

Karen J. Trivette¹

ARCHIVAL SCIENCE? EXISTENTIAL QUESTIONS AND PROPOSED ANSWERS

ABSTRACT

Purpose: *There has been some discussion, perhaps even debate, as to whether archival science is a true science. This writer was intrigued by the notion that her thoughtfully selected advanced degrees, and by extension her chosen profession and area of research, would be considered anything other than a true science. This writer decided to pose the question to colleagues and to embark on discovering answers that will satisfy not only her own curiosity but also perhaps that of others, as well.*

Methods / Approach: *This writer performed qualitative research by surveying the scholarly literature and by interviewing professional colleagues and asking their positions on the matter of whether archival science is a true science.*

Results: *The results of her investigation proved definitive and she is more convinced than ever that her chosen profession, that of archival science, is indeed a true and valid science. It was heartening for her to learn how many others agree.*

Conclusions / Findings: *Archival science is correctly entitled as such. It follows the norms of scientific pedagogical training and practice, has confirmed adjacency to sibling sciences -- both applied and social -- and it draws informed conclusions framed by the scientific method of discovery.*

Keywords: *Archival science; applied science; social science; scientific method; discovery; knowledge*

1 Karen J. TRIVETTE, 3rd-Year Doctoral Student, Archival Sciences, Alma Mater Europaea-ECM; Professor, Fashion Institute of Technology-State University of New York (USA); Head, Gladys Marcus Library Special Collections and College Archives (SPARC); 1 West Street, Apartment 2802, New York, NY USA, karen.trivette@almamater.si

About the Author: Professor Karen Trivette is Head of (Library) Special Collections and College Archives at the Fashion Institute of Technology-State University of New York (FIT). At FIT, she oversees the care and provision of over 6000 linear feet of special collections and archives materials (1560-present day). She holds a BA in Art History (University of North Carolina-Chapel Hill) and an MLS in Library/Archival Science (University at Albany-State University of New York). Currently, she is pursuing her PhD in Archival Science (Alma Mater Europaea-ECM; expected 2023). She presents at local, national, and international archives conferences and has written and/or edited many publications on topics ranging from fashion forecasting history to archives facility renovation.

1 INTRODUCTION

In the course of her doctoral academic work, the author became privy to some discussion, and even debate, as to whether Archival Science is a *true* science. She was intrigued, nearly insulted, by the notion that her selected advanced degrees, and by extension her chosen profession, would be considered anything other than a *true* science. She decided to pose the question to colleagues and to embark on discovering answers in the scholarly literature that would satisfy her own curiosity and perhaps that of others as well.

While the original inquiry for this writer was, "Is archival science a *true* science?" as she conducted her research, she realized that the better question was, "What *kind* of science is, or kinds of sciences are, archival science?"

Even still, one can precisely pinpoint exactly when the discipline was first publicized as a science in the United States thanks to the recordkeeping of and the reporting on the first meeting of the Society of American Archivists (SAA) in 1937. The *Washington Evening Star* highlighted it as such:

Figure 1: *Evening Star*, June 20, 1937



As a result of her investigation, she is more convinced than ever that her chosen profession, that of archival science, is indeed a true and valid science.

2 METHODS

This writer performed qualitative research by surveying the scholarly literature for relevant content and by asking respected and veteran professional colleagues their positions on the matter of whether archival science is a true science. The latter of these approaches is covered in sections 2.2 and 4.3 below.

2.1 LITERATURE REVIEW

In 2010, Ketelaar actually posed a similar research question to this writer's as the title of Chapter 5 in Jennie Hill's *The Future of Archives and Recordkeeping: A Reader* (2010); he asked whether archivistics² were a science or an art? First, he addresses the position some have in that archival science is a creative endeavor and quickly points out that as early as the 19th-century, Spanish archives management manuals referred to the "arte de archiveros."³ However, Ketelaar quickly notes that the practices of science and art are not, nor do they have to be, mutually exclusive. He recalls that both the science and art of archival science are actually connected, and perhaps inseparable by what Gilliland-Swetland has called the *archival paradigm*. She explains that the paradigm is "a set of assumptions, principles, and practices that are common to the archival community and are a model for its activities and outlook" (2000).

