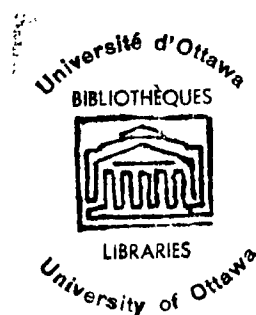


EDUCATION FOR LIBRARIANSHIP IN GERMANY

by

Henriette A. Schmidt (Adams)

Thesis presented to the School of Graduate
Studies of the University of Ottawa as
partial fulfillment of the requirements for
the degree of Master of Library Science



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EDUCATION FOR LIBRARIANSHIP IN GERMANY

Part One: Education for Librarianship in
Germany until 1945

Part Two: Education for Librarianship in
the German Democratic Republic

FOREWORD

During the course of a conversation in the fall of 1969, Dr. Georges Gerych¹⁾ commented upon the need for a bibliography on library education in continental Europe. His remarks touched off a general interest in this problem, and a comparison of the various European systems of education for librarianship seemed a rewarding research project. It quickly became evident, however, that more than a superficial knowledge of several foreign languages was needed to attempt a study of this magnitude. It seemed advisable to restrict the thesis topic to countries whose language could be handled with ease and would not interfere with the actual research. As a consequence, I decided to investigate library education in German speaking countries only.

After studying some 500 pieces of material pertaining to education for librarianship in Austria, Germany and Switzerland, it became obvious that the picture was too complex to be analyzed satisfactorily in a thesis. Therefore I decided to restrict the research to a) education for librarianship in Germany up to 1945 and to b) continue the research into the various systems of education for librarianship in the German Democratic Republic. This choice was made for a number of reasons outlined in various parts of the paper, but principally because little information on the subject is available in English.

At this point I wish to express my gratitude to Dr. Forst Kunze,

Director of the Deutsche Staatsbibliothek, Berlin, and his staff for their co-operation in providing recent background material.

I am indebted to the thesis supervisor, Mr. Peter Havard-Williams,²⁾ for his valuable suggestions, his encouragement in the preparation of this thesis and the understanding of the particular problems involved.

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INTRODUCTION

Education for librarianship in Germany presents a rather complex picture. Although occasional reports deal with one or several aspects of library education in either the German Federal Republic or the German Democratic Republic, it is difficult to understand the present state of education without relating it to the past and examining the factors underlying the various changes which have taken place during the past 80 years.

The decisive step in Germany's education for librarianship was that taken by Prussia in 1893³⁾ which led to the replacement of the professor-librarian by the professional librarian. Almost 16 years later the next important step was taken when the educational requirements for a second group of library personnel were consolidated⁴⁾ and the diploma librarian emerged.

After the Second World War education for librarianship in the two German states progressed in different directions although both based the immediate post-war system of education on the pre-1945 methods. By and large, the education for librarianship in the Bundesrepublik still follows the traditional scheme outlined in PART ONE. Three distinctly different types of education for librarianship are provided by nine library colleges with programs varying in a number of respects. Yet for over a decade a new approach to library education has been a topic of frequent discussions in the professional literature and at meetings of library associations. Individuals and professional groups make various suggestions for improvement and committees are appointed to in-

investigate new methods of education.⁵⁾

When considering the fact that education in the German Federal Republic is under the jurisdiction of 10 states each having its own law issuing bodies, it is not surprising that the education for librarianship is uniform neither in the duration of the training, time spent at library college, length of practical training period, nor in the requirements for admission to the various training schemes. Currently, more than 30 ministerial orders, decrees, regulations, etc., issued by the Bund and the Länder govern admission to training, examinations and subsequent employment. It is evident, therefore, that uniformization of training on a country wide basis has its merits.

With the complexity of education for librarianship in the German Federal Republic in mind, one might think it less taxing to investigate education for librarianship in the German Democratic Republic where the training of library personnel is centrally regulated. However, considering that at present approximately 60 laws, regulations, etc.⁶⁾ are applicable to library education in the DDR, it can be seen that the over-all situation is equally complex. It must be pointed out that measures are under-way to consolidate the training of library personnel and establish a uniform type of training whereby transition from one level to the next is possible. With this in mind, it becomes understandable that the present state of education for librarianship in Eastern Germany cannot be examined without giving a detailed picture of the past 25 years. Analyzing the development step by step will also lead to a com-

prehension of the reasons underlying the new approach taken since 1968 with the required organizational changes still in progress.

The thesis is divided into two parts:

- I) Education for Librarianship in Germany until 1945.
- II) Education for librarianship in the German Democratic Republic.

PART ONE is supplemented by ANNEX A in which relevant ministerial orders, regulations, etc., relating to education for librarianship until 1945 are listed. PART TWO is divided into two main chapters and supplemented by ANNEX B in which are cited those laws, regulations, etc. which have a bearing on education for librarianship from 1945 on. No claim for completeness of the listing can be made. The first chapter deals with education for librarianship up to approximately 1968 and the second with the changes which have taken place since that time. It will be noted that in Chapter One certain forms of education are described in the present tense and, thus, seem to contradict later developments reported in Chapter Two. One of the reasons for this lies in the attempt to outline the very latest state of development in one form of library education or the other. Some of the information included has only become available very recently.⁷⁾ It should be noted that several programs are not yet completely finalized and adjustments may be required after one or two cycles of training are completed.

PART ONE : EDUCATION FOR LIBRARIANSHIP IN GERMANY UNTIL 1945

The library profession in Germany developed gradually from the 16th century to the middle of the 19th century and from then on at a quickening pace until today.

In the preceding centuries it was thought that it was sufficient to be "born to be a librarian", yet many an outstanding scholar found himself acting as librarian for lack of a better paid position. The librarian of the 16th, 17th, 18th and greater part of the 19th century was the "Professoren-Bibliothekar", who was a scholar first and a librarian second.

Around the middle of the 19th century it became evident that besides a university degree a preparatory service and a qualifying examination were needed for the library profession. Bavaria in 1864 took the lead,⁸⁾ and Prussia in 1893 followed with a ministerial order to regulate admission to the State's civil service based on a qualifying examination. Formal training for librarianship in Germany began in 1893 in Prussia.

It should be pointed out that most libraries in Germany were under municipal, provincial, or federal jurisdiction, and likewise library personnel to a large extent were members of the civil service. Thus, with the admission of university educated librarians to the highest category of civil servants this group of library personnel became known as "the higher level service". When the second type of library personnel, the assistant librarian,

was admitted to the civil service and classed with other professional groups who had similar schooling and training, it became "the medium level service". This category of library personnel had to undergo a three or four year training period, completed it with a state-examination, the so-called "Diplom-Prüfung, and received a diploma. Gradually, the assistant librarians became known as "diploma-librarians".

