

**Towards a Master's Program in Archival Studies at the
School of Library and Information Studies (SLIS), University of the Philippines**

by

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Abstract

The archival community worldwide faces challenges posed by the advent of digital communication, shifting understandings of archives prompted by a new emphasis on the power of means of communication and archives to shape knowledge, and fundamental debates that have followed over how archives should be run. Archivists from different parts of the world have started to revamp archival concepts, learn new skills, and acquire the specialized knowledge through graduate level education (master's and doctoral degrees) necessary to address these challenges. Such specialized university degree programs in archival studies are fairly new phenomena. Professional education for archivists was initially offered in many countries by archives themselves to their new staff members and through conferences held by archival associations. Some then followed with one-year graduate diploma programs that eventually developed into a full master's degree. In Canada, the Association of Canadian Archivists first established guidelines for master's degree programs for educating archivists in 1976. The first master's program in Archival Studies offered in North America was launched in 1981 by the University of British Columbia. In the United States, the first guidelines for the development of a graduate program in Archival Studies came out in 1993. In Asia, by the late 1950s courses in archives were offered in several countries such as Vietnam, Taiwan, and the Philippines, but not as a specialized degree program.

In the Philippines, archival courses are only being offered as elective courses within library and information studies programs. There is, thus, a major gap in the programs of archival education in the Philippines. Certain factors that are unique to the Philippine archival profession further increase the existing common challenges facing archivists across the world and heighten the need for a specialized master's degree in Archival Studies. These factors include: inadequate access to records or archives that document the country's rich cultural and historical heritage, which makes research on the richness of Philippine history and culture difficult; the natural environment of the Philippines that makes it disaster prone requires special education in the care and management of the archives; and the relative youth of the archival profession in the country and thus limited number of properly educated professional archivists. This thesis discusses these challenges and how they can be addressed through a graduate program in Archival Studies. Lastly, the thesis offers a rationale and proposal for a master's program in Archival Studies at the School of Library and Information Studies, University of the Philippines.

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Introduction

In 1945, after the Second World War, some employees of the National Archives of the United States conceived the idea of a “United Nations Archives” that would embody and serve the interests of international organizations.¹ This archives was described as a repository of records “of international concern and importance, which allows the continuity over time of newly established institutions, of which all nations have enormous stake, and thereby of the fate of civilization itself.”² Although the envisioned purpose of the United Nations Archives was not fully implemented, the original vision for a universal archives shows how important archives are in the preservation of history.

The need to record information and make it readily accessible at any given time and for posterity have been human concerns since ancient times. Accounts of transactions and events in the distant past were discovered through symbols written on different materials such as stones, cave walls, papyrus rolls and vellum scrolls, and also through oral traditions. These oral and visual devices helped preserve information and prevent forgetting or total loss. Artifacts, which bear such symbolic writings, have served as evidence of these cultures.

With the rise and spread of literacy, humans found new ways of recording information and events.³ The perfection of paper by the Chinese in the second century CE provided a more convenient and versatile platform for writing. Written accounts presented

¹ Emma Rothschild, “The Archives of Universal History,” *Journal of World History* 19, no.3 (September 2008): 375.

² Ibid.

³ A more detailed discussion of the development of recording is provided by James O’Toole and Richard J. Cox, *Understanding Archives & Manuscripts* (Chicago: Society of American Archivists, 2006).

new means of information storage, transfer and use. The volume of written records grew exponentially as the level of literacy advanced. By the late nineteenth-century and into the twentieth, this growth in the production of records was further aided by the development of mechanical devices, such as the typewriter, copying machines, computers, and other advanced technologies, which made the production and reproduction of records much faster with formats more varied. However, as quantity increased, questions arose about what to keep permanently, along with a concern to ensure the authenticity and reliability of records. These concerns prompted the need for expert records creators and recordkeepers. The need for a specific person to manage and maintain records across time became inevitable, and thus, the role of archivists and archiving became more important.

Early twentieth century archiving practices may be described as specifically tailored to the needs and purposes of the agency or institution that the archives served. Oftentimes, its purpose ranged from documenting decisions to providing evidence of transactions or historical proof. During this time, keepers of records acquired their training through on-the-job training.⁴ This specialization, as Canadian archival theorist Hugh Taylor noted, though more an administrative support in nature, guaranteed archivists' tenure in the bureaucratic agency they served, and established their authority.⁵ Archival principles and practices were eventually developed and by the latter twentieth century became the basis of archival management in public and private institutions.

⁴ Hugh A. Taylor, "The Discipline of History and the Education of the Archivist," in *Imagining Archives: Essays and Reflections by Hugh A. Taylor*, eds. Terry Cook and Gordon Dodds, (Lanham, MD.: Society of American Archivists and Association of Canadian Archivists in association with Scarecrow Press, 2003), 53.

⁵ *Ibid.*

With more developed media for capturing records and technology for recording information, the uses of records and the information they contained also changed in a way that transformed the role of the keepers of records from one that is passive to that of active information providers. Their tasks were no longer mainly limited to preservation. Providing easy access to archives for a broad clientele became a priority. For archivists to be effective in their work, they needed to understand why and how records were created, and to perceive the importance and possible uses of the records in the future. This understanding of records requires broad knowledge of the creators of records, including the functions and administrative structures of the agency or institution they serve, as well as the prevailing socio-political environment at the time of the records' creation.⁶ Such knowledge can only be acquired by archivists through years of experience with the institution they serve. However, as the creation and uses of archives evolved, the concepts and practice of archiving also changed and grew to become something beyond knowledge of the creator.

In the second half of the twentieth century and into the present, deep and complex developments in the field of archives administration, information processing and use, as well as communication technology and society in general, have had a remarkable impact on the archival profession. The roles of archives in contemporary societies and the uses and expectations placed on them have expanded. This development encouraged rethinking of many traditional archival concepts, methods, and practices. As Terry Cook and Joan Schwartz argue, the classics of archival literature by Samuel Muller, J. A. Feith, and R. Fruin, Hilary Jenkinson, and Theodore Schellenberg have shaped archival practice,⁷ “but

⁶ O'Toole and Cox, *Understanding Archives & Manuscripts*, xiii-xv.

⁷ Dutchmen Muller, Feith and Fruin published their *Manual for the Arrangement and Description of Archives* in 1898. Hilary Jenkinson was the author of *A Manual of Archive Administration*

the impact of the changing communication technology on records and records creation and the evolving concepts of the nature and uses of memory, authority, evidence and truth undermine the ongoing relevance of the classical manuals.”⁸

Moreover, the archival community faces challenges posed by shifting understandings of archives prompted by a new emphasis on the power of the means of communication, and the role of archives in shaping knowledge, including fundamental debates that have followed over how archives should be run. Archival theorists have identified and analyzed the impact on archival theory and practice of these challenges and critical changes in the nature, use and organization, and processing of records as well as changes in the wider cultural, legal, technological, social, and philosophical trends in society.⁹ These changes, according to Cook, require archivists to re-examine traditional archival principles “from a product-focused to a process-oriented activity, in order to preserve in the best manner the collective memory of nations and peoples.”¹⁰ However, as archival educator Eric Ketelaar suggests, there is a need to understand how archival concepts are defined across different cultures in order to come up with universal principles that can guide the field of study and its practice.¹¹

published in 1922, while Theodore Schellenberg authored *Modern Archives: Principles and Techniques* in 1956. These three books became the major theoretical basis for archival principles and practices.

⁸ Terry Cook and Joan Schwartz, “Archives, Records and Power: From Postmodern Theory to Archival Performance,” *Archival Science* 2 (2008): 171-85.

⁹ Terry Cook, “What Is Past Is Prologue: A History of Archival Ideas since 1898, and the Future Paradigm Shift,” *Archivaria* 43 (Spring, 1997): 18.

¹⁰ *Ibid.*

¹¹ Eric Ketelaar, “The Difference Best Postponed? Cultures and Comparative Archival Science,” *Archivaria* 44 (Fall, 1997): 142-48.

In response to this development in the field, archivists from different parts of the world have started to revamp archival concepts, learn new skills, and acquire the specialized knowledge through graduate level education (master's and doctoral degrees) necessary to address these challenges. Although such specialized university degree programs in Archival Studies are a fairly new phenomena compared with other disciplines, these programs have continuously evolved rapidly and become more expansive in order to embrace all aspects of modern archiving.

The earliest opportunities for formal education of archivists in many countries were initially offered by archival institutions to their new employees and by professional associations of librarians or historians from which archivists and manuscript custodians were originally drawn. Attributed to the lack of a specific field that would cover archival work and take full responsibility for the education of archivists, development of university education for the archival discipline came much later. In the United Kingdom, one-year diploma programs for archivists were initially offered at the University of London and University of Liverpool as early as 1947. Both institutions now grant master's degrees for completion of a curriculum devoted to Archival Studies. In Canada, the Association of Canadian Archivists first established guidelines for master's degree programs for educating archivists in 1976. The first master's program in Archival Studies offered in North America was launched in 1981 by the University of British Columbia within the library school. In the United States, archival education and training was a post-employment activity as early as 1937, with the first archival course offered in the library school of Columbia University

in 1938/39.¹² However, the first American guidelines for the development of a graduate program in Archival Studies came out only in 1993. The first university education for archivists in Australia was offered by University of New South Wales in 1973. While in Asia, as early as the late 1950s courses in archives were offered in several countries such as Vietnam, Taiwan, and the Philippines, but not as a specialized degree program.

What should be included in an Archival Studies graduate program curriculum and how to do so continue to be topics of discussion in professional archivists' gatherings. The scope of archival education has become as expansive as the nature of work that the present-day archivist needs to do, given the current archival landscape and the challenges that the archival profession faces. According to Terry Cook, "defining archival education, and the nature of archival research, is, at its heart, about defining what kind of archivist the profession needs educators to produce and what kind of research the profession needs from educators and their students."¹³ In 1996 Tom Nesmith asked what a twenty-first-century archivist should know and what skills he/she should possess. Nesmith asserted that the intellectual foundation that embodies traditional archival principles will continue to be relevant and essential, but there is a need "to adapt [the] implementation of these ideas to the [archives'] user expectations and the economic, technological, communications, and institutional configurations of the twenty-first century."¹⁴ How aspiring archivists should learn these underlying principles and be able to hone them further in order to respond to

¹² Richard C. Berner, "Archival Education and Training in the United States, 1937 to Present," *Journal of Education for Librarianship* 22, nos.1/2 (Summer-Fall 1981): 3-19.

¹³ Terry Cook, "The Imperative of Challenging Absolutes' in Graduate Archival Education Programs: Issues for Educators and the Profession," *The American Archivist* 63 (Fall/Winter 2000): 180.

¹⁴ Tom Nesmith, "'Professional Education in the Most Expansive Sense': What Will the Archivist Need to Know in the Twenty-First Century?" *Archivaria* 42 (Fall 1996): 90.

these new circumstances need to be emphasized and developed in graduate archival education.¹⁵ Nesmith further maintains:

By exploring and addressing archives as a problem, graduate education in Archival Studies can teach students to question and clarify concepts and techniques, develop approaches to problems, examine the issues affecting these choices, and, equally important, learn how to find further information. Herein lies the paradox of professional education. It should be about thinking creatively within a field, more than about covering as much as possible of the accepted knowledge and techniques in the field.¹⁶

The Philippine archival community is not exempt from these contemporary challenges. Archival education in the country is not at the level of university education that other countries have already achieved. Although courses in archives administration were offered as early as 1954, the realization of a long-awaited graduate program has been elusive for some time. It is in this context that a distinct graduate program in Archival Studies in the Philippines is proposed. Given the challenges posed by the evolving global archival landscape, there is a need to revisit and reassess the necessity for a graduate program in Archival Studies in the Philippines. A pioneering attempt to launch a full graduate program was made in the early 1990s by proposing the Master in Archives Studies (MAS) program at the School of Library and Information Studies (formerly Institute of Library and Information Science) at the University of the Philippines. It did not succeed due to lack of educators with a degree in Archival Studies. This thesis takes up this unfinished task and proposes a distinct graduate program in Archival Studies for the Philippines. The increasing challenges posed by the evolving global archival landscape,

¹⁵ Ibid., 92.

¹⁶ Ibid.

and shared by the Filipino archival community, in addition to the serious particular needs of Filipino archives, require another attempt to address them through a graduate program in Archival Studies in the Philippines.

This thesis presents a rationale and proposal for a two-year graduate (master's) program in Archival Studies in the Philippines. While acknowledging that a highly specialized graduate program in Archival Studies is necessary to be able to respond to the current landscape of the profession worldwide, it is also necessary to identify the unique characteristics of the archival profession in the Philippines. In order to do this, it is necessary to look back on historical events that led to the development of archives in the country.

Chapter one presents an overview history of Filipino society, culture, and politics. It begins with a short discussion of the Philippines today, as its physical location and current demographics also have important effects on archiving. This chapter shows how the contemporary archival landscape was shaped by a history that goes back to ancient times, and includes the Spanish colonial era (initiated after first contact in 1521, and lasting till 1898), the American colonial period since 1898, and the period since American rule ended in 1946.

Chapter two offers an overview history of Filipino archives, the major record creating entities during its colonial history and some of the main archives that hold their records. The chapter also traces the evolution of the Philippine National Archives. It discusses how the archives evolved from the Bureau of Archives established in 1901 to today's National Archives of the Philippines.

Chapter three provides a historical account of the development of the Philippine archival profession and archival education up to 2007. It also discusses significant events towards the late twentieth century that led to awareness of the importance of archives in the country. The chapter includes discussion of how the first attempt at establishing a graduate program in Archival Studies in the Philippines was thwarted by lack of resources, qualified educators, and responsiveness to the unique requirements of the archival profession in the Philippines. This chapter prepares the reader for discussion in the next chapter of strategies for improving archival education in the Philippines.

Chapter four presents contemporary challenges facing the archival profession in the country. It also identifies factors and circumstances that present opportunities for the development of the profession. Both the challenges and opportunities are considered in the identification of the components of the proposed curriculum for a master's program in Archival Studies, which is also laid down in this chapter. The academic rationale and objectives of the proposed program are emphasized to show how they would respond to the challenges, and enable the archival profession in the country to contribute to the development of the Filipino nation as a whole.

Chapter I

The Philippines and Its Colonial History

One of the key professional actions of archivists is establishing the provenance [origin] of records. But the origin of records is much more complex ... It includes the societal and intellectual contexts shaping the actions of the people and institutions who made and maintained the records, the functions the records perform, the capacities of information technologies to capture and preserve information at a given time, and the custodial history of the records.¹

While adopting European insights into the importance of provenance in archival functions, the *rediscovery* of provenance has been the core of Canadian graduate education in Archival Studies that has shaped its curricula for more than three decades. Provenance, as defined by Nesmith in the foregoing paragraph, encompasses both the societal and intellectual contexts that influenced the decisions and actions of people and institutions that led to the creation of records. It is therefore critical to understand this context of the creation of the records in order to discern the importance and value of archives. Transposing this idea to archival education in the Philippines means that understanding the country, its history, culture, and key records creators, including the prevailing circumstances and major events that led to current archiving practices, would contribute significantly to the development of a graduate curriculum in Archival Studies that is responsive to the unique requirements of the archives and archival profession in the country. This chapter presents a profile of the Philippines, its history and culture, and the

¹ Tom Nesmith, "Seeing Archives: Postmodernism and the Changing Intellectual Place of Archives," *The American Archivist* 65 (Spring/Summer 2002): 35.

current socio-economic and political situation in the country and how these contribute to the distinctive Philippine archival landscape and challenges facing the country's archival profession and educators.

Republic of the Philippines: A Country Profile

The Republic of the Philippines is located in the western Pacific Ocean as one of the countries in the South East Asian Region. It has a land area of 115,831 square miles spread over 7,641 islands with three major islands, namely, Luzon, Visayas and Mindanao. This relatively small land area holds a large population estimated at 102 million in 2016, excluding the 12 million living in other countries. This figure makes the Philippines the 12th most populated country in the world. The majority of its population lives in Metro Manila, which is the central business region of the country and the seat of government.

Throughout early history, the sea has been the country's main means of contact with the outside world. As early as the 10th century CE, Chinese, Hindus, and Moslems from neighbouring Asian countries engaged in commerce with the natives of the Philippines through a barter system.² This was made possible by its strategic location southeast of China and east of Vietnam, surrounded by the China Sea to the north and northwest, the Pacific Ocean to the east and the Celebes Sea and the waters of Borneo to the south. Although modern technologies now allow more advanced means of transportation and communication, the sea remains an accessible gateway to neighbouring countries and for inter-island access.

