

THE REALITIES OF RESTRICTED RECORDS AT THE CALIFORNIA STATE ARCHIVES:  
THE COMMISSION FOR TEACHER PREPARATION AND LICENSING

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THE REALITIES OF RESTRICTED RECORDS AT THE CALIFORNIA STATE  
ARCHIVES: THE COMMISSION FOR TEACHER PREPARATION AND  
LICENSING

A Project

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Abstract

of

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*Statement of Problem*

The records of the Commission for Teacher Preparation and Licensing arrived at the California State Archives in several accessions, some marking the records as restricted and others not. This created a potentially confusing situation for researchers hoping to access the records and the archivists trying to help them. The Graduate Intern took on the task of arranging and describing these records in accordance with the proper archival methods and principles so that restrictions on accessibility would be clear.

*Sources of Data*

Several types of sources were consulted during the writing of this thesis project, including manuals, web pages, publications, and archival materials at the California State Archives.

*Conclusions Reached*

The arrangement and description of this collection allowed for a more precise distinction between those records that are restricted and those that are available for public use.

\_\_\_\_\_, Committee Chair  
Dr. Lee Simpson

\_\_\_\_\_  
Date

## PREFACE

It was during my final year of earning my Bachelor's degree in History from California State University, Stanislaus that I discovered the field of Public History and what it might have to offer to my future career. Shortly thereafter I applied to the Public History Graduate Program at California State University, Sacramento and began classes in the fall of 2008.

At that time I was unsure of where the program would take me and I was only vaguely aware of the definition of an archives. Through the education I received in my classes as well as from discussions with colleagues and friends I gained a greater understanding of the archival field and the skills required to become an archivist. It became clear to me that this was a future career that not only could I excel in but one that I would truly enjoy. At the first opportunity available I applied to the Graduate Internship Program at the California State Archives in Sacramento, California.

I began my new job as Graduate Intern in August of 2009 and soon after began processing my first collection there, the records of the Assembly Consumer Protection, Governmental Efficiency, and Economic Development Committee. After completing the arrangement and description of those records, I wanted to find a collection to process that would present more challenges and perhaps provide the basis for my thesis project in the Public History program. With the help of the Processing Coordinator and my supervisor I was able to decide on the records of the Commission for Teacher Preparation and Licensing. Upon discovering that multiple series in this collection were possibly

restricted, I knew that I had found a topic for my thesis project that would provide some contribution to my personal knowledge, my institution, and the archival field.

The project was assigned to me in November of 2009 and took a total of about six months to complete. Each step of the process, including researching the agency, creating the processing plan, arranging the records into meaningful units, and the final description of the records required a great deal of time, effort, and understanding of my duties and responsibilities as an aspiring archivist. This project was the result of much hard work and perseverance on my part, and I thoroughly enjoyed every minute of it.

There were several individuals who helped me along the way and prevented me from feeling overwhelmed or lost. The entire staff of the California State Archives made coming in to work on this project each day a real joy. The Processing Coordinator, Jeff Crawford, deserves a great deal of gratitude for his assistance in the processing of my collection as well as the writing of this thesis. My thanks also go to my supervisor Sara Kuzak, who was truly helpful in guiding me throughout my internship and providing expert advice when it was needed. I also thank Dr. Lee Simpson, who advised me in the acquirement of my internship position at the California State Archives and was also a valuable resource during the writing of this thesis. Finally, I am very thankful for all of my friends and family, who relieved any burden of stress through their kind words and laughter.

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## Chapter 1

### INTRODUCTION

There has been much debate in the United States over the nature and responsibilities of our public education system. It is an issue that deeply affects the lives of many Americans and their children. How teachers should be properly trained and what constitutes an unfit educator have been questions present in California since the state's founding. Knowledge of the history of these crucial topics will allow for more sound and representative policies for the public school system and the teaching profession in the present.

Research into such issues would benefit from use of original documents currently housed at the California State Archives. Beginning in 1982 the California State Archives received a number of accessions that were classified as originating from the Commission for Teacher Preparation and Licensing. These records contained office files, investigative files, correspondence, subject files, and other documents created in the daily operation of the commission. Some of the records were marked as restricted, meaning that access to those records should not be granted to the general public due to exemptions outlined in the California Public Records Act. However, it was determined that all of the records should be retained rather than destroyed because they hold enduring historical value relevant to the history of the state of California.

The act of archival processing, also known as arrangement and description, allows for a more detailed inventory of the records contained in a given collection. Consequently, it becomes increasingly clear to the processing archivist the records which

are to be restricted and those that can be opened for public access. In the absence of such an in-depth understanding of the contents of the collection, the archivist may encounter difficulties in administering access to particular record series, file folders, or documents. The archivist must rely on accessioning worksheets, deeds of gift, and a firm understanding of the state and federal laws governing access to public records.<sup>1</sup>

Due to legal obligations, it is necessary for the California State Archives to grant researcher access to records whether they have been through the processing stage or not. Complying with this requirement is usually a simple task, with the records left open for all to use. However, in cases where a part of the record collection must be restricted from public view there can be some difficulty in applying this policy. The records of the Commission for Teacher Preparation and Licensing posed a potential problem for providing access because of the restrictions that had been put in place when the records were first received.

To facilitate access to the records and to protect the California State Archives from possible legal action resulting from the confusion in providing access to restricted records, the task of processing the records of the Commission for Teacher Preparation and Licensing was assigned to Graduate Intern Michelle Wallen in November 2009. It is hoped that the processing of this collection and the creation of a detailed inventory will allow for a more clear indication of those records which are to be restricted and those which will be open to the public, and that this will make more efficient the fulfillment of

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<sup>1</sup> Laren Metzger, "Processing Manual" (Sacramento: California State Archives, Office of the Secretary of State, 2002, updated June 2004), 6.

research requests for this collection for all parties involved. The rich history of the Commission for Teacher Preparation and Licensing indicates that there is certainly much relevant knowledge to be gained from easy access to its records.

### **History of the Commission for Teacher Preparation and Licensing**

Oversight of public education in the United States has traditionally occurred at the state level. Since its formation in 1850, the State of California has had an obligation to regulate the quality of teachers employed in its public schools. During one of the first legislative sessions a law was passed that required any teacher that received payment for their services to maintain a “certificate of qualification” from the school or district in which they taught.<sup>2</sup>

Although the state desired to be the ultimate authority on teacher preparation and credentialing, in the early days of statehood it was the local communities that had the greater say in how teachers came to work for them. Each school board set its own standards for hiring and certification of teachers, leading to a great variance of required qualifications in different communities. State Superintendent John Swett, desiring to create a more standardized approach to teacher hiring, proposed legislation in 1863 that would create the State Board of Education. The law was passed and the newly created board became responsible for administering teacher examinations.<sup>3</sup>

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<sup>2</sup> Irving G. Hendrick, “Establishing State Responsibility for the Quality of Teachers, 1850-1952,” California Commission on Teacher Credentialing, <http://www.ctc.ca.gov/commission/history/1850-1952-Est.pdf>, 2.

<sup>3</sup> Hendrick, “Establishing State Responsibility for the Quality of Teachers,” 5.

Local districts paid little attention to the Board and instead continued to approve the hiring of teachers based on examinations at the county level as well as other criteria decided upon at their own discretion. The opportunities for corruption on the local level were ripe, and the public, as well as the teaching profession, began to grow suspicious of the examination and credentialing process. These worries came to a head in the 1890s, when several changes occurred on the state level through legislation and court decisions. The newly formed University of California maintained close ties with the State Board of Education and the State Superintendent of Public Instruction. As a result, the Board preferred that prospective teachers complete a program of approved college courses rather than pass an examination.<sup>4</sup>

Any doubts over the authority of the state to oversee the credentialing process were put to rest after the decision of *Mitchell v. Winnek* in 1897. The State Supreme Court ruled that it was the responsibility of the state legislature to decide upon requirements for teacher certification. Although some county authority remained, the Board now had complete control over the certification process for high school teachers.<sup>5</sup>

This power gradually increased so that by 1917 the legislature had handed all control of teacher credentialing programs to the State Board of Education. To aid the Board in raising professional standards within these programs a Commission of Credentials was created. Chapter 540 of the 1917 California statutes called for a commission that would review all applicants for special and high school credentials and

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<sup>4</sup> Hendrick, "Establishing State Responsibility for the Quality of Teachers," 6.

<sup>5</sup> Hendrick, "Establishing State Responsibility for the Quality of Teachers," 5-6.

issue certificates to those that were deemed acceptable candidates. There would be three members: the commissioners of elementary, secondary, and industrial and vocational education. The commission would be under direct supervision of the State Board of Education and could not issue any credentials without the Board's ultimate approval.<sup>6</sup>

In addition to reviewing applications, the specific duties of the Commission of Credentials included consideration of teacher training programs seeking accreditation and the preparation of examinations for those seeking high school and special credentials. A chairman was to be elected by the commission and an assistant secretary selected by the State Board of Education. The commission was required to keep detailed minutes listing each candidate that they had granted a credential.<sup>7</sup>

Amendments to the Political Code in 1927 led to the creation of the Division of Teacher Training and Certification within the Department of Education. The new division was responsible for carrying out many of the duties that the Commission of Credentials performed. The commission therefore became an advisory board to the division, and its membership was altered to include the Superintendent of Public Instruction and four appointments of his choosing.<sup>8</sup> The State Department of Education's biennial report for the year 1936 lists the four appointees as the Deputy Superintendent of Public Instruction as well as the Chiefs of the Divisions of Elementary Education and

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<sup>6</sup> California Political Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1917), Section 1519(a).

<sup>7</sup> State of California, State Board of Education, *Fifth Biennial Report of the State Board of Education, 1920-1922* (Sacramento, CA: California State Printing Office, 1923), 27-28.

<sup>8</sup> Bureau of Public Administration and University of California, *California State Government: An Outline of Its Administrative Organization From 1850 to 1936*, by Elsie Hurt (Sacramento, CA: California State Printing Office, 1937), 60.

Rural Schools, Secondary Education, and Teacher Training and Certification.<sup>9</sup> The actual duties of the commission remained the same and the statutes clearly indicated that the State Board of Education maintained authority over the commission.<sup>10</sup>

Responsibility for the credentialing of California's teachers continually shifted between the State Board of Education and the State Department of Education throughout the first half of the twentieth century. They often worked together to decide upon standards for teacher education programs in the University of California and in other state colleges. These standards became increasingly strict and convoluted, and by the end of the 1950s several state leaders felt that the process for earning a credential as well as the large number of different types of available credentials had become confusing for all involved.<sup>11</sup>

As a result, the 1960s were a time of intense debate among politicians, educators, State Board of Education members, and others who had a stake in the field of education. The Fisher Act of 1961 attempted to reform the credentialing process and left the responsibility to do so to the Board of Education.<sup>12</sup> The Board subsequently restructured its organization and was forced to focus its energy on implementation of the new law.<sup>13</sup>

To allow the Board to give full attention to its new responsibilities, legislation was passed

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<sup>9</sup> State of California, Department of Education, *Biennial Report of the California State Department of Education, 1936*, Bulletin No. 6 (Sacramento, CA: California State Printing Office, 1937), 104.

<sup>10</sup> California Political Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1927), Section 1519(a).

<sup>11</sup> Sidney A. Inglis, "The Fisher Reformation, 1953-1961," California Commission on Teacher Credentialing, <http://www.ctc.ca.gov/commission/history/1953-1961-Fisher-Reform.pdf>, 1-2.

<sup>12</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1961), Section 13187.

<sup>13</sup> Sidney A. Inglis, "Specialized Interests Challenge California Fisher Act, 1961-1965," California Commission on Teacher Credentialing, <http://www.ctc.ca.gov/commission/history/1961-1965-Specialized-Int.pdf>, 1.

in 1963 to change the name of the Commission of Credentials to the Committee of Credentials and place it under the authority of the Department of Education. However, the Board still maintained some degree of influence over the committee's duties and held the final word for any applicant wishing to appeal decisions made by the committee.<sup>14</sup>

The committee faced further changes after the Professional Practices Act was passed in 1967. Some members of the legislature had felt that the committee was not following closely enough the requirements for due process in investigations of teacher applicants, leading to passage of this law and the creation of a more strict set of guidelines for the investigation of cases.<sup>15</sup>

The membership of the committee still included the Superintendent of Public Instruction but now called for eight additional members appointed by the State Board of Education. Among these eight individuals would be two full-time elementary and two full-time secondary classroom teachers with at least ten years of teaching experience, one public school administrator, one past or present member of a district school board, one employee of the Department of Education, and one representative of the public with no previous experience in the administration of public schools. The policies of the committee would continue to originate from the State Board of Education. Committee of Credentials meetings were to be closed to the public, with only the teacher whose credential was under consideration and any witnesses on their behalf in attendance.

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<sup>14</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1963), Section 13102.

<sup>15</sup> Richard K. Mastain, "California Establishes a New State Educational Agency, 1970s," California Commission on Teacher Credentialing, <http://www.ctc.ca.gov/commission/history/1970s-CA-NewState-Ed.pdf>, 47.

Anyone disclosing information gained at a hearing of the committee would be guilty of a misdemeanor. Teachers were to be notified at least thirty days prior to the hearing on their credentials. They were also to be allowed access to their own investigative file upon request.<sup>16</sup>

The push to restructure the teacher credentialing system throughout the decade culminated in the passage of AB 122, more commonly known as the Ryan Act or the Teacher Preparation and Licensing Law of 1970. This law represented major reform in the way that California's public education would be administered. The Governor's 1971-1972 Budget Supplement for Education laid out a number of objectives within the Department of Education for implementing the new legislation. Among these was "to develop systematic procedures for denying, suspending and revoking credentials," a task which the Committee of Credentials would carry out.<sup>17</sup>

Among the most important changes brought about by the Ryan Act was the creation of an independent entity to oversee the credentialing process, to be known as the Commission for Teacher Preparation and Licensing. The membership of the commission would include three full-time classroom teachers, one full-time teacher holding a services credential, four full-time faculty members of an accredited public or private university in California, two certified employees of a public elementary or secondary school, two school board members, and three private citizens. Each of these individuals was to be nominated by their organization and appointed by the Governor. Leaders of the

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<sup>16</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1967), Section 13102-13105.

<sup>17</sup> State of California, Office of the Governor, *Governor's Budget Supplement for Education, 1971-1972* (Sacramento, CA: California State Printing Office, 1972), 33.



California State Colleges, California Community Colleges, University of California, Coordinating Council on Higher Education, and Department of Education would each appoint one ex-officio member that would not have voting rights.<sup>18</sup>

The newly formed commission's assignment involved "encouraging high standards of quality and diversity for teacher preparation and licensing through broad minimum standards and guidelines."<sup>19</sup> It was to do this through the development of five main program areas: teacher licensing, approval of accredited training programs, professional examinations, evaluation and research, and teacher standards. The application process for teaching credentials would be streamlined to improve speed and costs for both the state and the applicant. University and college programs for teacher training would be required to meet high standards and include a fifth year of practical classroom training. Examinations for those who did not complete a traditional training program would once again be required to earn a credential. The commission would research new methods of training and certifying teachers and receive feedback from the public schools and the community. Finally, teachers would be subject to review "to protect children in the public schools from exposure to immoral, criminal, unhealthy, and unprofessional personnel."<sup>20</sup>

To carry out this last requirement, supervision of the Committee of Credentials would be transferred from the Department of Education to the Commission for Teacher

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<sup>18</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1970), Section 13104-13123.

<sup>19</sup> State of California, Office of the Governor, *Governor's Program Budget Supplement, 1972-1973* (Sacramento, CA: California State Printing Office, 1973), 1061.

<sup>20</sup> National Institute of Education, *Commission for Teacher Preparation and Licensing 1972-1973 Annual Report* (Washington, DC: United States Department of Health, Education, and Welfare, 1973), 4-6.

Preparation and Licensing. The Superintendent of Public Instruction and an employee of the Department of Education would no longer be required to serve on the committee. All members would be appointed by the commission. The committee continued to perform the duties that it had been originally assigned, including meeting at least once a month in Sacramento to discuss the fitness of teachers involved in pending investigations.<sup>21</sup>

It did not take long for the commission to begin operations. The 1972-1973 Annual Report of the Commission for Teacher Preparation and Licensing indicates that the commission had exceeded expectations in the areas of training program accreditation, credential processing, and evaluation and research.<sup>22</sup> The Committee of Credentials had been successfully transferred to its new home, aided by the appointment of three members who had previously served on the committee when it was under control of the Department of Education, and had taken action on over 700 cases in the previous year.<sup>23</sup>

The Committee of Credentials remained under the Commission for Teacher Preparation and Licensing and underwent a series of minor refinements throughout the last half of the twentieth century. Legislation in 1982 changed the name of the commission to the Commission on Teacher Credentialing.<sup>24</sup> The commission continued to implement the Ryan Act and to research better methods for teacher training and certification in the state. In 1988 the membership of the commission was changed to include the Superintendent of Public Instruction, one less member of a school board, an

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<sup>21</sup> State of California, Office of the Governor, *Governor's Program Budget Supplement, 1972-1973*, 1064.

<sup>22</sup> National Institute of Education, *Commission for Teacher Preparation and Licensing 1972-1973 Annual Report*, 4.

<sup>23</sup> Mastain, "California Establishes a New State Educational Agency, 1970s," 49.

<sup>24</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1982), Section 44203.

additional member of the public, and three less members from a college or university.

This law also changed the names and types of credentials the commission would grant.<sup>25</sup>

A multitude of educational reforms in the 1990s would impact the functions of the commission and its Committee of Credentials, but the Commission on Teacher Credentialing remains essentially the same independent agency that was created in 1970. Debate over the proper way to prepare and certify teachers for California's public schools has continued to the present day and will surely continue well into the future. Understanding the history of our credentialing process and the important work of the Commission for Teacher Preparation and Licensing throughout its formative years will act as a guide for future implementation of educational reforms.

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<sup>25</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1988), Section 44210.

## Chapter 2

### RESTRICTED ACCESS TO PUBLIC RECORDS

Central to the purpose of any archives, especially one containing public records, is the promotion of “open and equitable access to their services and the records in their care.”<sup>26</sup> It is important to ensure that records of enduring historical value are not only kept and preserved but that they are open for inspection and use by researchers. However, archivists also have a responsibility to the subjects of those records; confidential and possibly harmful information about individuals or other entities may be contained within them.

Personal privacy is a concept that can be difficult to define, and therefore difficult to recognize in historical records. Several court cases and federal and state laws have attempted to identify the terms of privacy and to create guidelines for the protection of this individual right. Controversy over the issue of privacy has grown as fears of identity theft have heightened and new technologies have allowed for faster and more voluminous record keeping on individuals. As a result, archivists have had to reevaluate the information contained in their records and their positions on access to that information.<sup>27</sup>

Archivists use the term “restricted” to describe records collections that are closed to public access. Public records may be restricted from public view if they have been exempted by law from disclosure. While archivists prefer for records to be open to all, they realize that there are legal, institutional, ethical, and moral considerations that must

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<sup>26</sup> Society of American Archivists Council, “Code of Ethics for Archivists,” Society of American Archivists, [http://www.archivists.org/governance/handbook/app\\_ethics.asp](http://www.archivists.org/governance/handbook/app_ethics.asp).