Diploma librarians served in two capacities: either they worked in research libraries as assistants to academic librarians of the "higher level service" and were then referred to as "medium level service", or they worked as librarians in public libraries, where they were the only category of library personnel.

The country's medium level service in the 1930s became the advanced level service and, consequently, librarians of this level were referred to as "the advanced level service". At the same time library assistants in the lower level (civil) service had become "the medium level service". This group was of little significance before 1945.

By the year 1945 four categories of civil servants existed in Germany, the "higher", "advanced", "medium", and "lower" level service, each one with specific admission requirements, regulations outlining the career, etc. The education and training of library personnel belonging to the first three levels of civil service, as they were found in research libraries (government, university and special libraries), will be discussed in separate

sections in this part.

In 1930 with the establishment of state library colleges⁹⁾ the training of diploma librarians was divided into training for public librarianship and training for the advanced level service in research libraries. This division continues until the present day.

To understand the importance of the Prussian order of 1893 for the library profession and the education for librarianship in Germany, it is necessary to examine the state of librarianship in Germany during the preceding period.

CHAPTER ONE : EDUCATION AND TRAINING BEFORE 1893

Until the middle of the 19th century, libraries were administered by two types of men, either they were full-time librarians or they were involved in library matters on a part-time basis or temporary basis. To the first group belong a number of poets or would-be poets who were appointed to the position of librarian by a sovereign of one of the 300 or more petty states created in Germany after 1648.

To the second group belong scholars, mostly professors, who attended the libraries to supplement their income. As this type of librarian was mainly found at university libraries, the pre-professional librarian became known as the "Professoren-Bibliothekar".

A. THE 18th CENTURY LIBRARIAN

In the 18th century the names of great men were found ¹⁰⁾ among librarians, yet recognition of the library profession evolved only slowly. The "Aufklärung" was conducive to learning. During this epoch came the desire for books and the development of private libraries of scholars and noblemen.

I. COURT LIBRARIES

Increasing power of the nobility led to the founding of court libraries, a development which was the beginning of the later Staats- and Landesbibliotheken. The library at the lavish court of the Kurfürst August von Sachsen in Dresden was founded in 1556, Munich followed in 1558 (later the Bayerische Staatsbibliothek) and at Berlin the Kurfürstliche Bibliothek in 1661 (later Preussische Staatsbibliothek). The most important German library in the 16th century was the Palatina in Heidelberg; in the 17th century it was the Augusta in Wolfenbüttel (1604). ¹¹⁾

Court libraries reflected the moods of their owners. To some rulers the library was just another toy that took their fancy. Duke Karl Eugen in Stuttgart established a large library as the result of his passion for collecting books; the administration of the collection, however, was unimportant. ¹²⁾ Yet, at the library of the minor court in Kassel in 1779 the library staff was organized into two librarians, one sub-librarian, two scribes and a clerk. The librarians had to be familiar with the history of knowledge and were expected to gain recognition for their

scholarly research and publications.¹³⁾ We find outstanding men as librarians, e.g. at the Kurfürstliche Bibliothek in Hannover it is Leibniz,¹⁴⁾ at the Herzogliche Bibliothek in Wolfenbüttel it is Lessing,¹⁵⁾ and in Saxony it is Winckelmann.¹⁶⁾ Yet it would be wrong to call these men the forerunners of the profession in Germany. They did not help to establish a professional tradition, but held the post because they had stressed the importance of libraries, mainly, however, on the basis of their achievement as poet, philosopher, or scholar. Their main interest, however, remained in their field of specialization.¹⁷⁾

II. CITY LIBRARIES

During the Reformation a considerable number of monasteries and cloisters were closed down. As a consequence we find the establishment of the first city and municipal libraries in Hamburg, Lüneburg, Magdeburg, Nürnberg and Augsburg.¹⁸⁾ The situation at these libraries was similar to the court libraries. They were intended to display the wealth and influence of the burghers, though in a more conservative manner. An exception was Breslau, where in 1658 the librarian of the Stadt- und Kirchenbibliothek Maria Magdalena received a living wage and had no outside duties to attend to.¹⁹⁾

III. UNIVERSITY LIBRARIES

University libraries in the 17th and 18th centuries usually were attended by a professor who needed an additional income. In this way, Kant²⁰⁾ in 1765 became a part-time librarian. In 1770, however, shortly after he was appointed to the chair of logic and

metaphysics in Königsberg he resigned from this post because he had no inclination to be day after day the "obedient servant of whimsical curiosity".²¹⁾

Part-time librarians were frequently absent from their work and kept the library closed when sick. Administration and cataloguing were often in the hands of less educated helpers. Occasionally certain requirements were voiced as to the educational background of the librarian (mostly languages or familiarity with the literature) but no library in Germany during this period stands out as setting a trend to provide stepping stones to the future development of the profession. Appointment of a person to the position of a librarian and assignment of work to be carried out was done at random.

There was, however, one exception: the library of the University of Göttingen. This library is held to be the first modern library organized for the benefit of the user. Founded in 1735 its organization and library service were considered outstanding for over a century.

S.L. Jackson speaks of this development as follows: "When the French Revolution broke out, the German university tradition was already well established and Göttingen had given a model of academic library service to the entire west."²²⁾ At this library every step was planned with the far reaching aim to aid the university in becoming established as a great university. What made this university library outstanding, however, was its spirit, its atmosphere. Nothing was left to chance, mood or fancy, but the building of the collection, setting up of the catalogue and use made of the library and personnel were carefully worked out. No important book was to be

lacking. It was the duty and the right of the professor and the librarians to point out gaps in the collection. The library's collection was to reflect the need of the users.²³⁾ Thus, here in Göttingen all points essential for the development of a modern university library were already apparent.

The driving force behind the University of Göttingen and its library was Ad. Freiherr von Münchhausen, an able administrator, skillful politician and remarkable scholar, who enlisted the help of Joh. M. Gesner²⁴⁾ and later on Chr. Heyne²⁵⁾ for the library. Heyne had the gift of singling out associates who would contribute to the spirit of the library and, at the same time, represent the various branches of knowledge, thereby foreshadowing the later development of Fachreferenten. Heyne also believed that the library would benefit if the custodians were retained full-time by the library. However, it would take yet another hundred years for librarianship to emerge as an independent profession.

B. THE 19th CENTURY LIBRARIAN

The libraries of the 19th century were shaped by the tremendous increase in book stock and the widened accessibility of the collection to the public.