Still others, such as Winnie Allen, clung to the notion that archivists were creative practitioners. Hardesty introduced readers to Allen, who was the former archivist of the University of Texas at Austin and an early member of SAA from its founding in 1936. Her concept of archival work "predated the systemization and professionalization that T.R. Schellenberg worked so hard to foster" (2007). Hardesty quotes Allen as she told a journalist what in her opinion was the difference between a librarian and an archivist; she said, "A librarian is categorical; an archivist is creative" (2007).

Ilerbaig circles back, intentionally or not, to Ketelaar, stating that

science had not been traditionally considered a bureaucratic or administrative enterprise in which records and recordkeeping play an important role. On the contrary, the scientific enterprise is viewed predominantly in very different terms: as an activity characterized by its creativity and theoretical ideas, rather than its organizational processes (2010).

Ilerbaig continues to remark that it was not "until the 1960s and 1970s that scholars started to focus on science as a social enterprise" (2010) with structures of authority in scientific communities. More recently, the issue of science as a practice has come to the fore. "Since the 1980s, literature in science studies has focused increasingly on the analysis of the process of scientific practice, as opposed to its end results. With the emergence of these new approaches, a view of science as more akin to a record-making and recordkeeping bureaucratic enterprise has developed" (Ilerbaig, 2010).

Valderhaug argued that "The emergence of archivistics, or archival science, as a separate discipline can be understood" by way of expressing the needs of society "to control the information in records and archives." Similarly, he suggested we may understand the "theoretical and methodological development of archival science since the 19th-century against the background of changes in societal functions and uses of archives, as well as the technological conditions for archiving and communication." He continued, "I will suggest that archival science ...has evolved from an auxiliary science of history to become an independent scientific discipline" (2009).

Valderhaug concluded that this evolution and other shifts "have profoundly influenced archival thinking and led to the emergence of new and differing professional discourses and tendencies" in archival science and other disciplines as well. He declared such an evolution is one of the characteristics of a scientific discipline (2009).

² Archivistics is synonymous with archival science.

³ Translated as "the archivists' art."

In a most direct fashion, Henttonen, remarks that

Archival science is the science of contextual transfer and that contextual transfer takes place when information is transferred from one place and point in time (context) to other places and points in time. Archival science examines this transfer: what makes information usable across contexts; what information should be transferred; how the information should be organized, managed, and preserved; what the transferred information is used for and what are the impacts that the information has for individuals and the society. This view to archival science connects it explicitly with other information sciences and opens possibilities for both the records profession and its research (2019).

2.2 PROFESSIONAL COLLEAGUE INTERVIEWS

On 19 September 2022, this writer interviewed Dr. Robert P. Griffin, Jr., Dean, College of Emergency Preparedness, Homeland Security, and Cybersecurity (CEHC) and Prof. Dr. Carol Anne Carr Germain, Chair of the CEHC Department of Information Science and Technology (IST); CEHC is part of the State University of New York-University at Albany (NY). Together and separately, Griffin and Germain drove home the point that the College and Department were not only science-driven but also a melding of policy, information, and technology, which together are formed from each of their own scientific elements.

Dean Griffin, echoing Valderhaug, declared archival science as “an ever-evolving science” but with solid roots. Prof. Dr. Germain noted how one of the fastest growing sectors within IST is in the field of Informatics especially as it relates to health information management and with tethers to the UAlbany health sciences departments of biology, public health, and nursing. Of special concern are data analytics and policy components surrounding and influencing the gathering, storage, and use of personal data within an information system both in terms of the system’s design and its use. Regarding matters of policy, Germain pointed to the Health Insurance Portability and Accountability Act of 1996 (US) and the General Data Protection Regulation (EU GDPR) as examples.

Dean Griffin spoke at length about the matter of security – be it cyber, medical, legal, or otherwise – and that the security of information (and that which is affected by it) is dependent on secure data management. He pointed out that digital preservation is becoming more and more a mission critical component of archival science practice. Basically, if the data are not preserved properly, then the security of the information and by extension, the associated enterprise (person, organization, government, etc.) is at greater risk to untold compromises.

