Archival Research: the University of British Columbia Experience

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Abstract

This paper explores the role of research in a professional, graduate archival education program by assessing the experience of the Master of Archival Studies (MAS) program in the School of Library, Archival and Information Studies at the University of British Columbia (UBC). It pays particular attention to the role of the thesis in creating both a solid research base as well as helping the program to establish itself as a separate field within the university.

The Role of Research in a Professional Program

From its inception, the Master of Archival Studies (MAS) program in the school of Library Archival and Information Studies at the University of British Columbia has been devoted to both the development and inculcation of archival science, which Duranti has succinctly described as "the body of knowledge about the nature and characteristics of archives and archival work systematically organized into theory, methodology, and practice."[1] The School, which began in 1961, also offers the Master of Library and Information Studies (MLIS) degree. The MAS program, which was established in 1981, aims to provide students with a comprehensive professional formation such that they can perform competently in professional positions in the archives and records field. At the time, it was the first master's degree of its kind in any university in Canada or the United States. To obtain the degree today, a student must complete forty-eight credits of graduate work. In the 1999–2000 academic year, the program offered eighteen three-credit courses in archival studies. The titles of those courses are listed in Appendix 1. Students may also take individualized courses, including Directed Research Project, Directed Study, Internship, Professional Experience, and Thesis. A student taking four three-credit courses of thirteen

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[1] *Encyclopedia of Library and Information Science,* vol. 59, supplement 22, s.v. "Archival Science."

weeks duration in each of four terms, for a total of sixteen courses, can complete the program in two academic years. Obviously, research is intimately connected with the development of archival knowledge. Just as obviously, whether or not they choose to conduct research during their degree, students must understand research "not only as facilitators of research [by] users but also as consumers of research" in their own field.[2]

Ideally, students of archival science do not simply study the results of archival scholarship as received wisdom. Rather, they must learn to appreciate when and how archival knowledge developed. To do so, they must critically examine the questions or problems archival scholars have addressed, the methods of investigation they have used, the results they have produced, the areas of the field needing investigation, and the relationship of archival science with other disciplines. To do this, every course must address the scholarship relevant to it, and aim to develop the critical faculties necessary to accomplish, facilitate, or judge the value of research intelligently. The careful and critical study of research is, then, an integral and vital element of all teaching and learning.

There is a problem associated with the fact that most students have no academic background in the field. It is not possible to enter immediately into the kind of sophisticated critical examination of research that is the norm in other graduate programs to which students come with a firm foundation in the discipline. This problem can be overcome by concentrating study of the theoretical and methodological foundations of archival science in courses taken early in the program. Although these courses may assess the results of research, they concentrate on gaining an understanding of the nature and characteristics of archival material and work. Students need a full year's study to lay this foundation, including knowledge of the methods of research, before they can engage in research in the critical manner required.

Graduate programs these days are judged in large measure by the quality of the research produced by faculty and students. Universities and research granting agencies expect to see students involved in projects of faculty research. In this sense, the research effort of archival studies programs plays a vital role in their success and growth. Archival studies or science is both relatively new and small in the university. Working assiduously to develop a high quality of research is a principal means of gaining acceptance for the discipline and strengthening its faculty component.

The main limitation faced in the tasks of conducting research and instructing students to do it is the relatively undeveloped state of research in the discipline and field worldwide. Even though an extensive archival literature exists, stretching back several centuries, systematic investigations of archival questions,

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[2] Association of Canadian Archivists, Education Committee, "Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies Program (December 1988)," *Archivaria* 29 (Winter 1989–90): 139.

particularly those of a theoretical nature, employing rigorous methods to develop new knowledge are rare. In part, this situation can be attributed to the lack of a strong academic wing within the profession that pursues research in the fashion common to other disciplines. Until very recently, university-based archival programs, which are themselves relatively new in most countries, concentrated on professional formation. Teachers in these programs devoted themselves mainly to instruction. Students were neither trained nor expected to conduct research to expand archival knowledge. The academic wing has an important role to play in remedying this deficiency, particularly the lack of theoretical investigations that probe beneath the surface of archival phenomena. Students at both the master's and doctoral levels who have an interest and capacity for research can play a part in that process. Because research in the archival field is not well-developed, it is important to learn from other disciplines, particularly about appropriate methodologies of investigation, but also because archivists need to acquire knowledge beyond that of archival science to understand and treat records. This knowledge is not directly borrowed from other disciplines. Rather, perspectives, concepts, and methods from other disciplines fertilize and amplify archival studies. A view of what it takes to have students conduct research and report the results can be gleaned from an analysis of theses recently completed in the MAS program.