I. THE BEGINNING OF PROFESSIONAL CONCERN IN BAVARIA

The influence of the French Revolution and wars of Napoleon led to the dissolution of the Holy Roman Empire. German states, Prussia in particular, were obliged to introduce long-needed social, political, and administrative reforms. As a result of the Congress of

Vienna, a number of petty states were eliminated, thereby enlarging the territory of Prussia and Bavaria. The central libraries in Berlin and Munich were confronted with new tasks; questions concerning library personnel were not of primary importance.²⁶⁾

In Bavaria large collections of secularized monasteries were absorbed by the Königlische Zentralbibliothek in Munich. By 1811 this library held the most important and most valuable collection in the newly created Kingdom of Bavaria. The "Dienstordnung" of October 20, 1811,²⁷⁾ stipulates that the director be a scholar and polyhistor of renown while his associate, the librarian, be experienced in librarianship and devoted to his work. The three custodians should have a knowledge of Latin, Greek, French, Italian, English, be familiar with early and modern German literature, and be well versed either in oriental dialects or Spanish, Scandinavian and Slavic languages, literature and literary history. Respective applicants were to be examined by an academic committee prior to permanent employment. In addition, provision was made for a "Sekretär" aided by no fewer than four assistants. Work on the classified catalogue was divided into Fachreferate.²⁸⁾

A step towards establishment of professional training may be seen in the suggestions made by LICHTENTHALER,²⁹⁾ the director of the Bayerische Hof- and Staatsbibliothek, on June 27, 1827, that a "bibliothekarische Pflanzschule" (library school) be established at the Bavarian State Library to provide for trained personnel at all Bavarian libraries.³⁰⁾

This opinion was voiced previously by the Bavarian monk-librarian, SCHRETTINGER,³¹⁾ whose Versuch eines vollständigen Lehrbuchs der Bibliothek-Wissenschaft (1808-1829) reflected his concern with the problems of training professional librarians.

Schrettinger in his manual developed his thoughts on education for librarianship only in his final Heft, published in 1829.³²⁾ In the meantime the Saxon librarian, EBERT,³³⁾ published Die Bildung des Bibliothekars (1820), a brochure on the education of the librarian. Very few publications concerned with the library profession in the 19th century left an impact comparable with Ebert's. The reason for the tremendous attention which this work received among the profession is not to be found in the importance of the writer (he was "secretary" at the Royal Public Library in Dresden), but in the topic.

Ebert demanded that an examination be held to decide the librarian's suitability for a position, bring dignity to the profession and lead to a greater financial reward. He asked the authorities not to appoint persons to library posts at random and states:

Keinem sich und seinen Beruf achtenden Bibliothekar kann es gleichgültig seyn, wenn er sieht, wie viel bisher bei der Besetzung der Bibliothekariate dem blossen Zufalle überlassen wurde. Der Besetzung der gemeinsten und unbedeutendsten Aemter des gewöhnlichen Lebens geht eine Prüfung oder doch die Forderung einer beglaubigten Nachweisung früherer Vorbereitung voraus; nur das Amt eines Bibliothekars ist bisher ohne alle Prüfung vergeben - ja wohl oft geradezu als eine bequeme Sinecurastelle fügsamer Gesellschafter oder als eine milde Versorgung verunglückter Erziehungskünstler ertheilt worden. Eben diess ist die vorzüglichste Ursache, warum unsre deutschen Bibliotheken bisher weit weniger geleistet haben, als sie billig und nothwendig hätten leisten sollen. Möge also künftig eine sorgfältige Prüfung der Subjecte diesem Mangel abhelfen und zugleich das Amt eines Bibliothekars ehren. 34)

In Ebert's opinion a qualified librarian should have extensive knowledge of Greek, Latin, English, French, and possibly Spanish and Portuguese, as well as history, literature and bibliography. Furthermore, the librarian should be an able administrator and be familiar with specific library work (cataloguing, etc.). Good handwriting and some manual skills are also required.³⁵⁾ He has very definite ideas on how and where to acquire professional knowledge,³⁶⁾ and formulated what others, who were better known, had not done before:

Möchten diese Blätter das Glück haben, in die Hände von Männern zu gelangen, bei welchen wenigstens einige der hier behandelten Gegenstände, sey's Wunsch und Bitte oder Vorschrift und Belehrung, Beherzigung fänden! Der Verfasser ist blos deshalb als Sprecher aufgetreten, weil Würdigere und Erfahnere, als er, schwiegen; ...³⁷⁾

Schrettinger in his manual (fourth Heft, 1829) under the heading of administration, says of the "production of personnel" that, in order to obtain staff, individuals who will be "completely librarians" ("ganz Bibliothekare") one must recruit youngsters with a knowledge of languages. Furthermore, to assure concentration, such apprentices should enjoy not only congenial working conditions but adequate funds so that they need not seek their bread as writers and be led to think of their library tasks as mere drudgery.³⁸⁾ Thus, he suggests that a "Bibliothekar-Pflanzschule" be established at the principal library of the Land.³⁹⁾ In 1833 Lichtenthaler submitted a report to King Ludwig I of Bavaria about the introduction of courses in oriental and modern languages for librarians-in-training at the Court-

and State-Library. He mentioned at that time that several of the custodians were studying Russian, Chinese, Persian, Hebrew, Sanskrit, Arabic, or planning to do so. There are also indications that around 1843 lectures were given in palaeography and early German literature⁴⁰⁾ under SCHNELLER.⁴¹⁾

From these humble beginnings to establish professional requirements for librarians in Bavaria, it took another 20 years until the first decisive step was taken towards the long awaited "rechtliche Ordnung der bibliothekarischen Tätigkeit". The Bavarian ministerial order for admission and examination for the service at the Hof- und Staatsbibliothek of May 12, 1864,⁴²⁾ required candidates for the profession to possess knowledge of modern languages and have either university education up to the level of the state examination or proof of four years of literary activity. The type of university education required was not specified, nor was there any demand for the "promotion" (graduation at the doctorate level), a point which later on gained considerably in importance⁴³⁾ and, at present, is still the basis for frequent and heated discussions among members of the profession. Furthermore, the Bavarian regulation did not require proof of practical and theoretical preparation for the profession, nor did complying with the educational and professional requirements in itself constitute a guarantee for employment. The candidate was obliged to pass the examination at the Hof- und Staatsbibliothek before an appointed board after which he received a certificate.

The questions asked in this examination were of a general nature, since no provision had been made concerning professional qualifications.⁴⁴⁾ This point was clarified in Bavaria some 40 years later.⁴⁵⁾ Prussia, in 1893, had thus taken the lead in establishing the basis for professional recognition of the librarian. At this point it might be advisable to take a look at the status of the library profession as a whole in Germany during the 19th century.

