

APPRAISAL AND PROCESSING

Maynard Brichford

How records are appraised and processed in the University Archives at Illinois will be the subject of this discussion. At the University of Illinois, the University Archives is located in the Library. Wherever the archivist may be located organizationally, he should be out of his office two-thirds of the time. While processing must be done in the Archives, the archivist should define and standardize processing procedures so that he may spend his time in locating the historical documentation relating to the activities of the university's staff and students. Effective appraisal must be done in offices, storerooms, stockrooms, and basements. Every time records are moved the chances of disarrangement and loss increase.

I have never seen a position description describing the duties of a university archivist. Such a description should cover these points. The archivist must have freedom to contact sources of archival material, to act quickly on his own responsibility, to appraise the research or historical value of material, to classify according to an archival system, and to destroy material lacking sufficient evidential or informational value to warrant its continued retention. An archivist should have three lives: as a researcher, a records manager, and an administrator. As a researcher, he would learn the researcher's requirements for primary source material. As a records manager, he would learn the importance of quality records and how to select those records most worthy of preservation. As an administrator, he would gain an appreciation of the administrator's view of archives and the techniques involved in the creation of records.

Records Appraisal Standards

The most important part of the archivist's work and the least evident to the outsider is the appraisal of records for their archival value. In systems analysis I found it most valuable to remember

Maynard Brichford is University Archivist, University of Illinois, Urbana, Illinois.

Rudyard Kipling's line from "The Elephant's Child," "I keep six honest serving-men. They taught me all I knew. Their names are What and Why and When, and How and Where and Who." For archival work, four of these serving men suffice. We need to know what to keep and why. We need to know who will use it and how.

Before proceeding with appraisal techniques, I shall list the most common types of records that may be housed in a University Archives. Most archives will include official records from campus offices. We define them as all records, documents, correspondence, accounts, files, manuscripts, publications, photographs, tapes, drawings, or other material bearing upon the activities and functions of the university or its officers and employees, academic and non-academic. Records produced or received by the university in the transaction of its business become university property. Subject files, correspondence, personnel records, academic records, and business records accumulate rapidly and will likely be the archivist's first concern. These files constitute the framework of the institution's documentation.

A second type of records are the private personal papers of faculty and administrative staff. These should also be the definite responsibility of the archivist. It is not necessary to draw fine lines of distinction between university property and personal property. If they are valuable, take them as university records by records disposal procedures, or take them as private papers by agreement with the donor. Private papers are more difficult to acquire than office files and frequently are more valuable to the researcher. Letters, journals, notebooks, diaries, scrapbooks, photographs, and manuscripts reveal professional interests and opinions which enable the researcher to relate a man's academic career to his total interests. A professor will write to an absent colleague in language that he would never put in a report to the President or Dean. The full story of the academic community is best represented in documentation accumulated by outstanding faculty members.

Records of student and faculty organizations are valuable. At Wisconsin and Illinois we have found literally hundreds of student organizations representing the academic, social, professional, political, and religious interests of the student body. Many of these organizations will leave few records beyond the annual photograph in the yearbooks, but all should be surveyed for possible material of research value; such as Phi Beta Kappa addresses and the minutes of the University Club.

University publications should be integrated into the Archives and filed as series in the appropriate sub-group with official records and faculty papers. Carefully collected and evaluated, publications may permit the destruction of many cubic feet of supporting work

papers. This is especially true in the area of business records and automated academic records keeping systems, where the informational content is most important. When fiscal and procedural audits permit the destruction of such records, the researcher generally retains an interest in only the summaries and published reports.

The acquisition of publications may pose problems. Your library has probably collected college or university publications since the institution was organized. With the development of the mimeograph machine and the offset press, the publishing functions have become so decentralized and have grown so rapidly that both administrators and librarians have been buried beneath a flood of serials, studies, reports, catalogs, circulars, bulletins, pamphlets, announcements, and other published issuances. The archivist can make a real contribution by using his classification system and control techniques to bring order to this chaotic situation. Thus far, we have taken the following steps at Illinois:

1. The "Illinois Collection" of University publications is being disbanded. One copy of all items will be placed in the Archives. If necessary, extra copies will be placed in the general stacks under a subject matter classification or a University classification. These copies circulate, while Archives copies do not. Other duplicate copies will be destroyed.
2. One copy of all University Press and Printing Division publications is sent directly to the Archives.
3. If any doubt exists about our holding a publication, we request that the office or faculty member send it to the Archives so we may check it against our holdings. We also receive university publications sent to the Library.