Students Writing Required Theses

Students in the classes admitted between 1981–1992 had to write a thesis. The value of the thesis was one-fifth of the total credits required for the degree (twelve out of sixty credits). Not counting those who did not reach the thesis stage, ninety-seven students embarked on a required thesis. Students were expected to accomplish research to contribute new knowledge to the discipline or field. The standards by which their work was judged were those adopted and practiced in other disciplines, of which the two then closest to the program (and with a hand in its administration) were library science and history. Wherever possible, a faculty member from another discipline sat on the thesis committee to assist the student, but also to insure that the work met the university's standards.

Many students took a job before completing the thesis requirement; some decided to go to work when they had hardly begun their project. On average, students took well over three years to complete the thesis and, therefore, the requirements for the degree. Only three students have ever completed the thesis in time to graduate in the spring of their second year, about twenty months after beginning the program. Despite this less-than-ideal situation, eighty-two of the ninety-seven students who undertook a required thesis successfully defended their work in an oral examination, a very favorable rate of comple-

tion compared with those of the humanities and social science departments at UBC that required a thesis. In 1993 the thesis was made optional. Since that time ten students have completed theses. A list of authors and titles of the ninety-two theses completed by the end of 1999 is included in Appendix 2. References will be to the last name of the author, with the date added only to distinguish authors of the same name. Citations are given to published work based on a thesis.

Robin Wylie has analyzed approximately the first sixty theses. He divides them into works about "the management of the record (intellectually and physically)," on the one hand, and aspects of "archival administration (from external questions such as defining the social contexts of records and institutional structures, to internal administrative concerns such as access, promotion, and education)," on the other hand.[3] A different view emerges if we consider the methods used and/or the focus of the question examined in terms of its overall aim. In the following analysis, each one of the ninety-two theses is categorized.

From the perspective of research methods, a minority of theses (fourteen of ninety-seven) employ empirical or inductive methods to gather and analyze data, whether quantitative through survey questionnaires (Beattie[4], Billesberger, Bowe-McCarthy, Kiemele[5], Leab, Pitblado), qualitative through interviews (Buhlmann, Edwards, Liu, McClure, Tsuruta, Yoos), or content analysis (Bryans, Weber). Most of these works were the result of an introduction to research methods in a required course. It instructed students in the basic elements of both quantitative and qualitative social science research methods, taught them to prepare a detailed research plan, and familiarized them with selected descriptive statistical techniques.

The remaining theses employ methods less easy to characterize. However, all of them work from an understanding of the basic concepts of archival theory as to the nature of records and the principles of their treatment. Many use a method that might, broadly speaking, be called heuristic, in which the student sets out to discover what he or she can about a subject, and then characterizes it cogently, in archival terms and according to the norms of scholarly writing. More narrowly, there are a number of variations on the heuristic theme.

A common variation, not surprising, given that most students have a background in some discipline with an historical perspective, is essentially historical. Twenty students set themselves to the task of critically examining theories (ideas), methods, practices, or institutional developments in a particular

[3] Robin Wylie, "Student Archivistics: The Contribution of Master of Archival Studies Theses to Archival Professional Literature," *Archivaria* 39 (Spring 1995): 96–107.

[4] Diane L. Beattie, "An Archival User Study: Researchers in the Field of Women's History," *Archivaria* 29 (Winter 1989–90): 33–50.

[5] Sandra Kiemele, "A Study of Archivists' Perception of Reference Service," *Canadian Library Journal* 47 (October 1990): 355–57.

sphere, and how they evolved (Chong, Cobon, Coles[6], Eamer-Gault, Earnshaw, Eso, Giroux, Hives[7], Janzen, Klumpenhouver, Landwehr, Miller, Mitchell [1987][8], Mohan, O'Donnell [1994], Ouellette, Turner [1992], Schaeffer[9], Stapelton, Sweeney[10]). Depending on the subject and the approach taken by the author, these theses with an historical exposition vary widely. Some of them are studies in the history of archives; others utilize the history of archival ideas to arrive at a synthesis of the state of thinking in a particular realm. Both Richard Cox and Barbara Craig have called for this kind of research into the history of our field and discipline.[11]

Fifteen theses rely on a traditional method of archival analysis to come to a characterization of the functions, activities, procedures, and records of a creator. Some examine a class of creator (Blinkhorn, Cheadle, Hart, Humphries, Fournier[12], Galston, Gilbert, Stewart [1995]), often in order to characterize aspects of the treatment of records of that class. Using the same archival method, other students (Brereton, Carre, Carter, Purver, Meyer zu Erpen, Stewart [1994]) conduct studies of a particular creator, often to probe aspects of the treatment, value, or juridical circumstance of its records.

