

**FROM SCATTERING SEEDS TO PLANTING ROWS:
BRINGING NEW ACADEMIC RESEARCHERS TO UNIVERSITY ARCHIVES**

by

Jeanette Lynn Mockford

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Abstract

Archivists have made considerable efforts in recent decades to address the challenge of making archival records more useful. They have attracted new researchers by using various methods: from launching books and exhibits, handing out brochures, and sending press releases, to hosting lectures and, more recently in the digital age, launching websites and blogs, digitizing records, and posting archival records on websites like Flickr. However, these methods amount to a scattered approach that seeks out a *variety* of new users -- often in the wider society -- while the majority of potential users, often connected to an archives' own sponsoring institution, still too rarely take advantage of the archives at their doorstep. These people may have never used an archives and likely think they do not need to do so. This thesis addresses the issue of how, in effect, to create users of archives among this group by a more direct approach to them than the typically scattered and more general one. The study of such efforts by archives is the study of archival public programming.

Although current public programming efforts at university archives do bring in new users from the campus community, a more targeted approach might address this concern by attracting far more of them. Particularly on university campuses most students, faculty, support staff, retired professors, and administration do not make use of and may even be unaware of the campus archives. Archives on university campuses are repeatedly challenged to prove their usefulness in order to warrant continued funding from campus administration. I argue that this thesis offers university archivists (and other archivists) a tool with which to work to raise statistics of new users in order to satisfy university administrative metrics for sustainability.

This thesis will test this approach through a case study of eleven University of Manitoba Faculty of Arts professors who have not used archives much or at all.

Academics are often looking for new sources for their research. By understanding the usefulness of archives to their work, they may discover a vast new source of information in a variety of local, national, and foreign repositories and become more comfortable in navigating archives. The thesis will also discuss any weaknesses discovered in the testing of the approach and suggest improvements. In addition, it will discuss how such an approach might be phased in to archival work at a university archives such as the University of Manitoba's Archives & Special Collections as a feature of day-to-day work, rather than a one-time exercise.

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I also want to express my sincere thanks to the University of Manitoba professors who granted me interviews for this study. It could not have been done without their participation.

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My parents Henry and Katherine and brother Murray have pulled me through catastrophic illness to see me to this point and I am grateful for their blunt nature and cajoling. "Best dü aul foadijch?!?" "Jo, daut wea too'm Steena fräten!"

My sincere appreciation and love goes to my husband Wayne: a pleasant distraction from the stresses of this research and writing. Our relationship is my proudest achievement.

This thesis is dedicated to the memory of

*Anna Braun
1904-2002*

One of the hardest working women I have known.

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Introduction

In the last forty years the archival profession has made strides in accepting and incorporating public programming as one of five archival functions, alongside appraisal, arrangement, description, and preservation. Factors preventing widespread acceptance of public programming as a function included archivists clinging to traditional theory developed in the first half of the century that marginalized reference and public outreach as secondary concerns by comparison with acquiring and preserving records. Despite these growing pains, Canadian archives have evolved from developing few public programming services to generating many projects that take advantage of new technology, funding, and changes in attitude towards users. Archives in Canada have had several influences that shaped the emergence of public programming to its rightful place in archives today. Technologies like microfilm, the Internet, and digitization have continued to allow archives to reach a wider audience. I believe my thesis supports the view that public programming is a core archival function. Public programming justifies the effort and resources taken to complete the other functions and communicates the necessity of archives to the sponsors of archives and society. This is why generating users is essential and education is the focus of public programming.

I begin by providing the definition of public programming used in this thesis. The definition has been tackled by archival associations and in published articles and books. The definition of outreach currently in the Society of American Archivists' (SAA) glossary reads, "The process of identifying and providing services to constituencies with needs relevant to the repository's mission, especially underserved groups, and tailoring

services to meet those needs.”¹ The SAA, a national archival association, must keep its definitions broad enough to encapsulate the wide variety of archivists who are its members. Though this definition is not linked to the term public programming, it identifies the features this thesis explores in looking at a general history of public programming, and as such, will use this definition and the term public programming when discussing it as an archival function. A decades-long advocate of public programming, Elsie Freeman Finch, maintains that to “...the extent that the public understands that archives exist to be used for reasons that affect their lives, property, civic well-being, and political influence, the public will be disposed to support and encourage archives.”² As Finch implies, supporting greater use of archives can only occur when users understand how archives are valuable in their lives. Likewise, the goal of public programming in this thesis is to promote use by initiating educational services to inform the public of the role of archives in society and for each citizen. Archival records are meant to be used by anyone who can make use of them, and Finch and the SAA address the problem that many people are still unaware that archives exist. The SAA refers to this segment of the population as the “underserved groups” and Finch relates this problem not to whether people are aware of the existence of archives, but to whether they choose to make use of the records therein.

Chapter one of this thesis looks briefly at the history of public programming from 1970 to the present day. It will also lay out the particular work done in university archives to promote the use of records. Following this context, the thesis will look at

¹Richard Pearce Moses, *A Glossary of Archival and Records Terminology* (The Society of American Archivists, 2005), <http://www2.archivists.org/glossary/terms/o/outreach>

² Elsie Freeman Finch, ed., *Advocating Archives: An Introduction to Public Relations for Archivists* (Metuchen, N.J., The Scarecrow Press, 1994), p. 1.

some of the problems and implications for public programming especially considering the scattered and targeted approaches. A scattered approach has developed over the years and attracted users like students, genealogists, teachers, and senior citizens with some success. But, with little work done to date to tailor public programming by targeting specific groups in society, the fact remains that a great many people who might use archives do not. In university archives, I propose, archivists might use a targeted approach to attract faculty members since many currently do not use archival records in their research. If faculty are introduced to and encouraged to use a university archives in research, their good experiences might be communicated to future students or colleagues.

Chapter two will explore the meaning of a targeted approach within public programming in archives and how it differs from the scattered approach. The latter or typical forms of public programming or outreach have involved: raising awareness among archivists of the need to inform their sponsors and/or wider communities of the existence of their archives and in a general way of its holdings and services; counting actual users of the archives to know at least how many there are; counting and identifying certain types of users; learning more about how they use archives; and explaining archival services to potential users, usually at their request. Outreach has rarely *targeted* specific potential users (such as those who may not know much about archives or have not used them at all), approached them directly to learn about their interests, and then tried to connect those interests to specific archival holdings that might prompt them to become users.

Chapter two will then introduce a case study involving this targeted approach and how it can be used to pinpoint a specific group on a university campus like professors.

The chapter outlines the steps taken to implement such an approach. This case study is based on interviews that were then analyzed using qualitative methods. The study involves three phases: first, I engaged with professors and interviewed them in their offices using a determined list of questions about their interests and knowledge of archives; second, I provided them with a personalized profile of records they might find useful for their research, along with a booklet that generally describes navigating archives; and third, I drew implications from the comment cards that professors completed and passed back to the author. The comments from the professors provide information on how useful the interviews, profiles, and booklets were to them. The comments also indicate how the professors think they might now incorporate archives into their research or teaching.

Chapter three assesses the value of the targeted approach in relation to the three phases developed in the case study in chapter two. The results suggest that personal interactions between those who have used archives (including archivists) and those who have not used them much or at all may well play a key role in widening the number and variety of users of archives. This suggests that outreach based on personal interactions (such as this targeted approach) may be particularly important. The chapter then discusses the weaknesses in the implementation of the approach and offers solutions to improve the design of a targeted approach directed at professors. This chapter also considers how to phase in a targeted approach to other potential users on a university campus such as administrators, support staff, students or retired professors. The likely value of the targeted approach explored in this thesis is assessed according to whether university archives today might find it useful as part of a public programming strategy.

Chapter 1: Public Programming in Archives from the 1970s to Today

“...[If] after we brilliantly and meticulously appraise, arrange, describe and conserve our records, nobody comes to use them, then we have wasted our time.”¹

Introduction

Over the last forty years in North America, archival institutions have grown in great number and a distinctive archival profession emerged around the Society of American Archivists, the Association of Canadian Archivists, and l'Association des archivistes du Québec. University archives have been prominent among the new archives and the source of much support for the new profession. Universities became more aware of the need to establish archives to organize and preserve records for easier access, proof of everyday operations, and to retain historical information about the surrounding society. Despite these developments, the focus of much institutional and professional attention was on those very things – the practicalities of institutional administration and professional identity development. Among the former concerns, greater attention was given to appraisal, description, and preservation than outreach activities or public programming. When the more inward looking institution- and profession-building activities had taken greater hold by the latter part of the twentieth century, archivists began to become much more concerned about outreach work in order to build upon these foundations and address two remaining significant problems – the general invisibility of archives in their sponsoring institutions and wider society, and a limited understanding of the work of archivists. These problems resulted in much less use of archives and

¹ Timothy L. Ericson, "Preoccupied with our own gardens': Outreach and Archives," *Archivaria* 31 (Winter 1990-91), p. 117.

archivists thought there was greater use possible. A greater emphasis on public programming ensued.

The programmes that were initiated at university and other archives often reflected an approach that introduced initiatives without focusing on any particular group. This “scattered” approach, as I call it, used a variety of means to spread the word about the value of archival records and types of archival services to as wide an audience as possible. This no doubt helped widen the variety of users. Also, it spawned a growing variety of user studies, as archivists sought to learn more about how their researchers worked and how their needs might be better met. These studies, however, tended to examine the needs of *existing* users of archives. Yet given the expansion of the uses of archives and new means of delivering archival records online, archivists have become acutely aware that many more people might use their services if they only knew more about them. In my view, a more targeted approach to attract such new users is worth exploration, as a means of trying to do so. University archives are a good place to test this approach since university professors are deeply interested in research materials, and such a case study targeting university faculty has not yet been done.

This chapter will look at recent trends in thinking about public programming aimed to draw in a variety of new users. Public programming in university archives will then be discussed, their efforts will then be critiqued, and a case for the targeted approach will be introduced.

Public programming and its evolution in Canadian archives from 1970 until today has been built on progress made in archival theory and technology. Archivists are increasingly aware of the many possible uses of archives. Archivists are using the

Internet in a host of ways to communicate with each other to promote community in the profession and attract more users. Today public programming, especially in university archives, reflects upon these efforts and shapes future initiatives. Most of this programming has focused on using a scattered approach in the hope that interested users will take time to do archival research. New users might stumble upon these outreach efforts, but they may still have misconceptions about archives and archivists. This scattered approach has been met with varied levels of success, but none have been consistent in bringing in new users.

Divergent Opinions on Public Programming and the Growth of User Studies

Archivists acknowledged that users were becoming more varied and interested in private and public records connected to events like national and local anniversaries in the 1970s and so began studying more closely the needs of users in the 1980s. The record user became an oft-published topic and the focus of public programming development. Leading American archivist Paul Conway said in 1986 that the kinds of users and their interests were still largely unknown. Conway argues that the archival profession had “...not yet developed a better understanding of users and that this is a problem of method and not so much of will.”² He proposes a framework for a comprehensive program for user studies. His study is “...built on definitions of users, information needs, and use, and combines basic elements of information that should be recorded, analyzed, and shared among archivists.”³ Conway posits that use occurs in the physical sense in the reading room of an archives and usefulness is the impact of archival information beyond a single

² Paul Conway, "Facts and Frameworks: An Approach to Studying the Users of Archives," *American Archivist* 49:4 (Fall 1986), p. 393.

³ Ibid.

repository.⁴ Although such user studies are essential for archivists and the results are often published in professional archival journals, they only seem to concentrate on certain types of users, the user who had sought out the archives for help or the repeat user who is familiar with the holdings through file lists or consultation with an archivist in person or by telephone.

In the United States in the 1980s, other leading archivists such as Elsie T. Freeman (later Finch), Bruce W. Dearstyne, and Lawrence Dowler advocate in their articles for collecting knowledge about researchers through user studies and surveys.⁵ Freeman cares little about who the users were. She wants to widen their ranks, even to include more casual ones: "That one can do research for fun seems not to fall within our categories of acceptable use; thus we distinguish between the serious researcher and all the others."⁶ To serve users better, Freeman encourages archivists to create finding aids that are more helpful to researchers. Technology at the time was just beginning to include databases and personal computers were not widely used. Freeman complains that databases held so much information that many users were unable to access it because of lack of knowledge of computers: "Historical information delivered in bulk, as we now deliver it, will become increasingly less attractive to users who have neither the deep

⁴ Ibid., pp. 396-398.

⁵ Elsie T. Freeman, "In the Eye of the Beholder: Archives Administration from the User's Point of View," *American Archivist* 47:2 (Spring 1984), pp. 111-123. Known as a user-driven model, Freeman published a case study to illustrate her stance. Elsie Freeman Finch, "Making Sure They Want It: Managing Successful Public Programs," *American Archivist* 56:1 (Winter 1993), pp. 70-75. Other supporters of her model include: Bruce W. Dearstyne, "What Is the Use of Archives? A Challenge for the Profession," *American Archivist* 50:1 (Winter 1987), pp. 76-87; Lawrence Dowler, "The Role of Use in Defining Archival Practice and Principles: A Research Agenda for the Availability and Use of Records," *American Archivist* 51:1&2 (Winter/Spring 1988), pp. 74-95; and Randall C. Jimerson, "Redefining Archival Identity: Meeting User Needs in the Information Society," *American Archivist* 52:3 (Summer 1989), pp. 332-340.

⁶ Freeman, "In the Eye of the Beholder," p. 113.

historical commitment nor the time or training to burrow for it.”⁷ The researcher, therefore, became more reliant on the archivist. The archivist, she proposes, “...must reach out to clients for information about their work and find them where they are, ideas for doing so emerge readily.”⁸ With foresight, Freeman advocates for archivists to uncover a user’s needs for archival records and fill it, even if it meant the researcher has to pay for these services. User studies of the type she recommends informed archivists about repeat users’ interests and research habits, but did not target new users.⁹

Dearstyne agrees with Freeman. He saw that archives were in a period of growth and change when archivists were beginning to question traditional approaches and search for new directions.¹⁰ The traditional primary goal of archives was to develop techniques of appraisal, arrangement, description, preservation, and reference. Dearstyne states the ultimate goal for archivists should be to identify and preserve information through user studies.¹¹ This idea is entrenched in the work of Freeman, Mary Jo Pugh, and William Joyce.¹² Like Freeman, Dearstyne criticizes contemporary reference services as too passive and that “...promoting maximum appropriate use of their holdings should be a centerpiece of the archival mission”. Dearstyne laments that finding aids were in need of improvement because they were ignored by users or difficult to use.¹³ Reference

⁷ Ibid., p. 112.

⁸ Ibid., p. 120.

⁹ Ann E. Pederson and Gail Farr Casterline, *Archives and Manuscripts: Public Programs* (Chicago, Ill., Society of American Archivists, 1982), pp. 11-12. The authors explain how to get to know users better by gathering information during visitor orientations by using client registration forms or asking visitors to sign a guest register or fill out end-of-visit evaluation cards.

¹⁰ Dearstyne, "What is the *Use of Archives*," p. 77.

¹¹ Ibid.

¹² Mary Jo Pugh, "The Illusion of Omniscience: Subject Access and The Reference Archivist," *American Archivist* 45:1 (Winter 1982), pp. 33-44; Elsie Freeman, "In the Eye of the Beholder," pp. 111-23; William L. Joyce, "Archivists and Research Use," *American Archivist* 47:2 (Spring 1984), pp. 124-33.

¹³ Dearstyne, "What Is the *Use of Archives*?" p. 83.

archivists tended to wait for researchers to approach them with queries rather than researching their collections and seeking out new ways to serve users.

Lawrence Dowler's article in a 1988 issue of *American Archivist* delivered a message focused on the diversity of users and their importance in redesigning archival functions and services. He argues, "...scholarly use is not the only use of archives; indeed, frequently it is not even the primary use. Administrators, genealogists, lawyers, amateur historians, librarians, and of course, archivists are among the users of archives, in addition to a variety of academic researchers."¹⁴ Dowler, like Freeman, insists that users' ideas and inquiries should play a vital role in all archival functions:

One aim of a use study is to identify the attributes of various groups or categories of users based on the nature and methods of their inquiry. From this information, archivists may begin to gauge the possible impact of use on archives and, even more, the availability of material that could satisfy a particular user group.¹⁵

¹⁴ Dowler, "The Role of Use," p. 76. See also Doris J. Malkmus, "Primary Source Research and the Undergraduate: A Transforming Landscape," *Journal of Archival Organization* 6:1-2 (2008), pp. 47-70; Ann ten Cate, "Outreach in a Small Archives: A Case History," *Archivaria* 28 (Summer 1989), pp. 28-35; and Ken Osborne, "Archives in the Classroom," *Archivaria* 23 (Winter 1986-87), pp. 16-40. These articles provide examples of archivists as educators targeting grade school and undergraduate students.

¹⁵ Dowler, "The Role of Use," p. 78. User studies and evaluating user studies have since been advocated by several American archivists, but also recognized in Canadian and international archival publications: Wendy M. Duff, Elizabeth Yakel, Helen R. Tibbo, Joan M. Cherry, Aprille McKay, Magia G. Krause, and Rebecka Sheffield, "The Development, Testing, and Evaluation of the Archival Metrics Toolkits," *American Archivist* 73:2 (Fall/Winter 2010), pp. 569-599; Wendy M. Duff, Jean Dryden, Carrie Limkilde, Joan Cherry, and Ellie Bogomazova, "Archivist's Views of User-Based Evaluation: Benefits, Barriers, and Requirements," *American Archivist* 71:1 (Spring/Summer 2008), pp. 144-166; Xiaomu Zhou, "Student Archival Research Activity: An Exploratory Study," *American Archivist* 71:2 (Fall/Winter 2008), pp. 476-498; Wendy M. Duff and Catherine A. Johnson, "Where Is the List with All the Names? Information-Seeking Behavior of Genealogists," *American Archivist* 66:1 (Spring/Summer 2003), pp. 79-95; Elizabeth Yakel and Deborah A. Torres, "AI: Archival Intelligence and User Expertise," *American Archivist* 66:1 (Spring/Summer 2003), pp. 51-78; Karen Collins, "Providing Subject Access to Images: A Study of User Queries," *American Archivist* 61:1 (Spring 1998), pp. 36-55; Ian G. Anderson, "Are You Being Served? Historians and the Search for Primary Sources," *Archivaria* 58 (Fall 2004), pp. 81-129; and Lisa Collins and Orna Somerville, "UCD Archives user survey: a snapshot of the expectation and behaviour of users of archives in a university setting," in Ailsa C. Holland and Kate Manning, eds. *Archives and Archivists* (Dublin, Ireland: 2006), pp. 37-57.

Dowler calls for “a user-driven model of archives”.¹⁶ The American user-focused approach was followed by a Canadian response by Terry Cook of the then National Archives of Canada. His work pointed to a different emphasis in supporting users’ needs that informs the approach taken in my study. Cook argues that the user-focused approach emerging in the United States would actually undermine users’ needs. Cook fears that archivists would go “in circles, buffeted by today's storm, tomorrow's current, and the day after's wind change” in trying to follow too closely user needs.¹⁷ Cook instead says archivists would serve users better by understanding the various aspects of the history of the records. Cook objected in the mid-1980s to the “... rhetoric, and approach, of market and customer analysis of Reaganite America....”¹⁸ He rejects the views of prominent “management gurus” such as Tom Peters who wrote that we must become “customer-obsessed” and that the customer “...must pervade the organization - every system in every department, every procedure, every measure, every meeting, every decision.”¹⁹ Cook believes that since archivists could not predict the varying needs of users with any certainty, trying to do so and then tailoring appraisal, description, and reference around that would undermine the intellectual foundation of public service based on the knowledge of the history of records that would actually serve more users far better. He was just as committed to helping users, but felt that archivists could only do so by knowing as much as possible about how and why records were created and the

¹⁶ Dowler, “The Role of Use,” p. 86.

¹⁷ Tom Nesmith, “From the Editor: The Archival Perspective,” *Archivaria* 22 (Summer 1986), p. 10.

¹⁸ Terry Cook, “Viewing the World Upside Down: Reflections on the Theoretical Underpinnings of Archival Public Programming,” *Archivaria* 31 (Winter 1990-91), p. 124.

¹⁹ Ibid.

other characteristics of them that structured the information they contain. This context would provide the best map with which to navigate huge masses of archives in support of any user's interests.

Context also best drove archival functions such as appraisal, arrangement, and description. Knowledge of the history of the records or in archival parlance, their provenance and context of creation, Cook argues, would enable archives to be administered in ways that serve most users most of the time.²⁰ Cook did not mean that studying users or encouraging new types of users were irrelevant. He did not mean that assisting particular types of users with special services or research guides should be stopped. There is a place for all of these tools. But Cook stresses that they ought not to replace the provenance-based, contextual history of the record as the focus of archival knowledge. This approach shaped my efforts to assist the professors I interviewed for my case study. I explain below in more detail how this approach can assist researchers. It is especially important to inform new researchers about it because it is the more difficult aspect of knowledge about how archives are organized for researchers to grasp on their own.

Aspects of the History of Records and Researching Archival Records

A record's history is helpful to researchers because it broadens their capabilities in an archives. In a nutshell, the aspects of the history and characteristics of records discussed below provide a map to information in archival records. The process can begin

²⁰ Cook, "Viewing the World," p. 128. See also Barbara L. Craig, "What are the Clients? Who are the Products? The Future of Archival Public Services in Perspective," *Archivaria* 31 (Winter 1990-91), p. 140. Craig agrees with Cook and underscores her belief in the contextual understanding of records, "The document is not a stifling prison for data; the context and the form of the document give additional meaning to the information contained within."

by translating a researcher's subject-oriented question into an archival question about who would have performed an activity that created records (at the time that interests the researcher) that would contain the kind of information of interest to the researcher? Where would that record be filed by its creator? What individual types of records might contain such information? How have such records-keeping systems evolved over time to create different leads to information at different times?

A brief outline of the history of records may entice users to consider archival research given the limitless knowledge that may be interpreted using a contextual approach based on the aspects of a record's history. A researcher unfamiliar with archival research would probably not have a general understanding of these aspects of archival records because of his or her lack of knowledge of archives. However, an archivist is well-equipped to explain how one can find records using the contextual approach. Increased awareness of this history shows researchers that archival records can be a component of research in various fields. In providing a basic knowledge of records, an archivist encourages researchers to see the richness in multi-layered, interrelated archival records. These aspects include societal provenance, institutional history, organizational culture, personal life and culture, recordkeeping systems, diplomatics, material literacy, and visual literacy.

The first aspect that reveals deeper meaning in records to researchers is societal provenance. It is a fairly recent concept that derives part of its definition from a long-used archival concept known as provenance. Provenance, when considering a fonds, establishes a thin layer of information and contextualizes it in terms of what is recorded, by whom, on what medium, and how it may be used. Societal provenance reaches

beneath this surface to explore the influences of societal circumstances on the creation and archiving of records: "Societal provenance is not just another layer of provenance information to add to other ones such as the title of the creator(s), functions, and organizational links and structures."²¹ The actions of people throughout society have an impact on the creation of records and this context provides the researcher with a fuller perspective on the history of the time and how to interpret its influence. And knowledge of how a society distributed its activities among various institutions and in private life enables archivists and researchers to locate and contextualize relevant information. Records are not created in a vacuum: a person's environment, whether employment, family life, regional and national views or religious faith, play a part in shaping the records' creation, history, and meaning.

Broadly stated, institutional history demonstrates to the researcher that record creation within, for example, a government department is never static and often has complex layers of provenance that reveal features about the types of records and the power they and their creators possess. Terry Cook, in his article on the federal Canadian Department of the Interior, explains the significance of populating western Canada and that institutional history traces details of pioneer settlement, Aboriginal presence, natural resources, and government planning over a lengthy time period. The records, too, in their organization, evolution, emphases, and contemporary use document the more general change from a passive, regulatory approach to government to a more active,

²¹ Tom Nesmith, "The Concept of Societal Provenance and Records of Nineteenth-century Aboriginal-European Relations in Western Canada: Implications for Archival Theory and Practice," *Archival Science* 6 (2006), p. 352.

interventionist stance. The records generated by this process obviously offer a unique opportunity to study the creation of a new society in detail and depth.²²

Cook presents a complex case that, from outward appearance, displays an astounding amount of history documenting "...decision-making, in central, regional, and local activity, in bureaucratic and office evolution, and in the physical ownership and transmission of documents".²³ It is important to remember, though, that provenance regarding the function of records and the people who created them is a part of the total picture a researcher must consider when researching an institution. One must take into consideration how records were created and observe the physical characteristics and filing systems used by the Department of the Interior.²⁴ A researcher will, with this understanding, grasp the intertwined nature of record creation with the creators to consider circumstances behind the necessity to create these records, perceive the implications of multi-leveled information creation and outcome over time.

Organizational culture plays a central role in the creation of records by a group of people who perform tasks that meet a common goal established by an overarching mandate or business plan. Three themes reflect the influence of factors that shape a record's creation. First, socialized behavior infuses decisions to create records; second, the use and purpose of records can be seen as both preserving a point in time or reacting to circumstances; and third, internal and external audiences affect the creation of records

²² Terry Cook, "Legacy in Limbo: An Introduction to the Records of the Department of the Interior," *Archivaria* 25 (Winter 1987-88), p. 78.

²³ *Ibid.*, 82.

²⁴ *Ibid.*, 76.

by an organization.²⁵ Record creation influenced by organizational culture, much like societal provenance, introduces layers of knowledge that are created based on the goals of the organization, the people involved in the organization, and, especially, how the culture of a specific organization shapes how things are actually done in it, regardless of its formal mandates and procedures. This enables researchers to locate and understand records where they might not expect to find them.

Personal records are another key type of archival records. Personal records shed light on personal opinions and recording methods that reveal the psychology of a person. Canadian archivist Catherine Hobbs explores this type of record and points out that they are "...not only about transactions of 'official' personal business and formal activity, but are also a most prevalent source of commentary on daily and personal life and relationships...."²⁶ Such records can also reveal dimensions of life beyond that known through the institutional records an individual may create in the workplace.²⁷

Record-keeping systems are unique to institutions and persons in private life that create and use them. The records they contain reflect the societal contexts, various functions, and organization cultures of their times of creation. If researchers are to locate information in these systems, it is important to understand how they are organized and the types of records they contain. Record-keeping systems have two basic elements. As Canadian archivist Brian Hubner explains there is the "classification plan," which brings

²⁵ Ciaran Trace, "What is Recorded is Never Simply 'What Happened': Record Keeping in Modern Organizational Culture," *Archival Science* 2 (2002), p. 141.

²⁶ Catherine Hobbs, "The Character of Personal Archives: Reflections on the Value of Records of Individuals," *Archivaria* 52 (Fall 2001), p. 127.

²⁷ *Ibid.*, pp. 131-132.

together material in accordance with a preset filing system.²⁸ The second feature is "...the 'unit', which may be a 'case' or 'subject' file," which usually contains many individual types of records (such as memos, letters, and forms). Record-keeping systems play a key part within institutions by situating records in an intellectual context that enables officials to keep track of them. Record-keeping systems evolve over time. Different ways of structuring a massive amount of records have been used at different times (and at the same time). Archivists help researchers by conveying to them information about the types of classification systems and records so that information of interest to them can be located and understood in its context of creation and use.²⁹

The study of individual types of records, as opposed to large groups of them in record-keeping systems, is known as *diplomatics*. It is defined by Canadian archival educator Luciana Duranti as the study of "... the complex of the rules of representation used to convey a message."³⁰ Particular types of records contain different types of information. Knowing what category of information is in each type of record can help archivists and researchers locate the record they need. *Diplomatics* also outlines the types of information in the record that enable archivists and researchers to determine the degree of its authenticity and that throw light on its origins and reasons for its creation. *Diplomatics* can assist a researcher to understand the judicial, administrative, and

²⁸ Brian Hubner, "'An Administered People': A Contextual Approach to the Study of Bureaucracy, Records-Keeping and Records in the Canadian Department of Indian Affairs, 1755-1950," (Master's thesis, Archival Studies, Department of History, University of Manitoba/University of Winnipeg, 2000), p. 63.

²⁹ Hubner, "'An Administered People'," pp. 82-83.

³⁰ Luciana Duranti, "Diplomatics: New Uses for an Old Science (Part V)," *Archivaria* 32 (Summer 1991), p. 6.

procedural context in which the message was recorded.³¹ These are often viewed mainly as aspects of organizational records, but they can also be found in personal records.³²

Material literacy looks at the material composition of records. Canadian archival conservator Ala Rekrut studies the material composition of records and their relationship to the meaning of records, and conservation measures it may require in accordance with that meaning. Rekrut claims that "...human-made objects reflect, consciously or unconsciously, directly or indirectly, the beliefs of the individuals who commissioned, fabricated, purchased, or used them and, by extension, the beliefs of the larger society to which these individuals belonged."³³ The choices taken to create textual records, for example, such as the paper, ink, use of images, degree and types of wear and tear they reveal, and the approach an archivist takes to preserve them, all contribute to the messages revealed by the record's material appearance.³⁴ A researcher can use this information to acquire a fuller understanding of the information the record conveys.

Visual literacy aids in understanding how images inform us. Visual literacy can be interpreted as a person's ability to "...discriminate and interpret the visible actions, objects, and symbols, natural or man-made, that he encounters in his environment."³⁵ Put simply, awareness of the visual elements of records opens up an understanding based on three levels. First, one determines what an image is "of" – such as a picture of a famous person. Second, what is the image "about" or what is the purpose of the creator of the image, in relation to the general historical background influencing the content of the

³¹ Ibid., p. 16.

³² Ibid., p. 21.

³³ Ala Rekrut, "Material Literacy: Reading Records as Material Culture," *Archivaria* 60 (Fall 2005), p. 12.

³⁴ Ibid., p. 20.

³⁵ Elisabeth Kaplan and Jeffrey Mifflin, "'Mind and Sight': Visual Literacy and the Archivist," *Archival Issues* 21:2 (1996), p. 110.

image. Third, how has the information technology used to make the image at a given time shaped what it conveys? What did the creator intend to express visually, in light of possible expectations of viewers at the time, and expectations about perceptions of subsequent viewers.³⁶ Visual literacy aids researchers to interpret images.³⁷ Researchers must realize that images "...are not a facsimile of total past scenes and events, but only a partial reflection of past reality."³⁸

User Studies and Technology working to Learn About and Attract Users to Archives

At the same time as archivists were developing this contextual approach, efforts to understand and attract researchers to archives continued. They involved both specific user studies and efforts to make archival materials more readily available through new online methods. In 2004, for example, Canadian archival educator Wendy Duff and her co-authors published a study of historians who use archives. Their first study³⁹ uses a survey as the basis for gathering information about historians' use of archival resources. The study outlines the barriers to access to information. Historians listed as their main concerns limitations on access based on the geographic location of the archives, lack of finding aids and the limited detail in available finding aids, sources in fragile condition, formats that are difficult to use, access to information and privacy law restrictions, and the slow speed of retrieval of records.⁴⁰ The authors of this study acknowledge that the digital age offers opportunities to improve access to finding aids through standardized

³⁶ Ibid., pp. 111-112.

³⁷ Ibid.

³⁸ Ibid., p. 115.

³⁹ Wendy Duff, Barbara Craig, and Joan Cherry, "Historians' Use of Archival Sources: Promises and Pitfalls of the Digital Age," *The Public Historian* 26:2 (Spring 2004), pp. 7-22.

⁴⁰ Ibid., p. 7.

and encoded descriptions posted on the Internet and to archivists through email reference service.⁴¹

Then Librarian and Archivist of Canada, Ian Wilson, was perhaps the most prominent Canadian exponent of widening the number and variety of users of archives at the turn of the twenty-first century.⁴² The precious qualities of archives, Wilson wrote, quoting renowned early twentieth century Canadian archivist Sir Arthur Doughty, "...are the gifts of one generation to another and the extent of our care of them marks the extent of our civilization'. "⁴³ The extent of the care given to archival records is also predicated today on the descriptions of them developed and updated with provenance information especially and made available online. This is essential to accessing and understanding archival records. At the same time, Wilson acknowledges that the extent of resources available online, at the time, did not fulfill the needs of users and he hoped that the creation of the Canada Project would work towards creating a "...platform - a digital centre of Canadian creativity and excellence - to serve as the foundation of national and business success in the 21st century."⁴⁴ The project aimed to make records available in many formats.

In keeping with this greater emphasis on digital access tools, archivists in the past few years have been able to employ technological know-how to create various public programming methods that encourage varied uses of archival records. Some of these methods take advantage of established websites where archives create a presence using

⁴¹ Ibid., pp. 21-22.