Other matters discussed were the digital aspects of scholarly communications, predictive analytics, and emergency preparedness. All three of these aspects are supported by a systematic (i.e. scientific) approach to data management and preservation.

Dean Griffin summed up his thoughts by declaring if [archival science] is not a science, then it has to be[come] a science and one based solidly on the element of trust. This of course harkens back to Derrida’s opening paragraph in *Archive Fever: A Freudian Impression*:

Let us not begin at the beginning, nor even at the archive. But rather at the word “archive”- and with the archive of so familiar a word. *Ark*h we recall, names at once the commencement and the commandment. This name apparently coordinates two principles in one: the principle according to nature or history, there where things commence - physical, historical, or ontological principle - but also the principle according to the law, there where men and gods command, there where authority, social order are exercised, in this place from which order is given...(1995).

One can then extrapolate that archival scientists are the stewards of truth.

3 RESULTS

The results of this writer's investigation proved definitive, and she is convinced more than ever that her chosen profession, that of archival science, is indeed a true and valid science. It was heartening for her to have learned how many others agree, within and beyond the immediate profession. The DISCUSSION segment below explains why.

4 DISCUSSION

4.1 (ARCHIVAL) SCIENCE METHOD IN CONTEXT

To help make her case, the author put archival science to the test by exploring how the classical scientific method related to archival theory and practice.

The scientific method proposes six steps; they are 1. Make an observation; 2. Ask one or more questions; 3. Form a hypothesis, or testable explanation; 4. Make a prediction based on the hypothesis; 5. Test the prediction; and 6. Iterate. The author will address each of these separately.

When one *makes an observation* in a scientific capacity, one observes, examines, or surveys specimens -- in archival science's case, specimens are records -- to declare a record unit as archival, historical, or otherwise worth preserving permanently. Conversely, archival scientists determine which records are *not* represented in our respective repositories and procure them. In short, we employ appraisal tactics.

In the course of *asking one or more questions*, archival description mandates that we question what informational elements need to be recorded to reveal just enough for researchers to qualify a record unit as relevant to their research.

In the case of stating *hypotheses or testable explanations*, a potential hypothesis might be, "This records unit will serve x, y, and/or z researchers well and lead to an enlarged corpus of scholarly understanding." A more pointed hypothesis statement would be, "If we expend valuable resources to preserve and make accessible x records, then we further satisfy our repository's mission."

Based on this hypothetical, we can then *make a prediction*: "Given that other record units in our possession that are analogous to the ones in question moved the repository's mission forward, then it is quite probable that it will be a sound decision to acquire and commit resources towards the new accrual's permanent care and provision."

To *test the prediction*, once records are acquired, personnel will devise a plan to promote and advocate for their use. This can be achieved with an extended outreach program to targeted researcher audiences. It would also be necessary to evaluate and/or assess researcher satisfaction.

Ultimately, archival scientists would *respond iteratively* and use the results of their evaluation to create new hypotheses and/or predictions. Indeed, each deliberative scenario should lead to a more refined collection and provide for evermore targeted audience engagements. Current and future archival questions that are explored and methodically answered have the potential to inform the next intellectual challenge and/or scientific inquiry.

In the most basic of terms, archival science makes routine use of the scientific method as practitioners carry out the field's core functions and beyond.

4.2 NOT ONE SCIENCE, BUT MANY

Speaking of iteration, let us revisit the question, "What kind of science is, or kinds of sciences are, archival science?"

If you believe that “proximity is power” (Robbins, 2022), then let us immediately consider the most certain adjacency that archival science has to other sciences; they are Library Science; Information Science; Media Studies; and Computer Science.

Before diving deeply into such alignments, let us explore the definition of science. According to the *Oxford Companion to the History of Modern Science*, science in the modern sense is both a discovery as well as an invention (OCHMS, 2003). Further, the *Merriam-Webster Online Dictionary* describes science as not only knowledge per se, but also as a “system of knowledge in which truths or laws are discovered and challenged through the process of the scientific method” (M-WOD, 2011).