<sup>27</sup> Menzi L. Behrnd-Klodt, *Navigating Legal Issues in Archives* (Chicago: Society of American Archivists, 2008), 102.

be taken into account when deciding if restrictions are to be placed on a collection. They must strike a balance between the public's "right to know" and the individual's "right to privacy." Archivists have many different opinions on how to successfully reach this balance; regional laws as well as unique institutional concerns can play an important role in defining these outlooks.<sup>28</sup>

The remainder of this chapter will focus on the legal considerations of administering restricted records in California as well as a review of the literature on access to such records written by those in the archival field. Following this will be a look at how the California State Archives is currently managing the issues related to access and how the collection of the Commission for Teacher Preparation and Licensing represents the real life concerns involved in gaining intellectual and physical control over restricted records.

### **Legal Considerations**

Any discussion of the laws concerning access to public records must begin with an acknowledgement of the origins of the term "right to privacy." Lawyers Samuel Warren and Louis Brandeis first used the phrase in their 1890 *Harvard Law Review* article titled "The Right to Privacy." In it they provided new language for an idea that had been circulating throughout the legal community for some time. Privacy is loosely

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<sup>28</sup> Menzi L. Behrnd-Klodt and Peter J. Wosh, eds., *Privacy & Confidentiality Perspectives: Archivists & Archival Records* (Chicago: Society of American Archivists, 2005), 5.

defined as “the right of an individual to be let alone, to live a life free from unwarranted publicity.”<sup>29</sup>

During the same time that privacy was becoming a more serious concern, the archival field was beginning to recognize that fair access to public records was an important right as well. Common law traditions held that researchers needed to demonstrate a “direct and tangible” interest to be allowed to view public records. During the late nineteenth and early twentieth centuries there was a strong push to discard common law and grant access to all, regardless of potential motives for viewing archival materials.<sup>30</sup>

The culmination of these concerns over access resulted in the Freedom of Information Act of 1966 (FOIA), the first major federal legislation governing access to public records and the confidential information that they may contain. This act declares that all public records are to remain open unless they are specifically restricted by one of the nine exemptions contained in the act. The act also focused on the idea of information rather than physical documents, implying that it is the content of the record and not necessarily the physical record itself that is most important for access purposes. The FOIA pertains only to records of the executive branch of the government, including the federal agencies within that branch but excluding presidential records.<sup>31</sup>

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<sup>29</sup> Gary M. and Trudy Huskamp Peterson, *Archives & Manuscripts: Law* (Chicago: Society of American Archivists, 1985), 39.

<sup>30</sup> Dwayne Cox, “The Rise of Confidentiality: State Courts on Access to Public Records During the Mid-twentieth Century,” *The American Archivist* 68 (Fall/Winter 2005): 312.

<sup>31</sup> Peterson and Peterson, *Archives & Manuscripts: Law*, 45.

There are five major “protectable interests” represented in the nine exemptions. These are national security, governmental efficiency, law enforcement, business or trade confidentiality, and individual privacy. A “pass-through” provision also exists which states that the withholding statutes of various federal agencies may also cause some records to be restricted. Since the creation of the act there have been several amendments meant to clarify the language or update the content to account for newer technologies.<sup>32</sup>

Several states have passed laws based in large part on the FOIA, including California. The state legislature passed the California Public Records Act (CPRA) in 1968. This act states that California’s “governmental records shall be disclosed to the public, upon request, unless there is a specific reason not to do so,” and provides a balancing test that allows for withholding of records if an agency “can establish that the public interest in nondisclosure clearly outweighs the public interest in disclosure.”<sup>33</sup> The CPRA contains many similarities to the FOIA, including several of the same exemptions and the same basic principle that it is the information present in the record rather than the physical document that is most important.

The CPRA begins with a definition of several terms, including “public records,” which is defined as including “any writing containing information relating to the conduct of the public’s business prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics.” The definition also states that the

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<sup>32</sup> Peterson and Peterson, *Archives & Manuscripts: Law*, 45-46.

<sup>33</sup> State of California, Office of the Attorney General, *Summary of California Public Records Act* (Sacramento, CA: California State Printing Office, 2004), 2.

Governor's records are to be considered public records after January 6, 1975.<sup>34</sup> The law then implies that it is the right of every citizen in the state to monitor the actions of their public officials and government agencies, and that allowing access to public records is necessary to carry out this oversight function.

The CPRA states that an agency cannot withhold an entire record even if it contains exempt materials, and that they must make a reasonable effort to "segregate" the exempt material from the information that is open to the public. If the information that is left after redaction makes little sense or would be considered useless to the researcher, the agency can then withhold the entire record. This is sometimes referred to as the "swiss cheese test."<sup>35</sup>

One key difference between the FOIA and the CPRA is the number of exemptions that they contain; the FOIA has only nine while the CPRA has over 20 exemptions that go into specific detail on the types of records exempt from public disclosure. These various exemptions include such records as trade secrets, testing information, legislative counsel records, real estate appraisals, personal financial data, election petitions, market reports, and the governor's correspondence.<sup>36</sup>

There are three categories of exempted information that are especially common and therefore important to note. The first of these is personnel, medical, or employment records. Although some information in such records may be public knowledge that can

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<sup>34</sup> California Government Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1968), Section 6252(e).

<sup>35</sup> Peterson and Peterson, *Archives & Manuscripts: Law*, 70.

<sup>36</sup> California Government Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1968), Section 6254.



be disclosed, such as government employee positions or salaries, they can also contain personal information of a highly sensitive nature. Generally this exemption does not present an issue in the archives setting because such files are not usually deemed to have enduring historical value and are therefore destroyed at the end of their natural life cycle.

A second significant category of exempt records is that of attorney's records, which can include an attorney's notes, interviews, or other documents gathered while preparing for a trial in court. Usually this exemption only applies until the litigation in question has been resolved, but other exemptions may still prohibit disclosure of the records. Attorney-client privilege is one reason that certain attorney's records may be exempt from disclosure. The working papers of an attorney may also remain exempt.<sup>37</sup>

The third important exemption category is that of intelligence information and investigative records. Intelligence information in the possession of state and regional police agencies and the state Attorney General is not open for public access. Investigative records can include criminal investigation files or civil cases, which "can encompass administrative, regulatory, personnel background security, and similar investigations."<sup>38</sup> Such records are often created to investigate the background of a potential employee or license candidate or possible criminal activities. It is important to note that this exemption remains in place even after the investigation has been closed.<sup>39</sup>

The CPRA is the most comprehensive legislation covering access to public records in California, but there are a handful of other public records laws in the state.

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<sup>37</sup> State of California, Office of the Attorney General, *Summary of California Public Records Act*, 8-9.

<sup>38</sup> Peterson and Peterson, *Archives & Manuscripts: Law*, 56.

<sup>39</sup> State of California, Office of the Attorney General, *Summary of California Public Records Act*, 8.

Many of these deal with very specific types of documents, such as medical or legal information. There are also separate laws and agencies regulating access to legislative and court records. The Information Practices Act of 1977 focuses on the conditions under which state agencies may keep personal records, stating that the information kept must be “relevant and necessary to accomplish a purpose of the agency required or authorized by the California Constitution or statute or mandated by the federal government.”<sup>40</sup> This law attempts to govern access to confidential records by ensuring that such records are not needlessly created in the first place. In November of 2004, Californians passed Proposition 59, or the “Sunshine Initiative,” which gave the CPRA and the Information Practices Act constitutional backing stating that access to government records was to be a civil right.<sup>41</sup>

Many of the laws governing access to public records in California do not specifically mention the use of these records in an archival setting and give little consideration to how archivists might deal with exemptions. One notable exception is legislation passed in 2004, which allowed for all restrictions on public records to be lifted no more than 75 years after the creation of that record.<sup>42</sup> This statute eliminated any uncertainties about how to administer access to many of the older records that are now in the custody of the California State Archives. However, the question of how to deal with

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<sup>40</sup> California Civil Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1977), Section 1798.14.

<sup>41</sup> Institute of Governmental Studies, “Proposition 59: Access to Government Information,” University of California, <http://igs.berkeley.edu/library/htProp59AccessGovInfo.htm>.

<sup>42</sup> California Government Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 2004), Section 12237.

access to confidential records that have not yet reached the age of 75 years is still an important and controversial issue.

### **Literature Review**

As possible legal and moral issues over privacy and open access to records have become more evident to archivists over the past forty years, those in the profession have written several important works documenting the problems and possible solutions. They range from discussions of the laws governing public records to the philosophical meaning of privacy and the archivist's job in preserving it. They have all contributed in some significant way to the debates on the crucial and sensitive topic of restricted records.

One of the earliest works to devote energy to this topic was a book written by Alice Robbin in 1982, titled *Public Archives and the Political Dimensions of Privacy and Research Access Rights*. In it she sets out to study the varying access policies found at state archival institutions through the use of several written and telephone surveys. She states in her introduction that her theoretical approach is political and that "archival policies and practices...reflect the degree to which archives influence and are influenced by other institutions within the political system."<sup>43</sup>

The survey created by Robbin focused very little on the actual access policies and instead attempted to capture information on the origins of these policies and the archivists' understanding of state laws governing access. Robbin found that although

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<sup>43</sup> Alice Robbin, *Public Archives and the Political Dimensions of Privacy and Research Access Rights* (Madison, WI: University of Wisconsin, 1982), 3-4.

many state archives knew of the existence of state laws that addressed public records access, very few were knowledgeable about the details of these laws and many had policies that did not reflect the required statutes. Robbin also found that many state archives did not even have a formal written access policy, and that many were following informal or verbal rules. The differences in access policies between states was also striking; they varied from allowing researchers to use confidential data on a case by case basis to strictly following privacy guidelines provided by the originating agencies. In fact, relationships with originating agencies proved to be an important facet of the study; although some had good relationships that included compromise on appraisal and open access, many states had difficulties with originating agencies insisting on the restriction of almost all records sent to the archives, regardless of whether or not they truly contained confidential information.<sup>44</sup>

On the issue of political involvement, Robbin found that archivists often have a precarious relationship with state legislatures and governors. Archivists avoid too much political activism because they are often situated within larger government agencies that do not wish to upset legislators or wealthy contributors. Lastly, survey responses indicated that many state archivists did not consider access issues to be near the top of their list of important problems facing the institution. It seems that in the early 1980s the dilemma of access to restricted records was not yet fully recognized as being a serious concern of state archivists.<sup>45</sup>

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<sup>44</sup> Robbin, *Public Archives*, 12-18.

<sup>45</sup> Robbin, *Public Archives*, 33.

Although the Robbin study provides a useful snapshot of the political position of state archives in 1982, it does not follow the most sound methodology for collecting and analyzing data, a fact which the author herself willingly admits.<sup>46</sup> Much more research into the practices of state archives and perhaps information collected from researchers would further illuminate the points that Robbin attempts to make. Unfortunately, very few similar surveys have been conducted in recent years.

There was, however, one study carried out in 1988 by the Legislative Reference Bureau of Hawaii that provides additional perspective on state archives access policies. The study, titled *Access to Confidential Records in a State Archives* and written by researcher Jean Kadooka Mardfin, was commissioned for the purpose of providing advice to Hawaii's state legislature on possible legislation related to the state archives. Several researchers had complained that the Hawaii State Archives had been unnecessarily restricting records that were sometimes more than 100 years old. It was thought that a study of access laws in other states would offer Hawaii some guidance on this issue.<sup>47</sup>

Unlike the Robbin survey, this one focused solely on state laws and access policies, asking little or no questions about politics or the origins of access procedures. The final work does include a history of the Hawaii State Archives, a brief review of literature on the topic of access, and a discussion of federal laws governing public records access. The survey results are presented in a straightforward manner with a simple statement of policy for each state.

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<sup>46</sup> Robbin, *Public Archives*, 35.

<sup>47</sup> Jean Kadooka Mardfin, *Access to Confidential Records in a State Archives* (Honolulu, HI: Legislative Reference Bureau, 1988), 2.

The recommendations of the report indicate that there are three popular ways that state archives respond to access issues. The first of these is the requirement that all records be made public after a specified number of years, usually 75 years in states that have such a law. The second method allows the state archives to set their own administrative rules for access restrictions, which leaves the matter entirely up to their discretion. The final possibility is the creation of researcher contracts that would allow the archives to decide on an individual basis which researchers have legitimate motives and can prove that they will not release private information. The report ultimately recommends that Hawaii's legislature follow the first method in passing a law that would open all records after a certain amount of time.<sup>48</sup>

This report does not necessarily contribute new research to the topic of restricted records but does provide a cursory understanding of the issues involved and the different policies held by each state. The outlining of methods for dealing with access to confidential records is especially helpful for state archives formulating new policies or reevaluating old ones. For these reasons, this study directed to Hawaii's state legislature can continue to provide useful information for any entity managing public records.

Heather MacNeil's *Without Consent: The Ethics of Disclosing Personal Information in Public Archives*, published in 1992, offers a rich discussion of the potential problems with administering restricted records in government archives. She begins with the moral and legal definitions of privacy and how these can often change

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<sup>48</sup> Mardfin, *Access to Confidential Records in a State Archives*, 34.

over time and in different settings. She also elegantly describes the dilemma of “balance” that archivists often face:

Balancing the rights of the community as a whole presents an intractable problem to which legislative approaches usually offer less than ideal solutions. To ensure that the public’s right to be informed about the conduct of government agencies and officials is not purchased at the cost of eroding individual rights to privacy and vice-versa, the public interest in disclosure must be weighed against the potential injury to the individual in each situation where the two rights collide.<sup>49</sup>

A unique component of MacNeil’s work is her explanation of the origins of social history and how it has affected the archival field. She asserts that the rise of social history has led to an increased demand for documents that record the intimate details of the lives of individuals. Collections containing this information are often made up of case files or medical and criminal records, which are usually restricted from public access. As a result, the need for archivists to address the issues of access has risen, and there has been a call for more professional standards to deal with possible conflicts.<sup>50</sup>

MacNeil goes on to discuss the common problems that present themselves when trying to provide access to restricted records. Many states have created laws that allow for open access after a certain period of time, but MacNeil argues that how archivists deal with the issue within that timeframe is the most important consideration. She touches on how decisions about what constitutes a legitimate researcher are made and how archivists often lean towards open access rather than privacy rights in such situations. She also notes that the emergence of electronic records has allowed for easier redaction of specific

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<sup>49</sup> Heather MacNeil, *Without Consent: The Ethics of Disclosing Personal Information in Public Archives* (Metuchen, NJ: Society of American Archivists and Scarecrow Press, 1992), 62.

<sup>50</sup> MacNeil, *Without Consent*, 127.

parts of documents that are restricted, enabling researchers quicker access to those portions that are open to the public.<sup>51</sup>

A number of suggestions for improving policies on restricted records are posited by the author. She believes that preference should always lean toward privacy rights in the absence of highly compelling reasons for opening the records. She also states that the field must become more professionalized, with each institution developing its own board or panel that would hear cases of requests to restricted records. Although such recommendations may be an ideal to work toward, it is difficult to see how MacNeil's proposals could be carried out under the real life pressures of economics and politics. Despite such lofty goals, the author's research into the history of records access and the rise in demand for such records is a highly beneficial contribution to a field that has received little attention.

Several recent case studies have proven useful in examining the realities involved in carrying out access policies. Among these is one that focuses on the records of an important psychological experiment that was carried out in the early 1960s. Diane E. Kaplan's *The Stanley Milgram Papers: A Case Study on Appraisal of and Access to Confidential Data Files* discusses the types of decision making processes that occurred when the Manuscripts and Archives department at Yale University learned that it would be accepting a large quantity of research data files as part of the Stanley Milgram Papers. The department deemed the records confidential because they contained subject names and other personal identifiers, regardless of whether the individuals were linked to

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<sup>51</sup> MacNeil, *Without Consent*, 134.



embarrassing or harmful information. The administration considered using waivers or contracts to allow only serious researchers access to the records, but decided against this because they felt that the archivists on staff were not equipped to recognize what constituted legitimate research in the field of psychology and they did not want to open themselves to legal action.<sup>52</sup>

Sanitization, or the act of blocking out only the personally identifiable information, was seriously considered but it was decided that it would be far too costly and time consuming to sanitize all of the records. The department instead decided to “let the research demand regulate the production of sanitized copies of documents.” Researchers are informed that any restricted records that they request will need to be redacted at their own expense. Copies of the sanitized documents are then kept for use by later researchers. This process can become more complicated for more unique types of media, such as audio and video recordings. Audio recordings can also be sanitized but at a much higher cost than textual documents. Although this method of allowing access to restricted records has proven viable so far, Kaplan admits that future problems may arise that cannot be addressed by this policy.<sup>53</sup>

Several other case studies on this topic have been published in *Ethics and the Archival Profession: Introduction and Case Studies*, written in 2003 by Karen Benedict. This work addresses a number of ethical issues that may be confronted by the archivist, such as copyright infringement, donor relations, personal profit from work, and

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<sup>52</sup> Diane E. Kaplan, “The Stanley Milgram Papers: A Case Study on Appraisal of and Access to Confidential Data Files,” *The American Archivist* 59 (Summer 1996): 293.

<sup>53</sup> Kaplan, “The Stanley Milgram Papers,” 294-295.

ownership of records. The section on privacy is especially pertinent to a discussion of access to confidential records. The case studies presented attempt to provide solutions to such problems as the discovery of embarrassing photographs that the donor of the records was unaware of, the privacy rights of the descendants of individuals in case files, and how to deal with a patron angry over assertions made about his character in public files. In all cases the author admits that there are no simple answers; discretion is often left to the archivist to decide what their ethical and professional obligations are. Benedict's work makes clear just how confusing and tenuous real life situations regarding access to restricted records can be.<sup>54</sup>

Menzi L. Behrnd-Klodt and Peter J. Wosh have gathered a collection of essays addressing archival access in their 2005 work *Privacy & Confidentiality Perspectives: Archivists & Archival Records*. They include a general history of access restrictions and an overview of important historical trends and court cases that shaped that access. Several of the essays provide helpful knowledge for any archivist concerned with this subject, but one stands out in particular as being important for the demands and concerns of state archivists; "Balancing Privacy and Access: Opening the Mississippi State Sovereignty Commission Records," written by Sarah Rowe-Sims, Sandra Boyd, and H. T. Holmes. This essay focuses on the Mississippi State Sovereignty Commission, which was active in the mid-20<sup>th</sup> century and created as a reaction to the *Brown v. Board of Education* decision in 1954. Its members felt that it was their duty to protect the state

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<sup>54</sup> Karen Benedict, *Ethics and the Archival Profession: Introduction and Case Studies* (Chicago: Society of American Archivists, 2003), 62-66.

from “a perceived encroachment by the federal government” onto their rights to retain separate but equal standards. To carry out these duties the commission performed several investigations into individuals believed to be race activists. Many of these case files contain highly sensitive personal information and harmful hearsay. When the Mississippi Department of Archives and History (MDAH) first received the records in 1977 they had not defined the limits of access and did not immediately process the records.<sup>55</sup>

The American Civil Liberties Union of Mississippi had initiated legal proceedings to view the records in that same year, but it was not until 1984 that access to the records was granted. A number of legal entanglements ensued, with the MDAH staying out of the disagreements. A judge decided in 1994 that the case files would be opened unless specific individuals named in the files chose to retain their privacy. This was a difficult endeavor for the MDAH to carry out, as they had no formal procedures for identifying names within files or restricting access to specific documents in a larger collection. They devised a system of review that included three archivists and a privacy officer. Although the work was long and laborious, they succeeded in redacting the information about only those individuals who wished to retain privacy while leaving all other documents open for public access.<sup>56</sup>

This essay is very useful for understanding the types of legal issues that may play a role in the daily operations of a state archives and how privacy concerns can quickly

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<sup>55</sup> Sarah Rowe-Sims, Sandra Boyd, and H. T. Holmes, “Balancing Privacy and Access: Opening the Mississippi State Sovereignty Commission Records,” in *Privacy & Confidentiality Perspectives: Archivists & Archival Records*, ed. Menzi L. Behrnd-Klodt and Peter J. Wosh (Chicago: Society of American Archivists, 2005), 161-168.

