered by their own library school, another accredited school, or the history department in their parent institution (in which case archives become the required "outside" field). Finally, a third survey conducted in 1977 listed thirty library schools that had offered, now offer, plan to offer, or provide access to, archives courses.[9] Nine of these cooperated formally with history departments or area archives in making introductory courses and internships available, while ten schools offered multiple courses. The discrepancies are partially explained by the instability of archival courses and their scheduling, irregular because adjunct instructors

[5] Frank Schick and K. Weintraub, *North American Library Education Directory and Statistics, 1969–1971* (Chicago: ALA, 1972), p. 23; U.S. Dept. of Labor Statistics, *Occupational Outlook Handbook* (Washington: GPO, 1976), p. 502, with an updated projection by telephone, May 1978.

[6] For a breakdown of statistics regarding enrollment trends and course offerings in the areas of rare books and special collections, archives, and manuscripts, with their related historical coursework and technical service specialities, see the appendixes to L. J. McCrank, *Education for Rare Book Librarianship: A Re-examination of Trends and Problems,* no. 148, *Occasional Papers of the University of Illinois Graduate School of Library Science* (Urbana: Univ. of Illinois, 1979). The data provided in this study are based on a 1976/77 survey, coupled with accreditation reports since 1973 and *Bowker Annual* surveys through 1977/78; see also Paul Wasserman, *A Report on Library and Information Science Education in the USA* (College Park, MD: CLIS, Univ. of Maryland, 1975), 4–27; ALA Office of Library Personnel Resources, *Degrees and Certificates Awarded by US Education Programs, 1974–75* (Chicago: ALA, 1975).

[7] SAA *Education Directory, 1978* (Chicago: SAA, 1978), which might be compared with the 1976 survey.

[8] Antje Lemke, "Alternative Specialities in Library Education," *Journal of Education for Librarianship* (hereafter cited as JEL) 18 (1978): 286.

See Footnote 9 on page 446

are hired to teach them. Also, they often are buried in a degree program under a "special topic" rubric. If a curriculum is unstable, and the sponsor does not make enough of a commitment to offer archival courses officially and regularly, it is questionable whether that school can support quality archival education.

It is both encouraging and lamentable that most schools will create an archival minor field artificially at the request of a single student. The faculty's flexibility may be laudable from the vantage point of the student, but such irregularity undermines the efforts of other schools to establish formal programs of better caliber. Theoretically, students can add to a basic survey and internship some form of tutorial instruction or independent study, so that a cluster of two to four courses is possible in most M.L.S. programs. Because the internships proved to be informal, it was not possible to ascertain how many students augmented their introductory coursework with practica. Such arrangements are *ad hoc* and do not constitute well-designed programs. They are convenient, inexpensive, and often inefficient approaches; when, instead, archival education sorely needs improved status, formal support, and integration into the degree program of the sponsoring unit. In view of this, the context in which archival specialization is nurtured merits special attention.

If a historical background is fundamental to archival education, the value of that background lies not only in knowledge of history, but in an understanding of methodology and an empathy for scholarly research, both of which are acquired through historical study at the graduate level. The historical methodological component in librarianship has never been well established, but now it is deteriorating to such an extent that it is questionable whether the library professsion's education system can sustain respectable historical scholarship. The status of historical studies and humanistic inquiry in most library school programs bears directly on the welfare of that program's archival component.