Many Archives include theses, papers, and dissertations. They form a valuable adjunct to the university publications and departmental academic records. At Illinois, these items are retained by the general library.

Other archives, and I am sure that many of you are or will be in this group, have collections of regional history manuscripts or literary manuscripts. These valuable resources for scholarship may be boxed and processed like archival material, but they are not archives and should not be intermingled in catalogs or storage areas with the university or college archives.

What aspects of recorded human experience shall be preserved? An archivist cannot rely upon principles, laws, and schedules to determine what shall be kept. It is most important that he read widely and well and interview. He should keep reference statistics on users, purposes, and series used. The first and most important

aspect of records appraisal is preparation by securing a thorough knowledge of the functions of the office that created, filed, or published the records. For official records, the archivist should consult the college or university catalog; the administrative history in his classification guide; any histories of the college, department, or office and field notes or memoranda covering previous correspondence, contacts, and visits. These sources should orient the archivist to the organizational development, functions, policies, and procedures of the creating office. Sometimes a working knowledge of your institution may require personal interviews with faculty and administrative staff. Such interviews contribute to an intelligent collection policy and effective assistance to researchers as well as to the archivist's ability to evaluate his material.

For faculty papers, the archivist should read and outline a biographical sketch in Who Was Who in America, Who's Who in America, American Men of Science, National Academy of Sciences' Biographical Memoirs, Directory of American Scholars, or another suitable biographical record. He should then check his records for a vita and a list of the subject's publications. At this point, it might be necessary to spend an hour with an encyclopedia or some textbooks to acquaint oneself with the academic field and the major lines of development and research interest. Published institutional histories may provide additional perspective. This takes time and talent, but both can be secured if you want a functioning university archives. If you find the transition from historian to physicist to agronomist to architect difficult, you should not be a university archivist.

For publications, preparation is largely a matter of identifying their source and purpose. The problems of personal negotiations are usually eliminated by a procedural requirement that a copy of all publications be sent to the Archives. Appraisal is further simplified by a policy decision on what types of published material will not be retained. In this category, we usually include blank forms, letterheads, envelopes, routine form letters and office announcements, announcements of events which are listed on the University Calendar, announcement posters, and transmittal sheets.

Archival material is retained for its evidential or informational value. Archives are records of who did what and why. To obtain the most significant records we need criteria for determining the value or quality of the various records series. In general, we should select records with the greatest potential value to researchers, covering the broadest range of the university's activities for the longest time with the smallest volume of the most easily understandable records.

The first of two standard approaches is a horizontal selection of the top level records. Valuable policy documentation is usually quite understandable and takes the shape of minutes, correspondence, reports, and subject files. It is seldom on punched cards or magnetic

tape. Care should be taken to avoid duplication of official records at the president's office, dean's office, and departmental levels, or between the business office and line offices. Avoidable duplication usually exists in directives, reports, and files which contain a common form. Subject and correspondence files will contain a large proportion of unavoidable duplication. It is unavoidable because the cost of weeding exceeds the cost of processing and storing the extra volume.

A second technique is the vertical selection of a segment of an organization's records which documents systems and procedures. This may require a sampling of various records from routine work papers and memoranda through data processing records to a final report.

The modern university is engaged in teaching, research, and service. The archivist should select records containing adequate documentation of these three basic functions. We can agree that the summary academic transcript for each student, final reports of research activity, and periodic reports of service offices should be retained in the Archives. While these synoptic records do not present appraisal problems, the archivist must make daily decisions on other records which will determine our knowledge of the past. In all areas, he should be sensitive to the quality of the records. While recognizing that all records have some archival value, he will shortly realize that only from three to ten per cent can be preserved. In a recent review of inventory work sheets for records at the University of Illinois Chicago Undergraduate Division, we found approximately 6 per cent had sufficient archival value to warrant transfer to the University Archives.