<sup>56</sup> Rowe-Sims, Boyd, and Holmes, “Balancing Privacy and Access,” 168-169.

escalate. The MDAH has since retained the position of privacy officer to deal with any confidentiality issues that may arise during the accessions or processing stages. This adds an extra step into making the records available and can create a backlog of projects waiting for review by the privacy officer, but it ensures that the MDAH is protected legally and ethically and that they have a fair method of providing access to restricted records.<sup>57</sup>

Each of these works offers a unique perspective on the issues of privacy and access in archives. In their own way they attempt to explain the problem as it exists and provide possible solutions for the great balancing act of the right to know versus the right to privacy that archivists face every day. Most importantly many of them try to show how issues that can seem theoretical and abstract on paper or in debates can have real life consequences if not handled appropriately. The next section will describe how the California State Archives addresses these crucial issues and how their policy has been informed by state law and other necessary considerations.

### **Restricted Records at the California State Archives**

The California State Archives does not have a specific manual outlining procedures for handling restricted records, but does include training on this matter within the reference program. It is made clear that archivists will be expected to adhere to the Code of Ethics created by the Society of American Archivists, and each is given a copy of this document before beginning their reference duties. The code includes sections on

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<sup>57</sup> Rowe-Sims, Boyd, and Holmes, "Balancing Privacy and Access," 172-173.

access and privacy that indicate the responsibilities that archivists have for protecting the privacy rights of individuals while promoting open access to records. It is these principles that should guide all access decisions made by archivists at the California State Archives.

It is also necessary for archivists to understand the state laws that govern access to public records. The three main laws that they should be aware of are the California Public Records Act, the Information Practices Act, and the recent changes to Government Code Section 12237 that open all records older than 75 years. Several types of records mentioned in these acts, such as personnel files or attorney's records, are not kept by the California State Archives and therefore are not of great concern to the archivists. However, many of the record types listed in the exemptions are relevant to the daily duties of the archivists. The California State Archives houses many records collected from state prisons, mental institutions, or licensing boards. A clear understanding of the laws exempting such records from public disclosure is essential for fulfilling the ethical responsibilities of the job. It also helps the archivist to properly inform researchers of any boundaries or time limits that may exist concerning access to a specific collection.

State law usually provides enough guidance for the archivist to make an informed decision about access rights, but the laws do not outline specific methods to be followed when an individual requests access to restricted records. For this reason the administration of the California State Archives has created a brief document titled "Policies and Procedures for Use of Records Containing Personal or Confidential Information at the California State Archives." It is stated that researchers hoping to gain

access to restricted records must submit a specific application to the State Archivist. They must be conducting serious statistical research overseen by the University of California or a similar non-profit institute, with any requests related to genealogical research being denied. A need for the confidential information and sound methods for protecting the privacy of individuals named in the files must be proven. Finally, any access granted will expire one year after the initial authorization of the researcher's application.<sup>58</sup>

The application which must be submitted is form CSA-L14(B), or the "Application to Use Records Containing Personal or Confidential Information." This document requires the researcher to provide their contact information, institutional affiliation, a description of their project and if it will be published, the exact records they hope to use, the type of information they desire and how they will use it, and how they will protect individual privacy. They are then required to agree that any personally identifiable information found in the records will remain confidential. Once the application has been signed, it is reviewed by the State Archivist or the chief of the Archives division for approval. A copy of this form is included in Appendix E.

It is possible for individuals to view records that include confidential information about themselves. To do this they must provide appropriate identification and a written request to archives staff. They can also follow this procedure to allow access to others who wish to view records pertaining to that individual. The guardian or conservator of

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<sup>58</sup> California State Archives, "Policies and Procedures for Use of Records Containing Personal or Confidential Information at the California State Archives" (Sacramento: California State Archives, Office of the Secretary of State, 2007), 1.

the individual may be allowed access in the case that the individual is not legally able to obtain the records. Restricted records may be opened to other state agencies in the case that it is necessary for that agency to carry out statutory or constitutional responsibilities and the use of the records will be compatible with the original purpose of the records. In all cases that access is desired, the written request must indicate whether the requestor will be allowed to copy the records as well as view them.<sup>59</sup>

The California Public Records Act states that unless it is overly burdensome to do so, state agencies must segregate open information from restricted information within files to allow the open portions to be disclosed to the public. In accordance with this requirement, the California State Archives has adopted standards for screening requested records. All permanent staff archivists may screen records for the public. The length of this activity will vary according to the amount of records requested, and only if time allows will documents be screened on an individual level for specific types of information. If such screening does occur, the confidential records will be placed into a separate folder that includes the same identification as the main file. The confidential folder will be clearly marked as restricted and placed immediately behind the main file. A separation sheet located in the main file will indicate to the researcher that restricted records have been removed from the folder. If the researcher requests that the open file

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<sup>59</sup> California State Archives, "Reference Training Section 2: Restricted Records and Archival Ethics" (Sacramento: California State Archives, Office of the Secretary of State, 2007), 2-3.

be copied, they will receive a letter informing them that confidential records were withheld and have not been copied.<sup>60</sup>

On the whole the policies and procedures that the California State Archives has put into place regarding access to restricted records has been successful in providing access to public records while protecting confidential information. However, the matter can become complicated when archivists do not have full knowledge of the records contained in a collection. For this reason and many others, it is important for the California State Archives to process, ensure preservation of, and create indexes to the collections in its care. The records of the Commission for Teacher Preparation and Licensing are a good example of a collection that was listed as containing restrictions in its accessioning records but had yet to be fully processed.

The records arrived in several accessions, with the majority stating that the files contained no restrictions. However, one accession worksheet stated that a series of investigative files was to be restricted and a second accession worksheet indicated that the files required further screening before restrictions could be identified. The series of investigative files was dated from 1951-1963 and contained about ten cubic feet of case files that the commission kept on individuals applying for or renewing teaching credentials. In many instances these files contain very personal information that may be embarrassing or even criminal in nature. Many of the investigations pertain to rumors of participation in Communist Party activities that were once considered illegal or immoral.

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<sup>60</sup> California State Archives, "Reference Training Section 2: Restricted Records and Archival Ethics," 1-2.



These records would clearly be exempt from disclosure based on Section 6254(f) of the California Public Records Act, which deals with access to investigative files.

The records listed on the second accession worksheet were more troublesome. It was indicated only that they were “office files” dated from 1941-1968. A more detailed description stated that the three cubic feet in this accession may contain “correspondence, reports, bill files (1968) and publications” and that “some files relate to investigations of teachers suspected of belonging to [the] Communist Party.”<sup>61</sup> This statement seems ambiguous and can be interpreted in any number of ways by different archivists. It seems to indicate that this accession may include investigative files as well as confidential correspondence and reports. Unfortunately there was little that could be done to determine access restrictions on these records until they had been processed, opening the institution up to legal concerns if the records were requested by a patron before that task was accomplished.

The laws governing restricted records, the professional literature on public records access, and the policies and procedures of the California State Archives indicate the importance of providing clear and open access to disclosable public records while protecting the privacy of individuals mentioned in those records. It is with these considerations in mind that the Graduate Intern decided to process the records of the Commission for Teacher Preparation and Licensing in November 2009. She continued to keep these important issues and debates in mind as she created a methodology and

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<sup>61</sup> Accession Number 2001-09-37, Accessioning Worksheet, Accessioning Program Records, California State Archives.

proceeded with the project in the hope that it would assist the archivists and researchers at the California State Archives in fulfilling their distinct responsibilities and goals.

## Chapter 3

### METHODOLOGY

Arrangement and description of archival records are the two main roles of an archivist in processing a collection. They are “the essential processes by which an archivist gains intellectual and physical control over a body of records.”<sup>62</sup> In carrying out these duties, archivists should follow a set of guidelines that help to ensure consistency in accepted professional practices and allow for the most efficient use of their limited resources.

The two basic principles of archival arrangement and description are provenance and original order. Provenance was first defined by French archivists in the 1840s and refers to the link between records and the entities that created and maintained them. This principle establishes that records should be arranged according to their creator and not interfiled with records from another creator. This method of arrangement is unique to archival practice and may be unfamiliar to those accustomed to organizing records by subject matter. Although arranging records in this way may make some types of research questions difficult to answer, archivists have found that for their purposes, following the principle of provenance ensures that the greatest amount of useful information is available to those wishing to study the records.<sup>63</sup>

The second principle that guides arrangement and description is original order, which states that the processing archivist should keep the records in the order which was

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<sup>62</sup> Kathleen D. Roe, *Arranging & Describing Archives & Manuscripts* (Chicago: Society of American Archivists, 2005), 11.

<sup>63</sup> Gregory S. Hunter, *Developing and Maintaining Practical Archives* (New York: Neal-Schuman, 2003), 113-114.

established by the originating agency, individual, or other entity. One practical reason for following this principle is that it reduces the time needed for an archivist to process a large collection. More importantly, maintaining original order allows for a better understanding of the context in which the records were used, which can provide important clues for the potential researcher in discovering the function of specific documents or agencies that created those documents.<sup>64</sup>

To assist archivists in implementing these important principles into their processing projects, the Society of American Archivists has published *Describing Archives: A Content Standard*, often referred to as *DACS*. This book is intended as a manual for the proper description of records that have been arranged according to provenance and original order. It includes guidelines for describing specific elements of a collection, such as the creator, the custodial history of the records, the scope and content of the collection, or related archival materials. The description of such elements will culminate in the creation of a finding aid, which should provide guidance to researchers with questions about a specific collection and assist them, and the archivist, in locating the portions of that collection that the researcher may wish to review.<sup>65</sup>

The intern continually relied upon the principles of provenance and original order during the processing of the records of Commission for Teacher Preparation and Licensing. She referred to *DACS* during the description of the collection to ensure that professional archival standards were followed throughout the duration of the project. The

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<sup>64</sup> Roe, *Arranging & Describing Archives & Manuscripts*, 15-16.

<sup>65</sup> Society of American Archivists, *Describing Archives: A Content Standard* (Chicago: Society of American Archivists, 2004), xvii.

intern also utilized processing manuals and guidelines created by the California State Archives to guarantee that the arrangement and description of the records was in accordance with institutional requirements and preferences. This chapter will explain in detail the methodology followed by the intern during each stage of the project and the steps taken in creating the resultant finding aid.

### **Accessioning**

When records that have been identified as potentially historically significant are first transferred from a state agency, department, or office to the California State Archives, they undergo what is called “accessioning.” This action is an effort to gain physical, intellectual, and legal control over a collection.<sup>66</sup> When the California State Archives receives the records and a deed of gift or retention schedule has been signed, physical and legal control have been established. To obtain basic intellectual control over the records, the archivist must create an accessioning worksheet. This document lists the creator of the records, the title of each series within the collection, the dates that the records cover, the size of the collection in cubic feet, the original arrangement of the records, any restrictions on public access, and a short description of the records found within the collection. Other notes may be added to the accession worksheet as necessary. This information may be obtained from documents accompanying the records, such as a transfer list of the contents of each box. However, when such references are lacking, the archivist must perform a cursory exploration of the boxes of records to gain the necessary

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<sup>66</sup> Hunter, *Practical Archives*, 101.

information. The collection is then assigned a unique accession number and is moved to a temporary location in a climate-controlled environment.

The records of the Commission for Teacher Preparation and Licensing were received by the California State Archives in several parts, resulting in the creation of four separate accession worksheets for the collection. The first accession was received in December of 1982 and was composed of four cubic feet of records described as administrative files dating from 1974 to 1980. They were arranged in alphabetic order. The worksheet for this accession notes that the records had been inappropriately marked for destruction but were saved before the action was carried out. No restrictions were listed for these records.<sup>67</sup>

The largest accession from the commission arrived in early September 2001 and contained fourteen cubic feet. The records were described as containing legislative correspondence, minutes, office files, and investigative files and were dated from 1918 to 1970. The arrangement was listed as “to be determined,” and it was noted that the investigative files were restricted from public access.<sup>68</sup> Later that same month, the third accession was received, containing only three cubic feet of records. The description states that it was composed of office files, including correspondence, reports, publications, and files related to the investigation of teachers suspected of engaging in Communist activity. The records were dated from 1941 to 1968 and it was noted that

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<sup>67</sup> Accession Number 82-150, Accessioning Worksheet, Accessioning Program Records, California State Archives.

<sup>68</sup> Accession Number 2001-09-03, Accessioning Worksheet, Accessioning Program Records, California State Archives.

further screening to determine whether the records should be restricted would be necessary.<sup>69</sup>

The final accession was received in March of 2009. The records were dated from 1961 to 1971 and were composed of six cubic feet of meeting minutes and agendas. These records were arranged chronologically by meeting date and had no restrictions on access.<sup>70</sup> In total the four accessions of the Commission for Teacher Preparation and Licensing comprised twenty-seven cubic feet of textual records covering the years 1918 to 1980. The records for the last three accessions were placed into acid-free boxes and all accessions were moved to separate locations in the climate-controlled stacks. The accessioning worksheets were made available to researchers in the public research room at the California State Archives and could be used to gain access to the records that had not been marked as restricted.

### **Arrangement**

Accessioned collections may be processed soon after they have been received or it may be months or even years before processing begins. The records of the Commission for Teacher Preparation and Licensing arrived over a span of twenty-seven years before they were assigned to the intern to be processed in November of 2009. The intern gathered the original accessioning worksheets for the agency and noted on the research room accession worksheets and the Archives' internal archival management system that

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<sup>69</sup> Accession Number 2001-09-37, Accessioning Worksheet, Accessioning Program Records, California State Archives.

<sup>70</sup> Accession Number 2009-060, Accessioning Worksheet, Accessioning Program Records, California State Archives.

the collection was being processed. The intern moved the boxes from their four separate locations and deposited them at her station in the processing lab. Archives staff was notified of the new location.

The first step in processing a collection at the California State Archives is to create a processing plan. This plan is based on “a general and preliminary review of the records” and is subject to change during the course of arrangement. The processing plan will include the name of the records creator and its predecessors, the current organization of the records, the types of materials found within the collection, the primary subject matter the records cover, the physical conditions of the documents, any restrictions on access, and the possible record units to be established during arrangement.<sup>71</sup> The most common record unit is the series, which is “a unit of records organized in a unified filing system or created and maintained as a unit by an organization or individual because of some relationship derived from its function, content, form or use.”<sup>72</sup>

The records series that had been listed on the accession worksheets included minutes, agendas, office files, investigative files, administrative files, and legislative correspondence. Upon a brief viewing of the contents of each box, the intern was able to distinctly identify two of the series listed on the accession worksheets; the minutes and the investigative files were clearly marked and each had their own original order. However, the terms “office files” and “administrative files” that had been used on the worksheets were too vague for properly describing a series and it was difficult to

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<sup>71</sup> Metzger, “Processing Manual,” 5-6.

<sup>72</sup> Metzger, “Processing Manual,” 13.



determine the records that would fall into each of these groups. A more detailed look at these records would be required before proper series titles could be determined. Upon closer inspection the intern decided that there were four distinct series to be found within the collection: minutes, investigative files, subject files, and correspondence. The Processing Coordinator reviewed the processing plan with the intern and it was found to be acceptable (See Appendix B).

It is important for the processing archivist to understand who the records creator is in order to adhere to the principle of provenance. Therefore, the intern found it necessary to research the originating agency before arrangement of the records began. She used a number of sources, including websites, California statutes, Governor's budgets, legislative histories, and documents within the collection to understand the history of the Commission for Teacher Preparation and Licensing. As there have been several name changes in the history of the commission it was difficult to determine the agency's relation to the Department of Education and whether or not the records should be processed under that department or as its own collection. It was ultimately decided by the intern and the Processing Coordinator that the commission was a separate agency that the records would be processed under the name of the Commission for Teacher Preparation and Licensing. An "R" number is assigned to each government agency with records at the California State Archives to facilitate in locating all of the records for a

given records creator; the Commission for Teacher Preparation and Licensing collection would be processed under the identification number “R359.”<sup>73</sup>

To allow for a clearer understanding of the organization of the records within the collection, the intern created a timeline of the important events and changes that occurred within the Commission of Credentials, Committee of Credentials, and Commission for Teacher Preparation and Licensing. The intern used this timeline throughout her processing project to put each record series into context and to determine under which agency name each record was kept. The timeline would also be useful for later description of the agency and its records. Upon discussion with the Processing Coordinator, it was decided that for easier access by researchers and archivists, each previous name held by the commission would constitute its own sub-group and would contain a number of series. Some series from each sub-group would be similar in nature and may contain related materials.

Once the intern felt that she had a firm grasp on the history and nature of the agency’s records, she began to physically arrange the records series. This required combining similar record types that had been contained in separate accessions. The subject files and the correspondence were the most difficult series to identify and interfile. The minutes and investigative files were already in good order and required no physical manipulation.

Throughout arrangement of the collection the intern followed the guidelines of *DACS* and of the California State Archives “Processing Manual” in her appraisal

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<sup>73</sup> Metzger, “Processing Manual,” 12.

decisions. It is inevitable that some files that have been accessioned may, during processing, be discarded because they lack historical significance. In determining whether a document is historically significant, it is important to consider its uniqueness, authenticity, accessibility, context, possible frequency of use, readability, and preservation and storage costs. Any forms, blank papers, office supplies, publications, and duplicates are to be discarded as well.<sup>74</sup>

In addition to appraisal, the intern also conducted some basic preservation practices to ensure the long-term health of the records contained within the collection. All documents were transferred to acid and lignin-free folders and boxes to prevent the natural degradation of paper records when they are in close contact with acidic surfaces. Newspaper clippings, sticky notes, envelopes containing important information, telegrams, and documents printed on Thermo-Fax paper were photocopied and the originals discarded due to their highly acidic nature. Any metal fasteners, rubber bands, pins, and rusty staples were removed from the documents. Three ring binders and notebooks were removed from the collection and photocopied if they displayed pertinent information. Bent or creased documents were flattened using bone or metal folders. If documents had required more extreme preservation measures, a conservation work order would have been completed and the documents transferred to dedicated preservation staff. However, this was not found to be necessary for the intern's processing project.<sup>75</sup>

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<sup>74</sup> Metzger, "Processing Manual," 14-16.

