## Dedication

Harold Naugler
1942–1992

This volume is dedicated to the memory of Harold Naugler, who passed away on 26 April 1992 after a lengthy illness. The thoughts and ideas reflected in the papers presented in this volume were directly inspired by the contributions Harold made through a lifetime of dedication to the archival profession. His contributions were especially laudable in the areas of automation and education, which are the foci for this volume. More personally, it is dedicated to Harold Naugler, mentor, colleague, and friend to the authors.

Harold was born and raised in Middleton, Nova Scotia. He completed his undergraduate studies at Acadia University (Wolfeville, N.S.) with a B.A. in history in 1964. In 1966, he received an M.A. in Canadian history from Queen's University and went on to complete his course work and a considerable amount of thesis research in preparation for a Ph.D. at Queen's University.

Harold's career as an archivist began in 1966 when he joined Queen's University as a part-time archivist; two years later he accepted a full-time appointment. He joined the National Archives in 1970 as an archivist in the Public Records Section of the Manuscript Division and three years later became head of the Resource Records Section of the new Public Records Division. In 1976, and following a brief time as acting chief of the division, Harold was appointed chief (and later, director) of the
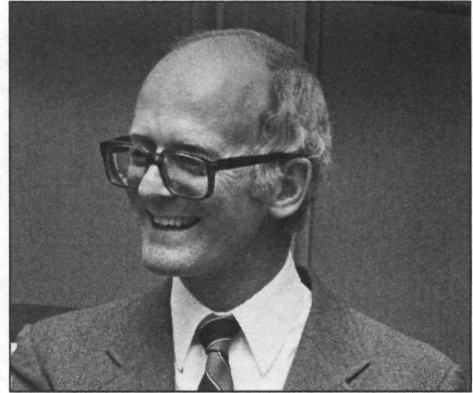
Machine-Readable Archives (MRA) Division. In 1986 he became the assistant director general of the new Historical Resources Branch and, in 1991, accepted his final appointment as director of the Manuscript Division.

During his ten years with the MRA, Harold worked tirelessly to establish a program that was recognized not only nationally but worldwide. To use a badly abused word, he had *vision*. That vision, coupled with his dedication, commitment, a healthy dose of tenacity, as well as an unfailing diplomacy were what helped to shape the program. His vision led to the development of a five-year strategic plan for the MRA—a document that since has been used to develop similar plans in other archives. Other accomplishments included the development of appraisal guidelines, data conservation procedures, and one of the first user surveys ever conducted in the National Archives. And yet Harold's goal was never to cast in concrete an electronic records program that would be distinct from the

rest of the archives. First and foremost, Harold was an archivist. He valued the role that records, regardless of the medium, played in government and society. He saw electronic records as simply another information domain in which archival principles, though refined to meet new challenges, would remain constant and perhaps even be strengthened.

Because of Harold's dedication to archives in general, his contribution to the National Archives went beyond electronic records. He was the National Archives representative on the Acquisition Committee of the Canadian Council of Archives, and he led the National Archives' initiative to develop an acquisition strategy. He encouraged, supported, and contributed to the development of archival descriptive standards, and he led the movement to establish the Office of Archival Descriptive Standards at the National Archives.

In his role as director of the MRA, Harold was well known nationally and internationally for his commitment and contributions to the archival administration of electronic materials. He served from September 1979 to April 1988 as cochair of the Task Force on Automated Records and Techniques of the Society of American Archivists. He was a member and subsequently chair of the Automation Committee of the International Council on Archives. For over fifteen years, he was active in the International Association for Social Science Information Services and Technology (IASSIST). During the memorial service at the National Archives, IASSIST posthumously awarded its Career Achievement Award to Harold and presented a plaque to his widow and son.

In 1987, Harold served as chair of the annual conference of the Association of Canadian Archivists (ACA), the exclusive focus of which was on automation and electronic records. The ideas that were generated and shaped during that conference are still having an impact today. Also con-

tinuing to have an impact is Harold's RAMP study, *The Archival Appraisal of Machine-Readable Records,* which was published by UNESCO in 1984. In 1987, and in recognition of his many contributions and his commitment to the profession, the SAA named Harold a Fellow of the Society.

