



Poland

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EDUCATION FOR LIBRARIANSHIP at the university level in Poland has a tradition going back to the beginning of the twentieth century, when several of the universities introduced courses in bibliography for students in the Faculty of Letters. Such scholars as Bandtkie, Lelewel, and Estreicher conducted the courses along with their scientific research.

After World War I, in the wake of the new political and cultural conditions in the country, an effort was made to set up a program of studies specifically designed for the training of professional librarians. It was difficult to incorporate such a program in the advanced schools along with the traditional disciplines. Therefore, the efforts of the librarians resulted in the program being introduced only into the Faculty of Social Work in the Free University of Warsaw, which, being a private institution, did not have the right to confer academic degrees. This program, which functioned from 1925 to 1939, was designed primarily for the training of librarians for public libraries. Other candidates had to be content with the several courses organized by the large university libraries, which prepared for the State examinations, both higher and lower, and which had been obligatory since 1930 (interrupted during the war they were taken up again in 1945, continuing until 1948).

It was not until 1945 that the first regular Chair of Library Science (similar to a graduate library school in U.S.A.) was inaugurated at the University of Lodz by Professor J. Muszkowski, eminent specialist in the book-world, who had revived the fine traditions of the pre-war Free University. The Chair was placed first in the Faculty of Humanities, then in the Faculty of Letters.

The scholastic system at that time envisioned two parallel forms of university education. One, four years in length, led to the *licence*; the

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Education for Librarianship Abroad: Poland

other, of three years length, led to a professional certificate. This was in response to the urgent need of all professions whose pre-war personnel had been dispersed. It was essential to make up the loss quickly. In the first instance, library science was treated as a specialization of two years in the third and fourth year of studies in the Faculty. It led to the *licence* in library science. The program, elaborated in detail by Muszkowski, included the usual subjects of librarianship, such as history of books and libraries, bibliography, library science, and public libraries, and also subjects in the areas of bookselling and publishing. His idea was to organize a center of studies not only for librarians, but for all workers with books, including booksellers and publishers, as well as research workers and educators.

The other program was considerably reduced and restricted to library science courses introduced in the final third year of philosophy, history, and sociology. Ending in an examination, the courses led to a professional certificate. They comprised 210 hours of lectures and seminars and 180 hours of practical work in a large library. The students were taught library administration, book selection, cataloging, bibliography, and services to readers. The aim was practical, not theoretical. This form of education was not satisfactory in the long run.

The entire system of higher education was modified around 1954, and the course of study extended to five years. Following the general changes, a five-year library education program, similar to the other disciplines, was set up in the universities of Lodz, Warsaw, and since 1957 at Wroclaw. The Chairs of Library Science are in the Faculties of Letters; the course leads to a *licence* in library science. The program includes three groups of subjects. In the first group are subjects required of all students such as philosophy, Polish history, logic, economics, and foreign languages. These are adapted to the requirements of the librarian. For example, the history course includes a survey of the principal historical sources and publications, and logic prepares one for the classification of books. Three modern foreign languages, in addition to the required Latin, are required; the other departments require only two. Included in the second group are library science subjects, treated both historically and practically, which include history of books and libraries, librarianship, public libraries, and bibliography. From the fifth semester on, there are in addition two parallel alternative courses, one concerned with special collections, such as manuscripts, maps, prints, and music, and the other with problems

relating to publishing and book-selling. Noted in the third group are other required subjects, including a comprehensive history of science throughout the ages, its main directions, organization, personalities, and classical works covering 225 hours during the fifth to ninth semesters. The second additional course is outside the library school and includes the history, literature, and bibliography of a discipline chosen by the student from the respective faculties of the University. The students are obliged to take part in various jobs, exercises, proseminars, and seminars and also in a scheme of practical work, covering four weeks, organized each summer in a university library. At the end of each academic year, the students sit for the examinations. The fifth year is primarily devoted to the preparation of the thesis for the *licence*.

This program is now offered in two centers, at Warsaw and Wrocław. The third library school, the University of Lodz, after offering an identical program for nine years, has changed its character since 1956. Part of the Faculty of Letters, like the other two library schools, has had as its purpose the preparation of students who, in accordance with the previous academic system, had completed three years of university studies, including some specialized courses in library science, and who were working in libraries. Over a period of two academic years, students are taught the history of books and libraries, bibliography, classification, cataloging, and public libraries, the methods being adapted to the needs of individual employees. Instead of lectures and the usual courses, they are offered outlines and reading lists as a basis for their studies, and monthly seminars are devoted to the discussion of special topics. The seminars of the second year are devoted to the readings for the licentiate thesis. The licentiate in library science is awarded at the end of two academic years upon successful completion of a thesis acceptable to the Faculty and of an oral examination covering two foreign languages, philosophy, history or literature of Poland, library science, bibliography, and a special problem chosen by the student in such areas as cataloging, classification, or public libraries.

