

TRADITIONS AND MODERN TRENDS OF THE RUSSIAN AND FRENCH ARCHIVAL EDUCATION

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Abstract: This article gives a historical overview of the emergence and development of the French and Russian systems for training the archivists. It describes the levels and current trends in archival education, including the experience with training the archival specialists at "L'école nationale des Chartes" Sorbonne and Nosov Magnitogorsk State Technical University. The training of archivists in Russia begins with St. Petersburg Archaeological Institute. In Nosov Magnitogorsk State Technical University students-archivists are educated in the program of many subjects, including the information technology and electronic document management. In France the first school for training of the archives workers opened in 1821. Today this specialized state institution of higher education is governed by the Ministry of Higher education and Scientific Research. The School graduates work as custodians in archives and libraries, and perform research and teaching.

Keywords: archives, archival education, French archiving, training of archivists in Russia.

TENDENCIAS TRADICIONAIS E MODERNAS DA ARQUIVAGEM EDUCACIONAL RUSSA E FRANCESA

Resume: Este artigo fornece um panorama histórico do surgimento e desenvolvimento dos sistemas francês e russo para a formação dos arquivistas. Ele descreve os níveis e as tendências atuais na educação de arquivo, incluindo a

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experiência com o treinamento dos especialistas de arquivamento em "L'école nationale des Chartes" Sorbonne e Nosov Magnitogorsk State Technical University. A formação dos arquivistas na Rússia começa com St. Petersburg Instituto Arqueológico. Em Nosov Magnitogorsk State Technical University alunos-arquivistas são educados no programa de muitos assuntos, incluindo a tecnologia da informação e gerenciamento eletrônico de documentos. Em França, a primeira escola para a formação dos trabalhadores arquivos inaugurado em 1821. Hoje, essa instituição estatal especializado de ensino superior é regida pelo Ministério do Ensino Superior e da Investigação Científica. Os graduados da escola trabalhar como tutores em arquivos e bibliotecas, e realizar pesquisa e ensino.

In modern conditions of globalization, active international cooperation, which is manifest in all spheres of human activity, particularly relevant is the necessity of compatibility of the education systems, including higher education institutions, of different countries. Some of the oldest and reputable traditions of the archival education system are Russian and French. The purpose of this paper is to compare and identify the similarities among principles and levels of training archivists in these countries.

The study of historical materials finds that professional training of archivists in Russia was a gradual mastery of skills through all levels, ranging from the lowest stage (manual worker). In the Imperial Russia, practice was the main method of acquiring desired competencies. Thus, training of the personnel for office and archival work relied on traditions, when necessary skills and knowledge have been gained through experience under direct supervision of the superiors. Such training existed until the mid-nineteenth century. Institutionalization of professional training of the archival workers began with the industrial revolution. Industrialization and technological revolution expanded the range of tools used in the management of information technology and engineering.

Historian and lawyer Professor Nikolai V. Kalachev (1819-1885) organized the first educational institution in Russia for training the archivists, St.-Petersburg Archaeological Institute. The Institute was founded in 1877 began its work in January 1878. Students with other higher education degrees entered the two year program free of charge to become archeographers and archivists. During its first years, the Institute worked as a private organization funded by philanthropy. Only in 1883 it was given the government subsidy of 6000 rubles per year. Students at the Archaeological Institute studied twelve subjects: paleography, chronology, numismatics, ancient geography, etc. Initially, the Institute was prepared only the archivists of a non-research specialty. After 1899, it adopted new educational courses and prepared not only archivists, but also archaeologists. The Institute had its own periodic publications, "The Proceedings of the Archaeological Institute" and "The Bulletin of Archaeology and History" [4]. In 1922 St.-Petersburg Archaeological Institute ceased to exist as an independent institution and became a division of Petrograd (St.-Petersburg) State University.

A further step in the archival training was the opening of the Archaeological Institute in Moscow in 1907. This institute offered the 3-year study program to the entrance students with higher education diplomas. Some students were admitted to audit courses with the right to take exams. The teaching was supported by private donations and tuition fees. Moscow Archaeological Institute became a part of the Faculty of Social Sciences of Moscow State University in 1922.