⁴² Ian E. Wilson, "The State of Canadian Confederation: To Know Ourselves" (presented at The Extraordinary Symons Lecture, Toronto, February 28, 2008), p. 2
<http://www.collectionscanada.gc.ca/about-us/012-216-e.html>

⁴³ Ibid.

⁴⁴ Ibid., p. 8.

digitized archival records on Flickr⁴⁵, Historypin⁴⁶ or YouTube⁴⁷. Another method uses modern phone applications to make historical archival photographs accessible.⁴⁸ Some older, but still utilized and useful, methods to inform users are online subject file lists and descriptions at archives websites, sometimes to the item level. In a time when information is created and made available by a variety of sources, archivists are working hard to maintain an online presence and still draw users to view physical records in archives. From initiating press releases about current acquisitions to film screenings to book launches, archives still rely on such scattered approaches to public programming.

User studies do help archivists to understand their existing users, serve them better, and the many ways in which computer technology takes content to them. Yet many others remain unattracted. They might well be prompted to use archives if they were approached more directly than through the more scattered approach that is often aimed at a general audience, or leaves them out of user studies that focus on those who already use archives.

Current Trends in Thinking About Public Programming at University Archives

In the first decade of the twenty-first century, outreach activities have expanded beyond simply exhibits, presentations, and tours to include user studies and greater

⁴⁵ Concordia University's Flickr photostream is an example of archives making digitized photographs available. <http://www.flickr.com/photos/rmaaconcordia/>

⁴⁶ See University of Manitoba digitized historical campus photographs juxtaposed with current images of the campus using Google Street View. <http://www.historypin.com/map/#!/geo:49.850785,-97.149478/zoom:11/dialog:5631066/tab:streetview/>

⁴⁷ See video footage posted on YouTube celebrating Canadian Aboriginal rights activist Walter Rudnicki's life and donation of records to the University of Manitoba Archives & Special Collections, September 13, 2012. <http://www.youtube.com/watch?v=cprZCxCZJBcU>

⁴⁸ Harvard University Tour App combining campus tour information with photographs of historic campus buildings and contextual information available on iTunes. <https://itunes.apple.com/us/app/harvard-yard-tour/id449660709?mt=8>

commitment to online services. And for college and university archivists, there is evidence of an increased desire to integrate their work more fully into the academic function of the university and to see themselves more as educators.⁴⁹ Since the late 1990s, university archives have begun to implement proactive public programming. For example, the archives at the Olin Library at Wesleyan University in Middletown, Connecticut, has created an online exhibit that aims public programming at university students. The exhibit uses the Internet to feature an educational program that, since 1997, has worked with faculty members to integrate archival records and rare books into their curricula.⁵⁰ Examples of the range of materials used include poetry, diaries, newspaper clippings, rare books, and periodicals. The exhibit also provides links to the assignment sheets, digitized copies of the records used, and essays written by students. This method of public programming offers new and previous users a view of the range of possibilities of archives by documenting the entire project.

Christopher J. Prom and Ellen D. Swain have edited one of the latest publications by the Society of American Archivists of current writing on archival theory and practice relating to college and university archives. A chapter contributed by Tamar G. Chute looks at public programming at campus archives. She begins by relating how various surveys and studies on users have been done over the years, then notes that no comprehensive study of campus archives has been conducted until the 1990s.⁵¹ She does not assess whether past methods were successful, but outlines twelve different options

⁴⁹ Tamar G. Chute, "What's in a Name? Outreach vs. Basic Services: A Survey of College and University Archivists," *Journal of Archival Organization* 1:2 (2002), p. 20.

⁵⁰ Suzy Taraba, "Old Books, New Pedagogy: Special Collections and Archives in the Curriculum," Olin Library, Wesleyan University, <http://oldbooks.site.wesleyan.edu/>

⁵¹ Tamar G. Chute, "Perspectives on Outreach at College and University Archives," in *College and University Archives: Perspectives on Outreach at College and University Archives*, eds. Christopher J. Prom and Ellen D. Swain (Chicago, Ill, Society of American Archivists, 2008), p. 140.

that may be used by campus archivists to educate faculty, alumni, students, and administration.⁵² She encourages archivists to utilize new technologies to serve users along with these types of public programming. She suggests using web pages for exhibits, (as by the Wesleyan University Archives), digitization, and listservs to link students to available records for essay assignments. Chute advises archivists to assess their choices for public programming according to the audience, evaluation techniques, and conflicts of interest.⁵³ The chapter concludes by determining that public programming creates allies for the archives, and that by targeting new audiences, college and university archives will “...have constituents who will be available to promote new programs, argue for a new facility, or even convince the administration that the archives’ survival is essential to the institution.”⁵⁴

Introducing a Targeted Approach to Attract Professors to University Archives

Recent thinking about public programming at university archives, as reflected in the work at the Wesleyan University Archives and pace-setting publications such as Chute’s, shows a desire to develop new ideas for public programming that help integrate a university archives more fully into the academic work of the campus. A more targeted approach to potential faculty researchers may be one way to move forward in such public programming. For the most part, archivists continue to write about how to attract users to archives primarily through exhibits, book launches, film showings, lectures, seminars, open houses, and now digital services. Alas, users are not inundating archives in Canada or in other parts of the world. Might it now be time to try a more targeted than scattered

⁵² Ibid., pp. 142-145.

⁵³ Ibid., p. 148.

⁵⁴ Ibid., p. 154.

approach? A targeted approach at a university should inform a potential new academic user of basic information about archives and their business operations, and provide examples of records and information about the history of records that might be useful in their current or future research and teaching. A university is an excellent place to experiment with this approach because professors have a deep interest in useful new research materials. Yet most professors do not use the campus or other archives and may not know much about them.

Although archivists have a broad understanding of the history and characteristics of records, the subject matter therein, and archival research tools, they may know little about professors' specialized interests within their fields. By approaching faculty with an interest in finding out about their personal research interests and an offer to link their interests to applicable records, archivists might be able to encourage them to become archival researchers. Chapter two will introduce a case study targeting certain professors in the Faculty of Arts at the University of Manitoba. This approach included interviews with them, preparation of personalized booklets with examples of applicable records for each interviewee from the University of Manitoba Archives & Special Collections, among other archives, and preparation for them of a general educational booklet on archives. Chapter three will assess the results of this experiment and discuss the applicability of making this approach a regular feature of public programming at university archives.

Chapter Two: Developing and Implementing a Targeted Approach

“Everyone is interested in archival records, they just don’t know it yet.”¹

Specific groups that have been targeted through public programmes in the past are high school students,² undergraduate students,³ and senior citizens.⁴ Adapting targeted approaches in public programming demonstrates the versatility and willingness of archivists to continue to examine and try new methods of public programming. However, this approach has not yet been fully explored at university archives by targeting professors.

Given that there are hundreds of professors on some university campuses, university archivists should target this group using public programmes to introduce them to the value of archival research. Also, given the nature of their profession, university professors are researchers who are usually interested in gaining understanding of new sources for their work. The mandate at a university archives compels archivists to educate users including those who are employed by the sponsoring institution.

The targeted approach to public programming is meant to draw in a group of users by demonstrating the richness in archival records to those who are approached so that user numbers are increased to justify funding by sponsoring institutions. I proposed to

¹ Timothy L. Ericson, "Preoccupied with our own gardens'," p. 118.

² Heather Pitcher, "Archives in the Classroom: Reaching Out to Younger Canadians Through Archival Documents," (Master's thesis, Archival Studies, Department of History, University of Manitoba/University of Winnipeg, 2005); Sharon Anne Cook, "Connecting Archives and the Classroom," *Archivaria* 44 (Fall 1997), pp. 103-117.

³ Peter Carini, "Archivists as Educators: Integrating Primary Sources into the Curriculum," *Journal of Archival Organization* 7:1&2 (2009), pp. 41-50.

⁴ Crista L. Bradley, "Coming of Age: Specialized Archival Public Programming For Older Canadians," (Master's thesis, Archival Studies, Department of History, University of Manitoba/University of Winnipeg, 2005).

target university professors and learned about their research interests and knowledge of archives to persuade them to use archival records in their research. Based on this proposition I asked whether university professors are knowledgeable about archives and whether a targeted public programme will persuade them to incorporate archival records in their research? This case study set forth an approach to target new users by taking a service to them with the intention of capturing their attention and listening to their interests in order to create a personalized profile and educate them on navigating archives. The University of Manitoba Archives & Special Collections served as a hub for this approach and its records will be used as examples that were introduced to professors according to their research interests. But I also sought relevant records elsewhere for the professors in my study because guiding them to other archives is also a key service their university archives can provide. This study focused on engaging select professors in the Arts Faculty at the University of Manitoba and analyzed their interview responses and comments and determined whether a targeted approach would attract them to use archives.

Designing a Case Study Based on Qualitative Methods

The methodology for this research is mainly derived from Earl Babbie's *The Practice of Social Research*, 12th edition.⁵ This case study loosely uses Babbie's interpretation of qualitative methods to gather and analyze data by searching for notable concepts and analyzing their meanings. Babbie's work broadly describes qualitative methods for analysis and distinguishes it as a non-numerical method. Also, given that this

⁵ With additional guidance from David Silverman, *Interpreting Qualitative Data 3rd ed.* (London, 2006); Jane Ritchie and Jane Lewis, eds. *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (London, 2004); and Pamela Baxter and Susan Jack, "Qualitative Case Study Methodology: Study Design for Novice Researchers," *The Qualitative Report* 13 (December 4, 2008), pp. 544-559.

research deals with a small number of interviews, it lends itself to qualitative research methods. Qualitative analysis involves continued interaction between theory and data collection in search of explanatory patterns. Discovering patterns is an important way that researchers doing qualitative research work toward results. The approach begins by not assuming theories, but “...seeks to discover and develop theories from the ground up....”⁶ Babbie stresses the importance of defining an appropriate group or "category" describing concepts that arise from studying the data from the interviews.⁷ Thereafter, the relationships between the concepts are placed together under the appropriate category heading to illuminate data.⁸ The last step in employing these qualitative methods is to develop findings by categorizing the concepts and drawing conclusions about the usefulness of the case study to professors and as a likely addition to public programming in university archives.

This study attempts to use these methods to discover issues professors recognize about archives and underlines the importance of engaging communication between the university archivist and professors to encourage a professional but relaxed exchange that is beneficial to both parties. The personalized packages developed in this thesis open lines of communication and encourage archivists to examine their collections to see the different uses of records in their care. It also addresses professors and their specialized interests that are not always apparent on departmental websites. Archivists can benefit from having conversations with professors to learn about their interests in order to tailor a package that communicates applicable archival records.

⁶ Babbie, p. 396.

⁷ Ibid.

⁸ Silverman, p. 7.

Method of a Targeted Approach

I selected professors who would benefit most from the records currently held by the University of Manitoba Archives & Special Collections. The University of Manitoba Archives & Special Collections is obligated through its mandate to collect university (personal) faculty and administrative records. It also collects private records pertaining to women and education, the agricultural experience, Aboriginal history, human rights, the wartime experience, psychical research, the Arctic, and *The Winnipeg Tribune*, among others.⁹ My selection criteria sought Arts professors who have completed doctorates in the past ten years and have been employed by the University of Manitoba for less than ten years. I decided not to approach professors who have had their doctorate degrees for more than ten years since they may have encountered archives on campuses during employment at other universities and may be more settled in their choice of research methods given that they have published far more than a professor who has had a doctorate for less than a decade.

Next, I designed a basic spreadsheet containing the names of prospective professors, their positions, when and where they completed their doctoral work if listed, and their research interests. I then navigated departmental web pages to find professors that met my criteria. Many of the professors listed the information I needed on their web pages and a few had online PDF documents of their curricula vitae that elaborated their career information. Some professors' web pages had little information beyond name, position, and the school where their doctorate was completed. With this information I

⁹ For a full list of subject and finding aids for the fonds and collections held at the University of Manitoba Archives & Special Collections see: <http://umanitoba.ca/libraries/units/archives/collections/index.html>

searched university library websites where professors had completed their doctorates to gain information about when they completed their dissertations, the titles, and brief descriptions. Initially I amassed a list of sixty-eight potential interviewees. From this list I read over their individual interests and considered whether their research interests could be matched with records held at the University Archives. Also, in the initial stages of planning I decided to design a package for each professor that would include a sample of records from the University of Manitoba Archives & Special Collections, Canadian, American, and other international archives along with a general educational booklet to provide tips to navigate the campus archives and derive deeper meaning from records. The scope of this thesis indicated to me that interviewing a small group of ten professors, developing a personalized and general booklet, and requesting their comments on the usefulness of this study would be an ample number of participants to produce a meaningful sample for testing a targeted approach.

I decided on a list of sixteen professors out of the sixty-eight that fit the criteria and after a series of about two phone calls and an email to each of these sixteen people over a period of two weeks I began to receive responses. I initially contacted six more people than I needed for this study in case some professors were not interested or were unavailable. The email I sent out in Appendix A introduces me, the goal of my thesis, and invites them to participate in an interview. I attached the interview questions and consent form to outline the specific intentions of my study. Of the sixteen professors contacted in the initial group I was able to garner six interviews in the following two weeks. Two professors requested to answer the interview questions, sign the consent forms, and sent them back because they were otherwise unavailable. I tried contacting the other ten

professors again by telephone, but received no response or was informed by their answering machine messages that they were on sabbatical or out of town. Thereafter I selected and contacted a further eight professors and hoped they might be available. By telephone and email I received word from two interested professors who were willing to be interviewed. One additional professor filled in the interview question sheet, signed the consent form, and emailed it to me. Of the twenty-four potential participants contacted, only one emailed me explaining that she was not interested and did not use archival records in her research. In total I had eleven willing participants (eight interviews and three questionnaires completed by email) and therefore, had to contact the Ethics Review Board and received an amendment to my Ethics Submission to include an eleventh subject because I originally requested permission to interview ten professors. The eight face-to-face interviews took place in a span of two months.

The selected professors who were interested in being interviewed are employed in a range of departments within the Arts Faculty at the University of Manitoba. They include three from English, three from Sociology, one from Anthropology, one from Economics, one from Political Studies, one from Religion, and one from Linguistics. One is a Full Professor, three are Associate Professors, and seven are Assistant Professors. At the time of the interviews, the length of service for the professors ranged from less than a year to ten years. The main interests of the professors ranged across a wide variety of topics: Asian-American literature; health care and aging; criminology; cultural continuity derived from archaeological findings; retention of doctors and measuring quality of health care; travel writing literature; public opinion and voting; death and mourning rituals; signed language typology; seventeenth century literature; and education and

social inequality. I was glad to garner interviews with professors specializing in a wide variety of subject areas. (I chose not to approach history professors because I think that they are very likely to know a great deal about archives and use them often.) The challenge for implementing this targeted approach involved doing a lot of research on each of the professors prior to the interviews, searching for samples of their work online, and learning more about their subject areas in order to be prepared for the interviews. Though time-consuming this research provided me with leads when choosing types of records held at the University Archives that were later be added to the personalized packages. If duplicated this process would be quicker since a road map for the study could be followed.

Interviewing Professors and Gaining Understanding

Interviewing the professors at their offices provided a comfortable atmosphere and was important because I wanted to demonstrate that this targeted approach takes archivists to professors, rather than insisting professors come to the archivist. Eight of the interviews took place at the professor's office. I began by introducing myself, then explained my educational background, elaborated on my research, and requested them to sign the ethics consent form. Thereafter I began asking the questions (Appendix A), taking notes, and audio-recording the conversation on a hand-held recorder. Following the interviews I transcribed the audio-recorded interviews (Appendix B) to get a better sense of the concepts that emerged by reflecting on the interviews. When considering the choice between conducting interviews or receiving emailed answers to the questions, the interview process was preferred. During interviews the professors were more likely to explain and expand on their answers, with some of the interviews taking anywhere from

twenty-five to forty minutes. The emailed answers based on the interview questions were often short, point form incomplete sentences and were informative, but the professors would probably have given more detailed answers in person given the enthusiasm for their topics that face-to-face discussion and the longer duration of the conducted interviews encouraged. The other three professors emailed me stating that they were busy or out of town and would be back soon. In lieu of an interview they answered the questions and emailed me a copy, one professor signed the consent form while the other two signed the consent forms when they were back in town and I picked them up from their departmental secretaries.

The interviews varied in length and subject, but also in how detailed the professors' answers were (Appendix B). Question #1 details the date of the interview, the professor's name, title, department, and length of service. This question summarized and authenticated the findings in my initial search for professors to insure that they fit the criteria for the study. The most detailed answers given concerned the professors' past and present interests (Question #2). They all seemed keen to share their research interests and it became evident that the interviews were useful in providing information on current interests of which I was unaware. When I did background research on the professors prior to the interviews I discovered most of their work online concerned only their past interests. In answers given to Question #3 professors impressed upon me that they go to great lengths to find records created in any medium and make them useful in their research. Sources included online databases, journals, novels, magazines, datasets, public documents, maps, oral histories, rare books, photographs, film, and transcripts. Some of the interviewees mentioned that they had already used some of these records in archives.

Question #4 is directed to professors who had not used archives in their research and questioned them about whether they would consider it. Most of the professors related that they had not done much archival research given that other sources provided more applicable records, such as libraries and the Internet. A few wondered if archival records would present enough or high enough quality material to write a publishable article while others alluded to possible future research with topics they had not yet begun to fully explore. This question shows that there is a host of factors professors consider when conducting research. Having time to do archival research and questioning whether it would be applicable to their published research are their chief concerns. That professors tended to use sources that were easy to obtain and made decisions about the applicability of archival records before investigating their usefulness demonstrates that there are preconceived notions about what archives hold, and that the time it takes to access and glean information are perceived as deterrents.

Professors had varied answers for Question #5 regarding why they decide not to use archives and the answers again speak to their research in terms of time management. Three professors related examples of issues such as lack of travel money, applicable archives located in distant countries, and difficulty learning the various regulations and procedures for using archives. Others spoke about a lack of access, given that most archival records are not online, and one thought that archival records contain more historical information than the current information he normally consulted. Out of the eleven answers given to this question, only one mentioned that she had used archival records in conjunction with a class during undergraduate studies. This might show that since these professors have not used archival records consistently in their research over

the years they might not consider them applicable for teaching either. It became clear when interviewing the professors that this question did not take into consideration that most professors have had archival experience to varying degrees even if they are only able to relate one instance of interacting with archival records or events in archives.

Question #6 asks whether the professors are aware of the existence of the University of Manitoba Archives & Special Collections. One professor was unaware, but the ten others noted that they were aware of the Archives. They mentioned hearing about the Archives from a colleague whose research involved archival records, by being on a university committee with a staff member of the Archives, from posters, and from the Internet. The professors who had a more personal connection with archival staff at the University had subsequently come to the Archives to do research or brought a class or both, whereas, the professors who had seen posters or a web page on the Internet tended not to have initiated research at the Archives or on the website. By comparison, although the tools of the scattered approach, such as posters and web pages, did stand out in professor's minds, they did not necessarily induce them to search any further, especially if what they did encounter did not apply to their research. A personal connection between colleagues or Archives staff in various settings seems to create interest and professors tend to then pursue archival research for themselves.

Approximately half of the interviewed professors were aware of the services of the University of Manitoba Archives & Special Collections (Question #7). Professor Joo mentioned knowing about some of the holdings in the Archives, but had not found anything to be useful for her research while Professor Milne became aware of the collections through becoming acquainted with the Head Archivist in committee work.

Professor Tromly did a lot of research in American culture and believed that archives in the United States would better serve his research needs while another thought that other local Archives would have records more suited to his work. Professor Clark had taken a class to the Archives during the yearly event "Opening the Vault" when the Archives showcases some of the records to the public. The others could not elaborate beyond that they knew of its existence. Four professors answered that they were unaware of the Archives' existence and two were somewhat aware given that they thought they had seen posters or something on the Internet. Given that more than one professor admitted to not knowing about the campus archives, it can be argued that the scattered approach does not necessarily bring in new users.

Question #8 is a statement to inform the professors that a Personalized Profile booklet (Appendix B) and Archives Educational Booklet (Appendix C) would be provided based on the answers given regarding their interests. The Personalized Profile booklet serves to encourage the professors to view various online sites with records from the campus archives, Canadian, American, and other international archives. The booklets range from four to six pages in length and list the address, contact information, website address of archives, and name of fonds or collection including a brief description. By providing this information to professors I was not doing the research for them, but getting the professors interested in the possibilities locally and worldwide for their research. Since many of the professors had no regular experience in archives this booklet serves as an introduction to archives in general using particular records to demonstrate concrete examples that archives can be applicable.

The educational booklet generally informs the professors about navigating archives in person and online and the services and regulations governing use and reproduction of records. It also gives an example of how fonds or collections are organized and described, provides links to policies governing access and privacy and technological services provided by archives to make records accessible or reproduce copies. The booklet, in accordance with the notion that records have unlimited uses, provides definitions of aspects of the history of records along with titles of published articles (and online links for easy access) that explain how archival records have a wider meaning when using aspects of the history of records to study them. The booklet concludes with a list of terms that are often used in connection to archival records so that users like professors may have a better understanding of archives when they hear these words used in an archives or on archives websites. The responses from professors to these packages were positive and at the end of the interviews they mentioned that they looked forward to receiving them.

The comment cards (Appendix D) were hand-delivered in a package containing the personalized and educational booklets to the professor's respective departmental offices where secretaries placed them in their mailboxes. The booklets were also attached to emails with a letter thanking them for their time taken to answer the interview questions and invited them to review the booklets and fill in the attached comment form. The comment card asked four questions about the professors' current opinion of archives, their opinions of the booklets, and whether they intended to use archives in the future. The comment cards serve to balance my opinion of the usefulness of this case study to

professors by having them state their intended future use for the information I provided them.

Making Sense of the Interviews

Analyzing the data collected from the interviews reflects the variables that the interviewer and interviewee bring to the meeting. I not only came as an interviewer, but also a graduate student at a university and a citizen of Canada. Other variables also contributed to my perception of the interviewee's answers like my professional interests and age. My perceptions were shaped by the fact that I am a student working in the archival profession and on reading other archivists' published works about public programming. Likewise, professors accepting my invitation to an interview concerning their views about archives came to it with various interests and experiences. They approached the interviews based on their undergraduate and graduate courses and research interests whether they include archives or not. Professors were also influenced by their colleagues, their professional interests, and their experiences away from the workplace.

Before unpacking this research one must first understand the length of time that data collection can take. When planning to replicate this case study an archivist must consider the number of professors they wish to interview given that background research on professors' work, efforts to compile a personalized list of records, and develop a general educational booklet may require a significant amount of time. One, therefore, needs to take that into account when considering a targeted study.

Understanding the Interviews Based on Categories and Concepts

There are several implications arising from the first stage of interview analysis. Representational generalisation will be used to analyze data by placing the concepts into general categories.¹⁰ Three categories were developed based on the thirteen concepts gleaned from the interviews. Each of the concepts will be discussed according to which category they belong. Following each of these analyses, this study will outline implications based on the answers provided by the professors during the interviews.

Professors' varied knowledge and use of archival material shows that a case study like this reinforces the idea that qualitative research does not aim to place people in specific boxes, but that a range of notions regarding archives opens up different ways that archivists can approach professors to interest them in and educate them to use archival records.

¹⁰ Ritchie and Lewis, pp. 280-281.

Figure 1: Category #1: Role of Research

Concept #1: Professors are interested in talking about their current interests and how they have evolved.

Concept #2: Professors study specialized subjects and some state that university archives do not hold records to aid them.

Concept #3: There seems to be a perception that a professor's research is more product-based (publishable) than process-based (learning about different research outlets).

Concept #4: Some professors communicated that they were hesitant to believe or did not believe archival records would lead to a publishable article.

Concept #5: Professors who use archives for their research or teaching are interested in continuing to use them.

Concept #6: A professor noted a least one colleague who regularly uses archives.

Concept #7: Professors have mostly considered archival research, but relegate the possibility of it for their research in the future.

Concept #8: Professors' thesis research and teaching interests vary from current research interests, sometimes drastically.

The first category based on the concepts derived from the data is the role of research in a professor's work. The first concept (#1: Professors are interested in talking about their current interests and how they have evolved.) points out that professors are interested in talking about their current interests and how they have evolved from their doctoral research. This question was generally answered at length by the professors and often with considerable detail. This is juxtaposed with the interviews that were filled out

by professors who could not meet with me and emailed their interview questions. They answered question one with point-form sentences and limited examples. It would have been more beneficial for the interviewer to meet the professor in person since the taped interviews produced more information for analysis. (Again, personal contact with an archivist may be a key to achieving greater engagement with and perhaps use of archives.) With professors relating their past/current/future interests in depth, the archivist gains far more understanding of what professors are interested in by comparison to only reading their departmental web pages or their CVs if they are online. This allows for more subjects to be sought in archival records and more possibilities of enticing professors to consider archival records for their research.

Another concept (#2: Professors study specialized subjects and some state that university archives do not hold records to aid them.) that was repeated a few times throughout the interviews is in the statement made by professors that the topics they research are specialized and that archives do not carry records that would aid them. Professor Serenity Joo notes that, "You know I'm not very familiar with this University's Archives but, what I do know about it is the King James Bible, medieval-based, Canadian-based, Manitoba-based. My work doesn't fit into any of those categories." Archivists need to know why professors come to this conclusion when they have spent little or no time in an archives and especially in the campus archives near which they work. This perception could be based on the lack of use of archival records in previously published articles in some humanities professions. It could also be due to lack of conversation in Arts departments about archives among colleagues and the idea that if no one else they know uses archives then they do not see their applicability in their work.

This concept also reveals a question about whether university archivists are making their collections known or offer information regarding the possible uses of a record to promote wider use.

Concept #3: There seems to be a perception that a professor's research is more product-based (publishable) than process-based (learning about different research outlets) -- is derived from the interviews when the professors discussed their work as product-based (leading to a publishable article). They do not speak much about the research process and how it informs their work, but seem to stress above all that research should (or must) lead to publishable articles. The process of using research material such as archival records requires searching. It would be useful for archivists to learn about the processes professors use to decide which sources they prefer, how they access them, and whether they consider the travel distances or length of time it takes to do research to be prohibitive. Professor Julia Witt notes, "Ease of access is another big thing; sometimes when I see an article that is not available at the U of M (University of Manitoba) library but, on the Internet and I think it's not that important of an article then I probably won't make an effort to get it, if I can't just get it online." Also, what does the process of research mean to professors compared to the published product? Do other professional responsibilities impinge on the time they need to research new options for their work or are their research habits established during their own student days? This supports the case for using targeted approaches geared towards educating undergraduate and graduate students since there are undoubtedly thousands of professors on university campuses who do not have a clear idea of how archives can work for them.

Concept #4 (Some professors communicated that they were hesitant to believe or did not believe archival records would lead to a publishable article) takes on the issue of final product versus process one step further. It was mentioned during one of the interviews that the professor was unsure about whether archival records would lead to a publishable article. Professor Laura Funk states, "And is it a publishable paper in the end? You would need to know; and a research assistant could help with that [-- to find] interesting background information would be good but how would you or would you put this alongside other things?" Archival records may be a part of an article and need not be the basis for an article. How can archivists help professors who are unsure about trying archives as a new source for research? It may be that approaching them directly and engaging them in the discussion of their interests would help ease that concern. They might be shown how archival records informed others' published research in their fields. It might be possible to arrange a meeting of these other colleagues with an interested group of professors who may not have had much experience with archival research in order to speak to them about how archival research can help them.

Few professors spoke about Concept #5 (Professors who use archives for their research or teaching are interested in continuing to use them), but those who had discovered archival records made them relevant in their work and teaching and related this during the course of the interviews. Professor Brooke Milne says that she would consider using them again. "Would I like to use more of those materials? In my own research? Absolutely." Some only used archives for their own past and present research and not their teaching. Professor Laura Funk notes,

My only exposure is a historical sociology course that I took in my undergraduate year and I [think that] why I don't use archives today is the

lack of courses on this at the graduate level. [It] is probably a hindrance here and that may reflect a lack of profs in sociology specializing in historical methods -- at least where I've been in the past.

But, for those who used archival records as part of their curricula, they tended to use them year after year. Professor Glenn Clark says he tends to introduce students in 2nd and 3rd year courses to archival records. He also mentions that he did not introduce and require students to learn about aspects of the history of records, how an archives operates, and what to consider when researching in an archives. He says,

I take second and third year classes to the Archives, and for what it's worth I would not take a first year class to the Archives. I just don't see it fitting into the first-year classes that I actually teach. The books that I wanted to show [the class] I would have pulled and placed on a table and I would go through the books with the students and [alert them] to that there [is] a variety of ways for them to access material in the Archives. But, my main purpose was to use a very small amount of archival material to supplement my course rather than to teach the students about the Archives.

This example demonstrates that if professors are interested in using archives in their curricula it is more likely that they will incorporate that on a yearly basis. Given that only some of the professors in this study used archives as part of their curricula, university archives might do more to provide professors with information about the archives services in regard to research and teaching when professors are hired.

Concept #6 (A professor noted a least one colleague who regularly uses archives) was developed on the basis of a quote from an interview with Professor Lucas Tromly when he notes that a least one colleague in the English department used archives regularly in his research and/or teaching. He speaks favourably about how archival research was interesting when he heard about it from colleagues and also admitted that these colleagues had success in research and teaching. When asked about his awareness of the existence of the University of Manitoba Archives & Special Collections, he

mentions, "Existence, yes. In part because I've got friends and colleagues like [English professor] David Watt who either are really involved with them or have used them." The other professors did not mention that they knew colleagues who used archival records. With fifteen departments in the Arts Faculty at the University of Manitoba, an archivist might wonder why more professors have not heard much about archival research from their colleagues? Archivists have known for some time that interest in archival records may bring in a researcher repeatedly, but this enthusiasm does not always translate into large numbers of the people finding out about archives based on recommendations from others. It may be presumptuous to consider that a even a targeted effort would bring in a number of new users that would quickly boost visitor statistics. But, based on the interest in exploring further the utility of archival research expressed by the professors studied here, it seems reasonable for a university archives to set a goal to create steady growth. The number of potential new users among professors across a campus is in the hundreds if a university archives geared a targeted programme to professors over a significant time period. Once a targeted programme is designed, it can be used for years to come with slight modifications depending on the targeted university department and changes in technology that make records accessible in new ways. To assist this process, university archives could plan small exhibits of records specifically tailored to the interests communicated by professors and invite these professors to the archives to view them and have the usefulness of the records related to them or have the records linked to courses being taught.

Concept #7 (Professors have mostly considered archival research, but relegate the possibility of it for their research in the future) reflects a thought shared by professors

who say they are interested in archival research, but still think of it in their own work as a possibility in the future. Professor Lucas Tromly remarks, "In terms of my research now I haven't used archives. Have I considered it? I have absolutely ... And I think one reason I haven't done it is it may be something for the future, but for the research now I think it's more important that I just try to get it out." Professors communicate a sense of busyness and established methods that do not allow for the effort it would take, in their minds, to employ archival research at the moment. Professors related that it was prohibitive to use archival research in their work either in research or teaching for a few reasons. First, in their own research they thought that it would take too much time to find archives that could supply them with records they could use. Second, the amount of time it would take to get grants, travel to archives (likely in other cities), learn how archives organize themselves, have enough time to go through records and take notes or make copies considering limited business hours at archives all play a role. Professor Serenity Joo remarks, "So when I plan grants to go to archives I account for one or two days where you get used to, not only me showing up there, [but] learning how to take the bus [and] how things are done." Professors have multiple tasks that they perform throughout the year, such as research, teaching, advising graduate students, committee work, and presenting and publishing papers. This will always be a part of a professor's job so archivists need to know how to encourage archival use in a succinct and persuasive way.

Concept #8 (Professors' thesis research and teaching interests vary from current research interests, sometimes drastically) brings up a valid reason why these interviews as a key part of a targeted approach are a useful way to learn about research being done in different university departments. Professors' research and teaching interests vary

sometimes drastically from their past interests, and may well change dramatically again in future. The departmental web pages and linked CVs offered a wealth of information on professors' interests and lists of courses they have taught. However, a difference between these posted interests and the direction professors take in their research and teaching can differ. First, the lists of courses they have taught fall into their areas of interest, but sometimes they are taught because of departmental or degree requirements. Also, the professors' interests posted online often reflect the research done for their doctoral degree only and do not reflect their current interests. The professors interviewed often described interests that they hoped to pursue in the future and these interests usually differed from their teaching. Professor Lucas Tromly mentions that, "My prior interests were primarily American modernism and particularly literature of the American South; and my current interests are travel literature and Asian American literature." Having direct contact with professors would be the only method to gather this type of information and this is something an archivist can do since professors, if not on sabbatical, can be reached by phone, email or in person. These future interests allow archivists to see where some fields of research are heading and derive more ideas for finding records of interest for professors.