Indifference to modern procedures for the creation and maintenance of records produces archival material of poorer quality and greater quantity. Gradually, universities will follow the federal government, state governments, and industry in becoming concerned about the cost of records making and records keeping. Until then, the university archivist will have difficulties in arousing interest in the efficient handling of paper work. Most university offices are characterized by peaks of activity and lulls. Data processing, pre-registration, and the 12-month school year relieve but do not eliminate these cycles. Factors like the 25 per cent annual turnover in the academic community also distinguish us from other major producers of archival material. Despite these important differences, we can profit from the archival literature produced by government agencies.

Official records should be obtained under a routine, orderly process of transfer from active office files or inactive storage areas to the university archives. This may be done by records disposal schedules or by informal agreement between the archivist and the

custodian of the records. The archivist's goal should be a records disposal schedule for each university office. Practical limitations on his time, the degree of compliance and standardization that the administration will insist upon and the repetitive nature of scheduling offices may force him to identify files having archival value and allow the Business Office general schedule and the office administrators to decide retention periods for other record series. The one man archives may need an alternative to scheduling and the time-consuming inventory leg work of records analysts or self-inventories. In visiting an office, I contact the secretary or department head, make a quick inventory, indicate which types of records probably have archival value, which types may be destroyed when legal and financial retention requirements are met and leave a letter from the President's Office outlining a transfer procedure. If possible, the procedure should involve clean chronological file breaks. The archivist should avoid the "dribble system" where custodians of important files send a folder to the Archives whenever they decide it is more "historical" than "administrative." He should also avoid the system reported by a department head in 1924, "Unfortunately when closet room gives out, some unerudite and dirty-handed person will have to consign to the flames all but the worthwhile—and his judgment may not be good." Another peril is the official historian who regards his appointment as a letter of marque to raid the office files for items of historical value.

Among the largest producers of paper work in a university are the administrative and business offices. Their records are most suitable for scheduling. They pose a problem for the archivist in that the processor needs skills in bookkeeping and filing systems to understand why and how these records were created. Many manuscript and archival collections remain unprocessed for the lack of such skills. Another area which produces many records in the modern university is the area of science and technology. Although the archivist may be better prepared to handle records produced by the social sciences and humanities, he should develop procedures and criteria for the identification, selection, and transfer of scientific records.

Faculty papers should be collected by the archivist. Most senior faculty members are of sufficient importance that their literary remains should be preserved. In all cases, basic processing should be undertaken. It is often advisable to accept faculty papers on a piecemeal basis and agree to return unwanted documents to the donor. The archivist should guard against acquiring too many collections of men in one area or discipline or which represent a highly specialized field.

Faculty papers may include several unique types of records. The reminiscence may take four forms:

1. Written collections prepared by the faculty member to document his career.
2. Commentaries written to explain groups of documents relating to special interests or projects.
3. Marginal notes constituting contemporary or ex post facto opinions on the documents.
4. Oral history, recorded or summarized by the interviewer on magnetic tapes or disks.

The archivist should welcome reminiscences in striving to secure maximum documentation for important activities. He should take care that the reminiscences do not impair the integrity of existing files or serve as substitutes for contemporary documents. Written recollections by emeritus faculty have proved very useful in our Archives. Many departmental histories probably belong in this category. Commentaries are preferable to marginalia and both should be dated and signed. A tape recorded interview is preferable to the interviewer's notes on a conversation, but both should be preserved.

A productive oral interview is the result of skillful selection of a suitable person to be interviewed, careful preparation by the interviewer, tact, timing, and courtesy. I favor an informal interview beginning from a series of questions submitted in advance. The questions help the person interviewed prepare and demonstrate the sincerity and interest of the interviewer. Pictures may help to keep an interview moving.

Accessioning

A procedure for accessioning archival material should be as simple as possible. It should be effective, but with a minimum of controls. In the case of departmental records, a note as to the date and office of origin should be kept. For faculty papers, the Archive needs a record of the date and source of the documents. For publications, it is generally not necessary to keep a precise record of the date of accessioning, as the material usually comes from the office of publication shortly after the publication date shown on the documents. For small lots of photographs, we enter the date and source on the back of the print copy. Field notes are a convenient means for recording the date and origin of archival materials received.

Classification & Arrangement

Archival material is classified by source, rather than by subject. This basic difference from library material is founded on the

principle of provenance. Provenance dictates that material is filed according to its origin, so that it will explain the functions of that office. The sources of college or university records are the offices that create or file records. We have designated sixty administrative units as record groups or primary organizational units. These record groups are grouped together as major administrative offices, colleges, institutes, auxiliary services, and other campuses. Typical record groups are the Board of Trustees, President, Provost, Comptroller, eleven colleges, three institutes and major service offices like Alumni Association, Extension, Physical Plant, and Student Affairs.