Therefore, if we accept, or at least consider that archival science is an amalgamation of sciences, then what are those fields of scientific study? This writer’s initial instinct was to align the practice of archival science with the branch of applied sciences.

According to Wikipedia, applied science “applies existing scientific knowledge to develop more practical applications, including inventions and other technological advancements” (Wikipedia, 2022). Again, science is the enterprise that builds and organizes knowledge about the universe. In archival science’s case, the universe could be a single record, an entire fonds, or the full concept of archives and records management.

The following applied sciences, and perhaps others, too, can be together an amalgamation that collectively serve as conceptual scaffolding to support and otherwise define archival science as a true science.

Applied engineering is the field concerned with “the application of management, design, and technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes, and the management and direction of physical and/or technical functions of a firm or organization” (Wikipedia, 2003). These defining points relate clearly to archival records processing.

Applied linguistics is an interdisciplinary field of study that “identifies, investigates, and offers solutions to language-related problems” (Wikipedia, 2022). Consider the conveyance of a message via various media and then consider the reasoning behind and creation of finding aids and metadata catalog records.

Education is “any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values” (Wikipedia, 2022) from one to another. Archival theory and practice, by design, is an educational enterprise.

Forensic science is the application of a “broad spectrum of sciences to answer questions of interest to a legal system” (Wikipedia, 2022). Consider the need for physical and digital preservation vis-a-vis the demands of a legal system that requires absolute measures of authenticity, validity, credibility, integrity etc.; in other words, legal systems require records that hold legitimate and verifiable evidentiary value.

Perhaps the most direct applied science to align with archival science is management. At its most simple, management is “getting people together to accomplish desired goals and objectives using available resources efficiently and effectively” (Wikipedia, 2022). The operation of a repository, the processing of an archival fonds, and/or establishing a digital preservation workflow all require solid management skills and experience.

But the adjacency exercise does not end with the scientific branch of applied science. Indeed, the University of North Carolina at Chapel Hill’s (UNC-Ch) Prof. Dr. Helen Tibbo stated, “I regard archival science to be a social science that underlies professional practice. Academics and practitioners not only manage all phases of the information/data

lifecycle, they also conduct research that supports their practice and the profession as a whole. Archivists investigate/conduct research on all components of the information lifecycle" (Tibbo, 2022).

Social sciences then is another of the branches of science to be considered adjacent; this branch is devoted to the study of societies and the relationships among individuals within those societies. Of the many social sciences, the following have the most relevant adjacency to archival science: anthropology; communication studies; history; law; and psychology.

For a breakdown of how these select social sciences relates to archival science, please consider the following:

Anthropology: The totality of human existence and experience; this is what archives strive to convey;

Communication studies: The sharing of symbols to create meaning; this matter of surrogacy is reflected in finding aids and creating digital images;

History: The interpreting the record of human beings and their societies and institutions;

Law: An established system of rules that are capable of enforcement through institutions; consider archival science's best practices, security measures, etc.; and

Psychology: This is concerning behavioral and mental processes; for example, archival description must be concerned with the user experience rather than an archivist's indulgence.

Also worth mentioning is the undeniable kinship archival science has to certain natural sciences including but not limited to biology (archival arrangement and description can mimic the organic, structural, hierarchical frame of the taxonomic rank)⁴ and chemistry (preservation and conservation tactics and materials).

4.3 ARCHIVAL SCIENCE PLACEMENT IN UNIVERSITY CURRICULA

Earlier, this writer mentioned the science of education and its relation to archival science broadly. However, she was curious to investigate another clue or measure of confidence that archival science is a true science, that being the placement of archival science advanced degree programs into a broader curricular context.

Her investigation covered three universities, each of which she has attended and/or graduated from: the University of North Carolina at Chapel Hill (UNC-CH); the State University of New York-University at Albany (SUNY-UAlbany); and Alma Mater Europaea-European Center Maribor, Slovenia (AME-ECM). The following is an examination of each of these institutions and in that order.