Harold had a profound interest in educating the profession about automation. In 1979, he outlined to SAA the training program he had established within the MRA to train his staff to care for electronic materials. As cochair of the Task Force on Automated Records and Techniques, he facilitated the development and implementation of a series of workshops to train archivists in both automated records and automated techniques. With his encouragement, the content of these workshops was codified into a core curriculum for automation. This curriculum formed the basis for a draft proposal prepared under his leadership to solicit grant funding for SAA to develop educational materials. As director of the MRA, he organized a course at George Brown College in Toronto on "Machine-Readable Records and Archives" and taught the segment on appraisal. As with his whole professional life, his interest in professional development was not just in automation; he served as chair of the Education Committee of the ACA as well.

Although the accomplishments of Harold the professional were significant, it is the memory of Harold the individual that will endure most in our hearts and minds. As Dr. Wallot, the National Archivist of Canada, remarked at the memorial for Harold:

> When I arrived in the National Archives, what struck me most was *the man*. I had never met somebody so simple, so attentive to colleagues and human beings in general, so genuinely listening to what you were saying, even when he disagreed, so able

to admit rights and wrongs in a discussion.

For most of us who knew Harold, we admired and loved him not so much for what he did and even how he did it, but for who he was as a person.

John McDonald and Sue Gavrel summed up the feelings of many of us in their obituary in the Summer 1992 issue of *Archivaria:*

> Harold was a leader. He inspired innovation, creativity, and the willingness to explore new ways of looking at things. In a self-effacing way that often frustrated, he helped to guide us through uncharted territory. . . . Rather than confront, Harold would probe. Rather than reject, he would question, seek clarification and analyze. More often than not, he was the one who offered the second sober thought that helped to chart a clearer course.

In memory of the contributions that Harold made during a lifetime of dedication and commitment, two memorial funds have been established. The first is a memorial fund at the University of British Columbia to receive donations toward a scholarship for students enrolled in the Master of Archival Studies program in the School of Library, Archival, and Information Studies. This scholarship will be awarded to an outstanding student whose interests and studies concentrate on the design, development, control, and preservation of modern records systems. In Canada, contributions to the scholarship may be sent to The Harold Naugler Memorial Fund, c/o Development

Office, University of British Columbia, Vancouver, B.C. V6T 1Z1. In the United States, they may be sent to The Harold Naugler Memorial Fund, c/o American Foundation for UBC, 1718 M Street NW, Washington, DC 20036.

In July 1992, the Association of Canadian Archivists announced the establishment of the Harold Naugler Fellowship as part of its Awards and Recognition Programme. The fellowship will provide an annual cash award to a Canadian archivist in support of a research project in archival studies or administration. Support to fellowships will be provided for, but not limited to, projects for extended study in Canada or abroad; attendance at international conferences or symposia; institutional study leave; and related activities. Donations may be made to ACA Awards and Recognition Fund, c/o Association of Canadian Archivists, P.O. Box 2596, Station D, Ottawa, Ontario, K1P 5W6.

Harold's knowledge, insight, encouragement, and gentle guiding hand have formed a legacy that has had a profound impact on all of us. This volume is dedicated to that legacy, in the knowledge that his memory and spirit will be alive among us always.

CAROLYN GEDA
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MIKE MILLER
FYNNETTE EATON
RICHARD M. KESNER
*Chairs of the SAA Committee on
Automated Records and Techniques*

*With contributions from John McDonald,
National Archives of Canada, and
Thomas E. Brown, National Archives
and Records Administration.*

**Committee on Automated Records and Techniques
Special Issue on the Curriculum Development Project**

Foreword

FYNNETTE L. EATON AND RICHARD M. KESNER

About the authors: Fynnette Eaton is chief of the Technical Services Branch of the Center for Electronic Records at the National Archives and Records Administration. She has worked with electronic records at the National Archives since 1986 and has been a member of CART's Working Group since that year as well.

Richard M. Kesner is cochair of the SAA Committee on Automated Records and Techniques, and an established author, consultant, and archival educator. In his capacity as Chief Information Officer at Babson College, a leading U.S. institution of business management education, Kesner has employed and written case studies in conjunction with his courses on information resource management.