Figure 2: Category #2: Use and Knowledge of Archives

Concept # 9: Professors identify university archives as a small part of the larger library system and seem to have vague ideas about the differences between archives and libraries.

Concept #10: Professors view their profession moving forward because of their research and ideas and seem to have a sense that archives, however, house old books and records reflecting dated interests and do not collect more contemporary records.

The second category looks at the professors' use and knowledge of archives. Most of the professors who recalled examples about their experience with archives stated that their efforts always required more time than they anticipated. Professor Serenity Joo recounts the effort required to learn the area where these archives were located in order to manage the commute. Archivists may not have thought that getting to the archives is a sometimes stressful experience for researchers. She observes, "...[Archives] all have a different system that takes a while to get used to. At least a couple [days] -- the flow, how things work, especially special archives. The hours are different, how you look things up is different, and that has to be accounted for." Also, professors need to know that wanting to adopt a new research tool requires effort and flexibility. But, if they do not see the possible reward in learning about archival records they need to be shown a slice of the possibilities.

Concept #9 (Professors identify university archives as a small part of the larger library system and seem to have vague ideas about the differences between archives and libraries) was mentioned a few times and relates to perceived notions of what archives are

and how they fit into other campus services. Some of the professors knew that the University of Manitoba campus has an Archives, others had used it and found it useful, still others had never heard of it and did not know where it was on campus. When asked about her knowledge of the University of Manitoba Archives & Special Collections Professor Laura Funk notes, "I think so. I think I've heard of it in passing ... I'm not aware of any of the services, [this] might be attributed to my newness." Professor Julia Witt says, "I've read about and I've seen signs for the Special Collections ... I don't remember what the posters I saw were about." Commenting on its usefulness for teaching, Professor Glenn Clark replies, "This past year I took my class to the Archives open house day and was actually [one] of the organizers of it. It was called "Opening the Vault." While Professor Jason Edgerton states, "I've never given a lot of consideration to archives because I haven't thought about how it might presently inform my work." When asked about his knowledge of the existence of the campus archives he noted, "I've seen that term on the website when I'm looking for digital collections, I remember seeing that link, but, I've never followed it." Though all the professors offered their perception and/or definition of an archives, they often closely tied archives to libraries and old books.

The University of Manitoba Archives & Special Collections does have a Rare Book Room that houses published works that can be hundreds of years old, but it also has contemporary first editions and materials related to archival collections. The Archives is located within the Elizabeth Dafoe Library and is in a corner but spacious room on the third floor of the building. Though receiving extensive renovations a few years ago, the Archives does not seem to be widely known on campus. Some of the professors' answers showed a lack of a clear definition of archives and how they are linked to libraries but

also separate. Libraries collect published works and catalogue them according to standards set by the library profession. They have also been more widely used over time by patrons since libraries are introduced to most children at a young age. Archives may have some published materials, but concentrate on records created by their sponsoring organization and often records created by others that support their sponsor's aims. Since most people are introduced to archives later in life, their idea of the usefulness of archives often takes a back seat to the more familiar and prominent libraries on campus and elsewhere in society. Also, professors are currently receiving little to no introduction to archives procedures and reasons for collecting archival records and how they are important to the documentation of society over time.

Concept #10 (Professors view their profession moving forward because of their research and ideas and seem to have a sense that archives, however, house old books and records reflecting dated interests and do not collect more contemporary records) deals with professors' perceptions of their research and profession compared to that of archivists. Professors' research concentrates on moving their professions forward with new ideas recorded in published work and sometimes presented at conferences. This is a professor's key responsibility, but even though university archivists are often classified as faculty members and publish and present at conferences, professors do not seem to be aware of this. The interviewees who communicate this issue note that research often requires more contemporary records and they do not believe that archives hold the records they need, although they do not mention that they had ever checked. These professors went on to mention that their perception of archives is that they collect records from the past and house old books. Professor Julia Witt says, "My definition of archives

isn't really that inclusive because when I think of archives I think of old stuff -- ancient books that people go to see." This draws one to believe some professors falsely conclude that since archivists collect items to preserve that only old, historical books deserve this attention. An archivist's responsibilities involve much more. Their tasks are centered on continuing to collect records that represent people and organizations, but their responsibilities extend beyond the archives doors and include involvement in committees, publishing, and public speaking. There seems to be a disconnect between professors and archivists. Professors do not have a clear sense of what an archivist does and thereby how they are helpful. But, archivists seem to have made limited efforts to get to know a wide range of professors and the specific research they conduct in order to determine how their holdings might benefit professors.

Figure 3: Category #3: Perception of Archivists

Concept #11: Archivists do not seem to offer much help when new researchers are preparing to visit.

Concept #12: Research Assistants play a significant role in a professor's research and need to be approached or invited when they contact Archives to visit and learn more.

Concept #13: Professors seem to liken the work of archivists to that of research assistants. They do not have a correct perception of an archivist's duties and role within the university.

Category #3 relates to the perception professors have of archivists as professionals and the rapport between the two. To introduce the relationship between professors and archivists one must trace their relationship to when they first encounter each other. Professor Laura Funk relates that she might have been told about the university archives

at a staff orientation before she began employment at the University of Manitoba. "I think I've heard of it in passing maybe during orientation but, that would be a good place get the faculty during orientation ... catch them when they are new (if you quickly got in here); this why it could be helpful for you and it could be relevant for other disciplines too." None of the other professors mentioned they had gotten an introduction when they were hired by the University of Manitoba. If the archives does not do so, then it should have a consistent yearly presence at such initial new faculty orientations. This could be followed up by subsequent smaller meetings, perhaps with those who respond by filling in a card at the orientation expressing interest in further information about the archives. Various faculties might be approached since professors outside Arts are also beginning to use archives for their research. And since professors can influence how their students and colleagues do research, they can help generate even further use of archives. Archivists need to view all these people as potential new users.

Concept #11 (Archivists do not seem to offer much help when new researchers are preparing to visit) deals with what professors said about their experience with archivists when they ventured to do research with an archivist's aid. Professors did not have negative comments about accessing the records they needed, but repeated the concern that they did not appreciate the amount of time it took to orientate themselves to the different types of file lists and varying interpretations of descriptive systems. They also talked about that when they traveled to archives in different locations. They had to spend time getting to know the directions to the archives. It seems that they thought that too much time was being allotted to these activities since they were keenly interested in getting at the records. It might be a good to contact university communications for

pamphlets or guides that include a map with routes from the airport to downtown hotels and hotels near the campus, transit bus routes and website addresses, taxi phone numbers, and a map and description of the archives location on campus.

The next two concepts relate to the professors' perceptions of an archivist's job description. Concept #12 (Research Assistants play a significant role in a professor's research and need to be approached or invited when they contact Archives to visit and learn more) addresses the role research assistants play in helping a professor complete research. Professor Andrew Woolford talks about employing a research assistant and considers him/her an important part of his work. He also mentions that he often delegated the archival research to the research assistant since it was a time-consuming task. He indicates, "My RA has consulted with U of M archivists on my behalf." This brings up the point that a relationship needs to be established with research assistants as well as professors. This may be a difficult type of researcher to contact since they are usually students who are hired on a monthly or yearly basis and may not always introduce themselves as research assistants working for a particular professor when they approach an archivist to find applicable archival records. Archivists could give a package (like the Educational Booklet developed in this study for professors) to research assistants they meet giving more detail on the types of subjects that are documented in the archives.

Concept #13 (Professors seem to liken the work of archivists to that of research assistants. They do not have a correct perception of an archivist's duties and role within the university.) applies to how professors define archivists' work. When a few professors talked about their research assistants and what they thought archivists do, the descriptions sounded similar. Regardless of whether professors have a clear definition of an archivist's

role, archivists need to be clear to all the researchers they meet about what they do and what can be expected of them. The interviewed professors do not seem to have encountered a clear definition of an archivist's role on campus or generally in other archives. It might be useful to include this information when speaking with professors or include it in information packages. It is important not to confuse the research assistant's role and the archivist's duties. Archivists have several tasks, one of which is to assist researchers. Archivists can do some preliminary research to help identify relevant sources, as was done in this case study for the professors, and archivists can help explain how to navigate the massive amounts of information in archives, but the actual extended research into records on a particular topic that the archivist may have helped to identify and locate will remain the researcher's task.

Even though this study sought to interview professors who had received their doctorates in the last decade and might be more open to undertaking new research material, this aspect was found to be lacking in the interviews. All of the professors were interested in being interviewed and were helpful and easily accessible. However, when discussing the prospect of using archival records in their current research, they often commented that they were unfamiliar with where to find the records, did not have grants to travel at the moment, had never used archival records or could not see the usefulness in their teaching or research. The point to be learned from the variety of answers provided is that younger professors seem more set on their research paths than was first thought when developing the case study. Using archival records seems to be seen as a time-consuming experience that takes a long time to learn to do. Given that making archival research accessible and easier to learn about is a goal of this thesis, it becomes clear through the

interviews that archivists need to be the fundamental catalyst to promote archival research, or to explain how to do it, where to access archives, and how archives may be made more readily available to those on campus.

Comments and Implications

The professors' opinions of how the study informed them are contained in the comment forms they completed and returned to me. The professors were timely in returning their comments, six coming in the mail and five by email. Mostly positive answers focused on the interviews and booklets as learning experiences while some professors were familiar with some of the information and intended to save or pass it on to other colleagues or students. A few comments stated that archival research would not be used at the moment, but these professors, nonetheless, said they would always keep it as an option for the future. One of the positive responses came from Professor Julia Witt who says she will be using archives in the near future:

I know much more about archives than I did before; I also learned that archives are relevant to my area of research, which I wouldn't have thought. Some of the material included on my list is very interesting, e.g. the data sets at the National Archives in Maryland, and the Helen Glass collection at the U of M. I plan to access both in the near future.

She took the time to make a detailed statement about the specific records she is interested in and is open about admitting that she learned something new about applicable sources for her research. When asked whether he would include archives in his curriculum, Professor Kenneth MacKendrick writes,

Yes. I plan on using the archives for RLGN 2222 The Supernatural in Popular Culture. The Hamilton fonds (Elizabeth Dafoe Library) focusing on spiritualism and life after death will be the topic of one of my lectures. At least one class will be spend [sic] visiting the archive.

In addition to being interested in learning that the Jürgen Habermas papers (a philosopher he studied extensively) were donated to an Archives at the Goethe-Universität Frankfurt, he planned to use the Hamilton Family fonds at the University of Manitoba Archives & Special Collections in a class. Professors need to be made aware of records they did not know existed and the professors in this case study were willing to consider their usefulness. Professor Brooke Milne commented that she is interested in using archival records listed in the profile and states,

The information on the archives at Trent University is also relevant to me. I did my MA there and was not aware of the resources available at the Bata Library. However, I do periodically go to the Peterborough area and when I am there next, will be sure to visit the campus to access the materials noted.

Professors are likely to seek out records if they are accessible. Professor Milne says she will probably use the records at the Bata Library that pertain to her research though she was unaware of their existence. This underscores the need for archives at various universities to think about targeting groups of people on their campuses like graduate students who evidently are not made aware of records that could be useful to their research.

Professor Erin Wilkinson was also prompted by the more direct inquiry about her research that was used in this case study exercise to consider developing a new aspect of her research interests:

Alternatively, I doubt that archives would be a useful medium for me to learn more about visual languages except if I start a new project about the history of Canadian ASL. This would be an interesting venue to pursue as I can see that Canadian ASL has some lexical variation that is different from the States. These lexical signs carry some historical significance, and I suspect can be investigated via materials stored in the archives -- such as how did the government decide to send some Western Canadian Deaf students to Montreal instead [of] to BC during World War II? What about

the school for the Deaf in Amherst, NB where so many deaf signers used a distinct language variation called Maritimes Sign Language that is directly tied to old British Sign Language (BSL) or at least the Old Kent variation of BSL. (By the way, Maritimes Sign Language now is moribund). Canadian ASL reveals tell-tale clues about Canadian deaf history; however, one should ask: what exactly was the correlation between the Canadian government's decision and the migration of the deaf Canadians that shaped distinct variations of ASL within ASL. Clif Corbin wrote a seminal book entitled: *Deaf History in Canada*, but there continues to be much more work to investigate. Obviously, filtering information will be time-consuming, as I have no idea where to start myself (my background is not in history).

Those particular interests could be examined more if one could access a variety of archives in Canadian libraries. However, my chief interests focus on language use, not historical aspects of language. But I do some work with respect to language variation and change, and if someone could assist me with some particular information about historical aspects of Canadian Deaf population and their language use -- then that would be great!

Comments on the usefulness of the Archives Educational Booklet included a response from Professor Andrew Woolford,

Information on finding archives was helpful - I had usually relied on secondary sources & the Internet to find archives. Everything else would have been incredibly helpful a year ago, when I was beginning my project.

Based on research experience, he believes the information provided in the booklets would have been helpful earlier in his research and is open to filling this gap in information to make research easier. While Professor Andrea Rounce exclaims, "The educational booklet in particular is great! I am much more comfortable with the language and in my ability to ask for what I want in an archival setting." When a user's confidence is boosted about using archives in their research they are more apt to consider using sources from archives because a line of communication has been opened between archivist and researcher. Despite professors having a lot of experience researching in various institutions and repositories they may not always feel welcome or wanted

depending on the rapport they try to build with archival reference personnel. Professor Serenity Joo comments that she will keep the booklets for future use though she does not foresee using archives right away:

... I have only glanced at it, the booklet seems extremely helpful for someone like myself, who is a beginner in terms of archival work. (The majority of my research does not require archival work.) It will be a handy resource when I do find myself back in the archives again in the future.

The professors interviewed do value getting information about making archival research easier no matter what stage they are at in their careers. These employees have long careers at a university once they receive tenure and may work at a campus for thirty years or more. This group of potential users might thus be targeted a few times during their careers for follow-up discussion of archival research, given that their research interests and classes they teach change over time and campus archives continually collect new records that may become useful to professors.

The overall opinions of the professors ranged from changing their minds about archival research not being applicable to it being "very relevant". Professor Kenneth MacKendrick notes that through the interview process he was able to "get to know the library (and city) better". Professors Andrea Rounce and Andrew Woolford both note that though they do not currently have use for the information provided they hope to share it with colleagues and graduate students who are currently working on projects to which the information would apply.

Two professors stated that they found parts of the packages unclear and Professor Andrea Rounce asks for a section about "what to anticipate when going to an archives". While Professor Laura Funk likes the educational booklet, but wants Part Five to be

clarified for new researchers and wants examples of how the aspects of the history of the record would be helpful for her. She also notes that the personalized booklet brought up a lot of new questions and thinks that the presentation would be more clear with a bulleted list sorted by subject. It was difficult to determine what to include in the Archives Educational Booklet and what would be best understood by professors who have limited experience with archives. This case study suggests that an initial effort in producing an educational booklet can always be altered in the future before other professors are approached.

Based on the propositions set out when this case study was developed, this research allowed me to learn about subject areas that professors are interested in, especially in departments with which I am largely unfamiliar. The professors were candid about their research, their level of knowledge about archives, and were pleased to be a part of the study regardless of the amount of archival research they have done in the past or would do in the future. Given that this group of professors was willing to devote time to the three parts of this case study (interview, review of the booklets, and comment) demonstrates that they are open to different research sources such as archives and appreciate the effort taken to improve their perception of archives.

Chapter 3: Future Use of a Targeted Approach at University Archives

"Archivists must increasingly be able to identify uses by being immersed in understanding the relation between the archive and the intellectual uses to which it is put."¹

Although public programming is now a regular focus in archival professional journals and new ways of bringing in users have been addressed, there are still groups of users who are unaware of how archival research may be applicable to them. One such group is a great many professors on university campuses. This case study explored the current research sources and interests of eleven University of Manitoba professors in the Faculty of Arts, along with their knowledge of the University of Manitoba Archives & Special Collections. The professors interviewed were aware of the existence of archives and some have used the University Archives for teaching or in past research. However, the professors who have used it learned about and became interested in it not through an archivist approaching them formally about using archival records, but from a colleague or non-archival committee work in which they met an archivist, which points to the importance of personal relationships in fostering greater use of archives. The targeted approach in this case study is beneficial to archivists and professors because it creates such relationships.

Assessing the Value of this Targeted Approach

This case study serves a purpose for both the archivist and professor if both reassess their duties as professionals and build a relationship that benefits each other.

When considering professors to interview the archivist must look at his/her holdings and

¹ Tom Nesmith, "Toward the Archival Stage in the History of Knowledge" (Keynote paper presented to the Congress Brasileiro de Arquivologia (Brazilian Congress of Archival Science), Rio de Janeiro, June 22, 2012).

determine who the records best serve. This is also an opportunity to decide whether an archives' mandate and documentation acquisition strategy are currently allowing for the collection of records that adequately document its sponsor's work and/or related society. It may be a good time to think about being more inclusive of topics that are fundamental to scholarship at the university.

Professors in this study were invited to build a relationship with a campus archival staff member to further diversify and benefit their research. Getting to know the campus archivist can benefit professors in a various ways. Archives are constantly getting new donations of records, which are often mentioned in listservs or in existing university-published newspapers as examples in archival literature. (Might regular notes about archival acquisitions be sent around campus on university listservs?) An archivist has a keen understanding of the records he/she holds and often records in other archives. When looking for new sources professors might see an advantage in having regular contact with archives to find out about new collections and whether they apply to them. Also, by considering the wealth of information that campus archives house, professors might want to reflect on the sources they are most comfortable using and whether they are getting the most out of these records. Professors may find value in learning about records and aspects of the history of records that might improve their analytical abilities when researching.

There are three distinct phases to this targeted approach and each plays a part in creating an environment conducive to encouraging specific new users to use archival records. The first phase is engaging in communication with the professors. In doing so, the archivist makes his or her presence known to the targeted group. This case study

entertains the notion that professors are often not clear about the role of archives on university campuses and how archives might apply to their research. Since professors are busy, archivists have to address this matter and pursue professors to gain their attention instead of waiting to be called upon for help. Engaging professors also gives them the chance to evaluate their current research methods and think about their knowledge of archives and how it may have played a part in their academic or personal interests. This may bring to their attention the matter of using new sources.

When archivists decide which professors to target and for whom to personalize a package of information, they are forced to review their approach to collecting and assess how current public programming strategies are working to bring in new users. Once outdated or ineffective programmes have been identified and eliminated, a new project may be inserted if the budget allows for it. If the budget does not allow for a new programme perhaps it could still be inserted into the agenda if one studies the services already in place and whether they might be utilized in conjunction with this initiative. Does the current mandate allow for records to be collected that support research interests at the university or have recent collecting strategies veered from the intentions set forth in a mandate developed years ago? If this is the case then the archivist may consider whether deaccessioning records needs to occur to allow space for collections that more accurately document what the mandate sets forth. Deaccessioned records may have a more appropriate home in other archives or destruction of them has to be considered. Nonetheless, records are collected for a reason and archivists sometimes need to reassess the meanings of records to determine why they are not being used so as to think about who they might serve best.

After initially introducing oneself as an archivist to the potential interviewees (professors), the interview is the next step by which an archivist establishes a relationship with a new user. Meeting in person with an intent to ask questions that delve into a professor's interests and getting familiar with their level of knowledge concerning archives allows the archivist to learn more about other employees working on campus. This interview attaches a name and face to the professor to contact if he or she pursues archives in the future. It also sets the tone for the conversation. That the archivist has designed a programme to seek out a group of potential users and wants to get to know their interests and degree of awareness of archives shows how seriously the archives is committed to meeting its researchers' needs. This genuine interest and effort not only goes a long way toward building a relationship, but also creates a positive frame of mind when a professor thinks about archives, which may encourage him or her to communicate positively to others about the readiness of the archives to help them -- again, fostering those apparently key personal relationships. The interview is also used to collect information about professors' research interests and this data is crucial for understanding what types of records would be of use to them.

The value of personalized profiles and educational booklets presented to the professors validates the interviews and benefits both parties. The professor gains information about the practices of archives with the general educational booklet and what to keep in mind when contacting archives. But, a personalized profile goes one step further to pique the professor's interest in various records that pertain to the subject matter they may have spent years studying. Though they may not get funding to travel to far-away archives, they are able to see that records can be applicable to their studies in

repositories worldwide. As a research source this demonstrates that archives take interest in many subject areas, given that records document a great range of subjects throughout time. The combined package educates, intrigues, and invites professors to explore archives and get to know records as a source with infinite possible interpretations.

The comment cards ask general questions about the service provided to the professors and give an indication to the archivist of how well the approach worked to educate new users. Based on the comments, the archivist can learn about how the approach was received by the professors and if they will be contacted about using the archives in the near future. The comment cards give professors the chance to sum up their experience one last time before they initiate contact with the archives and conduct research based on records recommended to them. This exercise serves to boost their confidence in taking a chance on seeing how archival records can shape their work. The comments also inform the archivist on whether the interview questions are too focused or not broad enough and give hints for changes to interview questions in the future. The personalized profiles take a lot of research to complete and, depending on how much time it takes to develop the profile, the comments can help the archivist decide whether it is suitable. The suitability of the profiles would need to be based on whether professors relate to the recommended records and mention they are interested in using them. Though the work needed to create a personalized profile may not provide results in a few instances, it should still be considered useful because it provides the professor an opportunity to do research that would be applicable to her or him in archives throughout the world.

Challenges and Improvements for this Case Study

This case study was developed with archival literature as a guide, but problems with the design of this study still emerged. The weaknesses in this approach are mostly attributed to the time of year it was implemented and the challenge of addressing the particular research needs of each professor. The case study was developed and implemented according to the criteria set out in its initial stages and was not hindered by obstacles that made it impossible to complete in a way that would not support analysis. The weaknesses that are described below developed out of the planning stages of the case study and could be avoided if this study is replicated. Challenges in conducting a study for the first time are inevitable and teach the archivist to improvise strategies to make public programmes relevant to themselves and the targeted group.

One of the initial weaknesses that emerged relates to the persistence an archivist must have to engage the target group. When contacting the first sixteen potential interviewees I telephoned them, but did not reach anyone at first. I then followed up by sending them each an email to introduce myself and inform them of my research. This produced few inquiries from professors. I attribute this lack of response to my lack of assertiveness and perception that professors would be instantly interested and take the time to contact me. I found that a successful method to engage professors included a two-step process. In contacting the second group of professors I emailed them first and then followed up with a phone call about a week later. As a result when I introduced myself, professors were familiar with why I was calling. When I left messages for those who did not answer their phone they promptly called me back. These steps produced results more quickly than by just using a phone call or email. The emails approached professors with

information and an invitation that they could think about. The phone calls directly approached the professors and set the tone for an interview and some mentioned that they were glad I followed up the email with a phone call.

Another challenge with contacting professors is choosing the best time of year to contact them. Contacting professors between May and August is the least optimal time since most professors often do not have office hours, are doing research or travelling. It would be best to contact professors for interviews at the beginning of the fall term before mid-term exams, after final exams are completed in December or early in the winter term. I contacted professors near the end of the winter term and many had already completed their teaching duties and were away from their offices or had limited office hours. I think that by contacting professors during the times of year when they are more likely to be in town makes it more likely to be able to arrange an interview, which I found to be a more effective way to begin the interaction with the professors than asking them to fill out the interview questionnaire and emailing them to me.

Interviews are the best method of making known one's intention to get professors interested in archival research. Based on the experience of implementing this case study the most detailed and animated responses about research came from professors who were in conversation with me. They tended to list more of their interests including those they hoped to pursue in the future. At the same time, the emailed interview answers were mostly answered in point form that did not go into much detail. This circumstance arose from contacting the professors in a less optimal time of year. I did not want to eliminate professors simply if they were out of town when their interests closely intersected with the subject matter documented in the campus Archives. These professors seemed likely to

make for a strong example to demonstrate that this targeted approach can work. The emailed answers to the interview responses provided no real connection between me and the professor and so did not generate conversation about interests and ideas. During interviews archivists can probe further based on the answers provided and become more informed about subject matter that professors spend years developing. Professors enjoy describing their research. By asking in-depth open-ended questions during the interviews archivists can suggest more records of possible interest to the professors.

Based on the first few interviews I initially thought that a few questions seemed inapplicable to some professors since a portion of the professors interviewed had had some contact with archival material in their studies or career. At first I regretted using questions four and five (4. If you have not used archives, have you ever considered using archives in your research? 5. If you have considered using archives and chose not to, what caused you to decide not to use archives?) since they were not exactly applicable to most of the professors. Thereafter I decided that these two questions made me understand that though the professors had some level of experience with archives their familiarity with the Archives at the University of Manitoba and other archives was still largely minimal. This also reminded me that even if professors research at other archives, there are often differences between archives and visiting one can be a different experience from visiting another. These two questions at first seemed weak during the course of the interviews, but did give me information that allowed for a deeper analysis of the professors' knowledge of archives.

Compiling the archival records for the personalized profile took a considerable amount of time to compile. Each profile took about two to three hours to complete by

searching at the University of Manitoba Archives and online sources in various languages from archives spanning the globe. The Internet has made it increasingly simple to search particular subject matter, but professors' research is quite specialized and it took more time to find potential records that would best fit each profile. When researching the collections described on archives websites it is helpful to make a list of the types of records that are collected by these institutions for future use, given that people ask about researching records you may not hold, but can be found at other archives.

Communication among archivists has become a lot easier with the advent of listservs and this would be a useful way to ask fellow colleagues whether they hold records that would suit particular interests of interviewed professors.

The goal set out for this targeted approach was to find professors who had never used archives, but would become interested in doing so through implementing the study. The weaknesses in the development and implementation of this case study proved to make the process more time-consuming, but provided me with perspective on how they might be avoided. It also taught me how to conduct detailed analysis of how to attract new users and learn about their knowledge concerning archives.

Phasing a Targeted Approach into Current Public Programming Agendas

Archivists on university campuses need to invest in potential users like professors and think about contacting them through orientations across several faculties, interviews, phone calls or emails. Given that archivists are busy planning current public programmes like exhibits, digitizing images, film screenings, and lectures, introducing a targeted approach might seem a daunting task to phase into their workloads. However, the targeted approach laid out in this thesis is an example of how broadly a programme may

be developed. Variations of this approach could be phased in to efforts to bring in users. To be effective over the long term, a variation of this targeted approach that fits into time and resource allocations should be conducted over a series of years so that a variety of professors in different departments and programs can be contacted. If implemented over a series of years the questions in the interviews may be modified to produce results that may be more beneficial to the archivist and the professor. By getting to know the kinds of interests professors from different departments have, questions may be developed that hone in on their specific needs as researchers so that examples of records or educational booklets may be more suited to their research interests.

Planning and research are crucial features when thinking about targeting new users of archives. New users often have preconceived notions of archives based on past experiences or from the media. It is the archivist's job to make the archives comfortable and to be inviting and helpful to these new users. If archives are putting effort into attracting new users with a programme that requires commitment and time from the user, the archivist assigned to this project must have experience with the holdings and procedures of the archives and know who to consult if they are approached with questions they may not have answers for as yet. When an archives has decided to go forth with a new project to bring in new users, the goals for the project have to be identified. This will make it easier to plan the project because the archivist can plan the steps towards a goal. Even if the goals for the project are not all met, they can then be used to fix mistakes before implementing the project again or if many goals were not met maybe new goals need to be designed.

Variations of this study might include inviting professors to lunch time sessions in the archives. Targeting professors with letters, emails or phone calls could be used to invite professors from particular departments to the archives to view records that pertain to their subject areas. To determine the current and future interests of the invited professors, they may be asked a few questions during initial contact to get a better idea about what they may want to see. A more extensive approach to the exhibit would be to engage professors in interviews similar to the method used in this case study to be able to ask in-depth questions face to face to get an understanding of what types of records to display to appeal to specific professors. Records may be showcased in exhibit cases or laid on tables for closer viewing. The professors may be introduced to the archives with a tour and then present the records to them and give examples of how they might be studied and the aspects that are applicable to their research. Interpretations based on aspects of the history of the records may also be framed to build knowledge about how to search for records and engage archives staff to get the most use of their time in the archives.

Depending on the amount of time and resources, the archivist could either invite professors for a one-on-one session in the archives or a group session. Inviting professors to the campus archives not only acquaints them with staff, but also the surroundings. Showing collections that are applicable to the professors' interests could generate conversation among them and build confidence about approaching campus archivists.

Archivists might arrange with particular departments to hold orientations about the campus archives during the time when other university staff are acquainting professors with the campus. Archivists might contact departments to determine when mass orientations take place during the year so that arrangements could be made to

contact the new hires and invite them to the archives for sessions like the lunch time sessions described above. If archivists provide an introduction to professors when they are hired, campus archives may be able to garner attention from the new professors. Simply by engaging the research interests of newly hired professors early may make them feel more comfortable and interested in this option for researching or teaching once they become settled. Other sources of research exist on campus, as well as locally and nationally. By establishing a positive relationship with professors when they are new to the university, archivists demonstrate that professors' research is welcomed.

A third type of targeted approach based on the study in this thesis could involve contacting the professors, engaging them in interviews to learn about their interests and knowledge of archives, and then inviting them to the campus archives to demonstrate the usefulness of archival records with displays of published articles, books or artwork that use archival records. A more direct example would be to invite professors to a lunch session where the archivist may display examples of published work alongside archival records from the campus archives. The archivist could introduce and discuss how the records were made useful in various work. This might interest professors who believe that research should only be conducted if it can be integrated into a publishable article. This might also prove to professors that archival records can be used in various types of published work that are applicable in many different fields. Given that research can take a considerable amount of time, professors choose their sources carefully to maximize their time for writing and other duties. Engaging professors in a presentation and offering a hard copy (or providing a link to a digital copy) to take with them facilitates future contact with professors since they will have a reminder of meeting the archivist and the

message they learned during the session. Professors are researchers who are open to possible new research sources and, with a little urging, will respond to help whether they have requested it or not because they may change their subject interests in the future and need new sources to explore them.

When doing research to decide which professors might best be served by current records held in a university archives, consider creating a spreadsheet or database to keep a record of the records introduced to the professors. By keeping records on how professors are targeted and to which records they are introduced, professors would not be approached repeatedly by accident if another archives employee takes over the programme. In addition, when the archivist comes across a news article, published work or accessions new material, he or she can refer to the spreadsheet to find the professor who may best be suited to use it and tell them about these new records of interest. Not only would such recordkeeping be an asset for future archivists who target professors at the university, but archivists could use a searchable record to link professors and their subject areas with new collections that are donated. By creating a searchable document of professors and their interests, future archival staff can use this source if they develop other targeted approaches and need an example of how to bridge new users and records in an organized way.

This type of public programme could be used to introduce professors from various departments to archives in successive years. As an example, three professors might be contacted from a specific department and engaged in one of the examples listed above. A year later three professors from a department in a different faculty might be targeted to use archival records. This would introduce archives to several departments over the years

and spread the knowledge about using archival records to many disciplines. In doing so archivists are constantly challenged to think of uses for the records they hold and become better acquainted with their holdings and this may benefit other established public programmes.

Variations of the case study implemented in this thesis demonstrate that a variety of methods can be used when adapting them to university archives today. Though scattered approaches to public programming are widely used and university archives are making use of a variety of technologies and methods to promote archives, public programming is still a young archival function in the profession. Providing varied examples to personalize or generalize information presented to professors can be done in person, through email or telephone conversations. However, it is crucial to gain a deeper understanding of individual professors and of their research subjects and knowledge of archives before deciding which targeted approach might serve them best. Professors want to include varied sources in their research, but have limited time to pursue them. It is the archivist's job to discern the best targeted approach to meet the needs of professors and the archives.

Meeting the Interests of Professors Outside of the Arts Faculty (and Other Campus Staff)

What about the other groups on campus that could make use of university archives: administration, support staff, students, professors outside the Arts Faculty or retired professors? If a targeted approach has never been used on campus there is a chance that there are large numbers of people who need to be educated about using archives since most people's introduction to archives occurs only if they attend university. Staff on university campuses other than academics have other forms of education that

may not seem to them to call for archival research and this is a potential group of thousands of users who could be exposed to the usefulness of archival records in their employment or personal interests.