UNC-Ch hosts the School of Information and Library Science (SILS) and confers the Master of Science degree as well as the Doctor of Philosophy. SILS is a distinct school within the larger university curriculum and offers an archives and records management concentration. For context, UNC-Ch first offered courses in library science during the summer of 1904. Students were charged a five dollar fee and received a certificate upon completion of their courses. An official UNC-Ch School of Library Science opened in 1931 and welcomed thirty-seven students into the fall term with instruction from five faculty. Then, in 1987, "recognizing the growing importance of the study of information use and management" (UNC-Ch, 2022), the curriculum incorporated a broader scope and thereby instigated another name change, that to the School of Information and Library

4 The ranking is: domain, kingdom, phylum, class, order, family, genus, and species. Compare this to fonds, subfonds, series, subseries, file, item.

Science. Please refer to a brief response from UNC-Ch's Prof. Dr. Helen Tibbo, Alumni Distinguished Professor, UNC School of Information and Library Science with expertise in archives and records management, beginning on page 11.

An educational institution's mission statement can also offer clues to whether archival science is a true science. For example, the SILS mission statement states that the school educates innovative and responsible thinkers who will lead the information professions; discovers principles and impacts of information; creates systems, techniques, and policies to advance information processes and services; and advances information creation, access, use, management, and stewardship to improve the quality of life for diverse local, national, and global communities (UNC-CH, 2022).

SUNY-UAlbany positions its archives and records management concentration within the Information Science (IS) Master program. IS is a department within the university's broader CEHC (College of Emergency Preparedness, Homeland Security and Cybersecurity). IS is also a pedagogical part of the university's STEM (science, technology, engineering and mathematics) series of academic programs.

Let us expand the lens and consider an international institution, that being Alma Mater Europaea-European Center Maribor (Slovenia) or AME-ECM.

A consortium of university programs administered by the European Academy of Science and Arts, Alma Mater Europaea strives to cultivate international leadership in a variety of fields including education, culture, and law, among others. Alma Mater Europaea is an international university based in the Austrian city of Salzburg, with campuses in several European cities...The founding board stated that Alma Mater Europaea would be based on three principles: *Wissenschaft, Wirtschaft, Wirken*. In English, this means: *Science, Economy, Effect*.

AME-ECM offers two Bologna levels of higher education leading respectively to the Archiving and Documentation Master degree and the Archival Science Doctoral degree. Its programs are accredited by the National Agency of the Republic of Slovenia for Quality in Higher Education's

Slovenian Quality Assurance Agency (discussed below on pages 17-18).

While merely three universities do not make a pattern, this writer can appreciate each example highlighted here as informed and strategic institutions regarding their pedagogical structure, academic programming, and degree conference.

4.4 ACCREDITATION, CERTIFICATION, AND PROFESSIONAL COMPETENCIES CONSIDERATIONS

Accreditation, certification, and identified competencies and standards also lend to the definition and/or identification of a science-related program. In the case of archival science, this writer will introduce accrediting and certifying bodies and note the various relevant points as they relate to practice in the United States and to that of Slovenia/Europe. She also will review specific points through the lenses of the three universities already mentioned.

Broadly speaking, accreditation in higher education is defined as "a process of external quality review created and used by higher education to scrutinize institutions and programs for quality assurance and quality improvement" (Eaton, 2009).

The American Library Association (ALA) is the entity that accredits master's programs in library and information studies across the United States. The accreditation workflow begins with a review process, which is conducted by an external panel of authorities that verifies a program meets the "Standards for Accreditation of Master's Programs in Library and Information Studies" (ALA, 2022). The goal of accreditation is "to ensure edu-

cational quality, judged in terms of demonstrated results in supporting the educational development of students" (ALA, 2022).

Graduating from an ALA-accredited program not only provides flexibility regarding the types of jobs graduates can apply for but also enhances their career mobility. In fact, "many employers require an ALA-accredited master's degree for professional level positions" (ALA, 2022).