II. LIBRARIANS IN STATE LIBRARIES.

The Bavarian Hof- and Staatsbibliothek had had a full-time librarian since the early part of the 19th century. In Berlin the former head librarian of the university in Heidelberg, ⁴⁶⁾ WILHELM, was appointed director of the Königliche Bibliothek in an independent, full-time capacity. The so-called librarians, the faculty members, acted only in an advisory capacity. Yet, it was necessary to carry out work on large parts of the catalogue in the homes of the assistants, a fact which not only reflects the lack of concern for library work, but indicates the prevailing low regard for professional work as well.⁴⁷⁾

In the libraries of smaller German states this was still more evident. Library work was generally held in low esteem. By the middle of the 19th century the state library of Württemberg in Stuttgart was considered a niche for professors grown too old to teach, and a place which would leave librarians enough free time to indulge in literary pursuits. In Dresden volunteers tried their hand at the new subject catalogue, each according to his own ideas.⁴⁸⁾

It was not until 1865, when FORSTEMANN⁴⁹⁾ headed the Königl. Öffentliche Bibliothek that any judgement was applied to the hiring of librarians.⁵⁰⁾

III. LIBRARIANS IN CITY LIBRARIES

The situation in the Stadtbibliotheken was much the same. A well-known scholar could be head of a library, though his achievements as a librarian might be nil. There were, of course, some exceptions. EMIL NAUMANN,⁵¹⁾ librarian at the Stadtbibliothek Leipzig, was the founder of the first library journal "Serapeum" and later became spokesman for librarians by advocating the independence of the library profession.⁵²⁾ It was, however, up to the university librarians to become the driving force for achieving professional recognition.

IV. LIBRARIANS IN UNIVERSITY LIBRARIES

The position of the director of a university library varied from university to university, depending on the amount of influence exercised by the faculties, the attitude of each year's rector towards the library and, last but not least, the library board. The head of a university library might be a scholar, outstanding in his own field, but as the director of a library he was completely dependent upon the faculties, who divided the book budget among themselves.⁵³⁾ Consequently, collections often revealed great gaps because the subject matter of the collection reflected the particular interest of the faculty member in charge. Catalogues were neglected and administration of the library carried out at random.

An entirely different situation existed at the library of the university in Göttingen. As mentioned earlier, this library had gained the respect of the faculty in the 18th century and, as a result, ^{a library} was considered the decisive factor in the importance of the university.⁵⁴⁾

The need to define the position of the university librarian became more pronounced, and in the first half of the 19th century demands for an independent professional librarian were voiced by a number of universities: Greifswald (1820), Breslau (1822), Freiburg (1860), Kiel (1823), Bonn (1828), Würzburg (1830), Tübingen (1840 and 1855), Erlangen (1840), Marburg (1847), and Heidelberg (1849).⁵⁵⁾ There were, of course, objections against the establishment of such a post. The most frequent reason was that the university librarian with his encyclopaedic knowledge might neglect the literature of a specific branch of knowledge once in charge of the budget for book purchases. Certain unsatisfactory experiences with full-time librarians were cited.⁵⁶⁾

In 1873, however, the university in Heidelberg decided to create a position for a responsible, experienced, professional librarian to head its library. Suggestions and opinions from highly regarded librarians were solicited, and these resulted in the appointment of ZANGEMEISTER⁵⁷⁾.

C. THE PROFESSIONAL LIBRARIAN.

I. THE GENESIS OF THE PROFESSIONAL LIBRARIAN.

The appointment of Zangemeister was a cornerstone in the history of the library profession,⁵⁸⁾ insofar as the discussion of professional requirements for this post provoked a need to define the essential and desirable qualifications required of the professional librarian. Three types of librarians finally emerged:

- a) The scholar, outstanding in his own branch of knowledge and familiar with its literature, the so-called "Professorenbibliothekar", found in most university libraries.
- b) The scholar, who has a more general background, though less profound knowledge of literature, but is mainly a bibliophile.
- c) The university educated person with a profound knowledge of books, familiar with all types of literature, more aware, perhaps of the existence and accessibility of books, rather than their contents.

The **Baden** Ministry of Culture decided that the last type would best reflect the qualities sought in the ideal professional librarian. In all three categories administrative ability, a sense of order, and skill in handling the book budget were presupposed.

Similar appointments were made in Breslau with Karl Dziatzko (1872)⁵⁹⁾ in Göttingen with August WILMANNNS, (1875)⁶⁰⁾ and in Halle with Otto HARTWIG (1876),⁶¹⁾ thus calling to the post of university librarian

men with experience in library work, who were respected among scholars.

These three librarians and Friedrich ALTHOFF, since 1882 Ministerialdirektor in the Prussian Ministry of Culture, were pace setters for the Prussian library reform and the subsequent government regulations.

II. THE PRUSSIAN LIBRARY REFORM

The much heralded Prussian "Ausbildungsordnung" of December 15, 1893, is the result of long drawn out discussions and demands, based on consultations, suggestions and recommendations.

ALTHOFF,⁶²⁾ during his tenure as professor in Strasbourg, could observe the impact which a large, well-organized library had on the research work carried out by a university. Influential in the Prussian Ministry of Culture, he was vital in his support for the newly founded library periodical "Centralblatt für Bibliothekswesen" and responsible for the establishment of a chair for library science at the University of Göttingen (1886). Both innovations were signs of more changes to come.

In 1888 a commission, comprising a number of well-known librarians, was established under the chairmanship of DZIATZKO and entrusted with the task to examine various concerns in the library field.⁶³⁾ Dziatzko, since 1886 a full-time professor of library science in Göttingen, was asked to present the committee's suggestions for a "bibliothekarische Berufsordnung", which he did two months

later.⁶⁴⁾ In this paper the following points were stressed:
Prerequisite for admission to the profession was graduation from a university in one of the four faculties (theology, law, medicine, education), e.g. passing the so-called "Staatsexamen", supplemented by the "Promotion", and followed by at least one year in one of the Royal (Prussian) libraries of practical and theoretical preparation culminating in an oral and written examination. In lieu of university graduation four years of comparable literary activity could be accepted. In the qualifying examination, which was to take place once a year in Berlin, the candidate must give evidence of a knowledge of Greek, Latin and German palaeography (particularly that of the late Middle Ages, in connection with the history of the book), a familiarity with the history of printing, literature and bibliography, and a basic understanding of library organization and administration. Facility in reading and understanding the handwriting of the languages most frequently used in the Middle Ages was likewise expected.⁶⁵⁾

Two years later the Prussian Ministry of Culture sought another opinion, this time from Dziatzko. His report of July 23, 1891,⁶⁶⁾ contained in 16 paragraphs the draft for a regulation (governing professional requirements) and complied, in general, with the commission's findings. Dziatzko added the numerus clausus (restricting the number of applicants) and another proviso for admittance to the profession, namely, knowledge of medieval history. A professorship in this field was to be established at his

Institute, as well as another for Greek palaeography. The "Volontäre" should attend four hours of lectures and submit to two hours of practical training every day for one year in addition to attending other lectures at the university in Göttingen. These points, however, were not incorporated in the final ministerial order of 1893.

