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Vol. XXXIV

Professional Training
of Archivists

Formation professionnelle
des Archivistes

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FOREWORD

It was in 1985 that the editorial board of *Archivum* put forward the idea of preparing for 1988 a volume dealing with the professional training of archivists. Hubert Collin the then Editor-in-Chief and Christopher Kitching, Assistant Editor-in-Chief, were helped in this task by Michael Cook as Chairman of the ICA Committee on Professional Training, who warmly welcomed the proposal and put it on the agenda for the Committee's meeting in Varna in June 1985 which came up with a list of possible subjects and authors.

The meeting of the Publications Commission in Greifrath at the beginning of 1986 endorsed the project, which however was adapted in the course of the year to take account of acceptances or regrets on the part of those specialists invited to contribute. The present volume was so conceived as to appeal to archivists all over the world, not only those in Europe; it tries to maintain a certain balance as between theory and practice; nor does it ignore the very topical problems of computerisation, business archives and audio-visual archives which demand appropriate training. The critical bibliography at the end of the volume should be of great service. Our sincere gratitude is extended to the authors of the articles, and to all who helped compile this number of *Archivum*.

André VANRIE
Editor-in-chief

AVANT-PROPOS

C'est en 1985 que le Comité de rédaction d'*Archivum* émit l'idée de préparer pour 1988 un volume consacré à la formation professionnelle des archivistes. Hubert Collin, alors rédacteur en chef, et Christopher Kitching, rédacteur en chef adjoint, furent aidés dans cette tâche par Michael Cook, président du Comité pour la formation professionnelle du Conseil International des Archives (ICA/CPT), qui accepta avec enthousiasme leur proposition et en fit un des points à l'ordre du jour de la réunion de son Comité à Varna, en juin 1985; cela allait déboucher sur une liste de sujets et d'auteurs possibles. La réunion de la Commission des publications à Greifrath, au début de l'année 1986, entérina le projet. Ce dernier fut adapté dans le courant de l'année selon les réponses positives ou négatives des spécialistes contactés. Le volume qui paraît aujourd'hui a été conçu pour s'adresser aux archivistes du monde entier et non à la seule Europe; il respecte aussi un certain équilibre entre la théorie et la pratique; enfin, il n'ignore pas les problèmes très actuels de l'informatisation, des archives d'entreprises et des archives audio-visuelles qui requièrent une formation appropriée. La bibliographie commentée qu'on trouvera en fin de volume devrait rendre les plus grands services. Que les auteurs des articles et tous ceux qui nous ont aidé à composer ce numéro d'*Archivum* trouvent ici l'expression de notre sincère reconnaissance.

André VANRIE
Editor-in-chief

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PROFESSIONAL TRAINING OF ARCHIVISTS IN THE USSR

By Y. N. AFANASYEV

Rector of the State Moscow Institute for History and Archives

The principles and methods of training for archivists in the USSR have a history of their own. Although it is not so protracted as in West European countries it is nevertheless a story full of research, successes, and problems, both solved and unsolved.

In pre-revolutionary Russia the history and philology faculties of the universities never trained archivists, though a great many of their graduates worked in the archives of numerous ministries and departments. The teaching curricula of the Petersburg and Moscow Archaeological Institutes, founded on the initiative of scholars outside the system of state education, contained some elements of archival education. This fully reflected the state of archives in Russia, where historical documents were variously owned, by departments, private individuals and voluntary social organizations, with no unified archival legislation and control. Moreover, historically there was a different approach to the notion of archival work in different archives. The level of use of archival documents was extremely low. Only some of the great Russian historians had the right to work in government archives and to use the documents of the 18th century. A great many of the 18th-19th century papers were kept in sealed parcels until the Great October Socialist Revolution.