All graduate programs that include archival science and/or archives and records management concentrations at UNC-Ch and SUNY-UAlbany are accredited by the ALA.

4.4.1 UNC-CH

While specific exit competencies and learning objectives were not available at the time of this publication, as ALA-accredited programs, UNC-Ch graduates from MSLS or MSIS degree programs will be prepared to

- Employ the ethics, values, and foundational principles of the library profession.
- Promote democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- Consider the history of libraries and librarianship and their role within the context of society.
- Recognize the history, preservation, and dissemination of information in all its forms, and its impact on libraries.
- Identify current types of libraries (school, public, academic, special, etc.) and closely related information agencies, such as museums, archives, and galleries.
- Identify social, public, information, economic, and cultural policies and trends of significance to the library and information profession on the local, regional, national, and international levels.
- Understand the legal framework in which libraries operate, including laws relating to copyright and fair use, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), open access, and intellectual property.
- Effectively advocate for libraries, librarians, other library workers, patrons, and services, especially in terms of marketing, fundraising, and outreach.
- Use techniques to identify, codify, and analyze complex problems and create appropriate and collaborative solutions within library environments.
- Demonstrate effective verbal and written communication techniques, including electronically via video, live chat, and email.
- Hold current certification, degree, and/or licensure requirements of specialized areas of the library profession (ALA, 2022).

The UNC-Ch School of Information and Library Science (SILS)'s Master of Science in Library Science (MSLS) and Master of Science in Information Science (MSIS) degree programs were granted continued accreditation from the ALA Committee on Accreditation through 2029.

4.4.2 SUNY-UAlbany

There are many learning objectives that SUNY-UAlbany students are expected to attain through their course of study within their archival science academic program and to earn the Master of Science graduate degree. After successful program completion, students will

- Demonstrate a sense of professional identity by applying the concepts and principles

of library and information sciences and related disciplines.

- Know the history of the information professions and understand the changing roles of information professionals in a global environment.
- Create, select, acquire, organize, describe, manage, preserve, retrieve and disseminate information using relevant theories and practices.
- Assess information needs of diverse and underserved populations and provide resources and instruction to meet those needs.
- Recognize the crucial role of users in the development and delivery of user-centered information systems and services.
- Formulate, interpret and implement information policy including issues of privacy, equity, intellectual property, and intellectual freedom.
- Promote and demonstrate the use of ethical standards in the creation, management and use of information.
- Conduct and apply research to develop, maintain and evaluate information content and assess information services.
- Understand, implement and use appropriate technologies in the delivery of information content and services.
- Apply management principles to the creation, administration and promotion of information organizations and systems.
- Understand the information environment and build collaborative relationships to strengthen library and information services and literacy (SUNY-UAlbany, 2022).

The SUNY-UAlbany programs are currently ALA-accredited through 2027.

4.4.3 AME-ECM

Doctoral study of Archival Science (AS) enables candidates to have access to the most demanding skills and research needs in the field of archival theory and practice that are based on national and international foundations and standards.

As mentioned previously, the AS program is accredited by the National Agency of the Republic of Slovenia for Quality in Higher Education's Slovenian Quality Assurance Agency (SQAA). SQAA was founded in 2010 and was established to:

- Professionalize evaluation procedures by including the stakeholders in decision-making process;
- Work transparently and according to principle of impartiality;
- Be responsible to the public; and
- Monitor procedures and correct the deficiencies according to predefined criteria.

SQAA is included in the European Register of Agencies and is a full member of the European Consortium for Accreditation, the Central and Eastern European Quality Assurance Agencies, and the International Association of Quality Assurance Agencies. Since 2015, SQAA has been a full member of the European Quality Assurance Association for Higher Education.

While not an accrediting organization, SAA (Society of American Archivists) offers strenuous guidelines for the development and sustainability of graduate level curricula in archival science programs. "The importance and complexity of archival work require that individuals entering the profession receive a strong graduate-level archival education based on core archival knowledge complemented by knowledge drawn from other disciplines such as anthropology, economics, education, history, law, library and information science, management, museum studies, and sociology" (SAA, 2016).