Meanwhile in the Prussian decree of 1892 (a civil service regulation) another aspect of the library profession was considered, namely the legal status of the librarians in the civil service at the Royal Library and the university libraries in Prussia. In this regulation librarians were divided into three groups: Assistenten, Volontäre and Hilfsarbeiter. The "Assistenten" were salaried librarians employed full-time, though not on a permanent basis; the "Volontäre" received practical library training, but no salary; the "Hilfsarbeiter" were a kind of temporary employee. They stayed on or left, while "Assistenten" and "Volontäre" remained at their respective libraries, thus becoming the predecessors of the present librarians of the higher level civil service. ^{67\}

As indicated above, the final ministerial order of 1893 reflected a more down to earth approach in its requirements for professional training. Its importance, however, did not lie so much in this but rather in its emphasis on the prerequisites for admission to professional training, a factor which would eventually guarantee a homogenous group of librarians

with a better professional spirit than ever before. The long sought after "Ausbildungsordnung" conferred upon librarians in Germany (Prussia was its most influential state) the desired professional status. Now, for the first time, they were regarded as members of an independent, self-contained, professional group within the State's civil service, on the same level with other professions requiring academic education.

CHAPTER II : THE BEGINNING OF FORMAL EDUCATION FOR LIBRARIANSHIP

A. PRUSSIA

Fritz MILKAU,⁶⁸ in his article "Der Bibliothekar und seine Leute" called the Erlass betreffend die Befähigung zum wissenschaftlichen Bibliotheksdienst bei der Königlichen Bibliothek zu Berlin und den Königlichen Universitätsbibliotheken of December 15, 1893, the "birth certificate of the German librarian".

The Erlass in general followed the suggestions made by the 1888 Commission. It consisted of two parts, similar to other career specifications in the "higher level service". Part one regulated the admission to the career, part two the basis for meeting the pre-requisites for employment.

The pre-conditions for being admitted to specialist library training were as follows:

- 1) Matriculation from a classical college.
- 2) University degree in theology, law, medicine, or education.
- 3) Doctorate.

In addition, the applicant was required to bring:

- 1) A certificate of good conduct (from the police).
- 2) A certificate of good health.
- 3) Proof of sufficient financial means available during the training period.

Professional competence was to be achieved through theoretical and practical training, completed by the qualifying examination.

In accordance with the decree of 1892⁶⁹⁾ the applicant's job

title during the training period was "Volontär". When entering the civil service he was given the title "Bibliotheksassistent". A change from the Commission's report in 1888 was the extension of the training period to two years. This was done to bring library training in line with the in-service-training of high school teachers.⁷⁰⁾

After completing the practical training period at the Royal Library in Berlin or one of the royal university libraries the "Volontär" was at liberty to spend the second year at the library of the University of Göttingen, provided he also registered at that university for two semesters.

This provision points to a certain inconsistency in the "Erlass". The training year in Göttingen was voluntary. Outside of Göttingen it was left to the "Volontär" to find ways to gain the knowledge required for the examination. Only one half of the librarians-in-training attended the lectures in Göttingen.⁷¹⁾

There too, the situation was far from ideal. Dziatzko was the only instructor and thus could not present all the material required in lectures. He was a hard working man, but library science was a very new field, and to present the material on an academic level too many gaps had to be filled. It was not surprising, then that only one field, history of printing in the 15th and 16th centuries, in particular the Gutenberg period, was sufficiently, though too extensively covered.⁷²⁾ A change occurred when Dziatzko's successor, Richard PIETSCHMANN,⁷³⁾ in agreement with the Prussian Ministry of Culture, decreased emphasis on the im-

portance of lectures. Lectures in the history of books and libraries were still given, but library students had to find most of the material required for the examination on their own.⁷⁴⁾

Pietschmann left the chair in 1920.

B. BAVARIA

Despite early attempts to formulate requirements for admission to the profession, Bavaria needed another twelve years to follow Prussia's example, and in 1905 passed a similar order, the Verordnung, die Befähigung zur Anstellung im Höheren Bibliotheksdienst betreffend, of April 24, 1905, and admitted nine university graduates for training.⁷⁵⁾ There were, however, some differences, e.g. admission to the profession was first on a probationary basis (par.2); requirements for a university degree were similar, but any type of university graduation was acceptable; the doctorate was not required for admission to the training, but had to be acquired prior to submission to the qualifying examination (par.11).

Education for librarianship was to last 1½ years,⁷⁶⁾ supported by systematic training through courses given at the Hof- and Staatsbibliothek, Munich, during the second half of the training period, and completed by the professional examination.

Emphasis in lectures and assignments was on bookprinting, the booktrade, diplomatics, "Bibliothekswesen", library administration, the history of libraries, and bibliography (par.11), to which languages were added. The examination lasted two or more hours and was mainly oral (par. 15 and 16). This, however, was changed

later on. The experience gained during the first year indicated that 1½ hour for oral examination was sufficient and an additional written examination of 2 hours advisable.⁷⁷⁾

During the training period the future librarian took the title "Bibliothekspraktikant" (par.4) rather than the Prussian "Volontär". Furthermore, in the Bavarian "Verordnung" the rights and obligations of the trainee were defined in greater detail, e.g. the way in which professional assignments had to be carried out, subordination under the authority of the library director, interruption of the preparatory service, holidays, etc. (par. 4-8). Candidates who passed the qualifying examination and applied for a position in the service were obligated to continue working at the training library without receiving a salary, until accepted for employment (par.21).⁷⁸⁾

C. CHANGES IN PRUSSIA

As indicated, library students in Prussia were made to acquire the necessary professional knowledge mainly through self-training. Consequently, the results of the qualifying examination were not satisfactory, as Paul SCHWENKE, a member of the Prussian Board of Examination, stated in 1906:⁷⁹⁾

Als Mitglied der preussischen Prüfungskommission will ich nicht mit meiner Meinung zurückhalten, dass unsere Prüfung eine etwas mangelhafte Einrichtung ist. Bei dem Fehlen einer eigentlichen Vorbildung und geeigneter Lehrbücher bleibt es häufig unklar, was man von den Kandidaten erwarten kann, und so hält sich die Prüfung ... an der Oberfläche.

In Bavaria a number of experienced librarians through courses

given at the Hof- and Staatsbibliothek familiarized students with the material.⁸⁰⁾ Prussia openly admitted that this systematic training scheme was superior to its own.⁸¹⁾

In 1912, based in part on the experiences collected in Bavaria in the training of library students, Prussia passed another Erlass⁸²⁾ which brought about decisive changes in the systematic training of library students. They now had to attend lectures and practice periods in library science either for one year at the University of Göttingen, or participate in training courses given at the Preussische Staatsbibliothek in Berlin.