The Decree of the Soviet of People's Commissars of the Russian Soviet Socialist Republic *On the re-organization and centralization of archives* of 1 June 1918 signed by V.I. Lenin, turned the archival riches of the country into state property – the property of the people. This allowed the use of documents not only for the needs of the state, but also for a wide range of economic, political, cultural and scientific purposes. Prominent adherents of communist scientific historical thought – Pokrovsky M.N., Olminsky M.C., Adoratsky V.V., historians of the old school who got scientific degrees in the universities of pre-revolutionary Russia, and the first graduates of the social science faculties of Soviet universities were drawn into re-organizing the archives. Attempts were made to train specialists in the archival departments of Petersburg (Leningrad) and Moscow universities and also in short-term archive courses. But the two universities, which had little to do with archives, had no qualified teaching staff and, what is more, did not have history faculties until 1934, could not develop archival subjects and could not found the appropriate departments. Such universities could not solve the problems of quality and quantity of personnel for the archives. By the middle of the 1930s only 15.2 % of the 2,300 clerks in state archives had any higher education, and none of them had specialized archival education.

The Central Archival Board of the country could see only one way out – to establish a special higher educational institution. In 1931 the Institute for Archives was founded. Later, in 1933, it was renamed the Institute for History and Archives. A specialist trained at the Institute on the basis of secondary education was assigned to organizational, scientific, methodological and research work in central, republican and local state archives, in the archives of governmental, party and trade-union offices, large businesses and scientific organizations.

At first the pressing need for personnel (and the excessive practical emphasis

which was for some time characteristic of higher education at the beginning of the 1930s), induced the Institute's sponsors to settle for a 2-year course of study and to limit training to a small range of applied archival subjects. But such a utilitarian approach to archival education could not stand the test of even two years. The period of study was lengthened to four years and the training founded on a combination of basic university historical education and the teaching of special and subsidiary historical and archival subjects.

Many prominent Soviet scholars were drawn into the activity of the Institute thanks to the unique character of its training-system for historian-archivists where, on the one hand, emphasis was laid on historical fact as represented in archives, and, on the other, on the methods and techniques of historical research and archival work. Many outstanding scholars worked at or closely collaborated with the Institute between the 1930s and the 1970s.¹

In the 1930s and 1940s a course of documentary and archival subjects took shape at the Institute, the corresponding departments were founded and books were published. At the same time there was a search for the right balance between socio-economic and historical subjects on the one hand, and documentary and archival subjects on the other; and also for the specific requisites of both substance and method for teaching different subjects relevant to the profession of a historian-archivist. Methods of laboratory and practical work were being perfected. On the whole, between the end of the 1930s and the beginning of the 1950s the main principles and methods of training a historian-archivist developed into a united, fairly systematic and consistent process which (until quite recently) met to a certain extent the needs of archives and the teaching staff of the Institute. In the middle of the 1950s the term of study was extended to five years. The method of training a historian-archivist was approved and cultivated in curricula, syllabus, text-books, manuals and many other documents published at the Institute.

Training of historian-archivists at present is carried out at the Faculty of Archival Science of the Moscow State Institute for History and Archives.² In addition to the day department, there are evening and extra-mural departments at the Institute where students combine work with studies and where the period of study is a little bit

¹ Academicians S.B. Veselovsky, Y.V. Gotye, I.I. Mints, M.V. Netchkina, A.M. Pankratova, V.I. Pitcheta, E.V. Tarle, M.N. Tikhomirov, I.P. Trainin, V.M. Khvostov, L.V. Tcherepnin; Corresponding Members of the Academy of Sciences of the USSR S.K. Bogoyavlensky, V.T. Pashuto, Y.A. Pisarev, A.V. Shestakov; famous historian-archivists, professors S.N. Valk, M.S. Vishnevsky, V.V. Maksakov, I.L. Mayakovsky, K.G. Mityaev, A.V. Tchernov and others, historians, professors A.I. Gukovsky, S.S. Dmitriyev, A.A. Zimin, F.A. Kogan-Bershtein, P.G. Lyubomirov, S.A. Nikitin, V.K. Nikolsky, A.A. Novoselsky, P.P. Smirnov, N.V. Ustyugov, S.L. Utchenko, prominent specialists in the field of special and subsidiary historical subjects, professors A.I. Andreyev, V.E. Illeritsky, V.K. Lukomsky, N.L. Rubinshtein, V.K. Yatsunsky and others.