We have about 377 sub-groups or secondary organizational units. Typical sub-groups are bureaus, divisions, departments, and the offices of deans or directors.

Our classification guide lists record groups and sub-groups and gives a brief administrative history of each. It is the equivalent of an organization chart and provides the first two numbers of the three number record series classification.

A record series or file is a group of records or documents having a common arrangement and a common relationship to the functions of the office that created them. The record series are arranged within sub-groups in order from general to specific. Proceedings, minutes, or subject files may be assigned number one. Housekeeping records, special files, and files of subordinate administrative units may be numbered from three to nineteen. Numbers beginning at twenty have been reserved for private papers. We add a fourth number-0-to indicate published materials. Our record series range in size from single documents in envelopes to 100 cubic feet.

In determining the existing arrangement of a record series, the archivist will generally find that it is arranged alphabetically, numerically, or chronologically. He should avoid revising or rearranging the order of records received. If the file comes in good order, it should be processed and kept in the original order. If the file comes in disorder, but with reasonably complete and accurate subject headings on the folders, it should be processed and arranged alphabetically by subject. If private papers or organizational records come in a mess—no definition required—, they should be processed and arranged in chronological order—unless the volume of material and the subjects covered lend themselves to classification and arrangement by subject. Under no circumstances would I create an arrangement alphabetically by correspondent when the person who filed the records had not done so. A series of recent articles in library publications have shown an unfortunate tendency to emphasize rearrangement of papers in archival collections and manuscripts. To provide certain self-indexing features, this is sometimes done by arranging incoming correspondence in alphabetical order and outgoing

correspondence in chronological order. Other novice archivists have not only rearranged their materials, but have segregated correspondence by the quantity of letters from various individuals and prepared elaborate card indexes to large collections. Frequently the proponents of these ideas have attended basic archival courses and show a firm grasp of control by record group, sub-group and series, but proceed to violate basic archival principles of arrangement at the filing unit or document level.

Processing

Processing is an extension of appraisal. It is dependent on the knowledge acquired during the appraisal process. The same person should do both. The key to successful processing is the constant application of techniques, while carefully measuring your time. Processing involves boxing for transfer, unpacking, cleaning, unfolding, removing paper clips and rubber bands, stapling, taping damaged documents, sorting, destroying duplicate and unwanted material, replacing torn or brittle folders, adding legible folder captions and inclusive dates, boxing, and labeling. On an uninterrupted day, an archivist can effectively process about five cubic feet of faculty papers.

Processing photographs presents problems arising from the small lots, glass plates, subject classification, and poor identification of source, date, location, and subject. We do not change the existing order of photographic record series. Due to the kinds of subjects photographed and the uses made of photographs, we have developed a standard subject classification system for photographic material. This system is used for the central filing of small lots of photographs given to the archives, and extra prints of plates, negatives, or prints in regular record series. The standard subject classification will also be used for a card index to prints and negatives where no extra prints are available. It may also be used for photographic record series when no existing arrangement is discernible.

For archival collections, use acid-free folders obtainable from many manufacturers of filing supplies. When processed and ready for filing in the archives, records may be stored in fibredex documents cases, similar to those manufactured by the Hollinger Corporation, or in 10'x12'x15" cardboard record center type boxes. These boxes are obtainable from most commercial box manufacturers. They may be obtained with or without handholds in the end, lids, or interlocking bottoms and tops. Small boxes and envelopes are used for material occupying less than the four lineal inches which a fibredex documents case will accommodate. There should be no necessity for flat filing, except in the instance of very rare or fragile documents.

Letterbooks and 8-1/2" x 11" publications should be housed in boxes, rather than bound or rebound.

A neat and attractive label is important in locating records and maintaining the appearance of the archives. The archival agency should be identified in printing on a gummed label. The following information should be typed on the label: record group, sub-group, series title and inclusive dates, box contents (A-K, 1950-53, Correspondence), series number, and box number.

Housing

The type of shelving to be used in a university archives should be determined by the boxes. It is not necessary to have easily adjustable shelving. The shelving should be 40 inches wide, 12 or 27 inches deep depending upon whether one or two boxes are to be accommodated, and as high as space will permit considering the location of the ceiling beams and lights, air circulation and accessibility.