A third group explores the literature in other disciplines or fields to draw a picture of some aspect of the context of archives or some problem presented by it, often the legal context. Andrews examines copyright law and the larger literature on it through the archival lens. Parkinson draws on a broad range of literature in public administration, management science, accounting, and political science to consider the concept of authenticity from an archival perspective. Chan analyzes the concept of multiculturalism in the Canadian context, its expression in political policy, and its implications for acquisition of archival materials. MacNeil examines the philosophical and legal foundations of the concept of privacy, and the ethical concerns raised in disclosing personal information in public archives, a work revised and amplified in its pub-

[6] Laura Millar Coles, "The Decline of Documentary Publishing: The Role of English-Canadian Archives and Historical Societies in Documentary Publishing," *Archivaria* 23 (Winter 1986–87): 69–85.

[7] Christopher Hives, "History, Business Records, and Corporate Archives in North America," *Archivaria* 22 (Summer 1986): 40–57.

[8] Grant Mitchell, "Canadian Archives and Corporate Memory," *Archivaria* 28 (Summer 1989): 48–67.

[9] Roy Schaeffer, "From Craft to Profession: The Evolution of Archival Education and Theory in North America," *Archivaria* 37 (Spring 1994): 21–34.

[10] Shelley Sweeney, "Sheep That Have Gone Astray?: Church Record Keeping and the Canadian Archival System," *Archivaria* 23 (Winter 1986–87): 54–68.

[11] Richard Cox, "American Archival History: Its Development, Needs, and Opportunities," *American Archivist* 46 (Winter 1983): 31–41; Barbara Craig, "Archival Theory, Archival Practice, Archives History: Three Solitudes or a Trinity?" *Canadian Journal of Library and Information Science* 18 (December 1993): 36–49.

[12] Frances Fournier, "'For they would gladly learn and gladly teach'—University Faculty and Their Papers: A Challenge for Archivists," *Archivaria* 34 (Summer 1992): 58–74.

lished version.[13] Heywood studies literature from archival science, sociology, records management, diplomatics, law, and jurisprudence to examine the concept of legal value in appraisal. Several other students explore aspects of the technological/managerial context of records (Bellyk, Carney, Gregson, Rajotte, Wodarczak).

Another, smaller group employs diplomatic analysis to illuminate a type of record. As Wylie observes, Simpson's work on broadcast archives is "a powerful template to guide any archivist dealing with broadcast archives," and an impressive illustration of the application of diplomatics to modern records.[14] Davidson illuminates the historical and juridical context, procedures, and record forms of registration of a land deed in Ontario. Mitchell [1995] analyzes the procedures and records created in civil litigation, probate, and bankruptcy proceedings in the British Columbia Supreme Court. Turner [1994] turns diplomatic concepts to account in her examination of authority in the United Church.[15]

The largest group (twenty-five in number) addresses questions of some function, activity, or technical aspect of the work of archivists. The aim of this group is to characterize and resolve some question, problem, or issue of practice. Although the authors do consult the historical literature on the subject, these studies are not strictly historical. They reflect the natural interest of the student to come to some deeper understanding of a particular sphere of practice. In all cases, the students consider the fundamental theoretical concepts at play, analyze the extent to which common methods of practice adopt and utilize these concepts, and make recommendations in light of their analyses. Beyond the archival (and in some cases other) literature on the subject, the students often examine real cases in the field to illustrate problems and demonstrate their resolutions in principle. Some examine a particular documentary form of an archival document and an issue or number of issues in its treatment (Barr, Cameron, Carroll, Hutchison, Ljunggren, MacDonald). Others examine problems in the treatment of a class of archival document (Bailey, Cheadle, Gourlie, Hemmings, Isaac, Keirstead, MacLean, Mitchell [1984], Murdoch, Woelk). Still others focus their attention on an archival function, activity, technique, or professional issue (Barlee, Burrows, Cobon, Gordon, Karlebach, Ledwell, Martin, May, Norman, O'Donnell [1995], Samarasinghe).