² In 1959, thanks to the well-organized teaching and training process at the Institute for History and Archives and proceeding from the fact that archival bodies in the USSR have always exercised the functions of control over the formation of documentary complexes of the State Archival Fund of the USSR, the Soviet of Ministers of the USSR charged the Institute with the task of training office workers and business managers. In 1964 the Institute was divided into two faculties: the Faculty of Archival Science (FAD) and the Business Management Faculty (FGD). In 1977 a new faculty the Faculty of Scientific-Technical Information (FN TI) – was singled out from the Faculty of Archival Science. At the end of the 70s, with the help of the Institute, training of office workers and business managers was organized at Donetsk and Azerbaijan (Baku) Universities.

longer – five and a half years and five years and ten months respectively. But the curricula, basic forms of education and demands are the same as at the day department. Since its foundation the Institute and the Faculty of Archival Science have trained more than 15,000 historian-archivists, who form the basis of the country's archival service. Many historian-archivists from the countries of the socialist community (Bulgaria, Vietnam, Mongolia, etc.) and the developing countries of Asia and Africa (Iraq, Syria, Ethiopia, etc.) have studied at the Institute.

The training of historian-archivists for the eastern parts of the country is carried out with the help of the State Moscow Institute for History and Archives (MGIAI) at the archival departments of Urals State University (Sverdlovsk) and in several academic groups of history departments at Kiev and Latvian (Riga) Universities.

Every year about 150 historian-archivists graduate from the day department of the Institute. (If one takes into account the fact that some former students of the business management and the scientific-technical information faculties work in archives, then the number of graduates exceeds 200). About 350 specialists graduate from the evening and extra-mural departments. According to rough calculations the archival system of the country will have received 2,700 specialists by the year 2000, while more than 1,500 clerks in archives will receive higher archival education without giving up their work.

Though the number of graduates is rather large, it nevertheless does not meet the country's demands for archival service. That is why there are quite a number of people, especially in local archives, who have only university or pedagogical historical and philological education. There is a need to re-train specialists at the Institute for History and Archives. So a faculty for improving archivists' qualifications has been established there. Many former graduates of the Institute return from time to time to enrich and renew their knowledge.

The training of historian-archivists at the Faculty of Archival Science of the Moscow State Institute for History and Archives is conducted in the following way.

Applicants for entry must have had secondary education in secondary or technical schools and have passed entrance examinations which usually include Russian language and Russian literature (written composition), the history of the USSR, social science and a foreign language (oral examinations). The higher the examination marks of an applicant the better. If the marks of applicants are equal, preference is given to those who have experience of work. Special attention is paid to applicants who work in archives.

But the Faculty is far from solving the admission problems merely on the basis of examination marks. At the Institute there is a special preparatory department. Young people of both sexes, with long experience of work, who are directed to the Institute by the enterprises where they have worked, or who have been transferred to the military reserve, take a preparatory course to enter the Institute. Working hard and covering the syllabus of the upper forms of secondary schools, they not only refresh their knowledge but also become familiar with the forms and methods of study in higher education. The teaching staff of the Institute are engaged in professional orientation for school-leavers from Moscow secondary schools. That is why various meetings are organized at the Institute, among them: lessons in peace, open days, lessons in professional orientation for school-leavers, invitations to

Institute amateur scientific societies and students' clubs. Great attention is paid to special competitions in history, and as a result there are a lot of winners of regional and republican Olympiads in history among the students and graduates of the Institute.

It is the regular duty of the Institute to help reinforce learning and culture in the Soviet Union republics. Thus some of the applicants, sent by the republics, are admitted on the basis of their results in examinations passed at local universities. Having graduated from the Institute, such students return to their republics.

In the admission of applicants for the evening and extramural departments preference is given to those who have already worked in archives. When admitted, such students (because of the long interval in their studies) must work hard to master the theoretical subjects of the first year curriculum. But this is largely compensated for later by their professional knowledge and skills obtained in archives. Bearing this in mind, the lecturers of the Institute encourage the staff of archive offices situated in Moscow to enter the Moscow State Institute for History and Archives.

Further refinement of the entrance requirements will take place in many directions. Firstly, the development of learning, culture, social activity and the development of archival education itself raises the question of training not only historian-archivists but also qualified researchers, specialists in the field of history, theory of culture and museums. This will greatly extend the catchment for students and the allocation area of specialists, because it will embrace scientific-research and cultural organizations, museums, state and social bodies engaged in the preservation of historic and cultural monuments. Secondly, the Institute and the branches of the economy, where the graduates of the Institute work, are going to change from short- to long-term planning and increased specialisation. Thirdly, the enormous territory of the USSR, the development of the country's new regions and the diversification of cultural, scientific and archival institutions and museums demand special admission to the Institute, to take account of the needs of the union and of the autonomous republics, territories and regions (the North, the Urals, Siberia, the Far East, etc.). And finally, it is necessary to develop further the system of admission, i. e. the determination of the professional fitness of future specialists, the introduction and perfection of admission tests alongside entrance examinations, and the identification of future entrants among the pupils of upper grades in the secondary schools.