² Alden Cutshall, *The Philippines: Nation of Islands* (Toronto: D. Van Nostrand Comp, 1964), 11.

The country's native inhabitants are predominantly of Malay origin. Thus, its indigenous languages, ranging from 120 to 175 dialects, are Malayan in character. However, due to the three centuries of Spanish influence, many of the Philippine dialects contain Spanish words that have no direct equivalent in the existing local dialects in the country.³ English is the official language of instruction in schools, universities and offices. To date, 92.58 percent of its population or approximately 98 million Filipinos know how to speak English, making it the 3rd largest English-speaking country in the world.⁴ The level of literacy is high, as those fifteen years of age and older who know how to read and write (in either English or Filipino) form 96.3 percent of the total population.⁵

The Philippines has the 5th largest number of Christians among the world's countries and the third largest number of Catholics among Asian nations.⁶ It is the country in Asia with the largest number of Christians or 92 percent of its total population. More than 86 percent of the population is Roman Catholic, six percent belong to various nationalized, non-Catholic, Christian denominations, and another two percent belong to well over 100 Protestant denominations.⁷ In addition to the Christian majority, there is a vigorous Muslim minority comprising four percent of the population, concentrated on the southern islands of Mindanao, Sulu, and Palawan. Two percent of the population live in

³ Ibid., 8.

⁴ *Maps of the World: Top Ten English Speaking Countries*, accessed 15 March 2016. <http://www.mapsofworld.com/world-top-ten/countries-with-most-english-language-speaker-map.html>.

⁵ *CIA: The World Factbook*, accessed March 15, 2016. <https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html>.

⁶ Inquirer Global Nation, "Philippines still top Christian country in Asia, 5th in world." December 21, 2011, accessed March 22, 2016. <http://globalnation.inquirer.net/21233/philippines-still-top-christian-country-in-asia-5th-in-world>.

⁷ Jack Miller, "Religion in the Philippines," *Center for Global Education*, accessed March 22, 2016. <http://asiasociety.org/education/religion-philippines>.

isolated mountainous regions and still follow indigenous beliefs and practices, and a few Chinese nationals practise Buddhism, Taoism, and Confucianism.⁸

The Philippines is known for its pristine beaches and natural beauty, which have become favorite destinations for tourists from all over world. However, due to the country's physical location, which is along the Pacific Rim, and right on the Earth's "ring of fire," it is prone to natural disasters such as typhoons, earthquakes and volcanic eruptions, such as the 1991 Mt. Pinatubo eruption that greatly affected the Earth's weather and whose lahar flows continue to change the landscape of the provinces surrounding it.⁹

The Philippines is headed by a president and has a democratic form of national government composed of three independent branches, namely, the legislative (the Senate and the House of Representatives), executive (the president), and judicial (Supreme Court and other courts) branches. The extent of the authority of each branch is based on the 1987 Constitution of the Philippines. (The Philippines is a unitary state. There are municipal governments but no regional or provincial governments.)

As with any developing country, the Philippines is continuously embarking on efforts to improve its economy by adopting new systems of governance, new technologies and an improved educational system. Although it now ranks as one of the most promising newly industrialized countries, with its export economy moving away from agriculture to electronics, petroleum and other goods and services, its government, however, is plagued with controversies relating to graft, corruption and malversation of public funds. Mechanisms to promote transparency and accountability within the government are poor.

⁸ Ibid.

⁹ Melgabal Capistrano, "Natural Disaster Reduction: National Response and International Cooperation," *ADRC Asia Country Report*, accessed December 28, 2015. www.adrc.asia/countryreport/PHL/PHleng98/index.htm.

Pre-Colonial Philippines

For some time, it was believed that the first inhabitants of the Philippines were the Negritos or “Little Blacks” as the Spanish referred to them, followed by groups of Austronesians who came to the islands by boat beginning about 4000 BC.¹⁰ Further, the 67,000 year-old Callao Man of Cagayan province, which was discovered in 2012, and Angono petroglyphs in Rizal province, suggest that there were other inhabitants in the country prior to the Negritos and Austronesians.¹¹

Most of what is known about the conditions of life and of the inhabitants prior to Spanish colonization is based on the accounts of the first Spanish voyagers and chroniclers who arrived in the country in the sixteenth century. According to their accounts, there was no elite culture, no royal courts or dominant political group in the vast territory of the Philippines.¹²

According to Renato Constantino, a renowned Philippine historian, the early inhabitants relied on subsistence agriculture and did not have any surplus that could enable a “ruling class to afford labor for the construction of monuments for self-glorification,” which explains the absence of any monument or structure that would serve as evidence of such a ruling class.¹³ The only existing pseudo-political system was a kinship group known as *Barangay*, wherein the tribes’ headship, referred to as *Datu*, was acquired by lineage or

¹⁰ Renato Constantino, *A History of the Philippines: From the Spanish Colonization to the Second World War* (New York: Monthly Review Press, 1975), 24-30.

¹¹ Cecil Morella, ‘Callao Man’ Could Redraw Filipino History. November 12, 2012, accessed March 17, 2016, <http://news.discovery.com/history/archaeology/callao-man-philippines.htm>.

¹² Constantino, *A History of the Philippines*, 24-30.

¹³ Renato Constantino, “Identity and Consciousness: the Philippine Experience,” *Journal of Contemporary Asia* 6, no. 1 (January 1, 1976): 6.

heritage or could be attained by possessing special traits, prowess, intelligence, and valour, qualities which were useful for survival.¹⁴ The *Datu's* authority was also limited by customs and procedures and only performed the duties of a village administrator and not a ruler.¹⁵

However, there were communities in the country in which a more advanced economy was observed, particularly those Muslim communities in Mindanao that had already developed a strong link to seafaring Muslims from neighboring countries.¹⁶ Only the Muslims of the south resisted Spanish colonization and have continued to uphold their customs and traditions until today. Although there were already some areas in Luzon and Visayas that were exposed to Islam, Muslim influences were not widespread and Islam's growth was halted by the coming of Spanish colonizers and the spread of Christianity.

The discovery in 1987 of an inscription on a sheet of copper in Laguna, also known as the Laguna Coppersheet Inscription (LCI), the oldest legal document found in the country, dating from 900 CE, provides evidence that precolonial inhabitants of the country used a script similar to the Philippine ancient script known as *Baybayin* and which the Spaniards claimed had been in use in the Philippines as far back as a century before their arrival.¹⁷ This finding is proof that contrary to the accounts of Antonio Pigafetta, a chronicler and shipmate of Magellan, the natives had a system of writing when the Spaniards first arrived in 1521. When the second group of Spaniards led by Miguel Lopez de Legazpi arrived in the country in 1562, he claimed that the natives were already using

¹⁴ Constantino, *A History of the Philippines*, 24-30.

¹⁵ Ibid.

¹⁶ Constantino, "Identity and Consciousness," 6.

¹⁷ Paul Morrow, *Baybayin – The Ancient Script of the Philippines* accessed March 17, 2016. <http://www.mts.net/~pmorrow/bayengl1.htm>.

Baybayin and knew how to read and write.¹⁸ Based on the shape of its characters, the language is believed to have originated in the ancient *Kavi* script of Java, Indonesia, but early inhabitants believed that their *Baybayin* came from Borneo.¹⁹

The Philippines and Three Centuries of Spanish Colonization

The Philippines was one of the last imperial conquests of Spain at the height of Spain's global power during the reign of Philip II. The first group of Spaniards led by Ferdinand Magellan arrived in the Philippines in 1521. Although this group was not successful in establishing a cordial relationship with the natives, the second group that arrived in 1562 led by de Legazpi was able to convince the natives of Cebu and Panay islands in Visayas region to allow them to stay. Under the guise of protecting the natives from their tribal enemies, the Spanish colonizers were able to find hospitable hosts among the natives. Spreading Catholicism became a secondary purpose of Spanish colonization, and resulted in the Philippines becoming the only Christian country in Asia for some time.

In reality, the Spanish colonizers were primarily driven by commercial motives and focused on exploiting the natural wealth and human resources of the country. From the Visayas region, the Spaniards expanded their presence to other areas of the country, particularly in Luzon and Manila. The vast agricultural land in Luzon, the separate communities of inhabitants scattered all over Luzon, the existing trading activities with the Chinese in the Manila area, and its relative distance from Muslims in Mindanao, were factors that convinced the colonizers that it was a strategic location in which to establish

¹⁸ Ibid.

¹⁹ Ibid.

their headquarters. Manila was the administrative centre of the Spanish government from 1671 until the Spanish left the country in 1898.

The lack of any political system or governing power that could resist Spanish colonization made rapid expansion of Spanish rule to other areas in Luzon and Visayas easier. Both the state and the church became the rulers of the country. Spanish soldiers and friars marched together to pacify and convert the inhabitants, with the exception of indigenous groups such as the Moros in Mindanao and the Igorots living in the mountainous areas of Luzon. No Filipino was allowed to hold a position in the Spanish government other than at the lowest level. The *Barangay* was left merely to collect taxes. The introduction of formal education was also initiated by the friars. Educational institutions were established as early as the 1590s, making both the Catholic church and the early universities keepers of rich collections of archives during this period.

Education became the catalyst for some Filipinos, known as enlightened (educated) or *Ilustrados*, to become aware of the injustices committed by the Spaniards. Using pen and paper as their tools, some of the *Ilustrados*, who furthered their education overseas, wrote about conditions in the Philippines and their hope for their country to be liberated from Spain.

The great Spanish influence in the Philippines cannot be denied. Spain ruled the colony from 1521 to 1898: “The country’s very name encapsulates its [Spanish] colonial history... [and] is forever a reminder that this Southeast Asian archipelago was so named in 1543 by Ruy Lopez de Villalobos in honor of the sixteenth century Spanish crown King Philip (Felipe) II.”²⁰ Although the Spanish ruled for centuries, there were numerous

²⁰ Luis H. Francia, *A History of the Philippines: From Indios Bravos to Filipinos* (New York: Overlook Press, 2010), 10.

recorded attempts to resist their colonization and that became subjects of scholarly study. Frequent uprisings by the native population, though often suppressed, became an increasing concern to the Spanish government. The underground Propaganda Movement, “a movement for the development and propagation of nationalist ideas,”²¹ started to take hold in the late nineteenth century (1868-1898) and made its imprint among native Filipinos. This nationalistic idealism spread to the *Illustrados*, who despite their education in Europe, did not have the respect and political power that they sought to acquire in order to have a hand in Philippine governance.²²

As Benedict Anderson suggests in *Imagined Communities*, nationalism is an outcome or reaction of disheartened colonials who recognize that economic and political equality can never be achieved.²³ The spread of nationalism, as Anderson explains, was aided by the development of print-media and vernacular language, which made people imagine that they had an affinity with the larger community that shared their ideals and sentiments.²⁴ This is true in the case of the *Illustrados* who were disappointed by the lack of respect and recognition of their wealth and education. The writings of Rizal²⁵, heavily referred to by Anderson, are an example of how print media, in this case Rizal’s novels, became instrumental in inciting nationalist ideology among the Filipinos and inspired

²¹ Daniel B. Schirmer and Stephen R. Shalom, eds., *The Philippines Reader: A History of Colonialism, Neocolonialism, Dictatorship and Resistance* (Boston: South End Press, 1987), 6-7.

²² Ibid.

²³ Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1991), 87.

²⁴ Ibid.

²⁵ Dr. Jose P. Rizal, is the national hero of the Philippines. He was one of the *Illustrados*, those Filipinos who studied in Europe and used pen and paper to propagate nationalistic sentiments among Filipinos. He was executed by the Spanish colonial government for the crime of rebellion, despite the fact that he did not participate directly in any revolt.

numerous uprisings. Although written in Spanish, works of Rizal were translated into the popular vernacular and made comprehensible to the masses. In response to this, certain state policies and legislation were employed by Spain to prevent more uprisings. One example of these policies is the “*Reconcentrado*, a policy of concentrating the population to facilitate counter-insurgency operations.”²⁶

"Benevolent Assimilation": American Rule in the Philippines

The Philippines are ours forever... And just beyond the Philippines are China's illimitable markets. We will not retreat from either. We will not repudiate our duty in the archipelago. We will not abandon our opportunity in the Orient. We will not renounce our part in the mission of our race, trustee under God, of the civilization of the world.

- Albert Beveridge, 1900²⁷

The Americans toppled the Spanish in 1898. They took over the administrative structure instituted by the Spanish.²⁸ Based on the statement quoted above by U.S. Senator Albert Beveridge, despite the benevolent claim, financial and economic gain, similar to that of Spain, mainly motivated the Americans in their colonization of the Philippines. As described by historian Meg Wesling, “material interest was masquerading as liberation struggle.”²⁹

²⁶ Schirmer and Shalom, eds., *The Philippines Reader*, xiv.

²⁷ Meg Wesling, “Introduction: Educated Subjects: Literary Production, Colonial Expansion, and the Pedagogical Public Sphere,” in Meg Wesling, *Empire's Proxy: American Literature and U.S. Imperialism in the Philippines* (New York: New York University Press, 2011), 1.

²⁸ Anna Leah Fidelis Castaneda, “Spanish Structure, American Theory: The Legal Foundation of a Tropical New Deal in the Philippine Islands, 1898-1935,” in *Colonial Crucibles: Empire in the Making of the Modern American State*, eds., Alfred McCoy and Francisco A. Scarano (Madison, WI: University of Wisconsin Press, 2009), 365.

²⁹ Wesling, *Empire's Proxy*, 1.

Despite the opposition of some critics to the expansionist doctrine that Beveridge and many Americans espoused, the Americans pushed forward with their “manifest destiny” of educating, uplifting, civilizing and Christianizing the Filipinos.³⁰ Anchored on this moralistic obligation, the Americans ousted Spain from the Philippines by defeating the Spanish in the Spanish-American War of 1898. Under the Treaty of Paris, Spain relinquished its hold on its colonies for compensation of \$20 million. However, even before the ratification of the Treaty of Paris that ended the war, then U.S. President McKinley pronounced U.S. sovereignty over the Philippines and assured Filipinos that the Americans came as allies and not as conquerors. McKinley's proclamation of "benevolent assimilation" states:

It should be the earnest wish and paramount aim of the military administration to win the confidence, respect and affection of the inhabitants of the Philippines by assuring them in every possible way that full measure of individual rights and liberties which is the heritage of free peoples, and by proving to them that the mission of the United States is one of benevolent assimilation substituting the mild sway of justice and right for arbitrary rules.³¹

American rule did not come easily over the Philippines; the first three years of American colonization were tainted with bloodshed and revolutionary uprisings by Filipinos who were against another colonial invasion despite the proclamation of benevolent assimilation. Contrary to the promised benevolence, the first few years of the American takeover were characterized by brutality and force.

To counter this opposition, education was adopted to conquer and win the trust and support of the Filipinos. According to Wesling, “it was the power of education that was

³⁰ Ibid., 1-5.

³¹ William McKinley, December 21, 1898, as quoted in Cheryl Beredo, *Import of the Archive: U.S. Colonial Rule of the Philippines and the Making of the American Archival History* (Sacramento, CA: Litwin Books, 2013), 3-4.

called upon to manage the contradiction between colonial despotism and national independence by framing the violent intervention of the United States in the Philippines through the paradigm of tutelage, in which the Filipinos were regarded as the beneficiaries of the civilizing effects of American political and cultural tradition.”³²

Public schools were built and free education was offered for all Filipinos in contrast with the privileged access to education imposed during the Spanish rule. In this way, Filipinos were made to feel that they were students being prepared for a better life rather than conquered subjects.³³ English became the language of instruction in order to overcome the multitude of dialects in the country. Many publications written in English and embodying American life and culture were used as materials to propagate American culture as the supreme one in the country.³⁴ Moreover, the achievement of a level of education acceptable to the Americans became a promised gateway to the independence pledged by the U.S. As Filipinos became more educated and exposed to American culture and values, they were led to expect complete independence once stable government was in place.³⁵

From 1898, the Philippine Commission led the civil government until the establishment of the Philippine Assembly in 1907, when a bicameral legislative branch was started.³⁶ During this time, Filipinos were allowed to occupy the lower house while the Philippine Commission, composed of American representatives, occupied the Upper House.³⁷ With the passing of the Jones Act in 1916, the Philippine Senate was established and the Philippine Commission became a part of the executive branch leaving the

³² Wesling, *Empire's Proxy*, 5.

³³ Ibid.