Trevor Livelton's thesis on public records stands as the single attempt by a student to employ a deductive method to arrive at a comprehensive theoretical understanding of a subject. In fact, he prefaces his study with two chapters deal-

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[13] Heather MacNeil, *Without Consent: The Ethics of Disclosing Personal Information in Public Archives* (Metuchen, N.J.: The Society of American Archivists and Scarecrow Press, Inc., 1992).

[14] Wylie, "Student Archivistics," 100.

[15] Janet Turner, "Experimenting with New Tools: Special Diplomatics and the Study of Authority in the United Church of Canada," *Archivaria* 30 (Summer 1990): 91–103.

ing with the question of archival theory and its relationship with methodology and practice. He revised his work for a published version.[16]

Moving to an Optional Thesis

The experience of training students to conduct research in the course of writing required theses was a qualified success. It is true that most students completed their thesis, and, as was hoped, several contributed to the published literature as a result. It is also true that a significant number of students, all of whom completed their required and elective course work successfully, even very successfully, failed to complete the thesis and receive a degree. For these and other students who had to complete their work after obtaining work in the field, having to write a thesis proved to be something akin to an academic nightmare, and certainly something that marred their careers. Nor was the process satisfactory for their thesis advisors, who had to virtually leave the students to their own devices, at least until they produced some writing to comment upon.

Even though, to repeat the old saw, *students* write theses, advisors do *not,* close and careful supervision from beginning to end is a vital component of success. Each student was assigned a committee of three faculty members to supervise the project, with the principal supervisor as chair. The students were required to write a proposal stating the question, problem, or subject, surveying the literature bearing on it, setting out the method(s) guiding the research, laying out a timetable for the work, and giving an outline of the thesis. The more precise and focused the proposal and the more the student consulted and kept the committee abreast of progress, the more likely it was that the project would move ahead smoothly to a successful conclusion. In the first six years of the program, only one archival specialist in the school was available to supervise theses. At that time, the program's goal was to admit about eight students per year. After a second specialist was hired in 1987, the program admitted about twelve students per year. With the addition of a third specialist in 1990, the number of students admitted grew to about twenty. Shortly thereafter, during the 1992–93 academic year, a major revision of the curriculum of both the MLIS and MAS degrees took place. At the time, both degrees required sixty credits, making them longer than comparable degree programs in any similar school in Canada or the United States. Both the MLIS and MAS degrees were therefore reduced to forty-eight credits each, as long as comparable professional master's degrees at the University of British Columbia. In fact, this adjustment was not aimed at reducing the amount of study the student does, for it would still normally take two years to complete a degree. Rather, by reducing the normal load from five to four courses per term, it was hoped that students

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[16] Trevor Livelton, *Archival Theory, Records, and the Public* (Lanham, Md. & London: The Society of American Archivists and Scarecrow Press, 1996).

would be able to devote more time to each subject. The new curriculum and requirements took effect in September 1994.

As part of the revision, the thesis in the MAS degree was made optional, and an optional thesis was added to the MLIS degree. The change in the thesis format came about for several reasons. A survey of graduates revealed that many of them did not favor continuing a required thesis. In addition, with the degree being reduced from sixty to forty-eight credits, maintaining a twelve-credit thesis would mean that one-quarter of the credits for the degree would be tied up in the thesis. With the whole of the first year composed of required courses, that would leave only one-quarter of the program devoted to elective courses in the second year, at a time when the number of such courses was expanding. For instance, in 1999–2000 there are nine elective courses (exclusive of individualized courses which many students take). To meet the needs of the field, students must be able to build on the required studies of the first year by taking second-year electives to suit their career goal. However, perhaps the most telling reason for making the change relates to supervision. At the time of the change, the two longest-standing faculty members had between ten and twenty students under their supervision who were actively pursuing a thesis. With three members of the faculty sharing the load, with each new class numbering about twenty students, and with many students taking two, three, or more years to complete their work, the number of theses supervised by each faculty member number would continue to rise. Were a required thesis to remain in place, assuming an even division of labor, each faculty member would take on six or more new thesis students on average each year. Sabbatical leaves of faculty members would exacerbate what was clearly becoming an issue of quality in the ability of faculty members to supervise so many theses at one time. Making the thesis optional put the choice in the students' hands, and very likely would reduce the number of students to manageable proportions for faculty members.