The whole period of training at the Moscow Institute for History and Archives can be divided into three consecutive stages. They are all interdependent and interrelated.

The main aim of the first stage of teaching (1st-3rd years) is acquiring fundamental knowledge in social and historical sciences. In the second stage (3rd-4th years) the stress is laid upon the theoretical mastery of special subjects which deal with archival and documentary research. The third period of study (4th-5th years) leads to professional specialization in depth and an introduction to practical knowledge in archive offices. This stage ends with state examinations and the preparation and defence of a graduation paper.

Great difficulties in the training of historian-archivists are presented by the coordination and order of presentation of theoretical courses on the one hand, and the combining of these courses with labwork on the other, because from the scientific-pedagogical point of view ideal synchronization and succession must

coincide with the natural rhythm of students' working hours. At the same time, at the first stages of training it is necessary to solve problems in basic philosophy and methodology, for which the material was artificially (and not infrequently) limited to modern problems and so could hardly fit into the historic succession of historian-archivists' training. One must also take into consideration the increasing complexity of the subjects. Under such circumstances the Faculty acts in accordance with the principle of successive mastery of those subjects whose content is connected with the progressive development of society, and with the replacement of socio-economic formations. Thus the predominant subjects in the first year are those essentially tied to pre-capitalist socio-economic formations, to ancient and medieval history. The leading position in the second year is taken by subjects dealing with modern history, with the history of capitalism from the 18th to the beginning of the 20th centuries. In the third year the history of new times, the history of the 20th century, and the history of socialism come to the fore. Special documentary and archival subjects are the focus of attention in the fourth and fifth years.

The study of social sciences begins in the first and second years with the history of the Communist Party of the Soviet Union. The range of material covered is similar to that in all the humanities faculties of the universities, but at the same time it has special features of its own. Starting from the need to train historian-archivists, the Department of the History of the USSR on the one hand pays great attention to the historiographical and source-study basis of the course and, on the other, it connects the formation of the notion of the Communist Party's role in the guidance of the country's social development with the future professional tasks of the faculty graduates – selection, processing, storage and use of documents illustrating this process.

These tendencies are characteristic of the teaching of all social sciences. Beginning with the third term (2nd year) the History of the CPSU is replaced by philosophy. For two terms the students study dialectical and historical materialism and take part in seminars where they discuss the problems of the course read. The teaching of philosophy is based on the students' solid training in world history, the history of the USSR and some other special subjects. The course of lectures and seminars in political economy comes right after modern history, the history of new times and the history of the USSR in the 19th and the 20th centuries. This promotes a deeper mastery of the course because the students learn concrete economic material and moreover students' historical education gets theoretical completion. During the eighth and the ninth terms (4th-5th years) the students have lectures and seminars in scientific Communism. At the same time during the ninth term they have lectures on Soviet administrative and labour law, the knowledge of which will be necessary for future archivists and managers of archive offices.

The teaching of historical sciences at the Institute is of university character with two main differences. Firstly, the course on world history was cut down (mainly at the expense of seminars), because the Faculty allotted its graduates to archives where they usually worked on documents about the history of our country. As we shall see later, such a state of things was not good for the professional training of historian-archivists. Secondly, teaching a historian-archivist means providing thorough knowledge in the sphere of special subjects (source study, historiography, and subsidiary historical subjects).

In the first year the students are lectured on ancient and medieval history, and at the same time on the history of the country until the year 1861. They also have seminars in the history of the USSR.