Administrative staff at universities often consult archival records to learn about legal or other obligations the university has, programs to review, long-held practices, and ways that academic issues have been dealt with in the past. Even so, do administrators use or know about the campus archives as fully as they should? Are they missing opportunities to do so more often and effectively in their work? Since campus archives have a mandate to collect records related to administrative duties at the university, engaging administrators in a targeted way seems like a good way to explore their needs in order to see whether the archives can be more useful to them. Indeed, perhaps the archives can point them to other archives unknown to them that may also be relevant to them.

Also, are administrators interested in archival records in their spare time? Would they be interested in genealogy? Would they prompt their relatives or friends to visit the campus archives? These sorts of questions could be answered by interviewing administrative staff and getting to know what they think about archives and what their knowledge of the use of archives is beyond using archival records in support of their work. If the university's history and current progress is demonstrated to those who have attended the university or may attend it in the future this would bolster the well being of the institution. When alumnae (who might also be family of administrative staff or administrative staff themselves) are invited to think nostalgically about their past they sometimes relate the good times they had with the financial needs of the institution and

make donations to the university and sometimes to the campus archives. Also when family of administrative staff are introduced to the university in a different way than just where someone they know goes to work they may see themselves as future students. Introducing administrative staff to archives, and how they may be of more use than just to their work, can encourage new users, increase financial contributions, and the number of students attending an academic institution.

Another crucial part of the university workforce is support staff. These employees might be more junior administrative support staff, janitorial staff, library staff, food service staff or physical plant workers. Their tasks make universities run smoothly on a daily basis and they often carry out their duties without recognition. In approaching these staff members one must consider that they are a large part of the work force at a university and have various interests away from their jobs. Has anyone ever considered that they may be interested in the university's history? What history has been gathered on their behalf? Have universities tried to ensure that their work is documented among university and other records? Have the records of their associations or unions been preserved at the campus archives or another archives? Have they been approached about their interests and how they might become new users of archives? Since they are an integral part of the university, an archivist might approach them with examples of archival records that are relevant to their lives. They may have family history attached to the university that they may want to explore or they may have attended classes and have academic interests. They may also be a source for donating family records that document university history or have records that document their current positions at the university.

Students have been approached by archivists via their professors over the years and this has been well-documented in archival literature. However, these studies typically approach professors with ways to bring students to the archives, but the students that end up having archival records integrated into their learning are those in more senior level courses. Professors may not want to take lower level students to archives because the classes tend to be larger, but this should not deter students from learning to study archival records and incorporate them into their coursework. Archivists might interview professors to learn about the courses they teach and develop packages of copies of records that could be introduced to their students in class with the help of an archivist. These records could be integrated into assignments. Thus students in lower level classes would get access to records, quite possibly in more than one course throughout their student careers. Repetition in use and relevance to various fields may bring in more students to campus archives.

There are many professors on a university campus in disciplines other than Arts such as mathematics, the sciences, business, medicine, law, and nursing, among others. If Arts professors can be approached by archivists to learn about their interests and link specific fonds or collections to their research then this could also be attempted with other professors. Professors' interests and research outside Arts are varied and, much like Arts professors, they use a multitude of records to conduct their research. Are these professors currently involved in researching archival records? To see if these different fields use archival records and in what context, as a start an archivist might consider checking the major academic journals in these fields for cited archival records. When these professors are approached for an interview a question to ask would be whether they recall how

archival records are used in their field based on articles they have researched or read or what their colleagues are working on. Does the campus archives hold records that would be applicable to these other fields and does the archives mandate allow for collection of records that support research in these fields? Where do these professors typically find their primary source material and, if archival materials are not being used, why are they not being used? Professors in faculties outside of Arts have specific interests and search for records in particular ways whether online, in specialized libraries or at government institutions. When interviewed these professors may have quite different ways of approaching their work and seeing the future of research in their fields. Archivists need to think about how these professors view archival records and what may hold back wider use of archives in their personal research or the published research of others in their fields. This question could be asked during interviews. Non-Arts professors form a large group to be targeted on campus and establishing a link between them and archives in their research would go a very long way toward more fully integrating a campus archives into the academic work of a university.

Retired professors have spent many years on a university campus, have a wealth of knowledge about the institution concerning the research of fellow colleagues, and have an understanding of how their professions have evolved and where they are heading. Some retired professors, (emeriti and senior scholars), have offices on campus and continue their research after formally retiring. They have time to research at their leisure and know a lot about the departments in which they work. Targeting these professors may hold promise for archivists for a few different reasons. They may want to set up endowment funds in their wills and make a decision about which department of the

university to make a monetary donation to. They can also, through interviews, inform the archivist about departmental history, talk about how research in the department has evolved over the years, and whether they can relate this research to archival records. By approaching retired professors who have not yet donated their papers to the campus archives, there is an opportunity to obtain donations of records that document faculties on campus that may not have many of their records in the archives. Newer professors sometimes consult these papers and are interested in colleagues' research in order to carry their own research forward. Retired professors have more time to converse and relate their knowledge and probably want to do so since they are still in the field and want to contribute to their research legacy and may approach colleagues on an archivist's behalf.

Likely Value of this Targeted Approach for University Archives Today

As a core archival function, public programming requires a lot of time and effort to plan, implement, and assess the results. Therefore, is it possible to overemphasize this function by using too much time or money to complete public programmes? Undue emphasis on any archival function can take time and staff away from a balanced approach to all archival functions. To determine if public programming is overemphasized, one must assess how much time the current projects take and if there are projects that demand a lot of time. Archivists will have to determine whether making a higher commitment to a project is worth the risk of taking time from other functions. It might be worth it in the short term, but if a proposed project requires months of constant commitment from current employees then management might have to seek additional funding for more staff to allow for the other functions to continue to be performed according to predetermined goals. Setting goals and assessing the results might be a good solution to prevent

overemphasis on public programming or any other archival function. By looking at what has worked well and by studying other approaches taken at other archives an archivist can set goals that reflect other success stories and adapt them to the scale and resources of their particular archives. To avoid overemphasizing public programming, its success must be measured according to the goals set and achieved in relation to the numbers of users brought in and also to how effectively the records and assistance from archivists help users.

Will the targeted approach actually increase use of archival records in university archives or other archives today? In this case study the interviews got professors to think about their research and how archives could play a role. It also introduced them to someone from the archives on campus for the first time in many cases. The study also learned that these professors were interested at least in hearing 'a pitch' about the archives and being further educated about archives. Their responses indicate that most could well become users of archives at some point. The targeted approach enables the archivist to show how archival records are useful to the selected individuals by searching them out and closing the gap between them and archival records. This case study intended to create new users of archives. It would be too much to expect (although it would please this archivist!) that this exercise result in instantly changing the course of their research for these professors, who, after all, had not done much if any archival research. Although that this did not occur, this experiment with a targeted approach can be deemed a success in that it did prompt a number of the professors to state that they would now use archives sooner or later.

This research shows that it may well be wise to approach new and young faculty when they are hired because the flexibility indicated above in regard to making more room for archives in their future research may be due to their relative youthfulness and need to develop new lines of research over the many years of work ahead of them. Is it the role of archivists to convince those who have not used archives much or at all to make use of archival records in the future? I think it is the role of campus archivists to learn about professors and their interests, identify holdings relevant to them, and help them navigate the complexities of further research using a contextual approach to the history of records, all in order to see if the records might be incorporated into their publishing and teaching. Archivists need to meet professionals at their level and show them what they might not know, fill in gaps in their knowledge of archives, and clarify any misconceptions about their conception of archives and the role of archivists.

University archives today greatly increase their value by introducing their records to new audiences that may not have thought them useful. Without taking an assertive stance toward informing potential users about them, however, these records will likely go underused, or stand idle. Who will then benefit from the time and skills used to preserve knowledge meant for learning in the future? From a financial standpoint, the university administration would want these records to be sought out and used because this is a key service that archives are funded to provide. From an educational perspective, why would a researcher not want to think seriously about using a valuable source for their work? From an archivist's point of view, what group is better to target on campus than professors? Professors are nearby, are professional researchers, and by learning about their specialized fields archivists can see what needs to be collected given that a

university archives has a mandate to collect papers that support the academic community on campus. How will archivists know what to collect to inform future researchers if archivists are unaware of what kinds of records are being created now?

Without bringing information about archives directly to busy professors, archivists will have to rely on the scattered approaches they have used so far and hope that potential new users on campus will notice these efforts, decide for themselves they are relevant, and make the sometimes considerable effort to approach the archives. Although a targeted approach may be too time consuming for some university archivists to employ as fully as possible, its effectiveness in this study in reaching potential new users suggests it should at least be introduced in a modified form in order reap the benefits for professors and archives that it holds out. It can easily be launched in a modest way with a more limited number of interviews than done in this study, oral rather than written "personal research profiles", a few lunch time or other events to make initial contacts or follow up on them, and development of some basic orientation materials for new faculty.

The value of archives to new users is determined by whether they contact archives or visit to do research. When using a targeted approach and targeting a few new users each year, the number of these users coming to the archives may not show a significant rise, but increasing the number of people with a better understanding of archives is sure to increase numbers of new users over time. Annual reports need to reflect the difference between total users and new users because this demonstrates to administration that public programming among the archival functions is essential to showing the relevance of archival records. However, in order for a university archives to be recognized by the

sponsoring institution as a viable recipient of ongoing funds, statistics have to show that users continue to consult archival records in person or by viewing online digitized records or archives web pages. Numbers of users may continue to grow each year, they might hold steady, or they may even decrease for any number of reasons. It is essential to remember that although numbers of users are important to archives, being innovative in public programming develops interpersonal skills and methods of networking motivates staff to continue to think about all the people who may find archives useful. Motivation to continue to innovate and improvise programmes on a tight budget also proves to administration, through annual reports, that archivists are resilient and determined to imagine new uses for old records and to test new approaches to public programmes such as undertaken in this thesis.

Conclusion

Public programming as an archival function has been taken far more seriously by archivists in the last thirty years than ever before in the history of Canadian archives. University archives have used this archival function to their advantage over the years by developing various methods to encourage those on campus and the general public to use their holdings in research. These approaches mostly amount to what may be labeled as scattered approaches whereby the programmes encouraged use, but did not take a more direct approach to search for and engage particular groups of potential new users. In recent years a flood of user studies has gauged what users want and aimed to improve services designed to help researchers explore archives. However, these surveys or user studies mostly focus on the already existing user while not much has been done to attract entirely new users. On university campuses, efforts have been made in recent years to attract undergraduate students. However, there have been no studies to my knowledge dedicated to attracting new users among professors.

This thesis argues that a targeted approach is crucial to understanding new users and developing specialized information packages to educate and bring them to archives to do research. Also, this thesis posits that identifying new users, getting their attention, and introducing oneself is not enough. To fully engage new users, archivists must go one step further and give concrete examples of records that are potentially useful to them. Attracting new users is the only way an archives can raise user numbers.

The case study developed in chapter two serves as a practical example of a targeted approach to public programming that can benefit university archives. It is not an archivist's duty to do extensive research into subject interests for users of archives. But it

will be necessary to do so to some extent in order to demonstrate to targeted new users who may never have even been in an archives that an archives may offer them useful materials and services. This case study shows that even professional researchers like professors stand to gain from a list of repositories and research tips that acquaint them with archives. If archivists are going to target new users, they have to make it worthwhile for them by guiding them towards possible sources in the personal research profile provided in this study and by giving them the tools to do further research on their own (such as the Educational Booklet I provided to them). In so doing university archivists and professors can mutually benefit from building a closer relationship. Over time a targeted approach can continue to create new users in various disciplines in order to maximize the research potential of one of the university's most important but still greatly underutilized information resources -- its archives.

Appendix A

Sample Introductory Letter

(insert current date)

(name of faculty member)

(office number and building name)

University of Manitoba

Winnipeg, MB.

R3T 2N2

Dear *name of faculty member*,

I invite you to participate in my University of Manitoba MA thesis research project in Archival Studies (Department of History). It is designed to help you learn whether using archives can assist your research and to help archivists learn better how to assist academic researchers who have not yet used archives much or at all.

If you are willing to participate, I would like to meet with you briefly to obtain your responses to the questions (**the interview will take approximately 1 hour**) listed under the outline of my project (on the following pages) and to explain how I can respond to your research interests by doing some preliminary research for archival sources that may be of interest to you.

Sincerely,

Jeanette Mockford
Archival Studies MA Student
Department of History
Faculty of Arts
University of Manitoba

Sample Questionnaire

University of Manitoba - Department of History Archival Studies MA Thesis Outline and Questionnaire Researcher: Jeanette Mockford

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds, and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives and Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Name:

Position:

Department:

Length of Service:

2. What are your prior and current research interests?
3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)
4. If you have not used archives, have you ever considered using archives in your research?
5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

6. Are you aware of the existence of the University of Manitoba Archives and Special Collections?
7. What services of possible interest to your research offered by the University of Manitoba Archives and Special Collections are you aware of?
8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

Sample Consent Form



UNIVERSITY
OF MANITOBA

Research Project Title:

From Scattering Seeds to Planting Rows: Bringing New Academic Researchers to University Archives

Researcher(s):

Jeanette Mockford, JMP Archival Studies Student

Please contact me if you have questions:
Email

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The purpose of this research is to explore, through a case study, how to draw new academic users to university archives. Specifically, I want to:

1. Conceptualize a program that would target new users like Arts faculty members at the University of Manitoba;
2. and through interviews I want to determine the knowledge these faculty already have about the Archives on campus and inform them of the possibilities of conducting archival research in the facility.

This project does not involve any more risk than you would experience in your every-day life. A few interview questions relate to your professional experiences and answers to these can be found on the internet, on your personal websites linked to the University of Manitoba departmental homepages or in you published works. The questions that will be asked regarding your knowledge and use of archives are not personal or confidential and do not involve a threat to your personal safety, deception, or physical or emotional stress.

The benefits of this research for you as a researcher/interviewee is that you will become more aware of the prospect of using archival records in your research and that archives like the University of Manitoba Archives & Special Collections here on campus can be a source of records and provide useful reference information about records held at other repositories.

You are being asked to participate in my research. If you agree to participate, you will be asked to answer questions through an interview (8 questions taking about 1 hour to answer). The interview will be audio-recorded, and handwritten notes will be taken.

Given that discussion in the thesis of the subjects' actual research interests is essential, confidentiality cannot truly be protected, as some readers (e.g., colleagues of the participants) may well correctly determine who is being discussed even if names are not revealed. I will thus ask participants to allow their identities to be revealed and linked to their responses to my interview questions as a condition of their participation. Confidential records will not be consulted.

Once the research is complete and **included in my thesis, the published document will be digitized and I will email you a link to the digitized copy so that you can read the results of my research.**

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

Principal Researcher: Jeanette Mockford, JMP Archival Studies Student
Email:

Thesis Supervisor: Dr. Tom Nesmith
Email:
Phone number:

This research has been approved by the Joint-Faculty Research Ethics Board. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Secretariat at 474-7122.

A copy of this consent form has been given to you to keep for your records and reference.

Your name (please print)

Your Signature

Date

Your email address (this address will not be distributed and is only used for emailing you a link to the digitized copy of my published thesis.

Researcher's Signature

Date

This research has been approved by the Joint Faculty Research Ethics Board at the University of Manitoba. If you have concerns about this research project, please contact:

Margaret (Maggie) Bowman
Coordinator - Human Ethics

University of Manitoba
Winnipeg, MB R3T 2N2

Appendix B¹

Transcribed Interviews and Answered Questionnaires

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #1: April 18, 2012

Name: Dr. Hee-Jung Serenity Joo

Position: Assistant Professor

Department: English

Length of Service: 5 years

2. What are your prior and current research interests?

Right now, it's science fiction, so contemporary, and then some of it goes back to [the] 1920s and 1930s, and then before this one it was African American/Asian literature.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

¹ The transcribed interviews are based on the audio-recorded sessions. Punctuation in the transcriptions is based on the recordings and proofreading.

I guess databases and photographs. Most of my research is novels and lit [literature] critiques, journals, magazines, archived journals, and magazines [that are] not academic. Generally, I use journal articles obviously.

4. If you have not used archives, have you ever considered using archives in your research?

Yes, [I] used finding aids online.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

Online archives are accessible but, in terms of library archives they are not difficult. But, they all have a different system that takes a while to get used to. At least a couple [days] -- the flow, how things work, especially special archives. The hours are different, how you look things up is different, and that has to be accounted for. So when I plan grants to go to archives I account for one or two days where you get used to, not only me showing up there, [but] learning how to take the bus [and] how things are done. I haven't done that much archival research, but every archives is different.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

Yes I am.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

That might be related to my work? You know I'm not very familiar with this University's Archives but, what I do know about it is the King James Bible, medieval-based, Canadian-based, Manitoba-based. My work doesn't fit into any of those categories. So I'm kind of aware of the different things that happen around the archives and I know there is the talk that goes on through the Archives: the Rudnycky Lectures. I haven't gone through the archives particularly thoroughly, but I haven't particularly come across anything naturally that would fit my work.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #2: May 4, 2012

Name: Dr. Laura Funk

Position: Assistant Professor

Department: Sociology

Length of Service: less than a year

2. What are your prior and current research interests?

The two main ones are family caregiving and then aging in general and specifically looking at home care and long-term care and policies and practices around that. Mainly health caregiving and aging. Also, another related interest that has spiraled out of control [-- is I] am interested in sociology of the family and am quite interested in couples who live apart in separate homes on a long-term basis. They are called living apart together couples. There is an overlap and I'm interested in ones that are older in age who see this as a lifestyle choice.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

Primarily to this point -- and I'm including my post doc research -- qualitative interviews is the primary method that I use. More recently I've delved into policy documents

internationally and in Canada primarily developed by government, [and] home and community care policies. [I am] doing a review of it in B.C. and sometimes that has been a standalone interest of mine. But, sometimes it's also used to inform qualitative interview studies that I've done. An emerging interest is a discourse analysis of policy documents and then sometimes quantitative data if it's available depending on the project. I'm also quite interested in mixed methods research as well.

4. If you have not used archives, have you ever considered using archives in your research?

I have limited abilities. I searched online because at the time I was looking for contemporary documents, searching online for home and community care clients handbook, policy regulation, rules and responsibilities, and how they are presented to clients. And internationally looking at things like if there was a national caregiving policy which there isn't.

My only exposure is a historical sociology course that I took in my undergraduate year and I [think that] why I don't use archives today is the lack of courses on this at the graduate level. [It] is probably a hindrance here and that may reflect a lack of profs in sociology specializing in historical methods -- at least where I've been in the past. I found the course at the undergraduate level exciting and the teacher was great and at the time I thought I might do something like this for my M.A. and then it didn't happen. And I believe it was some kind of [archives] and I don't always know the difference between archives and historical research in general. I remember a historical project I did back then [and it] must have been [at] an archives I looked up meeting committee notes for some strange committee on hygiene in Vancouver at the [time --] looking at how they talked about mental illness back then and [how] the role of mental health was promoted in Vancouver and how it emerged at the time. And just the lack of courses offered at the grad level and the lack of profs and the lack of supervisors and they usually direct you in the direction of their research. I am open to using [archives] if I can find [them;] I feel like it's something I don't know where to start, because I don't have huge ideas about what is interesting -- maybe looking at home and community care in Manitoba and how it evolved historically. One of my thesis students that I'm supervising this year is doing their thesis on homecare in Manitoba and helped give me context here, but she ended up educating me about what happened in the past in [Manitoba when] they privatized homecare. So there is history there that is interesting and relevant whether it's useful for a paper. Most people consider archives helpful, but mostly historical. And very informative and at the same time there is probably not a lot of articles that summarize the history of homecare. And is it a publishable paper in the end? You would need to know; and a research assistant could help with that [-- to find] interesting background information would be good but how would you or would you put this alongside other things? I was at a loss during doing a policy analysis because I not only lacked (you need to be immersed in the context to really understand the policy context) but, I didn't have as much rich depth to I [understand how] policies are developed over time, and I have a general understanding of policy over [time;] and I can see how archives would get you even more historical understanding. I do know of one colleague here that uses archival

research and I think it depends on your field of study. It would be interesting to know if archival research could even inform that study, which is more about the meanings that people have about care-giving to older parents. You could look at how that has changed over time. In the issue of care-giving I'm interested in the responsibilities for parents -- what that means and I'm sure that there is a bunch of interesting stuff around the legal aspects in Canada that have been brought about, which I don't know about. Because there is this idea that we're abandoning our responsibilities -- but, I try to challenge that a little bit or that we were more responsible in the past. I see the potential and I think that is why this is a good opportunity for me as well because I need some first ideas [about the] available relevant sources.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

Dr. Funk has used archives as an undergraduate, see #4.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

I think so. I think I've heard of it in passing maybe during orientation but, that would be a good place get the faculty during orientation. That's a tip for the Archives. They have practically every organization on campus giving a half hour talk to this group: how can we help you as a new faculty member? I think that would be great. Karen Grant used to organize these things, but she has left now. Again, catch them when they are new (if you quickly got in here); this is why it could be helpful for you and it could be relevant for other disciplines too.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

I'm not aware of any of the services, [this] might be attributed to my newness.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #3: May 8, 2012

Name: Dr. Brooke Milne

Position: Associate Professor

Department: Anthropology, trained as archaeologist

Length of Service: Jan. 2006

2. What are your prior and current research interests?

I'm trained as an archaeologist; my specialization is anthropology. I have been in the Canadian Arctic since 1996 and have done my undergrad to Ph.D focusing specifically on stone tool technology and on an archaeologically defined people known as pre-Dorset. So they are Paleo-Eskimo peoples, the original inhabitants in the Arctic. In terms of broad areas: geographically specifically, Baffin Island in particular, the interior of Baffin [Island.] I'm very interested in trying to use stone tool technology as a proxy from across the region to reconstruct people's mobility patterns and settlements/social organization and then go one step further and [make] interpretations about skill acquisition, group composition, how people are taught, who does the teaching [and] what time of year the teaching takes place. An important component in doing all these interpretive studies [is that] I use ethnographic and ethnohistoric data because fortunately on Baffin Island we have a pretty rich and extensive database. So in using the contemporary and historical information to create realistic models, to test archaeological evidence against, to find similarities, and patterning in material culture. And then you can make interpretive extrapolations that similar activities are the result.

Chert tool stone is its name in North America and in Europe it's referred to as flint -- the most common stone used throughout human history. [Early] Hominids 1.8 million [years ago] were banging tools out of chert. In Ethiopia, people are stilling using chert to make scrapers. It is the most desirable stone to use. It's not available everywhere; you can't just use any stone to make a stone tool. It's ideally 100% silica [and] the greater concentrations of that the glassier it is. It takes on every color combination in the rainbow based on where the stone was formed, the depositional context in which this chert gets made, the compressed deposition of organisms whose bodies consist of silica that usually precipitate out of water environments. And usually when these critters die and fall to the sea floor (through various processes) [they] are compressed into this stone because it is a unique process to form this stone. Where my research has gone recently is trying to geochemically fingerprint -- and it's been very difficult -- because researchers have for decades tried to come up with a smoking gun or technique because chert is an awful stone to work with because of the impurities that get into the stone through formation. So you can have widely divergent fingerprints for stone that might be separated by 10 feet or there are similar fingerprints for stone that [are] separated by hundreds of kilometres; so there's no one for one way to -- so what we've been finding now because chert is the most widely used stone by the Paleo-Eskimo peoples -- for some reason there has been, nobody has bothered, to source this stuff and it's really hard to understand how someone's stone tool technology is organized if you can't figure out where the heck they are getting the stone. That [is] obviously the first step so what we're trying to do is geochemically fingerprint chert found in the interior of Baffin Island because we know it's there. There is a lot of it there. [There] is not a lot of it anywhere else. So in developing this technique -- we actually just got funding last Monday to collect samples from archaeological sites in the coastal areas and compare them to the inland stuff and use that as a proxy, because people were really moving between the inland and coastal areas the same way they were ethnographically and historically. And we can trace it because they are carrying the stone with them -- so you work your stone differently as you travel and you treat it differently depending on how far you are from the source. It really seems quite eloquent, this idea that you can track movement and who is doing what and who they are with. And you know all these kinds of things by just having a reliable geochemical signature.

There is another project we're trying to develop focusing on climate change and the impact on frozen archaeology in the Arctic. It's in the planning stages right now and we would be looking at a site off the northern tip of Baffin Island.

[Dr. Milne submitted more about her research interests during the interview after Question #8 on page 98.]

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

I can tell you that I use ethnographic and ethno-historic [records] that [are] made available by really prominent people: Boaz; Bilby; [and] Valichi. That provides a very important context for being able to understand how people in the more recent past used these areas. Also [I] try to find access to oral histories that have been documented for how people perceive the landscape, what they recollect, the right places to go, how to get there certainly; that's enormous for providing the interpretive framework to make sense of the archaeological material. Government documents -- particularly previous site reports, photographs, [and] if they are available, (it is hard to get access to them) maps -- if they are available through the Geological [Survey] of Canada -- if that is the right terminology. Also, as my research is growing and [I am] making more contacts at the community level, I'm hoping to be able to get permission to access more sensitive stuff. They are diaries. Being able to talk to people directly because we know that oral histories are just a different medium for recording their history and to be able to access [it;] and I'm hoping to be able to expand on that. Interestingly, and much to the credit of [University Archivist] Shelley Sweeney, one of the courses that I had taught this past winter focused on peoples of the Arctic; and having gone to see the resources that are available over in Dafoe in the Archives I was almost ashamed that I didn't know that that was there and [that] I hadn't integrated it as a teaching resource beforehand. So a very large component (25 percent) of the student's grade this year was doing an archival research project for the course and looking at materials that are housed there like photographs and first edition copies. The entire purpose [for] doing that was to get students now to realize that you don't just do research on the computer at home. Get their bums out of their chairs and actually go and feel this stuff; and personally I feel very strongly about this because there is no substitute for being able to make that connection with the document that has that kind of antiquity to it -- or the photographs that are there. It just makes them come alive and I was so happy that the ideal outcome that [I] hoped for was the outcome that they had. Shelley did a presentation for them [students] and we all went to the class. And their instructions were you have to come back and you have to look at each of the different stations and you have to answer the questions about it and start thinking critically: whose history is it? whose lens are you looking through on the documents? I think that some of the materials that had the greatest impact were the news clippings and the inherent colonial and institutional racism depicting Inuit people from the 40s, 50s, and 60s and so forth. It was just that they couldn't believe it, so that was a wonderful experience for them; it was profoundly satisfying for me. Would I like to use more of those materials? In my own research? Absolutely. And it's almost overwhelming since where do you start? How do I find stuff like that? Or I just want to sit down and read it. I don't use as much right now as I would like. I probably used archival research more as an undergraduate student and in large part because we model our teaching strategies on the experiences we ourselves have had. And one of my former instructors, who is now fortunately a colleague of mine, he did exactly that [with] the HARAFF file the (Human Resources Area File). I don't know if we have them here, but also accessing info using microfiche documents and learning how to use the microfiche reader and checking them out and knowing the codes. These things leave an indelible impression on using materials in a different medium, but having to go to the Rare Book Room in order to get out original copies of Arctic ethnography that simply aren't in the stacks, yes, I have done that before and it's exhilarating.

It's a shame, I didn't independently find out about it [University of Manitoba Archives & Special Collections]. I sat on the Dr. Andrew Taylor Committee with Shelley and Skip Koolage. And in one of our first meetings to review applications (I agreed to be on the committee) and met in Shelley's office and was gobsmacked walking around looking at the facility and that's how I learned about it.

4. If you have not used archives, have you ever considered using archives in your research?

Dr. Milne has used archives, but to the extent indicated above.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

I would probably say no, but not for a lack of the information being available, but because I had not thought it out.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

Yes, Shelley having [a] talk with [my] class [and] being on committee with Shelley (Andrew Taylor Committee).

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

Before the Taylor committee work, she: would probably say no, but not for a lack of the info being available, but just because I hadn't thought it out.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

[At the end of the interview Dr. Milne provided more information about her interests] Another area of interest is looking at women and children and their representation because we all know historically they are the lost people. Well they are also the lost people archaeologically. The difficulty is in being an archaeologist. We are really interested in the material component and because there is such an androcentrism in terms of man and technology a lot of times what women and technology were doing was not necessarily ignored on purpose, but was ignored in [the 'splendour'] of man making projectile points and not so much looking at how women carved and maintained their needles and needle cases and that kind of stuff. Also, how did children observe? And through the process of observing? I would love to find some firsthand accounts and they wouldn't have to be from the Arctic per se, but cross-culturally you can make some generalizations [about] women and technology and children and technology.

University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #4: May 9, 2012

Name: Dr. Julia Witt

Position: Assistant Professor

Department: Economics

Length of Service: almost 4 years

2. What are your prior and current research interests?

[Prior Interests:] The general area would be health economics. I have done work on quality of life, cost effectiveness analysis, life insurance, [and] individual decision making about health.

[Current Interests:] Recruitment and retention in remote regions, physicians and nurses, medical decision making. Life insurance: whether or not to allow insurance companies to use genetic test results, some of the focus [is] on individual decisions on genetic testing.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

Journal articles, government publications, as well, books, data sets; for the genetic testing stuff I use life insurance websites, newsletters from medical associations, public health agency records.

4. If you have not used archives, have you ever considered using archives in your research?

[The records listed above, have they come from archives?]

I'm not entirely sure. I know I've had to ask libraries to get a book for me that was not available like that. They had to get [it] from somewhere else that could have come from archives. But, the source was from a library and I asked them to get me this book which was really hard to get; there was a couple of things like that. My definition of archives isn't really that inclusive because when I think of archives I think of old stuff -- ancient books that people go to see.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

Ease of access is another big thing; sometimes when I see an article that is not available at the U of M [University of Manitoba] library on the Internet and I think it's not that important of an article then I probably won't make an effort to get it, if I can't just get it online. But, I do go to the library and get books and do a quick search online since you can get so much more online now.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

I've read about and I've seen signs for the Special Collections.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

I don't remember what the posters I saw were about.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #5: May 10, 2012

Name: Dr. Lucas Tromly

Position: Associate Professor

Department: English

Length of Service: since 2004 (8yrs)

2. What are your prior and current research interests?

My prior interests were primarily American modernism and particularly literature of the American South; and my current interests are travel literature and Asian American literature.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

These days -- because most of the work that I do is contemporary literature -- my research is not particularly archivally-based at all right now, which means I'm using published primary sources: novels, film, and critical theory. But, in the past, particularly when I have been working on Southern literature, I've used late 19th century newspapers and magazines. The most archivally based work that I've ever done was looking at 1888 or 1880 -- Oscar Wilde did a speaking tour throughout the US -- and I was looking for

responses to his speaking tour in Southern print media. Some [I found] on microfilm [and] I started this work when I was a grad student in Toronto and some of it figured in my thesis and I kept going. Here I had a great research assistant who really brought in lots and lots of microfilm, which was great, and I did do one archival trip to the University of Texas at Austin.