Rather than expanding curricula from the traditional humanistic core to embrace modern methods and technology, the so-called "new librarianship" has begun to replace the humanities. History has been especially hard pressed to retain a place within library education; indeed, the rapid deterioration of historical studies in library school curricula is accompanied by neglect of primary sources in both manuscript and printed forms. Traditionally, two areas of librarianship have served as allies of archives: historical bibliography and rare books or special collections. Both of these fields are currently in decline. While thirteen schools offer combined "books and libraries" history courses, forty-six treat

[9] See McCrank, *Occasional Papers,* n. 7; results of this survey can be provided by the author upon request. For an overview, see M. E. Monroe, "Graduate Library Education Programs," Schick and Weintraub, eds., *N. A. Library Education Director,* p. 23; S. R. Reed, "The Curriculum of Library Schools Today: A Historical Overview," H. Goldhor, ed., *Education for Librarianship: The Design of the Curriculum of Library Schools* (Urbana: Univ. of Illinois School of Library Science, 1970), pp. 19–45; C. E. Carroll, "The History of Library Education," Mary B. Cassata and Herman L. Totten, eds., *The Administrative Aspects of Education for Librarianship* (Metuchen, N.J.: Scarecrow Press, 1975, pp. 2–28; C. D. Churchwell, *The Shaping of American Library Education* (Chicago: ALA, 1975); and Carl White, *The Origins of the American Library School* (Metuchen, N.J.: Scarecrow Press, 2nd ed., 1976). These standard works ignore the traditional role library schools have played in archival education; for a corrective, see Frank G. Burke's "Education," Clark, ed., *Archive-Library Relations,* pp. 51–68.

historical bibliography separately. The emphasis, however, is on printed matter. Moreover, the history courses offered in library schools are now all elective rather than required as they once were.[10]

Finally, there is an accompanying decline in historical research at the doctoral level as well. This can be expected to accentuate trends already apparent in M.L.S programs because library schools now recruit their faculty more from each other than from subject-area disciplines.[11] Historical dissertations take longer to complete than those based on social science survey techniques and reporting, and there are proportionately fewer doctorates each year with historical interests.[12] If not anti-historical, the tendency of library school faculties and student bodies is to be non-historical.[13] Archivists, therefore, must consider very carefully the capacity of library schools to undertake by themselves archival training beyond the introductory stage.

It is true that all accredited schools should provide adequate basic and multi-disciplinary subject-area reference instruction, and this can complement a necessary focus on archival finding aids, their structure and design, and related services. Computer applications and more sophisticated information access are also becoming better developed in most progressive curricula. Although technical training for archivists is also frequently available in library schools, one cannot assume that all library schools will supply it. The least developed technical specialties in library school curricula are those most germane to archival education: reprographics and preservation studies.[14] The latter is offered regularly by only four library schools. Only one institution with a master's program in conservation also has an archival program, and only one offers an advanced, laboratory-oriented conservation course in connection with an archival training program. In this field, internships with archivists are largely unsatisfactory since most practicing archivists are themselves in dire need of continuing education in conservation.

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[10] C. D. Patterson, "The Seminar Method in Library Education," *JEL* 8 (1967): 99–105.

[11] J. Z. Nitecki, "A Sample Distribution of Subject Interests among Faculty of American Library Schools," *JEL* 15 (1975): 160–75. Note adverse reactions to advanced degree holders crossing over from such fields as history into the information fields: R. G. Miller, "The Influx of PhDs into Librarianship: Intrusion or Transfusion," *College and Research Libraries* 27 (1976): 158–65.

[12] See D. H. Eyman, comp., *Doctoral Dissertations in Library Science . . . 1930–1972* (Ann Arbor: Xerox University Microfilms, 1973) with supplements; G. Schlacter and D. Thomison, "The Library Science Doctorate: a Quantitative Analysis of Dissertations and Recipients," *JEL* 15 (1974): 95–111; and J. Robbins, "Report of the Research Interest Group, AALS," *JEL* 16 (1976): 212–13. Note the plea of R. Blazek, "The State of Historical Research, or Please Save the Bloody Beast," *Journal of Library History* 8 (1973): 50–51.

[13] See, for example, the comments of Pauline Wilson, "Impending Change in Library Education: Implications for Planning," *JEL* 18 (1978): 159–74, especially 164–65: "Arrangements could be made for double master's programs with other units of the university. These arrangements, however, should be made with those units whose knowledge bases are highly relevant to that of library and information science. That does not include literature and history. Students will pursue these subjects without encouragement."

