

THE USE OF ARCHIVES IN EDUCATION: EXAMPLES FROM ABROAD

Assist. Prof. Dr. Burçak ŞENTÜRK
Marmara University,
Department of Information
and Records Management
Istanbul, TURKEY

ABSTRACT

Archives are institutions in which materials which have to be stored over a long period of time are maintained and brought into use. The archival material has administrative, financial, judicial, and more over, historical value. Thus, this material has the ability to shed light on the past and the future. Therefore, archives should be used as part of primary, high school and university education programmes. In particular, national archives abroad use different practices and techniques in order to extend the use of archives to educational programmes. Moreover, these national archives design practices and techniques according to the ages and area of interests of the students.

In this study, entitled “The Use of Archives in Education: Examples from Abroad”, the practices of national archives that have understood the importance of archives in education and have organized special programmes for teachers and students will be explained. These national archives include those in the USA, England, Scotland and Australia. Also in this study, in addition to the contributions of the four national archives to education, the ways in which we can improve the role of archives in Turkey for education will be discussed.

Key Words: Archival Material, Education, National Archives.

INTRODUCTION

Binark states the importance of archives as follows (Binark, 1995:258):

‘Every nation owns an historical heritage. An important part of this heritage consists of cultural properties, both material and virtual, such as archives, libraries and ancient remains. These cultural properties play a big role in being and continuing to be a nation.

Archives are the deed of a country, the identity, the diary and the whole existence of a people, the fundamental feature and the most valuable cultural and historical treasury of a country connecting the past with the present and the present with the future by carrying the rights and the priorities.’

Materials that are preserved by archives have historical, evidential, informational, fiscal, administrative and legal value. These unique materials are the primary sources that should be used for education. Thus using primary sources for education is a great opportunity both for students and teachers.

Over the past fifteen years archivists have made millions of primary source documents available on the Web. The availability of online primary sources precipitated a fundamental transformation in the past decade of how elementary through high school students learn history. Students now routinely evaluate and incorporate primary sources in their history projects. In addition to textbook narratives, students evaluate original source materials, formulate their arguments, and learn to defend their opinions about the past. This generation of

students is arriving on college campuses more prepared to deal with primary source documents than any previous generation (Malkmus, 2008: 47-48).

This study entitled 'The Use of Archives in Education: Examples From Abroad' aims to stress the importance of archives and the primary sources they provide for education and also to illustrate the use of archives. Within this context the practices of national archives that have understood the importance of archives in education and have organized special programmes for teachers and students will be examined. It is also important to mention that this study focuses exclusively on the use of archives in education of undergraduates.

ARCHIVES IN EDUCATION

Archives are one of the rare organisations that can provide primary sources both for educators, students and other people interested. There is little doubt that primary sources can be of real value in the classroom. Primary sources give students a connection with the past, bridging the gap between often seemingly distant historical phenomena and the present. They train students to recognize historiographic bias, interpret evidence, and read and digest intellectually and syntactically difficult material. Moreover, primary sources present students with the materials from which to shape informed opinions of their own, relatively free of the pedagogical interference of textbook authors and editors (Newmark, 1997: 283).

Despite the lack of studies on this subject the advantage of using primary sources for educational purpose has been recognized by some authorities. Several examples to those studies are:

In 2002, Matthew Lyons wrote an article comparing electronic and non-electronic resources in K-12 classrooms that deal with primary source materials. He discusses how primary source materials and digital technology enhances K-12 teaching:

'Providing schools with digital access to archival materials can strengthen both student learning and archival practice. It can help students learn to approach history actively, creatively, and critically, and it can help archival institutions broaden and deepen their public service and community ties. But such benefits are not automatic, and the advantages of digital access should not be allowed to blot out the advantages of hands-on access. Ideally, archives should encourage teachers and students to use both approaches.' (p. 20)

Hendry in his article 'Primary sources in K-12 education: Opportunities for archives' states that (Hendry, 2007:129):

'The movement toward using archival documents in the K-12 classroom, fueled by trends in educational theory and the current zeal for standardized testing, present an unprecedented opportunity for the archival community to become involved in elementary and secondary education encouraging the use of its records by students can improve the diversity of a repository's user base and create broader access to the materials in its care. Such outreach activities can also help to create ties to the community and help cultivate the next generation of archival users, donors, and supporters.'