<sup>75</sup> Metzger, "Processing Manual," 21-22.

As each record unit or series presents unique challenges to the processing archivist during the course of arrangement, they will each be described in detail. Although five distinct record types were noted on the processing plan, including minutes, agendas, investigative files, subject files, and correspondence, the creation of a sub-group for each name that the agency held and the series there under resulted in twelve separate record units, each with an individual identification number.

### **Commission of Credentials, 1917-1962**

#### **Series R359.01. *Minutes, 1918-1962.***

The minutes were originally contained within two accessions and were arranged chronologically by date. The intern decided to retain this original order. This series was therefore one of the easiest to arrange and necessitated little manipulation. The minutes were held within large three ring binders, requiring the intern to remove the documents and discard the binders. The documents were in otherwise pristine condition and demanded little to no preservation procedures. This series also contained two bound volumes that, due to their physical size and preservation requirements, were to be kept in a separate location. The intern noted this for inclusion in her later description of the series. The minutes were kept for monthly meetings held by the commission to evaluate the renewal or revocation of teacher credentials. The meetings often lasted for hours and focused almost entirely on these teacher evaluations, to the exclusion of other topics of discussion. The content of the minutes were useful to the intern for understanding the exact function of the commission.

This series was originally open for public access and was not flagged on the accession worksheet as requiring any further consideration for restrictions. However, during the arrangement of the minutes the intern noticed that they contained highly personal information gathered from the investigative files. The intern discussed this concern with the Processing and Reference Coordinators and it was decided that since the meetings of the Commission of Credentials were open to the public this series would remain open for access.

**Series R359.02.** *Investigative Files, 1927-1963.*

Although the records in this series had maintained a logical original order, this series required more time for processing than any other series. This was primarily due to the poor physical condition of many of the documents and their original location in individual file folders. The file folders were arranged alphabetically by individual name and often had documents taped or stapled to the inside of the front cover. The removal or photocopying of these documents took a great deal of time. Many of the documents contained within the folders were printed on very delicate tissue paper with many bends and creases or on highly acidic fax and early photocopy paper that necessitated copying and discarding. A great deal of rusty staples, paperclips, and pins were also found within the folders. As the contents of each file folder were transported into acid and lignin-free folders they were separated by blank sheets of colored paper to alert archives staff of the location of the documents on each individual.

The investigative files were unique in that they were the only group of records that was explicitly restricted on the accession worksheets. During the arrangement of this

series the reasons for restricted access became clear to the intern. The records contained very personal and delicate information on specific teachers that the commission was considering for revocation of credentials. In many cases personal information was also retained about the family members and close friends of these teachers. Some of the revocations were considered because the teacher was suspected of being involved in Communist activities. Other reasons included inappropriate behavior in the classroom or outside of work, dishonest information given on credential applications, or criminal activities. Although many of the individuals whose credentials were considered have likely passed away, the information contained in the files could cause a great deal of potential harm to any dependents or relatives of this individual that are still living. Therefore, the intern felt that it was necessary to keep the investigative files restricted from public access, due to exemption (f) of the California Public Records Act, until the 75 year limit on restrictions comes into effect. Any documents discarded from this series were entered into trash bins specifically destined for confidential destruction.

Found within one of the files during processing was an outdated piece of technology for recording sound called a dictabelt. The intern consulted with an archivist specializing in the preservation and digitization of such forms of technology and it was decided that the dictabelt would remain with the textual records with a note made to an archivist specializing in audio and visual records for later removal and digitization of the dictabelt. The investigative files were also found to contain several photographs of individuals or related investigations. These photographs were inserted into protective mylar sleeves and retained with the textual records in their original position.

It was at first difficult for the intern to decide the date range that should be given to each folder of documents. Due to their nature, investigative files can contain records that are much older than the current file for their reference value. After consulting *DACS*, the intern made the decision to note the dates of record-keeping activity rather than the dates of record creation. This method of date recording “pertains to the unit as a whole as opposed to individual documents” and “refer[s] to the dates of a number of interrelated activities.” This is a common practice for archives containing government records.<sup>76</sup>

**Series R359.03.** *House Un-American Activities Committee Investigative Files, 1959.*

This series was very similar to the investigative files series. Its records were also contained in individual file folders and presented the same difficulties in preservation. They did not, however, contain any photographs. This series was originally placed at the end of the investigative files. The intern discovered during the course of processing that these folders had not been interfiled alphabetically with the rest of the investigative files and instead constituted their own unit of alphabetically ordered series. To discover the reasons for this separate record keeping activity, the intern looked more closely at the contents of these files and found that they all related to June 1959 hearings held by the House Un-American Activities Committee in San Francisco. During these hearings over one hundred California school teachers were subpoenaed to answer questions about their possible involvement with the Communist Party. The files within this series contain the investigative documents used to accuse these teachers and several copies of letters from

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<sup>76</sup> Society of American Archivists, *Describing Archives*, 24.

the House Un-American Activities Committee to the Commission of Credentials discussing the credentials of those teachers subpoenaed. The files were processed in the same way as the previous investigative files, requiring a great deal of photocopying of acidic documents and removal of metal fasteners and staples, and it was decided that this series would also remain restricted under exemption (f) of the California Public Records Act.

**Series R359.04.** *Subject Files, 1917-1963.*

The subject files were originally a part of what was described as office files on two of the accession worksheets. Before the processing of this series, the intern separated the office files into subject files and correspondence, and further separated the subject files into those kept under the Commission of Credentials and the Committee of Credentials. The intern then focused only on those files kept by the Commission of Credentials during the processing of this series. In many cases the files had already been labeled with subject titles by the commission, but it was sometimes necessary for the intern to use the contents of the file to create a new subject title for a group of related materials. The subject matter that this series covers range from important events, individuals with which the commission kept records on, reports and questionnaires, other governmental agencies, or topics that were of great concern to the commission, such as Communist activity. The files in this series presented little preservation issues besides photocopying of acidic materials, and were easily transferred from their original folders into acid and lignin-free folders. Although one of the accession sheets that initially described this series indicated that the files might be restricted, the intern felt that this



series contained no information that would be exempt from disclosure under the California Public Records Act.

**Series R359.05.** *Correspondence, 1929-1962.*

Correspondence files were also originally a part of the office files identified on the accession worksheets. After separating the subject files from the correspondence, the intern then separated the correspondence into that filed by the Commission of Credentials and the Committee of Credentials and focused on the Commission of Credentials correspondence for this series. A small number of correspondence files were in original folders with subject titles, usually pertaining to an individual with whom the commission often communicated or a topic of great importance to them, such as credential renewals. However, the majority of the records in this series were not contained in folders and were sitting in loose-leaf piles inside of their boxes. These piles did not appear to have any original order. The intern considered organizing this correspondence into a rough chronological order, but decided that because the already ordered correspondence was organized by subject, it was best to consider that as the original order of the records and to arrange the rest of the correspondence accordingly. The intern noted the sender and recipient of the correspondence as well as the subject matter to decide upon a subject title for each related group of correspondence. In most cases the intern found that the recipient of the correspondence was the common factor among groups of documents and used the name of this individual as the subject title.

It was discovered during this arrangement process that about a half cubic foot of minutes from the Commission of Credentials had been interfiled with the

correspondence. The intern extracted these minutes and processed them with their intended series. Due to the minutes series having been processed first, it was necessary for the intern to rearrange several folders within boxes to fit the newly processed minutes into their rightful place at the beginning of the minutes series. After the ordering of the correspondence, this series was processed simply and quickly because of its small size and the lack of preservation techniques necessary in completing the task.

### **Committee of Credentials, 1963-1971**

#### **Series R359.06. *Minutes, 1963-1971.***

This series of minutes was processed in the same way as the first series of minutes under the Commission of Credentials because of their similar content. They were contained entirely within one accession and arranged chronologically by meeting date, an original order that the intern maintained. A portion of the minutes arrived in large three ring binders, which the intern disposed of after removing the contents. Another portion of the minutes were arranged into rows of loose-leaf paper within their boxes. The intern placed all minutes into acid and lignin-free folders and removed large industrial staples that held each meeting's minutes together. Although Commission of Credentials records were to remain open, a 1967 addition to the Education Code Section 13104 indicated that the meetings of the Committee of Credentials were closed and any individual leaking information gathered from a meeting would be guilty of a misdemeanor.<sup>77</sup> As a result the intern found it necessary to restrict access to this series for investigatory reasons.

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<sup>77</sup> California Education Code, *Deering's Annotated California Codes* (San Francisco: Bancroft-Whitney Law Publishers, 1967), Section 13104.

**Series R359.07.** *Agendas, 1965-1971.*

The records in the agendas series came from one accession and were arranged chronologically by meeting date. They were contained within several large binders that were held together by metal clasps. The intern carefully removed the documents from these binders and discarded the unnecessary materials. Upon beginning this project the intern had confused the meeting minutes with the agendas because of their similar look and organization. However it soon became clear to the intern that the agendas contained schedules for future meetings and brief descriptions of teachers that would be questioned by the committee, but included no meeting minutes. The agendas were also held together by industrial staples that needed to be removed because of the excessive amount of rust that had formed on them.

**Series R359.08.** *Subject Files, 1963-1970.*

The files in this series were initially a part of the office files that were listed on two of the accession worksheets. Nearly all files were arranged alphabetically by subject title. Although they were in otherwise good physical condition, there were many acidic documents that needed to be photocopied during processing. These files included newspaper clippings, reports, pamphlets, correspondence, and other materials related to specific subjects that were of importance to the committee, such as the credentialing process or the State Board of Education. This series was fairly small in size and were processed in much the same way as the previous subject files series. Upon consideration the intern decided that although this series had also been listed as possibly restricted on

the accession worksheet, the information contained within this series did not require exemption from public disclosure.

**Series R359.09.** *Legislative Correspondence, 1968-1970.*

Listed on one of the accession worksheets was a group of legislative correspondence that the commission had differentiated from other correspondence. It was organized in chronological order by year and by Assembly or Senate bills thereunder, except for 1968, in which Assembly and Senate bills were filed together. The intern retained this original order and proceeded to process this small series by moving the documents into acid and lignin-free folders and removing metal fasteners and clips. A large portion of the documents in this series were printed on Thermo-Fax paper. Although it would be time consuming, the intern decided to photocopy each of these documents to prevent the deterioration of the records in each file. This series was entirely composed of correspondence between the committee and other state entities, including the legislature, pertaining to bills related to education that were currently being considered for passage by the state legislature.

**Series R359.10.** *State Board of Education Correspondence, 1963-1969.*

Distinct from the legislative correspondence was another group of correspondence that had originally been referred to as office files on the accession worksheets. The intern noted that all of the files in this series contained letters sent to and from the State Board of Education and its members. The folders were organized chronologically by year. The intern decided to give the entire series a name indicating the connection to the State Board of Education and to retain the original order. Since these records were already

well organized and required little preservation techniques besides the photocopying of acidic documents, this series was quickly and easily arranged. It was initially indicated on the accession worksheet that described these records that they may be restricted, but the intern again decided upon careful consideration that these files contained no information exempt from public disclosure.

### **Commission for Teacher Preparation and Licensing, 1974-1980**

#### **Series R359.10. *Agendas, 1975.***

While processing the agendas series of the Committee of Credentials, the intern was notified that the Processing Coordinator had found another box of agendas on the shelves that had not been listed on any accession worksheets. The intern brought this box to her station and prepared to process its records in the previous agendas series, but she discovered that these new agendas were dated much later than the ones she was currently processing. It was therefore decided that those agendas would constitute a new series under the name of the Commission for Teacher Preparation and Licensing.

The origin of this box is unknown, but the files seemed to be in good order, arranged chronologically by meeting date. These agendas differed from the previous agendas series in that they included much more additional materials, such as important news or magazine articles to be mentioned at the meeting, reports and pamphlets used for reference, correspondence that provided background information on the meeting's topics, and other items useful for preparing for future meetings. As only one box of these records was found, this series is fairly small and covers only those meetings held in 1975. Some of the agendas and related materials were housed in folders with metal clasps that

required careful removal. A great deal of photocopying was also needed because many of the documents were printed on poor quality Thermo-Fax paper.

**Series R359.11.** *Subject Files, 1974-1980.*

The documents in this series were contained within the earliest accession of records received from this creator. They were originally described on the worksheet as administrative files related to personnel, budgets, conferences, committees, and policies. Upon closer inspection the intern found that these records should more appropriately be called subject files. Topics included individuals of interest to the commission, other state agencies that they worked closely with, research and evaluation projects, and teacher internship programs. Many of the files pertained to Peter L. LoPresti, executive secretary of the commission from 1973 to 1980. Several documents within the files needed to be photocopied or flattened, and some metal fasteners and rusty staples required removal, but the documents were otherwise in good condition. These files were roughly in alphabetical order when the intern began processing them, and only required a small amount of organizing to return them to their original order.

**Description**

Upon completion of the arrangement of the records, the next step in processing a collection is description. The main purpose of description is to provide a system for future archivists and researchers that will assist them in understanding and locating the records that they desire to view from that collection. It allows the archivist to gain intellectual control over the collection that they have just physically arranged. The most

common way of communicating the content and location of a collection to the researcher is through a finding aid, which is defined as “a range of access tools developed to provide users with a summary explanation of the records.”<sup>78</sup>

A finding aid can take any number of forms, including container lists, indexes, or electronic databases. The level of description that the archivist conducts is not set by strict rules but depends a great deal on the characteristics of the collection that they are working with. In some cases only a basic summary of each series is necessary for providing access to researchers. In other cases, the archivist may prefer to include a detailed list of the contents of each box or folder because of the significant value or frequency of use of those records. Although archivists would like to provide as much information as possible to potential researchers of their collection, they must be aware of institutional needs that may limit the time that they can spend on such a lengthy task.<sup>79</sup>

In creating a finding aid at the California State Archives, archivists are encouraged to understand the descriptive guidelines covered in *DACS*. When the information in *DACS* is found to be insufficient, they are to consult the *Anglo-American Cataloging Rules, 2<sup>nd</sup> edition*, also known as *AACR2*. These reference guides provide a framework for transferring data that the archivist has collected about the collection into a format that is easily understandable for the researcher or other archivists. For more detailed information on finding aid content standards at the California State Archives, the *Processing Manual* contains instructions for incorporating several elements into the

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<sup>78</sup> Roe, *Arranging and Describing Archives and Manuscripts*, 71.

<sup>79</sup> Roe, *Arranging and Describing Archives and Manuscripts*, 72.

finding aid, including an agency history or biographical sketch, a scope and content note, record series descriptions, and indexes. The Processing Coordinator can provide templates for those who wish to use them in creating their finding aids.<sup>80</sup> Other important information that is captured within the finding aids at the California State Archives includes the name and location of the repository, the dates that the records cover, the extent of the collection, any restrictions on the records, any previous names of the agency, and the format of the records (for example, textual or electronic).<sup>81</sup>

Throughout the arrangement of the records, the intern kept detailed notes on the contents of each series and the relationship between each series. Keeping such notes is crucial to the creation of the finding aid because they illuminate important facets of the collection that can only be captured during the arrangement phase. The intern used her notes on the history of the commission, including the timeline that she had created for use during arrangement, to draft an agency history that would provide important background and context for those approaching the collection with no prior knowledge of the commission or its duties. She used her notes on each series that she processed to create a series description for each one in her finding aid. She also used her detailed index of the names found within the investigative files to create an index that would appear as an appendix to her finding aid. Finally, the intern used the extensive knowledge that she gained about the collection and its contents to create a scope and content note, which

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<sup>80</sup> Metzger, "Processing Manual," 23-25.

<sup>81</sup> Society of American Archivists, *Describing Archives*, 10-11.



“discusses in narrative form the extent and depth of the collection – its strengths, weaknesses, and gaps.”<sup>82</sup>

One of the last steps that the intern took in completing her finding aid was to enter detailed information about the location of the various units of the collection. In addition to providing the basic shelf location range in which the boxes for this collection could be found, the intern included in the series descriptions the identification number of each series, the number of folders that each series contained, and the range of boxes where each series was located. Name and subject indexes included the box and folder where each name or subject could be found. Inclusive dates for each series were also listed to aid the researcher in determining the relevance of a particular series to their research needs. After completing the finding aid draft, the intern submitted it to the Processing Coordinator as part of the review process through which every finding aid is edited and revised for assured quality.

Another tool used by the California State Archives in facilitating access to their processed collections is the card catalog, available for public use in the research room. Catalog cards are intended to provide only a brief description of the records available in the collection and should alert researchers to the existence of the more detailed finding aid. A catalog card was created for each series, with each card including the agency name, the name of the series, the identification number for that series, and the physical location at which those records could be found. The intern then had the catalog cards proofread by the Processing Coordinator and proceeded to print the catalog cards on

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<sup>82</sup> Hunter, *Practical Archives*, 137.

perforated cardstock paper and set them aside to add to the card catalog once the records had been moved to their permanent location. Sample catalog cards can be found in Appendix C.<sup>83</sup>

### **Folder and Box Labels**

For agency records, the California State Archives require that all archivists use a #4 hard lead pencil to label their acid and lignin-free folders. Archivists are instructed to neatly print the series identification number, the name of the records creator, any subgroups or subdivisions which exist for that creator, box and folder numbers, the name of the series in which the records have been processed, the title of the folder, and the inclusive dates of the documents within the file or dates of record keeping activity. For this collection the intern included the name of the creating agency, the Commission for Teacher Preparation and Licensing, immediately followed by the name of the predecessor. Those folders that contained records from restricted series were stamped “restricted” in red ink.

Throughout the arrangement of the collection the intern had included a temporary face sheet on the front of each box to indicate its contents. These sheets included the name of the records creator, the predecessor records that were contained in that box, and the title of each series along with an indication of which files from that series were included. Since the collection would remain open to the public during the processing phase, this information was useful not only for the intern but for reference staff needing

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<sup>83</sup> Metzer, “Processing Manual,” 25-26.

to locate specific records. Each face sheet was numbered consecutively to provide reference staff with an easy method for determining the order of the records. Those boxes that contained records from restricted collections were stamped restricted to indicate that they were not open for public access.

After the arrangement and description of the collection had been completed, the intern created permanent box labels using a Microsoft Access database. A label was created for each box that included the records creator, the collection's identification number, each predecessor and series within that box, the inclusive dates of all records in that box, the number of that box within the entire collection, and the physical location where that box will be stored.<sup>84</sup> Some boxes contained a large number of series, requiring the intern to abbreviate titles to fit all necessary information on the label. After the box labels had been completed they were printed on paper lined with adhesive backing and affixed to the front of each box (See Appendix D).