[14] Gay Walker, "Preservation Training and Information," mimeographed survey for the Committee on the preservation of Library Materials, ALA Resources and Technical Services Division (1976).

Courses in reprography or micrographics are equally scarce and, where found, irregular and usually lacking in proper laboratory facilities and instructional support. Library school offerings in non-book materials and media, subordinated as they are to school library interests, infrequently support archival coursework.

There is little reason to expect library schools to do better in the near future. Faculty characteristics, competing priorities, and inadequate funding all suggest that the minimal standard of a minor field, while not ideal, is practical. Most schools are understaffed and inadequately funded, and cannot compare favorably with more prestigious professional schools such as law or medicine.

Faculties range in size from five to twenty-two tenure-track, full-time appointments (FTAs); but the average is only 13.44 FTAs per school. The average graduating class numbers 121 students, so the faculty/graduate ratio is 1/10.58. This is below the 1/12 ratio set as a minimal standard by the International Federation of Library Associations, but if the sixty-seven accredited schools were ranked by FTAs and FTEs (full-time student equivalents), the great disparity in library schools would be immediately apparent. Canadian schools have achieved much better ratios (1/6.73 average) than their American counterparts, partially because of the two-year program but also because of other better funding. Generally, those schools with large faculties have proportionately larger student bodies and suffer from adverse faculty/student ratios. These are precisely the schools which, because of size, might be expected to offer specializations like archives.

The current reliance on practicing archivists as part-time faculty should be considered only as a temporary solution to the problem of staffing archival training. When library schools were expanding rapidly during the mid-sixties, archives were never a priority in faculty recruitment. Consequently, library schools have continued to appoint archivists as adjuncts, perpetuating a trend reinforced in the 1970s by the recession in academia; this practice has been disdained by some as the "rent-a-teacher" system.[15] The ratio of part-time to full-time faculty in library schools is now nearly 1/1, compared with the overall national average for colleges and universities of 1/3. Although it is asserted that library schools have always been justified in appointing adjuncts to teach in specialty areas, this practice has undermined the effective establishment of more adequate resident faculties. Such appointments do establish rapport between the schools and the working profession and do help to achieve balance between the theoretical and practical, but on the basis of the number of adjuncts teaching in accredited library schools, it can be estimated that 20 percent of all electives in today's library schools are farmed out to adjunct instructors.

This tendency has peculiar long-range effects. It places larger curricula in the hands of fewer faculty, the tenurable or tenured professors. Overuse of adjuncts inverts graduate education's normal relationship of senior faculty offering the greatest specialization in coursework while junior members operate at mid-level and part-time serve as support staff or at the un-

[15] "Part-time Professors on the Increase," *Chronicle of Higher Education* 15 (1978): 1, 6.

dergraduate level. In library schools the reverse is increasingly common; full-time faculty dominate general coursework in order to care for the bulk loads in the curriculum and are burdened with administrative duties. Specialties such as archives are turned over to part-time appointees to an extent that academic departments would find scandalous. Such criticism does not necessarily reflect on the integrity of courses offered by adjunct faculty, but this reliance on practicing archivists overemphasizes practice at the expense of theoretical research and retards the profession by not providing the pool of research scholars available to other professions.[16] Part-time instructors cannot fully utilize a school's instructional support services, or participate fully in advisory functions with students or faculty colleagues, or pursue effectively program development outside the limits of their own courses. Because adjuncts do not participate fully in the administrative decisions of a faculty regarding appointments, tenure and promotion, support staffing, library and instruction resources, funding priorities, and the long-term commitment of their host institutions, they lack necessary influence over faculty governance and hence the programs in which they operate. Programs identified with too many part-time faculty rather than with a strong, full-time corps tend to be dispensable and therefore unstable. Indeed, instability has been a plague on the development of archival programs in both archival and educational institutions.