4. If you have not used archives, have you ever considered using archives in your research?

In terms of my research now I haven't used archives. Have I considered it? I have absolutely and I think in some ways it would be because I'm working on travel writing. A certain kind of archival research into things like industry advertising could be really interesting but, I think not indispensable. And I think one reason I haven't done it is it may be something for the future, but for the research now I think it's more important that I just try to get it out. So again, I've got an eye to it for future work, but for now not really.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

See Dr. Tromly's answer in #4.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

Existence, yes. In part because I've got friends and colleagues like [English Professor] David Watt who either are really involved with them or have used them. Aware of its existence but, that's as far as it goes.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

I have, but I have to say I've been a bit lazy about really investigating things, and I think this is partially because I'm an Americanist, and some of the stuff I've worked on kind of had to do with regional American cultures. And my sense is that archives have a mandate to sort of collect local. So Southern archives tend to be in the South; so often archives about Asian American material tend to be on the west coast; so you know I would like to make more use of archives here; I just feel like it would be more efficient to go where the stuff is.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #6: May 14, 2012

Name: Dr. Andrea Rounce

Position: Assistant Professor

Department: Political Studies

Length of Service: 2 years

2. What are your prior and current research interests?

Generally speaking, I research and teach in the area of public administration and that takes a number of different paths. I'm interested in public opinion and how governments and citizens interact and I do quite a bit of work on governance within government organizations. So how people in the public service interact with other public servants, how they interact with public servants in different levels of government, how they interact with citizens, and how they interact with people in the voluntary and private sectors as well. I also do work on post-secondary education and primarily on access and affordability; and that is something that expands to encompass a number of different things in terms of government policies, government relations between post-secondary institutions, and government for example. I also do quite a bit of work around research methodologies; both qualitative and quantitative methods are part of my research interests as well as my practice. And last but not least, I have an interest in elections and again how elections are run, how citizens interact with government and politics, who gets involved, who doesn't get involved, and those kinds of things.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

Starting with your list, I have used both government correspondence and government publications fairly extensively, which include memos both internal to government and external coming from government. I've used recordings to a limited extent, but generally things like recordings of parliamentary operations and those kinds of things. I use both fairly frequently in my research and in my teaching. Photographs I've used occasionally but not as a key element in the work that I've done. And in terms of materials created by private people -- not really -- because my focus has been on government. So I use a combination of methods. I do a lot of research with key informants -- so elite interview work. I do a fair amount of work on content analysis of primary documents that come out of government and those kinds of things. I have used documents held -- that come from particular people's collections. The archives in Saskatchewan -- I used some of the former premier's papers when I was doing my work for my dissertation and I've used materials held at the Legislative Archives in Saskatchewan, as well as some data that has been held in the Archives nationally. I do do a lot of online work -- [mostly] government publications (it's rare to find anything in paper now); but one of the things that I find really challenging is accessing the contents of archives and libraries that are not digitized. So a lot of the work that I've done around public opinion has required me to go to legislative libraries and go to archives and gather that information that they have in paper format, but it hasn't yet been digitized in any sort of historical way. So if I'm looking at things over the last decade, chances are what I want [is] online, but if it's anything older than that, most provincial governments in Canada haven't digitized past that point.

4. If you have not used archives, have you ever considered using archives in your research?

Dr. Rounce has used archives, see #3.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

Generally it's location. It's geographic location so when I was doing my Master's work I went to Edmonton to use the library and archives there. I was lucky enough to be able to do that and the same thing for my dissertation research. I was able to physically be on site to actually see information. Otherwise it just wouldn't have been possible for me to do.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

I am. I don't know much else.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

On posters and through the library website.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #7: June 6, 2012

Name: Glenn Clark

Position: Associate Professor

Department: English

Length of Service: 10 years

2. What are your prior and current research interests?

They're both prior and current. I have two large monograph projects underway. The one that's currently most developed is a project contextualizing Shakespeare and other early modern dramatists in terms of the development of the Protestant ministry in 15th-17th century England. So it's about religious change and transformation and its effect on theater. And the second project which is based on my doctoral dissertation, which as a monograph I'm still working on, about the relationship between the representations of taverns and ale houses in early modern English literature and issues of political change and the public sphere and the development of ideas of civility, believe it or not. And there is in fact a relationship between ale houses, taverns and churches, which is how these two projects are connected -- occasional witty, metaphorical, assimilation of the two kinds of spaces.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional

correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

I have used many, many kinds of sources, databases, and archives in my research and in my teaching, and I'm not quite sure how you want this question answered. Much of my research makes use of older documents both printed material and manuscript material. Much of which I locate either online, particularly through Early English Books Online, which is an online archive essentially drawn from a variety of actual physical brick and mortar archives, as well as four or five real archives and libraries in Britain. I look for various early printed books on the topics that interest me -- say on ministers and on drama. I have used quite a few archival letters by ministers. [They] are an important source for me: ministers writing, ministers writing about ministers. One of my articles actually begins with a quotation from the outside of an envelope that enclosed an early 17th century letter from a minister who had attended the execution of another minister who was executed for murder. And the outside of the envelope which contained the letter which was directed -- we're not quite sure who it was directed to unfortunately -- but it looks like it was directed to a senior church official; for example the Archbishop of Canterbury is a likely recipient of this letter. Anyway, the letter detailed what the minister who was executed had done and the events of his execution; and the outside of the letter summarized some of the high points; and so I quoted the outside of this letter and then went into the essay, which sort of showed how this was good context for early modern drama. So early printed books, letters -- that's 90 per cent of it -- and diary entries and journal entries and those include for what it's worth. The most important materials are transcriptions of church services. It was very popular for people who went to church to make notes on those sermons and [they] were transcribed almost from memory, which is something that people who attended plays would also do -- which is one of the reasons why there is an analogy between going to church and listening to a sermon because people memorized them in the same way and made very similar formal use of their ways of transcriptions of plays and sermons, of all things. So those are the three main sources: journal entries, that include transcriptions of sermons, letters and early printed books.

The map of early modern London is a digitization and functions as a platform for dynamic topographical and peripatetic texts. It begins with a particular map of 16th century London. It's been digitized and hyperlinked so that [as] a visitor to the website hosted by the University of Victoria you can go to the website and click on any number of marked locations; and once you click on the locations, a great deal of information about that particular site, say for example, for a theater or a building or a church, or a pub, will appear on the screen with further hyperlinks to documents about that building or that site. And the website has a lot of other functionalities about generating information about early modern London as a geographic and demographic space; so there are lists of teaching resources for teachers, a syllabus from one of my graduate courses is posted there, and a number of others bibliographies of work on history of London and culturally in terms of literature and demography that sort of thing. So it's a multi-functional user-friendly website, and ongoing, and things can be added to it anytime and anybody can add something; it's wiki in that sense. I suppose most of the entries come from the very large editorial board of which I was a member. I was invited around this time last year to

be a member of the editorial board; and I think the major role of the editorial board is to contribute stuff, their syllabi, a paragraph, to add to one of the particular hot links on a location on the map. They can do that; and most of the students are from the University of Victoria who work with the woman who has developed the map of early modern London.

4. If you have not used archives, have you ever considered using archives in your research?

Archives and libraries. I've been to [both] in London that are important for my research. [They] are the British Library, Lambeth Palace Library (that is the official archives of the Church of England), the Bodleian Library at Oxford, and the Gilt Hall Library, and the Dr. Williams Library, which is largely an archive of 16th and 17th century religious documents. For purposes of teaching I have used our very own at the University of Manitoba Archives. I take my early modern literature students to learn a little bit about the collections on Renaissance books and manuscripts that they have there.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

Dr. Clark has used archives, see #4.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

I take second and third year classes to the Archives, and for what it's worth I would not take a first year class to the Archives. I just don't see it fitting into the first-year classes that I actually teach. The books that I wanted to show [the class] I would have pulled and placed on a table and I would go through the books with the students and [alert them] that there [is] a variety of ways for them to access material in the Archives. But, my main purpose was to use a very small amount of archival material to supplement my course rather than to teach the students about the Archives. All the teaching was done by me and was integrated into my class topic of Renaissance literature. I tailored it entirely to my purposes.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

This past year I took my class to the Archives open house day and was actually [one] of the organizers of it. It was called "Opening the Vault". I'm also one of the professors who takes a class in there during the event and even at that point I'm using that class for my own purposes by pulling stuff I want them to see for the course on Renaissance literature. I was introduced to the quality of Medieval and late Renaissance [material] in our Archives by my colleague Judith Owens, who had found out from Shelley [Sweeney,] but it was only 3-4 years ago that we started active use of the Archives and learned how valuable it can be for our students, taking Renaissance literature courses from us. And

through this I've found out about catalogues like the Dysart catalogue; and our colleague at Canadian Mennonite University, Prof. Paul Dyck, was important in helping Judith learn about how interesting some of the materials are because he was a co-author of a catalogue and curator of a display at the Archives ten years ago now. And for what it's worth I've used printed and electronic catalogues from the Archives.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Interview #8: June 13, 2012

Name: Jason Edgerton

Position: Assistant Professor

Department: Sociology

Length of Service: 3 yrs.

2. What are your prior and current research interests?

My general area is social inequality. I've been focusing mainly on the area of sociology and education and within that educational inequality -- currently mostly quantitative sorts of things. Looking at datasets such as a program for international student assessment such as PISA (Program for International Student Assessment), which is a multinational dataset looking at some key sources of inequality like gender; and [I] have been using variables from that survey to quantify, and empirically test, some of the ideas by Pierre Bourdieu around educational inequalities that he's talked about, and are abstract in a lot of ways -- finding ways to operationalize and measure these abstract ways. So the majority of my research has been in that area.

Other areas I might move into include consumer behaviour but, I'm not sure how far I'll go with that. I'm looking at going into doing some gambling research and that sort of stuff available through the Manitoba Gaming Commission and related to addictions and mental health. But, right now I'm focusing on educational inequality and how it relates to social inequality. Particularly, within educational inequality there are social/economic

gradients, your background influences, your educational attainment, your background, your social/economic status, which influence your educational attainment, which then influences your subsequent socio-economic status that you pass on to your children.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

The data I use is government data, like PISA, most of it is available publicly, and in Canada a linked survey by Stats Canada called YITS (Youth in Transition Survey) -- and the only way you can access it is to go to the RDC data centres. So I had to go there for all my data [and] all my research has been related to [that] recently. And then books and articles from the library for literature and those kinds of things.

4. If you have not used archives, have you ever considered using archives in your research?

No I've never used archives.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

I've never given a lot of consideration to archives because I haven't thought about how it might presently inform my work. I can see how it might inform trends in educational inequality in history throughout time in Canada. And I mostly look at quantitative stuff.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

I've seen that term on the website when I'm looking for digital collections, I remember seeing that link, but, I've never followed it.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

[I am] not aware of anything.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Name: Erin Wilkinson

Position: Assistant Professor

Department: Linguistics

Length of Service: 3 years

2. What are your prior and current research interests?

My research primarily focuses on signed language linguistics, including typology and corpus-based research. I compare structures of different signed languages to see what generalizations can be drawn about the large scope of signed languages. Also, I do corpus-based research on the Canadian variation of American Sign Language. My recent study examined a grammatical category of an emphatic marker that also functions as a reflexive pronoun (aka SELF) in AS. Specifically, I investigated whether sociolinguistic factors of geographical region, age, and genre types affect the usage of SELF among Canadian and American signers.

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

Since I work with visual languages, I often have to collect data -- since signed languages are rarely preserved (and/or digitalized), let alone are archived in libraries. However, in

the past, I have relied on commercial videotapes for my research. Our group here in the Linguistics department is developing a large-scaled, corpus-based database of Canadian ASL that will lead to the (possibly) first official language archive of Canadian ASL in a visual medium.

Alternatively, I doubt that archives would be a useful medium for me to learn more about visual languages except if I start a new project about the history of Canadian ASL. This would be an interesting venue to pursue as I can see that Canadian ASL has some lexical variation that is different from the States. These lexical signs carry some historical significance, and I suspect can be investigated via materials stored in the archives -- such as how did the government decide to send some Western Canadian Deaf students to Montreal instead [of] to BC during World War II? What about the school for the Deaf in Amherst, NB where so many deaf signers used a distinct language variation called Maritimes Sign Language that is directly tied to old British Sign Language (BSL) or at least the Old Kent variation of BSL. (By the way, Maritimes Sign Language now is moribund). Canadian ASL reveals tell-tale clues about Canadian deaf history; however, one should ask: what exactly was the correlation between the Canadian government's decision and the migration of the deaf Canadians that shaped distinct variations of ASL within ASL. Clif Corbin wrote a seminal book entitled *Deaf History in Canada*, but there continues to be much more work to investigate. Obviously, filtering information will be time-consuming, as I have no idea where to start myself. (My background is not in history.)

Those particular interests could be examined more if one could access a variety of archives in Canadian libraries. However, my chief interests focus on language use, not historical aspects of language. But, I do some work with respect to language variation and change, and if someone could assist me with some particular information about historical aspects of Canadian Deaf population and their language use -- then that would be great!

4. If you have not used archives, have you ever considered using archives in your research?

No.

But, there is a chance. Read above for further information.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

Generally irrelevant, but if I wish to learn more about historical changes of ASL in particular to the Canadian variation, then it is possible for me to consider using archives.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

No.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

I have no idea what they have to offer.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

Sure.

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Name: Andrew Woolford

Position: Professor

Department: Sociology

Length of Service: 10 yrs

2. What are your prior and current research interests?

- Indian Residential Schools + Federal Boarding Schools (US)
- Genocide studies
- Inner-city neoliberalism

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

Government Archives, University-based Archives, Digital Archives
(including diaries, institutional correspondence, institutional reports, transcribed oral history interviews, memos, departmental circulars).

- qualitative interviews + observation-based data
(TRC)

4. If you have not used archives, have you ever considered using archives in your research?

N/A

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

N/A

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

Yes.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

- There are only a few minor sources related to residential schools (that I know of) that are of interest to me.

- If we get the TRC National Research Centre, I expect to use

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

services
much
more.

- My RA has
consulted w/
U of M archivists
on my behalf.

**University of Manitoba - Department of History
Archival Studies MA Thesis Outline and Questionnaire
Researcher: Jeanette Mockford**

Outline:

I am doing this research in order to try to widen the number of academic researchers who use archives. Archives do not seem to be used by many academic researchers. There may be many reasons for this. I would like to explore those reasons with a small sample of academics in the Faculty of Arts at the University of Manitoba who have varying disciplinary backgrounds and offer them a pilot version of archival services that might help them locate and use archival materials of interest to them both at the University of Manitoba Archives & Special Collections and other archives.

Questionnaire:

1. Would you please provide your name, academic position, department, and length of service as a full-time faculty member at the University of Manitoba, and any other universities (if applicable)?

Name: Kenneth MacKendrick

Position: Associate Professor

Department: Religion

Length of Service: 2002 (full time equivalent)

2. What are your prior and current research interests?

My research is spread across three areas.

- 1) critical social theory (focusing on the writings of Jürgen Habermas and critics)
- 2) cognitive theory, religion, and imagination (focusing on pretense, ritual, and theory of mind)
- 3) research related to teaching (method and theory in the study of religion, evil in world religions, death and concepts of the future)
- 4) A couple years ago I did some research on American author Chuck Palahniuk

3. What sources of information have you used in your research? (Please mention whether you have used archival materials, such as government or other institutional correspondence, memos, sound recordings, databases and photographs, and/or the letters, diaries, maps, sound recordings, and photographs created by private persons?)

Monographs, periodicals. I have not used archival documents for my research. However, I did make extensive use of interviews, transcripts, sound recordings, video recordings, and blogs for my research on Palahniuk. All the material used was located on the internet and archived privately with the help of a research assistant.

4. If you have not used archives, have you ever considered using archives in your research?

Yes. My 2) project involves research on imaginary companions. A great deal of research on imagination and children has been conducted at the University of Oregon. The raw data of several hundred interviews and tests is archived.

5. If you have considered using archives and chose not to, what caused you to decide not to use archives?

At this point funding for travel is the only issue.

6. Are you aware of the existence of the University of Manitoba Archives & Special Collections?

Yes.

7. What services of possible interest to your research offered by the University of Manitoba Archives & Special Collections are you aware of?

None.

8. When I have submitted my written report to you on archival research that I have done for you, I will ask you to comment on its value to your research.

Yes.

Appendix C²

Personalized Profiles Given to Professors

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Hee-Jung Serenity Joo

Assistant Professor, English Department, University of Manitoba

Research Interests: African American and Asian Literature, 1920s-1930s science fiction

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

The Winnipeg Tribune webpage:

The Winnipeg Tribune, one of western Canada's oldest newspapers, ran from 1890 to 1980. The *Tribune* was a rival to the *Winnipeg Free Press*. While it had excellent coverage of local events and personalities, it also reported on national and international news.

After the sudden collapse of the newspaper, the paper's "morgue files", dating from the 1930s to 1980, consisting of photographs and folders of clippings on local, national, and international subjects and personalities, were acquired by Archives & Special Collections. Subsequently, three collections of *Tribune* negatives were also donated by private citizens. Microfilms of both the newspaper and the subject folders are also available.

See File # 6020 Science Fiction 1977-1980 for Tribune newsclippings.

Finding aid for The Winnipeg Tribune webpage:

<http://umanitoba.ca/libraries/units/archives/tribune/index.html>

² Archival descriptions and contact and address information are copied from archives websites listed in personalized profiles.

3) Records held in Canadian archives

Address:

Library and Archives Canada
395 Wellington Street
Ottawa, ON K1A 0N4
CANADA

Phone: 1-613-996-5115 or 1-866-578-7777 (toll-free in Canada and the US)

Email: (see question forms at this link)

<http://www.collectionscanada.gc.ca/the-public/005-2021-e.php>

Hours: (Eastern Standard Time)

Monday, Wednesday and Friday

9:00 a.m. to 4:00 p.m.

Tuesday and Thursday

10:00 a.m. to 5:00 p.m.

Closed on Statutory Holidays

Library and Archives Canada website:

<http://www.collectionscanada.gc.ca/index-e.html>

Out of This World: Canadian Science Fiction and Fantasy webpage:

http://epe.lac-bac.gc.ca/100/200/301/nlc-bnc/out_this_world_cdn_scienc-ef/esci-fi.htm

Out of This World: Canadian Science Fiction and Fantasy is an exhibition produced after four years of time, travel and research into Canada's considerable body of science fiction and fantasy literature. Produced by the National Library of Canada in conjunction with the Toronto Public Library's Merril Collection of Science Fiction, Speculation and Fantasy, this is the electronic version of the exhibition which originally opened May 13, 1995 at the National Library of Canada in Ottawa.

The purpose of this exhibition is both to celebrate and define the rich heritage of Canadian science fiction and speculative fiction within a historical and international context. The items presented represent a variety of media including books and magazines, as well as the artistic and intellectual achievements of an evolving high-tech world in the form of sound, visuals, music and animation.

4) Records held in American archives

Address:

University of California - Riverside Libraries
Special Collections & Archives
Tomás Rivera Library, 4th floor

Phone: 1- 951-827-3233

Hours: Monday-Friday, 9am-5pm

Special Collections & Archives website

<http://library.ucr.edu/?view=collections/spcol>

The Eaton Collection

<http://eaton.ucr.edu/>

The Eaton Collection of Science Fiction & Fantasy is the largest publicly-accessible collection of science fiction, fantasy, horror and utopian literature in the world. It is housed in the UC Riverside Libraries' Special Collections & Archives in the Tomás Rivera Library.

The collection is a major resource for research and is visited by scholars from around the world for both its American and international holdings. It features over 300,000 holdings including:

- Over 100,000 hardback and paperback books.
- Full runs of many pulp magazines.
- Nearly 100,000 fanzines.
- Film and visual material, including 500 shooting scripts from science fiction films.
- Comic books, anime and manga.

Collectible ephemera and realia, including cards, posters, pins and action figures.

Also see: California State University - Long Beach Research Guide for a national guide to Science Fiction, Fantasy, Horror, & Utopian Literature and Media:

<http://csulb.libguides.com/content.php?pid=115178&sid=1790586>

University of South Florida Special & Digital Collections - Science Fiction & Fantasy collection:

<http://www.lib.usf.edu/special-collections/science-fiction-fantasy/>

5) Records held in other international archives³

Address:

Andy Sawyer, Science Fiction Librarian
 Special Collections & Archives, Sydney Jones Library
 University of Liverpool, PO Box 123
 Liverpool. L69 3DA

³ Permission granted on August 13, 2013 for "Science Fiction Hub" and "Contact Us" information from Andy Sawyer, Science Fiction Librarian, Special Collections and Archives, University of Liverpool Library.

Phone: (0151) 794 2696

Email: asawyer@liv.ac.uk

Hours:

Monday - Friday: 9:30am - 4:45pm

Appointments must be made at least one day in advance.

Archives website:

<http://www.sfhub.ac.uk/>

The Science Fiction collections in the University Library's Special Collections & Archives comprise Europe's largest catalogued collection of SF material, including the Science Fiction Foundation Collection and a wealth of literary archives.

Over 35,000 books from the earliest examples of speculative fiction to the present day, accompanied by 2,500 critical works. Holdings are comprehensive for many English-language writers but, geographical coverage is wide-ranging with French, German and Eastern European writers featuring strongly.

With over 2,500 periodical titles it is one of the most extensive collections of critical journals, fanzines & fiction magazines in the world. Many titles have been indexed at article level for the first time in our SF Catalogue.

Extensive archival collections containing the papers and manuscripts of some of the most important writers in the genre, including John Wyndham, Olaf Stapledon, John Brunner, Eric Frank Russell, Brian Aldiss and many other leading authors.

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Laura Funk

Assistant Professor, Sociology Department, University of Manitoba

Research Interests: family care-giving and aging, "living apart together couples"

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Aging in Manitoba Longitudinal Study fonds

Call Number: Mss 299, Tc 140, El 10 (A.08-158)

The Aging in Manitoba Longitudinal Study began in 1971 under the direction of Dr. Betty Havens, and was initially run through Manitoba Health and then through the University of Manitoba. It was funded by the provincial and federal governments.

A.I.M. was a large-scale longitudinal panel study of older adults in Manitoba that included nearly 9000 participants throughout the province. The design of the study included three independent cross-sectional samples that were conducted in 1971, 1976, and 1983. These samples were subsequently followed in 1983-1984, 1990, 1996, 1997, 2001, 2005, and 2006. The interviews collected information on socio-demographic, social psychological, physical and mental health status and functioning, economics, leisure activities, care and support networks and consumption of services. Overall, A.I.M. provided both cross-sectional and longitudinal data that represent 30 years of research on the experience of aging for older Manitobans. Research using A.I.M. data has addressed such issues as social isolation and loneliness, self-perceived financial security, self-perceived health status, use of physical services, successful aging, formal and informal social support and care, and sample mortality.

Dr. Betty Havens was the director and principal investigator of the Aging in Manitoba study from its inception in 1971 to her death in 2005, whereupon leadership of the study passed to Dr. Barbara Payne. The Aging in Manitoba Longitudinal Study concluded in 2007.

Finding aid webpage:

http://www.umanitoba.ca/libraries/units/archives/collections/complete_holdings/ead/html/AIMstudy.shtml

3) Records held in Canadian archives**Address:**

City of Vancouver Archives
1150 Chestnut St
Vancouver, BC
V6J 3J9

Phone: 1-604-736-8561

Email: archives@vancouver.ca

Hours of operation:

Monday to Friday 9:00am to 5:00pm
Staff assistance 10:00am to 4:45pm

Title:

Vancouver Health Department fonds

Administrative History:

The Health Department was formally legislated into existence in 1953 by provincial statute (Act to Supercede [sic] and Replace the Vancouver Incorporation Act, 1921). It has, however, existed de facto since the time of incorporation of the City of Vancouver in 1886. At that time, a Health Committee of City Council was established. From the earliest years, the Committee was known and referred to as both the Board of Health and the Health Department. The Health Department, as an administrative unit of city government and formally headed by a Medical Health Officer, has been recognized since 1904. Its mandate has been established through a combination of city by-laws and provincial statutes. In 1886, under the provisions of the original Vancouver Incorporation Act, City Council was empowered to pass by-laws and establish a civic department for the maintenance of civic health. The first civic health by-law (By-law no. 7), passed in 1887 and subsequent by-laws and amendments have established the authority to eliminate unhealthy or dangerous environmental health conditions, to provide health treatment (both clinical and preventive) and public health education, and to provide a varied range of social services to the community. Various provincial statutes, most notably the Health Act, have delegated powers of enforcement of increasingly detailed provincial environmental health and health care regulations to the Health Department. The Department has also been responsible for enforcement of federal government regulations relating to food purity and environmental control. Over the years, the Department has been given responsibility for twelve functions: environmental health inspection and control; communicable disease control; medical (clinical and preventive) services; public health nursing; mental health services; dental services; continuing care services; relief work; occupational health services; continuing care facilities licensing; bacteriological

and chemical analysis and; cemetery and morgue administration. By 1995 the Health Department was organized into the following divisions: City Analyst Lab, Central Office, Continuing Care, Environmental Health, Mountain View Cemetery, Occupational Health, Health Units. Since January 1, 1996, responsibility for health has been vested in the Vancouver/Richmond Health Board. For a more detailed history, please consult the inventory of the Health Department fonds.

Scope And Content:

Fonds consists of the following record series, all related to public health functions, which are listed by creating offices to the divisional level (please note that the director's position, which is treated as a division, is called Medical Health Officer). Vancouver (B.C.). Health Department - Administrative Officer's subject files, 1913-1977, series 153; Annual reports, 1906-1991, series 604; Central Registry file classification list, 1977-1983, series 131; Central Registry housekeeping subject files, 1970-1990, series 643; Central Registry Metropolitan Board of Health files, 1963-1991, series 147; Central Registry program subject files, 1934-1992, series 132; Community Health Nursing photographs, ca. 1975, series 443; Community Health Nursing subject files, 1936-1978, series 155; Deputy Medical Health Officer's records, 1920-1974, series 151; Health Educator research and evaluation proposals, 1973-1976, series 159; Healthiest Babies Possible client files, 1983-1992, series 494; Miscellaneous records, 1940-1986, series 161; Mountain View Cemetery registers, 1887-1965, series 152; Newsclippings and photographs, 1966-1991, series 512; Photographs of Medical Health Officers, ca. 1930 - ca. 1975, series 489; Public Health Services subject files, 1942-1973, series 160; Publications in City Publications Collection, 1906-1996, series 603; Senior Nutritionist's subject files, 1926-1974, series 157; Speech Pathology subject files, 1972-1977, series 158. Vancouver (B.C.). Health Department. City Analyst's Laboratory - Certificates of analysis for City Coroner, 1949-1971, series 75; Correspondence and analyses, 1959-1982, series 72; Journal, 1949-1950, series 74; Photographs, 197-?, series 170; Sudden death investigation reports, 1956-1959, series 73. Vancouver (B.C.). Health Department. Clinical Services Division - Director's subject files, 1942-1974, series 154. Vancouver (B.C.). **Health Department. Continuing Care Division - Annual reports, 1984-1995, series 606; Continuing Care and Long Term Care subject files, 1978-1990, series 496; Long Term Care manuals, 1978-1984, series 534; Long Term Care subject files, 1979, series 128; Volunteers for Seniors in long term care, 1960-1978, series 129, Volunteers for Seniors subject files, 1963-1986, series 104.** Vancouver (B.C.). Health Department. Dental Health Services Division - Director's subject files, 1944-1977, series 156. Vancouver (B.C.). Health Department. Environmental Health Division - Director's operational subject files, 1913-1978, series 69; Health inspection records, 1930-1982, series 71; Photographs and newsclippings, 1909-1925, series 162; Subject files, 1956-1977, series 70. Vancouver (B.C.). Health Department. Home Care Division - Housekeeping subject files, 1971-1983, series 495. Vancouver (B.C.). Health Department. Mental Health Services Division - Director's subject files, 1928-1976, series 102; Senior Psychologist's subject files, 1969-1978, series 103. Vancouver (B.C.). Health Department. Occupational Health Division - Program records, 1961-1992, series 628. Vancouver (B.C.). Medical Health Officer - Annual reports, 1906-1936, series 605; Subject files, 1886-1978, series 101.

Restrictions On Access:

Access to particular series or files has been restricted where sensitive, personal information is involved. For access to the restricted records, please consult the archivist.

To find item level description for bolded keywords listed in the Scope and Content (above) enter the keywords at the City of Vancouver Archives webpage (below) and if the webpage times out, contact the Archives by email and request further information about particular records and inform them that this problem is occurring:

<http://searcharchives.vancouver.ca/>

4) Records held in American archives**Address:**

National Archive of Computerized Data on Aging (NACDA)
University of Michigan

Telephone: James W. McNally, Ph.D. 734-615-9520
or 1-734-647-2200

Email: netmail@icpsr.umich.edu

The National Archive of Computerized Data on Aging (NACDA), located within ICPSR, is funded by the National Institute on Aging. NACDA's mission is to advance research on aging by helping researchers to profit from the under-exploited potential of a broad range of datasets.

NACDA acquires and preserves data relevant to gerontological research, processing as needed to promote effective research use, disseminates them to researchers, and facilitates their use. By preserving and making available the largest library of electronic data on aging in the United States, NACDA offers opportunities for secondary analysis on major issues of scientific and policy relevance.

The NACDA staff represents a team of professional researchers, archivists and technicians who work together to obtain, process, distribute, and promote data relevant to aging research.

National Archive of Computerized Data on Aging: enter search terms or browse by subject near the bottom of the page (VI. Health care needs, utilization, and financing for older adults) using the following web address:

To view this website, visit:

<http://www.icpsr.umich.edu/icpsrweb/NACDA/search.jsp>

5) Records held in other international archives

Address:

The National Archives United Kingdom
Kew, Richmond, Surrey, TW9 4DU

Phone: +44 (0) 20 8876 3444

Email: Fill in general enquiries form at this webpage:

<http://www.nationalarchives.gov.uk/contact/contactform.asp?id=1>

Hours:

Monday: 09:00 - 17:00 (switchboard service only)

Tuesday: 09:00 - 19:00

Wednesday: 09:00 - 17:00

Thursday: 09:00 - 19:00

Friday: 09:00 - 17:00

Saturday: 09:00 - 17:00

Electronic Records Online: Ministry of Labor and successors: records of departments responsible for labour and employment matters and related bodies

Call Number: LAB 120/507 - External Organisations: Guide to Information for Clients with Special Needs

Carers UK is a charity set up to help the millions of people who care for family or friends. We provide information and advice about caring alongside practical and emotional support for carers . Carers UK also campaigns to make life better for carers and influences policy makers, employers and service providers, to help them improve carers' lives.

Visit webpage listed below and click on the red box that reads "View this Record" to view pdf of "External Organisations: Guide to Information for Clients with Special Needs"

<http://www.nationalarchives.gov.uk/ero/details.aspx?seriesid=63907&deliverableUnitId=2207&entrypoint=LAB/120/507/P2/Es415x.pdf>

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Brooke Milne

Associate Professor, Anthropology Department, University of Manitoba

Research Interests: Reconstructing mobility patterns, settlements, and social organization through tracking stone tool technology made by the Paleo-Eskimo people on Baffin Island

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

John Matthiasson fonds

Call Number: Pc 221 (A.07-33)

Title: John Matthiasson fonds.

Dates: 1967-1975.

Extent: 395 slides.

Biographical sketch: Dr. John Matthiasson was a Professor of Anthropology at the University of Manitoba. He received a B.A. in Sociology and Philosophy from United College (University of Winnipeg), an M.A. in Sociology and Anthropology from Michigan State University, and a Ph.D. in Cultural Anthropology. He taught at many universities including Marquette University, University of Saskatchewan, Baden Baden University in Germany, and University of Manitoba. Dr. John Matthiasson retired from the University of Manitoba in 1997.

Matthiasson was born on December 21, 1936 in Randolph, Wisconsin to Icelandic parents. As a second generation Icelandic-Canadian, he was very active in the Icelandic community. Part of his research was dedicated to Icelanders adapting to their new homeland. He was an editor of the *Icelandic Canadian* newspaper and served on the board of the New Iceland Heritage Museum.

Dr. John Matthiasson was an authority on ethnography of far-north cultures. He spent 13 months in 1963 and 1964 living and hunting with the Inuit people on Baffin Island. In his book, *Living on the Land: Culture Change Among the Inuit of Baffin Island* (1992), he recorded traditional Inuit society before its transition to settlements. He also published

many articles and dedicated much of his life to Canadian First Nations issues and their increasing difficulties facing modern Canadian society. As an anthropologist, he traveled to many far away places including Iquazu Fall, Argentina, Tikal, Guatemala, and Asuncion, Paraguay. Dr. John Matthiasson passed away on June 16, 2001.

Custodial history: The fonds was donated to University of Manitoba Archives & Special Collections by John Matthiasson's wife in 2007.

Scope and content: The fonds consists of 395 slides from Dr. John Matthiasson's anthropology research trips.

Restrictions: There are no restrictions on this material.

Finding aid: Finding aid currently not available. Contact the Archives for more information.

3) Records held in Canadian archives

Address:

Trent University Archives
Thomas J. Bata Library
1600 West Bank Dr.
Peterborough ON
Canada
K9J 7B8

Phone: 1-705-748-1011 ext. 7413 (includes voice-mail)

Email: Appointments, research inquiries and general correspondence:
archives@trentu.ca

Hours:

As we are sometimes closed for meetings, classes, etc. during our normal hours of operation, we ask researchers to please contact the Archives archives@trentu.ca and make an appointment to ensure access.

Our normal hours of operation are as follows:

January - April 2013

Monday, Thursday, Friday: 9:00 a.m. - 4:30 p.m. (closed 1/2 hour at 12:30 p.m.)

Tuesday: 12:00 noon - 7:30 p.m.

Wednesday: 9:00 a.m. - 7:30 p.m.

May 2013

Summer hours resume. To be announced.

We are closed on weekends and statutory holidays.