## **Conclusion**

Processing of the records of the Commission for Teacher Preparation and Licensing was a long and laborious task that took the intern just over five months to complete. The intern spent a great deal of time researching the history of the commission as well as the subjects and events related to its operation, all in an attempt to create a context for the collection that would aid not only the intern during her processing but also the potential researchers who may find some use for the records within this collection.

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<sup>84</sup> Metzer, "Processing Manual," 17-18.

After the finding aid, catalog cards, and box labels had been completed, the intern moved the boxes out of the processing lab and into their new permanent location in the climate-controlled stacks of the California State Archives.

Each step of the project required careful examination of the principles and guidelines that provide the standards for archival arrangement and description. Due to the sensitive nature of much of the information found in these records, the intern felt that it was her responsibility to understand and apply the laws pertaining to public records as well as the past literature on restricted information. The intern feels that after completing this project, she has a greater appreciation for the difficulties involved in processing a collection that exhibits a complex agency history and includes restricted records.

## Chapter 4

### FINDINGS AND CONCLUSIONS

When the Graduate Intern first received her project assignment in November of 2009, she felt overwhelmed by the complexity of the task before her. The creation of a processing plan and knowledge of the professional and institutional principles and techniques for arrangement and description helped to more clearly define the project and allow the intern to proceed with confidence and awareness.

However, many challenges presented themselves during the processing of this collection. Discovering the history of the Commission for Teacher Preparation and Licensing was a complicated and time-consuming task. Several laws were passed by the state legislature that affected the operations of the commission and its predecessors, and it took many hours of research, in the California State Archives as well as on the internet, to determine the dates of creation of each distinct entity in the commission's past and the duties that accompanied that body. As this was a subject matter with which the intern had had only a basic knowledge of before beginning this project, she found it necessary to do a great deal of reading to familiarize herself with the topic. This research and the resulting history of the commission that it produced was highly instructive to the intern and provided much insight into the collection that she would arrange and describe.

Another difficulty of the project was the existence of restrictions on a large portion of the records. Although the intern had a cursory knowledge of restricted records from her previous studies in an archival setting, the processing of this collection would require a much more in depth understanding of the various restrictions that exist on

public records. The intern researched the laws regarding access to public records as well as the ethical and professional dilemmas that may exist when working with restricted records. A working knowledge of the policies of the California State Archives regarding restricted records was also necessary. During the processing of this collection, the intern was very grateful for the information that she had gained during her research, as many of the issues that she had only previously read about soon presented themselves as real life concerns that required attention and caution.

The intern took her responsibility for providing or restricting access very seriously and spent a great deal of time considering the fate of the records within this collection. Ultimately, it was decided that three out of the eleven series, constituting about two-thirds of the entire collection, would be restricted from public access according to exemption (f) of Government Code section 6254, also known as the California Public Records Act, due to the sensitive investigatory nature of the information that they contained. This decision was not taken lightly and reflects the knowledge and conscientiousness that the intern had gained while researching this important issue.

It is significant to note that one of the series that was determined to be restricted, the minutes created by the Committee of Credentials, was not initially regarded as such on the accession worksheets that described them. This means that it was possible for patrons of the California State Archives to request these records before they had been arranged and described, although there had been no requests to view them during that time. It would have become the responsibility of the reference archivist to look through the documents and discover that they should be restricted, a task which would be hugely

time consuming and very difficult to perform. Had a patron viewed the records and reported the sensitive information contained therein, the California State Archives could have been open to legal action for providing access to those records. For this reason, the processing of collections is imperative to discovering any possible restrictions and ensuring that the legal, moral, and ethical obligations of the California State Archives have been met. Unfortunately, time and resources often do not permit the immediate processing of every collection that is received. In prioritizing the records to be processed, possible restrictions must be given a great deal of consideration.

It should also be pointed out that the subject files and correspondence contained under the Commission of Credentials and the Committee of Credentials had been marked on the accession worksheet as possibly restricted but were later found to be open for public access. A reference archivist who had encountered a request for these records before they had been processed may have decided to err on the side of caution by restricting access to those documents. The arrangement and description of these records has ensured that the public will be able to request and view them with no limitations.

The successful completion of this project has made it clear to the intern the importance of understanding and implementing the proper procedures for processing an archival collection. Any archivist should become aware of the legal and ethical responsibilities to their institution as well as their profession before they begin a project of such complexity. Knowledge of the principles that guide not only the restrictions on public records but also the arrangement and description of historical records will ensure that the archivist can make crucial decisions without fear of negative consequences. The

processing of the records of the Commission for Teacher Preparation and Licensing can serve as an example for those desiring a greater understanding of the realities of working with restricted records, not only at the California State Archives, but at any institution that holds archival materials with enduring historical value.



APPENDICES

APPENDIX A

The Commission for Teacher Preparation and Licensing Finding Aid

# Inventory of the Records of the Commission for Teacher Preparation and Licensing 1917-1980

Including records of the  
Dept. of Education-Committee of Credentials, 1963-1971  
Commission of Credentials, 1917-1962



California State Archives  
Office of the Secretary of State  
Sacramento, CA

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Date Completed:  
April 2010

## **Descriptive Summary**

### **Title**

Records of the Commission for Teacher Preparation and Licensing

### **Collection Number**

R359

### **Creator**

Commission for Teacher Preparation and Licensing, 1972-1980  
Dept. of Education-Committee of Credentials, 1963-1971  
Commission of Credentials, 1917-1962

### **Extent**

20 Cubic Feet and 2 Volumes

### **Repository**

California State Archives  
Office of the Secretary of State  
Sacramento, California

## **Administrative Information**

### **Publication Rights**

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### **Preferred Citation**

[Identification of item], Commission for Teacher Preparation and Licensing Records, R359.[series number], [box & folder number], California State Archives, Office of the Secretary of State, Sacramento, California.

### **Restrictions**

*The records in the Investigative Files series (R359.02), the House Un-American Activities Committee Investigative Files series (R359.03), and the Committee of Credentials Minutes series (R359.06) are restricted because they contain records of investigations conducted and compiled by a state agency for licensing purposes and are restricted per California Government Code section 6254(f).*

### **Related Collections at the California State Archives**

State Board of Education

## Agency History

In 1917, the State Board of Education was given the ultimate authority in issuing and reviewing credentials of teachers employed in California. To aid in the fulfillment of this responsibility they established the Commission of Credentials through Chapter 540 of the 1917 California Statutes. The Commission would have three members to include the commissioners of elementary, secondary, and industrial and vocational education. The purpose of the Commission would be to review the applications of those wishing to earn teaching certificates in California. To carry out this duty they would be required to perform investigations of individuals with suspicious applications or questionable lifestyles. They also accredited teacher training programs and prepared credential examinations. Although the Commission was not directly under the control of the State Board of Education, they could not issue any credentials without the Board's final approval.

Chapter 453 of the 1927 California Statutes slightly changed the Commission's membership and stated that it was to be an advisory board of the newly created Division of Teacher Training and Certification within the California Department of Education. The duties of the Commission remained largely unchanged. The State Board of Education retained control over the final decisions on credential approval.

In 1963, the Department of Education took over the issuing of teacher credentials, bringing the Commission under its authority. The name of the Commission was changed to the Committee of Credentials, but its membership and duties remained the same. The State Board of Education continued to maintain some degree of influence over the Committee by retaining the ability to appeal their final decisions. In 1967, the Governor signed Chapter 1694, also known as the Professional Practices Act, which added more members to the Committee and clarified its investigative role, stating that it was necessary for the Committee to follow strict guidelines for due process. The law also indicated that the State Board of Education would create the policies for the Committee and that future meetings would be closed to the public.

In 1970, sweeping changes were made to the administration of public education in California through the Ryan Act, also known as the Teacher Preparation and Licensing Law of 1970, or AB122 (Chapter 557). The new law created the Commission for Teacher Preparation and Licensing, an independent entity whose members would include public school teachers, school administrators, university faculty, local school board members, and private citizens, all appointed by the Governor. The Commission took on five major program areas in the area of credentialing, including accreditation of training programs, development of credential examinations, teacher licensing, evaluation and research, and teacher standards. To carry out this last duty they took over control of the Committee of Credentials, stating that it had a responsibility to ensure that immoral,

criminal, or otherwise unhealthy behavior would lead to the revocation of teacher credentials. Since that time the Committee of Credentials has remained under the authority of the Commission for Teacher Preparation and Licensing.

Chapter 698 of the 1982 California Statutes changed the name of the Commission to the Commission on Teacher Credentialing. Though there have been minor changes to the duties and membership of the Commission, it has remained largely the same to the present day.

## Scope and Content

The records of the Commission for Teacher Preparation and Licensing and its predecessors, the Commission of Credentials and the Dept. of Education-Committee of Credentials, consist of 20 cubic feet of textual materials and two bound volumes dating from 1917 to 1980. The record group contains minutes, agendas, investigative files, subject files, and correspondence.

The records of the Commission of Credentials, the first predecessor of the Commission for Teacher Preparation and Licensing, span from 1917 to 1962 and are organized into five series: Minutes, Investigative Files, House Un-American Activities Committee Investigative Files, Subject Files, and Correspondence. Investigative files make up the majority of the records within the collection and include detailed investigations of the professional and moral conduct of over 1,100 California public school teachers. The House Un-American Activities Committee investigative files include similar investigations that are focused on a group of about one hundred teachers that were subpoenaed to attend hearings on moral conduct in the spring of 1959. The investigative files are useful for understanding the reasons why teachers had their credentials denied or revoked and the social issues that were concerning the Commission of Credentials at the time of the investigations, such as Communist Party involvement or sexual orientation. Meeting minutes document the hearings of the teachers involved in the investigations. The subject files and correspondence also highlight the contemporary concerns of the Commission of Credentials.

The most immediate predecessor to the Commission for Teacher Preparation and Licensing was the Committee of Credentials, whose records cover the years 1963 to 1971 and contain five series: Minutes, Agendas, Subject Files, Legislative Correspondence, and State Board of Education Correspondence. This series of minutes is supplemented by a series of agendas that provide background information on teachers whose cases are to be heard at future meetings. Subject files and correspondence address issues important to the committee at that time, including teacher credentialing, public schools, legislation affecting the committee, relationships between the committee and outside agencies such as the State Board of Education, and the procedures for revoking teacher credentials.

The records of the Commission for Teacher Preparation and Licensing span from 1974 to 1980 and include two series: Agendas and Subject Files. Agendas include materials related to important issues discussed at monthly meetings, such as legislation affecting public education in California and the credentialing of public school teachers. Subject files also address these topics as well as other agencies or individuals whose work was of interest to the commission. The records contained within this collection are highly useful for the study of public education in California and especially the history of teacher credentialing in the state.



## Series Description

### Records of the Commission of Credentials

#### 1. Minutes. 1918-1962. 31 file folders and 2 volumes. R359.01. Box 1/1 – Box 2/11.

Arranged chronologically by meeting date.

This series contains the meeting minutes from the Commission of Credentials. Minutes include the date and location of the meeting, a list of members present, and a brief summary of the investigative information for teachers appearing before the Commission during that meeting. The primary purpose of the Commission's meetings was to review teacher credentials and determine whether they should be renewed or revoked based on illegal or immoral behavior. The Commission sometimes discussed decisions made at past meetings, past or upcoming legislation affecting the status of the Commission, or possible procedural and administrative changes to the structure of the meetings. For Minutes after 1962 see the Minutes series under the Committee of Credentials and the Commission for Teacher Preparation and Licensing.

R359.01(1-2) Two volumes include meeting minutes beginning in 1918 and ending in 1929. These minutes contain similar information to that found in the unbound minutes. Each volume also includes a date and subject index to the minutes found within that volume as well as a list of all credentials issued during this time period.

Duplicates of the minutes ranging from 1954 to 1962 can also be found within the Records of the State Board of Education.

#### 2. Investigative Files. 1927-1963. 124 file folders. R359.02. Box 3/15 – Box 10/13.

Arranged alphabetically by last name.

*The records in this series that are less than 75 years old are RESTRICTED because they contain records of complaints to, or investigations conducted and compiled by a state agency for licensing purposes and are restricted per California Government Code section 6254 (f).*

The Investigative Files include detailed investigations of California teachers applying for or renewing teaching credentials. These files were used by the Commission of Credentials to determine if a teacher was involved with illegal or immoral behavior that should result in the denial or revocation of their credentials. These files contain criminal

background checks, newspaper clippings, correspondence between the Commission and the teacher, court records from legal proceedings in which the teacher was involved, professional information gained from previous employers, personal information gained from the friends and relatives of the teacher, correspondence with private investigators about unprofessional or immoral behavior on the part of the teacher, and other sensitive information gained during the course of the investigations. Some files include fingerprint cards or photographs of the teacher in question. Possible reasons for revocation or denial of credentials included criminal history, participation in Communist Party activity, suspicious sexual behavior, or substance abuse.

See Appendix A for an alphabetical name index.

**3. House Un-American Activities Committee Investigative Files. 1959. 5 file folders. R359.03. Box 10/14 – Box 10/18.**

Arranged alphabetically by last name.

*The records in this series are RESTRICTED because they contain records of complaints to, or investigations conducted and compiled by a state agency for licensing purposes and are restricted per California Government Code section 6254 (f).*

This series contains investigatory material related to hearings held by the House Un-American Activities Committee in San Francisco in the spring of 1959. During the hearings over one hundred California teachers were subpoenaed to answer questions about their involvement in Communist activity. These files are mostly composed of correspondence between the House Un-American Activities Committee and the Commission of Credentials about the individual teachers in question. Some court records and evidence gained from interviews with friends and relatives of the teachers can also be found in these files. Several of the individuals listed with files in this series also had separate files kept by the Commission of Credentials in the Investigative Files series.

See Appendix B for an alphabetical name index.

**4. Subject Files. 1917-1963. 33 file folders. R359.04. Box 10/19 – Box 12/6.**

Arranged alphabetically by subject.

Subject files for the Commission of Credentials include reports, notes, correspondence, interoffice memoranda, forms, newspaper clippings, and other materials that the commission kept on specific individuals, topics, or organizations. The majority of the subject files relate to councils, associations, or committees operating in the field of public

education and teacher credentialing in California. Examples include the Accreditation Committee and the California Teachers Association. Prominent topics on which the commission retained files are Communist activity, higher education studies and surveys, and statistical data on credentials.

**5. Correspondence. 1929-1962. 14 file folders. R359.05. Box 12/7 – Box 12/20.**

Arranged alphabetically by subject.

This series consists of letters and supplementary materials received by the Commission of Credentials. In some cases photocopies of letters that were sent by the Commission to outside agencies or individuals are also included. The correspondence is organized into subjects, many related to public education in California. Examples of important topics include credential procedures or Dilworth Act revocations. Some correspondence has been organized under the name of an individual or agency who sent or received the letters or about whom the letters have been written, such as Evelyn A. Clement or the House Un-American Activities Committee.

**Records of the Dept. of Education-Committee of Credentials**

**1. Minutes. 1963-1971. 22 file folders. R359.06. Box 2/12 – Box 3/14.**

Arranged chronologically by meeting date.

*The records in this series are RESTRICTED because they contain records of complaints to, or investigations conducted and compiled by a state agency for licensing purposes and are restricted per California Government Code section 6254 (f).*

This series contains the meeting minutes from the Committee of Credentials. Minutes include the date and location of the meeting, a list of members present, and a brief summary of the investigative information for teachers appearing before the committee during that meeting. The primary purpose of the committee's meetings was to review teacher credentials and determine whether they should be renewed or revoked based on illegal or immoral behavior. The committee sometimes discussed decisions made at past meetings, past or upcoming legislation affecting the status of the committee, or possible procedural and administrative changes to the structure of the meetings. Meetings were usually held once a month in Sacramento and lasted for three consecutive days. For minutes before 1963 see the Minutes series (R359.01) under the Commission of Credentials.

The minutes of the Committee of Credentials are restricted because they contain investigative information used by the committee in deciding whether to renew or revoke teacher credentials. These meetings were closed to the public by law for these reasons.

**2. Agendas. 1965-1971. 35 file folders. R359.07. Box 12/21 – Box 14/13.**

Arranged chronologically by meeting date.

The Agendas series includes agendas for the meetings of the Committee of Credentials. Agendas list the future date and location of the meeting, the schedule of events to occur at the meeting, a brief biographical summary of the individuals who are to appear before the Committee, and an outline of important events that occurred at the previous meeting. Teachers would appear before the Committee to answer questions about illegal or immoral behaviors that may result in revocation of their teaching credentials. As a result, the biographical summaries often include information about the professional and sometimes personal history of the individuals in question, as well as arguments about why they should or should not have their credentials revoked. In some cases the agendas include a detailed list of the individuals appearing at specific times during the meeting.

**3. Subject Files. 1963-1970. 16 file folders. R359.08. Box 14/14 – Box 15/11.**

Arranged alphabetically by subject.

This series contains reports, notes, correspondence, interoffice memos, newspaper clippings, and other materials that the Committee of Credentials kept on various topics of importance to their operation. The files pertain to commissions and boards as well as other subjects of interest to the committee. A significant portion of the files are related to Education Code revisions on the state level. Other important topics include the Attorney General, probationary teacher cases, and the State Curriculum Commission.

**4. Legislative Correspondence. 1968-1970. 10 file folders. R359.09. Box 15/12 – Box 16/1.**

Arranged chronologically by date.

Legislative correspondence includes letters that the Committee of Credentials sent to and received from the California state legislature on specific bills that were being considered for passage. Copies of bill drafts are included with many of the letters. The correspondence is organized by year and then by Assembly or Senate bills, and numerically by bill number thereunder. The exception is 1968, in which Senate and

Assembly bills are contained within the same folder. Nearly all of the bills discussed in the correspondence are related to public schools, the employment of school teachers, policies for credentialing, or other topics of immediate interest to the commission's function in the public education system of California.

**5. State Board of Education Correspondence. 1963-1969. 7 file folders. R359.10. Box 16/2 – Box 16/8.**

Arranged chronologically by date.

This series includes correspondence letters and supplementary materials that the Committee of Credentials received from the State Board of Education throughout most of the 1960s. In some cases photocopies of letters that the committee sent to the State Board of Education are also included. The correspondence is separated by year. Topics about which the committee and the State Board of Education corresponded include credentialing, teacher certification programs, public school teachers, and legislation affecting the committee.

**Records of the Commission for Teacher Preparation and Licensing**

**1. Agendas. 1975. 16 file folders. R359.11. Box 16/9 – Box 17/5.**

Arranged chronologically by meeting date.