This Erlass, however, contained additional requirements for the qualifying examination. The student had to demonstrate a familiarity with library administration, the technical facilities of libraries in Germany and abroad, and the history and development of European civilization including higher level education and national literatures, etc. (par.7). It was not clear where candidates, who had not studied history or philosophy were to obtain this information as no lectures were given on the subjects.⁸³⁾

The length of the training period remained the same: 2 years. The group of trainees to be admitted from the various professions now included engineers. As to the schooling, high school graduates from schools other than classical colleges would also be admitted, provided they had a knowledge of Latin and Greek, in addition to university graduation and a doctorate (par.2). "Volontäre" which were found unsuitable for library service, could be dismissed during the training period.

The Erlass was supplemented in 1920 and 1921.

CHAPTER III : EDUCATION FOR LIBRARIANSHIP IN THE 20th CENTURY

- BEFORE 1945

A. THE HIGHER LEVEL SERVICE - DER HÖHERE DIENST

The university educated librarian is usually referred to as "wissenschaftlicher Bibliothekar" which is frequently translated as "research librarian" or "specialist librarian". In the four categories of civil servants in Germany: the lower, medium, advanced, and upper levels, this group is classed with the upper level, thus called "der höhere Dienst", which means "the higher level service".

I. TEACHING OF LIBRARY SCIENCE AT THE UNIVERSITY LEVEL IN BERLIN AND MUNICH

The problem of a definition of library science and what it should include was frequently discussed, and opinions varied greatly. The prevailing uncertainty became evident in the so-called "Drei Generaldirektoren-Projekt" (1918) in which combined training for librarians, archivists and museum officials was considered. However, the plan was dropped after World War I. The word "Bibliothekswissenschaft" (library science) was used for the first time by Schrettinger in 1829 and 1834.⁸⁴⁾ Around 1920 the question came up again in connection with the teaching of this subject.

As previously mentioned the chair in library science in Göttingen (Prussia) was vacated in 1920. Since it could not be filled in Göttingen, it was moved from Göttingen to Berlin in 1921,

but still remained vacant.

In Bavaria the lectures, given at the Bayerische Staatsbibliothek, did not suffer any interruption. In the year 1922 a chair for library science was created at the University of Munich and offered to Georg LEIDINGER, the director of the department of manuscripts at the Bayerische Staatsbibliothek. The professorship for library science in Berlin had been offered to Leidinger in 1921, who refused it, preferring to remain in Munich.

The courses given at the Bayerische Staatsbibliothek emphasized the history of printing to which 29 hours were devoted while history of libraries was covered in 8. Under Leidinger the curriculum reflected his field of specialty, diplomatics and palaeography. Less importance was attached to the teaching of courses concerned with matters involving contemporary library work, library architecture, etc.⁸⁵⁾

Library education in Prussia took a turn for the better when Fritz MILKAU⁸⁶⁾ accepted the professorship in 1926. Germany had in Milkau one of the ablest librarians of the first third of the 20th century. Among his many achievements as a librarian is the "Handbuch der Bibliothekswissenschaft", intended as a manual for library students.

Milkau had previously rejected the offer to the chair. After his retirement as director general of the Preussische Staatsbibliothek in Berlin, he became actively involved in problems concerned with library education. It was for this reason that he finally accepted

the post and a short time later was already at work on the manual. Two years later Milkau founded the Bibliothekswissenschaftliches Institut (1928-1935). He intended to establish library science as a subject to be taught at the university level by six librarians and seven university professors, but the idea was not very successful, and the Institut was dissolved after his death (1934). As one reason for this Leyh states⁸⁷⁾ that the curriculum, being very heavy on palaeography and copyright law, excelled by far the library student's training requirements and ability to absorb the material presented within one year. Milkau further stressed the history of humanities and science, concentrating on biographies of scholars and scientists, the history of civilization, of universities and libraries. All in all far too much material was presented in too short a time.⁸⁸⁾

After his death and the dissolution of the Institut, education for librarianship was carried out in the form of courses given according to the Munich model.

The new "Ordnung" of 1928 attached less importance to scholarly knowledge, but emphasized familiarity with the history of libraries and printing, and bibliography.

II. PRUSSIA : ORDNUNG FÜR DIE ANNAHME, AUSBILDUNG UND PRÜFUNG
DER ANWARTER FÜR DEN WISSENSCHAFTLICHEN BIBLIOTHEKSDIENST of July 30, 1928

This regulation replaced the Erlass of 1912. Based on experiences collected in the meantime, it was the most comprehensive regulation so far outlining and defining in 13 paragraphs the training procedure to be followed.

In addition to the oral examination an extensive essay was now also required for the qualifying examination. The essay, treating a topic in library science, was to be prepared during the last quarter of the training period. A scholarly paper published (wissenschaftliche Veröffentlichung) by the library student during the training period could take the place of the required essay (par. 8, chapt. 2-3). Since 1926⁸⁹⁾ graduates in agriculture and commerce (or political economy) were admitted for training; since 1912 graduates in engineering had been accepted as trainees. For the first time it was specifically mentioned that the training period was to be devoted to library education exclusively. Of the two year training period the first year, the practical training, was to be served at a university library or the library of a technical university (Technische Hochschule), while the second year, the theoretical training, was at the Staatsbibliothek. Library students were required to attend lectures and labs (practice periods), given by university professors and librarians during the second year of training at the university's Bibliothekswissenschaftliches Institut.

There was a provision in paragraph 7 that applicants who had undergone a similar two-year-training at a public library could be admitted for the qualifying examination.

No longer was the trainee required to submit proof of sufficient funds on hand during the training period. In fact, since 1922 trainees received financial support and were called civil-servant-in-training (Beamter im Vorbereitungsdienst). Since 1925⁹⁰⁾ a

candidate who successfully completed the examination was given the job title "librarian", and when appointed for life in the Prussian civil service, the librarian received the title "Bibliotheksrat".

At this point it may be advisable to examine the state of education for librarianship in the other parts of Germany, prior to dealing with the important rules for examinations issued by the Reich in 1938.

III. TRAINING FOR THE PROFESSION IN OTHER GERMAN STATES

Prussia and Bavaria directed their attention mainly to the education of their own staff for the higher level service, while in Saxony provisions were made for the training of research librarians according to general needs.

The smaller German states, like Saxony, Württemberg, and Baden generally followed the regulations of Prussia and Bavaria with some minor changes. The second year of training was to be spent in Berlin, Munich, or Leipzig where lectures were available.