In the course of lectures on the history of the USSR they get acquainted with the role of archival records in research into the history of our country; they get information about the greatest state archives and their riches. The lectures are challenging, full of methodological, historiographical and source-study material. The Department of the History of the Country in the Pre-Soviet Period is composed mainly of historian-archivists, closely connected in their research work with the Central State Archives of Ancient Acts, the Central State Historical Archives of the USSR (Leningrad), and the Central State Military- Historical Archives. It helps the students to move easily on to special archival subjects after they have mastered historical sciences. Unlike the seminars in social sciences, those in the history of the USSR are conducted not in the form of group work, but individual assignments, i. e. each student gets a topic for his scientific report, works on books and published sources and presents a 20–40 page paper which is then discussed by the lecturer and the students.

Simultaneously the students begin getting acquainted with the course on subsidiary historical subjects, dealing with feudalism. A year of Old Russian (lectures and seminars) helps them to learn quickly how to read 16th and 17th century manuscripts. Palaeography promotes their acquisition of the necessary skills to make out different types of ancient hand-writing and to do palaeographic research into manuscripts. Incidentally the course of lectures in palaeography is not limited to ancient manuscripts. Bearing in mind that the majority of documents kept in the archives of the country date from the 19th or 20th centuries, the lecturers of the Department of Subsidiary Historical Subjects include in the closing lectures and seminars special topics devoted to modern writing equipment, to the principles of external critique of typewritten and other records. Palaeography introduces the students to documentary subjects.

All the above-mentioned tendencies are inherent in such subsidiary subjects as chronology, metrology, heraldry and sphragistics. These subjects are based on medieval classical material, which is the best elaborated and most convenient material from the didactic point of view. The final lectures on these subjects also are devoted to modern documentary sources.

Historical bibliography is one of the subsidiary historical subjects too. It performs two functions. On the one hand, it introduces the students to the history and content of a number of historical-bibliographical reference books and the principles of work with reference material. On the other hand, the students make themselves acquainted with the modern principles and standards of bibliographical description, and the rules of the arrangement of retrieval systems. Later they use this knowledge in their course and diploma papers and reports.

In the second year the students have lectures on modern history (18th century to 1918) and the history of the USSR in the period of capitalism, and prepare written reports for seminars. At the same time they move from the study of separate subsidiary historical subjects on to a systematic course of the study of the sources of USSR history. At the lectures and seminars the principles and methods of source critique of a record, classification and a chronological review of the country's historical sources are taught.

The third year of training is presented by lectures and seminars in the history of the new times (from 1918) and the history of the USSR in the period of socialism. The lectures and seminars in the study of the sources of USSR history in the Soviet period still continue. Simultaneously there is a course of Soviet literary history and then of Soviet cultural history. The latter develops some elements of the general course on the history of the USSR devoted to material culture and the spiritual life of Soviet society, and in addition the course prepares the students for future work in the archives of fiction and art. Finally there is a course of historical geography, the main part of which deals with the development of the USSR's territory and its modern geographical division into areas.

Special subjects predominate in the fourth year of studies, the fundamental training of a historian-archivist coming to an end. At this stage the students are taught world history (a course on the modern history of Asia, Africa and Latin America) and the history of the USSR (a course of USSR history- historiography). The latter is accompanied by seminars where the students get acquainted with the principles and methods of historiographical analysis, and with the creative activity of famous Russian and Soviet historians.

Beginning with the second term of the first year, *special documentary and archival subjects* are gradually introduced into the teaching process, and in the fourth and fifth years they predominate over other subjects. A Course on the history of state offices and social organizations of the USSR is very close to historical and special documentary subjects. The Department (after the subject of the same name) is unique in the country. It sets itself a task not only to acquaint the students with the objective laws of the development of society and with the organs of government and social organizations in pre-revolutionary Russia and in the USSR, but also to give them an idea of these bodies as creators of the State Archival Fund of the USSR, originators of a considerable quantity of historical records. This course is delivered together with that on the history of the USSR.

As soon as the students have mastered the basis of palaeography, the necessary prerequisites are created in the second term for teaching the history and organization of office work in the USSR. During this term the students get to know the so-called "prikaz" office work of the 16th-17th centuries, the 18th century documents produced by various boards and ministerial paper-work of the 19th and the beginning of the 20th centuries. The course ends with the description of the organization of modern Soviet business management and document form.