History is the main usage area of the primary sources provided by archives. Study of historical records shows students the value of historical source material. It provides an exciting introduction to the primary material of history, shows students how history is recovered and represented from historical records and shows them that history may be unclear and has to be derived and interpreted from incomplete and sometimes inconsistent or contradictory sources. Study of historical records also improves reading, analytical and writing and presentation skills (Dearstyne, 1993:204).

As seen through the examples above the importance of primary sources (archival material) is beyond

argument. At this point it is strategically important to promote the use of primary sources in education. In order to achieve this aim both archives and schools should develop special programmes and create an interactive relation with each other.

Ken Osborne discusses 8 ways to bring schools and archives together. These ways are (Osborne, 1986:28):

1. Teacher education projects and activities,
2. Classroom units of instruction on the work and role of archives,
3. Exhibition and visits,
4. Projects involving students in archival research,
5. The production of archives-based teaching kits,
6. The use of students to identify and collect material of interest to archives,
7. The formation of school-based archives and
8. The establishment of organizational linkages between teachers and archivists

Osborne also suggests 6 main ways that can be done for establishing collaboration between archivists and educators (Osborne, 1986:39):

- Archivists should get themselves on the mailing lists of people and organizations involved in history and social science education.
- Conversely archivists should include such groups in the mailing list of relevant archival publications.
- Archives staffs could be represented on appropriate curriculum committees, advisory groups, specialist teachers organizations and so on.
- Archivists should contact professional development staff of teachers' federations in order to become part of the network of resource people and givers of in-service programmes.
- Archivists could work out in-service programmes which would be made available to teachers.

Carini in his article 'Archivists as Educators: Integrating Primary Sources into the Curriculum' points out the importance of drawing students into and exciting them about the use of the primary sources and defines some specific concepts include the following (Carini, 2009: 48):

- The definition of a primary source,
- How to use observation as a tool to understanding and analyzing documents,
- An understanding of audience and its importance when evaluating primary sources (is the audience an individual as in the case of a private letter, or the world as in the case of a press release?),
- The relationship between the creator and the audience (what one writes to a parent from college is different from what one writes to a friend or sibling and should color the use and evaluation of the content),
- The importance of date (even subtle things about a date, such as it was written in winter in colonial New England, can add to the researchers understanding of the context surrounding the document and its creation),
- The tone of a document, which can tell things about the creator, their mood, and their outlook,
- The physical evaluation of documents, the quality of the paper, the ink, the handwriting, and the impression if printed,
- An understanding of the importance and role of chronology,
- How to create a narrative to form an understanding of the information in primary sources (narratives are always supplied in secondary sources, but this is not the case with many primary sources),
- An understanding of the nature and syntax of a variety of document types and sources including written, printed, visual, and financial,
- How to identify collections appropriate to research needs,
- How to identify appropriate materials within a collection,
- How to interpret silences in the archives,

- How to interpret evidence surrounding underrepresented or illiterate groups and
- The importance of a flexible research process that lends itself to change and deviation when appropriate

THE EXAMPLES FROM ABROAD

There are some countries that are leading the way in professional archival processes. These countries' archives are well aware of the importance of archival materials for education. In this part of the study the special programs and systems developed by these national archives for education are being examined.

USA

The importance of primary source documents in education was already recognized in USA even before the web became a classroom resource.

Archivists at the Library of Congress and the National Archives and Records Administration (NARA) collaborated with teachers to prepare primary source documents for use in schools. Beginning in the 1970s, several state archives and NARA published primary source documents with accompanying teacher's guides (Malkmus, 2008: 55).

NARA is the national archives of USA. It has a special section on its website called 'Teachers' Resources' and it is designed for the teachers and students who want to use NARA's primary sources for education.