³⁴ Beredo, *Import of the Archive*, 89-90.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Castaneda, "Spanish Structure, American Theory," 365.

legislative function to the Filipinos.³⁸ Finally in 1935, “after a ten year transition period of Commonwealth status, the Philippines was granted independence by virtue of the Tydings-McDuffie Act of 1934.”³⁹ Wanting to establish a national identity, the Philippine government embarked on some nationalistic projects or efforts to promote national identity but at the same time still acknowledging American sovereignty over the nation.

The Japanese attacked the Philippines on December 8, 1941. Philippine leaders were evacuated and taken to Washington D.C where a government-in-exile was established. The Japanese stayed in the Philippines for three and a half years. Japanese rule led to mass deaths, poverty, discontent and disaster. Filipinos suffered maltreatment that kindled their deep desire for freedom and led to revolutionary activities aimed at the Japanese and those Filipinos who were suspected Japanese allies. This continued until after the Japanese surrender in 1945.

The war further strengthened the colonial influence of the United States in the Philippines. In 1953, when Ramon Magsaysay won a landslide victory for the presidency, his leadership was still very much influenced by the U.S.. During Magsaysay’s term an American was appointed as the military adviser to the president.⁴⁰ This made it easier for the U.S. to use the Philippines to advance its military programs in the Southeast Asian region. New peasant and non-civil group uprisings and student protests started as a protest against the privileges given to some elite groups by the Ferdinand Marcos administration when he came into office in 1965 and against continued American intervention in the affairs

³⁸ Beredo, *Import of the Archive*, 89-90.

³⁹ Schirmer and Shalom, eds., *The Philippines Reader*, 37.

⁴⁰ Ibid.

of the state. This led to the declaration of Martial Law⁴¹ in 1972 under the Marcos dictatorship.⁴² As a consequence, “the United States government further increased its military and economic aid to the Philippines.”⁴³ However, such economic aid, as Schirmer and Shalom assert, did not reach its intended beneficiaries.⁴⁴ Living conditions in the country worsened and the economy continued to decline. More occurrences of human rights violations and corruption in government were recorded by international agencies. Press freedom was curtailed such that anyone saying or writing anything against the government was arrested. This led to publication of underground newspapers and publications also referred to as “mosquito press” that exposed the repression imposed by the Marcos regime and its allies.⁴⁵

Despite the lifting of Martial Law in 1981, the Philippine economy remained in a sorry state. Although the Marcos dictatorship was still in control, opposition to it increased, and reached its height after Benigno “Ninoy” Aquino Jr., Marcos’s principal political critic and opponent, was assassinated in 1983. Ninoy’s death triggered the first People’s Power Revolution also known as the EDSA Revolution, which culminated in the ouster of the dictator on February 25, 1986 and his replacement by Ninoy’s widow, Corazon “Cory” C.

⁴¹ Martial Law was declared in 1972 by President Marcos through Proclamation Order 1080. It gave absolute power to the president with the aid of the military. Countless human rights violations were committed by the regime, including curtailment of freedom of speech. Those who criticized the government were liable to be imprisoned.

⁴² Schirmer and Shalom, “General Introduction” in Schirmer and Shalom, eds., *The Philippine Reader*, xxiii-xxiv.

⁴³ *Ibid.*, 226.

⁴⁴ *Ibid.*

⁴⁵ “Mosquito Press was the term in journalism coined during Martial Law which is used for publications such as the *Philippine Collegian*, the University of the Philippines newspaper and other publications which continued to criticize the Martial Law government despite the dangers this entailed. These publications were likened to mosquitoes, small but have a stinging bite.” Quoted in *Philippine Press History: An Online Museum of the Country’s Storied Press Past*, accessed January 1, 2017. <https://philippinepresshistory.wordpress.com/category/martial-law-press/>.

Aquino. The administration of Corazon Aquino was seen as the ultimate hope for impoverished Filipinos. It opened numerous possibilities for democratic government and improved services to the people. However, Aquino's term was marred by several unsuccessful coup attempts. After she left office in 1992, four more presidents led the country, Fidel Ramos (1992-98), Joseph Ejercito Estrada (1998-2001), Gloria Macapagal-Arroyo (2001-2010), Benigno "Noynoy" Aquino III (2010-16), and the current president, Rodrigo Duterte.

This chapter underlines the importance of understanding the history of the society in which archivists work and archives exist, as records emerge from that varied context and are inundated with that information. The chapter does so only in a basic way, mainly for readers who are unfamiliar with Filipino history, in order to make this key point, particularly in relation to master's level university archival education, not to provide anything like a full history of the country.

Chapter II

The History of Filipino Archives: An Overview

The chief monument of the history of a nation is its archives, the preservation of which is recognized in all civilized countries as a natural and proper function of government.

- Waldo Gifford Leland, 1912¹

This chapter provides a basic overview of the history of archives in the Philippines. It is not intended to be comprehensive. It is simply intended to point to the great variety, complexity, and scale of the archival activity and legacy of the major record creating and recordkeeping entities in the country. This extensive archival inheritance underscores the need for graduate level university education in Archival Studies to prepare archivists who are capable of addressing the great challenges it presents.

The origin of formal recordkeeping in the Philippines has traditionally been attributed to the Spanish because most of the early written documents were generated during the period of Spanish colonization. However, according to some Spanish accounts, even prior to the coming of the Spanish to the Philippines, indigenous Filipinos already had a way of archiving their oral tradition, which they passed down from generation to generation. Pre-colonial Filipinos already had a system of writing that used at least ten syllabaries in their script but oral history was used in the transmission of tradition.² The heads of tribes known as *Datu* were said to use *Kawi* script before the Spanish came, but this was replaced by *Baybayin*, a Malay or Arabic Script, which was used to write to the

¹ Waldo Gifford Leland, "The National Archives: a programme," *American Historical Review* 18 no.1(October 1912): 1-28.

² Francia, *A History of the Philippines*, 37-41.

Sultan of Borneo.³

During the first century of Spanish colonization, the use of the language spread to other parts of the country.⁴ According to accounts of a Jesuit priest, Father Pedro Chirino, and Dr. Antonio de Morga, the majority of the early Filipinos knew how to read and write using the native script.⁵ They were using “leaves, palm fronds, tree bark and fruit rinds and bamboo as writing materials and the points of daggers or small pieces of iron as writing tools.”⁶ Letters were carved into the bamboo and wiped with ash to make the characters stand out more while sharpened splits of bamboo were used with coloured plant saps to write on more delicate materials such as leaves.⁷ Since most of the materials for writing were made of ephemeral materials, no records of these ancient writings have survived.

There are early Spanish reports that claim that pre-Hispanic Filipino communication was mainly oral rather than written, as described by Legazpi in his account of 1567, and by an unknown author of the Boxer Codex manuscript from 1590.⁸ Both manuscripts indicate that the natives did not have written histories or lengthy writings but only “letters or reminders to one another or lovers’ written charms.”⁹ It was only after the

³ Ibid.

⁴ Ibid.

⁵ Morrow, *Baybayin*.

⁶ Ibid.

⁷ Ibid.

⁸ Boxer Codex is a manuscript that contains accounts and drawings of different precolonial inhabitants of the Philippines. “It dates from the late sixteenth century and contains about 270 pages of text, written probably by a Spanish and possibly by a Filipino clerk, and drawn from a variety of sources. There are also seventy-five colored drawings of the inhabitants of China, the Philippines, Java, the Moluccas, the Ladrões, and Siam; eighty-eight smaller drawings of birds and fantastic animals; and a double-fold drawing depicting a Spanish ship off one of the Ladrone islands surrounded by the small canoes of the natives of the island. The text of the volume consists of contemporary accounts describing these places, their people and customs, and the European contact with them.” See “Boxer Codex,” *The Lilly Library Digital Collections*, Accessed December 19, 2016. <http://www.indiana.edu/~liblilly/digital/collections/items/show/93> .

⁹ Ibid.

arrival of the Spaniards that Filipinos started to use paper, pen and ink. However, recent historical accounts claim that there are very few surviving written records from this period because these early writings were considered pagan and were ordered to be expunged by the Spaniards.¹⁰ The oldest book in the country which was written in 1593, the *Doctrina Christiana, en lengua espanol y tagala*, contains *Baybayin* text.¹¹ Although it was also reported that this script was later abandoned by the natives in favour of the Castilian letters, *Baybayin* became especially useful in the propagation of the Christian religion.¹² It was also the “zeal and sense of mission of the Spanish missionaries”¹³ that led to the introduction of the printing press in the country as early as the 1600s and which allowed the more convenient production of manuscripts by the different religious orders.

When the Spaniards arrived, the native Filipinos immediately adopted the new system of writing that the Spanish introduced. However, as Punzalan explains, “indigenous[oral] history making and propagation of memory among the Christianized masses never actually ceased but rather were transformed, modified and imbedded within the mainstream and colonially sanctioned, influenced and favored traditions.”¹⁴

The distance between the Philippines and Spain necessitated the appointment of representatives of the Spanish Crown in the country who were required to perform periodic reporting on the local colonial government to the Crown of Spain, to Church leaders in

¹⁰ Schirmer and Shalom, eds., *The Philippines Reader*, 1; Ricardo Punzalan, “Archives of the New Possessions and the American Creation of a National Archives for the Philippines,” *Archival Science* 6 (2006): 382.

¹¹ Vicente S. Hernandez, “Trends in Philippine Library History,” (A Paper Presented at the 65th IFLA Council and General Meeting held in Bangkok, Thailand, August 20-28, 1999), *IFLANET*, Accessed January 1, 2017. http://archive.ifla.org/IV/ifla65/papers/0391/28/2011_138e.htm.

¹² Morrow, *Baybayin*.

¹³ Hernandez, “Trends in Philippine Library History,” 331.

¹⁴ Punzalan, “Archives of the New Possessions,” 383.

Spain, and the Vatican. These reports and exchanges of communication between the Crown and the local officers in the Philippines, as well as their Church counterparts, form part of the archives that can be found in different archival institutions in Spain. Among these, the *Archivo General de Indias* (AGI) in Seville, considered the “archival headquarters for the Spanish colonial period”, houses a significant volume of materials about the Philippines.¹⁵ Moreover, the AGI has several *legajos* or bundles of records that are not properly described and which either contain duplicate letters of the Governors General in the Philippines or other primary materials.¹⁶ Sending of duplicate copies of correspondence and reports and other official records via different ships became a standard practice during that period because the Spaniards wanted to make sure that copies of these documents got to Spain, given the length of time they had to travel and the hazards that might be encountered before reaching their destination.¹⁷

During the Spanish colonization, the archives were created and used both by the colonized (Filipinos) and the colonizer (Spanish) with the purpose of propagating nationalism for the former, and controlling illiterate and uneducated masses, for the latter. According to archival scholar Ricardo Punzalan, “folk traditions of storytelling which remained a characteristic of the indigenous Filipinos, became an effective tool for the popular independence movement, as well as the written records which explicitly promoted the national revolution.”¹⁸ *La Solidaridad*, a fortnightly newspaper, which forms part of the

¹⁵ Oona Thommes Paredes, “Working with Spanish Colonial Archives: Reflections and Practicalities,” *Kyoto Review of Southeast Asia Issue 7: States, People, and Borders in Southeast Asia* (September 2006), accessed November 06, 2016, <https://kyotoreview.org/issue-7/working-with-spanish-colonial-records-and-archives-reflections-and-practicalities/>

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Punzalan, “Archives of the New Possession,” 384.

Philippine insurgent records, became the mouthpiece of the Propaganda Movement aimed directly at driving away the friars from intervening in the affairs of the state.¹⁹ In its maiden issue published in Barcelona it put forward “the [Propaganda] movement’s aim to be receptive to liberal principles ... and propagate democratic goals.”²⁰ The paper also included news about the Philippines and political views of Spanish politicians including contributions of Filipino expatriates, such as Lopez Jaena, Del Pilar, and Jose Rizal. The extent of the impact of these archives and how they affected the revolutionary movements in the colony suggest the critical role these records played in the propagation of the most effective Philippine uprising of 1896-98.²¹

In this period of Philippine history, written documentation of the struggle of Filipinos for independence proliferated and heightened the revolutionary struggle. However, according to Gloria Cano, the last thirty years of Spanish colonization were spent on reforming the colonial system which, according to her, further encouraged freedom of the press.²² Such freedom of expression led to what Cano describes as “frantic publication of books and newspapers mostly between 1896 and 1898, exposing the struggles of the Filipino people and thus, propagating nationalist ideas that resulted in the outbreak of the Philippine revolution which was blamed eventually by many Spaniards, on the reformist policy that the Spanish government implemented.”²³ An example of an effort of the

¹⁹ Francia, *A History of the Philippines*, 116.

²⁰ *Ibid.*, 117.

²¹ Although there were numerous attempts to take up arms against Spanish rule, the most effective of them was the Philippine Revolution of 1896-98 because it helped weakened the Spanish government just as it faced military assault and defeat in 1898 by the United States. Schirmer and Shalom, eds., *The Philippine Reader*, 6.

²² Gloria Cano, “LeRoy’s *The Americans in the Philippines* and the History of Spanish Rule in the Philippines,” *Philippine Studies: Historical and Ethnographic Viewpoints* 61, no.1 (March 2013): 2.

²³ *Ibid.*

reformist government was the release of a royal decree in 1893 that pertains to the administration of local government in the country.²⁴ This measure, also known as Maura Law, which contained policies on organization of local government and administration of municipal treasuries, became a model for the municipal reforms introduced in Cuba and Puerto Rico in June 1893.²⁵ Based on this royal decree, Filipinos would have representation in their pueblos and the friars would have lost their power to make decisions.²⁶ According to Cano, “this reform was lauded by some Filipinos, such as, Pedro Paterno, Manuel Artigas, and the writers of *La Solidaridad*, paving its way into publication in 1896 as a newspaper written in Tagalog entitled *Ang Pliegong Tagalog*.”²⁷ In this period, printed records were used both as a vehicle to awaken the nationalistic ideals of learned Filipinos and to disseminate reformist endeavors of the Spanish colonial government.

Given that the Spanish colonial government was able to turn over a large volume of records to its successors in the Philippines, the Spanish did undertake archiving. According to Wickberg, “the Spanish government did not have a central archives, however, each department of the central government and each provincial government had an archives.”²⁸ As Granda, et.al. explain, “although much can be presumed about how the Spaniards valued records as evidenced by the existence of the colonial documents in the National Archives of the Philippines, there is no available proof that a unified and standardized archival system

²⁴ Ibid., 25.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid

²⁸ Edgar B. Wickberg, “Spanish Records in the Philippines,” *The Hispanic American Historical Review* 35, no.1 (Feb., 1955): 80; National Archives (1976). *National Archives at 75. Archiviana*, Diamond Jubilee Issue: 50.

was implemented in the Philippines before the mid-1800s.”²⁹ The earliest evidence of an effort to establish a Spanish Archives was in a report dated June 8, 1889 by Don Benito Perdiguero to the Secretary of the Governor-General, “where he described the condition of the government records and recommended the creation of a General Archives that would house all the archives in one place.”³⁰ At that time, government records were still kept in several state buildings, such as the *Intendencia*, *Impuesto*, *Cantaduria*, and the *Direccion de Administracion Civil*, all located in Manila.³¹

If there was a use that the Spanish colonial government had for the archives, it was to support the administrative needs of the colonial government. As such, it could be assumed that access to these archives was limited to people of authority in government. Moreover, according to Punzalan, “certain records were strategically used to control the largely illiterate and uneducated colonial subjects, such as the *cedula*, which had explicit bearing on property ownership, domestic or inland movement, employment, education, dispensation of justice, and establishment of identity.”³²

The early universities and the churches were among the other institutions outside the colonial government that amassed large volumes of records. The oldest university in Asia is the University of Santo Tomas (UST) in Manila. This university was initiated by the Dominican friars. The UST Archives has the largest collection of extant ancient *baybayin* scripts in the world, including a corpus of 6,000 reels of microfilm copies of canonical records of parishes from all over the Philippines, earlier books printed by the Dominican

²⁹ Yolanda C. Granda, Ricardo Punzalan, Teresita Montesa, “Insight and Foresight: Developing the Master of Archival Studies at the Institute of Library and Information Science, University of the Philippines,” *Journal of Philippine Librarianship* 22 (2001): 50.

³⁰ Ibid.

³¹ Punzalan, “Archives of the New Possessions,” 382.