SAA guidelines dictate that a fully developed graduate program in archival science must establish a curriculum that:

- 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 allied and complementary disciplines;
- Assists students to develop critical thinking and decision-making skills related to all forms of records 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 records as well as relevant materials regardless of format;
- Prepares students to conduct and communicate scholarly research;
- Prepares students to teach classes and workshops in archival literacy and the uses of archival resources; and
- Communicates to students the ethical and legal dimensions of their work and impresses upon them a sense of their professional and social responsibilities for the public good and serving diverse groups (SAA, 2016).

Institutional settings vary greatly. The increasingly digital and hybrid nature of records demands a broader range of skills and knowledge. These, combined with “a comprehensive understanding of archival theory and its practical application” will more certainly lend to graduates being able to manage and preserve past, present, and future archival content (SAA, 2016).

Upon successful certification, Academy of Certified Archivists' members demonstrate continuing professional commitment reaching beyond education and experience. Certified archivists possess and further develop expertise in and knowledge of all aspects of archival management. “By demonstrating mastery of a defined body of knowledge and skills for successful archival practice, Academy members share a high level of professional attainment that has been verified by certification” (ACA, 2022).⁵

4.5 IMAGE AS SCIENTIST

Life is a constant duel between perception and reality. -- Sonny Long

Readers, please consider Long's quote above; this writer would challenge one to ask why not call the duel a tie and bring perception and reality into alignment with each other? Only when archival scientists understand the role of scientists broadly can they determine if they accept or define themselves as scientists.

According to the Science Council, a scientist is “someone who systematically gathers and uses research and evidence, to make hypotheses and test them, to gain and share understanding and knowledge” (2022). A scientist can be further defined by how they execute these steps (i.e. by use of statistics or data); what they're curious about and trying to understand; and where they apply (and how they use) their scientific knowledge. The business or industry of archival scientists is a matter of questioning and research and is a confidence-building enterprise. All scientists, whatever their industry, are united by their relentless curiosity and systematic approach to satisfying it.

5 The Academy of Certified Archivists has developed a useful list of domains of archival knowledge. See the “Role Delineation” section of the Handbook for Archival Certification (found within the “Exam Handbook”) online at <http://www.certifiedarchivists.org>.

Leonard also grapples with perception but analyzes the concept further as he riffs off the original quote, which discusses possession:

"Perception is nine-tenths of the law" means: in the absence of clear and compelling testimony or documentation to the contrary, the person in actual, custodial possession of the belief or perception is presumed to be the rightful owner; it is his reality. -- Jay Leonard

4.6 ADVOCACY WITHIN AND BEYOND

As noted above, ALA declares that successful archivist scientists must and will advocate for the profession, its peer practitioners, and the services they provide. Therefore, archival scientists must perceive themselves as scientists before they can successfully sell the concept and advocate for themselves as scientists. Questions remain; if "archivist as scientist" is not a self-perception, then why not? If not, then how do we persuade others of our expertise to relevant audiences including ourselves? Furthermore, since archival scientists are so concerned with context, then why not contextualize their discipline appropriately? This writer is convinced that that is a charge for all archival scientists. She also believes that there is much more to discover along this particular path of inquiry.

5 CONCLUSION

This research effort has been a collective pursuit of

Discovery (facilitate);

Knowledge (fashion): giving the discovered shape and form;

Understanding (formulate): knowingly formulate conclusions; and

Wisdom (further): accepting conclusions into cannon of behavior

Whatever its particular flavor, science is always pointed toward the concept of discovery. In fact, it is my position that the measure of an archival scientist's success is gauged in large measure by the extent to which s/he helps to make information discoverable, possibly knowable, and perhaps even understandable, all by design. Even after all of those responsibilities are satisfied, an archival scientist's mission does not end there. Indeed, s/he is charged to go another step beyond: that being to share discoveries — and that which is known and understood about them — as far as resources allow and as widely as possible. This is the ultimate goal of our science: as archival scientists, we establish and secure not only our collective memory but also that of its evolutionary path ultimately to a shared collective wisdom.

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