The archival storage area should be laid out for maximum storage space. The archivist will never have enough storage space to accommodate the records that should be preserved. He and the librarian will share a basic greediness for space. After maximum provision is made for storage, the archivist should use the balance of his area for three other functions: processing, reference, and office space.

Description

The archivist should concentrate on accurate description of materials which he processes. He should write down all pertinent data as he processes the records. This includes inclusive dates on each box, a general narrative description and evaluation of the contents, notes on significant letters and documents, information on the type of material to be found in the series, information about the reason for the record's creation or evidential value and information as to its subject matter content or informational value. The notes of the processor should be organized and typed as a supplementary finding aid for the records series. From these notes it is possible to prepare an inventory work sheet (see Fig. 1) or summary description of the contents of the record series. The inventory work sheet may also be prepared on records in the office prior to transfer to the university archives.

INVENTORY WORK SHEET
 FORM L-A-1

 UNIVERSITY OF ILLINOIS
UNIVERSITY ARCHIVES
 ROOM 19, LIBRARY

 Inventoried October 22, 1964
 Date ~~Revised~~

 Classification Number 35/3/2

RECORD SERIES <u>Departmental File</u>	COLLEGE OR ADMINISTRATIVE UNIT <u>Library</u>
DATES <u>1963-</u>	DEPARTMENT OR OFFICE <u>Public Services, University Archives</u>
VOLUME <u>1.5</u>	SOURCE OF MATERIAL <u>University Archives</u>
ANNUAL ACCUMULATION <u>1</u>	OFFICE LOCATION (BUILDING, ROOM NUMBER) <u>Room 19, Library</u>
NUMBER AND SIZE OF FILES, DRAWERS OR DOCUMENTS <u>1 lettersize file drawer</u>	REPRESENTATIVE (NAME, TITLE AND PHONE) <u>M. J. Brichford, University Archivist, 2-0798</u>

DESCRIPTION (TITLE, TYPE OF MATERIAL, NATURE AND DATES OF THE RESPONSIBILITIES OF CREATING OFFICE OR OFFICER, SUBJECTS COVERED, DUPLICATION, MISSING OR PURGED MATERIAL)

Departmental file maintained by the University Archives for use in inventorying, collecting, processing and servicing records transferred to its custody under Faculty Letter #68, Nov. 29, 1963, including folders on each sub-group or secondary university office containing:

- 1) typewritten field notes on conversations with faculty, administrators and secretaries about records and recollections relating to the development of teaching, research and service at the University;
- 2) correspondence with offices and individuals concerning official records, faculty papers and publications;
- 3) supplementary finding aids and lists containing additional information concerning subject content and dates of records series listed in the University Archives Records Control File;
- 4) published and reproduced material about the functions of offices and careers of faculty;
- 5) related material.

ARRANGEMENT

numerical by record group classification number and numerical by sub-group classification number thereunder.

INDEK. FINDING AIDS OR FILE GUIDES

University Archives Classification Guide lists numbers & contains brief administrative history.

RETENTION PERIOD

2M-10-63-81725-K

INVENTORY WORK SHEET

Figure 1.

I believe that the freedom of a narrative description is preferable to an inventory work sheet that contains a large number of fill-in boxes. I am equally convinced that the archival processor should follow a standardized format in preparing a work sheet for transcription to a record series control card. Insistence on this uniform phrasing of the description has earned the lasting enmity of my

INSTRUCTIONS

A records series or file is a group of records or documents having

- (1) a common arrangement and
- (2) a common relationship to the functions of the office that created them.

Be specific in listing records series. Do not lump several together as "Miscellaneous Financial Records", "Routine Correspondence Files" or "Ledgers". Also, do not list forms as records series unless the form listed is the only document in the file.

RECORDS SERIES

A short familiar title, descriptive of informational content of the file.

DATES

Inclusive dates of documents. If an active record, omit the final date e.g. 1955-

VOLUME

Total cubic feet (1 1/2 for letter size drawer, 2 for legal size, 1 for 10,000 tab cards, 1/4 for a 12" 5 x 8 card file, 1/10 for a 12" 3 x 5 card file)

ANNUAL ACCUMULATION

For most recent year in cubic feet.