Alongside social, historical and special historical subjects, both of the above-mentioned courses create the basis for all other purely archival subjects which in the third year of study take one-third of students' working time. The next subject – the history and organization of archives – is taught by the Department of the same name. During the third term the Department acquaints students with the history of feudal Russian archives, with the records of the most voluminous fonds in archives. Later, during the fifth and the sixth terms students study the archives of Russia under capitalism, the formation and development of the State Archival Fund of the USSR, the system of state archives and agency records centres, the present state of archives, the basis of modern archival legislation. The seventh and eighth terms are devoted to the study of scientific-technical archives of the USSR, the number and content of the documents stored, the methods of archival work. During the ninth term the students

are lectured on the CPSU archives and the principles of their activity. At the same time foreign archives, their arrangement, the amount and content of the documents they contain are being studied. The Faculty of Archival Science wants its graduates to be capable of arranging their work in accordance with the archival legislation of the country, to come to know confidently the particulars and principles of document storage of the State Archival Fund of the USSR, and to help users to find necessary records.

One of the most important courses – the theory and practice of archives – embraces the sixth and the seventh terms. Lectures, practical classes and labwork provide the students with necessary theoretical knowledge and practical skills for classification of records of the State Archival Fund of the USSR and document evaluation, with principles and methods of acquisition and storage, the creation of retrieval systems and the use of documents for political, economic, scientific and cultural purposes. Simultaneously, students get acquainted with the scientific basis for document safety, with audio-visual records and microfilming. At the closing stage (the fifth year) the following subjects are taught: economy and scientific organization of labour, the principles of information and information retrieval systems in archives, the fundamentals of automation and the use of computers in archives.

In training a historian-archivist great attention should be paid to the preparation of publications of documents and archival records. Thus there is a course of lectures on archaeography when the students learn how to publish historical documents (sorting papers, reproduction of the original, archaeological arrangement of the material). In addition, the students are introduced to the most important Soviet and foreign publications.

Special courses and seminars serve the deeper specialization of the students. At the Faculty of Archival Science there are courses and seminars in practically all social, historical and archival subjects. Some preference is given to the latter. In the course of specialization the students are assigned to supervisors (or tutors) – professors, readers and lecturers, who hold tutorials in a particular branch of the subject taught in their department. Even if the student does not specialize in a purely archival subject, the topic of a graduation paper must contain archival problems, because the use of archival records is obligatory for a diploma paper.

Special courses and seminars are closely connected with the department's research work, and the scientific interests and skills of the staff. Several special courses and seminars have developed into fully-fledged documentary and archival subjects. Prominent historians, archivists (heads and research workers of state archives) are invited by the Institute to conduct special courses and seminars.

At the Institute there are some optional subjects which can be chosen by the students at their discretion. Among such subjects were: methods of social work, the history of philosophy, ethics and aesthetics, source study and historiography of the history of the USSR, the history of Soviet art, and a second foreign language. The main aim of optional subjects is to promote further deep specialization of students in a definite sphere of social and historical science.

The introduction of students to the history and arrangement of office work and management, the theory and practice of archives, archaeography, and to the principles and methods of practical work, begins in the Institute's laboratories, equipped with educational material in the form of duplicate and original documents.

In the second year the students do three-weeks' practical work in different state offices (mainly in Moscow), where they not only get acquainted with office work and management but become real participants of production as well, performing the functions of secretaries, assistant advisors, etc. During the eighth term the students take their practicals in state archives, where for four months they work as employees in different sectors. The ninth term begins with similar practicals: for a month the students prepare documents for publication in state archives or help carry out orders, received by the archives. Several lecturers of documentary and archival departments of the Institute and specially allocated employees of the archives render the students necessary assistance during their practical work.

Graduation (diploma) papers and state examinations sum up the results of training historian-archivists at the Faculty. The topic of a graduation paper can be chosen from any of social science, historical or archival subjects a year or two before the graduation; the majority of papers are usually written at archival departments. The topics of graduation papers are in conformity with the research done by the department. A considerable part of diploma papers comprises research carried out at the request of state archives. Inherent features of any graduation paper are: use of archival sources, novelty and originality. Graduation papers are defended at a joint meeting of the State Examining Board and the Department at which the research has been carried out. The external examiners (opponents) are scientific research workers from the research Institutes of the Academy of Sciences of the USSR and from archives, lecturers of historical faculties in other higher educational institutions of Moscow, and the lecturers of different departments and faculties of the Institute. Besides marking diploma papers, the State Examining Board has the right to recommend the best papers or parts of them for publication and adoption in archives. (It should be noted that the diploma papers of Institute graduates form a major part of the retrieval systems of the archives of Moscow.) According to the marks of graduation papers and the results of state examinations the State Examining Board confers the qualification of a historian-archivist on the graduate of the Faculty.