Library schools cannot be expected to solve all of the forementioned problems in the near future. The best solution for archival education appears to be multi-disciplinary cooperation placing archival education firmly into higher education and simultaneously achieving some kind of balance between historical and information studies.

There are compelling intellectual reasons as well as practical advantages for archivists to rely on both history departments and library schools to achieve their educational goals. Yet the discussion from 1937 to the present has been divisive, with participants rallying around one of the positions crystallized by T. R. Schellenberg and H. G. Jones some time ago.[17] The real question today is no longer one of con-

[16] The development of a research group and teaching faculty has been a basic component in the professionalization of librarianship, law, medicine, etc., but thus far has been lacking in archival fields. Consider the development of the archival profession in light of the experience of other professions: cf. Donald Davis, *The Association of American Library Schools, 1915–1968: An Analytical History* (Metuchen, N.J.: Scarecrow Press, 1974); C. E. Carroll, *The Professionalization of Education for Librarianship . . . 1940–1960* (Metuchen, N.J.: Scarecrow Press, 1970); William Goode, "The Librarian: From Occupation to Profession," *Library Quarterly* 34 (1961): 306–18; D. E. Shaffer, *The Maturity of Librarianship as a Profession* (Metuchen, N.J.: Scarecrow Press, 1968); J. H. Walters, *Image and Status of the Library and Information Services Field* (Washington: Office of Education, 1970); and R. F. White, *Professionalization in Librarianship and Information Science* (Washington: Office of Education, 1970). Note that these studies indicate that although library schools have engaged in archival education for years, archivists have not been and are not now considered part of the library profession, nor are archivists being assimilated into the widening embrace of information science.

[17] T. R. Schellenberg, "Archival Training in Library Schools," *AA* 31 (1968): 155–65 and his *Modern Archives, Principles and Techniques* (Chicago: University of Chicago Press, 1956), pp. 17–25; H. G. Jones, "Archival Training in American Universities, 1938–1968," *AA* 31 (1968): 135–54; and the classic caveat about safeguarding archives from mere librarians, voiced by S. F. Bemis, "The Training of Archivists in the United States," *AA* 2 (1939): 157.

trasting archivists and librarians in order to identify history departments or library schools as the proper places for archival education. It seems that the precedents are well established to have archival training in both, and common sense and today's economy indicate that the profession will not benefit from the development of two competing approaches and models. In fact, the criticism often levelled at librarians for their mishandling of archival programs is directed toward historians as well, and for the same reasons. Instead of intensifying the polarization between historical and library science approaches to archives, a reconciliation should be sought as suggested in R. Clark's recent *Archive-Library Relations.*

Library schools and history departments, as well as records-management graduate programs, are re-evaluating the traditional, inadequate curricular pattern in archival programs requiring a student to follow a linear progression through a sequence of courses in one academic unit, with only a minor excursion into another discipline. Library schools have dismantled their inflexible requirements for course selection and now make it possible for students to take a wider range of electives. Some schools are expanding their M.L.S. programs into two-year courses of study in which the second year is devoted to specialization largely outside the school.[18] Others have initiated sixth-year certificate programs for post-M.L.S. graduates to pursue specialization not afforded in their one-year M.L.S. degree programs.[19]

The most promising curricular innovation, however, is the model provided by Case Western Reserve University with its pioneer double-master's program leading simultaneously to the M.A. and the M.L.S. Students engage in two years of interdisciplinary study and, most important, their simultaneous enrollment in two or more disciplines improves the potential of transfer from one field to the other. The M.A. is usually in history, for an archival specialization; and the subject concentration is normally in American studies. In this exemplary case and other similar programs, archives operates in a middle ground, an area of overlap, which allows a student to package a highly individualized program by selecting courses and instructors from each unit without encumbering restrictions resulting from registration procedures and the traditional unilateral affiliation with one unit at a time. In most cases where this cooperation has occurred, the catalyst and focal point have been an institution's own archives, and they have entailed adjunct or part-time faculty appointments for the archivist. However, in such a model there is always the danger that the archival operation, primarily non-teaching, cannot pull the two degree programs together so that

[18] There has always been unresolved tension in library education between generalist vs. specialist program designs, but now there is increased concern about how to accommodate a speciality in any one-year master's program. See J. Krikelas and M. Monroe, "General vs. Specialized Library Education," H. Borko, ed., *Targets for Research in Library Education* (Chicago: ALA, 1973), pp. 31–48.