SOURCE OF MATERIAL

Complete only if the record series does not come from the office which created it, e.g. records collected or held in private hands.

DESCRIPTION

Alternative titles and form numbers preceded by modifying information (e.g. duplicate mimeograph copies of monthly summaries of...) and followed by a concrete noun e.g.

applications	inventories	payrolls	schedules
bilis	journals	photographs	statements
bonds	ledgers	plans	summaries
books	lists	proceedings	surveys
cases	maps	receipts	vouchers
claims	notes	releases	warrants
correspondence	notices	reports	worksheets
decisions	orders	requests	

Information explaining why the record is found at its present location, "submitted by" or "sent to" another office, i.e. its procedural significance.

Reference to University Statutes or General Rules.

Description of information or documentation contained in the record series.

1. Single Form - "showing" followed by a list of entries.
2. Files - "including" or "containing" followed by a list of documents.
3. Correspondence and Subject Files - "relating to" or "concerning" followed by a list of significant subjects.

Supplementary data showing any previous disposals, federal and office internal audits, or any other data pertinent to a determination of the minimum retention period.

ARRANGEMENT

Chronological, alphabetical, numerical or by status (active or inactive). Also list secondary and tertiary arrangements thereunder.

RECOMMENDATION

Give the number of years the record series must be retained in active office space for administrative, fiscal or legal reference.

INVENTORY WORK SHEET

Figure 1.

graduate student assistants and other writers, but it has produced readily understandable descriptions which may be copied to produce a guide. The instructions on the back of the inventory work sheet contain the basic formula. Start with the title or titles modified by information about the type of document, means of production, and

frequency of issuance. Follow with a statement concerning the procedural significance of the record. State why it was created or filed in this location and cite requirements in statutes or regulations. This forms the basis for a judgment of the evidential value of the record series. At this point, I begin a series of adverbial clauses beginning with "including," "containing," "concerning," "relating," "showing," and "about" which lead to statements about the contents of the record series, the format of the documents it contains and the significant subjects covered. The processor's work notes should indicate the most significant subjects. They should also refer to important documents, correspondents, and dates. Explanatory notes relating to other record series, indexes, gaps, and duplication should follow. Our record series control card (see Fig. 2) provides the basic control over processed material and is consulted first by researchers. It has twenty-one lines for a narrative description of the series.

RECORD GROUP	UNIVERSITY ARCHIVES CONTROL CARD - FORM L-A-2	DATE RECEIVED
Liberal Arts and Sciences		12/19/63 and 5/21/64
SUB-GROUP		LOCATION
Zoology		
ARRANGED		VOLUME
by type of material and chronologically thereunder		2
DESCRIPTION		
<p>Papers of Victor E. Shelford, professor of Zoology (1914-1946), including correspondence, reports, publications and statements relating to plant, animal and aquatic ecology; scientific meetings, lectures and papers; field trips and studies; editing and securing contributions for publications (1924-56); the organization, development, membership and functions of the Ecological Society of America and its committees (1937-45); preservation of natural areas as sanctuaries for the ecological study of biotic and animal communities; the political involvement of ecologists in preserving natural areas; grasslands areas and the Grasslands Research Foundation (1931-58); wildlife management research (1935-54); the University Committee on Natural Areas and Uncultivated Lands (1946-49); animal populations and solar radiation (1947-53); a proposed plant and animal life sciences building (1952-55) the history of ecology (1955-61) and the scientific contributions of Shelford and his students. The scientific contributions are reprints of articles by Shelford (4 vols., 1906-46) and his students (5 vols., 1912-46).</p>		

RECORD SERIES CONTROL CARD

Figure 2.

If additional information must go on a supplementary finding aid, we note this on the control card. The finding aid is placed in the appropriate sub-group folder in a nearby filing cabinet. A primary finding aid reflects the arrangement of the record series and usually takes the form of a box list, showing the dates, subjects covered, and significant documents. For important series, it may be a folder label listing, which extends control about as far as an archivist can afford to go. Because archival records are filed by source, secondary finding aids may be required for archival material. It is frequently necessary to make relative indexes or lists of subjects that are treated in various record series or filing units. The modern archivist does not prepare 3" x 5" card indexes to his holdings.