Teachers' Resources has 4 sections and these are (<http://www.archives.gov/education/>):

1. Lesson Plans and Activities
2. School Tours and Activities
3. Using Primary Sources and
4. State and Regional Resources

Lesson Plans and Activities section contains reproducible copies of primary documents from the holdings of the National Archives of the United States, teaching activities correlated to the National History Standards and National Standards for Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities (<http://www.archives.gov/education/lessons/>).

NARA has also established a special and unique learning system as a school activity called 'Boeing Learning Center'. This center has two areas which are; 'Resource Room' and 'Learning Lab'. In the Resource Room students can obtain copies of documents featured in the archives' exhibits, participate in Archival Adventures—hands-on activities that encourage historical discovery; explore online resources; preview the archives' educational publications; and sign up for Teaching with Documents workshops. The Resource Room is open Monday through Friday 10 a.m. to 4 p.m., and reservations are not required. The Learning Lab provides an on-site collaborative research experience for classes of up to 36 middle school students. The problem solving exercise inspires young visitors to connect to our nation's exciting, and very instructive, past (<http://www.archives.gov/nae/visit/learning-center/>).

England

The National Archives of England has also established a systematic programme for education. The basic parts of this programme are (<http://www.nationalarchives.gov.uk/education/>):

- Lessons,
- Workshops,

- Videoconferences,
- Virtual classroom,
- Podcats and
- Professional development

Lessons are single stand-alone investigations mapped to the curriculum that can be covered in a single period or followed up for homework. Each lesson has a PDF for easy printing and supports text resizing for whiteboards. Students can use them 'as is' or adapt them to fit their group's needs (<http://www.nationalarchives.gov.uk/education/lessons.htm>). The National Archives offers a wide range of workshops at The National Archives in Kew in their purpose-built classroom, giving groups an exciting opportunity to work directly with real documents (<http://www.nationalarchives.gov.uk/education/workshops.htm>). Students can work with documents, annotate and analyse evidence through their web browser and ask questions over the microphone or in the chatbox in virtual classroom (<http://www.nationalarchives.gov.uk/education/virtual-classroom.htm>). Podcast series features a mix of lectures from top academics specifically aimed at pupils alongside radio-style investigations of historical topics using primary documents from the National Archives read by actors. Students can download individual podcasts from this page, read transcripts of the shows and lectures and see images of the documents that the archives discuss (<http://www.nationalarchives.gov.uk/education/podcasts.htm>). Lastly archives' professional development programme gives teachers access to unique collections and supports them in developing new source based activities. With academic partners, the archives gives teachers the choice of working online, on an accredited Master's module or with teachers from overseas. This flexible programme combines the expertise of the archives' education team with that of university academics and record specialists (<http://www.nationalarchives.gov.uk/education/cpd/professional-development.htm>).

Scotland

The Learning section of the National Archives of Scotland (NAS) website, which promotes the use of archives and helps teachers and students of all ages understand the content and context of historical records. Outreach Services Branch creates resources to support the Scottish school curriculum and lifelong learning, and arranges talks and group visits in the NAS by members of staff.

Scottish Archives for Schools is the education website designed to support Curriculum for Excellence in primary and secondary schools. The Scottish Archives for Schools website is run by the National Records of Scotland as separate education website for schools and colleges. It aims to promote a greater knowledge and understanding of Scottish history and to provide learners with access to original sources (<http://www.nas.gov.uk/learning/default.asp>).

The National Records of Scotland (NRS) offers a wide range of opportunities for teachers and pupils to work with original sources that bring the past to life. (<http://www.scottisharchivesforschools.org/workshops.asp>). The National Records of Scotland aims to support learning and teaching within Curriculum for Excellence and National Qualifications. Resources can support the teaching of Scottish history and social studies, act as an inspiration for expressive arts, and provide opportunities for cross-curricular learning. Archives provides access to unique holdings and to specialist expertise through workshops, Glow Meet sessions and website resources (<http://www.scottisharchivesforschools.org/teachers.asp>).