[19] H. Winger, "Differentiating Masters, Advanced Certificates, and PhD Programs," Cassata and Totten, eds., *Administrative Aspects,* pp. 90–102; J. P. Danton, *Between MLS and PhD: A Study of Sixth-year Specialist Programs in Library Schools Accredited by ALA* (Chicago: ALA, 1970); A. R. Rogers, "Report of Six-year Programs in the U.S.," *JEL* 16 (1975): 67–74; K. Murray, "The Structure of MLS Programs in American Library Schools," *JEL* 18 (1978): 278–84; and Arlene Dowell, "The Two-Year's Master's: Perspectives and Prospects," *JEL* 18 (1978): 324–35.

there is genuine integration of historical and information studies. The central feature of such a model may still be the practical experience in the archives, still a form of apprenticeship. However, the M.A.-M.L.S. curriculum does seem to enjoy several theoretical and practical advantages over the commonplace one and/or two-course minor field with a student's master's program:

(1) Such cooperation cuts clearly across departmental and divisional lines, breaking down regimentation and creating flexibility so that courses can be scheduled to reinforce each other (for example, data processing in library school with historical methods in the history department, stressing quantification or indexing; text processing, and abstracting, taught by library faculty supporting historical or documentary editing in the history curriculum).

(2) Restrictions on sequencing within one-year programs are removed so that coursework can be layered from introductory to advanced studies, and prerequisites can be applied to insure that a student progresses to advanced levels instead of building a program of breadth without depth.

(3) Rapport between students can be beneficial to all concerned, and in this curriculum beginning students have a chance to work with second-year students; faculty-student association is longer, affording opportunities for more personal evaluation and advice.

(4) Faculty can initiate instructional methods, units in courses, and dedicated courses, when an identifiable clientele is available. Specializations within archival science might be discerned, or at least such programs might distinguish between the curatorship of historical manuscripts and modern records.

(5) Students avoid indoctrination by a single practicing archivist and are exposed to a multiplicity of opinion from various viewpoints, including those of user, patron, and client.

(6) Research experience is enhanced not only by the time factor but by the better opportunity to pursue two kinds of complementary research, one addressing archival operations and processes, the other requiring the use and analysis of archival resources.

(7) Finally, completion of graduate studies in history allows students with relevant but non-history undergraduate majors (art history, literature, business, etc.) to qualify for jobs controlled by civil service and using the NARS requirements for credit hours in history and American studies to determine eligibility. Employment flexibility is enhanced when cooperative arrangements preserve the integrity of the two degrees, the M.A. and the M.L.S., so that candidates can apply for jobs requiring the ALA-accredited M.L.S., as in archives within libraries, and also for those for which employers prefer the subject-area M.A. A recent study has shown that job descriptions are about equally divided in their requirements of the M.L.S. or the M.A.; therefore, those possessing both degrees double the scope of their job search.[20] Moreover, academic institutions now commonly request that candidates for positions carrying faculty

[20] Robert Brubaker, "Archivists in Academic Libraries: A Question of Credentials" (unpublished paper based on a 1977 survey).

rank have, if not the Ph.D., two master's degrees.