The archivist should publish supplemental information, such as lists of topics which may be developed from materials in the archives, special subject lists, manuscript guides, and other documents which will assist the researcher in locating information on his subject. He should impress upon serious researchers the importance of discussing possible source material with him. He should be a consultant capable of guiding researchers through the masses of modern documentary source materials. He should promote and improve the uses of his material by scholars.

I will close with two quotations from the faculty letter announcing our program:

"As an institution of higher learning, the University of Illinois has a responsibility to the academic community and to the public for the preservation of records containing evidence and information with respect to its origins and development and the achievements of its officers, employees and students. The University is equally concerned with preserving material of research or historical value and assisting its administrative and academic officers by relieving their offices of inactive records, eliminating records that need not be preserved, and providing space and custody in the University Archives for material that should be preserved."

"The University Archivist will:

- 1 - Decide if material no longer needed by the office of origin should be preserved in the Archives;
- 2 - Classify and arrange such records and material as may be transferred to his care for permanent preservation and keep the same accessible to all persons interested, subject to proper and reasonable rules and restrictions as he may find advisable;
- 3 - Process transferred material to destroy duplicates and other items that do not have sufficient evidential or informational value to warrant their continued preservation;

- 4 - Advise, upon request, concerning standards, procedures, and techniques required for the efficient creation, use, and destruction of University records."

There is no easy way to meet these important responsibilities. The appraising and processing of archival material requires hand work and experience. Its expense is justifiable only if your institution recognizes that it has an obligation to document and to preserve a record of its contributions to society.

BIBLIOGRAPHY

Appraisal

- American Institute of Physics. "Notebooks, Correspondence, Manuscripts: Sources For the Fuller Documentation of the History of Physics." New York, 1963.
- Bauer, G. Philip. "The Appraisal of Current and Recent Records," The National Archives Staff Information Circulars, 13:1-25, June 1946.
- Brichford, Maynard. "Preservation of Business Records," History News, 11:77, Aug. 1956.
- Gilb, Corinne L. "Tape-Recorded Interviewing: Some Thoughts From California," The American Archivist, 20:335-344, Oct. 1957.
- Harvard University. "The Harvard University Archives" (Guides to the Harvard Libraries, No. 4), Cambridge, 1957.
- Lewinson, Paul. "Archival Sampling," The American Archivist, 20:291-312, Oct. 1957.
- Lewinson, Paul. "Toward Accessioning and Standards—Research Records," The American Archivist, 23:297-309, July 1960.
- Mood, Fulmer, and Carstensen, Vernon. "University Records and Their Relation to General University Administration," College and Research Libraries, 11:337-345, Oct. 1950.
- Schellenberg, T. R. "The Appraisal of Modern Public Records," Bulletins of the National Archives, 8:1-46, Oct. 1956.
- Woolf, Harry. "The Conference on Science Manuscripts," ISIS, 53:3-157, March 1962.

Classification & Arrangement

- Holmes, Oliver W. "Archival Arrangement; Five Different Operations at Five Different Levels," The American Archivist, 27:21-41, Jan. 1964.

National Archives. "The Control of Records at the Record Group Level," The National Archives Staff Information Circulars, 15:1-12, July 1950.

National Archives. "Principles of Arrangement," The National Archives Staff Information Papers, 18:1-14, June 1956.

National Archives. "Archival Principles: Selections From the Writings of Waldo Gifford Leland," The National Archives Staff Information Papers, 20:1-13, March 1955.

Schellenberg, Theodore R. "Archival Principles of Arrangement," The American Archivist, 24:11-24, Jan. 1961.

Processing

Kane, Lucile M. "A Guide to the Care and Administration of Manuscripts," Bulletins of the American Association for State and Local History, 2:333-388, Sept. 1960.

Minogue, Adelaide E. "Physical Care, Repair, and Protection of Manuscripts," Library Trends, 5:344-351, Jan. 1957.

Housing

Rieger, Morris. "Packing, Labeling, and Shelving at the National Archives," The American Archivist, 25:417-426, Oct. 1962.

Description

Evans, Frank B. "The State Archivist and the Academic Researcher,— 'Stable Companionship'," The American Archivist, 26:319-321, July 1963.

National Archives. "The Preparation of Preliminary Inventories," The National Archives Staff Information Circulars, 14:1-14, May 1950.

U. S. Library of Congress. The National Union Catalog of Manuscript Collections, 1959-1961. Ann Arbor, Mich., J. W. Edwards, 1962.