Visit webpage below to find pdf of Bibliography of Polar and Arctic Books in the Special Collections at Trent University Archives:

<http://www.trentu.ca/admin/library/archives/BiblPolar%20PDF%202012.pdf>

The North: The holdings are very strong in books about the North and Northern exploration. Many are rare and some may be unique. The bibliography serves as an excellent resource which brings together all the items relating to the North.

To view "Selected Trent University Archives Resources Related to Northern Studies that are linked to publications in the Special Collections", visit:

<http://cat3.lib.trentu.ca:81/library/archives/special.htm>

4) Records held in American archives

Address:

University of Alaska Fairbanks
Alaska and Polar Regions Collections & Archives
Elmer E. Rasmuson Library
310 Tanana Loop, PO Box 756808
Fairbanks, Alaska USA 99775-6808

Phone:

1-907- 474-2791

Email:

UAF-APR-reference-Service@alaska.edu

Hours:

Monday -Friday 10:00am-5:00pm

Special Hours

Saturday, March 2 1:00pm-5:00pm

Saturday, April 6 1:00pm-5:00pm

Saturday, May 4 1:00pm-5:00pm

Closed

Friday, March 15 (Spring Recess)

Monday, May 27 (Memorial Day)

Alaska and Polar Regions Collections & Archives

The Alaska and Polar Regions Collections & Archives (APR) hold exceptional resources for the study of Alaska's history, politics, and culture, as well as significant international Polar research materials with an emphasis on the circumpolar north. APR serves a local, national, and international research community with 150,000 monograph and serial volumes, 11,000 rare books and maps, over 20,000 linear feet of archives and manuscripts, more than 1 million photographs, nearly 1 million feet of historical moving image footage, and close to 10,000 hours of oral history recordings. The department consists of the following units and special projects: Archives and Manuscripts, Oral History, Project Jukebox, Alaskan and Rare Books, the Alaska Film Archives, Alaska's Digital Archives, the ANCSA project, the Rasmuson Translation Series project, and the Ted Stevens Papers Project.

Most APR collections are accessed in the Research Room, located on the 2nd floor of the Elmer E. Rasmuson Library. These materials include archives, historical manuscripts, historical photographs, rare books and maps, oral histories, and archival films documenting life in Alaska from before the Russian period through the 21st century.

Find Alaska & Polar Regions materials:

- Library Catalog--for books, rare books & maps, oral histories, archival film, and most manuscript collections.
- Alaska & Polar Periodical Index--for periodical and newspaper articles.
- Alaska's Digital Archives--to view selected historical photographs, archival film, oral histories, rare maps, historical documents, and museum objects.
- StarArchives--for more detailed descriptions of manuscript and archival collections.
- Project Jukebox--for oral histories presented in a multimedia exhibit.
- Ted Stevens Papers Project.

To view the above links, visit:

<http://library.uaf.edu/apr>

5) Records held in other international archives

Address:

Scott Polar Research Institute
University of Cambridge
Lensfield Road
Cambridge
CB2 1ER

Phone: +44 (0)1223 336540 (switchboard)

Email: enquiries@spri.cam.ac.uk

Please note that due to demand you will need to reserve a reader's desk to access archival material.

The Thomas H. Manning Polar Archives

The Institute's archives hold one of the largest collections of manuscript and other unpublished material relating to the Arctic and Antarctic regions, and to many persons who have worked there.

Finding aids:

Published Catalogue: *Manuscripts in the Scott Polar Research Institute, Cambridge, England* by Clive Holland (London and New York, Garland Publishing, ISBN 0 8240 9394 1). Published in 1982

On line Catalogue: The archive collections can be searched on line via the Archives Hub. Search by personal name or expedition.

Scope and Content: The collections relate primarily to British Expeditions and British Explorers. About half the collection is of Antarctic interest and covers all parts of the continent and islands. For the Arctic the exploration of northern Canada is particularly well represented, although all other regions are covered to some extent (notably Greenland and Svalbard)

Detailed chronologies of Arctic and Antarctic exploration, largely based on SPRI records include:

- *The exploration of northern Canada* by Alan Cooke and Clive Holland; (Toronto, Arctic History Press, ISBN 0 7710 2265 4)
- *Arctic exploration and development c.500 B.C. to 1915* by Clive Holland; (New York and London, Garland Press, ISBN 0 8240 7648 6)
- *A Chronology of Antarctic exploration* by Robert Headland; (London, Bernard Quaritch Ltd, ISBN 978-0-9550852-8-4)

The material held in the Archives has been received from a large variety of sources. This includes gifts and loans. It includes some recent important additions which demonstrate the continued generosity of several benefactors. Other material is sometimes acquired by purchase. Presently, prices for items with polar interest are high and increasing, thus fund raising forms a substantial part of the Institute's work and is a significant problem for the collections.

A note on requirements for access to manuscript and other archival items at the Institute is available from the Archivist, who will advise on particular fields of investigation. It is necessary to make an appointment to use the material; some periods may be restricted owing to prior bookings, special events, and availability of staff. Archival material is not made available outside the Institute. Requests for further information should be made to the Archivist, Miss Naomi Boneham.

The Institute also houses the world's most comprehensive Arctic and Antarctic library. Readers using the archives also have access to this published material, including the large collection of maps and charts.

To view above links for information to contact and access the Archives or view finding aids, visit:

<http://www.spri.cam.ac.uk/library/archives/>

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Julia Witt

Assistant Professor, Economics Department, University of Manitoba

Research Interests: Quality of life, cost effectiveness analysis, recruitment and retention of nurses and doctors in remote regions, and medical decision-making

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday

8:30am - 4:30pm

Map to find University of Manitoba Archives & Special Collections,

330 Elizabeth Dafoe Library

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Helen Glass fonds

Call Number: Mss 124, Pc 134, Tc 83 (A.91-22, A.00-55, A.02-07)

Dates: 1957-2001.

Extent: 9.08 m of textual records and other material.

Biographical sketch: Dr. Helen Glass was born in Regina, Saskatchewan in 1917. She received her Bachelor of Nursing from Teachers' College, Columbia University in 1960, followed by a M.A., a M.Ed., and finally a Ph.D. of Education in 1971, also from Columbia. She began teaching nursing courses at the University of Manitoba in 1953. Devoted to enhancing the profession of nursing and the quality of medical care, Glass was founder of the Manitoba Nursing Research Institute, President of the Manitoba Association of Registered Nurses, President of the Canadian Nurses Association and first Vice-President of the International Council of Nurses. She served on the Canadian Delegation to the World Health Assembly in 1983 and again in 1985. Dr. Helen Glass retired officially from the School of Nursing in 1986. She is still active as Professor Emerita.

Custodial history: The fonds was donated to University of Manitoba Archives & Special Collections by Dr. Helen Glass in 1991, 2000, and 2002.

Scope and content: The fonds contains Dr. Glass' career papers, correspondence, association presidency files, reports, speeches, studies, photographs, and extensive committee papers.

Restrictions: There are no restrictions on this material.

Accruals: Further accruals to the fonds are expected.

Finding aid: A printed finding aid is available in the Archives' reading room and an on-line finding aid is available below:

http://umanitoba.ca/libraries/units/archives/collections/complete_holdings/ead/html/glass.shtml

3) Records held in Canadian archives

Address:

British Columbia Medical Association Archives
115-1665 West Broadway
Vancouver, B.C.
V6J 5A4

Phone: 1-800-665-2262 (toll-free)

Hours: 8:30 - 4:30 (contact them to make sure it is 7 days a week.)

The BCMA Archives acquires the institutional records of the B.C. Medical Association and affiliated societies, such as the B.C. Surgical Society and the Vancouver Medical Association, and the personal papers of members and former members of the BCMA.

Holdings:

Total Volume: 200 linear feet
Inclusive Dates: 1885-1993
Predominant Dates: 1960-1993

Visit the BCMA Archives website and enter keywords relevant to your research like "life insurance", "doctors" or "physicians" in the "Holdings" search on the right of the webpage:

<http://memorybc.ca/british-columbia-medical-association-archives;isdiah>

4) Records held in American archives

Address:

National Archives and Records Administration
8601 Adelphi Road
College Park, MD
20740-6001

Phone: 1-301-837-2000

Customer Service Center Telephone Number: 1-866-272-6272

Email: visit this link to email inquiries: <http://www.archives.gov/contact/inquire-form.html>

Hours:

Monday, Tuesday, and Saturday, 9:00 a.m. - 5:00 p.m.

Wednesday, Thursday, and Friday, 9:00 a.m. - 9:00 p.m.

Pull Times for Records:

Monday-Friday: 10:00 a.m., 11:00 a.m., 1:30 p.m., and 2:30 p.m.

On Wednesday, Thursday, and Friday there is an additional pull at 3:30 p.m.

Note: No records are retrieved from the stacks on Saturday or in the evening.

Types of Files and Subjects of the Electronic Records in College Park, Maryland

Health and Social Services

Health-related electronic data records transferred to NARA incorporate both biomedical and sociological information collected in studies such as the 15 year National Collaborative Perinatal Project, conducted from 1959 to 1974; data collected in a major Health Insurance Experiment Study in the 1970s and early 1980s; records from national fertility studies since the 1970s; and data from national Surveys of Health Services Utilization and Medical Expenditures since the 1960s. The Bureau of Health Manpower's Area Resource Files, 1945- present, document the status of health services throughout the United States. Other records come from surveys conducted by the National Institute for Dental Research and the World Health Organization and on behalf of the National Commission on Marijuana and Drug Abuse. Electronic records also derive from efforts to measure the effectiveness of a variety of social programs: records include retirement history studies, income maintenance experiments, and studies on the impact of such federal programs as Aid to Families with Dependent Children.

Full descriptions of electronic records series that are in NARA's custody are available via the Online Public Access (OPA) resource and Archival Research Catalog (ARC). Both can be searched by title, type of archival material, dates, or keyword.

Since 2003, NARA has offered online search and retrieval access to a selection of accessioned electronic records in databases through the Access to Archival Databases (AAD) resource. Series of records described on these pages that may be accessed through AAD are so noted.

For information on options for access to electronic records by ordering copies on removable media, please see Ordering Information for Electronic Records.

Visit website to access above links at: <http://www.archives.gov/research/electronic-records/topics.html#hess>

For more information including transportation and accommodations when visiting:

<http://www.archives.gov/dc-metro/college-park/#hours>

5) Records held in other international archives**Address:**

World Health Organization
Records and Archives
Avenue Appia 20
1211 Genève 27
Switzerland

Phone: + 41 22 791 21 11

Email: Fill in inquiries form on this webpage:

http://www.who.int/about/contact_form/en/index.html

Hours: Monday to Friday, from 9 to 12 a.m. and from 2 to 4 p.m.

Access to the Archives - Search Request

- Access to the archives is by written request.
- Persons wishing to carry out a search need to register using the form at:
http://www.who.int/archives/info/contact_form/en/index.html.
- To obtain relevant results, it is important carefully to determine the subject of the search and the type of document required.
- Specific details, such as dates, names or places will help the archivists fully to understand your requirements.

Access Conditions

- Access to the archives is available on request and is subject to the confidentiality periods in force.
- Access to the archives is governed by the Rules of Access, available below.
- Rules of Access to WHO Archives, pdf, 100kb

Reference Service

- The service provides researchers with information on the fonds and the services offered.
- It makes documents available in the reference room.
- On request, it provides factual information on the documents or on specific subjects.
- The archives and the library frequently collaborate in order better to advise researchers.

Consultation

- Archive documents may be consulted in the historical reference room.
- Documents may be reproduced on the spot, subject to the conditions of access explained in the Rules, which are available above.
- The Rules applicable to archive consultations are provided to researchers when they visit the archives.

Archives of WHO - About us

The mission of the Records and Archives service is to manage and preserve the current and semi-active records and historical archives of the World Health Organization (WHO). It is made up of two units : Records and Archives. The semi-active records are jointly managed by the two units.

Records

WHO records comprise correspondence, contracts, minutes, studies, travel and mission reports, etc. The WHO Archives conserve more than 3 linear kilometres of documents which have acquired administrative, legal, historic and cultural value. They are WHO's institutional memory and trace the Organization's history.

Archives of the Regional Offices

The WHO Regional Offices also keep archives on their work. If required, the Records and Archives service at Headquarters will get in touch with them.

Visit WHO Archives website: <http://www.who.int/about/regions/en/index.html>

To search fonds and collections visit:

http://www.who.int/archives/fonds_collections/en/

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Lucas Tromly

Associate Professor, English Department, University of Manitoba

Research Interests: American modernism, American South literature, and travel literature and Asian American literature

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday

8:30am - 4:30pm

Map to find University of Manitoba Archives & Special Collections,

330 Elizabeth Dafoe Library

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Jake MacDonald fonds

Call Number: MSS 275, PC 238, TC 138, EL 33 (A.11-79)

Dates: 1982-2006

Extent: 95 cm of textual and other material including 11 scrapbooks of newspaper and magazine clippings, 1 photograph, 1 3.5" floppy diskette, 2 audio cassettes, 2 CD-RWs, and 2 DVDs.

Biographical Sketch: Jake MacDonald was born in Winnipeg in 1949 and received his B.A. in English from the University of Manitoba in 1971. He supported himself as a carpenter and fishing guide for several years before embarking on a career as a writer that spans more than three decades. He is the author of eight critically acclaimed books, both fictional and non-fictional. He has written several hundred articles and received many awards for his work. MacDonald was the recipient of the Greg Clark Award for best outdoor article in Canada in 1990. He was awarded the National Magazine Award for journalism in 1996 and won the same award for travel writing four years later. His 2002 book *Houseboat Chronicles* won three awards including the prestigious Hilary Weston Writers' Trust Prize for Nonfiction.

Scope and Content: This accession of the fonds consists of print and digital drafts of MacDonald's published and unpublished work, notes, correspondence, and research pertaining to those works, scrapbooks containing clippings related to MacDonald and his work, audio cassettes containing radio plays written by MacDonald, DVD copies of the

film adaptation of MacDonald's book *Juliana and the Medicine Fish*, and CD-RWs containing photographs and text documents.

Custodial History: This accession of the Jake MacDonald fonds was donated to the University of Manitoba Archives & Special Collections by Jake MacDonald in 2011.

Arrangement of the Papers:

This collection is arranged in 9 series:

- 1. Published and unpublished works
- 2. Publications
- 3. Research material
- 4. Publicity
- 5. Correspondence
- 6. Scrapbooks
- 7. Audio cassettes
- 8. DVDs
- 9. Electronic material

Restrictions on Access: There are no restrictions on this material.

Restrictions on Use: There are no restrictions on this material.

Finding Aids: Finding aids for this collection may be found at:

See "Houseboat Chronicles" records in Box 1-2 at below link:

http://www.umanitoba.ca/libraries/units/archives/collections/complete_holdings/ead/html/MacDonald_11-79.shtml

Visit links for other descriptions of records listed under "Finding Aids" located near the middle of the page:

<http://nanna.lib.umanitoba.ca/icaatom/index.php/jake-macdonald-fonds;rad>

3) Records held in Canadian archives

Address:

The University of Western Ontario
Archives and Research Collections Centre
Room: WL140A
London, Ontario
N6A 3K7

Phone: 519-661-4046 ext: 84046

E-mail: Fill in inquiries form at this link:

http://www.lib.uwo.ca/email/121/field_email

Hours:

January 2, 2013 - April 30, 2013

Monday - Friday 10:00am - 4:30pm

Archives Website: <http://www.lib.uwo.ca/archives/>

James Alexander and Ellen Rea Benson Special Collections

Collection webpage: <http://www.lib.uwo.ca/archives/benson.shtml>

The James Alexander and Ellen Rea Benson Special Collections comprises the Western Archives' antiquarian and rare book holdings. Major collections include the G. William Stuart, Jr. Collection of Milton and Miltoniana, the H.G. Wells Collection, English Canadian literature to 1939, Canadian Voyages and Travel titles to 1900, the Hannah Collection of the History of Science and Medicine, the Beatrice Hitchins Collection of Aviation History, and the Richard Maurice Bucke Collection of Medical, Philosophical and Literary Papers.

The Benson Special Collections was established in 1934 as the Treasure Room Collection on the first floor of the then recently constructed Lawson Memorial Library (now part of the Stevenson-Lawson Building). From 1966 to 1971, the department, its name truncated to "Treasure Room", occupied a caged section of the library stacks.

In 2002, the Benson Special Collections was incorporated within The University of Western Ontario Archives occupying space within the Archives and Research Collections Centre.

Collections include:

Black History Collection

British Private Press Collection (Kelmescott Press, William Morris and others)

R.M. Bucke Collection (Walt Whitman, History of Psychiatry)

Canadian Church History

Canadian Travels and Voyages (19th century of Canadian Travel literature)

Enlightenment and the French Revolution

Hannah Collection (History of Medicine)

H.G. Wells Collection (Early and First Editions of Wells' works)

The Alexander Norman Collection of Comic Books

The Dr. Eddy Smet Collection of Comic Books

4) Records held in American archives

Address:

James B. Duke Library - Special Collections and Archives
Furman University
3300 Poinsett Highway
Greenville, South Carolina
29613

Phone: 1-864-294-2194

Email: specialcollections@furman.edu

Hours: Monday - Friday 9:00am - 5:00pm

Travel Literature: Asia, 20th century Guide

Visit this webpage to view below guide and links:

http://library.furman.edu/specialcollections/travel_lit/travel_lit_asia_20th.htm

For the purposes of this web page, included in "Asia" are the following: China, Greece, India, Japan, Mongolia, eastern Russia, and Siberia.

Please note that items in bold are described in the Library's online catalog and you will need to review the catalog to obtain the call number of each item. Other items are described in guides in Special Collections and Archives.

I. Books and Published Materials

- *A Son of Satsuma*; or, With Perry in Japan Kirk Munroe, 1901
- *Evolution in my mission views*; or, Growth of gospel mission principles in my own mind, Tai-an-fu, China, 1852-1902 Tarleton Perry Crawford, 1903
- *The Little Brown Brother*, by Stanley Portal Hyatt, 1908 [Philippine Islands]
- *Selected Letters of Anna Heyward Taylor, South Carolina Artist and World Traveler*, by Edmund R. Taylor and Alexander Moore: Anna Heyward Taylor (1879–1956) traveled extensively during her lifetime, studying art in Europe and exploring the art and cultures of British Guiana (Guyana), Mexico, the Virgin Islands, and Japan. She moved to Charleston in 1929, where she became a significant contributor to the Charleston Renaissance through her watercolors and wood block prints.
- *Fifty years in China; an eventful memoir of Tarleton Perry Crawford*, D. D. Rev. L. S. Foster
- *An army officer on leave in Japan*, including a sketch of Manila and environment, Philippine insurrection of 1896-7, Dewey's battle of Manila Bay and a description of Formosa L. Mervin Maus, 1911
- *Through Siberia, the land of the future*, Fridtjof Nansen, tr. by Arthur G. Chater, 1914

- *On the trail of ancient man; a narrative of the field work of the Central Asiatic Expeditions*, by Roy Chapman Andrews, with 58 photographs by J.B. Shackelford, 1926
- *Glimpses of Baptist work in Burma: Burman Baptist convention 86th meeting*, 1954

II. Materials Covering Multiple Categories

- *Literature of travel and exploration: an Encyclopedia*, Jennifer Speake, editor, bibliographies and historiographies
- *The Norton book of travel*, editor Paul Fussell, 1987 travel writing of notable authors
- *Return passages: great American travel writing, 1780-1910* Larzer Ziff
- *The Mind of the Traveler : From Gilgamesh to global tourism*, Eric J. Leed
- *Nineteenth-Century Travels, Explorations and Empires: Writings from the Era of Imperial Consolidation, 1835-1910*, Edited Susan Schoenbauer, 2003
- *Women Writing Home, 1700-1920* Klaus Stierstorfer, 2006, 6 volume collection of women's letters from across the former British Empire includes Africa, India, USA, Canada and others
- *The Working Christian / The Baptist Courier* 1869 to present

III. Artifacts

- Asian Artifacts Collection: an inventory on the Special Collections web site: http://library.furman.edu/specialcollections/artifacts_inventories/asianartifacts.htm

IV. Reference and Other Materials in the Main Library

- *Incredible Siberia*, Junius B. Wood, 1928, General Collection
- *40,000 against the Arctic; Russia's polar empire*, H. P. Smolka, 1937, General Collection
- *Seven years in Tibet*, Heinrich Harrer, translated by Richard Graves, 1954, General Collection
- *The endless steppe; growing up in Siberia*, Esther Hautzig, 1968
- *In Siberia*, Colin Thubron, 1999, General Collection
- *Great Women Travel Writers: from 1750 to the present*, editor Alba Amoia and Bettina L. Knapp, 2005, General Collection
- *Encyclopedia of Exploration*, 4 volumes, 4th volume 1850-1940, editor John Raymond Howgego, 2003-2008, Reference Collection
- *Encyclopedia of Historians and Historical Writing*, editor, Kelly Boyd, Reference Collection
- *International historical statistics : Africa, Asia & Oceania, 1750-2000* B.R. Mitchell, 2003, Reference Collection
- *Encyclopedia of Asian history*, prepared under the auspices of the Asia Society ; Ainslie T. Embree, editor in chief, 1998

5) Records held in other international archives

Address:

University of Cambridge Special Collections
 Royal Commonwealth Society holdings
 The Smuts Librarian for South Asian and Commonwealth Studies
 Cambridge University Library
 West Road
 Cambridge
 CB3 9DR

Phone: +44(0)1223 333146

The Librarian may be reached by phone on Wednesdays and Thursdays, but it is preferable to email details of your enquiry.

Email: rcs@lib.cam.ac.uk

If your enquiry is about visiting the library, please also see:
<http://www.lib.cam.ac.uk/deptserv/rcs/visiting.html>

Hours:

Commonwealth Room

Monday - Friday : 09:00-18:50
 Saturday : 09:00-16:30 (Invigilated from 13:00 to 16:30)

Manuscripts Reading Room

Monday - Friday : 09:00-18:50
 Saturday : 09:00-12.30 (pre-ordered manuscripts may be read in the Munby Rare Books Reading Room from 13.00-16:30)
 No Fetching between 12:30 and 14.00 and after 17.00 (16:40 on Fridays).
 No fetching Saturday afternoons.

Map Room

Monday - Thursday: 09:00-17:10
 Friday :09:00 -16:50
 Saturday : 09:00-12:45

Munby Rare Books Reading Room

Monday - Friday : 09:00-18:50
 Saturday : 09:00-16:30

Archives Homepage:

The homepage for the Royal Commonwealth Society Library displays a guide of links for collections that include various types of records relating to early 20th century travel in Asia. <http://www.lib.cam.ac.uk/deptserv/rcs/collections.html>

From its foundation in 1868, the organisation known successively as the Colonial Society, Royal Colonial Institute, Royal Empire Society and finally the Royal

Commonwealth Society, amassed a library on the British Empire, the Commonwealth and member countries (together with smaller collections on the empires of rival nations) - an astonishing range of books, pamphlets, periodicals, official publications, manuscripts and photographs. The collection now consists of over 300,000 printed items, circa 700 archival collections (including manuscript diaries, correspondence, pictures, cine films, scrapbooks and newspaper cuttings) and over 100,000 photographs.

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Andrea Rounce

Assistant Professor, Political Studies Department, University of Manitoba

Research Interests: public administration, public opinion and how governments interact, governance within government organizations, and access and affordability of post-secondary education

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Title: Michael Kinnear fonds.

Call Number: Mss 218, Mc 27, Mf 28, El 19 (A.05-62, A.07-48, A.09-15)

Dates: 1639-2004.

Extent: 3.25 m of textual records and other material.

Biographical sketch: Michael Stewart Read Kinnear is a Professor of History at the University of Manitoba. In 1960, he graduated from the University of Saskatchewan with a B.A. in history. He completed an M.A. in history at the University of Oregon in 1961 and a Ph.D. in Politics at Oxford University in 1965. Dr. Kinnear became a professor of history at the University of Manitoba in 1965. As of 2010, he is still teaching courses in European history. In 1996 and 1997, Dr. Kinnear was a consultant for Elections Canada and in 2001 and 2002 was a Legislation Consultant for a Chief Electoral Officer of Canada. He has held many academic and research positions during his years at the University of Manitoba. In 1986-1987 and 1993-1994, he was a Bye Fellow at Robinson College at Cambridge University. In 1993, he was a Visiting Fellow at Australian National University. Between 1990 and 1996, he was a Manitoba Member of the Historic Sites and Monuments Board of Canada. He is an author of numerous publications on British, Canadian, and American elections, including the books *The British Voter* (1981), *The Fall of Lloyd George* (1974), *A History of the Vote in Canada* (1997), and about 80 articles on Canadian Elections. Dr. Kinnear is currently

working on a long-term study of U.S. Presidential Elections since 1856 and on roll-call votes in the U.S. Congress on trade related issues between 1914 and 2000.

Custodial history: The fonds was donated to University of Manitoba Archives & Special Collections by Michael Kinnear in 2005, 2007, and 2009.

Scope and content: The fonds consists of Michael Kinnear's study titled *Liberal Seceders*, his research material, and Manitoba, Saskatchewan poll maps from Federal, Civic and Provincial Elections.

The 2007 accrual consists of eight series. They include British Liberal seceders research material, Kinnear's notes on Liberal seceders, Kinnear's notes while a student at Oxford, research material, Kinnear articles, pamphlets, maps of the United States, election buttons, and banners.

The 2009 accrual consists of three series. They include Manitoba election material, electronic records (EL 19), and maps (MC 27).

In total, the map collection consists of 19 maps, the electronic records collection consists of 29 3.5" computer diskettes, and the microform collection (MF 28) consists of 3 reels of microfilm.

Restrictions: There are no restrictions on this material.

Accruals: No further accruals are expected.

Finding aid: An on-line finding aid is available at the link below:
http://umanitoba.ca/libraries/units/archives/collections/rad/kinnear_mi.html

3) Records held in Canadian archives

Address:

Archives of Manitoba
 130-200 Vaughn Street
 Winnipeg, MB.
 R3C 1T5

Phone: 1-204-945-3971

Email: archives@gov.mb.ca

Hours: Monday - Friday 9:00am - 4:00pm

See webpage for holiday closures at: <http://www.gov.mb.ca/chc/archives/hours.html>

Title: Derek James Walding fonds

Dates of Creation: 1965-1988

Physical Description: 50cm of textual records, 91 photographs

Scope and Content: Fonds consists of Jim Walding's personal and constituency correspondence documenting Walding's interest in the continuity of the Office of the Speaker and the independence of the Speaker as well as subject files relating to the continuity of the Speakership, French Language Service, voting patterns and opinion surveys.

Fonds also includes Walding's election files for the provincial elections of 1969, 1973, 1977, 1981 and 1986 and the St. Vital by-election of 1971 which include brochures, leaflets, voting lists, newspaper clippings and letters to constituents.

Fonds also consists of photographs including official portraits of Jim Walding, photographs of Walding with Ed Schreyer, Walding with his family, at his 1977 election campaign office, campaigning and at various functions and conferences.

Biographical Sketch: Derek James (Jim) Walding (1937-2007) was the New Democratic Party Member of the Legislative Assembly (MLA) for St. Vital from 1971 to 1988 and Speaker of the Manitoba Legislature from 1982 to 1986.

Restrictions on Access: There are no restrictions on access to these records.

Terms for Use and Reproduction: Researchers are responsible for observing the terms of the Canadian Copyright Act. Permission is required for any form of publication or exhibition. Contact the Archives of Manitoba for further details.

Custodial History: Records were donated to the Archives of Manitoba by Jim Walding in 1988.

Notes: Some of the photographs donated by Walding were copies of government photographs which are already held at the Archives of Manitoba including photographs of Walding, the Legislative Building and Walding's family.

4) Records held in American archives

Address:

National Archives and Records Administration
8601 Adelphi Road
College Park, Maryland
20740-6001

Phone: 1-866-272-6272 (toll-free)

Email: visit this link to email inquiries: <http://www.archives.gov/contact/inquire-form.html>

Hours:

Monday, Tuesday, and Saturday, 9:00 a.m. - 5:00 p.m.
Wednesday, Thursday, and Friday, 9:00 a.m. - 9:00 p.m.

Pull Times for Records:

Monday-Friday: 10:00 a.m., 11:00 a.m., 1:30 p.m., and 2:30 p.m.

On Wednesday, Thursday, and Friday there is an additional pull at 3:30 p.m.

Note: No records are retrieved from the stacks on Saturday or in the evening.

Archives Homepage: <http://www.archives.gov/>

Online Exhibit featuring "Running for Office" description below:

<http://www.archives.gov/exhibits/running-for-office/index.php?page=31>

Running for Office: Candidates, Campaigns, & The Cartoons of Clifford Berryman

Political cartoons are unlike any other form of political commentary. Visual in nature, cartoons show altered physical traits and highlight minute details to make a specific point. With simple pen strokes, they foreshadow the future, poke fun at the past, and imply hidden motives in ways that elude written or spoken reporting. The result of this creative license is a unique historical perspective—entertaining, clever, and insightful.

The political cartoons in this exhibit, drawn by renowned cartoonist Clifford K. Berryman, illustrate the campaign process from the candidate's decision to run for office to the ultimate outcome of the election. Although many political procedures have changed, these cartoons show that the political process has remained remarkably consistent; Berryman's cartoons from the early 20th century remain relevant today.

Most of these cartoons appeared on the front page of Washington newspapers from 1898 through 1948. They are part of a collection of nearly 2,400 pen-and-ink drawings by Berryman. In 1992, in honor of former Senate Majority Leader Mike Mansfield, the Charles Engelhard Foundation purchased the drawings and donated them to the U.S. Senate. This remarkable collection is now housed with the historical records of Congress in the Center for Legislative Archives at the National Archives in Washington, DC.

5) Records held in other international archives**Address:**

University of Oxford
Bodleian Library
Special Collections
Broad Street
Oxford
OX1 3BG

Listing of Special Collections Staff and email/phone information:

<http://www.bodleian.ox.ac.uk/bodley/library/special/staff>

Hours:

Monday to Friday 9:00am - 5:00pm

Saturday 9:00am - 4:30pm

Sunday 11:00am - 5:00pm

Archives webpage

<http://www.bodleian.ox.ac.uk/bodley/library/special/catalogues>

The Bodleian Library holds one of the four most important collections of modern political papers in Britain. The holdings include the Conservative Party Archive (see webpage for Conservative Party guide:

<http://www.bodley.ox.ac.uk/dept/scwmss/wmss/online/modern/cpa/catalogue.html>) as

well as many collections of personal papers, mainly generated by politicians, public servants (particularly diplomats), journalists and broadcasters and other figures in public life and date from 1840 to the present day. They include among many others, the papers of six Prime Ministers, Disraeli, Asquith, Attlee, Macmillan, Wilson and Callaghan; cabinet ministers, Sir William Harcourt, Lord Milner, Lord Woolton, and Lord George-Brown; public servants, Sir Matthew Nathan, Lord MacDonnell of Swinford, and Lord Brand; diplomats, the 4th Earl of Clarendon, Lord Bryce, and Lord Gore-Booth; journalists, C.E. de Michele, Geoffrey Dawson, H.A. Gwynne, and William Clark and of internationalists, Gilbert Murray and Sir Alfred Zimmern.

Find guide to British Political History at:

<http://libguides.bodleian.ox.ac.uk/content.php?pid=162584&sid=1470652>

OR

<http://ox.libguides.com/content.php?pid=120150&sid=2658740>

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Glenn Clark

Associate Professor, English Department, University of Manitoba

Research Interests: Contextualizing Shakespeare and other early modern dramatists in terms of the Protestant ministry in 15th-17th century England, relationship between representations of taverns and ale houses in early modern English literature, issues of political change and the public sphere and the development of ideas of civility

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Below is a list of books located in the **Rare Book Room** within the **Archives & Special Collections**

27 sermons preached by the ryght Reverende father in God and constant Matir of Jesus Christe, Maister Hugh Latimer, as well as such in tymes past have bene printed, as certayne other commyng to our handes of late, whych were yet never set forth in print

Latimer, Hugh, 1485?-1555.

1562.