In the first class to experience the optional thesis (a class reduced in size because of a temporary faculty vacancy) five of eleven students opted for the thesis. All five completed the thesis, four of them within three years, the fifth in five years, which is the maximum time allowed. The number of students in this class who opted for a thesis was encouraging. Such a division promised to keep the thesis alive and well for those who wanted to try their hand at research. Unfortunately, the number opting for the thesis declined thereafter. It is fairly clear from anecdotal evidence that students quickly learned that opting for a thesis reduced the number of elective courses they could take and lengthened the time it took to complete the degree by a year or more. As a result, fewer students opted for a thesis. In succeeding years, three out of sixteen, four out of eighteen, one out of nineteen, and none out of nineteen students who began the second year of the MAS program opted for the thesis. The declining num-

ber of new thesis students allowed faculty members to concentrate on the back-log of students with the required thesis. In 1994, sixteen of them successfully defended their work, the most in any year of the program, and the next year eleven more followed suit.

Another revision of the curriculum went into effect in September 1999. One of the important changes instituted a new course, called "Archival Research and Scholarship", a required course given in the second term of the first year. The aim of this course is to survey the subjects, methods, and possibilities of archival research in an effort to encourage more students to opt to write a thesis. (The course concentrating on empirical research methods is still available as an elective to students who wish to employ such methods in their work). Since 1993 students have also been able to do research on a smaller scale in a three-credit course called "Directed Research Project", and several have done so.

Assessing the MAS Experience

The stage having been set, it is possible to reflect on this experience and prospects for the future. I am consciously doing so from my experience as chair of the program for eighteen years and as supervisor of sixty-eight of the theses completed so far.

In 1983, two years after the program was established, I observed that many disciplines in the humanities and social sciences had abandoned a required thesis at the master's level. That trend has continued. I also observed at the time that few library and information science programs at the master's level even had an optional thesis, and that has not changed. At the time the MAS program was established, many Canadian archivists, who themselves had written master's or doctoral theses in history or some other discipline, favored having a thesis in programs of archival education.[17] Several of them gave their advice on this matter to the University when it was devising the program. The Association of Canadian Archivists (ACA) and its journal, *Archivaria,* were barely six years old when the program was established. ACA had called for graduate archival education programs in its first guidelines, but not for a thesis as a required component.[18] Colleagues at the University of British Columbia who had designed the program told me that the thesis was considered an absolutely necessary element to convince the field of the scholarly credibility of the program. Making the thesis component a success would also, they told me, serve to establish the *bona fides* of the program within UBC. A great deal, then, was riding on the backs (or heads) of students writing theses under the supervision of archival studies faculty. Both the university and professionals in the field expected much of them.

[17] Terry Eastwood, "The Origins and Aims of the Master of Archival Studies Programme at the University of British Columbia," *Archivaria* 16 (Summer 1983): 35–52.

[18] The guidelines are reproduced in an appendix to Eastwood, "The Origins and Aims of the Master of Archival Studies Programme at the University of British Columbia."

These students were expected to carry the torch of theory and methodology in their research, to lift the intellectual horizons of the discipline, and establish its credibility. Through all the difficulties, which I have tried to portray as fairly as I can in this article, they succeeded remarkably in that task. Short of reading several of the theses, one cannot easily appreciate the students' accomplishments. I have already cited two of the theses and several articles that have been published based on these works. Instructions on how to order theses appear at the end of Appendix 2. Together, the ninety-two completed theses represent a sizeable body of literature that very much reflects the state of the archival discipline, the preoccupations of the field, and at least some of the possibilities and prospects for research. Collectively, these works amply demonstrate that students at the master's level can contribute creatively to the intellectual advancement of the profession.

Successive classes of students have themselves given me the most visible evidence of the value of the work of their predecessors as they use it for their own study and research purposes. I keep a reference copy of all theses in my office, and they are in constant demand. Students use them as sources for their course and thesis work. The fact that several theses have taken a similar focus and adopted a similar methodology or approach has allowed students to develop and refine a particular genre of study. For instance, that has been true of studies employing traditional analysis of the historical evolution of the juridical context, functions, activities, and structures of records-creating entities. In fact, every student needs to be competent in this form of archival analysis, for it forms the basis of the day-to-day investigations archivists make during appraisal, arrangement, description, and reference service. Work to clarify the concepts of this analysis and illustrate their application serves to characterize a fundamental method of archival research. As I have already noted, this method has been employed to one degree or another in many studies, far beyond those who use it as the principal method.