³² Ibid., 384.

friars including *Doctrina Cristiana*, student records of all universities in the Philippines during the Spanish colonial era, and an incunabula, a book printed before the 1500s.³³

Another institution that houses archives dating to the Spanish era is the Archives of the Archdiocese of Manila (AAM), which was “established when Pope Gregory XIII declared Manila as a suffragan diocese of Mexico on February 6, 1579 by virtue of the Apostolic Constitution ‘Illius fulti praesido,’ following the first successful missionary efforts.”³⁴ Most of the archival holdings at AAM are Spanish manuscripts composed of General Administration records, Sacraments, personnel records, and Asuntos Generales.³⁵

The records of revolutionary movements were scattered in secret places to prevent them from being discovered and confiscated by the Spanish. Some records were later found in the basements of houses, inside tightly sealed jars and revolutionary newspapers among cut *zacate* grass for distribution to other Filipino revolutionaries. The Filipino national hero, Jose Rizal, hid his farewell poem “*Mi Ultimo Adios*” inside an alcohol cooking lamp.³⁶

A large volume of records generated by the Spanish colonial government is currently housed in the National Archives of the Philippines (NAP) and the National Library. These records are composed of royal decrees, reports of Spanish governors general, records of Filipino uprisings, censuses of different provinces, land titles, pastoral letters, maps, architectural plans and civil records, such as certificates of births, marriages and deaths. They form part of the Spanish records that were turned over to the American

³³ Levine Lao, “UST Collection of Ancient Scripts in ‘Baybayin’ Syllabary Shown to Public,” *Philippine Daily Inquirer*, (January 16, 2012), accessed November 15, 2016, <http://lifestyle.inquirer.net/31257/ust-collection-of-ancient-scripts-in-%E2%80%98baybayin%E2%80%99-syllabary-shown-to-public/> .

³⁴ “History of the Archdiocese of Manila” in *The Roman Catholic Archdiocese of Manila*, accessed September 27, 2016, <http://www.rcam.org/about> .

³⁵ Ibid.

³⁶ Francia, *A History of the Philippines*, 37-41.

colonial government by virtue of the 1898 Treaty of Paris.³⁷ The collection of Philippine Revolutionary Records is maintained in the National Library. According to Wickberg, the NAP is one of the two archival repositories, the *Archivo General de Indias* being the other, which hold rich sources of materials for the study of more than three centuries of Spanish colonization in the Philippines.³⁸

Furthermore, there are great volumes of archival materials created by the Spanish and American colonizers of the Philippines that are located in different archives in Spain, the United States, Mexico and other parts of the world. In a bibliography prepared in 1908 (but still used today) by James Alexander Robertson for the multi-volume book series that he published with Emma Helen Blair entitled *The Philippine Islands: 1493-1898*, he mentioned that due to the lack of a central archives that housed the Spanish archives, some of the records during that period landed in the hands of private individuals or families.³⁹ He likewise explained that each religious order also maintained its archives and other valuable records pertaining to their churches.⁴⁰ One of these is the *Archivo de la Provincia de San Nicolas de Tolentino*, which houses the original archives of the Augustinian Recollectos and also maintains a significant collection of Philippine archives pertaining to the Spanish colonization until today.⁴¹

In a paper presented at the annual meeting of American Historical Association in 1904, Worthington Chauncey Ford, the chief of the division of manuscripts in the Library

³⁷ Granda, Ricardo Punzalan, Teresita Montesa. "Insight and Foresight," 51.

³⁸ Wickberg, "Spanish Records in the Philippines," 77.

³⁹ James Alexander Robertson, *Bibliography of the Philippine Islands: Printed and Manuscript* (Cleveland, Ohio: Kraus Reprint Co., 1908, reprinted 1970), 13.

⁴⁰ Ibid.

⁴¹ Paredes, "Working with Spanish Colonial Archives."

of Congress, claimed that the British, Americans and Spaniards contributed to the physical disarray and incompleteness of public records in the Philippines.⁴² Records of the Spanish colonial government were seized and either taken to Britain or destroyed during the British colonization of the Philippines from 1762 to 1764. Records were destroyed during the Philippine-American War (1898-1902) and early part of American colonization by soldiers who wanted the records storage space inside the colonial administration building in Manila for military purposes.⁴³ Ford further claimed that even during times of relative peace under the Spanish regime, public records did not receive proper care.⁴⁴

When Spain surrendered its colonies, including the Philippines, to the United States, the country benefited from the American desire to acquire the complete documentation and records of the previous colonizer's rule. The transfer of all archives pertaining to the Spanish government is stipulated in the Treaty of Paris, which states:

The aforesaid relinquishment or cession, as the case may be, includes all documents exclusively referring to the sovereignty relinquished or ceded that may exist in the archives of the Peninsula. Where any document in such archives only in part relates to said sovereignty, a copy of such part will be furnished whenever it shall be requested. Like rules shall be reciprocally observed in favor of Spain in respect of documents in the archives of the islands above referred to. In the aforesaid relinquishment or cession, as the case may be, are also included such rights as the Crown of Spain and its authorities possess in respect of the official archives and records, executive as well as judicial, in the islands above referred to, which relate to said islands or the rights and property of their inhabitants. Such archives and records shall be carefully preserved, and private persons shall without distinction have the right to require, in accordance with law,

⁴² Worthington C. Ford, "Public Records in Our Dependencies," Annual Report of the American Historical Association for the Year 1904, 131-147 as quoted by Wickberg, in "Spanish Records in the Philippines," 77 and Beredo, *Import of the Archive*, 20-21.

⁴³ Ford, "Public Records in Our Dependencies," as quoted by Beredo, *Import of the Archive*, 20-21.

⁴⁴ Ibid.

authenticated copies of the contracts, wills and other instruments forming part of notarial protocols or files, or which may be contained in the executive or judicial archives, be the latter in Spain or in the islands aforesaid.

-Article VIII, Treaty of Paris 1898⁴⁵

The Spanish archives proved to be an invaluable source of information for the new colonial government. These archives served as a potent tool to administer the Philippines, especially given the revolutionary uprisings initiated by the Filipinos against the Spanish colonizers and subsequently against American colonial rule. The records of the revolutionary government, which were seized during the Philippine-American War, became particularly critical for this purpose, but now serve as proof of the heroic battle undertaken by the revolutionary Filipinos as they fought for the country's independence. These revolutionary records were initially taken to Washington, D.C. but eventually returned in 1954 to the National Library and Museum. A microfilm copy was retained in the National Archives of the US. Cheryl Beredo states that "the archives provided information needed to begin new projects or improve upon projects undertaken under the Spanish regime, and served as an active participant in the entrenchment and operation of new institutions under the American regime."⁴⁶ Many of these records eventually were taken in by the National Archives of the Philippines after the country's independence from American rule. Although the National Archives was established in 2007 Punzalan

⁴⁵ As quoted in Punzalan, "Archives of New Possession," 384-385; Beredo, *Import of the Archive*, 16-17.

⁴⁶ Beredo, *Import of the Archive*, 4.

maintains that in origin the [National] “Archive is undeniably a colonial creation and a manifestation of colonial domination.”⁴⁷

A similar role for national archives was observed by Michael Karabinos in other colonized countries in Southeast Asia such as Indonesia, where the Dutch colonial government established the archives before the colony’s independence and left the structure to the colony to manage.⁴⁸ However, a different scenario is observed in Singapore and Malaysia, where their national archives were established after independence. Thus, they had the chance to decide on what holdings to include, how these collections were to be organized and made accessible and what grand narratives could be written.⁴⁹

In the case of the Philippines, the National Archives has its origins in the General Archives or *Archivo Generales* of the Spanish era, and subsequently, upon American rule, as the Bureau of Archives under the Department of Instruction in 1901.⁵⁰ The Department of Instruction was responsible for the public education of the native Filipinos. The Bureau of Archives was responsible for providing the Philippine Commission with information about the nature of the country and the people. It also served as repository of records such as the census statistics that were compiled by the American government to monitor the cholera epidemic in 1902 and 1903. However, the census was also intended to effect continuous surveillance of the natives and enable “creation of protected zones”⁵¹ where the movement of people could be monitored to ensure no further uprisings. Though the census

⁴⁷ Punzalan, “Archives of New Possession,” 84.

⁴⁸ Michael Karabinos, “The Role of National Archives in the Creation of National Master Narratives in Southeast Asia,” *Journal of Contemporary Archival Studies* 2 (2015): 6.

⁴⁹ Ibid.

⁵⁰ Beredo, *Import of the Archive*, 15-41.

⁵¹ Reynaldo Ileto, *Knowing America’s Colony: A Hundred Years from the Philippine War* (Honolulu: University of Hawai’I Center for Philippine Studies, 1999), 22.

was ostensibly conducted to provide health services to the Filipinos, it became an instrument to pacify any remaining revolutionary movement. As Beredo argues, “the Bureau of Archives helped to create a narrative in which the United States was a benevolent colonial ruler.”⁵²

This was also the case when the Bureau of Archives became the Division of Archives, Patents, Copyrights and Trademarks under the Executive Bureau from 1905-1916. Aside from being the repository of inactive records, the Archives maintained current records related to the growth of different industries in the country, through its control of patents, trademarks and copyrights.⁵³ It thus aided the colonial government in monitoring economic development and in the process the activities of the natives. In 1916 the Archives was transferred to the Philippine Library and Museum (PLM). Both as a bureau under the Department of Instruction, and as the Division of Archives under the Executive Bureau, the archives supported the administration of the colonial government. When transferred to the PLM, the role of archives was confined to being a cultural repository and collection of inactive records of the colonial government.⁵⁴

From 1916, the Division of Archives remained a cultural institution under the National Library until 1928 when it was transferred to the Department of General Services where it functioned both as repository of the Spanish colonial records and the inactive records of the government. After the Second World War, it was noted that 50 percent of the records of the government had been destroyed during the war.⁵⁵ Fortunately, the

⁵² Beredo, *Import of the Archive*, 5.

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Ibid.

Spanish archives had been transferred to a secure location and saved.⁵⁶ For several years after the war, the nation's archives were stored in the Old Bilibid Prison where the condition was not proper for the storage and preservation of the archives. Thus, in 1953, the transfer of 75 percent of the collection to the third floor of the University of the Philippines Library in Quezon City was effected by an executive decree.⁵⁷ In 1958 Executive Order no. 290 was issued by then President Carlos Garcia, ordering the establishment of the Bureau of Records Management under the Department of General Services, with the responsibility to plan, develop, and coordinate government-wide programs, policies, rules, and regulations governing the use, storage, and disposition of current operating records of permanent or historical value.⁵⁸

The transformation of the Division of Archives into a records management bureau indicates the priority of the government as it was starting to rebuild the nation from the rubble of the Second World War. It is noteworthy that despite the proclamation of independence from the United States, the postwar government was still very much influenced by the United States. This is also reflected in the way the Bureau of Records Management was managed and patterned after the Department of General Services of the United States, where the American National Archives was situated at the time. The personnel of the Bureau of Records Management were likewise trained by the US Agency for International Development-National Economic Council.⁵⁹ The Bureau was elevated to

⁵⁶ This statement was based on a brief note about the Philippine Archives which appeared in Isaac J. Cox, et al. "Professional Notes." *The Hispanic American Historical Review* 26, no. 2 (1946): 269–283. Accessed November 9, 2016. www.jstor.org/stable/2508349.

⁵⁷ Wickberg, "Spanish Records in the Philippines," 78.

⁵⁸ Wikipedia, 2016. "National Archives of the Philippines," *Wikipedia*, accessed November 15, 2016. https://en.wikipedia.org/wiki/National_Archives_of_the_Philippines.

⁵⁹ Department of General Services, *The Department of General Services: its background, studies and plans as of June 30, 1970* (Quezon City: DGS 1970), 13-14.

an office in 1972 and was renamed the Records Management and Archives Office (RMAO) under the General Administrative Division.

During the celebration of the 75th year of the founding of the Bureau of Archives in 1976, the issue of *Archiviana*, RMAO's newsletter, focused on the history of the Archives including its deplorable state up to what it referred to as its rebirth when it was transferred to the National Library.⁶⁰ Although training on proper recordkeeping and preservation was already conducted by RMAO as early as 1975 when its Training and Information Division was established, such training was done very sporadically.

The RMAO remained the main agency responsible for the coordination of the recordkeeping practices of all government agencies. However, in reality, its functions were modest. Training of records personnel was limited. Monitoring and regulatory functions were assumed but not performed, due to the lack of specific legislation that would empower the RMAO to implement measures to ensure standard records management and archives practices.

Most government agencies implemented decentralized recordkeeping systems, which often led to duplication of records to ensure that copies were kept, hoarding of records, particularly those which were critical to the operation of the agency, and the loss or destruction of critical records. Archiving functions, commonly perceived by employees as safekeeping of original records considered critical to the operation, were set to the side of their recordkeeping functions. It was only when an agency ceased operation that the RMAO was contacted to receive the records of the defunct agency.

⁶⁰ Mentioned by Rosa M. Vallejo in a paper she presented at the Symposium on Archival Training in Asia and Oceania of ICA/SAE, Beijing 1991.

With the introduction in the Philippines of computers in the mid-1960s, the production and duplication of records became much easier and more convenient. However, this further aggravated the problem of managing the growing volume of paper records of the government and private companies. Without any regulatory procedures in government recordkeeping, destruction and loss of records became a systemic problem that undoubtedly contributed to rampant corruption and illegal transactions in the government.⁶¹ Moreover, the prevailing political atmosphere during those years, particularly during the Martial Law era under the Marcos presidency, did not allow much scope for proper records management for government records. This problem persisted even after the Marcos regime was replaced by the Aquino Administration in 1986.

On July 25, 1987, the RMAO was attached to the Department of Education, Culture and Sports (DECS) as a cultural agency by virtue of Executive Order 285. On February 3, 1988, it issued Department Order Nos.13-A and 13-B.⁶² These orders provided guidelines for records management functions and disposal of obsolete records among government agencies. Since then, this has become the primary tool in the disposition of government records throughout the country. Department Order No. 13-A specifically laid down the guidelines on the decentralized disposal of valueless records in government agencies. It also provided the list of General Records of the government and the authorized disposition schedules or the government file plan.⁶³ The order required each government agency to prepare an inventory of its holdings in the prescribed form as an initial step in developing

⁶¹ Mary Grace P. Golfo, "Toward a Standard Archives and Records Management Program for Selected GOCCs and GFIs in Metro Manila," (Master's Thesis, School of Library and Information Studies, University of the Philippines Diliman, 2010).

⁶² Both Department Order 13-A and 13-B were the first issuances on records management required to be followed by all government agencies.

⁶³ Department of Education, Culture and Sports (DECS) Department Order 13-A, Series of 1988.

a Records Disposition Schedule (RDS) to be approved by the RMAO for records that are unique to the agency. Department Order No. 13-B provided the rules and regulations governing the coordination of records management and archives functions. It consists of six (6) parts, namely: (1) Coverage; (2) Records and Archives Terminology; (3) Records Management and Archives Administration Requirements; (4) General Provisions; (5) Penal Provisions; and (6) Miscellaneous Provisions. Despite this order, the RMAO's function remained passive, and reactive only when summoned by agencies.⁶⁴

The passing of Republic Act 7160 in 1991, known as the Local Government Code of the Philippines, enhanced the recordkeeping practices of local government units in the country. With the prescribed devolution of power to elected local government officials, came the provision that each local government is required to establish a separate records office and archives. This requirement necessitated the hiring of records personnel that could handle the records of the local government. This also necessitated the need to train personnel of the local government in proper recordkeeping. Such training was provided by RMAO personnel upon the request of the concerned local government. Such training included lectures on the implementation of the disposition schedule prescribed in both DECS Circular 13-1 and 13-B.

There were two significant events that brought the Archives to the attention of the public. The first was during the centennial celebration of Philippine independence from Spain in 1998. There was interest in revisiting and rewriting Philippine history when the government prepared for the celebration. This event led to heightened interest in the

⁶⁴ DECS Department Order 13-B, Series of 1988.

Spanish archives and all cultural artifacts related to the 333 years of Spanish colonization. The centenary also inspired private institutions and families to establish private archives and museums that would showcase their archives and artifacts related to the Spanish era. It was also the period when special archives collected by prominent families were featured. As described by Granda, Montesa and Punzalan, “the archives, more than in any given period, were brought to the forefront of the commemoration and became the central element that underscored the centennial festivities.”⁶⁵ However, since private archives are not directly covered by the RMAO, only a few are well known.