The Chair of the University of Wrocław organized, in addition, some regular study through a five-year correspondence course for the young librarians who for various reasons had not been able to proceed to the university and only possessed a *baccalauréat* (approximately high school diploma). The program is almost the same as for regular students. The students use handbooks, outlines, and selected reading lists. To facilitate their studies, conferences are arranged each

Education for Librarianship Abroad: Poland

year in order to supervise work done at home, and at the end of the year there are required examinations. These studies lead to a *licence* in library science.

All three of the library schools have the right to confer the degree of Doctor. During the years 1952-1962, two hundred and four candidates obtained the degree of Licentiate and eleven the Doctor of Library Science.

In addition to the work of these three library schools, there are other forms of teaching at an advanced level. In order to accelerate professional training and increase the number of qualified librarians in the rapidly expanding scientific libraries, regular courses were organized between 1952 and 1959, intended for librarians employed in libraries of the higher technical colleges and possessing a degree in any subject. These studies, of a self-instructional nature, led to a period of a month's internship in a university library, and at the end of this period a professional examination was held; this was at two levels, higher and lower. One hundred and seventy-two candidates became qualified by this form of professional education. The librarian who specialized in any field of librarianship had during the years 1947-1960 many opportunities to study his specialization thoroughly. Special courses of several weeks duration, devoted to manuscripts, incunabula, maps, bibliography, preservation, etc., and leading to an examination or conference were organized in the large research libraries. Similar provision was introduced for information officers and, more recently, for documentalists.

In spite of its considerable development, the teaching of library science at the university level in Poland still leaves much to be desired. Its forms are not yet stabilized, and it is still a subject of criticism, submitted to constant change and reorganization. The latest decrees of the Government, specifying much more precisely the status of personnel and dividing them into three grades, higher, lower, and administrative (this last is excluded from the professional grades), call for a different preparation for each grade. For the higher grade, reserved for holders of the professional degree and divided in turn into four categories, the candidate must pass a state examination, introduced in 1962, in addition to the *licence*; this higher grade is for library directors, departmental heads, etc. This raises the question as to whether education for librarianship should be unified, with provision made in the program for all the various needs of a profession which is becoming less and less homogeneous, or whether,

on the other hand, only a basic preparation should be given, with the more specialized studies transferred to courses provided as part of actual professional work in a library. Furthermore the problem, acute everywhere, of adapting library science studies to the needs of special librarians and documentalists, is also an urgent one in Poland. In order to introduce supplementary instruction in library science for graduates in the other disciplines, particularly for those outside the humanities, it is now proposed to introduce in 1964 a two-year university course. The library schools are now preparing this program. There is also the question of the proper proportion between theory and practice, which always arouses sharp controversy. Recent tendencies favor a greater amount of practical work.

Library science instruction at the secondary level is much less developed in Poland. The first attempts go back to the period after World War I. Many courses were then organized by the large public libraries and also by the Librarians' Association. A school of library training, offering a one-year course, was established 1929-1930. It operated until 1939 in various forms and prepared students for public library work. After World War II the development of libraries served to increase the demand for more systematic instruction, and in 1949 a Center of Library Science was established at Jarocin. It offered regular courses for librarians already working in public libraries. The students had at their disposal a collection of the main publications and a study and work room in the Center itself. During the years 1949-1958, one hundred and thirty courses of different categories were organized by the Center and attracted 5,613 students.

Between 1950-59, five library schools at the high school level were in operation in cities in various parts of the country. At these schools, over a period of four years, the students were taught general subjects side by side with professional courses. The studies led to a professional *baccalauréat*. During this time the qualifications of public librarians were raised considerably, demanding at least a *baccalauréat* and two to three years of professional study. As a result, the high school courses were abolished and the work taken over by the Center of Library Science, offering a two-year course for holders of the *baccalauréat*. The program includes both professional courses, such as history of the book and libraries, cataloging, public libraries, and the preservation of documents, and other subjects, considered necessary for the future public librarian, such as literature, education, and two modern foreign languages.

Education for Librarianship Abroad: Poland

Apart from this regular professional education, there is a Center of Correspondence Instruction. The courses last a year and are designed for those who possess the *baccalauréat*. They are based upon a series of publications and on consulting centers set up in the regional libraries. This instruction has for its purpose the preparation of students for future professional work and also the improvement of the attainments of those already working in libraries but lacking professional training.