Agendas created by the Commission for Teacher Preparation and Licensing include the time, date, and location where the meeting was to take place, the members that would be present, and a list of the topics that would be discussed at that meeting. The agenda files also contain a large amount of supplementary materials provided to members attending the meetings, such as reports, informational pamphlets, newspaper articles, background information on individuals appearing before the commission, correspondence, graphs, and other documents that the commission used for reference during the meetings. The commission's meetings were held once a month and usually lasted for two or three days. Meetings were held to discuss a variety of topics related to public education and the credentialing system in California, such as upcoming legislation on the matter, current and future policies and procedures of the commission, or the function and structure of its various committees.

**2. Subject Files. 1974-1980. 131 file folders. R359.12. Box 17/6 – Box 20/46.**

Arranged alphabetically by subject.

This series contains files kept by the commission on a variety of subjects that they deemed important for the operation of the commission and its various committees. The files include notes, memoranda, correspondence, pamphlets, newspaper and magazine articles, reports, and other materials related to specific topics of interest. Subject files were maintained on important issues, various committees working under the Commission for Teacher Preparation and Licensing, outside commissions and agencies, and individuals that worked closely with the commission. Several files exist on the actions and policies of the Committee of Credentials after it had come under the purview of the commission. Other important topics include Alan Jones, California legislators, and the Administrative Council. Peter L. LoPresti, the Executive Secretary of the commission throughout the 1970s, prominently figures in this series.

## Appendix A

### Name Index for Investigative Files

Box/ Folder	Last Name	First Name
3/15	Aberson	Regina
3/15	Abrahams	Kate Austen
3/15	Abramson	Richard Russell
3/15	Ackerman	Cecil Verley
3/15	Acton	Virgil Charles
3/15	Adams	Chester W.
3/15	Aderer	Clair Rose
3/15	Adkisson	Elliott
3/16	Akin	Paul Cooper
3/16	Albaugh	Marion Denver
3/16	Albert	George Maxim
3/16	Aldwell	Allan Fraser
3/16	Allen	Charloise
3/16	Allen	James Edward
3/16	Allen	James Madison, Jr.
3/16	Allen	Thomas B. Weaver
3/16	Ames	Raymond Parker
3/16	Anderson	Claude Matthews
3/17	Anderson	Louis Lester
3/17	Anderson	Oberia Hamblen
3/17	Andries	Maurice C.
3/18	Andrus	George Edwin
3/18	Andruss	James Russell
3/18	Ankersheil	Otto Barnes
3/18	Applebaugh	William King
3/18	Arkin	David F.
3/18	Arnold	Alton Antonio, Sr.
3/18	Arnold	Claude Elden A.
3/18	Arnold	Frank E.
3/18	Arnold	Juanita Rivers
3/19	Arnold	Maxine
3/19	Artau	Helen Harris
3/19	Askins	Lillian Adkins
3/19	Atkins	Agnes Smika
3/19	Atkins	John Donald
3/19	Atkinson	Carroll
3/19	Atwood	Arthur Wallace
3/19	Avery	Garret R.

Box/ Folder	Last Name	First Name
3/19	Azbell	Roy Buster
3/19	Bahler	Jack Leslie
4/1	Bair	Victorine Brinton
4/1	Baker	Alfred Joseph
4/1	Baker	John Riley
4/1	Baldwin	Harold P.
4/1	Ballinger	Oran Lee
4/1	Bannasch	Frederick
4/1	Barefoot	Forrest Fred
4/1	Barnett	Adelaide Frances
4/1	Barnes	Esther Boggs
4/1	Barney	Eugene F.
4/1	Barnofsky	Benjamin H.
4/1	Barone	Daniel D.
4/1	Barr	Irvin James
4/1	Barrish	Bernard
4/1	Bartlett	Don
4/2	Bartlett	Kenneth E.
4/2	Bassler	Jacob
4/2	Basye	Granville Blansid
4/2	Bathe	Lillian Irene Wood
4/2	Bauers	Herbert Carl
4/2	Bayley	Rupert Morris
4/2	Beard	Paul
4/3	Beauchamp	Frederick
4/3	Beckett	Homer Creth
4/3	Beckman	Carol Hicks
4/3	Bell	Seymour Ferris
4/3	Bell	William Yancy, Jr.
4/3	Benefiel	Charles Arthur
4/3	Bennett	Erma Mae
4/3	Bentley	Herbert Mott
4/3	Benz	Edith Hazel Carson
4/3	Berrera	Louis H.
4/4	Bertheau	Lucile W.
4/4	Biegler	Leroy Joseph
4/4	Biernoff	Joseph
4/4	Biesiada	Casimir

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
4/4	Bigarani	William L.
4/4	Binnie	Francis P.
4/4	Birch	Edward Bentinck
4/4	Bird	Lawrence Herbert
4/4	Bishop	George William
4/5	Bishop	Ruth
4/5	Bisbiglia	Nicholas Richard
4/5	Bisignano	Salvatore Louis
4/5	Bixel	Charles Gilbert
4/5	Bixler	Dallas Denver
4/5	Blackman	John Everest
4/5	Bladow	Elmer Lloyd
4/5	Blaine	James G.
4/5	Blaine	Neil Franklin
4/6	Blair	Claud E.
4/6	Blanchard	Lydia Glebe
4/6	Blank	Gertrude Leah
4/6	Blanksett	William Calvin
4/6	Bodin	Frank M.
4/6	Boleky	William Lyons
4/6	Bonner	Clarence H.
4/6	Bonner	John MacDonald
4/6	Borman	Clyde Dauch
4/6	Borough	Basil L.
4/6	Bosworth	Elena Maria
4/7	Botsford	John Robert
4/7	Bowe	Harry Lauraine
4/7	Bowens	Adolph Burner
4/7	Boyce	Catherine
4/7	Boyd	Ruth M.
4/7	Bradigan	James Frank
4/8	Bramer	Raymond E.
4/8	Branch	Charles Norvall
4/8	Branham	Art E.
4/8	Braverman	Sonia P.
4/8	Brehob	Alfred William
4/8	Brennan	Robert
4/8	Brew	Harold Thomas
4/8	Brizard	Irma Christina P.
4/8	Bromley	J. Philip
4/9	Brooks	Herbert Ulysses
4/9	Brooks	Joe Wilson
4/9	Brooks	Martha D.

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
4/9	Broomfield	Layton Theophilus
4/9	Brotherton	Phillip Agnew
4/9	Brott	Wilbur S.
4/9	Brown	Carl Alexander
4/9	Brown	Dudley Buck
4/9	Brown	George Manuel
4/10	Brown	James Finley
4/10	Brown	John Montague
4/10	Brown	Walter Lee
4/10	Brown	William Ellwood
4/10	Browning	Elvina Elizabeth
4/10	Broyles	Marshall Edgar
4/10	Brunelle	Lilly Hopkins
4/11	Burch	Lois
4/11	Burchette	George Vinson
4/11	Burns	James Calvin
4/12	Burroughs	Arthur Ladd
4/12	Burtis	Lee L.
4/12	Busey	George Morse
4/12	Bush	Clyde Keach
4/12	Bushman	Frederick Peper
4/12	Butler	Francis Emmett
4/12	Butler	Lena Belle
4/12	Butts	Newell DeWitt
4/12	Byxbee	Myrtle Ethel
4/12	Cada	Rudolph Anton
4/12	Cagney	Eugene Joseph
4/12	Caldwell	Newton
4/12	Calvin	Robert Harvey
4/13	Camp	Harold Anthony
4/13	Cane	Ada F.
4/13	Cantley	Norman Joseph
4/13	Carlisle	S. Bartlett
4/13	Carlson	Gustave Erhart
4/13	Carlson	Oliver
4/13	Carnahan	John Moorman
4/13	Carroll	Constance Marie
4/13	Carroll	Joseph Butler
4/13	Carson	Marvin
4/13	Case	Herbert Harold
4/13	Case	Meyer
4/14	Casey	Marye Gladys
4/14	Cauldwell	Paul H.



<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
4/14	Cessna	James Edward
4/14	Champton	William W.
4/14	Chandler	Collis William
4/14	Chapman	Robert Henry
4/14	Charles	Charline
4/14	Chase	Carroll Fassett
4/14	Chavez	Alfredo
4/14	Chodos	Israel
4/14	Chrysler	Russell Loren
4/14	Chromiak	George, Jr.
4/15	Churchill	George Norman
4/15	Clampitt	Bert Augustas
4/15	Clanderman	Viola
4/16	Clapp	Caroline Hayes
4/16	Clark	Herbert Ellsworth
4/16	Clark	Lewis Wilber
4/17	Clarke	Charles S.
4/17	Clarke	Marvin
4/17	Clemore	Albert Joseph
4/17	Cleve	Viola Mae Correll
4/17-18	Clish	Herbert
4/18	Cohen	Louis H.
4/18	Cole	Clifford C.
4/18	Cole	Richard Marshall
4/18	Coleman	Earl Stanley
4/18	Colligan	Arthur Joseph
4/18	Colman	Loring Robert
4/18	Colvin	Mary Emily Allen
4/18	Colvin	Samuel Wesley
4/19	Compinsky	Manuel
4/19	Comstock	Earl Eugene
4/19	Conkright	Everett B.
4/19	Conlan	Thomas Joseph
4/19	Conner	Eugene Ried
4/19	Conner	Ralph Howarth
4/19	Conroy	William Francis
4/19	Cook	James Adelbert
4/19	Cooks	Johnnie
4/19	Coombs	Naomi Alice
5/1	Cooney	Eileen Patricia
5/1	Coons	Ruth
5/1	Cooper	Herndon Mabry
5/1	Cooper	Norman C.

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
5/1	Cooper	William LeGrande
5/1	Copenhaver	John H.
5/1	Corcoran	John Waldon
5/1	Cordill	Tunis Slingerland
5/1	Corkery	William Joseph, Jr.
5/1	Cory	Josephine Isabelle
5/1	Cotton	Charles Barton
5/1	Coulson	Korle Faye
5/1	Courtney	Laurence
5/2	Covey	James Edward
5/2	Cox	William Sherman
5/2	Crabtree	Leora Hopkins
5/2	Craft	Norman Edgar
5/2	Craig	Frances Liola
5/2	Crain	George Adolphus
5/2	Crain	Gertrude Helen H.
5/2	Craven	Bernard Hughston
5/3	Crawford	Genevieve Brown
5/3	Crawford	Ruth Zahniser
5/3	Crenshaw	William Harley
5/3	Crist	Horace D.
5/3	Croy	Violet Jones
5/3	Cruse	Thelma
5/3	Culbert	Winthrop Cook
5/4	Culbertson	Charles Owen
5/4	Curtis	Lyman Barre
5/4	Curtis	Waldo
5/4	Cutler	Marva Harrison
5/4	Dahlgren	Joseph Francis
5/4	Dahms	Grace Mildred C.
5/4	Dalbey	Richard Walburn
5/4	Daley	Thomas Vincent
5/4	Danielowitz	Henery
5/4	Danielson	Robert Carl
5/4	Daniman	Mary
5/4	Danton	Richard Franklin
5/5	Da Sar	Louis
5/5	Datus	Crystal Margaret
5/5	Davenport	Ralph Otis
5/5	Davey	Frank R.
5/5	Davidson	Burton Wallace
5/5	Davidson	Wayne R.
5/5	Davis	Herschell Emmett

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
5/5	Davis	John Alexander, Jr.
5/5	Davis	Marvin Wesley
5/5	Davis	Wildell Washburn
5/5	Davisson	William Burbank
5/6	Decker	Harvey Lile
5/6	Deeg	August Leroy
5/6	De Gardin	Paulette
5/6	Degley	Paul Delmont
5/6	De Wood	William
5/6	Diamond	Kenneth Hampton
5/7	Dick	Russell
5/7	Dietsch	Margaret K.
5/7	Dietz	Edward James
5/7	Diggs	William Lloyd
5/7	Dillman	John Edwin
5/7	Dix	David Norton
5/7	Doan	Dewey Ellis
5/7	Dodge	Avis Jones
5/7	Dokken	Thomas Norman
5/8	Dolloff	Norman Horace
5/8	Dolman	Helen Marie
5/8	Donisage	John Franklin
5/8	Donnelly	James Bedford
5/8	Doubleday	Gorman Young
5/8	Douglas	Bither Lee
5/8	Douglas	Pearl Dolson W.
5/8	Dowdy	Candis L.
5/8	Draper	Thomas E.
5/8	Dredla	Bernice Catherine
5/8	Driggs	Margaret Tuve
5/8	Driscoll	Edwin Utley
5/8	Drohan	Francis Edward
5/8	Drought	Gladys Greene
5/9	Ducy	Bernice Marie
5/9	Dudley	Marjorie Campbell
5/9	Dudley	Richard Clark
5/9	Ducker	Edward A.
5/9	Durland	William D.
5/9	Dye	Polly Caroline
5/9	Echols	Kenneth B.
5/10	Echols	Mamie Eleanor M.
5/10	Edwards	A. Pearl
5/10	Edwards	Charles Paul

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
5/10	Edwards	Claude William
5/10	Edwards	Mildred E.
5/10	Egan	Mark
5/10	Eggers	Paul H.
5/10	Eickman	Nina Glass Bissell
5/11	Eide	Emile Virginia
5/11	Eisenberg	Frances Susan R.
5/11	Ellis	Ida F. Lane
5/11	Ellison	Adrienne James
5/11	Ellison	Claude Doyle
5/11	Elrod	Helen Lindsay
5/11	Enersen	Gwen
5/11	Epinette	Warren Myers
5/11	Erb	Tillman H.
5/11	Erwin	Daniel James
5/12	Espegren	Sigurd Gabriel
5/12	Essa	Robert Newyia
5/12	Estep	Gerald Allen
5/12	Evans	Annie Laura
5/12	Evans	William Stephens
5/12	Everett	David B.
5/12	Fairbairn	Helen Craig
5/12	Farias	Jessie Dobson
5/12	Fatooh	John Roy
5/12	Fausel	Ethel May
5/12	Fay	Mabel Agnew
5/12	Fay	William Curtis
5/13	Feather	Leon Wesse
5/13	Fellman	Florence Evelyn
5/13	Feltham	Frederik George
5/13	Fenlon	Gerald
5/13	Feiwell	Harvey Aubrey
5/13	Fernandez	Juan Fabian
5/13	Fetty	Homer DeWitt
5/13	Fingulin	Joyce Barlow
5/13	Finkenbinder	Malburn Lee
5/13	Finley	Betty E.
5/13	Fiore	Warvelle Erminio
5/14	Fischer	Estil Harlon
5/14-15	Fish	Harry Herbert
5/15	Fisher	Gilbert Wesley
5/15	Fisher	Orville Reaugh
5/15	Fitt	Alice

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
5/15	Flagg	Cora
5/15	Flajole	Earl Joseph
5/15	Fletcher	Everett Cecil
5/16	Flint	Fred Wilson
5/16	Flower	Margaret Dell S.
5/16	Flowers	Jewell
5/16	Foad	Charles
5/16	Follette	Lester Claude
5/16	Fonda	Frederick Martin
5/16	Ford	Vernon Edwin
5/16	Ford	Wilbur Enoch
5/16	Forgaard	Lulu Irene A.
5/16	Forrest	John Kenneth
5/16	Fossum	Sydney Glenn
5/16	Foster	Harry Vincent
5/17	Foster	Lawrence Jerome
5/17	Foster	Milton M.
5/17	Foutz	Francis Judah
5/17	Fox	Wayne Arthur
5/17	Francis	William Evan
5/17	Frantz	Chester Jacob
5/17-6/1	Fraser	Robert McKibben
6/1	Frasier	Cornelia McLean
6/1	Frazer	Howard Cecil
6/1	Frazier	Carter McLean
6/1	Freck	Frank Martin
6/1	Freed	Jack
6/1	Freeman	Frank W.
6/2	Freeman	Martha Elizabeth
6/2	French	Arthur Roy
6/2	French	Louis Eaton
6/2	Frick	Thurman Gregory
6/2	Frink	George Volney
6/2	Fuller	John Davis
6/2	Gaddis	Thomas Eugene
6/2	Galarza	Mae Taylor
6/2	Gannon	Flore Jasmine
6/3	Garavelli	Mary Bryan West
6/3	Garcia	Louis, Jr.
6/3	Garcia	Patricia Muriel G.
6/3	Gardner	William Clarence
6/3	Garrard	Marie Geiger
6/3	Gayton	Edythe

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
6/3	Geil	Alice Scott E.
6/3	Geis	Gilbert
6/3	George	James Hiram
6/3	George	John
6/3	George	Nathaniel Norris
6/3	Georges	Earl Carlton
6/3	Gerlitz	Alexander Harold
6/4	Gerstacker	Fritz
6/4	Geshwind	Norman
6/4	Giambrone	Frank Joseph
6/4	Gibson	Robert Earl
6/4	Gibson	Ted Keenan
6/4	Gilbert	Julius Frederic
6/4	Gilley	Clyde T.
6/4	Gillis	Lyla Greathouse
6/4	Giokaris	Demetrios James
6/4	Gisclairi	Astrid Little A.
6/4	Glassey	Lura
6/4	Glasson	Sidney Fassey
6/4	Gleason	Loren Hope
6/5	Gleditzsch	Arthur Bernhardt
6/5	Glore	Stanford Wyndell
6/5	Glotfelty	Richard
6/5	Glover	Mable L. Phillips
6/5	Godbey	Clarence Connolly
6/5	Goffreire	Reuben Charlyle
6/5	Goldberg	Fred Fredden
6/5	Golden State University	
6/5	Goldsmith	Muriel Jean Stark
6/5	Golson	Kendall K.
6/6	Gonnella	Joseph Frank
6/6	Goodman	William Richard
6/6	Goodyear	Leonard Allen
6/6	Gordon	Richard Sanford
6/6	Gordon	Robert Dean
6/6	Gore	Lucien Ray
6/7	Gorney	Mila Margaret P.
6/7	Gottsdanker	William Theodore
6/7	Gould	Cassius Wallace
6/7	Graaf	Monroe J.
6/7	Graham	Donald D.
6/7	Graham	Willis Gayer
6/7	Graiewski	Edmund Bernard

Box/ Folder	Last Name	First Name
6/7	Grant	Charles Ellsworth
6/7	Graves	Catherine Curry
6/7	Graves	George W.
6/7	Green	John Russell
6/7	Gregor	Lee C. Rausch
6/7	Gregory	William Lyte
6/7	Griffin	Mae Harriet M. B.
6/8	Griffiths	Grace M.
6/8	Griggs	Haring White
6/8	Grimes	Ray Cabell
6/8	Groning	Henry B.
6/8	Grogan	Joseph Jerome
6/8	Gross	Grady Clark
6/8	Ground	Helen Oftedal
6/8	Guidinger	Norman Hugh
6/8	Gulledge	Z. Louis
6/9	Gunnarson	Elmer Verner
6/9	Gustavson	Edward Andrew
6/9	Guthrie	George Lewis
6/9	Guthrie	Harry L.
6/9	Gzukalski	Stanislav
6/9	Gyorgy	Paul
6/9	Hagan	James Von
6/9	Hall	Ruth Rebecca
6/9	Hale	Gene McKinley
6/9	Hallock	George Vernon
6/10	Hamar	Sherman Combs
6/10	Hambrick	Fitzhugh Lee
6/10	Hamilton	William
6/10	Hamlin	Benjamin Webster
6/10	Hamlin	Perley C.
6/10	Hamill	Frank
6/10	Hammond	Gilbert C.
6/10	Hammond	Mike Marion
6/10	Hammons	Carl Argus
6/10	Hancock	Betty Mae
6/11	Hangen	Bertha
6/11	Hawkins	Lura Nelle
6/11	Hanlon	Harlow A.
6/11	Hanson	Bertha Eliza
6/11	Haracich	Helen Wheeler
6/11	Harbison	Doyle Wayne
6/11	Harcleroad	Fred