The second event happened in 2004 during the presidential election campaign. During the height of the campaign, a scandal emerged involving the Director of the RMAO. It was alleged that he had ordered his staff to tamper with records in an effort to disqualify one of the strongest contenders for the presidency by making it appear that he was not a Filipino citizen.⁶⁶ Although no strong evidence linked the scandal directly to the incumbent president, who was running for her second term, an investigation determined that the director of RMAO was instructed to tamper with the records. This behaviour was widely condemned. It exemplified utter disregard for the rights of an individual as well as drew attention to the possible effect of such behaviour by a director of the RMAO on the history of the nation. It stimulated greater awareness of the value of archives. This case showed the

⁶⁵ Yolanda C. Granda, Teresa Montesa and Punzalan, “Insights and Foresights,” 25.

⁶⁶ “Philippine Archives Staff Say Opposition Presidential Candidate's Records Faked,” *BBC Monitoring Asia Pacific* (London, January 22, 2004), Proquest, accessed September 15, 2015, http://search.proquest.com.uml.idm.oclc.org/docview/461031731?rft_id=info%3Axri%2Fsid%3Aprimo.

urgent need for legislation that would raise the importance of proper management of public records and archives.⁶⁷

On May 21, 2007, Republic Act 9470, otherwise known as the National Archives Act,⁶⁸ was signed into law by President Gloria Arroyo. The Act authorizes the RMAO, officially renamed the National Archives of the Philippines (NAP), to implement the provisions of the law and to promulgate the necessary implementing rules and regulations in coordination with other concerned agencies, such as the National Historical Institute, National Committee on Culture and Arts, the National Library, and the Department of Local Government.⁶⁹ In 2008, the Implementing Rules and Regulations (IRR) were approved and published.⁷⁰ With the passing of the law, the National Archives was given more power to monitor and coordinate the records management and archives function of all government agencies. The law requires that all government institutions designate a records and archives unit and personnel whose sole responsibility is to manage the unit. The law also accorded the NAP the power to issue directives and guidelines pertaining to recordkeeping and preservation of archives. Among the guidelines issued by NAP are the updated versions of DECS Department Order 13-A and 13-B series of 1988, which are now referred to as NAP General Circulars 1 and 2 and the General Records Disposition Schedule.⁷¹

⁶⁷ Golfo, "Toward a Standard Archives and Records Management Program," 35.

⁶⁸ The LawPhil Project. "Republic Act 9470," Website, accessed November 9, 2016, http://www.lawphil.net/statutes/repacts/ra2007/ra_9470_2007.html.

⁶⁹ Ibid.

⁷⁰ The National Archives of the Philippines, "Implementing Rules and Regulations," *The National Archives of the Philippines Website*, accessed November 13, 2016, <http://nationalarchives.gov.ph/downloads/national-archives-of-the-phils-act-of-2007-r-a-9470/>.

⁷¹ The National Archives of the Philippines, "NAP Circulars," *The National Archives of the Philippines Website*, accessed November 13, 2016, <http://nationalarchives.gov.ph/downloads/nap-circulars/>.

At present, the NAP has begun the implementation of a national inventory project for disaster preparedness and e-governance that aims at creating a national inventory of all government records in the country.⁷² This will eventually aid the NAP in identifying the different types of records created by each government agency. Some government offices have started to establish a separate records and archives unit. Those already with records units have reviewed their existing records management program against the provisions of the law and identified necessary improvements that should be implemented. However, since the law is relatively new, no specific standards or best practices have been set yet that can serve as a model for an ideal records management and archives administration program.⁷³

The passing of the National Archives Act was a landmark event for the archival community because the National Archives was finally accorded the authority to implement the function it is required to do with the country's rich historical archives and contemporary records of the government. As NAP declares, its primary mandate is "to preserve the primary sources of information on Philippine history, the basic components of cultural heritage and collective memory," because "these documentary sources are the embodiment of community identities as well as testaments to shared national experiences."⁷⁴ The NAP's Mission and Vision statements state:

⁷² The National Archives of the Philippines, "Executive Meeting National Inventory for Disaster Preparedness and e-Governance," *The National Archives of the Philippines Website*, accessed November 13, 2016, <http://nationalarchives.gov.ph/executive-meeting-national-inventory-for-disaster-preparedness-and-e-governance/>.

⁷³ Golfo, *Toward a Standard Archives and Records Management Program*, 30.

⁷⁴ The National Archives of the Philippines, "Agency Mandates and Functions," *The National Archives of the Philippines Website*. Accessed November 13, 2016. <http://nationalarchives.gov.ph/transparency-seal/agency-mandates-and-functions/>

Mission

To enhance transparency, public accountability and responsible governance, promote freedom of information, provide access to official records, preserve and popularize Filipino cultural heritages, and strengthen national identities, while building international understanding through the effective implementation of programs on records management and archives administration.⁷⁵

Vision

A national records management and archival institution firmly committed to fostering good governance and cultural pride for a vibrant, well informed, developed and open Filipino society.⁷⁶

The act paved the way for the archival profession to be recognized.

Other major pieces of legislation that concern archives in the Philippines, and which augment the provisions of the National Archives Act, are the 1987 Philippine Constitution, the Code of Canon Law of the Roman Catholic Church and the Local Government Code of the Philippines (Republic Act 7160).⁷⁷ As stipulated in the 1987 Philippine Constitution, it is the responsibility of the state to protect the artistic and historical cultural treasure of the nation (Art. XIV, Education, Science and Technology, Arts, Culture and Sports, Sec. 16).⁷⁸ The Code of Canon Law of the Roman Catholic Church mandates that in each Curia, “there is to be established in a safe place a diocesan archives where documents and writings concerning both the spiritual and temporal affairs of the diocese are to be properly filed and carefully kept. . . . In each parish, there is to be an archives, in which the parochial books are

⁷⁵ The National Archives of the Philippines, “Mission and Vision,” *The National Archives of the Philippines Website*. Accessed November 13, 2016. <http://nationalarchives.gov.ph/mission-and-vision/mission-and-vision/>

⁷⁶ Ibid.

⁷⁷ Granda, Montesa, and Punzalan, “Insight and Foresight,” 35.

⁷⁸ “The Constitution of the Republic of the Philippines,” *Official Gazette*. Accessed February 15, 2016. <http://www.gov.ph/constitutions/1987-constitution/>

to be kept, together with the Episcopal letters and other documents which it may be necessary or useful to preserve...⁷⁹ The Local Government Code requires each local government unit to establish archives that will ensure the safety and protection of all government records, such as records of births, marriages, property inventory, land assessments, land ownership, tax payments, tax accounts, and business permits, and other records or documents of public interest in the various departments and offices of the provincial, city, or municipal government concerned.⁸⁰

At present, there are no standard archival practices for all types of archives in the Philippines. The National Archives of the Philippines by virtue of R.A. 9470, is entrusted with regulating all public records.⁸¹ However, it has vague, if not limited, authority over private archives, which more often have in their custody rare collections of records that have significant historical and cultural value.⁸²

Several government organizations have already recognized the importance of effective records management and archives administration. However, there are still more agencies that leave the decisions on recordkeeping to their secretaries and clerks. More often, low priority is given by higher authorities to records management and archiving. This lack of recognition of the importance of a sound records management and archives program

⁷⁹ 1983 Code of Canon Law. Canon 486 and Canon 535 no. 4 as quoted by Granda, Montesa, and Punzalan, "Insight and Foresight," 35.

⁸⁰ Chan Robles Virtual Law Library. "The Local Government Code of the Philippines (Republic Act 7160, 1991)," *Chan Robles Virtual Law Library*, accessed February 15, 2016, <http://www.chanrobles.com/localgovfulltext.html#.WDkl-JXrsuQ>.

⁸¹ The LawPhil Project. "Republic Act 9470," accessed November 9, 2016, http://www.lawphil.net/statutes/repacts/ra2007/ra_9470_2007.html.

⁸² Although Article II Section 9 of RA 9470 gives authority to the Director of NAP to acquire private archives that have enduring historical value, there is no provision in the law nor its Implementing Rules and Regulations that details how the appraisal of the value of such archives and their acquisition would be implemented.

can also be attributed to factors such as lack of knowledge and awareness of the proper procedures on effective records management and archives preservation and the perception of records management as mere filing and keeping of records. Although there are already a number of professional associations on records management and archives administration that are conducting short-term training, there is no formal educational institution that offers a degree specifically in records management and archives administration.

The following chapter discusses the state of the archival profession in the Philippines and the kind of education and training programs that were developed in response to the requirements of the profession.

Chapter III

An Overview History of the Filipino Archival Profession and Archival Education

I would beg all of you who have, or will have political influence to see that your records and archives receive proper care. This may not be a cause that appeals to vote-catching politicians, but if you neglect to set up a careful records office, your grandsons and their sons will denounce you for your barbarism – and they will be right.

Sir Steven Runciman, 1955¹

When Sir Steven Runciman, Professor of History at Cambridge University, visited the Philippines in 1955, he observed that there is much to be written about Philippine history, and many records and archives to support that work.² However, he also made the painful, but truthful statement quoted above, which aptly describes the state of the archives at that time. Prof. Runciman was referring to the Bureau of Archives during the period when it was in the custody of the Philippine government after the Second World War.

The physical condition of a nation's archives determines the value accorded to it by governments and the whole nation. As discussed across the first two chapters, archives in the Philippines assumed different roles, depending on how the colonial government viewed them. Since 1901, the Bureau of Archives had played different roles: critical information provider to the colonial government; monitoring device; and eventually considered a cultural entity to be placed in the National Library. It is quite understandable that after the

¹ Rosa M. Vallejo, "The Training of Archivists in the Philippines," *Janus* (1991-2): 79.

² *Ibid.*

chaos brought by the war, a devastated country like the Philippines would focus its resources on the rehabilitation of the country's infrastructure and improvement of the economy. People were starting to reclaim their lives. Who then, during that period, would invest in the protection and preservation of cultural heritage such as the archives? People who value archives see them as a "laboratory of history" and historical records as an "important component of the national and local cultural heritage."³ They acknowledge that archives "can contribute to the sense of identity of nations, communities, organizations, and individuals."⁴ But the condition of the Philippines during that postwar period did not allow that degree of priority to be placed on archives because the country had to focus on how to rebuild the nation. The war contributed to the deplorable state of the country's documentary heritage. But how these archives had been handled prior to the war also contributed to the problem.

The Keepers of the Archives

During most of the period of Spanish colonization, archival holdings were dispersed in different communities or pueblos and different churches, because both government and church leaders were the ones who collected and maintained archives. According to Reyes, for church officials, recordkeeping was an important component of the early missionaries' way of life in the colony.⁵ Government records were maintained by various local officials.

³ Terry Eastwood, "A Contested Realm: The Nature of Archives and the Orientation of Archival Science," in *Currents of Archival Thinking* eds. Terry Eastwood and Heather MacNeil, (Westport, CT: Libraries Unlimited, 2009): 11.

⁴ Ibid.

⁵ Maria Bernardita Reyes, "Ecclesiastical Archives," NCCA Website, accessed November 23, 2016, <http://ncca.gov.ph/subcommissions/subcommission-on-cultural-heritagesch/archives/ecclesiasticle-archives/>.

In separate reports made by Worthington C. Ford, the chief of the division of manuscripts of the Library of Congress, and James Alexander Robinson, the Director of the Philippine National Library, where the holdings of the Bureau of Archives were kept, on the condition of the Spanish records when they were ceded to the US, the undesirable condition of the archives is a constant focus.⁶ The reports blame the destruction of many records on war, insect pests that were prevalent in the country, and the tropical climate that was not conducive to the preservation of records.⁷ The keepers of the records often did not care for these archives properly, nor were they committed to preserving them for posterity. These keepers of records in the colonial era were seldom archivists in the modern sense of the term.⁸ They were institutional officials assigned to recordkeeping duties for mainly contemporary administrative and legal needs. A distinct archival profession did not yet exist in the Philippines.

There is no doubt that the Americans placed great importance on the Spanish archives, particularly during the first few years of American colonization after 1898 because of the records' critical purpose in American entrenchment in the Philippines. However, changes in the uses of archives were observed a decade after, when Robertson emphasized the need for the Philippine Commission to acquire more actively the archives in different repositories in Spain, arguing that the Filipino people needed these records for their historical value.⁹ The same view was already expressed by Manuel Yriarte, the keeper of archives under the Spanish government and the first Chief of the Bureau of Archives

⁶ Beredo, *Import of the Archive*, 24.

⁷ *Ibid.* It is critical to note that as early as the Spanish and American period the tropical climate in the country was already one of the factors in the deterioration of the records.

⁸ Namnana P. Hidalgo, "Training in Archives Administration," *Journal of Philippine Librarianship*, nos. 9-10 (1984): 4.

⁹ Beredo, *Import of the Archive*, 29.

under the American colonization, when he reported in 1901 about their efforts to gather the dispersed records in the different provinces, not only because of their historical value but also for the valuable information they contain about the establishment and administration of laws pertaining to the natives.¹⁰ With both Robertson and Yriarte acknowledging the need to gather and preserve the archives, it could be inferred that the importance of proper organization and care for the archives were recognized. However, the sheer volume of the archives and its pathetic physical condition, impeded proper appraisal and examination of the archives. Given such disarray, Ford advised against a detailed review of these records and instead recommended that steps be taken to prevent these conditions from worsening under the Philippine Commission's authority.¹¹ Moreover, as hostilities between the Filipino and American forces subsided in the early twentieth century, the American government's interest in the archives declined.

After the Bureau of Archives had served its administrative role, its holdings became a cultural object in the care of the National Library. This started the close association of archives with the library profession in the country. This association explains the pattern of development of the archival profession in the country and subsequently of archival education. The association can also be observed in the appointment of Clemente Zulueta in 1903 as Collecting Librarian at the National Library. He was assigned the task of acquiring copies of historical manuscripts in Spain, which were expected to become the core archival collection of the National Library¹² rather than the records in its custody from the Bureau of Archives. The lead role of the library in archival work also explains why a very important

¹⁰ Ibid.

¹¹ Ibid.

¹² National Library of the Philippines (NLP), "Filipinas," *NLP Website*. Accessed December 3, 2016. <http://web.nlp.gov.ph/nlp/?q=node/656>

collection of records of the revolutionary government known as the Philippine Revolutionary/Insurrection Records, compiled by Captain John Rogers M. Taylor,¹³ and other manuscripts created by revolutionary leaders during the Spanish period, are maintained in the National Library to this day. Unlike when they were used to serve only the colonial government's purposes, and public access to the records was limited, their emerging cultural purpose allowed greater access to them in the library setting

This organizational relationship between archives and libraries continued through the twentieth century and shaped the evolution of the archival profession in the Philippines. If and when an institution decided to establish an archives, it would be under or within the realm of a library and under the auspices of librarians. But as Hidalgo observed, "after some attempts to treat manuscript collections using similar principles as those applied to the book collection, libraries have come to acknowledge the necessity to approach the manuscript collections using archival principles."¹⁴

This was the case with the pioneer group of archivists in the country that was sent to do post-appointment training abroad. One of these pioneers, Pat. I. Nivera, travelled to the United States in 1969 to observe the different presidential libraries and archives in order to gain knowledge she needed to organize the collection of former President Ramon Magsaysay.¹⁵ Her graduate degree in library science and the workshop in archives that she attended while visiting the United States qualified her to work on the papers of other former

¹³ John T. Farrell, "An Abandoned Approach to Philippine History: John R. M. Taylor and the Philippine Insurrection Records," *The Catholic Historical Review* 39, no. 4 (January 1954): 385-407, accessed December 2, 2015, <http://www.jstor.org/stable/25015651>. Captain Taylor was commissioned to write a history of the relations of the United States and the Philippines based on the several boxes of captured records, including the revolutionary/insurrection records.

¹⁴ Hidalgo, "Training in Archives," 4.

¹⁵ *Ibid.*, 14-16.

presidents of the country and eventually to help establish the University of the Philippines (UP) Archives in 1972.¹⁶ Yolanda Granda, the first university archivist at UP, also attended workshops and did a study tour and internship in the different archives in the US and Canada to prepare her for this work.¹⁷ Other graduates of the Master of Library Science program, such as Fe Versoza, Evelyn Nofuente and Virginia Libang, took one or two courses in archives administration as their specialization to meet the requirements of the archival positions they had.¹⁸ This pattern of post-employment training can be observed among university libraries and other library institutions, which acknowledged the requirements of specialized skills to handle their manuscript collections.