BX 5133 L3 T84 1562

The text of the New Testament of Iesus Christ, translated out of the vulgar Latine by the Papists of the traiterous seminarie at Rhemes ... : whereunto is added the translation out of the original Greeke, commonly used in the Church of England, with a confutation of all such arguments, glosses, and annotations, as conteine manifest impietie, or heresie, treason, and slander, against the Catholicke Church of God, and the true teachers thereof, or the translations used in the Church of England : the whole work perused and enlarged in diuers places ... more amply then in the former editions

Fulke, William, 1538-1589. Defense of the sincere and true translation of the Holy Scriptures into the English tongue.
 Printed for John Bill,
 BS 2080 1617 (Oversized)

Dispute touchant le schisme et la separation que Luther et Calvin ont faite de l'église romaine

Mestrezat, Jean, 1592-1657.
 Chez Edme Martin,
 1655.
 BX 4819 M47 1655

The Protestant religion vindicated, from the charge of singularity and novelty : in a sermon preached before the King at White-Hall, April the 2d, 1680

Tillotson, John, 1630-1694.
 1680.
 BX 5133 T52 P7 (Oversized)

3) Records held in Canadian archives

Address:

McPherson Library, University of Victoria
 Chris Petter, Head of Special Collections
 P.O. Box 1800
 Victoria, BC
 V8W 3H5

Phone: 1-(250)-721-8257 (general line)

Email: speccoll@uvic.ca

Hours:

September-April: Monday-Friday, 8:30 am-4:30 pm

May-August: Monday-Friday, 10:30 am-4:30 pm

Title: Bruce and Dorothy Brown collection

Physical Description: 64 items, 15 maps

Dates: 2000 BC, 746 BC, 1243-1970, predominant 1600-1900

Biographical Sketch:

Bruce and Dorothy Brown are collectors of rare documents of antiquarian interest. They have collected widely, purchasing many of the objects from John Maggs, a dealer in

London, and from dealers in Victoria. Their purpose is to bring together a variety of documents to expose students to documents of historic interest or beauty.

Scope and Content:

The collection consists of ancient documents, including a cuneiform tablet and an Egyptian hieroglyph; **Medieval and Renaissance documents from England, France, Spain and Italy, 1243-1599, including deeds, charters, illuminated manuscript leaves, letter, letters patent, papal bulls, fragments from religious manuscripts, manuscripts on medicine and magic, a catalogue of English armorial shields, statutes of the Garter**, and a manuscript of a Spanish Carmelite prioress; modern literary and political manuscripts, records, and autographs, including policies of assurance, letters, and World War I and World War II surrender documents; autographs of various world figures ; maps of Europe, Asia and North America; medals, decorations, and flags, mostly from Europe.

See complete description and finding aid link at:

http://www.archivescanada.ca/english/search/ItemDisplay.asp?sessionKey=1360807084003_142_78_200_14&l=0&v=0&lvl=1&coll=1&rt=1&itm=232469&rsn=S_WWWzbaMGWYkM&all=1&dt=AW+%22bruce%22+AND+%22and%22+AND+%22dorothy%22+AND+%22brown%22&spi=-

4) Records held in American archives

Address:

Princeton University Department of Rare Books and Special Collections - Manuscripts Division
Harvey S. Firestone Library and Seeley G. Mudd Manuscript Library
One Washington Road
Princeton, New Jersey
08544 USA

Telephone: 1-(609)-258-3184

Email: rbsc@princeton.edu

For additional information and to make appointments, potential researchers are strongly encouraged to contact Don C. Skemer, Curator of Manuscripts, at dcskemer@princeton.edu

Hours:

Monday - Friday 9:00am - 4:45pm

Princeton University Medieval and Renaissance Manuscripts Guide:

<http://www.princeton.edu/~rbsc/departement/manuscripts/medieval.html>

Princeton's manuscripts range in date from the 8th to 16th centuries. While Latin texts are predominant, there are excellent holdings of Byzantine and post-Byzantine Greek manuscripts, and vernacular manuscripts in Middle English, French, Italian, Spanish,

German, and Dutch or Flemish. About 150 of the manuscripts are illustrated, accounting for about 1,750 miniatures, historiated initials, and other significant examples of manuscript illustration. In addition to codices, there are thousands of medieval and Renaissance documents in the John Hinsdale Scheide Collection (Italian, French, English), Ernest Cushing Richardson Collection (Italian), and Charles Carroll Marden Collection (Spanish) and other collections in the Manuscript Division.

As a result of a recent project funded by the Andrew W. Mellon Foundation, up-to-date description, bibliography, and digital images for all miniatures and other illustrations found in about 150 of these manuscripts are available online through the Index of Christian Art and ARTstor. The Department of Rare Books and Special Collections maintains slides, transparencies, and digital files for these manuscripts. Photoduplication is readily available. For conservation reasons, use of a few manuscripts is restricted.

Available online with descriptions are digital versions of Garrett MS. 125 (Chrétien de Troyes); Garrett MS. 158 (Giovanni Marcanova [*Collectio antiquitatum*]); and Princeton MS. 173 , a late 13th-century Byzantine manuscript from Constantinople, containing Aristotle, *Organon* , with extensive annotations and diagrams added during the Paleologan Renaissance, 1259-1448. Garrett MS. 43, a Benedictional written in late Carolingian minuscule and illuminated, probably at Lorsch Abbey, in the second quarter of the eleventh century, has also been digitized. Also available is Kane MS. 57, a portolan atlas (Spain or Italy, 3rd quarter of the 16th century), with four charts.

More complete descriptions are being made available through two published catalogs. (1) Byzantine manuscripts are described and illustrated in *Greek Manuscripts at Princeton: A Descriptive Catalogue*, by Sofia Kotzabassi and Nancy Sevcenko, with the assistance of Don C. Skemer (Department of Art and Archeology and the Program in Hellenic Studies, in association with Princeton University Press , 2010.) This catalog covers the holdings of the Manuscripts Division, The Scheide Library, the Princeton University Art Museum, and the Princeton Theological Seminary. (2) Western manuscripts are being described in a two-volume *Catalogue of Medieval and Renaissance Manuscripts in the Princeton University Library*, by Don C. Skemer (forthcoming: Department of Art and Archeology and Princeton University Library, in association with Princeton University Press, 2013). The text of these two volumes is being completed for publication and will cover the Garrett, Kane, Taylor, and Princeton series in the Manuscripts Division, as well as a small number of manuscripts in the Cotsen Library.

Older descriptions can be found in Seymour de Ricci and W.J. Wilson, *Census of Medieval and Renaissance Manuscripts in the United States and Canada* (New York: American Council of Learned Societies, 1935-40); see "Library of Princeton University" as well as collections of Robert Garrett and Grenville Kane under their former locations ("Maryland-Baltimore" and "New York-Tuxedo Park"). See also W.H. Bond and C.U. Faye, *Supplement* (New York: Bibliographical Society of America, 1962); Adelaide Bennett, Jean F. Preston, and William P. Stoneman, *A Summary Guide to Western Medieval and Renaissance Manuscripts at Princeton University* (Princeton, N.J.: Princeton University Library, 1991). The Garrett portion of Princeton's Armenian

manuscripts is shelved with medieval manuscripts. For descriptions of Armenian manuscripts at Princeton, see Avedis K. Sanjian, *A Catalog of Medieval Armenian Manuscripts in the United States* (Berkeley: University of California Press, 1976), pp. 392-432.

5) Records held in other international archives⁴

Address:

University of Birmingham
Archive and Manuscript Collections
Cadbury Research Library
Muirhead Tower (LG Floor)
Edgbaston
Birmingham
B15 2TT

Phone: +44 (0) 121 414 5839

Email: special-collections@bham.ac.uk

Hours:

Monday - 10:00am – 5:00pm

Tuesday - 9:00am – 5:00pm

Wednesday - 9:00am – 5:00pm

Thursday - 9:00am – 7:00pm

Friday - 9:00am – 5:00pm

Please note: requests for material must be placed by 4.15pm (or 6.15pm on Thursdays)

Special Collections, Cadbury Research Library, is located on the Lower Ground Floor of the Muirhead Tower accessible through the foyer area of the building. Take the lift to the Lower Ground (LG) floor and then follow the signs to Special Collections.

University of Birmingham Archive and Manuscript Collection Guide:

<http://www.birmingham.ac.uk/facilities/cadbury/archives/manuscripts/index.aspx>

Manuscripts

- Little Malvern Court manuscripts: a small collection of medieval and post-medieval manuscripts including a Launceston Priory book of hours and other devotional texts. Finding No: LITTLE MALVERN
- Medieval manuscripts: see pdf guide at this link:
<http://www.birmingham.ac.uk/facilities/cadbury/documents/srg/medieval-manuscripts.pdf>

⁴ Permission granted on August 13 and 15, 2013 for "Guide", "Contact Us", and "Collections, Library Opening Hours, Library Staff Enquiries" from Steve Leigh, Legislation Support Officer, Digital Assets Team, Library Services, University of Birmingham.

- Selbourne manuscripts: a miscellaneous collection of largely bound manuscripts including devotional and liturgical texts, books of hours, commonplace books and albums, volumes of medical prescriptions and household recipes, volumes of watercolours and illustrations, and other items, 14th century–c 1900. Finding No: SEL
- St Mary's, Warwick manuscripts: a small collection of manuscripts from the parish library established in 1701 which largely consists of theological works. Finding No: ST MARY'S

See also:**Address:**

Shakespeare Institute Library
University of Birmingham

Phone: +44 (0) 121 414 9525

Email: silib@bham.ac.uk

Hours:

Monday - Thursday: 9:00am - 8:00pm

Friday - Saturday: 9:00am - 5:00pm

Sunday: 10:00am - 5:00pm

Access after 17:00 and at weekends is by valid UID or Library card only.

Shakespeare Institute Library Guide:

<http://www.birmingham.ac.uk/schools/edacs/departments/shakespeare/research/shakespeare-institute-library.aspx>

Collections

The Shakespeare Institute Library contains about 60,000 volumes (including 3,000 early printed and rare books), archives and manuscripts, and audio-visual collections. The library aims to collect every significant publication for the study of Shakespeare and Renaissance drama and the supporting collections cover literary, cultural, political, religious, and social history of the period. Significant research collections include:

- Renaissance Theatre Company archive
- Renaissance Films PLC archive
- Unpublished Shakespeare Film Script collection
- New Shakespeare Company archive
- E.K. Chambers Papers
- Newscuttings collection 1902- present
- English Short Title Catalogue 1475-1640 on microfilm
- Francis Longe Play Collection on microfilm

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Jason Edgerton

Assistant Professor, Sociology Department, University of Manitoba

Research Interests: Social inequality and education using datasets, consumer behaviour, gambling research, addictions and mental health

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Winnipeg Tribune Collection - Newsclippings Index

Search under "Gambling" at

http://umanitoba.ca/libraries/archives/tribune/clippings/clip_search.php

Call Number	Heading - Newsclippings	Photographs
3201	Gambling 1964-1974	0 photographs
3202	Gambling 1975-1978	0 photographs
3203	Gambling 1979-1980	0 photographs

3) Records held in Canadian archives⁵

Address: (contact Centre for location)

Centre for Addiction and Mental Health Archives
Toronto, Ontario

⁵ Permission granted on August 16, 2013 for "CAMH Archives Mandate", "Archivist contact information", and "How to search archives holdings" from John Court, Archivist, Centre for Addiction and Mental Health.

Prospective researchers should make enquiry beforehand on the nature of their interests, by mail, phone or e-mail, and to arrange for an appointment.

Phone: John P.M. Court, Archivist, (416) 535-8501, ext. 2159

E-mail: John_Court@camh.net

Hours: Open Monday to Friday, by appointment.

CAMH Archives Homepage:

http://www.camh.ca/en/education/about/services/camh_library/Pages/camh_archives.aspx

Founded in 1982, the mandate of the theme Archives for the History of Canadian Psychiatry and Mental Health Services is to preserve, and make available for study, material concerning the history and development of psychiatry and other mental health and addiction services in Canada, especially Ontario. In 2000 that original mandate was broadened to start a phased evolution as the Corporate Archives for the permanent records of CAMH.

Descriptions of the archival holdings are available in ARCHEION , Ontario's Archival Information Network.

To access the relevant descriptions,

1. click on the ARCHEION link
2. In the "Search" field, key in "Centre for Addiction and Mental Health", or other keywords like "gambling", "addictions" or "mental health".
3. In the report of "Search Results" that appears, select any fonds or records series of interest to you by clicking on its individual link
4. To view any of the actual materials listed within these finding aids (other than those that are restricted in accord with privacy/ confidentiality provisions), contact the CAMH Archives as outlined above to arrange for scheduling your visit.

4) Records held in American archives

Address:

National Archives and Records Administration
8601 Adelphi Road
College Park, Maryland
20740-6001

Phone: 1-866-272-6272 (toll-free)

Email: visit this link to email inquiries: <http://www.archives.gov/contact/inquire-form.html>

Hours:

Monday, Tuesday, and Saturday, 9:00 a.m. - 5:00 p.m.

Wednesday, Thursday, and Friday, 9:00 a.m. - 9:00 p.m.

Pull Times for Records:

Monday-Friday: 10:00 a.m., 11:00 a.m., 1:30 p.m., and 2:30 p.m.

On Wednesday, Thursday, and Friday there is an additional pull at 3:30 p.m.

Note: No records are retrieved from the stacks on Saturday or in the evening.

Archives Homepage: <http://www.archives.gov/>

Research our Records

<http://www.archives.gov/research/>

Use keywords such as:

Education, statistics, census, Department of Education.

5) Records held in other international archives⁶**Address:**

Institute of Education Archives

20 Bedford Way, London

WC1H 0AL UK

(Contact in advance to book an appointment.)

Phone: 020 7612 6983

Email: arch.enquiries@ioe.ac.uk

Opening Hours

We are open from 9.30-17.00, Monday to Friday, except on public holidays and other advertised institutional closures.

The Archive collections can be accessed in our supervised reading room in the Newsam Library in the main building of the Institute of Education on Bedford Way. For further information see <http://www.ioe.ac.uk/sitehelp/1072.html>

We need to know in advance:

- What material you would like to view or your research topic;
- The exact date(s) you wish to visit and approximate time you will arrive.

Please note that the Library has different access procedures:

<http://www.ioe.ac.uk/services/326.html>

⁶ Permission granted on August 16, 2013 for "Visiting Us", "Access Procedures", and "Description and Links" from Becky Webster, Archivist, Newsam Library and Archives, Institute of Education, University of London.

Visiting the Archives

On the day of your visit you should report to the Membership desk in the Library on Level 4 of the Bedford Way Building.

The first time you use the Archives you will need to:

- Complete our readers' application and undertaking form (pdf);
- Provide a form of photographic ID, such as a passport or university ID card.

By signing the application and undertaking form you agree to abide by our readers' rules.

See below description and links to view collections:

<http://www.ioe.ac.uk/services/305.html>

Archive Collections

Archives are unpublished, primary source material created during the life of an individual or an organisation. They are usually paper-based, but can also be film, sound, photographic and electronic materials.

The Institute of Education holds collections of archive materials ranging in date from 1797 to the present day. These archives are intended to reflect the broadest possible range of issues and concerns surrounding teaching and lifelong learning in past, present and future societies. This includes all levels of education from pre-school and school through to further, higher, teacher and adult education, in formal, informal and experimental settings. It includes research, practice, policy and thought in education and related areas. They provide a rich resource for the history of education and educationists both in this country and abroad.

Broadly speaking, the archives are split into 2 groups:

Deposited Collections, given to us by people and organisations related in some way to education. There are over 100 of these, ranging in size from one box to over 300.

The Institute Archive, comprising the records of the Institute of Education itself, dating from its creation in 1902.

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Erin Wilkinson

Assistant Professor, Linguistics Department, University of Manitoba

Research Interests: Signed language linguistics including typology and corpus-based research, compares structures of different languages to see what generalizations can be drawn about the large scope of signed languages

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday
8:30am - 4:30pm

**Map to find University of Manitoba Archives & Special Collections,
330 Elizabeth Dafoe Library**

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Below is a list of books located in the **Rare Book Room** within the **Archives & Special Collections**

Handbook of information, including forty-ninth annual report, 1936-37

Manitoba School for the Deaf.

Winnipeg, Man. : Manitoba School for the Deaf, [1937]
1937

Call Number: HV 2580 W57 M35 1937

Annual report of the Catholic Institution for the Deaf and Dumb of the Province of Quebec for the scholastic year --

Catholic Male Institution for the Deaf and Dumb of the Province of Quebec.

St. Louis of Mile-End, P.Q. : Deaf and Dumb Institution Printing Office,
1800

Call Number: HV 2579 Q4 A2 1881-82

The history of the life and adventures of Mr. Duncan Campbell : a gentleman, who, tho' deaf and dumb, writes down any stranger's name at first sight, with their future contingencies of fortune : now living in Exeter Court over-against the Savoy in the Strand

Defoe, Daniel, 1661?-1731.

London : Printed for E. Curll, and sold by W. Mears ... [and 5 others], 1720.

1720

Call Number: BF 1815 C2 D4 1720

3) Records held in Canadian archives

Address:

DEAF CULTURE CENTRE
The Distillery Historic District
34 Distillery Lane
Toronto, Ontario M5A 3C4

Email: It is advisable to contact the DEAF CULTURE CENTRE at info@deafculturecentre.ca to make an appointment before coming to consult the archives.

Hours:

Tuesday - Saturday 11:00am - 6:00pm

Sunday 12:00pm - 5:00pm

Canadian Cultural Society of the Deaf Archives

The mandate of the Archives of the Canadian Cultural Society of the Deaf is to acquire, preserve, promote and make accessible the Deaf Canadian community's documentary heritage.

Archives Repertory

Institutional Archives

Canadian Cultural Society of the Deaf Fonds (coming soon)

DEAF CULTURE CENTRE Fonds (coming soon)

Deaf Heritage in Canada Collection

Private Archives

P001 Canadian Theatre of the Deaf Fonds

P002 Deaf Canada/Sourds du Canada Fonds

P003 Eastern Canada Association of the Deaf Fonds

P004 Winnipeg Church of the Deaf Fonds

P005 The Deaf Canadian Fonds

P006 XII World Winter Games for the Deaf Fonds

P007 Christy Mackinnon Fonds

P008 Ottawa Silent Athletic Club Fonds
 P009 Boose Family Fonds (*coming soon*)
 P010 Deaf Sport Collection
 P011 Iris Nelia Aranda Fonds
 P012 Canadian Deaf Youth Leadership Camp Fonds
 P013 Forrest Nickerson Fonds
 P014 Saskatchewan Coordinating Council on Deafness Fonds (*coming soon*)
 P015 Gary Louis Malkowski Fonds (*coming soon*)
 P016 Deaf Canada Today Fonds (*coming soon*)

4) Records held in American archives

Address:

Gallaudet University Library Deaf Collections and Archives
 Contact: Michael Olson
 Merrill Learning Center
 B125

Phone: 202-250-2604

TTY: 202-651-5209

Email: michael.olson@gallaudet.edu

Hours:

Monday - Friday 8:30am - 4:30pm

Library Deaf Collections and Archival Resources Guides:

http://www.gallaudet.edu/Library_Deaf_Collections_and_Archives/Collections.html

Mission Statement

The Gallaudet University Archives is responsible for the institutional memory of the University and also strives to preserve the memory of the global Deaf Community.

Background

Given the nature of the University's mission, the Gallaudet University Library Deaf Collections and Archives works diligently to build, maintain and organize the world's largest collection of materials related to the Deaf Community, as well as the home to Gallaudet University's institutional records and the records of the Gallaudet family. Included in the collection are artifacts, photographs, films, papers, periodicals, books, and other items. While maintaining a comprehensive collection, the importance of preserving the records of the global Deaf Community and collaborating with other repositories to ensure the longevity of items is essential.

Gallaudet University has the world's largest collection on deaf people, deaf culture, deaf history, sign languages, audiology, speech, deaf education and deaf related organizations.

The Library Deaf Collections is composed of books, video recordings, periodicals and other forms of non-print media. These materials are identified in locations such as: Deaf Stacks, Deaf Media, Deaf Videos (DVDs and VHS), Deaf Periodicals, and Deaf Microfilm. These materials are located on the main floor of the Merrill Learning Center (MLC). The deaf vertical files, which include the Deaf Subject Vertical File, Deaf Biographical Vertical File, and Deaf School Vertical File are also on the main floor; these Files require the assistance of Library staff. The Deaf Copy 1 material, if not available in the Deaf Stacks, also requires the assistance from Library staff.

The Archives contains manuscripts, photographs, portraits, films, rare books and autographed books, artifacts, and other materials or items. Archival call numbers have several locations, such as: MSS, SMSS, Gallaudetiana, Portraits, Deaf Film, and others. These materials may be obtained in the Archives Research Room, B125 in the Merrill Learning Center.

5) Records held in other international archives

Address:

The National Archives
Kew, Richmond
Surrey
United Kingdom
TW9 4AD

Phone: +44 (0) 8876 3444

Email: Fill in general enquiries form at this webpage:

<http://www.nationalarchives.gov.uk/contact/contactform.asp?id=1>

Hours:

Monday Closed
Tuesday 09:00am - 7:00pm
Wednesday 09:00am - 5:00pm
Thursday 09:00am - 7:00pm
Friday 09:00am - 5:00pm
Saturday 09:00am - 5:00pm
Sunday Closed

Below is an example of the description of records found when using keywords like deaf and school when searching all collections. (See results listed below at the webpage: http://discovery.nationalarchives.gov.uk/SearchUI/s/res/1?_q=deaf+AND+school) You could also try keywords like deaf + government, policy, teaching or history.

Birmingham: The Longwill Special School (Deaf) formerly Moseley Road Special School (Deaf and Partially Deaf)

Department of Education and Science and predecessors: Medical Branch and Special Services Branch: Special Schools' Files. COUNTY BOROUGH. Birmingham: The Longwill Special School (Deaf) formerly Moseley Road Special School (Deaf and Partially Deaf).

- Collection: Records created or inherited by the Department of Education and Science, and of related bodies
- Date range: 01 January 1946 - 31 December 1951
- Reference: ED 32/2092
- Subjects: Disability, Education

Also, check link below for names of professionals who specialize in deaf history research. They include John Hay, Peter Jackson, Rachel O'Neill, Nicola Waddington, Deepa Shastri, and John Walker

<http://www.liv.ac.uk/media/livacuk/lucas/lucasevents/Archives%20and%20Deaf%20Communities2.pdf>

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Andrew Woolford

Professor, Sociology Department, University of Manitoba

Research Interests: Indian Residential Schools and Federal Boarding Schools (USA), Genocide Studies, and inner city neoliberalism

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday

8:30am - 4:30pm

Map to find University of Manitoba Archives & Special Collections,

330 Elizabeth Dafoe Library

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Per Holting fonds

Call Number: Mss 55, Pc 70, Tc 47 (A.88-18, A.88-32)

Biographical sketch: Per (pronounced "Pier") Bekmand Holting was born in Denmark in 1930. While travelling on a temporary U.S. visitor's visa, he arrived in Canada in 1950 where he settled for the rest of his life. He worked as a researcher for a power company in Ontario before pursuing formal training in journalism. In 1956, he graduated from the University of Western Ontario with a Bachelor of Arts degree in journalism. He also became a Canadian citizen that year. Per worked for 30 years as a freelance journalist and broadcaster doing most of his work for the Canadian Broadcasting Corporation. Many of his writing assignments were published in *Macleans Reports*. Per also enjoyed doing radio and television programs for children such as "Vacation Time" and "Stop, Look and Listen."

Scope and content: The fonds consists of three parts: a manuscript collection, a photograph collection, and a tape collection. The manuscripts include correspondence, radio and television programme proposals, published articles, manuscripts and a personal file. The photograph collection features photographs from Cyprus, Egypt, rural Manitoba, Arctic Canada, Greenland and Germany. The tape collection consists of over 500 recorded interviews Holting conducted between 1957 and 1987. **A major focus of his interviews is with the natives of Northern Manitoba and the Canadian Inuit.** Also included are interviews with several Manitoba politicians and business people.

Finding aid: A printed finding aid is available in the Archives reading room.

3) Records held in Canadian archives

Address:

Algoma University
1520 Queen Street
East Sault Ste. Marie,
Ontario, Canada
P6A 2G4

The Shingwauk Residential Schools Centre Archives website:

<http://archives.algomau.ca/drupal6/>

Aboriginal records finding aid link:

<http://archives.algomau.ca/drupal6/taxonomy/term/840>

Email: Fill in general inquiries form on this webpage:

<http://archives.algomau.ca/drupal6/contact>

Shingwauk Hall, on the Algoma University campus, was first established in 1873 as a residential school for First Nations children, and operated as such until Shingwauk Residential School closed in 1970. The building is one of the oldest landmarks in the Sault Ste. Marie area.

With the support of The Children of Shingwauk Alumni Association and Algoma University, the history and activities associated with Shingwauk Hall are being gathered under the auspices of The Shingwauk Residential School Centre so that the public may become more aware of the vast history and tradition represented by the Shingwauk buildings and site.

The Shingwauk Project

The Shingwauk Project is a cross-cultural research and educational development project of Algoma University and the Children of Shingwauk Alumni Association (CSAA). It was founded in 1979 by its current Director in collaboration with Dr. Lloyd Bannerman of AUC, Chief Ron Boissoneau (1935-2000) of Garden River, Shingwauk Alumnus and Elder Dr. Dan Pine Sr. (1900-1992) of Garden River, and other former Shingwauk and Wawanosh students and friends who recognized the profound importance of the commitment to the Shingwauk Trust and the relationship with Canada's First Nations that Algoma University assumed upon its relocation in 1971 to the site of the former Shingwauk and Wawanosh Indian Residential Schools.

The Shingwauk School, or "Teaching Wigwam", was originally envisaged by the great Ojibway Chief Shingwaukonse (1773-1854), also known as Shingwauk, as a crucible for cross-cultural understanding and for synthesis of traditional Anishnabek and modern

European knowledge and learning systems. Commissioned in 1832 in co-operation with Canadian Government and Anglican Church partners as part of St. John's Mission to the Ojibway, the Shingwauk School was opened in Sault Ste. Marie in 1833. It relocated to Garden River (1838-74), and to the current site as the Shingwauk and Wawanosh Industrial Homes (Shingwauk 1874-1935 and Wawanosh 1876/96-1935) and the Shingwauk Indian Residential School (1935-70). As part of Chief Shingwauk's new strategy of Aboriginal rights, self-determination and modern community development, the School's cross-cultural educational project was also regarded as essential to the restoration of cosmological balance and of social harmony between Aboriginal and non-Aboriginal Canadians, and between both Peoples and the natural environment.

4) Records held in American archives

Address:

Arizona State University Tempe Campus
Labriola Center
Hayden Library 2nd Floor

Phone: 1-480-965-6490

Hours: Monday - Friday 9:00am-5:00pm

Labriola National American Indian Data Center website: <http://lib.asu.edu/labriola>

American Indian Studies Subject Guide:

This is a starting point for researching American Indian issues. This guide is created by the Labriola National American Indian Data Center.

Ephemera

A search of the Hayden Library's American Indian Index will bring up some interesting miscellaneous items. We have an 1885 article from *Frank Leslie's Popular Monthly* called "Educating the Indians," about the Carlisle School. More recent articles include testimony from the Shoshone/Bannock Tribes Tribal Education Committee, and a July 1989 report titled "From the Boarding Schools to Self-Determination," by Washington's Indian Education Office. We also have the following:

- *Statistics of Tribes, Agencies, and Schools*, published by the BIA. This is a reprint of a 1903 book that listed all tribes, agencies, and Indian schools, showing their population or enrollment, land holdings, buildings, amenities (such as plumbing), etc.
- *Carlisle Indian School Yearbook*, 1917
- *Carlisle Indian School Annual Reports*, 1909-1912

Government Documents

The Labriola Center has a number of collections from the National Archives and Records Administration. One set of records is the *Superintendents' Annual Narrative & Statistical Reports from the Field Jurisdictions of the BIA, 1907-1938* (174 reels documenting the accomplishments of agencies, schools, and hospitals—including maps, photos, and newsletters.) The *Bureau of Indian Affairs Records Created by the Santa Fe Indian School, 1890-1918* includes 38 reels of film. The Santa Fe School provided industrial training for children from Indian reservations in Arizona and New Mexico.

Newspapers

The *Ganado News Bulletin* was produced by the Ganado Mission from 1929-1969 and contains information about Navajo Boarding Schools.

Manuscript Collections

There are finding guides for several collections of personal papers and manuscripts that deal directly with Indian boarding schools. The Dorothy L. Parker Papers, for example, document the closing of the Phoenix Indian School, and the Wayne T. Pratt Papers cover the BIA schools. We also have collections that pertain to different aspects of Indian education.

Photographs

A search of the Hayden Library's American Indian Index and the Arizona and Southwest Index will bring up many of our photographic resources: color postcards of the Carlisle Industrial School, the papers and photographs of Fr. Augustine Schwarz from the 1920s, and slide collections of the Phoenix Indian School, the Ganado Boarding School, the Gila River Indian Community, the Casa Blanca and Blackwater Community Schools, and the Sherman Indian School in Riverside, CA

Oral Histories

The American Indian Oral History Collection contains microfilm transcripts of some 700 interviews with members of the Navajo Nation, and from members of the Pueblo Tribes, some of which deal with boarding schools. Ask for guide E77.6 .G854 2000.

The Oral History Tapes of Ralph Cameron (Pima-Maricopa) contain information on the daily student schedule at Phoenix Indian School from 1926-1931 (Tape 2) and his education at the Sherman Institute in Riverside, CA in 1931 (Tape 3.)

To see the entire reference guide, visit:

<http://libguides.asu.edu/content.php?pid=3897&sid=28618>

5) Records held in other international archives⁷

Address:

University of Canterbury
Macmillan Brown Library
Private Bag 4800
Christchurch, New Zealand
8140

Phone: +64 3 364 2753 (ext. 6753)

Email: macbrown@libr.canterbury.ac.nz

Hours: Mon-Fri 8:30am-5pm, closed on weekends

Justice Erima Harvey Northcroft Tokyo War Crimes Trial Collection [MB1549]

The International Military Tribunal for the Far East (IMTFE), most commonly known as the Tokyo War Crimes Trial (29 April 1946 to 12 November 1948), was one of the most important trials of the twentieth century. The IMTFE was charged with bringing the highest levels of Japanese war criminals to trial. The Tribunal consisted of eleven members from eleven nations: Australia, Canada, China, France, Great Britain, India, New Zealand, the Philippines, the Netherlands, the Soviet Union, and the United States of America. Justice Erima Harvey Northcroft was chosen to represent New Zealand on the Bench of the IMTFE. After the trial In January 1949, Justice Northcroft kindly donated his nearly complete set of trial documents to the University of Canterbury (then University of Canterbury College). At the time of his bequest, Justice Northcroft was well aware of the importance of this resource. Since that time, as original copies of the material have dwindled, disintegrated, and been lost, the value of Northcroft's gift has risen exponentially. This collection is now one of the most complete sets of IMTFE documents in the world. It contains almost 380 volumes and nearly 110,000 pages. Evidence can be found therein for examinations of virtually any topic regarding Asia in the first half of the twentieth century, particularly as it applies to the growth of Japanese imperialism.

The E. H. Northcroft Collection [MB 1549] is part of the documentary archives collection held by the University of Canterbury's Macmillan Brown Library. Please use the following inventory to fully realise the worth of Northcroft's endowment by following this link: http://library.canterbury.ac.nz/mb/war_crimes/intro.shtml

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

⁷ Permission granted on August 13, 2013 for "Justice Erima Harvey Northcroft Tokyo War Crimes Trial Collection" excerpts from "Introduction and Background", "Contacts", and "Library Hours" information from Juliet Moore, Information & Records Advisor, Vice-Chancellor's Office, University of Canterbury.

Personalized Profile of Archival Records for Research

Note: This profile provides a sample of repositories that hold archival records and invites you to explore options that you may not have considered as part of your research.

1) Name: Dr. Kenneth MacKendrick

Associate Professor, Religion Department, University of Manitoba

Research Interests: Critical social theory (Jürgen Habermas and critics), cognitive theory and imagination, evil in world religions, death and concepts of the future

2) Records held at the University of Manitoba Archives & Special Collections

Address: 330 Elizabeth Dafoe Library

Phone: (204) 474-9986

Email: archives@umanitoba.ca

Hours: Monday - Friday

8:30am - 4:30pm

Map to find University of Manitoba Archives & Special Collections,

330 Elizabeth Dafoe Library

http://umanitoba.ca/libraries/units/archives/images/archives_floorplan.jpg

Title: Marshall Gauvin fonds.

Call Number: Mss 47, Mss 90, Pc 36

Dates: 1900-1978.

Extent: 7.1 m of textual records. -- 178 photographs.