SINCE ITS INCEPTION IN 1977 as the Society of American Archivists' (SAA) Task Force on Automated Records and Techniques, a core group of archivists have focused on electronic records and what their advent portends for the archival profession. Initially, those interested in this subject included representatives from the machine-readable archives divisions of the U.S. and Canadian national archives as well as from such unique institutions as the Inter-University Consortium for Political and Social Research. As time and interest progressed, the early adopters of electronic records archivy were joined by archivists whose interests were oriented less toward computerized data files and more toward computer applications within archives themselves.

Whatever their particular focus, these "pioneers" were drawn together by their intense professional commitment to bring developments in automated records and techniques to the attention of their colleagues. The group has served as an information clearinghouse for SAA and its members in the areas of electronic records and computer applications. They have offered workshops, seminars, and conference sessions for both SAA and sister organizations in these fields. Through grant-funded projects and individual efforts, they have produced, and will continue to produce, a wide range of publications and research tools for the use of the profession.

In recognition of the growing importance of these accomplishments, the Society of American Archivists reconstituted the task

force as a permanent standing Committee on Automated Records and Techniques (CART).[1] But with success came its own problems. The growing demand for educational services outstripped CART's capacity to deliver. Furthermore, the CART members themselves acknowledged the fact that if CART's objectives were to be realized, they needed help.

In 1985, Harold Naugler and Carolyn Geda, the cochairs of what was then the task force, led an effort to obtain National Historical Publications and Records Commission (NHPRC) funding for a project that would have created self-paced, personal-computer-based tutorials. The envisioned learning tool was to have three sections: (1) basic computer skills, (2) the management of electronic records, and (3) the use of automated techniques in archives. As described in the grant application, this package could be used by individuals or in a classroom setting. For various reasons, the proposal never reached the NHPRC and, hence, fruition. At the time, task force members were much aggrieved, but in hindsight, it proved to be a fortunate delay.

Recent developments within the Society of American Archivists, not the least of which is acceptance of a component within SAA's strategic plan specifically devoted to electronic documents, have brought CART's concerns to the forefront of the profession. The growing use of computers within archives programs and the rapidly expanding use of electronic records by their parent institutions have required archivists to focus more than ever on the implications of these developments. A more general societal trend toward computer literacy is also reflected in the ranks of archivists, where increasing numbers are demonstrating an interest in automating work processes and establishing administrative and intellectual control over machine-readable records. In short, within a brief period after CART's initial effort to cast a broad educational agenda, an environment more sympathetic to that effort emerged.

CART, too, had learned from its previous attempts. In 1989, it approached the NHPRC with the objective of designing a curriculum structure and standards that archival educators, agencies, and professional organizations might employ in many different ways to address the requirements of their respective constituencies. The commission generously came forward with the funding for two conference working sessions the end product of which was to be a set of learning objectives, delivery methods, and associated recommendations for automated records and techniques. In brief, the participants sought to create a flexible but comprehensive framework that individual archivists might then apply to their personal development and that the profession might adopt as a set of certification standards. To achieve this end, the SAA's executive leadership, representative archival educators, and NHPRC's assistant director for technological evaluation joined forces with a CART working group.

This special issue of the *American Archivist* presents the fruits of this team effort in the form of the project's final report and supporting documentation. The Committee on Automated Records and Techniques endorses without reservation the positions presented in the following pages. We firmly believe that the future viability of our profession rests with our ability to address the needs of those whom we serve and the electronic records that they create and employ on a day-to-day basis.

In closing, it is only fitting that such a milestone in the development of our profession should be dedicated to the memory of Harold Naugler, our much-beloved colleague, who devoted his career to the fur-

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[1]The history and achievements of this group are admirably chronicled in Thomas E. Brown's essay, "A Decade of Development: Educational Programs for Automated Records and Techniques Within the Society of American Archivists," in this issue.

thering of these very educational objectives and who would have been pleased with both the release of this document and its momentous implications for archivists everywhere. It has taken us a long time to reach this day. Our only regret is that Harold is not here to share in our joy and sense of achievement.

From the Editors

THIS SPECIAL ISSUE OF THE *American Archivist* focuses around the work and products of the Automated Records and Techniques Curriculum Project. The project was sponsored by the Society of American Archivists' (SAA) Committee on Automated Records and Techniques (CART) and funded by the National Historical Publications and Records Commission (NHPRC).