Saxony in the Prüfungsordnung of 1919,⁹²⁾ like Bavaria in 1905, did not require the doctorate as a prerequisite for admission to the library training, but accepted it in place of the so-called first state-examination (university graduation) otherwise required. As in Bavaria, the professional examination was mainly oral. Short written tests, however, could be given. In the Prüfungsordnung provision was made to admit women to the training (par.3a).

This Prüfungsordnung was revised in 1932 which brought some changes

in the rules for examinations. Instead of the state-examination or doctorate, admission to the training was based on university graduation and the doctorate. Furthermore, an age limit was set for the first time: applicants could not be over 30 years old. There were also some peculiarities to the training itself. The Volontäre, as the trainees were called according to the Prussian example, were given the choice of spending the two years of library training at any accepted training library, either in Saxony or other parts of Germany, but upon completion of the training period had to submit to a qualifying examination at the Prüfungsamt für Bibliothekswesen in Leipzig (Examining Board for Library Science). It was left to the student to attend lectures, given for his benefit, at the Leipzig university every other year to facilitate the theoretical training. However, this gradually became the custom.⁹³⁾ As in Prussia a year earlier, the Government of Saxony also granted limited financial support to its trainees.

The rules for examinations for Württemberg (Aug. 20, 1925)⁹⁴⁾ and Baden (March 28, 1928),⁹⁵⁾ both provided for the second part of the training period to be taken in Prussia, Bavaria, or Saxony (par.2), since neither country had provision for complete library training. The examination had to be passed at the place where the theoretical instruction was obtained. Therefore, no directives were given in these regulations for professional training. In both states the librarian-in-training was called "Bibliotheksreferendar" and upon passing the examination "Bibliotheks-

assessor", as had been the case in Bavaria since 1921.⁹⁶⁾ Length of the training period in Württemberg was a minimum of 1 3/4 years, and in Baden a minimum of 2 years. Prerequisites for admission to the training were university graduation and doctorate.

IV. DEUTSCHES REICH : AUSBILDUNGS- UND PRÜFUNGSORDNUNG FÜR DEN
WISSENSCHAFTLICHEN BIBLIOTHEKSDIENST
of August 18, 1938.

The opinions about the value of these rules for training and examinations for the scientific library service differ. Leyh⁹⁷⁾ states that the natural development of the German libraries was shortly interrupted by the authoritarian government between 1933 and 1945. Admission to the training and examination had political overtones. Examinations or subsequent promotions were frequently influenced by political judgement. Böhm⁹⁸⁾ points out that this order "signified a basic change in the professional education of the librarian in Germany". Kunze⁹⁹⁾ states that this order with regard to its contents, does not contain "anything new".

It is felt that this order should be discussed in some detail since it was the first of its kind and applied to all parts of Germany, invalidating all previous ministerial orders issued by the various states. Eliminating the typical national-socialist provisions, it remained in use for different lengths of time in the divided Germany.

Following is a short survey of the Training and Examination Regulation for the Higher Level Service of August 18, 1938:

Applicants who wish to enter the preparatory service are required

- to meet the prerequisites for appointment to the civil service;
- to have a university degree by state examination in theology, law, medicine, education, engineering, commerce, political economy, agriculture, and a doctorate; or, if no previous state examination, a doctor's examination with a high mark; or the degree of a Dr. habil.; or, in case of proven capability for research, a doctorate with a good mark;
- to read and write shorthand;
- be a member of the NSDAP or one of its sub-organizations;
- to have completed the compulsory military service or have been furnished with a dispensation.

Applicants should not be over 30 years old.

The doctorate may be obtained during the training period but prior to the qualifying examination. (par.2)

The application for admission should include:

- a handwritten curriculum vitae;
- proof that the applicant and (if married) his wife are of German or related blood;
- a completed special questionnaire;
- assurance that the applicant did not belong to a Freemasons' lodge or a similar organization;
- military release papers;
- certificate of good conduct (from the local police) for the period between university graduation and date of application;
- certificate of good health;
- high school graduation diploma;

- certificates, degrees, or other records to support par. 2;
- the dissertation;
- certificates from previous employers, if any;
- a photograph. (par.3)

These papers are to be submitted to the director of the library where the applicant intends to spend his first year of training. The director, in turn, after a personal interview, is to forward them, with his commentary, to the Chairman of the Library Advisory Board (of the Reich), who then adds his own comment and forwards the application to the Minister of Culture, etc. (Reichsminister für Wissenschaft, Erziehung und Volksbildung). This office decides who will be admitted to the training, (par. 4) and which library will take the accepted trainee. (par. 5)

The training period of at least two years will be applied exclusively to library education. The first year is to be spent at a university library, the Landesbibliothek in Stuttgart, or Dresden, and the Deutsche Bücherei in Leipzig; the second year at the Preussische Staatsbibliothek in Berlin, or at the Bayerische Staatsbibliothek in Munich. (par. 7)

During the first year the library student must become acquainted with the practical side of the profession and work actively in all departments, practical instruction being supported by informal lecture periods. The last month of the first year was to be spent at the Deutsche Bücherei in Leipzig, where, at the same time, he could familiarize himself with the German book publishing industry. (par.8)

The second part is to supplement the practical training and intended for the theoretical instruction. Practice work should not exceed half of the working hours and should be taken in those departments which convey special knowledge not acquired elsewhere during the first year of training. The purpose of the theoretical instruction is to expand knowledge gained through practical work as well as to form the basis for the intellectual work the Bibliotheksreferendar is expected to carry out in research libraries. The directors general of the Preussische Staatsbibliothek in Berlin and the Bayerische Staatsbibliothek in Munich are to advise about lectures and laboratory sessions concerning the following subjects:

- Library administration,
- Library law,
- Bibliography,
- Acquisition,
- User services,
- Cataloguing,
- History of libraries,
- Bibliology,
- Diplomatics, palaeography.