Box/ Folder	Last Name	First Name
6/11	Harden	Raymon Eugene
6/11	Hardies	Harold Ernest
6/11	Hardy	Ross
6/11	Harrington	Norman Karl
6/11	Harris	Lucille
6/12	Harrison	Robert Milton
6/12	Hart	Logan Caro
6/12	Harter	Leslie Dodson
6/12	Hartley	Hester Mott
6/12	Hartman	Calvin C.
6/12	Harwood	Odes James
6/12	Haskell	Eugene R.
6/12	Haskell	John Newman, Jr.
6/13	Haskett	Fanny Mae
6/13	Hasty	Charles Edward
6/13	Hauswirth	Armin Otto
6/13	Hawkins	Joyce
6/13	Hawkins	Lowell
6/13	Hawley	Harold
6/13	Hayes	Anna Charlotta
6/13	Hayes	Charles Arthur
6/13	Hayes	Will
6/13	Hays	Alexander Brooks
6/13	Hazelhurst	Hamilton Denice
6/13	Heath	Donald Roy
6/14	Hebert	Karl W.
6/14	Heid	Fred George
6/14	Heller	John Joseph
6/14	Henderson	Helen Hayward
6/14	Hendrickson	Elmer Albert
6/14	Hendrickson	Eugene C.
6/14	Henman	Florence Edith C.
6/14	Henrich	Louis J.
6/15	Henry	Marion Glenn
6/15	Herlow	Herluf Peter R.
6/15	Herrin	Edith Shirley
6/15	Herron	Edward John
6/15	Herron	James Arthur
6/15	Herron	Jesse Buteau
6/15	Hewitt	Ruby Gladys
6/15	Hickerson	Nathaniel
6/15	Hill	Marlin Clea
6/15	Hill	Ruth Viola

Box/ Folder	Last Name	First Name
6/15	Hillstead	Russell
6/15-16	Hinant	Paul Irwin
6/16	Hinkle	Lavyrn Lindsey W.
6/16	Hinote	Edna Elizabeth M.
6/16	Hirschman	Julius Patrick
6/16	Hodge	James Winston
6/17	Hoff	Mary Binley
6/17	Holcombe	Charles DeBolt
6/17	Holden	James White
6/17	Holmgren	Roderick Burton
6/17	Holt	James M.
6/17	Honaas	Cornelia
6/17	Hope	Luelia Masters B.
6/17	Hopkins	Prynce
6/17	Hoppes	Earl Jack
6/17	Horan	Jeanette
6/17	Horowitz	John
6/17	Horsley	Edythe Susan C.
6/17	Horton	Arthur Gotzian
6/18	Horton	Millard Roswill
6/18	Hosford	Carolyn
6/18	Houston	John Waters
7/1	Howard	Archie F.
7/1	Howard	Evelyn Cappell
7/1	Howard	Francis Leo
7/1	Howard	Frank Stedman
7/1	Howard	Harold Clayton
7/1	Howard	Harold Henry
7/1	Howe	Albert Bates
7/1	Hoxey	Ella Wheeler
7/1	Hubbard	Haven
7/1	Hubbard	Lillian Bowman
7/1	Hubbell	George Pope
7/1	Huber	William John
7/1	Hughes	Dymples Beverly
7/1	Hughes	Helen Elizabeth
7/2	Hughes	John Thomas
7/2	Hughes	Riley Leon
7/2	Hughes	Robert Elwyn
7/2	Humbert	Harold Franklin
7/2	Humphrey	Graham
7/2	Hunn	Robert Bruce
7/2	Hunt	Victor Myron

Box/ Folder	Last Name	First Name
7/2	Hunt	Wilbur Addison
7/2	Hunter	Hal E.
7/3	Hurley	Edward George
7/3	Huscher	Gladys Bowes
7/3	Hush	C.
7/3	Huskey	Mary Louise
7/3	Hutsell	Marion Carol G.
7/3	Hyatt	Russell Hal
7/3	Ihrig	Elmer Wood
7/3	Ingram	William Foster
7/4	Inman	Walter Roy
7/4	Intl. Economic	Research Bureau
7/4	Irwin	Guy Michael
7/4	Isaacson	Keith Joseph
7/4	Irving	Gordon Leith
7/4	Isom	Dorothy Porter
7/4	Jackson	Eugene Duncan
7/4	Jackson	Harry Louis
7/4	Jackson	Thomas Eldon
7/4	Jailings	Norbert Cadwell
7/5	Janko	Alma Ann
7/5	Jaqua	Norwood
7/5	Jefferson	Dorothy
7/5	Jellison	Roy C.
7/5	Jenks	Clinton
7/5	Joergensen	Clarence William
7/5	Johnson	Adolph Christian
7/5	Johnson	Carl Lennart
7/5	Johnson	Carroll L.
7/5-6	Johnson	Kenneth Cecil
7/6	Johnson	Marion Rust
7/6	Johnson	Norman Perry
7/6	Johnson	Phillip Frederick
7/6	Johnson	William Paul
7/6	Johnston	John Howard
7/6	Johnston	Mason Allen
7/6	Jolly	Wallis Eudell
7/6	Jones	Errol Aubrey
7/6	Jones	George Ditson
7/6	Jones	James Frederic
7/7	Jones	Octavia Helen
7/7	Jones	Ruth Carolyn
7/7	Jones	Sophonra T.

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
7/7	Jordan	Eldridge Leonard
7/7	Jordan	G. Clair
7/7	Joyner	Dortha Cass
7/7	Kanakoff	George Paul
7/7	Kartchner	Virgil D.
7/7	Kaufman	Ben
7/7	Kaupas	Victor
7/7	Keck	Lillian Frances W.
7/8	Kelly	Rose S. Maroney
7/8	Kelly	Vernon Gressang
7/8	Kelly	Virgil
7/8	Kemp	Harold Joseph
7/8	Kennedy	Francis Osborne
7/8	Kennedy	Peter James
7/8	Kenyon	Milton Jerome
7/8	Key	Kathryn Albright
7/8	Kiehm	Isaac S.
7/8	Kiesz	Philip
7/8	Kilburn	H. Parley
7/9	Kilgore	J. Edward
7/9	Killian	Raymond
7/9	Kimball	Gretchen Allen
7/9	King	Wirt Berry, Jr.
7/9	Kinhead	Arthur L.
7/9	Kirby	Walter Edward
7/9	Kirkpatrick	James Parker
7/9	Kittinger	Alberta Scott
7/9	Klein	Howard McKinley
7/9	Kilma	John Joseph
7/9	Knox	Marie R.
7/10	Koenig	Alice Anderson
7/10	Komp	Russell Louis
7/10	Korenblatt	Max
7/10	Kos	Frances
7/10	Krebs	Rose S.
7/10	Krivachek	Charles
7/10	Krueger	R. Richard
7/10	Kuehne	May
7/10	Kuhn	Earl Ralph
7/10	Kunce	Roberta Laura
7/10	Kuwano	Susumu
7/10	La Fevre	Dorothy Dee
7/10	Lager	Nels

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
7/10	La Haye	Judson Albert
7/10-11	Lake	Albert
7/11	Lamar	Helen Annelia H.
7/11	Lambert	Ronald John
7/11	Lambrecht	Marvin C.
7/11	Landau	Sam
7/11	Landy	Goldy
7/11	Lane	Arthur Mae
7/12	Larive	Maurice Eugene
7/12	Larkin	Joseph Anthony
7/12	Larman	Kenneth Lee
7/12	Lash	Henry Livingston
7/12	Lassen County	
7/12	Latimer	Frances Ludwick
7/12	Laury	Ezra Howard
7/12	Lavine	Theodore Owen
7/12	La Voie	William
7/12	Law	Alton Thomas
7/12	Lawrence	Milton Robert
7/12	Lawson	Glendon Albert
7/12	Lawson	Jerry L.
7/12	Lawyer	Val Hurmence
7/12	League for Democracy in Education	
7/12	Leasure	Roger Wayne
7/13	Leeper	Lonnie Dale
7/13	Le Fevre	Franklin Milton
7/13	Lehman	Victor Boyd
7/13	Leonhard	Kristian Wenzel
7/13	Lesh	Frank Hamilton
7/13	Lesnik	Milton Jonah
7/13	Levy	Charles
7/13	Levy	Honore E. Moxley
7/13	Lewis	Charlotte Pearl P.
7/13	Lewis	Gerald Edmund
7/13	Lewis	Gilbert Alger
7/14	Lewis	Matilda Elizabeth
7/14	Lewis	Richard B.
7/14	Lien	Eugene Stanley
7/14	Lien	Jean
7/14	Lien	Norman Sigurd
7/14	Light	Paul S.
7/14	Linder	Lincoln Wendell
7/14	Linney	Alfred Benton

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
7/14	Lipman	Natalie Mary
7/14	Liscom	Elsie M. S.
7/14	Littlechild	Clifford Ison
7/14	Liveris	Marion
7/14	Livingston	Helen Raddon
7/14	Llewellyn	William Northcutt
7/15	Lockridge	Edna Walls
7/15	Loeffler	Karl Vernon
7/15	Lohnberg	Hanna
7/15	Lombardi	Dominic Joseph
7/15	Longerich	Edward Burt
7/15	Lonsdale	Bernard J.
7/15	Lorr	John S.
7/15	Lotterberry	Henry Watson
7/15	Lowe	Eruyna Maude
7/16	Lowe	Claude Eugene
7/16	Lucas	Frederic Watson
7/16	Lynde	John Abbott
7/16	Lyons	Frances Ellen
7/16	MacAllister	Grace Wheelock
7/16	MacFarland	Janet I.
7/16	MacFarlane	Irene Caroline
7/16	MacKay	Richard Vance
7/16	MacKaye	David S.
7/17	Mackersie	Lillian Field
7/17	MacLachlan	George Dalton
7/17	Magrum	Joseph Lawrence
7/17	Maher	Nelle Zentz
7/17	Major	Robert W.
7/17	Mallett	Sylvia Bell M.
7/17	Mallon	Robert Aloysius
7/17	Malone	James Louis
7/17	Mann	Raymond Walter
8/1	Manning	John Howard
8/1	Markham	Julia
8/1	Markle	Jess Matthew
8/1	Marks	Lambert Emanuel
8/2	Marshall	Grace Howell
8/2	Martel	Carol Frances
8/2	Martens	Lucile S.
8/2	Martin	Stanley Phillips
8/2	Mason	Byron James
8/2	Mason	Maurice LaVerne

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
8/2	Massingham	Elizabeth Neideffer
8/2	Matamoros	Ramuntcho
8/2	Matteson	Amy Marie
8/2	Mattson	Pauline Stella
8/2	Mattucci	Edith Luedda
8/3	Maule	LeRoy Ernest
8/3	Maxey	Bonner Monroe
8/3	Maxson	Daniel Horace
8/3	Mays	Frank Harrison
8/3	McAuley	Donald Sharood
8/3	McBride	Esteell Verl
8/3	McCarter	William Blaine
8/3	McCarty	Charles W.
8/3	McClatchie	Leon Malcolm
8/3	McCluer	Eugene
8/3	McCormack	Ivan Raymond
8/3	McCully	James D.
8/3	McCunn	Drummond
8/4	McFarland	Ica Virginia
8/4	McGraw	Elsie Dorothy
8/4	McGregor	Gorrie Reginald
8/4	McGrew	Homer Loren G.
8/4	McHale	Sanford Anthony
8/4	McIrvin	Charles William
8/4	McKee	Carolyn Blain
8/4	McKittrick	Margaret Grace C.
8/4	McClain	Frank
8/4	McLean	Arthur L.
8/4	McLean	Edward
8/4	McMahan	Maude
8/5	McMakin	Ralph E.
8/5	McMillian	David Jesse
8/5	McMurtry	Welburn Taylor
8/5	McNealy	Alyce Geraldine
8/5	McNeely	William Atwood
8/5	McReynolds	Wayne
8/5	McVicker	Gertrude Casya
8/5	Meade	Robert J.
8/5	Medling	Virgil Lee
8/5	Melia	Verna Jepsen
8/5	Melton	Claude W.
8/5	Mendoza	Jose J.
8/6	Mentzinger	Francis Joseph

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
8/6	Menzie	James Gifford
8/6	Mercer	Paul K.
8/6	Merritt	Blanche Ferguson
8/6	Michael	Kenneth
8/6	Miketta	Jack
8/6	Miller	Barbara M.
8/7	Miller	Ernest Lee
8/7	Miller	Francis Cullen
8/7	Miller	George Campbell
8/7	Miller	Judith Virginia R.
8/7	Miller	Margaret Elizabeth
8/7	Miller	Miles Max
8/7	Miller	Richard Bateman
8/7	Mills	Glenn Boda
8/7	Minckler	Campbell H.
8/7	Mini	Virginia
8/7	Minter	William Henderson
8/8	Mitchell	Darell Fred
8/8	Mitchell	Glenn Jennings
8/8	Mitchell	Joseph Henry
8/8	Mitchell	Milton V.
8/8	Mizell	Phayee
8/8	Mobley	Honor Elaine
8/8	Moeller	Herold Francis
8/8	Mohr	Robert Charles
8/8	Montesanto	Samuel A.
8/8-9	Montgomery	Alba M.
8/9	Mooney	Mary Rose
8/9	Moore	Elmer Lee, Jr.
8/9	Moore	Gwenneth William
8/9	Moore	Jasper Delmer
8/9	Moore	Richard Howard
8/9	Moraga	Gene Winslow
8/9	Moran	John Joseph
8/9	Morgan	Gerald Joseph
8/9	Morgan	John Aubrey
8/9	Morgan	Walter E.
8/9	Morgenroth	Edwin Carl
8/9	Morine	Lee Roy
8/10	Morrell	Donald Clifford
8/10	Morse	Alvin Leslie
8/10	Morton	Zelia Frary
8/10	Mosere	Therese Robine

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
8/10	Mosher	Florence Johnson
8/10	Muceus	Henry S.
8/10	Mushet	Bernice
8/10	Nagle	Paul
8/11	Nash	Philip George
8/11	Neal	Roger Scott
8/11	Near	Lowell Wesley
8/11	Neill	William George
8/11	Neumann	Hazel Erwin
8/11	Neuwirth	Robert F.
8/11	Nevins	James Sardis
8/11	Nichols	Jean Gordan
8/11	Nichols	John Gilmore
8/11	Nichols	Ross R.
8/11	Nickel	T. R.
8/11	Noel	William Jefferson
8/12	Noonan	Everett Leon
8/12	Norris	Dorothy MacBride
8/12	Noyes	Hervey Edward
8/12	Nugent	Herbert
8/12	Nugent	Rowena
8/12	Oak	Roy J.
8/12	Oaks	Winston
8/12	O'Brien	Vernon Edward
8/12	O'Daniel	Hugh
8/12	O'Day	Stephen Russell
8/13	O'Donnell	Gladys Irene
8/13	Olmedo	Joseph Ortiz
8/13	Olson	Arthur Richard
8/13	Olson	John Bennett
8/13	Oltman	Cecilia Agnes Cady
8/13	O'Neill	William Eugene
8/13	Osborne	Robert Melvin
8/13	Otterson	John Edward
8/13	Otto	Albert David
8/14	Oughton	Albert Robertson
8/14	Ounjian	Marion Edward
8/14	Packard	Emerson Warren
8/14	Paddock	Lois Agnes
8/14	Page	Jerry
8/14	Paget	Joseph Fredericks
8/14	Paolazzi	Quirino Louis
8/15	Paltin	Joseph



<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
8/15	Paris	Edgar Ludger
8/15	Parker	Harold C.
8/15	Parkman	Ralph
8/15	Parks	Doleta Edna
8/15	Parsons	Camille Esther
8/15	Pastorino	Adolph Stevens
8/15	Patrick	Barbara Peverley
8/15	Patrick	Irma Louise
8/15	Patrick	Mildred Tyler G.
8/16	Patten	Frank B., Jr.
8/16	Patten	Jack
8/16	Paulfrey	William Erle
8/16	Payne	Jack Henry
8/16	Payton	Georgia
8/16	Pearsall	Mary Leva
8/16	Pedroli	Elmer G.
8/16	Peel	John A.
8/16	Pell	Harvey
8/16	Pena	Hilario S.
8/16	Penchef	Benjamin Luben
8/17	Perry	Elwood E.
8/17	Peters	Ronald Francis
8/17	Peterson	Glenn Fletcher
8/17	Peterson	Helen T.
8/17	Pettit	Donald D.
8/17	Phalanger	William
8/17	Phillipi	William Henry
8/17	Phillips	Carl Fern
8/17	Phillips	Hilton Alonzo
8/17	Pierce	Maude
8/17	Pine	Sylvia
9/1	Pinniger	Gheratine Winn S.
9/1	Plaisted	Thais M.
9/1	Plumb	Walter Oliver
9/1	Politte	Thelma
9/1	Pollard	Helen Healy
9/1	Pope	Marilla Arminda
9/2	Porten	Judith Wilhelmina
9/2	Potter	Arvin Henry
9/2	Price	Byrd Leigh
9/2	Proctor	Melba Dastrup
9/2	Pukas	Elizabeth Natalia
9/3	Purdom	Mary Shannon

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
9/3	Pyne	Irma Murray B.
9/3	Racker	Otto Carl
9/3	Rafferty	Lillian Maurine C.
9/3	Ragle	Florence
9/3	Rainman	Joseph Homer
9/3	Rains	Bertha L.
9/3	Ralston	Everett Bryan
9/3	Ramp	James Henry
9/3	Ramsey	Philip P.
9/3	Rand	Mary Elizabeth C.
9/3	Rankin	Wallace E.
9/3	Rannells	Calvin
9/3-4	Ray	Frances
9/4	Ray	Irving
9/4	Read	Herbert Francis
9/4	Rector	Elbridge S.
9/4	Reed	Eugene Ellsworth
9/4	Regan	Doris Adams
9/4	Reinberg	Max
9/4	Reiner	Alice Whitmore
9/4	Reines	Hans Jacob
9/5	Reinke	Edwin Walter
9/5	Reynolds	Claude William
9/5	Reynolds	Grace Deford
9/5	Rhoden	Robert Bryant
9/5	Rice	Lloyd M. (Jack), Jr.
9/5	Rich	Chester Howard
9/5	Richards	Edwin H.
9/5	Richardson	Lionel
9/5	Rife	Fay Odell
9/5	Riggs	Jyles O.
9/5	Risdon	Anita
9/5	Ritter	Robert Clinton
9/6	Roach	David John
9/6	Roberts	Arthur Dewey
9/6	Roberts	Glenn
9/6	Roberts	Holland
9/6	Robertson	Isabella Van Meter
9/6	Rockwood	Bernard James
9/7	Roeder	Delia Rainey
9/7	Rogers	Barnet
9/7	Rogers	Myrle Lyle
9/7	Rogers	Richard Ross