Biographical sketch: Marshall J. Gauvin was born near Moncton, New Brunswick in 1881. As a youth, he worked for eleven years for the Canadian National Railways as a carpenter and a cabinet maker. After years of self-education and preparation, he embarked on a career as a freelance public lecturer and educator. He lectured for fourteen years in Pittsburgh, Indianapolis, and Minneapolis. In 1926, he came to Winnipeg at the invitation of the One Big Union. He founded the local branch of the Winnipeg Rationalist Society and lectured weekly for fourteen years on rationalism and humanism in the Metropolitan, Garrick, and Dominion theatres. He became well known for his anti-religious sentiments and his weekly "anti-sermons" during the 1920s and 1930s. On retiring from the lecture platform in 1940, he worked for the duration of the war at MacDonald Aircraft Ltd. building and repairing planes for the Royal Canadian Air Force. Gauvin also wrote monthly articles for the *Truth Seeker* magazine until his health failed. Marshall Gauvin passed away on 23 September 1978 in Winnipeg.

Scope and content: The fonds consists primarily of the free thought lectures of M.J. Gauvin delivered between 1909 and 1940 and his correspondence. There are also personal and biographical memorabilia and correspondence of the Gauvin-Becker

families, as well as articles and news clippings relating to religion and free thought. Gauvin's voluminous library on free thought, religion, and anti-religion was donated to the University of Manitoba Libraries and is catalogued and available for use. The fonds also contains 54 pamphlets and individually catalogued ephemera on ethics, Christianity, and parapsychology (MSS 90) and 178 photographs (PC 36).

Restrictions: There are no restrictions on this material.

Finding aid: Printed finding aids are available in the Archives reading room and an on-line finding aid is available at the link below:

http://www.umanitoba.ca/libraries/units/archives/collections/complete_holdings/ead/html/gauvin.shtml

3) Records held in Canadian archives

Address:

Library and Archives Canada
395 Wellington Street
Ottawa, ON
K1A 0N4

Phone: 1-613-996-5115 or 1-866-578-7777 (toll-free in Canada and the US)

Hours: (Eastern Standard Time)

Monday, Wednesday and Friday: 9:00 a.m. to 4:00 p.m.

Tuesday and Thursday: 10:00 a.m. to 5:00 p.m.

Closed on Statutory Holidays

For more information consult: <http://www.collectionscanada.gc.ca/visit-us/index-e.html>

William Lyon Mackenzie King's Diaries

See a biographical sketch relating to King's ideas on spirituality, religion, and death.

<http://www.collectionscanada.gc.ca/king/023011-1070.08-e.html>

William Lyon Mackenzie King fonds

Description of Collection, see link below:

http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=98362&rec_nbr_list=441057,441056,441055,98362,335463

4) Records held in American archives

Address:

Division of Rare and Manuscript Collections
2B Carl A. Kroch Library
Cornell University
Ithaca, NY 14853

Phone: 1-607 255-3530

Email: rareref@cornell.edu

Archives Homepage: <http://rmc.library.cornell.edu>

Hours:

Winter & Spring Session Hours
Open Monday - Friday, 10am - 5pm
Open the following Saturdays, 1 - 5pm:
Mar 2, 9 & 30 and Apr 6, 13, 20 & 27
CLOSED Sundays
CLOSED December 22 - January 9, 2013
CLOSED March 17 - 22, 2013

Title: Niels A. Douwes Dekker papers, [ca. 1900]-1950, 1944-1946 (bulk)

Collection Number: 3480

Creator: Niels A. Douwes Dekker

Quantity: 6 cubic ft.

Forms of Material: Photographs, negatives, maps, correspondence, reports, manuscripts, news clippings.

Repository: Division of Rare and Manuscript Collections, Cornell University Library

Abstract: Photographs, maps, correspondence and reports of Niels Douwes Dekker relating to the Netherland Indies (Indonesia). Also includes other documents related to the Dutch presence in Indonesia and the Indonesian revolution.

Language: Collection material in English

Douwes Dekker had a special interest in documenting the religious life of Netherlands East Indies peoples in connection with his photographic essay on death rituals. Nearly 260 photographs in the collection are about mortuary practices of the peoples of Borneo, Sulawesi, Bali and other islands. While some were taken by Douwes Dekker himself, many were produced under his direction by staff members of the Visual Information Service and by others who shared his interest in local cultures. These images constitute an anthropologically valuable record of indigenous religious celebrations as they were performed in the 1940's, and thereby provide a rich source of data to investigate changes in ritual forms.

A case in point are the photographs of *tiwah*, a sumptuous celebration which constitutes the climax of the ritual for the dead among Ngaju Dayaks, a tribal people of southern Borneo (now the Province of Central Kalimantan). These elaborate and complex mortuary observances of the Ngaju have long been of interest to anthropologists, colonial administrators, and missionaries. F. Grabowsky's 1899 article on "Der Tod, das Begräbnis, das Tiwah oder Totenfest bei den Djaken (The Death, the Burial, the *Tiwah* or Death Festival Among the Dyaks)" (*Internationales Archiv für Ethnographie* 2:177-204), features detailed pencil sketches of death edifices and of particular moments in the mortuary celebrations. This was the major ethnographic source utilized by R. Hertz in his classic essay on secondary burial entitled *Contribution à une Etude sur la Representation Collective de la Mort* (R. Hertz, 1960 [orig. 1907], *Death and The Right Hand*, translated by C. and R. Heedham, Glencoe, Ill.: Free Press). The rituals received even more extensive treatment in Hans Scharer's renowned study *Die Gottesidee der Ngaju-Dajak in Süd-Borneo*, based upon data gathered during Scharer's lengthy service as a missionary in Borneo prior to independence. Despite the centrality of death rituals to his analysis of the Ngaju concept of God and the inclusion of closely related images, the illustrations in Scharer's volume do not depict actual performances of *tiwah*. The photographs in Douwes Dekker's collection provide nearly complete documentation of the climatic moments of *tiwah* as it was enacted during a period roughly contemporaneous with Scharer's research.

The photographs of Ngaju death ritual were taken by W. van Boggelen, a member of Douwes Dekker's staff, in collaboration with C. Pompe, a film reporter employed by Multifilm Batavia. The celebration documented was a *tiwah* enacted in a Kapuas River village in 1947. The examination of these images invites comparisons of former ritual practices with contemporary celebrations. Such comparisons raise provocative questions concerning the similarities and differences between ritual observances past and present and the dynamics of change that occasion the evolution of ritual forms. In the Ngaju case the broad outlines of modern death rituals and those depicted in van Boggelen's work are similar. Nevertheless, inspection of the photographs reveals what may be significant departures from contemporary practices. Apparently in many parts of Central Kalimantan today, ritual specialists are exclusively male. Yet the photographs in the Douwes Dekker collection feature both male and female ritual specialists. Whereas the photographs from the 1940's depict only men engaged in mortuary dances and ritual sacrifice, present-day male and female mourners participate side by side in most aspects of ritual celebrations. These apparent modifications in ritual practices open avenues of inquiry that may lead to a better understanding of the social contexts in which Ngaju mortuary celebrations were and are enacted. It is certain that the photographs of the rituals of other ethnic groups represented in the collection will be found useful by scholars interested in these cultures.

For a full biographical sketch of Niels A. Douwes Dekker, see link below:

<http://rmc.library.cornell.edu/ead/htmldocs/RMM03480.html>

For an example of a digitized photograph from these papers, see link below:

http://digproj.libraries.uc.edu:8180/luna/servlet/detail/CUL_KAR~1~1~438~100012:Douwes-Dekker-Photographs-Death-Rit

5) Records held in other international archives

Address:

Goethe Universität
Frankfurt am Main
Universitätsbibliothek J.C. Senckenberg
Bockenheimer Landstrasse 134-138
60325 Frankfurt am Main

Phone: 069/ 798 39007

Dr. Mathias Jehn

Archivist

Email: m.jehn@ub.uni-frankfurt.de

Hours:

Monday - Friday

9:00am - 4:30pm

Jürgen Habermas Papers

Call Number: Na 60

Extent: 16 m of correspondence and manuscripts

Dates: 1954-1994

Biographical Sketch: Jürgen Habermas born in 1929, Professor of Philosophy and Sociology at the Goethe-Universität (1964-1971, 1975-1982, and 1983-1994) and Director of the Max Planck Institutes and Research Groups, since 1980 at Max Planck Institute for Social Sciences (1971-1981), he ranks as one of the greatest living German philosophers. Habermas donated his papers to the Archives in the summer of 2010.

Finding aid: (German language)

<http://www.hadis.hessen.de/scripts/HADIS.DLL/home?SID=94BE-8D6D8A-B96E3&PID=6A3B>

*To discuss or ask questions about this profile email Jeanette, JMP Archival Studies student at:

Appendix D

Archives Educational Booklet Given to Professors

**(This booklet is largely based on terms used by the
University of Manitoba Archives & Special Collections to encourage University
Faculty to use the campus Archives)**

Archives Educational Booklet

**Jeanette Mockford, JMP Archival Studies Student
February 2013**

What archives do

Archives acquire, appraise, catalogue, and preserve records that document the functions of the institution in which they reside. In addition, archives may also collect special collections that include rare books or private records from individuals or organizations in the community. The collecting mandate of an archives often reflects the history of the region to promote education to the sponsoring institution and other researchers.

To learn more about different types of archives and what they collect, see this link:
<http://www2.archivists.org/usingarchives/typesofarchives>

1. How to find archives

The possibilities of finding archival records that contribute to learning various topics is becoming more accessible through the Internet. Guides listing contact information for archives are available on a host of archives related or other professional websites.

Check the following websites for contact information of archives or locations where archives are typically held:

Repositories of Primary Sources

(A listing of over 5000 websites describing holdings of manuscripts, archives, rare books, historical photographs, and other primary sources for the research scholar.)
<http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html>

Canadian Council of Archives Directory

(This is a database of Canadian repositories. You are able to search for particular Canadian repositories and retrieve information about archival holdings that are under their custody.)
<http://www.cdncouncilarchives.ca/directory.html>

Association of Universities and Colleges of Canada

(This link provides a listing of Canadian Universities and Colleges that can aid in searching for university and college archives)
<http://www.aucc.ca/canadian-universities/our-universities>

Canadian Archival Information Network

(A database of Canadian archives that allows researchers to search for archival records using keywords or links by topic or location of archives.)

<http://www.archivescanada.ca/english/search/BasicSearch.asp>

Library and Archives Canada

(Under the heading *Federal Government Heritage and Cultural Resources* this website offers links to Canadian Government affiliated heritage websites or repositories.)

<http://www.collectionscanada.gc.ca/archives/index-e.html>

2. Organization and description of archives

Records in archives are most often organized in original order by **provenance** to indicate the creator of the records. This method allows the historical context to be maintained as it was created and arranged by the creator. Stemming from this order, the archivist processes the collection in a fashion whereby the grouping of records is known as a fonds. A fonds reflects the entire of body of records that are then described by **series** (or main topics/subjects relating to the creator's function) and sometimes described at an item level where each record in a file is described.

For example, a Professor John Smith's donation of his records would be known as "John Smith fonds" since he is the creator of the records therein. Within the fonds his records would be organized in series like the following:

Series #1: Biographical Information

Within a series there may be records described on an item level such as:

Box 1 Folder 1: Curriculum Vitae

Box 1 Folder 2: Field Trip Journals

Box 1, Folder 3: Day Planners

Box 1, Folder 4: Obituary

Series #2: Professional Research and Publications

Series #3: Teaching Notes

Series #4: Conferences

Series #5: Correspondence

Series #6: Oversized Material

Series #7: Audio Tapes

Series #8: Photographs

A description for a fonds will usually contain a note about restrictions on access and use. Researchers may inform themselves on policies used to govern records that archivists deem restricted. Archives adopt guidelines from some of the policies listed below and it is best to inquire about the type of information and privacy policy that archives use since they differ from province to province and country to country.

FIPPA (Freedom of Information and Protection of Privacy Act) [Manitoba]: is a policy that provides citizens a right to information in records generated and held by public institutions, but does not apply to private sector businesses, non-profit organizations or professional organizations, federal government departments, agencies or crown corporations while also protecting citizens' personal information and allowing citizen's a right to correct errors held in this information.

<http://www.gov.mb.ca/chc/fippa/index.html>

ATIP (Access to Information Act and Privacy Act): The Access to Information Act provides Canadian citizens with the right to access information in federal government records. The Privacy Act gives Canadian citizens the right access to personal information and protection against the unauthorized use of this information.

<http://www.tbs-sct.gc.ca/atip-aiprp/index-eng.asp>

PHIA (Personal Health Information Act) [Manitoba]: Allows the right of access to personal health information and the right to keep this information private.

<http://www.gov.mb.ca/health/phia/>

3. Access tools and services that archives provide

Finding aids: Finding aids are the tool by which archivists record the information researchers view online or in paper format to search for records. The finding aid is usually an alphabetical list of creators.

Digitized images: Today archives are often digitizing images of their records to make them accessible to researchers who might not be able to travel to the archives to view them. Digitized photographs, pages from rare books, pamphlets, and slides include a description and a citation of the catalogued item's location.

Archivists understand that researchers often visit archives on a tight schedule and must use part of their time in the archives learning the system by which records are requested, rules for handling, and guidelines set for copying records. Some archives allow photocopying at a cost where archival staff do the copying or a public machine is on hand. Digital cameras are sometimes encouraged as a method to record images of records for future research though use of a flash is often prohibited. Portable scanners brought by the researcher or a public scanner is sometimes onsite to provide higher quality images for reproduction.

Reproduction of images is governed by policies adopted by individual archives and before copying it is useful to inquire about whether there are issues of copyright like asking permission for use and fees paid to the creator or the estate of the creator.

4. Archival research and aspects of the history of records

The key to understanding the significance of an archival record is based on the aspects of its history that are revealed in the organization and description of records. Increased awareness of this history allows researchers to see the richness in multi-layered, interrelated archival records. Below are a few aspects to consider when researching primary source records in an archives. The significance of these aspects may be explored in further readings listed below.

Societal provenance: All records have a societal provenance since people make and archive records in a social setting. Therefore, social circumstances shape what information may be known, what may be recorded, what may not, and how it may be recorded, such as in the medium chosen.

See the following article for a detailed explanation:

Nesmith, Tom. "The Concept of Societal Provenance and Records of Nineteenth-century Aboriginal-European Relations in Western Canada: Implications for Archival Theory and Practice." *Archival Science* 6 (2006), p. 352.

Institutional history: Institutional history documents the way in which organizations made decisions and how conducting business evolved with evidence being in the types of records created and the adoption of different methods of record creation.

See the following article for a detailed explanation:

Cook, Terry. "Legacy in Limbo: An Introduction to the Records of the Department of the Interior." *Archivaria* 25 (Winter 1987-88), p. 82.

Organizational culture: involves understanding the difference between the creation and use of records and how socialized factors in the reasons for creating records affect those who interpret them and in turn affect society.

See the following article for a detailed explanation:

Trace, Ciaran. "What is Recorded is Never Simply 'What Happened': Record Keeping in Modern Organizational Culture." *Archival Science* 2 (2002), p. 141, 153.

Personal life and culture: concentrates on records created by private citizens who provide a wealth of information in various forms that along with organizational records and culture depict a large portion of society who record a point of view that enhances the total knowledge to be learnt on a period of history.

See the following article for a detailed explanation:

Yakel, Elizabeth. "Reading, Reporting, and Remembering: A Case Study of the Maryknoll Sisters' Diaries." *Archivaria* 57 (Spring 2004), pp. 96-98.

Recordkeeping systems: refers to the way that organizations filed records with an index system to aid in future retrieval and provide a cohesive structure in which to collect and organize records indefinitely.

See the following thesis for a detailed explanation:

Hubner, Brian, "An Administered People": A Contextual Approach to the Study of Bureaucracy, Records-keeping and Records in the Canadian Department of Indian Affairs, 1755-1950." (MA Thesis, Department of History, Archival Studies, University of Manitoba/University of Winnipeg, 2000), pp. 62-63.

Diplomatics: A document contains characteristics in its creation that are often governed by a set of rules and this helps communicate the recorded message.

See the following article for a detailed explanation:

Duranti, Luciana. "Diplomatics: New Uses for an Old Science." *Archivaria* 32 (Summer 1991), p. 6.

Material literacy: The physicality of a record demonstrates to the researcher the importance of its creation depending on the materials used and the condition in which it appears. Therefore, the construction of the record along with the present condition indicate to the researcher the place it held during the time it was necessary to exist.

See the following article for a detailed explanation:

Rekrut, Ala. "Material Literacy: Reading Records as Material Culture." *Archivaria* 60 (Fall 2005), p. 12.

Visual literacy: Interpreting the images one finds in photographs or other visual media helps determine the history behind the creation of the record. The appearance of the subject or lack thereof and the representation of the action recorded allows the researcher to identify what the image is "of", the subject, and point of view affect how the record is interpreted in future years.

See the following article for a detailed explanation:

Kaplan, Elizabeth and Jeffrey Mifflin. "Mind and Sight': Visual Literacy and the Archivist." *Archival Issues* 21, no. 2 (1996), pp. 110-112.

See below for links to access online publications listed above:

***Archival Issues* online journal:** <http://minds.wisconsin.edu/handle/1793/43546>

***Archivaria* online journal:**

<http://journals.sfu.ca/archivar/index.php/archivaria/issue/archive>

***Archival Science* online journal (University of Manitoba Library ID and PIN required for online access):**

http://lrpapp.cc.umanitoba.ca/uhtbin/cgiirsi/?ps=3Tq4PNjUXI/SCI_TECH/56150152/9

5. Glossary of Archival Terms

This glossary aims to define the following terms according to generally accepted definitions developed by those in the archival profession. You may encounter these terms when accessing finding aids online or when consulting an archives to conduct research. These terms are based on glossaries developed by The Society of American Archivists and Simon Fraser University Archives and Records Management.

Accession Number: a number or code assigned to uniquely identify a group of records or materials acquired by a repository and used to link the materials to associated records.

Call Number: identification given to types of records within a fonds or collection that may be used by an archives, in conjunction with an accession number, to organize records in storage spaces and aid retrieval.

Archives: materials created or received by a person, family, or organization, public or private, in the conduct of their affairs and preserved because of the enduring value contained in the information they contain or as evidence of the functions and responsibilities of their creator.

Archivist: an individual responsible for appraising, acquiring, arranging, describing, preserving, and providing access to records of enduring value, according to the principles of provenance, original order, and collective control to protect the materials' authenticity and context.

Collection: a group of materials with some unifying characteristic usually assembled by a person, organization or repository from a variety of sources otherwise known as an artificial collection.

Description: the process of creating a finding aid or other access tools that allow individuals to browse a surrogate of the collection to facilitate access and that improve security by creating a record of the collection and by minimizing the amount of handling of the original materials.

Fonds: the entire body of records of an organization, family, or individual that have been created and accumulated as the result of an organic process reflecting the functions of the creator.

Provenance: is a fundamental principle of archives, referring to the individual, family, or organization that created or received the items in a collection. The **principle of provenance** or the *respect des fonds* dictates that records of different origins (provenance) be kept separate to preserve their context.

Record: a type of meaningful communication of the actions of its creators. It is an evolving mediation of understanding about some phenomenon and it is created by social and technical processes of inscription, transmission, and contextualization. (Tom Nesmith, "Still Fuzzy, But More Accurate: Some Thoughts on the 'Ghosts' of Archival Theory," *Archivaria* 47 (Spring 1999), p. 145.

Series: a group of similar records that are arranged according to a filing system and are related as the result of being created, received or used in the same activity.

Appendix E

Sample Letter and Answered Comment Forms

(insert current date)

(name of faculty member)

(office number and building name)

University of Manitoba

Winnipeg, MB.

R3T 2N2

Dear *name of faculty member*,

I appreciate the time you took to answer my questions during our meeting involving research in archives last year. In conjunction with the interview I created a *Personalized Profile of Archival Records for Research* and an *Archives Educational Booklet* that are enclosed. The personalized profile contains a list of archives with contact information and descriptions of records they hold that may be of interest to you. The educational booklet presents general information to consider when thinking about conducting research in an archives. It would be helpful to my research if you could review these items and comment on their usefulness to you in the attached comment form and mail the form to me in the enclosed addressed and postmarked envelope.

Sincerely,

Jeanette Mockford
JMP Archival Studies Student
Department of History
Faculty of Arts
University of Manitoba

1: Dr. Hee-Jung Serenity Joo
Assistant Professor, English Department, University of Manitoba
Research Interests: African American and Asian Literature, 1920s-1930s science fiction

Comments

1. Are you interested in researching the archival records provided in the profile?

I am already familiar with the Eaton collection.
 I am very eager to review the “Out of this World” website.
 The U of Liverpool special collections seem excellent and look very promising.

From the description provided, I am not sure if the *Tribune* clippings at the U of M would be relevant to my research, but I would be willing to peruse them at a later date.

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

Though I have only glanced at it, the booklet seems extremely helpful for someone like myself, who is a beginner in terms of archival work. (The majority of my research does not require archival work.) It will be a handy resource when I do find myself back in the archives again in the future.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

At the moment, my research project does not require archival work. I do have future projects that will require archival research.

Though I incorporate many archival records (photographs, documents, etc.) into my courses, they serve mostly illustrative and contextual purposes. I do not think archival work will constitute a significant part of my curriculum at the moment, especially considering my speciality is in contemporary literature, though I am open to the idea.

4. What is your overall opinion, following the interview and receiving this package, of archives?

My fascination and respect for archival studies and scholars has been, once again, reaffirmed. I think it is one of the most exciting fields today, especially as it intersects with digital humanities. I am perhaps less excited about doing research in the archives myself, than tracing how the field of archival studies is growing and how it is reshaping our understandings of history, knowledge, and information.

2: Dr. Laura Funk

Assistant Professor, Sociology Department, University of Manitoba

Research Interests: family care-giving and aging, "living apart together couples"

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes but don't currently have time to
gain further info on the nature/quality
of info / whether it has already been used & how -
so interest is there for sure but currently no time -
perhaps in future?

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

I liked the educational booklet but it could clarify
whether the listed sources all provide online access to archival
material (I think they do?) Also ^{explicitly} clarify which do + do not
allow for searching by topic/subject - which is the only approach
which I think would be useful for me.

In pt 3 - pg 4 - draw out the implications for research here (possibly
w/ example). Is ethics approval needed - clarify. →

3. Would you consider, in the future, introducing archival records into your curriculum or research?

Curriculum re: Qual + Historical Methods ^{courses} - Yes, I really
want to do this & will try to gain more knowledge.

4. What is your overall opinion, following the interview and receiving this package, of archives?

Motivating/inspiring yet overwhelming - more so
because I already have too many other research
projects currently underway & no time to work on new
ones as yet... but I would consider following up
in the future if I could get funding for a
student RA (perhaps future URG application)

2: Dr. Laura Funk, continued

pt 4 - a little unclear

pt 5 - clarification needed throughout so this makes sense to new researchers. For each type of / aspect of history - who has the knowledge of this - the archivist? Or is it for the individual researcher to figure out? Provide brief example of how each aspect can affect the info quality / usefulness. (the references are good but most people won't have time to access/read them).

Re: personalized profile - Thank you! It was interesting but left me w/ many new Qs. Also it may be helpful to provide briefer descriptions in some cases or present certain areas (eg. ^{section} 3 - scope + content) as a bulleted list sorted by subject area. It was difficult to get an idea of what is in the records, although it did peak my interest. I found myself wanting clearer descriptions of some of the repositories. Also, I would be interested to know how you selected ^{found} this particular sample of repositories. Also - are all these available online / how is access obtained (eg. #3) would I have to go to Vancouver?

Note at top of p4 - scared me off a little (I'm a technophobe)

3: Dr. Brooke Milne

Associate Professor, Anthropology Department, University of Manitoba

Research Interests: Reconstructing mobility patterns, settlements, and social organization through tracking stone tool technology made by the Paleo-Eskimo people on Baffin Island

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes! The information that was compiled is detailed and relevant to my own research and teaching. I used Matthiasson's monograph, *Living on the Land*, in my "Peoples of the Arctic" course here at the U of M in Winter 2012. Admittedly, I was unaware of the materials housed on campus related to that research and will plan to incorporate them into my course when it is taught again so that students can explore further Matthiasson's research on Baffin Island and the community in which he conducted it.

The information on the archives at Trent University is also relevant to me. I did my MA there and was not aware of the resources available at the Bata Library. However, I do periodically go to the Peterborough area and when I am there next, will be sure to visit the campus to access the materials noted.

The archives at the Scott Polar Institute and the University of Alaska are also of relevance to my research and teaching.

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

Yes. I found the educational booklet particularly helpful with the definition of terms, etc.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

Absolutely. This has been a very constructive experience for me and I am now more aware of the resources available and can plan more effectively to use them in my research and teaching.

4. What is your overall opinion, following the interview and receiving this package, of archives?

Very positive. Again, as I noted for question 3, the experience has been helpful and informative. The information provided and my greater awareness of the archives will undoubtedly make important contributions to my teaching and research in the future. Had I not had the chance to participate, I would have remained unaware of the potential contributions the archives could make to my work. So, many thanks!

4: Dr. Julia Witt

Assistant Professor, Economics Department, University of Manitoba

Research Interests: Quality of life, cost effectiveness analysis, recruitment and retention of nurses and doctors in remote regions, and medical decision-making

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes.

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

Yes – I really did not know anything about archives before, or that archives could be useful for my area of research.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

Yes, into my research.

Maybe into my curriculum, depending on how easily they would be available for students, and how relevant they would be (I usually teach policy courses so students often need very recent literature).

4. What is your overall opinion, following the interview and receiving this package, of archives?

I know much more about archives than I did before; I also learned that archives are relevant to my area of research, which I wouldn't have thought. Some of the material included on my list is very interesting, e.g. the data sets held at the National Archives in Maryland, and the Helen Glass collection at U of M. I plan to access both in the near future.

So my overall opinion of archives changed from “not applicable to me” to “potentially very relevant” and “very interesting and useful”.

5: Dr. Lucas Tromly

Associate Professor, English Department, University of Manitoba

Research Interests: American modernism, American South literature, and travel literature and Asian American literature

To: Jeanette Mockford
 Re: Response to Questionnaire
 Lucas Tromly

1. Yes. I found the information provided to be well tailored to my research interests, including travel writing, American literature, and science fiction. I am particularly interested in some of the holdings in the James B. Duke Library. While my current work focuses on contemporary literature, and is less likely to take me into traditional archives, I plan to keep this guide for consultation in the future. I also appreciated that the personalized profile included information about local, national, American, and international holdings.

2. Yes, many of them. Since I have not done archival research in quite some time, I was happy to see Section 2 ("How to Find Archives") of the "Archives Educational Booklet." Locating archival material can take up a disproportionate amount of time for scholars unused to conducting this mode of research, and I am confident that the Booklet will be a valuable resource.

3. Yes, absolutely. I frequently teach "American Literature to 1900" (ENGL 2170), and try to incorporate as many non-literary primary sources and artifacts as possible. I actually find that the biggest impediment to "teaching the archives" at the undergraduate level to be the absence of "Smart" classrooms at the University of Manitoba. I believe that if the university invests in classroom technology, it will be much easier to incorporate important non-literary sources into my teaching.

4. I feel that archival research is valuable, and may well be an important part of my future research. While archival work may never be the central focus of my research, I find it important to maintain a sense of the cultural past that is necessarily lost when texts are anthologized, reprinted, etc. I am grateful for the materials provided and, again, feel that they will be quite useful to me in the future.

6: Dr. Andrea Rounce

Assistant Professor, Political Studies Department, University of Manitoba
Research Interests: public administration, public opinion and how governments interact, governance within government organizations, and access and affordability of post-secondary education

Comments

1. Are you interested in researching the archival records provided in the profile?

Not currently, but I will pass them on to colleagues and grad students who are doing work on elections right now. I will keep these as part of my references for my next election project.

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

The educational booklet in particular is great! I am much more comfortable with the language and in my ability to ask for what I want in an archival setting. The one suggestion I have for the educational booklet is a section on "what to

3. Would you consider, in the future, introducing archival records into your curriculum or research?

Definitely into my research. Anticipate when going to an archive."

4. What is your overall opinion, following the interview and receiving this package, of archives?

This info has helped to remove some of the mystery around archives and archival research! Good work!

7: Dr. Glenn Clark

Associate Professor, English Department, University of Manitoba
Research Interests: Contextualizing Shakespeare and other early modern dramatists in terms of the Protestant ministry in 15th-17th century England, relationship between representations of taverns and ale houses in early modern English literature, issues of political change and the public sphere and the development of ideas of civility

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes- especially OJ Birmingham!

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

I appreciate the clear distinctions between fonds, series and provenance, and particularly the bibliographical suggestions for archival study, especially the online journals

3. Would you consider, in the future, introducing archival records into your curriculum or research?

I have done so, to a limited extent, but may well make greater use of archival materials in class in the future.

4. What is your overall opinion, following the interview and receiving this package, of archives?

They're great. What would we do without them? They are essential, foundational, to all work in the humanities, even if indirectly so.



7: Dr. Glenn Clark, continued

Thank you for your work, Jennette!

I'm not sure it'll be of use to you,
but a resource ~~that~~ I've found useful in
the past is Bloomfield's Directory of Rare
Book and Special Collections in the U.K.
and the Republic of Ireland. It's one model,
I suppose, of archival cataloguing.

8: Dr. Jason Edgerton

Assistant Professor, Sociology Department, University of Manitoba
 Research Interests: Social inequality and education using datasets, consumer behaviour, gambling research, addictions and mental health

Comments

1. Are you interested in researching the archival records provided in the profile?

Not currently. The education related archives may be of use in future, but are not relevant to my immediate research horizon

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

I know ~~a~~ a bit more about relevant archives & the basics of how they're organized.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

I ~~am~~ certainly wouldn't rule it out, but have no current plans to.

4. What is your overall opinion, following the interview and receiving this package, of archives?

At this point the archives highlighted for me do not appear to be that relevant to my research program. I will keep them in mind when considering future research possibilities. ^(as a potential resource)

9: Dr. Erin Wilkinson

Assistant Professor, Linguistics Department, University of Manitoba

Research Interests: Signed language linguistics including typology and corpus-based research, compares structures of different languages to see what generalizations can be drawn about the large scope of signed languages

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes, the ones archived at the U of Manitoba.

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

Somewhat. While I already know about some resources (e.g. DCC in Toronto and Gallaudet University), I was more interested in possibilities of finding sources at universities e.g. U of M and U of Alberta so forth. It is more likely that people have written about Deaf people in personal letters, government-type documentation, etc.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

It is most likely for anyone who wants to do historical research on Deaf people and their languages.

4. What is your overall opinion, following the interview and receiving this package, of archives?

Interesting, in particular about the rules about handling archived resources.

10: Dr. Andrew Woolford

**Professor, Sociology Department, University of Manitoba
Research Interests: Indian Residential Schools and Federal Boarding Schools
(USA), Genocide Studies, and inner city neoliberalism**

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes. I was aware of the Shingwauk Archives, but not of how many of the records are available online. I will explore these soon.

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

Information on finding archives was helpful - I had usually relied on secondary sources + the internet to find archives. Everything else would have been incredibly helpful a year ago, when I was beginning my project.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

Yes. We have a historical methods course in sociology, although this is not a course I have ever taught.

4. What is your overall opinion, following the interview and receiving this package, of archives?

It looks very useful and I hope to share it w/ my graduate students who are beginning archival projects.

11: Dr. Kenneth MacKendrick

Associate Professor, Religion Department, University of Manitoba

Research Interests: Critical social theory (Jürgen Habermas and critics), cognitive theory and imagination, evil in world religions, death and concepts of the future

Comments

1. Are you interested in researching the archival records provided in the profile?

Yes, three of the records proved to be of interest (especially the Jurgen Habermas papers donated in 2010 to Goethe Universitat).

2. Did the interview, attached personalized profile, and educational booklet answer questions you had regarding archives?

Yes. The interview ended up serving as both information and intervention. The booklet is very useful and will remain handy.

3. Would you consider, in the future, introducing archival records into your curriculum or research?

Yes. I plan on using the archives for RLGN 2222 The Supernatural in Popular Culture. The Hamilton fonds (Elizabeth Dafoe Library) focusing on spiritualism and life after dead will be the topic of one of my lectures. At least one class will be spend visiting the archive.

4. What is your overall opinion, following the interview and receiving this package, of archives?

Excellent! The interview process was very helpful and provided an opportunity for me to get to know the library (and city) better.

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