As first conceived, the project was to have a fairly narrow objective: the compilation of packages of curriculum materials that could be used in both workshops and graduate courses to teach archivists about the use of automated applications in archives and the management of electronic records. Before the project even started, however, the sponsors and participants agreed that it was necessary to delineate carefully the specific skills and knowledge required before curricular materials could be developed to convey that expertise. As a result, the project evolved into a much broader consideration of the needs and responsibilities of archivists in the modern workplace.

At the same time, external conditions were changing. Technologies, of course, continued to expand, affecting society in general and archives in particular in new ways. The archival profession itself was evolving in response to these and many other factors, making archivists much more receptive to the ideas presented here than they might have been in the mid-1980s, when the project was first proposed.

Readers of the papers, report, and supplementary articles that follow will be able to sense the progression for themselves. The first five papers were those prepared for

distribution to the participants in the first project conference held in Washington, D.C., on 17 and 18 March 1991. They introduced many of the core concepts later incorporated in the "Learning Objectives," discussed the interaction of archival programs with the larger information management components of their parent agencies, and examined the wide range of educational mechanisms that could be used to deliver the necessary skills and knowledge to archivists.

Three of the authors had been active in CART for many years: Thomas E. Brown, Margaret Hedstrom, and Richard M. Kesner. Brown's paper describes the evolution of automation-related education in the Society of American Archivists over nearly three decades. Hedstrom and Kesner provide needs assessments for teaching archivists about electronic records, automated techniques, and information technology concepts.

The other two authors are widely recognized archival educators. Richard Cox examines the roles to be played by graduate education and continuing education programs, and Terry Eastwood discusses the integration of automation-related topics into the overall archival curriculum.

In retrospect, it was significant that the project conference opened the first systematic dialogue between CART members—the "experts" in automated records and techniques—and archival educators—those ultimately responsible for developing curriculum and teaching.

Next comes the final report of the project. It summarizes the discussions and conclusions reached in the two conferences held

during the project as well as through sub-sequent review by members of CART, and it includes additional research by the project consultant and others. The central feature of the report is the presentation of specific learning objectives, which fall into four clusters: Foundation, Automated Applications in Archives, Electronic Records, and Management. These objectives are followed by considerations of delivery strategies.

CART and the project participants never have viewed this project or its report as an end in itself. More properly, it is just the beginning of the lengthy process of preparing the archival profession to meet its responsibilities in the face of rapid technological change. As a result, readers should pay as much attention to the series of eight recommendations and the designation of responsibilities that conclude the report as they do to the contents of the learning objectives.

The report is accompanied by two appendixes. The first lists the individuals who participated in the two project conferences and contributed significantly to the substance of the report and the recommendations for further action. The second appendix includes three earlier versions of learning objectives developed during the 1980s by CART's predecessor, the Automated Records and Techniques Task Force. These earlier efforts provide evidence about the evolution of archival interest in the area and the profession's response to the challenge.

Our goal now is to keep the process moving: to hasten the recognition of the need for change and to make available the resources for effecting new processes and policies. The five articles that follow the report are intended to fuel this engine in both theoretical and practical ways.

Two are direct outgrowths of the CART Curriculum Project. Victoria Walch examines the theory of innovation diffusion, which carries some practical lessons for de-

termining when and how individual professionals will be most receptive to new ideas. Richard Kesner explores in some detail the use of the case study method, which participants in the project agreed held great potential as an educational tool, especially in the area of automation and technology where rapid change otherwise hastens the obsolescence of educational materials.

Linda Henry's article is based on a paper she delivered at the 1992 SAA annual meeting, which coincided with the preparation of the final draft of the project report. Although Henry's work had no direct connection to the project, the editors included it with this issue because of its cogent insights into the barriers against learning about automation and its message of encouragement to those who, either as students or teachers, struggle with the topic.

The final two articles are included to provide concrete, practical assistance to individual archivists who are seeking a better understanding of the oftentimes complex issues and technologies that surround all of us. Their presence here underscores one of the fundamental observations of the project: Education is an ongoing, lifelong process in this or any profession. Although some education can and should take place in formal settings like classrooms and workshops, each individual has an obligation to keep informed through whatever means possible. The editors were grateful that Anne Gilliland-Swetland and Thomas Ruller agreed to prepare these literature reviews to help archivists evaluate and use the wide range of printed resources available.

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