Some attention to education for archival work also emerged in the Filipino government when the Division of Archives was renamed the Bureau of Records Management in 1958, which later became a separate office known as the Records Management and Archives Office (RMAO) under the General Services Division in 1972. A training division was created within the office that took an active role in the training of government employees in records management. Archival training, however, took a back seat. The introduction of the first mainframe IBM computers in the 1960s in government agencies like the Bureau of Lands, and more sophisticated versions of personal computers in the mid-1980s in other government and private sector institutions, created the need to manage the growing volumes of records produced as a result of the introduction of this new technology.¹⁹ This placed greater immediate emphasis on records management training,

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ WikiPilipinas, "Computers in the Philippines," *WikiPilipinas Website*, accessed December 9, 2016. http://en.wikipilipinas.org/index.php?title=Computer_in_the_Philippines .

rather than archival training. The training/workshops conducted by the RMAO were complemented by other short-term training programs conducted by private institutions concerned with records management. They were eventually also offered by the Philippine Records Management Association (PRMA), the first Filipino professional organization for records managers (mainly working in government agencies) established in 1972.²⁰ The emphasis on records management became more evident with the governments' campaign for transparency and accountability in the public sector after the Marcos era ended in 1986. This was also the period when computers became widely adopted in the offices of government and private agencies.

While governments and business institutions were concerned with proper recordkeeping, libraries with archival collections, ecclesiastical archives and other cultural institutions concerned with the collection of documentary heritage, including films and other audio-visual archives, became more active in seeking archival training through short-term workshops. The need for skill development in the preservation of these different types of archives also led to the creation and establishment of different professional associations such as the Society of Filipino Archivists (SFA) in 1990, led by pioneer librarian/archivists in the country. Three years later, the Society of Film and Audio Visual Archives (SOFiA) was also established. The SFA was the first Filipino professional association of archivists. And it supported the establishment of more specialized associations such as the Society of Ecclesiastical Archivists of the Philippines (SEAP) in 2000.²¹ As Granda, Montesa and Punzalan explain, the SFA was responsible for the “institutionalization of the records

²⁰ Granda, Montesa and Punzalan, “Insight and Foresight,” 32.

²¹ Ibid.

management and archives functions in national and local government units as well as in academic, business, ecclesiastical and medical institutions.”²²

One important event that contributed greatly to heightened awareness of the need to preserve archives is the five-year (1994-98) centennial celebration of Philippine independence from Spanish colonization. According to Weekley, the celebration was used by then President Fidel V. Ramos to inspire Filipino national feeling and identity, in part to pursue the government’s desire to improve the country’s economy in the global arena.²³ The centennial celebration also led to renewed interest in examining original documents related to the centennial celebration. As Granda, Pinzalan and Montesa observe, “the archives, more than in any given period, were brought to the forefront of the commemoration and became the central element that underscored the centennial festivities.”²⁴

History of Archival Education in the Philippines

As mentioned above, archival education in the Philippines began as an offshoot of library and information science education in the country. Several factors may have created this association. First, an archives was often viewed as part of a library, either as a special manuscript collection section or a separate archives section. This relationship to libraries, as Hidalgo explains, originated in “the shared historical roots of libraries and archives”²⁵ This is particularly true in an academic setting, where most of the established archives can

²² Ibid.

²³ Kathleen Weekley, “National Identity at the Centennial of Philippine Independence,” *Asian Studies Review*, 23, no.3 (September 1999): 337-353.

²⁴ Granda, Montesa. and Punzalan, “ Insight and Foresight,” 29.

²⁵ Hidalgo, “Training in Archives,” 3.

be found. Second, this association with libraries and other cultural institutions such as museums is also reflected in the clustering together of archivist, librarian and gallery and museum curator positions as allied professions in one occupational code in the latest Philippine Standard Occupational Classification.²⁶ Thus, formal training in library and information science can suffice for the requirements of an archivist position in the government as relevant training, in the absence of a formal university degree in archives.

Notwithstanding other informal training in records management and preservation given earlier, the first formal university course in archives was offered in 1954, when the first archives elective subjects were included in the undergraduate program of the Department of Library Science at the University of the Philippines.²⁷ These elective courses included General Paleography I (LIS 191) and Archives Administration (LIS 195).²⁸ In 1955, these first two courses were converted into graduate level courses.²⁹ This move to graduate level courses was in response to the thrust of UP to respond “to the urgent need for more advanced studies” and the “demand for more adequate instruction on the graduate level.”³⁰ This development is outlined in the following tables:

²⁶ *2012 Philippine Standard Occupational Classification*, accessed December 9, 2016, www.ble.dole.gov.ph/download/PSOC.pdf; This was also observed by Namnama Hidalgo in regard to the 1977 Philippine Standard Occupational Classification. See her article, “Training in Archives,” 5.

²⁷ A more detailed historical account of archival education is presented in Granda, Montesa, and Punzalan, “Insight and Foresight”.

²⁸ Hidalgo, “Training in Archives,” 12.

²⁹ Granda, Montesa, and Punzalan, “Insight and Foresight,” 32.

³⁰ Hidalgo, “Training in Archives,” 12.

TABLE 1: Undergraduate Archives Courses, 1954³¹

Course Code	Course Title	Course Description	Graduate Course Code
LS 191	General Paleography 1	The early forms of handwriting, and the deciphering of ancient and medieval manuscripts as the basis of textual criticism with particular reference to early documents in Philippine archives. (2 hours a week; credit 2 units ³²)	LS 211
LS 195	Archives Administration I	Definition, origin and composition of archival depositories; description and arrangement of archival documents; drawing up of the inventory; the conventional use of certain terms and signs; the pathology of the book and the document; a study of archival conditions in the Philippines. (2 hours a week; credit 2 units)	LS 215

TABLE 2: Summary of Graduate Archival Studies Courses, 1955³³

Course Code	Course Title	Course Description
LS 212	General Paleography II	Continuation of Library Science 211. The early forms of handwriting, and the deciphering of ancient and medieval manuscripts as the basis of textual criticism with particular reference to early documents in Philippine archives: Part II. Prerequisite LS 211. (2 hours a week; credit 2 units)
LS 213	General Paleography III	Writing in the Modern Ages from the XVth to XIXth centuries. Diplomatics, and the document; technical and historical chronography. Prerequisite Library Science 212. (2 hours a week; credit 2 units)

³¹ Adopted from the tables in Hidalgo, "Training in Archives," 12-14, and Granda, Punzalan, Montesa, "Insight and Foresight," 33-34.

³² Unit is the term used at the University of the Philippines to refer to a credit hour. For example, three units is equivalent to a three credit hour course.

³³ Ibid.

Course Code	Course Title	Course Description
LS 216	Archives Administration II	Continuation of LS 215. Definition, origin and composition of archival depositories; description and arrangement of archival documents; drawing up of the inventory; the conventional use of certain terms and signs; the pathology of the book and the document; a study of archival conditions in the Philippines: Part II. Prerequisite LS 211. (2 hours a week; credit 2 units)
LS 217	Archives Administration III	The most important archives of the world; their manuscripts and documents; their catalogues, indexes; the most important bibliographies and repositories of archives; rules for the publication of catalogues; pathology of documents and of old manuscripts. Continuation of Library Science 216. Prerequisite LS 211. (2 hours a week; credit 2 units)

Although these courses were offered through the Extension Division of UP in Manila and promoted to encourage more enrollees, enrollment was so low that the courses were discontinued in 1960.³⁴ As Granda, Montesa and Punzalan explain, “the failure of this initial effort to provide archival education in the country could be attributed mainly to the lack of demand for archival training at the time, the absence of an archival system infrastructure in the country, the absence of a distinct master’s program and the absence of local faculty to teach the courses in a language understandable both to the students and professor.”³⁵ However, despite the discontinuation of the archives courses, one archives related course, LS 210 Filipiniana: Archival and Historical Materials, which was an elective course for the graduate program in library science, was offered until 1980 when a new introductory course in archives administration, LS 270, was included in the curriculum.³⁶

³⁴ Hidalgo, “Training in Archives,” 13.

³⁵ Ibid.

³⁶ Granda, Montesa, Punzalan, “Insight and Foresight,” 36.

These two courses, LS 210 and LS 270, became the required elective courses for those graduate students who specialize in Archival Studies. Moreover, a Thesis Writing course (LS 300) or a Special Problem course (LS 299), which would yield a thesis or a shorter research paper in Archival Studies, also had to be taken by these graduate students.³⁷

The growing demand in the 1980s and 1990s for formal training in records management and archives administration necessitated the creation of more courses in the field. This led to approval of a formal Records and Archives Track in the Master of Library and Information Science (MLIS) Program in the early 1990s and eventually to a similar track in the Bachelor of Library and Information Science (BLIS) in 2002.³⁸ Tables 3 and 4 show the required courses for students in BLIS and MLIS programs who were specializing in Archives and Records Management. In addition to the required LIS courses that a MLIS student needed to take, cognate courses from other disciplines, such as history, anthropology, museum studies, public administration, and computer science, among others, were also needed.³⁹

TABLE 3: Required Courses for BLIS (Archives and Records Management Track)⁴⁰

Course Code	Course Title	Course Description
LIS 170	Introduction to Archives and Records Management	Concepts, principles and practices in archives and records management.

³⁷ Ibid.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ This table was adopted from the data in *ibid.*

LIS 171	Archives Principles and Practices I	Appraisal and acquisition of archives and their arrangement and description using national and international standards and formats applicable to archives. Prerequisite: LIS 170
LIS 172	Archives Principles and Practices II	Reference, promotion, documentation and administrative requirements of archives. Prerequisite: LIS 171
LIS 173	Introduction to Archives Conservation	Conservation of archival records. Prerequisite: LIS 170
LIS 198	Special Topics in Archives	New and Emerging Archival Practice

TABLE 4: Required Courses for MLIS (Archives and Records Management Track)⁴¹

Course Code	Course Title	Course Description
LIS 210	Filipiniana: Archival & Historical Materials	Manuscript & printed sources of Philippine history & culture; the introduction of printing & products of the early presses in the Philippines; problems of acquisition, preservation & use.
LIS 212	Introduction to Archives Administration	General principles & problems in the administration of archival & manuscript collection, including appraisal, acquisition, reference, arrangement & description of manuscript & archival materials.
LS 214	Archives History and Theory	Evolution of major Western & Asian archives; characteristics, functions, & responsibilities of archives institutions; their roles in national development; current trends in archives; uses of archives for information.

⁴¹ Ibid.

Course Code	Course Title	Course Description
LIS 216	Archives Methodology and Research	Origin, nature, & evaluation of source materials & records; current trends in Asia & the Pacific historical research & writing; archival forms, terminology, & literature; preparation, editing & publications of guides & inventories.
LIS 218	Records Management	Theoretical & practical aspects of records management including the relationship between records management & archives administration, records creation, records maintenance & control, records inventory, appraisal & disposition.
LIS 220	Archives Conservation	Conservation philosophy; causes & control of archives deterioration; storage facilities; conservation treatments; conservation policies & program; disaster preparedness.

A proposed curriculum for a Master of Archival Studies was jointly developed in early 2000 by the SLIS faculty and the officers of the Society of Filipino Archivists (SFA). Some of the founders of SFA, who also happened to be lecturers in archives courses at the then Institute of Library and Information Science (ILIS), collaborated to develop the proposed curriculum for a graduate (Master's) degree in Archival Studies. As the late dean of ILIS, Prof. Divina Pascua-Cruz explained, the proposed curriculum was a product of cooperation between the professional association and the academy, and thus, "it greatly considered the balance between theory and practice in light of the Philippine archival context and international trends and development."⁴² The collaboration between ILIS and

⁴² Letter to Dr. Ana Maria L. Tabunda, Chair of the Science and Technology Curriculum Cluster, from Prof. Ma. Divina Pascua-Cruz, Dean of the UPILIS, May 21, 2003 as quoted in Granda, Montesa and Punzalan, "Insight and Foresight," 46.

SFA started as early as 1991 when additional courses in Archival Studies were included in the LIS programs. The first title of the program that they wanted to adopt was Master in Archives and Records Management or MARM. However, upon reviewing current international programs in archives, they decided to adopt Master of Archival Studies. The proposed program aimed to provide the academic foundation necessary for future archivists and records managers. On the other hand, it also aimed to introduce or reinforce the fundamentals of the profession that practitioners were adopting and “enhance lateral thinking or applicability of theories and principles in situations other than their specific work places.”⁴³ The proposed Master of Archival Studies program included both existing and newly developed courses. Among the proposed courses were the following:⁴⁴

AS 211 (Archives History and Theory)

Evolution of theories, principles, methods and practices of archives and records; characteristics, functions, and responsibilities of archives institutions and their roles in social development; and the fundamentals of archives administration (3 hours a week; 3 units)

AS 220 (Records Management)

Overview of the core functions of records management; introduction to key principles and practical aspects of records management, including the records life cycle concept, records continuum, records creation, records maintenance and records disposition (3 hours a week; 3 units)

AS 225 (Appraisal and Acquisition of Archives)

Methods of acquiring archival records and determining archival value (3 hours a week; 3 units)

AS 230 (Arrangement and Description of Archives)

Documentation process, concept and principles of arrangement and description, and standardization of descriptive practices (3 hours a week; 3 units)

AS 240 (Reference, Access and Promotion of Archives)

Concept of public access to archival materials; developing reference policies; legislation or policies affecting access and use; and developing outreach and public relations programs (3 hours a week; 3 units)

⁴³ Granda, Montesa and Punzalan, “Insight and Foresight,” 46-48.

⁴⁴ Ibid.

AS 251 (Administrative Structures and Records)

Basic principles in the study of the organizational and functional history of agencies, institutions, or a group of related agencies; study of the meaning and context of records in the light of the organizational changes of an agency or institution and the career or growth of a person or family (3 hours a week; 3 units)

AS 270 (Preservation)

Preservation principles; causes of deterioration; building, environment, storage and materials control; collection survey; conservation treatments for paper-based materials and other formats; and developing preservation policies and programs (3 hours a week; 3 units)

AS 299 (Archival Research and Methodology)

Research principles, methods and problems in archives and records (3 hours a week; 3 units)

AS 260 (Foundations of Audiovisual and Other Non-Textual Archives)

Concepts, history, functions of audiovisual and other non-textual archives such as photographic, cartographic, architectural, sound, moving image, including oral history and electronic records; philosophical, legal, political and ethical issues; appraisal, acquisition, organization, promotion and access of audiovisual and other non-textual archives (3 hours a week; 3 units)

AS 282 (Seminar on Trends, Issues and Concerns in Archives)

Developments, trends, issues, concerns and prospects in archives (3 hours a week; 3 units)

AS 300 (Thesis) (6 units)

Non-thesis Option: **AS 298 (Special Problem) (3 units)**

However, the proposed program did not materialize because it failed to meet the requirements of the University of the Philippines for approval of new graduate programs, one of which is a faculty complement with a degree in the field (in this case, Archival Studies) that is being proposed. At that time, no one in the Philippines had a degree in the field. This set back in archival education did not stop ILIS, now the SLIS (School of Library and Information Studies) from continuing with its plan to establish the first graduate program in Archival Studies. In light of the increasing importance and complexity

of archival work in the Philippines, the university decided that it was imperative that another attempt to propose a formal graduate program in Archival Studies be mounted. And so in 2005, SLIS started sending its junior faculty members overseas to earn a degree specializing in Archival Studies.

Aside from the university courses offered at the School of Library and Information Studies and other library schools as required by the Philippine Commission on Higher Education (CHED), several professional organizations have continuously been offering informal training, seminars and workshops to practitioners in the field. Among these organizations are the National Commission for Culture and the Arts (NCCA), National Archives of the Philippines (NAP), the Philippine Librarians Association (PLA), and other professional organizations mentioned earlier, such as the Society of Filipino Archivists (SFA), the Philippine Records Management Association (PRMA), the Society of Film Archivists (SOFIA), the Society of Ecclesiastical Archivists of the Philippines (SEAP), UP Library and Information Science Alumni Association (UPLSAA), and other organizations.⁴⁵ These short-term training programs were geared towards introductory or basic courses and continuing or supplementary education on archives administration.⁴⁶

The association of the archival profession with the field of library science became particularly advantageous when the library profession became regulated by virtue of the Philippine Librarianship Act of 1990 (Republic Act 6966).⁴⁷ This legislation required that before a professional can assume a position as a librarian, he/she has to have a degree in

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Republic Act 9246 entitled “An Act Regulating the Practice of Librarianship and Prescribing the Qualifications of Librarians,” repealed and replaced Republic Act 6966.

library science and pass the Librarian Licensure Examination.⁴⁸ Through this legislation, librarianship gained the recognition accorded to other regulated professions. This relationship was further strengthened in 2004 by virtue of Republic Act 9246 or the Philippine Librarianship Act of 2003.⁴⁹ The latter places archival education within the realm of library education when it specifically stipulates in Item 5 of Section 5 that “Librarianship shall deal with the performance of the librarian’s functions, which shall include, but not be limited to the following...(5) Teaching, lecturing and reviewing of library, archives and information science subjects, including subjects given in the licensure examination.”⁵⁰ The inclusion of archives subjects in library science programs promoted archival education as more and more library schools in the Philippines started to offer archival courses in their curricula. Moreover, in a memorandum order issued by the Commission on Higher Education in the Philippines regarding the policies, standards and guidelines for all LIS programs (undergraduate and graduate), among the required competencies that needed to be developed among graduates of these programs were cultural knowledge and preservation skills, which are competencies especially required of archivists.⁵¹

In summary, the history of the archival profession in the Philippines initially evolved from the practice of recordkeeping that responded to limited administrative and

⁴⁸ Arellano Law Foundation, “Republic Act 6966,” *The LawPhil Project*, accessed March 15, 2016, http://www.lawphil.net/statutes/repacts/ra1990/ra_6966_1990.html.