The system of training historian archivists in other higher educational institutions resembles that in the Moscow State Institute for History and Archives. The latter provides kindred institutions with necessary educational material.

Supplementing teaching materials only by publishing special courses (booklets on social subjects, world history and the history of the USSR), the Departments of Social and Historical Sciences make use of those text-books which are common for all humanitarian specialities of higher educational institutions in the USSR. But like the most famous universities in the country, the Institute has always occupied the leading position in publishing source and historiographical works. The first text-books on the study of the sources of USSR History appeared long ago. Later there was a set of text-books on metrology, chronology, heraldry, sphragistics and other subsidiary historical subjects. In collaboration with the scholars of Moscow university and the Institute of the History of the USSR of the USSR Academy of Sciences, a two-volume text-book (*Historiography of the History of the USSR*) was published for students studying history in all higher educational institutions in the country. Manuals on special courses of source research and historiography, historical bibliography, booklets for practical work, etc. are being regularly published. The Institute itself provides, kindred higher educational institutions and state archives

with text-books and other material on the history of state offices of the USSR. Documentary and archival departments publish manuals on the history and arrangement of office work and management in the Soviet Union, on the history and arrangement of archives and on archaeography. These departments have also published the book *Theory and Practice of Archives*, translated into German and used in the GDR higher educational institutions. Every year the Institute publishes 20–25 text-books, manuals and booklets (from 1 or 2 to 15 printed sheets each) on documentary and archival subjects.

Although it was well-balanced at the time of its creation and in the first year of its functioning, the system just described for training historian-archivists has lately stopped working properly. Because of natural “wear” of the system and a number of ill-considered, voluntary decisions, the normal balance between fundamental social and historical subjects on the one hand and documentary and archival subjects on the other has been broken. Documentary and archival subjects have become isolated and have lost their ties with the real tasks of the development of historical science. These unfavourable circumstances and also the wear and tear of the Institute and Faculty material and its technical basis (the foundation of which dates back to the 40s and 50s) have given rise to stagnation. Neither in training specialists nor in the field of science and methodology could the Institute for History and Archives and the Faculty of Archival Science make gains outlined by the new stage of scientific and technical revolution in the middle of the 70s. The Institute continued producing specialists who were quite good for the archival work of the 40s and 50s, but not for that of the 80s. Palliative measures, connected with the introduction of special teaching courses on information retrieval systems and computerization in archives could not change the situation because of the eclectic and speculative character of these courses, and their remoteness from real archival problems, and also because the archives themselves were not ready for reconstruction. Moreover, being trained on the old basis, the graduates of the Faculty of Archival Science began to resemble an exclusive circle. Irrespective of their own aspirations, they had to reconcile themselves with the state of affairs in archives which somehow furthered the stagnation. Within the old archival system with stable foundation it proved to be impossible to solve the problem of correlation of a specialist with a wide range of application with his profound specialization in different branches of archival science.

In these circumstances, the Institute began in 1986–87 to look for new ways of training historian-archivists. By the autumn of 1987 work on the general programme for the development of the Institute will have been completed in connection with the reconstruction of higher education in the USSR as well as contemplated changes in record keeping and archive services.

The basic aim of the reform consists of combining the learning, research and real professional activity of the historian-archivist. With this aim in view the Institute is setting up a network of branch departments, expanding and modernising its own study and research laboratories, and forming research and applied groups in conjunction with affiliated institutes. Equipped with modern tools of the trade, these branch departments, laboratories etc., will become not only basic seats of learning for the student but also the means of modernising our archive services. By cutting back passive forms of teaching, where the student is largely acting as listener, his independent work will be encouraged. At the same time students are expected to

participate actively not only in the learning process but also in research and the day-to-day running of archives.