Box/ Folder	Last Name	First Name
9/7	Rogers	Richard Vaughn
9/7	Rogers	Sidney Philo
9/7	Rollins	Seth Royce
9/7	Root	Willis R.
9/7	Ross	Max
9/7	Ross	Robert Lee
9/7	Ross	Robert Trowbridge
9/8	Roth	George Knox
9/8	Rovetta	Leon A.
9/8	Royston	Charlie Asberry
9/8	Rudholm	Melvin Peter
9/8	Ruiz	Charmaine E.
9/8	Runyen	Lloyd Jolley
9/8	Russell	Donald Stephen
9/8	Rutz	Ethel Elizabeth S.
9/8	Rybloom	James Herald
9/9	Sabor	Emily Agnes
9/9	Sacks	Edward Joseph
9/9	Saltness	Arthur Engvald
9/9	Sarasin	Lagora B.
9/9	Sargent	James Milton
9/9	Saunders	F. Douglas
9/9	Sarver	Joe Edward
9/9	Schack	Bertha G.
9/10	Schlatter	Eva Nelson
9/10	Schneck	Yvette Benech
9/10	Schoepfer	Erwin Albert
9/10	Schricker	Arthur Otto
9/10	Schroeter	Frank Phillip
9/10	Schultz	Frances Marian
9/10	Schwerdtfeger	Dorothy Jane
9/10	Scoble	Louis Delmar
9/10	Scott	Archie Henry
9/10	Scott	Lucien Davis
9/10	Seekatz	Evelyn Luella
9/10	Segure	Roger
9/11	Seiniger	Saul Leo
9/11	Sepulveda	Sostenes Frank
9/11	Seubert	Aloysius Helmuth
9/11	Sevhonkian	Shahan
9/11	Seyfert	Lillian Wilson
9/11	Seymour	John Laurence
9/11	Shampanier	Anya

Box/ Folder	Last Name	First Name
9/11	Shanahan	Dorothea Mary
9/11	Shennum	Milton Horatios
9/11	Shennum	Otis Harland
9/11	Sherwood	Cyril B.
9/12	Sheviakov	George
9/12	Shortridge	Jayne Lois
9/12	Shouer	Robert, Mr. & Mrs.
9/12	Sigrist	John W.
9/12	Siris	Charles Bernard
9/12	Sisti	Louis Aloysius
9/12	Sizemore	Frank Robert
9/12	Skelley	Lester
9/12	Skinner	Eleanor Eastlake
9/12	Sloat	Florence Muriel
9/13-14	Smith	Allen J.
9/14	Smith	Carleton Francis
9/14	Smith	Delia Parker
9/14	Smith	Joseph Samuel
9/14	Smith	Lucile Alta
9/14	Smith	Neal Gildersleeve
9/14-15	Smith	Nelson C.
9/15	Smith	Norman Thomas
9/15	Smith	Phillip Patterson
9/15	Smith	Walter Nez
9/15	Smith	William Albert
9/15	Smith	Wylmah Downing
9/15	Snider	John M.
9/15	Snorgrass	G. Vern
9/15	Snyder	Eugenia Vera S.
9/15	Sokolow	Esther Ostrow
9/15	Solenberger	Clifford V.
9/15	Southworth	Theodore P.
9/16	Spellicy	Frederic Robert
9/16	Spooner	Gladys Vivian B.
9/16	Springer	John Ralph
9/16	Sprowls	Toyah Berniece
9/16	Spruit	Hulda Rose Z.
9/16	Stamps	Lucyle Avant
9/16	Stanley	Constance Strippe
9/16	Stanley	Homer Lester
9/16	Stanton	Fred Wilson
9/16	Starke	James William
9/16	Starret	Esther Race

Box/ Folder	Last Name	First Name
9/16	Stauffer	Melvin L.
9/17	Steen	John F.
9/17	Steinmetz	Doris Laughlin
9/17-18	Steinmetz	Harry C.
9/18	Sternbach	Joseph
9/18	Stevens	Jane Campbell
9/18	Stevens	William Kenealey
10/1	Stevenson	Elmer
10/1	Steward	Malvina A.
10/1	Stewart	I. Lucille
10/1	Stewart	Lillian Vada M.
10/1	Stickney	Clifford
10/1	Stimson	Claude William
10/1	Stites	Mark Benson
10/1	Stocks	James Louis
10/1	Stoddard	George Ellett
10/1	Stone	Hamilton Laurie
10/1	Strang	Gerald
10/1	Sund	Conrad Jentoft
10/2	Swanson	Alvin Lewis
10/2	Swinney	Marcus Myron
10/2	Szukalski	Stanislav
10/2	Tarr	Wilfrid Fletcher
10/2	Taylor	Alma Priestley
10/2	Taylor	Dale Elvin
10/2	Taylor	Donald Lee
10/2	Taylor	James Eldon
10/3	Thomas	Lettie Christine
10/3	Thomas	Raymond Luverne
10/3	Thompson	Adolphus
10/3	Thompson	Harry
10/3	Thompson	Jerry Nutter
10/3	Thompson	Lue Ora
10/3	Thompson	Naomi Winters F.
10/3	Thomsen	Francis Otto
10/3-4	Thurmond	Charles J.
10/4	Timms	Albert Lincoln
10/4	Tipton	Elis M.
10/4	Tisdale	Walter Vernon
10/4	Tisdal	James Maxwell
10/4	Titus	Virginia (Ives)
10/4	Todd	William Hugh
10/4	Toews	Loreen Alice

Box/ Folder	Last Name	First Name
10/4	Tombs	Phillip R.
10/5	Tomori	Louis
10/5	Toomey	Dennis
10/5	Torgersen	Eddie Randolph
10/5	Tovar	Frank Miguel
10/5	Townsend	Marianne
10/5	Trout	John Portman
10/5	Troutman	Robert N.
10/5	Tuck	Irvin
10/5	Tucker	Ralph S.
10/5	Turner	Kenneth Weston
10/5-6	Turner	Mildred Elizabeth
10/6	Tuttle	Adrienne Noel
10/6	Twitchell	Vernon Bronson
10/7	Tyrone	Bernard Eugene
10/7	Vance	Lillian Palmer
10/7	Vandermeer	Charles Harold
10/7	Vanderpool	Pete
10/7	Van Doren	Elizabeth V.
10/7	Vetterli	Clarence H.
10/7	Viotti	Raynold Henry
10/7	Vogel	Gustav M.
10/7	Viosard	Boyer Warren
10/7	Vollbrecht	J. Dietrich
10/7	Von Dreilling	Valentine L.
10/7	Voorhees	Joseph Vernor
10/7	Walker	Robert Edwin
10/7	Walraven	Luther R.
10/7	Walsted	George F.
10/8	Ward	Clarence Elis
10/8	Warner	Kerrick
10/8	Warner	Sherman Loraine
10/8	Washington	Hattie Clenteria
10/8	Watson	Alice Mildred O.
10/8	Weaver	Ralph Emerson
10/8	Webb	June Cornish
10/8	Webster	Irene Williams
10/8	Weintraub	A. Albert
10/8	Weir	Darrel William
10/8	Weir	Eleanor Hoge
10/8	Weisman	Joseph
10/8	Welsh	James Hugh
10/8	Werner	Marvin Dietrich

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
10/9	Westcott	Albert Goodwin
10/9	Westmoreland	Agnes Marie S.
10/9	Weltergreen	Catherine Hilda
10/9	Wetzel	E. Percival
10/9	White	Joseph Leon
10/9	White	Paul Charles
10/9	White	Reginald Louis
10/9	White	William Conrad
10/9	Whitmore	Theodore Frederick
10/9	Wilkes	Warner Thomas
10/9	Willbur	Lawrence Rothwell
10/9	Williams	Esther Mae
10/9	Williams	Eva Peggy Janette
10/10	Williams	Gerald Fletcher
10/10	Williams	Harold S.
10/10	Williams	Harold Wayne
10/11	Willingham	Maggie Woods
10/11	Willits	Albert A.
10/11	Wilson	Culver Roy
10/11	Wilson	Donald P.
10/11	Wilson	Herbert Frederick
10/11	Wilson	Luta Carma
10/11	Winders	Curtis Leo
10/12	Winegar	Frank Bingham
10/12	Winning	Florence Jamison
10/12	Wolverton	Hester Clio Bailey
10/12	Wonn	Allen S.
10/12	Woods	Kenneth E.
10/12	Wormuth	Maxwell Romeyn
10/12	Wright	Albert Charles
10/12	Young	Russell Peter
10/12	Younge	Martin
10/13	Zak	Anna Patricia
10/13	Zemke	Milton Henry
10/13	Zimmerman	Vera
10/13	Zschokke	Theodore Oscar

## Appendix B

### Name Index for House Un-American Activities Committee Investigative Files

Box/ Folder	Last Name	First Name	Box/ Folder	Last Name	First Name
10/14	Arkin	Beatrice	10/15	Howard	Grover Jackson
10/14	Banta	Benjamin Harrison	10/15	Howard	Jan McDonald
10/14	Barr	Doris	10/15	Hultgren	Wayne Richard
10/14	Bellinson	Harriet Feedman	10/16	Johnsen	Ralph Kenneth
10/14	Bessie	Helen Clare	10/16	Keyser	Elizabeth
10/14	Bishop	Ruth Adair	10/16	Lafferty	Travis
10/14	Braverman	Sonia P.	10/16	Lake	Albert
10/14	Brent	Robert Duff	10/16	Landy	Goldie Hanon
10/14	Carter	Edith	10/16	Leher	Robert
10/14	Chester	Ruth Swirsky	10/16	Lepowsky	Robert
10/14	Clyde	John Joseph, Jr.	10/16	Levin	Maurice
10/14	Collins	Harold	10/16	Levine	Ruth Levitt
10/14	Crabtree	Edgar Leland	10/16	Lewis	Edward Raoul
10/14	Crome	Sarah	10/16	Lieberman	Ann Willner
10/14	Decker	Rubin	10/16	Light	Beulah Salve
10/14	Driggs	Margaret Tuve	10/16	Loeser	Cornelius J.
10/14	Ehrlich	Sylvia Niden	10/16	Maas	Betty W.
10/14	Elber	David	10/16	Maas	Eleanor Argula
10/14	Elber	Irwin Frederic	10/16	Mack	William Noble
10/14	Erb	Tillman	10/16	Melinkoff	Pearl Lukoff
10/14	Feyer	Bernard	10/16	Mikelman	Lillian
10/14	Feyer	Sylvia Schiff	10/16	Miller	Helen Rand
10/15	Forer	Ruth	10/16	Minkus	Libbie
10/15	Forrest	John Kenneth	10/16	Morel	Barbara Snyder
10/15	Friend	Robert Charles	10/16	Nichamin	Elsie Rogoff
10/15	Fromer	Katherine Ellen	10/17	Pannor	Fae Doris Johnson
10/15	Gendelman	Evelyn	10/17	Peters	Viola L.
10/15	Glickman	Harriet	10/17	Porter	Elizabeth Schuck
10/15	Golden	Martha Kleinert	10/17	Richardson	Carroll
10/15	Goodman	Kenneth Sawyer	10/17	Riley	Betty Kirk
10/15	Halpern	Betty	10/17	Rodney	Clara Gertrude W.
10/15	Halpert	Ruth Levin	10/17	Rosen	Lottie Laub
10/15	Hanson	Lola Patricia W.	10/17	Rubinstein	Charlotte Rhoda S.
10/15	Hershey	Ruth	10/17	Ruymaker	Ethel Marian
10/15	Hicks	Charles W.	10/17	Schleimer	Gloria Jean
10/15	Hight	Julia	10/17	Schlihs	Robert Bruner
10/15	Holmgren	Katherine De Wese	10/17	Schoenfeld	Evelyn Joyce
10/15	Howard	Geneva Melton	10/17	Schratter	Hermann

<b>Box/ Folder</b>	<b>Last Name</b>	<b>First Name</b>
10/17	Schratter	Sonja Wollim
10/17	Sevell	Gertrude Sussman
10/17	Shafer	Morton Manuel
10/17	Shulman	Sarah Lily
10/17	Silverman	Betty Louise
10/17	Sims	Sylvia
10/18	Sloat	Florence Muriel
10/18	Smith	Deborah
10/18	Smith	DeWitt Clinton
10/18	Stein	Jacob Meyer
10/18	Strang	Gerald
10/18	Thorne	John Ernest
10/18	Tuominen	Irma Miriam
10/18	Tyler	Francis
10/18	Ulmer	Barbara Cherney
10/18	Van Der Kar	Catherine
10/18	Vast	Fred
10/18	Vogel	Jerome Robert
10/18	White	Alvin Murray
10/18	Williams	Bertha Eugenie
10/18	Williams	David Alden
10/18	Wilson	Paul Carlton F.
10/18	Zeitz	Louis

APPENDIX B

Sample Processing Plan Worksheet

## Processing Plan Worksheet

**Record Group/Collection Name:** Commission for Teacher Preparation & Licensing

**Predecessor Names:** Commission of Credentials, Committee of Credentials

**Accession Numbers:** 82-150, 2001-09-03, 2001-09-37, 2009-060

**Total Volume:** 25.5 cubic ft. and 2 bound volumes

**Dates:** 1918-1980

**Organization:** Minutes chronological, investigative files alphabetical, subject files alphabetical, legislative correspondence chronological, administrative files alphabetical

**Types of Materials:** Textual, bound volumes

**Primary Subjects:** Teacher licensing, investigations of licensed teachers, legislation related to education, public education in California

**Physical Condition:** Mostly good, no serious deterioration other than bends/tears, many rusty staples and paper clips, several acidic documents

**Restrictions:** Investigative Files are restricted due to Public Records Act

**Record Units:**

Commission of Credentials –  
Minutes, 1918-1958  
Investigative Files, 1951-1963  
Subject Files, 1918-1962  
Correspondence, 1929-1962

Committee of Credentials –  
Minutes, 1963-1971  
Subject Files, 1963-1968  
Legislative Correspondence, 1968-1970  
General Correspondence, 1963-1969

Commission for Teacher Preparation and Licensing –  
Subject Files, 1974-1980

**Date Assigned:** 11/30/09

**Date Completed:** 4/19/10

**Processing Archivist:** Michelle Wallen



APPENDIX C

Sample Catalog Cards

<b>TEACHER PREPARATION &amp; LICENSING COMMISSION – CREDENTIALS COMMITTEE</b>		
<b>LOCATION</b>	<b>DESCRIPTION</b>	<b>DATE</b>
D4394  R359.10 Box 16/2- Box 16/8	STATE BOARD OF EDUCATION CORRESPONDENCE (7ff)  See master finding aid for more description.	1963-1969

<b>TEACHER PREPARATION &amp; LICENSING COMMISSION</b>		
<b>LOCATION</b>	<b>DESCRIPTION</b>	<b>DATE</b>
D4394- D4395  R359.11 Box 16/9- Box 17/5	AGENDAS (16ff)  See master finding aid for more description.	1975

APPENDIX D

Sample Box Labels

<b>California State Archives</b>	AN:
<b>ID# - Agency/Source - Record Title - Dates</b>	

R359.07

Teacher Preparation & Licensing Commission -  
 Credentials Committee

Agendas, 10/18/1966 - 2/26/1969 (1 of 2)

1966-1969

Loc: D04393	Box 13 of 20	23390
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<b>California State Archives</b>	AN:
<b>ID# - Agency/Source - Record Title - Dates</b>	

R359.07 - R359.08

Teacher Preparation & Licensing Commission -  
 Credentials Committee

Agendas, 2/26/1969 (2 of 2) - 3/17/1971

Subject Files, A - C

1963-1971

Loc: D04394	Box 14 of 20	23391
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APPENDIX E

Application to Use Records Containing Personal or Confidential Information



**DEBRA BOWEN** | SECRETARY OF STATE  
STATE OF CALIFORNIA | CALIFORNIA STATE ARCHIVES  
1020 O Street | Sacramento, CA 95814 | Tel (916) 653-7715 | Fax (916) 653-7363 | [www.sos.ca.gov](http://www.sos.ca.gov)

In accordance with the Information Practices Act of 1977, as amended, personal or confidential information may be disclosed by state agencies to the California State Archives if the information has sufficient historical or other value to warrant continued preservation. Under the Act, personal or confidential information may also be disclosed by state agencies to the University of California or a non-profit educational institution conducting scientific research.

For those records in the California State Archives which contain personal or confidential information, the following policies and procedures have been developed to safeguard confidentiality.

Policies and Procedures for Use of  
Records Containing Personal or Confidential Information  
at the California State Archives

1. All persons seeking information from records containing personal or confidential information held by the California State Archives are required to submit the attached application to the State Archivist, California State Archives, 1020 "O" Street, Sacramento, CA 95814.
2. Only requests from individuals conducting research for statistical or similar purposes in association with the University of California or other non-profit educational institutions will be reviewed. Genealogical research requests cannot be honored.
3. Projects must be for scientific research and not include any data that would in any way allow identification of any specific individual or individuals.
4. Individuals requesting information from records containing personal or confidential information must demonstrate a need for personal information as well as procedures for protecting confidentiality of such information.
5. Authorization to use records containing personal or confidential information applies only to those records specifically described in this application and expires one year from the date approved by the State Archivist or his designee.

**CALIFORNIA STATE ARCHIVES**Application to Use Records Containing Personal or Confidential Information

(please print or type)

Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Country (if not U.S.) \_\_\_\_\_

Institutional affiliation (required) \_\_\_\_\_

-----

1. Description of project:

2. Will project be published? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Description of records to be used:





If the request to use the records containing personal or confidential information listed in this application is approved by the State Archivist, you will be authorized to examine such records subject to the following conditions:

You agree to refrain from extracting, utilizing, or publishing data that would in any way allow personal identification of any specific individual or individuals.

You agree not to reveal in writing, make public verbally, or in any other way, information encountered in the conduct of your research that would allow personal identification of any individuals.

If you concur in these stipulations, your signature below will constitute acceptance of the conditions.

X \_\_\_\_\_ Date \_\_\_\_\_

-----  
FOR CALIFORNIA STATE ARCHIVES USE ONLY

Identification of applicant verified by (check one):

\_\_\_\_\_ Driver's License \_\_\_\_\_ Passport \_\_\_\_\_ Other (specify) \_\_\_\_\_

Approved: \_\_\_\_\_  
Chief, Archives and Museum Division

Date: \_\_\_\_\_

\*\*Authorization expires one year from date of approval.\*\*

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