At this early stage in academic research in archival studies, it is necessary to lay certain conceptual foundations. That students have had to do this, rather than draw on works that do it for them, explains why so many of them have studied the evolution of archival ideas or concepts relevant to their context in an attempt to come to some basic theoretical understanding.

In this early stage of archival studies in the university, there is obviously the need to work at characterizing basic concepts of theory. This is widely recognized as a need in the field as well. In this regard, Mary Sue Stephenson argues that attempts to employ the social scientific method of testing theory arrived at deductively tend to build a wall between practitioners and the academic wing of the profession. She offers a possible remedy.

> Rather than attempting to adopt the traditional social science deductive
> model, all members of the archival profession should develop an explicit

commitment to the continued development of the discipline that recognizes the potential legitimate contributions which *both* research on theoretical topics and highly applied local research can make. This would mean that so-called "basic" or "pure" research, closely linked to the development and understanding of general theory, definitely would be carried out, probably by academics [in the academic sphere], but not only by them. At the same time both practitioners and educators, but particularly practitioners, would be encouraged and supported in research efforts designed to "build" the field from an applied orientation, using an essentially inductive method.[19]

Although students writing theses have struggled with basic conceptions, often fertilizing them with study of other disciplines, they have also paid close attention to the interests and concerns of the field. As mentioned earlier, about one-quarter of them sought to address some issue or problem evident from the discourse of archivists. Another sizeable group tried to employ empirical or inductive methods. Still, we must keep the situation in mind. Students are taking their first degree in the archives and records discipline, which is new in the university, at least in Canada and the United States. The field itself produces little research. There are few works of general archival theory. It is not surprising, then, that students' scholarly efforts have largely been heuristic and exploratory (even the empirical studies tended to be exploratory) and that they themselves had to take on the burden of basic conceptualization. It is also true that these developments have not been very evident to the field. Theses get buried, as it were, in the university library. Most students go on to work without the time or inclination to publish their results. It is hoped that this exposition may throw a little light on probably the most extensive attempt to train master's students in research in our discipline and field.

Despite the changes in the curriculum and the decline in the number of students at the master's level conducting research for a thesis, the effort is not coming to an end. My own view is that the optional thesis allows students to choose the best program of studies to meet their goals. Whether they undertake a component of research or not as part of their professional formation, all students are definitely introduced to the issues and problems of conducting research and learn to assess its value. There are also opportunities to conduct action-oriented research in the course called "Professional Experience," which places students in an archival institution or program or in a records management setting to solve a problem requiring some investigation.

The School of Library, Archival, and Information Science at the University of British Columbia has not had a doctoral program, but one student has done an interdisciplinary doctoral degree in law, history, diplomatics and archival science, with a principal supervisor from the archival studies faculty. In the near

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[19] Mary Sue Stephenson, "Deciding Not to Build the Wall: Research and the Archival Profession," *Archivaria* 32 (Summer 1991): 149.

future, the school expects to have a doctoral program begin in 2001 to accommodate students who wish to take what is rapidly becoming the main research degree in most professional disciplines. It is also true that faculty members in professional programs are expected to conduct grant-funded research like those in other disciplines, and use their research projects to train students. Several master's level students are currently employed as assistants connected with research conducted by archival studies faculty members. These circumstances are very different from the ones that existed when the program was established in 1981. However, student research has played a very important role in the growth of archival studies in the school and the university, and, without doubt, it will continue to do so.