The archival profession remained in this form of until the late twentieth century. Students used to receive fundamental historical education combined with the knowledge and skills of the archives work and of the storage and use of documents. In addition to professional training the Institute assumed the functions of a scientific and methodological center of the state archives throughout the country and actively conducted research and developed the guidelines for archives.

In September 1930 in Moscow Central Archival Administration of the USSR established the Institute of Archival Science for training the archivists. It had the study course of two years. The network of archival institutions as its branches expanded

throughout the USSR. In 1934 the Institute was transformed into Moscow Institute of History and Archives with the four year course. From the beginning MIHA was a research center in the archival science. MIHA prepared highly qualified historians-archivists and contributed to the strength of this profession. In 1932, the Institute opened the graduate school.

In the second half of the twentieth century, the integration of all work dealing with documents as a unified process began. If we turn to the modern system of training, we see that it forms at the second stage of the cycle professionalization and is substantially rebuilt in the early twenty-first century with the new understanding of professional competences in the field of information management. The trends of specialization or integration are largely determined by the development of information and communication technologies.

The level of training of specialists in the system of professional education gives the opportunity to obtain General and professional education that claimed millions of young people interested in the speedy fulfillment. The nature of secondary vocational education in compliance with the essential requirements of the modern labor market demands efficiency and dynamism of training.

Currently there exists the full-fledged system of continuous professional education in the documentation and archival science. The levels of training at universities and colleges are represented by the following steps.

1. Vocational training with centers of education such as colleges and technical schools. Today Russian Federation has about one hundred higher education institutions that train specialists in the archival science, and a large number of secondary schools give some courses in this field.

2. Bachelor degree level. The main feature of the bachelor this profile is an in-depth, professionally oriented study of the disciplines of historical, source, archival and archaeological units. The scope of professional activity of bachelors are: management of different processes in the sphere of archival Affairs in state and municipal archives,

and research in the field of records management and archival science, the creation of local regulatory archives, etc.

3. Master's degree level. For research training in the records management and archives science, as well as for training more specialized experts in archiving, electronic document management, information and analytic support of management, etc., there exists Master's degree that is implemented as different two year programs. A two-tier system of education allows one to take a fresh look at the problem with the archivists for historical archives. It is solved by developing a master's program for bachelor students with basic historical education that reproduces the algorithm for the professional training of archivists beginning of the XX century, already proven in [5].

4. Centers of retraining and upgrading of the employees of records services, archives and government's information-analytic departments. A large number of Russian educational institutions of higher education carry out training of the archives specialists. They offer students various forms of study by the term, from one year, including retraining, to short-term (36, 72, 108 and 144 hours), and by the organization of study, such as the field courses and distance education.

In order to become a qualified archivist, one must know distinctive features of the work with documents in the electronic form. Working professionals learn the procedures for enforcing the integrity of electronic documents and records during the courses of qualification improvement. Training courses for archivists increase their professional level and graduates can apply their knowledge not only in theory but also in practice [1].

The first specialist of the Department of Documentation Science and Archiving graduated from Magnitogorsk State University in 2011. After becoming a part of Nosov Magnitogorsk State Technical University, today this program gives students education that includes core subjects: documentation, archives, organization and technology of document management, information management, organization design. Specialists-archivists also get a good legal background for the study of the labor, administrative, civil, information, and archival laws.

In the training archivists, Nosov Magnitogorsk State Technical University focuses on information technology and electronic document management that is provided by such disciplines as computer engineering and programming, information technology in documentation management and archives. This versatile training gives graduates a competitive advantage for the work opportunities at various institutions, private or public organization, federal and regional administration.

As the Department of Documentation Science and Archiving, special attention is paid to the professional motivation during of trained specialists. The leading role in this process is the organization and conductance of practical training as an important component of the quality educational. Practical skills reinforce knowledge obtained in the classroom and expand the boundaries of personal and professional experience. The change from the lecture, seminar and laboratory classes to workplace has a beneficial effect on the desire for professional development. A student feels empowered to apply the acquired knowledge and skills as a full-time employee. Questionnaires and the analysis of self-report of students showed that the field practice in archives helped them to learn how to apply professionally theoretical knowledge they acquired during the learning process. Data obtained by the method of "Health-activity-mood" showed more than 83% of students indicated that the change of activity to the practical work contributed to the strengthening of their decision in the choice of specialty and to the motivation for work.