The main concern here has not been doctoral studies, because there are now no Ph.D. programs specifically for archival specialization. Although the M.A.-M.L.S. might be seen as a rational alternative to the Ph.D., graduates possessing both master's degrees can choose the kind of doctorate (in history or in library science) best suited to their needs. Most M.A.-M.L.S. programs are non-thesis, but this usually means that a thesis is optional rather than required. Students considering entering archival work may consider the advantages of writing a thesis to reinforce their research experience and to improve their understanding of the appraisal criteria and needs of their scholarly clientele.

If history and library science cooperate at the master's level, similar cooperation may evolve in the future at the doctoral level. The university awards the doctorate, not the department or school; and, unlike the distinction between the M.A. and the M.L.S., the Ph.D. is a research degree characterized by the student's dissertation, research interests, and the input of participating faculty. The doctoral level, therefore, should not be neglected in considering program development in higher education for archives. Eventually, archivists might see in such developments the evolution of degrees in archival science as such; but such speculation seems premature at present.

What is the present potential for such cooperation? A 1975 study reported that 69 percent of responding library school faculty favor interdisciplinary cooperation at the master's level, and most schools with Ph.D. programs are already participating in various kinds of joint ventures, making the resources of the entire university available for their doctoral candidates.[21] Although librarianship's most frequent ally in forming joint programs has been education, especially for school media and instructional technology, several library schools are entering into multilateral relationships with a variety of subject-area departments including history, art history, music, education, medicine, business, law, and computer science. Only a few M.A.-M.L.S. programs have been developed specifically for archival education, and in all of these the traditional emphasis on history has been retained. (Curators focusing attention on literary, artistic, musical, and other cultural rather than legal documentary records may rightly seek alternatives in departments other than history, such as musicology, comparative literature, art history, etc.) The number of such liaisons has increased from eight in 1968–69 to twenty-four in 1977, and seventeen similar arrangements are in the planning stage. However, such liaisons may not develop with history unless graduate departments respond more favorably to education for non-academic or non-teaching careers.

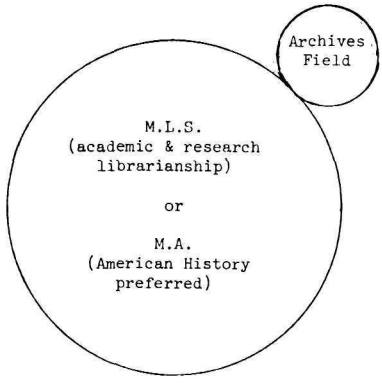
Recent developments in academic history are encouraging better rapport with professional schools, presumably because of the employment crisis for recent recipients of graduate degrees in history. The archival and information fields do not provide a haven for second-rate historians, but do offer challenging career opportunities for

[21] Murray, "Structure," pp. 280–82; K. E. Vance, R. Magrill, and T. W. Downen, "Future of Library Education; the 1975 Delphi Study," *JEL* 18 (1977): 3–17.

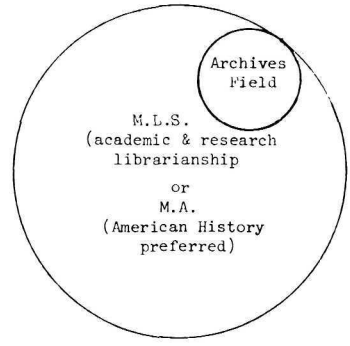
those with adequate technical skills, managerial ability, background, and experience, especially if they also demonstrate traditional strengths of historical training, such as data analysis, documentary editing and writing, geographical and chronological perspective, ability to conceptualize, and versatility in conversation and public relations. These skills can be acquired through historical training and discipline, but not necessarily in library education; they should enable one to be competitive and flexible in today's difficult job market. History can provide what is increasingly lacking in library schools, and library schools can provide technical training not found in history departments. The move of some departments toward public history is especially noteworthy, with curricular development in editing and publishing, oral history, family and local history, historic preservation, museology, and shifts in research methods to include quantification techniques with wide application in the social science and information fields. These trends expand the utility of historical training for the archival field and promise greater potential for integrating historical and information studies. Consequently, archives should become more attractive as a career field and not, as it has been mistakenly labeled, an *alternative* option for historians—especially if this professional field develops more employment opportunities.