Australia

The National Archives of Australia has special programmes for education too. Primary and secondary students can discover original source documents spanning more than 100 years on (<http://www.naa.gov.au/visit-us/education/>):

- Federation,

- Immigration,
- Defence,
- Intelligence,
- Foreign policy and
- Indigenous Australians

The archives' education programme helps students and teachers through (<http://www.naa.gov.au/visit-us/education/>):

- School visits to the National Archives in Canberra,
- Resources for students and teachers,
- Vrrroom online classroom and
- National History Challenge.

CONCLUSION

The prestige of archives can increase only when people are aware of and utilize them. It is beyond argument as mentioned before that archives play an important role in education. Cook indicates the advantages of using archives in education as follows (Cook, 1997:107):

'Extending Access to archives to the school community has a number of distinct advantages for an archive. For a profession saddled with an exceedingly low and, some would say, doddering profile, educational use permits an archives to create a positive 'image' at the same time as awareness and appreciation of its services are promoted. Users and the general public can be educated about the value and potential use of the holdings, allowing the archival unit to claim some measure of financial support in return.'

There are lots of things that can be done to promote the use of archives in education. But it is important to start with basic steps. These steps can be:

- Special publicity programs should be prepared in archives. These programs can feature the importance of archives in education and the primary sources maintained.
- Archivists can prepare entertaining and easy to learn finding aids especially for the undergraduates.
- The collaboration between archivists and educators is one of the most important strategu to promote the importance and use of archives. Thus archivists are the ones to know the content of archival materials best but teachers can determine which archival materials help students, support course objectives and are appropriate for student levels of skills.

In conclusion in the Information Age that we live, the obstacles to the acess of information are being eroded with the help of technological developments. As a very important source for education archives should promote themselves fully and should take more of a role in education processes and it is also strategically important that archivists believe in the materials' positive impact on students' education.

IJONTE's Note: This article was presented at World Conference on Educational and Instructional Studies - WCEIS, 07- 09 November, 2012, Antalya-Turkey and was selected for publication for Volume 4 Number 1 of IJONTE 2013 by IJONTE Scientific Committee.

BIODATA AND CONTACT ADDRESS OF AUTHOR



Burçak ŞENTÜRK is Assistant Professor in the Marmara University, Department of Information and Records Management. She has Master of Arts and Doctor of Philosophy in Information and Records Management. Her major study areas are archival science, user studies in archives, archivists and records management. She has various scholarly contributions in these areas.

Assist. Prof. Dr. Burçak ŞENTÜRK
Marmara University
Department of Information and Records Management
İstanbul, TURKEY
E. Mail: burcaksenturk@marmara.edu.tr

REFERENCES

- Binark, İsmet. (1995). Archival Studies, *Türk Kütüphaneciliği*, 9(3), 258-264.
- Carini, Peter. (2009) 'Archivists as Educators: Integrating Primary Sources into the Curriculum', *Journal of Archival Organization*, 7: 1, 41 — 50.
- Cook, Sharon Anne. Connecting Archives and the Classroom, *Archivaria*, 44, 102-117.
- Dearstyne, Bruce W. (1993). The Archival Enterprise. Chicago: American Library Association.
- Hendry, J. (2007). Primary sources in K-12 education: Opportunities for archives. *American Archivist*, 70(1), pp. 114-129.
- <http://www.archives.gov/education/>, Retrieved October, 29, 2012
- <http://www.naa.gov.au/visit-us/education/>, Retrieved October, 29, 2012
- <http://www.nas.gov.uk/learning/default.asp>, Retrieved October, 29, 2012
- <http://www.nationalarchives.gov.uk/education/>, Retrieved October, 29, 2012
- Lyons, M. (2002). K-12 instruction and digital access to archival materials. *Journal of Archival Organization*, 1(1), 19-34.
- Malkmus, Doris J. (2008): Primary Source Research and the Undergraduate: A Transforming Landscape, *Journal of Archival Organization*, 6:1-2, 47-70.
- Newmark, M. S. (1997). Navigating the internet for sources in American history. *The History Teacher*, 30(3), 283-292.
- Osborne, Ken. (1987). Archives in the Classroom, *Archivaria*, 23 , 16-40.