The level of professional training of archivists has received the high assessment from employers. The employing organization staff emphasized that graduating students demonstrate efficiency, discipline, and a high level of professional interest in performance of assigned tasks, creativity and commitment to excellence. Mentoring by archivists-supervisors had very beneficial results and contributed to self-actualization and motivation for professional activities.

Considering the peculiarities of training of archivists at Paris "Charter School", it is necessary to explain the educational system of France, which is different from Russia's [3]. There exists opinion that education in France for the last 200 years and now is one

of the best in the world. Structure of the French educational system is as follows: 1) pre-school education (up to 6 years), 2) primary education (6 to 11 years), 3) secondary education (11 – 18 years) that ends with the examination for the bachelor degree, 4) higher education.

It should be noted that over the last 60 years, high school students who pass the bachelor exams increased almost ten times. The group of the whole society has grown from 4.4% in 1946 to 27.9% in 1984. However, analysts note that students are not equally represented among social groups: 56.8% of them are children from families with higher incomes, while this social category comprises only 7.7% of the active population.

Higher education in France has two sectors: universities and higher schools (*Grandes Ecoles*), which includes famous higher educational institutions that prepare the majority of administrators of industrial and technical elite of France. Higher education schools accept a limited number of students, who usually successfully completed training in secondary schools (baccalaureate).

In France there are two types of training: "short" (*les formations courtes*) and "long" (*les formations longues*) cycle. Short cycle higher education lasts two years and is in high demand by the society, as it gives an opportunity for fast employment. There are the following types of diplomas of the "short" cycle (*Formations courtes a vocation professionnelle*): *DUT, DEUST, BTS, Licence professionnelle*. A student can choose among different types of short-term education for the rapid acquisition of professional skills in two years. Education in this case has a specialized nature. Training in this direction can be extended by 1 to 2 years for further specialization (*specialisation supplémentaire*), or for a transition to the long training cycle.

Describing the higher education long cycle, it should be noted that universities are the only institutions that accept all applicants without prior selection. More than half of the bachelors enter universities, but about 40% drop out within the first year. One can enter a university without the bachelor's degree, by passing a special exam at a university (*ESEU*), but this is possible only under limited circumstances and only for experienced professionals, who have the long experience of practical work.

The university education has three cycles: the first cycle during 2 years prepares for receiving *DEUG* (Diploma of General University Education), but this diploma has no practical value in the labor market. The second cycle prepares for the license (*licence*) within one year after *DEUG* and *maîtrise* (one year after the licence). Recently another opportunity was created for professional education: *MST* (*maîtrise des sciences et techniques*) and masters (*les magisteres*), which are given after three years of education.

The third cycle is divided into two components: *DESS* (diploma of higher specialized education), which is a professional degree. The cycle lasts one year after receiving the degree *maîtrise* and includes training and practice. *DEA* (diploma of advanced studies) is the research training. A student after obtaining *DEA* within one year has to work on a thesis (*La thèse*) for at least two years.

Let us dwell on the history and present state of archival education. As noted by N. V. Brzostowskay, the creation in France of a fairly wide network of the state archives, the numerous manuscript collections in libraries, and also appeared in the second half of the nineteenth century the desire some departments to streamline its archives caused considerable need for specially trained staff archivists [2]. Such training French archivists and received in Paris "School charters". At its creation, however, the school did not have as its main purpose training for archives, but was brought to life overall development in the first half of the XIX century historical science, which demanded the extension of the range of available historical sources, publications and documentary materials, the creation of reference tools that facilitate the release sources. For this they needed specialists well prepared to work with manuscripts and documents, familiar with the organization and work of archives and libraries, knowledgeable about auxiliary historical disciplines.

The first attempt to create an educational institution for training such personnel was made in 1821, but it was short-lived: organized under the leadership of the Academy of Letters "Charter School" existed for only 2 years. In 1882 it resumed its activities, but they were narrow in scope: only paleography and diplomatics were taught.

The School, which was a part of the University of Paris, got connected to the archives from its inception: the courses were taught by the staff of National Archives and National Library, and students graduating with the diploma of archivist-paleographer receive the right to occupy half the vacancies in public archives and Royal Archive.