⁴⁹ Arellano Law Foundation, “Republic Act 9246,” *The LawPhil Project*, accessed March 15, 2016, http://www.lawphil.net/statutes/repacts/ra2004/ra_9246_2004.html.

⁵⁰ *Ibid.*

⁵¹ Office of the President, “Commission on Higher Education Memorandum Order on Policies and Standards for the Graduate Program in Library and Information Science.” *PAARLWiki*, accessed December 9, 2016, [paarl.wikispaces.com/file/view/CHED+POLICIES+AND+STANDARDS+... · PDF file in http://paarl.wikispaces.com/](http://paarl.wikispaces.com/file/view/CHED+POLICIES+AND+STANDARDS+...).

legal requirements of the colonial governments. As the archives transitioned into a cultural entity and became a repository of historical records, these records were maintained and organized based on the principles used in the practice of librarianship. This also paved the way to its close association with the librarianship profession and eventually, librarianship education. However, as the nature of the information and the value and uses of the archives became more pronounced, the need to approach and to manage the archival records appropriately also became inevitable. This also warranted recognition and education of a distinct profession to carry it out. Although the archival profession may be educated alongside librarians, it is now acknowledged that the required education should not, however, be simply as librarians are educated or as an adjunct to a mainly library degree but a separate formal degree that would address the skill and knowledge requirements of the archival profession. This move to recognize the growing importance and complexity of archival work through improved university-level education in Archival Studies has continued into the early twenty-first century.

The following chapter will examine in more detail a proposal for a master's degree in Archival Studies at UP that is based on the distinct professional knowledge needs of the archival profession in the country.

Chapter IV

The Archival Profession in the Philippines Today: Challenges and Opportunities

The Philippine archival profession is not immune to the challenges that the archival profession worldwide is facing. The country's archival community is aware of global archival developments and the challenges they present the Filipino profession. As the Philippines metamorphoses into an information-driven nation in order to support its socio-economic objectives, Filipino archivists need to have a strong grasp of these global challenges alongside other internal or local challenges with which the profession has to contend.

The need to preserve archives and contextualize them as accurately as possible, to increase awareness of their importance, and make them as easily accessible as possible for the longest time, using the best technology available, are challenges that archivists need to understand and meet. Moreover, as a profession associated with librarianship in the Philippines, parallel challenges, which are internal or inherent to librarianship, can also be observed in the archival profession in the country. Among these parallel challenges for the archival profession are: “(a) the need to assert its status as a distinct profession; (b) coping with continuous advancement in information technology; (c) automation of information infrastructure resulting in faster and better access to information; (d) exponential increase in the volume of records in different formats created, which is equivalent to more information to be processed; (e) the changing uses of information and information seeking-behaviour of users [of archives]; (f) the powerful role that social media can contribute to archival practices; (g) the dwindling financial and administrative support for the archives as an institution, and; (h) widening definition of what archives is, which goes beyond the

printed, three dimensional object and non-tangible knowledge and information such as the oral history and traditions of the indigenous population.”¹

In addition to the global challenges and parallel challenges facing these two fields, are other factors or issues that are inherent to the Philippines and influence significantly the archival profession in the country -- and thus the education that archivists need. The list of these other challenges begins with the country’s indigenous history, which has left a legacy of unconventional archival records, long excluded from the recordkeeping and archival priorities of the country and now must be recognized as part of them. The country's colonial history, which created vast amounts of records that are dispersed all over the world, creates another major challenge. Next is the constant threat of natural disaster, due to the country’s physical location. Situated along the Pacific “Rim of Fire,” the Philippines contains 37 volcanoes. Its northern and eastern regions lie within the typhoon belt, and it is constantly mauled by typhoons -- on average twenty times annually.² These environmental conditions place the country at constant risk of natural disasters and so this problem requires specific skills of archivists to ensure proper care and management of archives.

And then there is the relative youth of archival institutions. The very first decree that required the organization, duplication and centralized storage of records was made more than a century after the first Spanish records were created in the country. Similarly, the first Bureau of Archives was established in 1901, more than three centuries after the Spanish colonization. The passing into law of the National Archives of the Philippines Act, also known as the Republic Act 9247, only happened in 2007. In all those years archives

¹ Mila Ramos, Arabella Ananoria, Corazon Nera, “Beyond the Book Stacks: The Road Map of the Philippine Library Profession.” *The Journal of Philippine Librarianship* 34, no. 1(2014): 45-60.

² PAGASA, “Most and Least Annual Average Number of Tropical Cyclone Occurrence in the PAR.” Accessed November 2, 2013. http://kidlat.pagasa.dost.gov.ph/cab/tc_frame.html.

of both the government and private individuals and institutions were not well managed. The majority of the historical records created across the Philippines' long history and transferred to the National Archives still require proper organization, description, and preservation. And these records do not include those of the pre-colonial cultural tradition that remained recorded in the minds and hearts of indigenous Filipinos. The country's archives must also make provision for the ever increasing amounts of records being created at present and in future that are needed by a Philippines striving to become a modern leading Asian nation. This too will require proper archiving by well-educated archivists. Yet, the archival profession has only recently taken shape and still lacks adequate educational supports. This limits its ability to address these challenges.

Overall, the Philippines is a young developing country with a very old history that has resulted in a rich Filipino heritage. The Philippines has developed a multicultural heritage that makes Filipino society of great interest to historians, anthropologists, social scientists and other types of researchers and scholars. But the study of the Philippines is difficult because of inadequate access to archival evidence due to the underdeveloped state of archiving and archival institutions, the archival profession, and university-level archival education.

University-level graduate archival education is a key to providing the best possible response to this challenging evolving archival environment. Although archival education in the Philippines has survived its infancy in the early 1950s, it can still be considered to be in its formative years. The absence of a formal master's-level degree granted for completion of an Archival Studies curriculum remains a major impediment.

Nesmith identified two broad phases in society's response to the growing volume of records in the second half of the twentieth century.³ The first phase in the 1970s and 1980s prioritized records management functions for current records, or records still used frequently by and in the custody of their creators to administer their activities.⁴ Archiving of records with enduring value was not as high a priority as this more immediate need to respond to the exponential production of records required in day-to-day administration. The second phase was characterized by growing awareness of the importance of archival services because of “the new uses of archives, greater accessibility of archives, and the profound reconceptualization of archives.”⁵ This phase shifted more attention to the preservation of archives as society began to experience the many and increasingly important uses of the archives.

Given the historical development of the archival profession in the country and the unique challenges it has to address, the Philippines is slowly moving into the second phase of development. As the passage of the National Archives Act in 2007 suggests, there is growing understanding of the need to preserve the information contained in archives for long-term access in support of the country's socio-cultural and economic development. Thus, there is a need for an archival profession capable of responding to the opportunities of this phase in the history of archiving in the country and helping to fulfill the societal promise of archives. How these various global and local challenges could be addressed and the corresponding areas of knowledge that need to be emphasized in the proposed graduate program are discussed in the following pages.

³ Tom Nesmith, “What is an Archival Education?” *Journal of the Society of Archivists* 28, no. 1 (April 2007): 2.

⁴ Ibid.

⁵ Ibid.

Understanding Archives and Archival Practices in the Context of Philippine History and Contemporary Society

A clear grasp of the nature and meaning of archives should be the first and foremost concern of any archivist. In the Philippines, this can be acquired by knowing the types of Philippine archives, understanding their history, and their value to their creators and society. This means learning about the different colonial archives available locally and internationally, and their importance to all sectors of Philippine society. Moreover, aspiring archivists should understand that archives include all written and oral records, born-digital and digitized, sacred and traditional objects and practices that express indigenous culture. As Gilliland, McKemmish, et.al. suggest, “records keepers and archivists play a central role in shaping the cultural identity and memory, forming national historical legacies, and ensuring societal and institutional accountability through their role in capturing, managing, and preserving records and making them accessible to users.”⁶ This can be achieved by incorporating in the curriculum associated courses that provide avenues for learning about Philippine history, indigenous culture and society, and that develop understanding of the critical role of archives in embracing all Filipinos in the evolution of the country's identity and socio-economic and political aspirations. This historical focus can be achieved by requiring students to take a core course on the study of Filipiniana materials, both primary and secondary materials and auxiliary or elective courses on Philippine history. It is only when an archivist acquires a strong understanding of the country's past that he/she will be

⁶ Anne Gilliland, Sue McKemmish, Kelvin White, Yang Lu and Andrew Lau, “Pluralizing the Archival Paradigm: Can Archival Education in Pacific Rim Communities Address the Challenge?” *The American Archivist* 71(Spring/Summer 2008): 88.

able to administer archives well. This historical knowledge will also play a vital part in understanding the overarching history of archives and the archival profession and deepen the foundational background of the students as they go on to learn about different archival ideas, records, and functions.

Developing Contextual Analysis through Appraisal Strategies

The low priority accorded to archives and the archival profession may be traced back to the absence of a distinct educational foundation for an archival discipline. As a result, specific archival skills such as appraisal need to be developed among aspiring archivists and should become a vital component of any proposed graduate program in Archival Studies. It is the archivist's duty to identify, appraise and, where feasible, acquire copies or originals of colonial records that are maintained in different repositories in the Philippines and in other countries. Historians, linguists, archaeologists, anthropologists, and other allied professions may help archivists identify and appraise the value of records but ultimately, it is the archivist's responsibility to make the appraisal decision. Knowledge (based on research) of where those records are and the best means of making them accessible to the Filipinos – through acquisition, copying and/or sophisticated inter-archival descriptive systems -- is crucial in order to have a more holistic baseline body of Filipino archives, one that yields critical information to help the country achieve its aspiration to be one of the most advanced in Asia.

To this baseline of archival material, it is necessary to add the archival records of the Filipino institutions (outside the colonial ones) and individuals in their personal life activities that have been created across their history and are still being created in daily work and life. Here again, appraisal will be crucial and I emphasize educating aspiring archivists

in macroappraisal⁷ as the best approach to take to this challenge. Macroappraisal's emphasis on function- and societal-based appraisal, its openness to personal archives as well as institutional archives and to participatory archiving, offers the best hope of obtaining the comprehensive body of archival records beyond the colonial record that the Philippines needs to meet its many current challenges and, as yet, unpredictable future ones. In assessing the extent and volume of archives dispersed in different countries and locations, I believe that macroappraisal responds well to the requirements of the Philippines, given the country's limited resources. Adopting a macroappraisal strategy can help develop a more representative documentation of the country's history and current socio-economic activities, which in turn will help meet its aspirations.

This view of archives in the Philippines requires us to establish archival education that goes beyond the traditional role of archivists as mere keepers of records. It involves educating archivists to see themselves as shaping the creation of archives to meet key societal purposes. Reiterating what Cook says, archivists need to be "extraordinarily sensitive to the different political, social, philosophical and ethical natures of appraisal."⁸ This involves seeking to understand the contextual origins and histories of the records, including their societal provenance, as educator Tom Nesmith espouses.⁹

⁷ Terry Cook, "Macroappraisal in Theory and Practice: Origins, Characteristics, and Implementation in Canada, 1950-2000," *Archival Science* 5, nos. 2-4 (2005).

⁸ Terry Cook, "What Is Past Is Prologue: A History of Archival Ideas since 1898, and the Future Paradigm Shift," *Archivaria* 43(Spring, 1997): 18.

⁹ Tom Nesmith. "Still Fuzzy, But More Accurate: Some Thoughts on the 'Ghosts' of Archival Theory," *Archivaria* 47(Spring 1999): 136-150 and "Reopening Archives: Bringing New Contextualities into Archival Theory and Practice," *Archivaria* 60 (Fall 2005): 259-274

Preservation and Disaster Management

The realization of the Philippines' socio-economic and political aspirations also depends on addressing the challenges presented by its natural environment. Archivists, and thus archival education, may respond to this in two ways. The first draws upon the points already mentioned. As in many countries, in the Philippines, archival records and indigenous knowledge are now proving to be essential to understanding and responding to climatic changes and threats of natural disasters such as the typhoons and volcanic eruptions the Philippines faces. The colonial era records and carefully appraised contemporary Filipino records will be essential to meeting this goal. As climatologist James Warren explains, "the pre-requisite for investigating the impacts of cyclonic storms and climatic change in the Philippine history is adequate meteorological records and information on how weather and climate fluctuate and change in the Philippines across time."¹⁰ Second, environmental threats require Filipino archivists to be especially knowledgeable about how to preserve archives in such a setting and to be able to prepare disaster preparedness and recovery plans if the worst happens.

Whether in analogue or digital form, records with enduring value require proper preservation to ensure their prolonged usefulness. The extent of the preservation intervention is often influenced by existing resources. Limited manpower with the necessary expertise and limited preservation tools and time have great influence on the decision-making process pertaining to preservation. Teaching student-archivists the basic restorative procedures would undoubtedly be very helpful. However, it is also necessary to understand that such intervention can only be done if required resources are available,

¹⁰ James Francis Warren, "Philippine Typhoons, Sources and the Historian," *Water History* 7(2015): 213. Springer. DOI10.1007/s12685-015-0131-0.

which, realistically, is not always the case in the Philippines. Minimizing the environmental risks and being prepared for possible disaster are preventive measures that cost less but could do more to benefit archival institutions. In a tropical country like the Philippines, prone to all kinds of natural disasters, a focus on disaster preparedness and management is critical. Taking into consideration the age of Philippine archives, the ability to slow the rate of deterioration of these archives should be emphasized.

Arrangement and Description

Having discussed some of the issues concerning appraisal and preservation in archives, it should be noted that a student-archivist should also understand the very reason why such functions must be properly addressed. Records are appraised to determine which ones have the greatest long-term value. Those which have been so appraised are preserved for the ultimate purpose of making them accessible when needed. It is therefore necessary to understand issues surrounding access. Among them are questions about how to organize, arrange, and describe archives to make them retrievable. Decisions made about the various approaches to the arrangement of archives and the adoption of the most appropriate archival description standards affect access. In the case of the dispersed and aging Philippine colonial archives, a student-archivist should be able to determine the most efficient method of facilitating access to these records by identifying the most appropriate arrangement strategy and by creating the most accurate “archival representation”¹¹ in finding aids in both analogue and digital form. Inaccurate representation is a barrier to access.¹² As Yakel

¹¹ Elizabeth Yakel. “Archival Representation.” *Archival Science* 3, no.1 (2003):1-25. According to Yakel, archival representation is the “actual work of the archivist in (re)ordering, interpreting, creating surrogates and designing architectures for representational systems that contain those surrogates to stand in for or represent actual archival materials.”

¹² Ibid.

maintains, the function of archival representation should be fluid, evolving (shaped by ever growing understanding of the history of the records and the needs of researchers), and is always a socially constructed practice.¹³ This dynamic nature of archival representation increases the complex challenges that archivists face.

Management Skills

As an emerging profession in the Philippines, there are very few who are trained to manage an archival institution. Although a new graduate of an Archival Studies program may not be readily considered for a management position, aspiring archivists still need to learn organizational management principles that can help in critical decision making. Basic management functions such as planning, organizing, staffing, directing, coordinating, organizing and budgeting will be performed at one time or another, in similar or different circumstances in an archives. A working comprehension of these management functions will help prepare would-be archivists to arrive at sound decisions. In this regard, as a discipline situated under the umbrella of the library and information science program, archival students can take the general management course offered in the graduate curriculum for the Master in Library and Information Science (MLIS) Program by SLIS. It would be sufficient to meet this requirement. However, a special research project pertaining to management of archives should be a requirement of the proposed course for archival students. This will ensure that the knowledge of management ideas and practices that they learn will be applied to the archives setting.

¹³ Ibid.