Such expanded opportunities for professional education, unavailable when most present archivists entered the field, should stimulate reflection on the wide variety of ways other than the traditional hierarchical model in which an archival program could be designed. The following Venn diagram attempts to illustrate the options created for the archival student when two units (one academic and subject-based and the other professional and operations oriented) pool their resources, talent, and cooperative spirit to integrate historical and information studies. In such a model, the internship (more accurately, field study) component remains important and is in fact amplified by duplication in more than one environment; but notice that it is removed from its central role. In time its place should be occupied by special seminars dedicated to archival theoretical research. Then practical work, more than for training, may be used for the experimental application of new processes, techniques, and systems.

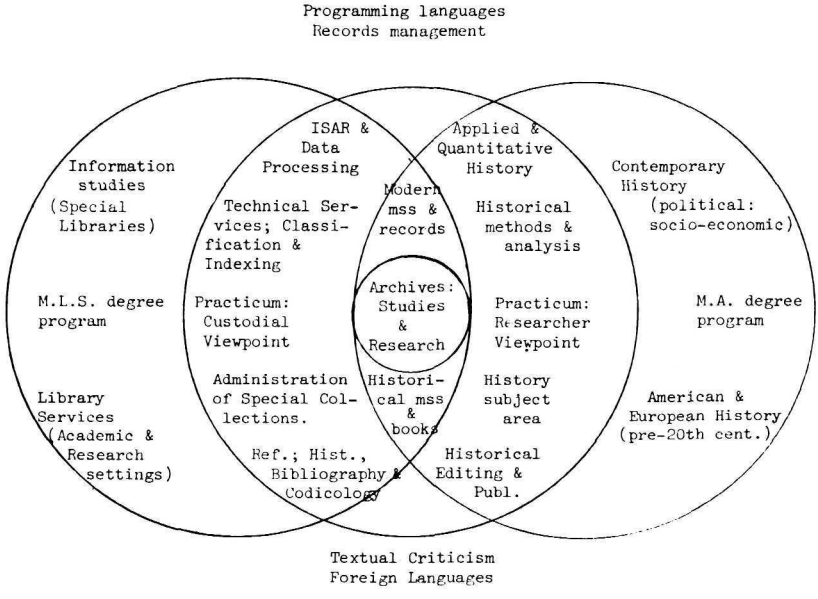
Such rethinking of traditional approaches to curricular design for archival education is indeed promising. Cooperation for joint-degree program development does not compromise the integrity of the individual degrees, yet it may ameliorate problems confronting archival education in library schools while simultaneously adding new dimensions to the limited approaches to archival education in history departments. If these developing M.A.-M.L.S. programs are to succeed, however, the proliferation of one and two-course "programs" claiming anything more than limited objectives of archival awareness, must be discouraged. Perhaps these traditional minor programs will disappear naturally as the more elaborate specialization programs attract students who choose to become archivists by design, not chance.[23] The old dilemma of choosing between history departments and library schools for archival education can be resolved. The crucial decision is in the selection of a graduate program truly capable of an archives specialization, and the extent to which one wants to specialize. Why should tomorrow's archivists



Traditional model: Master's degree plus an archival institute or workshop and relevant experience.



Model envisioned by SAA Guidelines: Minor field embedded into a Master's degree program.



Interdisciplinary double Master's degree model: the archives field is placed into both the M.A. and M.L.S. degree programs simultaneously and expands beyond the scope of a minor field by integrating selectively course electives from both disciplines, historical and information studies.

This diagram is essentially the M.A.-M.L.S. model conceived at the University of Maryland in its development of an advanced studies curriculum in archives, manuscripts, and historical collections.

choose between unreal alternatives, when in M.A.-M.L.S. programs they can have the best of both historical and information studies in their graduate education?

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