Nevertheless, the development of “Charter School” gained a solid foundation only after the reform of departmental archives that created at a broader job market for archivists-paleographers. The legislation of 1850-59 conferring to graduates of the School a right to hold posts the Departments’ archivists and general inspectors of the Archives Department; they also were invited to work at larger departmental and municipal archives. Thus, the School got a monopoly for training the archivists. The growth of staffing needs, as well as the development of auxiliary historical disciplines led to restructuring of the education process of the School that was secured by the School’s reform in 1846 and by the new curriculum in 1869. The School’s teaching staff was reinforced, the range of taught disciplines was expanded, the requirements for admission and graduation were specified. This organization and curriculum of the School was preserved until World War II and even to present time.

The School can accept not more 20 young people annually who had completed secondary education and passed the entrance exams. Over the three-year course “chartists”, as they were called at the School, passed the following disciplines: year 1: romance philology, paleography (Latin and French), bibliography (books and library work); year 2: diplomatics, history of the institutions of France, archives, historical sources for the medieval France (I); year 3: legal history (civil, economic and feudal), French archaeology, historical sources on for the medieval France (II).

During the course at “Charter School”, students also attended history lectures at the University. They had to write and defend a thesis before the end of the course. Those, who intended to take up the archivist posts, worked as interns in the National Archives upon graduation. The Charter School gained high reputation not only in France but also abroad. Many foreigners, from countries without special schools for training the

archivists, e.g., Belgium and Spain, got the education there. The School is known for scientific methods of work with the sources that its students acquire during the study.

The establishment of the Charter School gave a big positive impact on the field. First of all, training the archivists was put on a scientific basis. This maintained the high working culture of archivists. The centralization of state archives in France was completed in 1884. Thanks to the uniform training of archivists, the National and departmental archives had the remarkable uniformity in the processing techniques of documents, a large number of the inventory records were prepared and published. The experience of the Charter School served as an example for the organization of special schools in some other countries.

Modern education in the National School Charter has the following features. Today, École nationale des chartes (ENC), the French state specialized institution of higher education, is subordinated to the Ministry of higher education and scientific research. Graduates of the school, historians, philologists, paleography custodians work in archives and libraries or conduct research and teaching. The School prepares archivist-paleographers and from 2005 trains Magister students in the specialty "History and new technology."

The training program "Archivist-paleographer" lasts 3 years and 9 months. This oldest educational cycle school was gradually upgraded since 1960s. Archivists who complete the training and pass the exams have the right to occupy positions of the custodians of national heritage in archives and libraries. Upon graduation, a student writes a thesis giving a right to receive the diploma of archivist and paleographer. These works are usually published in the periodical "Library of the School of Charters". Since 1991 the system of recruitment of custodians has changed, but scientific prestige of the School, particularly in auxiliary historical disciplines, remains high.

In addition to *Le diplôme d'archiviste paléographe*, Sorbonne trains for Master's degrees *Technologies numériques appliquées à l'histoire* (Digital technologies in history) (specialized as "History, heritage and digital technologies"). Training is based on the scientific study of sources (objects, texts, photos) from the point of view of digital

technologies. The program is specifically designed for students who want to learn the methods of analysis of historical and literary sources, as well as digital technologies.

Training includes such subjects as digital documents and digital technology; fundamentals of programming; electronic publication; the structuring of documents and data; the use of digital documents; sustainability of digital information; development and implementation of documents storage on the Web, etc. [6]

Summarizing, at present time, after the 2005-2006 reform of higher education, the system of training of archivists at *L'école nationale des chartes* Sorbonne has the following levels: 1) *Le diplôme d archiviste paléographe - Licens* (a complete course in 3 corresponds to Bachelor degree in Russia), 2) master - *Les masters* - M1 corresponds to Diploma in Russia; M2 corresponds to Magister degree in Russia; 3) next, *doctorate - Le doctorat* as Russia's Candidate, 4) post - graduate education - *La formation* is the continuing education in Russia. This system has both overlaps and at the same time significant differences with Russia's.

We conclude that the current state of development of Russian and French archival services moves towards the new level of preparation of workers of archives, namely: the increasing number of highly qualified personnel and the continuous professional development of archivists, with an emphasis on practical skills in the field of information technologies.

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