From 1988–89 onwards the Institute will switch to training specialists on the basis of long-term agreements with archive, documentation and other services throughout the country. In this connection the teaching curriculum is to become more flexible: specialised courses of the student's own choosing or those determined by professional demand will predominate. A two-stage training scheme is being introduced: the greater part of the student body will qualify as historian-archivists after four years. About 15 %, those who have shown ability as well as innate affinity with research, will be trained for another two years and will receive the higher qualification of historian-archivist-researcher. At the same time, the Institute is working out a scheme for refresher courses to benefit the student throughout his working career. They will include courses designed for those working in state archives who have not been trained specifically for the job (philosophers, philologists etc.), and courses of lectures and classes for those who want to renew their professional knowledge in specific historical and archival spheres.

Considerable changes are planned in the basic training curriculum for historian-archivists. The basic course will be enriched by introducing courses in philosophy, cultural history, linguistics, semiotics and information. Training will also be influenced by the Institute's other faculties, where not only record managers and information officers are trained, but also museums experts, specialists in history and theory of culture as well as experts in applying quantitative methods to research in the humanities.

The aim of the Institute as a whole in a contemporary context is to train experts in the social memory of our society, its shaping, preservation, processing and applications in the interests of present and future generations. Setting up new links between the Institute's faculties and new relations between the Institute's areas of activity using its trainees and research institutions, changing the Institute into a sort of school of higher learning/firm combining the complete cycle of teaching/research/practical application will in our view give new life to the old profession of historian-archivist and thus make it look not only into the past but also into the future.

Résumé

En Russie pré-révolutionnaire, il n'y avait pas de formation pour les archivistes et un grand nombre d'Archives n'étaient pas accessibles aux chercheurs. Les Archives furent déclarées propriété d'Etat en 1918 et les universités commencèrent à dispenser un enseignement limité. Mais ce n'est qu'en 1931 que fut créé l'Institut pour les Archives (plus tard Institut pour l'Histoire et les Archives). L'article décrit en détail le contenu et le développement jusqu'à présent du cours de formation en cinq années d'étude. Le professeur Afanasyev conclut que cet enseignement spécialisé n'a pas été de pair avec les besoins des années 80 et semble maintenant plutôt dépassé. Il est prévu d'y apporter des réformes en 1988–1989.

AN INTRODUCTION TO ARCHIVES EDUCATION IN CHINA

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Although archival work in China has a history of thousands of years, archives education developed relatively recently. Earlier archivists were trained under apprenticeships. The Wu Chang Wen Hua Library Training School, founded in the 1930s, was the first example of Chinese archives education. Essentially a vocational institution, the school offered one and two-year programmes; later a third year was added. Courses included both higher-level classes on archives and short-term training classes. These short-term courses trained over two-hundred students, many of them practising archivists. In the 1940s, a number of private schools throughout China, including the Chong Shi school in Sichuan province, offered small, short-term training courses in archives management.

After the founding of the People's Republic of China, the Chinese Communist Party and the People's Government devoted much attention to the construction and development of archives in China. To meet the great need for qualified archivists, the Chinese People's University set up a special course in archives studies in the early 1950s. This programme was designed to offer 1 or 2 years of vocational training to practising archivists. In 1955, the archives special course was upgraded to a department in the Chinese People's University, and offered a four-year degree in archives studies. In the 1950s and 1960s, 717 undergraduates and 55 graduate students completed the degree. In the same period, 990 students completed the two-year programme.

In 1958, the archives department of an evening university in Tianjing began offering higher education in archival science to practising archivists. At the same time, the State Archives Bureau, the national organ for the management of China's archives, began offering short-term training classes, which trained over 100,000 practising archivists.

In the 1980s, to meet the needs of socialist modernization, archives and archives studies developed greatly. China now has over 3,000 archives of different sorts and at various levels (municipal, provincial and national), with over 2,500 management organizations at different levels. Additionally, the archives of state organs, social organizations, enterprises and other institutions number tens of thousands.

The large number of archives in China has necessitated further education for new archivists and continuing education for practising archivists. In 1985, the State Education Commission and the State Archives Bureau issued "Opinions on the development and reform of archives education". Under the guidance of this document, archives education has developed rapidly. By the end of 1986, 47 colleges and universities throughout China offered special courses in archives studies, enrolling 34,000 students, of whom 31,000 were practising archivists. 48 polytechnic schools opened special courses in the field, serving over 5,400 students. At the same time, archives management organizations offered short-term continuing education to over 200,000 practising archivists.