Digital Archiving

Current archival challenges revolve around the management, preservation and accessibility of archives in different formats, and perhaps none more so than digitized and born-digital archives. The development of new technologies that facilitate the exponential growth of digital records has presented major archival challenges. With the deluge of records that digital technology has created, appraisal and macroappraisal, again, become crucial. Meeting this challenge presented by information technology (IT) requires knowing the basic technical underpinnings of IT as they pertain to archives. As Evans, McKemmish and Reed state, in order to meet the challenges and maximize the benefits of digital and networking technologies, archivists need a paradigm shift, a recognition of the need to shift from systems and tools prescribed by the paper paradigm towards those of born-digital records. But in order to do so, they will need the kind of research-oriented education and research abilities that I am proposing because the solutions to these challenges are not obvious or static.¹⁴ Archivists will need to be educated in the technical underpinnings of the latest technology that can aid in the performance of the different archival practices. Again, the Archival Studies' association with LIS is advantageous. Courses on information technology within the curriculum of MLIS can also be adopted in the proposed Archival Studies curriculum. However, it is recommended that a special research project, specifically on information technology and archives, will be an integral requirement of these proposed courses and will be assigned a bigger percentage of the course's mark.

¹⁴ Joanne Evans, Sue McKemmish, and Barbara Reed, "Making metadata matter: outcomes from the Clever Recordkeeping Metadata Project," *Archives & Manuscripts* 37, no.1 (2009): 28-56.

Practicum and Research Development

Since the responses to these complex challenges are seldom straightforward or obvious, and require constant renewed learning across an archival career to keep up with fast-evolving developments, a practicum and a research component need to be an integral part of the program. In order to be able to put into practice the theories that would-be archivists learn, they need to be immersed for a time in the actual environment of an archival institution. It is only then that classroom ideas could be tested and practical knowledge not possible to convey in the classroom acquired. A research component will yield research papers or a thesis on specific archival problems and instill in students the ability to identify and address through their own research, or by using others' research, any archival challenge their career presents. Acquiring knowledge of the procedures and the elements of research should be a part of the research component to aid the students as they do their research.

The Proposed Master in Archival Studies Program for SLIS, UP Diliman

Having identified key knowledge areas needed by the Filipino archival profession and distinct factors that affect archival practice in the Philippines, I will now outline a proposed curriculum for a two-year Master of Archival Studies (MAS) program at the School of Library and Information Studies (SLIS), University of the Philippines. This curriculum also takes into consideration the guidelines for establishing such programs set by the Association of Canadian Archivists (ACA) and the Society of American Archivists (SAA), and builds on the Master in Archival Studies curriculum originally proposed for the Philippines in 2002. A review of the graduate program curriculum in LIS and other existing graduate elective courses in Archival Studies offered by SLIS was also undertaken to be

able to identify courses that are parallel with the required courses for the program proposed here. Consistent with the prescribed minimum number of credit units in the graduate program offered at the University of the Philippines,¹⁵ the proposed graduate program includes 25 to 27 credit units of required courses and 9 to 12 credit units of elective courses. It also requires 6 credit units of foreign language electives for students who do not have foreign language courses in their undergraduate degree.¹⁶ The proposed curriculum also considers existing legislation or government guidelines for the development of graduate curricula in the Philippines such as the CHED Memorandum 46.

Recognizing the need for professional competence in the field of archives, the proposed graduate program in Archival Studies aims to “provide the academic foundation necessary for would-be archivists to carry out their functions in a professional and ethical manner,”¹⁷ as consistent with the Code of Ethics set forth by the International Council on Archives.

The proposed MAS Program adopts the general objectives set by the SAA Guidelines,¹⁸ which include the following:

- *Provides students with a solid foundation in the theory, methodology, and practice of archival science, and in archival history and scholarship;*
- *Strengthens this foundation by giving students the opportunity to acquire knowledge from other allied and complementary disciplines;*

¹⁵ University of the Philippines Diliman. “Academic Information,” *General Catalogue*. 2014, accessed December 9, 2016, <http://our.upd.edu.ph/acadcat.php>. Based on this document, the required minimum number of credit units in the graduate program at the University of the Philippines is 24 units.

¹⁶ Ibid.

¹⁷ International Council on Archives, *Code of Ethics*. Accessed March 12, 2016. <http://www.ica.org/en/ica-code-ethics>.

¹⁸ Society of American Archivists, “Archival Mission and Goals,” *SAA Website*, accessed March 12, 2016, <http://www2.archivists.org/prof-education/graduate/gpas/mission>.

- *Assists students in developing critical thinking and decision-making skills in relation to records in all forms in the context of business, government, public needs, scientific research, or the protection of cultural heritage;*
- *Prepares students to manage and preserve authentic and trustworthy digital records as well as relevant materials in a wide range of analog formats;*
- *Prepares students to conduct and communicate scholarly research; and*
- *Communicates to students the knowledge of the ethical and legal dimensions of their work and impresses upon them a sense of their professional and social responsibilities.*

The proposed graduate program will also follow the categorization of courses given in the guidelines set by the ACA for developing a master's program in Archival Studies.¹⁹

Courses are categorized by these guidelines under the following headings:

1. Foundational Courses
2. Core and Methods Courses
3. Auxiliary Courses

1) Foundational Courses. These include courses that deepen understanding of the nature of archives in general and Philippine archives in particular. This category also includes courses on the history of archives, the archival profession, and archival theories and practice as applied to the contemporary archival environment including the study of legislation that directly or indirectly has an impact on the practice of the profession. Foundation Courses are required courses that an aspiring archivist needs to take in the first year of study. The courses under this category are the following:

¹⁹ Association of Canadian Archivists, "Guidelines for the Development of a Two-Year Curriculum for a Master in Archival Studies Programme," *Archivaria* 29 (1989-90): 128-41.

AS 211 (History of Archives and the Archival Profession)

“History and evolution of records, nature and functions of archival institutions,”²⁰ with emphasis on their socio-historical origins and their contributions to Philippine society.(3 hours a week; 3 units)

AS 212 (Archiving and the Current Archival Environment)

Management of born-digital, digitized, and analog records amidst the contemporary challenges of the archival profession²¹ (3 hours a week; 3 units)

2) Core Courses include courses that strengthen professional knowledge. They include courses on specific functions required for the organization and intellectual and physical control of archives. These core courses may be taken through the first half of the second year of study, together with the foundational courses, except for AS 300 or AS 299, which need to be taken after all the required courses are completed. AS 290 (Practicum) is to be taken in the mid-year term (the term between the first and second year).

AS 220 (Records Management)²²

Overview of the core functions of records management; key principles and practical aspects of records management and how it affects the archival practice of an institution. (3 hours a week; 3 units)

AS 230 (Archival Principles and Practice)

Traditional and contemporary acquisition and appraisal strategies and concepts and principles pertaining to arrangement and description, (3 hours a week; 3 units)

AS 240 (Outreach and Promotion of Archives)

²⁰ Adapted from the ACA’s guidelines for curricula in masters’ programs in Archival Studies and as quoted in the curriculum outline for the Master’s Program in Archival Studies at the University of Manitoba, Faculty of Arts, History Department, “Archival Program,” accessed January 2, 2017, <http://umanitoba.ca/faculties/arts/departments/history/archives/archcurriculum.html>. AS stands for Archival Studies.

²¹ Adopted from the course description of History 7382: Archiving in the Digital Age, a required course in the Master’s Program in Archival Studies at the University of Manitoba, Faculty of Arts, History Department, “History Graduate Courses 2016-17,” accessed January 2, 2017, http://www.umanitoba.ca/faculties/arts/departments/history/graduate/grad_2016-2017-timetable.html

²² Course code and title adopted from the proposed MAS in 2002 as mentioned by Granda, Montesa, and Punzalan, “Insights and Foresights,” 46.

“Development of outreach and public relations programs”²³ (3 hours a week; 3 units)

AS 250 (Management of the Archives)

Basic concepts pertaining to the organizational structure of archival institutions, basic management principles and functions (3 hours a week; 3 units)

AS 260 (Preservation)

Preservation principles; causes of deterioration; building, environment, storage and materials control; collection survey; conservation treatments for paper-based materials and other formats; and developing preservation policies and programs (3 hours a week; 3 units)

AS 270 (Information Technology and Archives)

Basic concepts in digital archiving, management of digitized and born-digital archives and current technology that would aid their management. (3 hours a week; 3 units)

AS 290 (Practicum)

Seventy-two hours of on-the-job training in an archives. (Pass/Fail Assessment)

AS 300 (Archival Research and Methodology (Thesis) 6 units or AS 299 (Research on Special Problem) 4 units

Research techniques and methodology leading to a thesis or extensive research into a particular problem in archives.

4) Auxiliary or elective courses include courses in other disciplines that are required to further deepen and ground the foundational knowledge of students in the Archival Studies program. These courses include the following fields:

- a. Philippine History
- b. Philippine Culture and Society
- c. Public Administration in the Philippines
- d. Museum Studies
- e. Information Management
- f. Library Science

²³ Adopted from the proposed MAS in 2002 as mentioned by Granda, Montesa, and Punzalan, “Insights and Foresights,” 46.

g. Cultural Anthropology

h. Archaeology

Other archives elective courses may be taken for the auxiliary courses. Among these are:

AS 262 (Foundations of Audiovisual and Other Non-Textual Archives)

Concepts, history, functions of audiovisual and other non-textual archives such as photographic, cartographic, architectural, sound, moving image, including oral history and electronic records; philosophical, legal, political and ethical issues; appraisal, acquisition, organization, promotion and access of audiovisual and other non-textual archives (3 hours a week; 3 units)

AS 272 (Information Technology and Archives II)

Advanced concepts in digital archiving, management of digitized and born-digital archives, basic programming and system analysis and design that would aid in the management of digital records. (3 hours a week; 3 units)

AS 282 (Seminar on Trends, Issues and Concerns in Archives)²⁴

Focused discussion of specific development, trends, issues, concerns and prospects in archives (3 hours a week; 3 units)

Administrative Requirements of the Proposed Program²⁵

The prescribed administrative requirements for a new graduate program set by the University of the Philippines will be adopted. Specifically, the proposed program will require a minimum of two full-time, tenure-track faculty members with a degree in Archival Studies. Additional full- or part-time faculty will be required to fulfill program objectives, if and when the number of enrollees in the program increases. Part-time or adjunct faculty, when appointed, should balance and complement the teaching competencies of the full-time faculty.

²⁴ Specific topic to be identified by the Faculty who will handle the course.

²⁵ Adopted from the prescribed requirements of the University of the Philippines for graduate programs as stipulated in the University of the Philippines-Diliman 2014 *General Catalogue*.

The duration of the proposed program will be a minimum of two-years of full-time study, wherein a full-time student can take a maximum of 15 units per term. A student may take up to a maximum of five years to complete the program.²⁶ A combination of coursework, the practicum, and research will be adopted to educate students in the archival theory and methods, including interdisciplinary knowledge, necessary to obtain a holistic understanding of the field of study. Practical experience in an archival setting is necessary to apply theory and to provide experiential learning. Opportunity for scholarly research will enable students to explore dimensions of the field in greater depth, to contribute to and understand advanced original research in the field, and enable them to know how to adapt to new circumstances throughout their careers.

²⁶ University of the Philippines-Diliman, *General Catalogue*. 30.

Conclusion

We cannot have good libraries [archives] until we first have good librarians [archivists] — properly educated, professionally recognized and fairly rewarded.

-Adapted from Herbert S. White¹

Both the Association of Canadian Archivists and the Society of American Archivists issued guidelines for the establishment of master's programs in Archival Studies for their respective countries. The International Council on Archives (ICA) Section for Archival Education and Training holds conferences as a venue for discourse about the changing archival environment and the need to integrate the changes into archival education.² In 2013, the Asia and Pacific Conference on Archival Education (APCAE) participants reiterated the need for innovation and improvement of archival education in order to deliver the knowledge and skills needed to respond to the challenges that the archival profession faces.³ More specific skills were further discussed and suggested in different gatherings of archivists in different parts of the world. Digitized and born-digital archives compel archivists to understand these new technologies and to be able to apply well-founded archival theory within the digital realm. The need for archival education that is more inclusive is also advocated in the different fora and archival literature as a means of giving voice to the less privileged and disempowered. This means educating archivists

¹ Herbert S. White is a leading American library educator. He is now an adjunct professor at the University of Arizona. I have adapted his important insight into libraries to archives. See School Library Portfolio, accessed December 30, 2016,

<http://lisatiptonschoollibraryportfolio.weebly.com/standard-four.html>.

² International Council on Archives-Section for Archival Education Website, "Accessed November 12, 2015. <http://www.ica.org/en/about-education-and-training-sae>.

³ International Council on Archives- Section for Archival Education, *3rd Asia-Pacific Conference on Archival Education held in Beijing, China on 23-25 October 2013*. Accessed January 12, 2015. <http://www.ica.org/en/3rd-asia-pacific-conference-archival-education-23-24-october-2013-beijing>

to see archives, as anthropologist Ann Laura Stoler suggests, “not just as sites of knowledge retrieval, but of knowledge production,”⁴ where untold stories can be discovered and silent voices can be heard. Gone are the days when archivists can claim neutrality and objectivity in the dispatch of their duties. Archivists are now aware of their influence on the value accorded to the records in their custody. Transparency in every decision and action becomes critical in the proper dispatch of the archivist’s work.

What should be included in archival graduate program curricula and how to do so continue to be topics of discussion in all professional archivists' meetings. The scope of archival education has become as expansive as the nature of work that the present-day archivist is required to do, given the current archival landscape and the challenges that the archival profession faces. According to Terry Cook, “defining archival education, and the nature of archival research, is, at its heart, about defining what kind of archivist the profession needs, educators to produce, and what kind of research the profession needs from educators and their students.”⁵

Nesmith poses the question of what the twenty-first century archivist should know and what skills he/she should possess? Despite the technological, social, and contextual challenges that twenty-first century archiving presents, Nesmith asserts that the intellectual foundation that embodies traditional archival principles will continue to be essential, but there is a need “to adapt [the] implementation of these ideas to the [archives’] user expectations and the economic, technological, communications, and institutional

⁴ Ann Laura Stoler, “Colonial Archives and the Arts of Governance.” *Archival Science* 2 (2002): 87.

⁵ Cook, “The Imperative of Challenging Absolutes' in Graduate Archival Education Programs,"180.

configurations of the twenty-first century.”⁶ How aspiring archivists should learn these underlying principles and be able to hone them further in responding to ever new circumstances should be emphasized and developed in an archival graduate education.⁷

Nevertheless, at the heart of the discussion of archival education, is the need for curricula to balance archival theories with the new professional landscape being fashioned by dynamic developments in information technology, changing formats and uses of archives, and recognition of the power or often lack thereof of archives to advance societal well being.⁸ In the case of the Philippines, the challenges facing the archival profession are compounded by the need to prove the relevance of archives and archivists. To be able to assert this relevant role, Filipino archivists need to be educated to be aware of and responsive to important issues that confront Philippine society. These issues are shared by the archival profession all over the world. Consequently the burden of educating archivists in this archival environment lies with archival educators, who are at the forefront in determining the curriculum that would respond to such challenges.

Drawing from my experience as an archival educator in the Philippines and as a student of Archival Studies in Canada, I realize that in order to identify the ideal Archival Studies program in a country, it is vital to get the underlying philosophy of the program right. To do so in the Philippine context means that an education program must be able to address a massive and very wide variety of complex archival challenges with both historical records and contemporary ones, arising from very different institutions, in a great array of

⁶ Nesmith. “Professional Education in the Most Expansive Sense," " 90-92.

⁷ Ibid., 92.

⁸ Nesmith, “What is an Archival Education?”

old and new formats, and having an extraordinary value to the country, as it develops an increasingly knowledge-based economy and society wherein reliable, efficient recordkeeping and archiving is critical to sustaining its status as a rising Asian country. Given this, there is no straightforward single approach to the variety of archival issues that the archival profession has to face -- as the archival literature abundantly shows. Archival education must provide a well-rounded immersion in the various challenges archivists face and functions they must perform to meet them. There is much debate about how to address any particular archival problem or function. Thus, the philosophy of archival education must focus on educating student-archivists to be able to identify priority issues and understand the main problematic features of such issues in order to arrive at the best approaches now available to addressing these problems in a given place and moment. All these involve teaching would-be archivists how to learn to learn about archives -- which would be the core of foundational philosophy of this proposed program, as that will be their ongoing task in an ever-changing archival and societal environment. That aim cannot be wrapped up and offered in a single course, but must infuse an entire curriculum.

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