Appendix 1:   List of Titles of Archival Studies Courses, 1999–2000

Archival Diplomatics
Indexing [Principles and Methods]
Arrangement of Archival Documents
Description of Archives
Management of Current Records
Selection and Acquisition of Archival Documents [Appraisal]
The Juridical Context of Canadian Archives
Archival Public Services
Database Design
Standards-Based Archives Automation: The Theory and the Practice
Management of Libraries and Archives
Archival Systems and the Profession
The Management of Electronic Records
Administering Freedom of Information and Protection of Privacy Legislation
Preservation
Archival Research and Scholarship
The Trustworthiness of Records as Evidence: Legal, Historical, and Diplomatic
    Perspectives
Issues in Cyberspace Law

Appendix 2:   Master of Archival Studies Theses

Name	Thesis Title	Year Completed
ANDREWS, Christina	Canadian Copyright Legislation and Archival Material	1992
BAILEY, Catherine	Archival Theory and Machine Readable Records: Some Problems and Issues	1988
BARLEE, Kathleen	Cooperative Total Archives for Kelowna, British Columbia	1986
BARR, Debra	Analysing Photographs in Archival Terms	1985

BEATTIE, Diane	The Informational Needs of Historians Researching Women: An Archival User Study	1987
BELLYK, Jane	The Use of Information Engineering as a Framework for Analyzing Records in Electronic Form	1995
BILLESBERGER, Valerie	Municipal Records' Keeping in British Columbia: An Exploratory Survey	1988
BLINKHORN, Victoria	The Records of Visual Artists: Appraising for Acquisition and Selection	1988
BOWE-MCCARTHY, Jane	A Survey of Attitudes of Canadian Graduates in Archival Studies toward the Roles of Social Science Research in Their Profession	1998
BRERETON, Beverly	Models vs. Reality: Appraising Publishing Records	1998
BRYANS, Victoria	Canadian Provincial and Territorial Archival Legislation: A Case Study of the Disjunction Between Theory and Law	1989
BUHLMAN, Jana	The Record-Keeping Practices of Women's Organizations: A Case Study of Three Organizations in Vancouver, British Columbia	1999
BURROWS, James	An Analysis of Archival Sources for the History of the Family in British Columbia, 1850–1914	1989
CAMERON, Martha	Towards an Archives of Film	1984
CARNEY, Kathleen	Managing Integrated Record Systems: A Conceptual Foundation	1991
CARRE, Gary	A Functional Analysis of the Private Press as a Type of Publisher	1995
CARROLL, Ann	Acquisition of Photographs: Determining Archival Quality	1989
CARTER, Michael	The Methodology or Arrangement: A Case Study of the Department of the Provincial Secretary of British Columbia	1998
CHAN, Heather	Multiculturalism and Archives	1993
CHEADLE, Laura	The Archival Appraisal of Architectural Records	1998
CHONG, Bernice	Conceiving Local Archival Institutions: A Study of the Development of Archival Programs in Richmond and Delta, British Columbia	1993
COBON, Linda	Problems and Issues in the Arrangement and Description of Photographs in Libraries and Archival Repositories	1988
COLES, Laura	The Decline of Documentary Publishing in Canadian Archives, 1865–1984	1984
DAVIDSON, Steven	The Registration of a Deed of Land in Ontario: A Study in Special Diplomatics	1994
EAMER-GOULT, Jason	Conceiving the Records Continuum in Canada and the United States	1995
EARNSHAW, Gabrielle	Preserving Records Bearing on the Experience of Women in North America: The Women's Archives Movement and its Significance for Appraisal for Acquisition	1994
EDWARDS, Rhianna	Archivists' Outlook on Service to Genealogists in Selected Canadian Provincial Archives	1994
ESO, Elizabeth	W. Kaye Lamb and the Provincial Archives of British Columbia, 1934–1939	1984
FOURNIER, Frances	Faculty Papers: Appraisal for Acquisition and Selection	1990
GALSTON, Blair	A Functional Analysis of Church Institutions	1993
GILBERT, James	An Investigation Into the Functions of School Boards in British Columbia	1994
GIROUX, Alain	A Theoretical and Historical Analysis of Pertinence- and Provenance-based Concepts of Classification of Archives	1998
GORDON, Heather	Archival Exhibitions: Purposes and Principles	1994
GOURLIE, Michael	The Records of Lawyers: Archival Appraisal and Access	1994
GREGSON, Harold A.	Records Management Attributes in International Open Document Exchange Standards	1995
HART, Susan	Archival Acquisition of the Records of Voluntary Associations	1989
HEMMINGS, Michael	Access and Accessibility to Canadian Vital Event Records	1993
HEYWOOD, Heather	Appraising Legal Value in Records	1990
HIVES, Christopher	Business Archives: Historical Developments and Future Prospects	1985

HUMPHRIES, Donna	Canadian Universities: A Functional Analysis	1991
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