Lectures should preferably be conducted in seminar form. For one month in the second year the Bibliotheksreferendar should have the opportunity to familiarize himself with the public library system. (par. 9)

Bibliotheksreferendare are to maintain contact with their respec-

tive fields of specialization, and, during the first year of training are required to attend lectures and seminars related to library work. Furthermore, trainees are required to acquire sufficient knowledge in English and French to be able to understand foreign publications in their field of specialization. Knowledge of any additional language will be especially recognized. (par.10)

Every three to four months a report is to be prepared on the trainee, evaluating capability, performance and progress made during training as well as reviewing his behavior in service and outside. This report is to be kept in the personnel file. If deficiencies in the student's character, knowledge or capabilities are noticed, extension of the two-year training period can be ordered, however, if the deficiencies are profound and cannot be remedied, the Bibliotheksreferendar is to be discharged from the civil service. (par.11)

In case of sickness beyond four weeks the training period will be extended. (par.12)

The qualifying examination is to take place before an examining board appointed by the Reichsminister ... and consisting of the director general of the respective Staatsbibliothek, or his representative, as chairman, and a commissioner of the Reichsminister ... with at least two librarians of the civil service. (par.14)

The chairman of the examining board sets the date of the examination and invites the candidate. (par.16)

The examination consists of two parts: written and oral. The written part may be in form of a test or a paper, prepared at home on a topic to be assigned by the chairman. The oral part of the examination should cover all subjects in which practical and theoretical instruction was given with due consideration to the candidate's field of subject specialty and including historical and current affairs' development. (par.17)

The written examination or prepared paper is to be evaluated by the board of examination; the final mark will be assigned by the chairman once the result of the combined examination is available. He, in cooperation with the commissioner of the Reichsminister ... and under due consideration of the reports contained in the personnel file and after consultation with members of the examining board, decides on the result of the examination. Marks given range from excellent to unsatisfactory (in 7 grades). (par.19)

The examination can be repeated once after an additional training period of half a year. If his second attempt fails, the candidate is to be discharged from the civil service and thus excluded from the training for the higher level service. (par.20)

Upon passing the professional examination the candidate is discharged from the civil service as soon as he learns his results, and then has the right to the professional designation: Assessor des Bibliotheksdienstes. (par.22)

The Assessor des Bibliotheksdienstes can apply for employment "on probation in the civil service" in a research library. When accepted, he takes the job title Bibliothessassessor.

The probation period lasts one year, after which time the Reichsminister ... decides if he will^{he} be accepted for the career of a civil servant in the research library service. The probation period may be reduced or waived under certain circumstances. (par.24) As he acquires greater experience and competence the Bibliotheksassessor can be appointed to the position of Bibliotheksrat within the framework of existing vacancies. (par.25)

These Rules for Training and Examinations remained in use in the divided Germany for different lengths of time. In the Soviet occupied zone a temporary training and examination order, passed in 1947, replaced the 1938 order. In the Bundesrepublik the order remained in use for many years, since education was again under the jurisdiction of each Land. Bavaria in 1955 and Hesse in 1967, and Hesse in 1965 and 1968 passed new orders. The other Länder are gradually following.

B. THE DIPLOMA LIBRARIAN

So far this paper has dealt only with one type of professional librarian, the university educated specialist librarian in the higher level government service, called "Höherer Dienst".

In 1909 another level of library service came into existence, the so-called "Mittlerer Dienst" (medium level service). Librarians of the medium level service, upon passing the qualifying examination, were issued a diploma, and gradually became known as "diploma librarians".

Various reasons led to the establishment of this group of library personnel.

The enormous progress made by industry, science and technology in the second half of the 19th century, resulted in greater demands upon the libraries. The first step in meeting these demands was the change-over from the professor-librarian to the professional librarian in 1893. This was followed by modernizing methods of library administration and improving library service. Around the turn of the century demands made upon university educated librarians had increased to an extent that an additional type of library personnel was needed to free the librarian from routine tasks. It became necessary to improve the personnel structure of the libraries and to establish a second level of library personnel, the so-called "Mittlerer Dienst!"¹⁰⁰⁾

In addition to this, a considerable number of public libraries were opened by the cities and towns around the turn of the century, and a lack of trained personnel for this type of library service was felt. The communities frequently employed women, who were now gradually entering the labor force and could be paid lower wages. Their backgrounds were not uniform and the on-the-spot training received not consistent. This resulted over a period of time in a rather mixed group of library personnel which endangered the standing of the library profession. Consequently, authorities from states and cities began searching for ways and means to bring about uniformity in the training of the support personnel for both types of libraries (research and public).¹⁰¹⁾

I. THE ADMISSION OF WOMEN TO THE LIBRARY PROFESSION.

Towards the end of the 19th century the movement for the liberation of women gained momentum. Women's demands for the same rights as men brought about the creation of new jobs which increased the female labor force. Working girls were expected to have less education than men and were generally employed as factory workers, telephone operators, sales girls, accountants, typists, laboratory technicians, etc. Women were not admitted to the universities until 1901 in Baden and Württemberg, and 1908 in other states.

1. MEDIUM LEVEL SERVICE.

As demands for improved library service increased the need for non-academic personnel became urgent. Permanent civil service positions, however, were not created at the same rate, and so additional help had to be hired. The uncertainty of a temporary position did not appeal to men. They did not want to risk time waiting for a temporary position to develop into a permanent appointment within the civil service.¹⁰² Women, however, having less chances of finding non-manual work, accepted these temporary, frequently underpaid positions in libraries and became reliable, dependable assistants who could be satisfied with a low salary. In 1899, Johannes FRANTE, the librarian of the Kaiser-Wilhelm-Bibliothek in Posen, who later became director of the university library in Berlin, added the first six women to his staff. He was the first librarian to train women for

library positions and to issue a certificate after they passed an examination.¹⁰³⁾ In 1908 two hundred women, possessing some kind of library training were working in research or public libraries across Germany.¹⁰⁴⁾ Two professors in Berlin, HOTTINGER¹⁰⁵ and WOLFSTIEG¹⁰⁶ greatly contributed to the education of women for the profession by training them for work in research and public libraries in courses given at two private schools.

Ten years after the first women were employed for library work, the Prussian Ministry of Culture in 1909 issued two ministerial orders to regulate the professional career of the diploma librarians. In the Erlass of August 10, 1909, women ("weibliche Bewerber") are mentioned for the first time as applicants for admission to the qualifying examination. About two years later the Ministry created permanent civil service positions for Bibliothekssekretäre and Bibliothekssekretärinnen.¹⁰⁷⁾ This meant that the female librarian had finally been recognized in the supporting positions. In fact, the profession had such an appeal to women that in 1912 the surplus of qualified female applicants for civil service positions exceeded the demand considerably.¹⁰⁸⁾ It should be kept in mind that in the Ministerialerlass of December 30, 1909, by Prussia, the number of trainees (no sex specified) admitted to the first year of training within the civil service was restricted to four at the Royal Library and two at each of the Prussian university libraries.¹⁰⁹⁾

This leads to the question of the position of women in the higher

level library service.

2. HIGHER LEVEL SERVICE

Women were finally admitted to universities in Prussia in 1908, but not considered equal until after the First World War. There were applications by women for admission to the service but the resistance by leading male librarians against opening the profession to females was overwhelming. Not only professional but traditional male prejudices as well had to be overcome; men feared the additional competition. The first application for employment in a university library was received in 1907 and twelve years later in the Reichsverfassung (1919) the professional equality of women was guaranteed. Academic librarians, however, were not yet ready to admit women to their ranks. It took another two years until the Prussian Ministry of Culture agreed to admit female university graduates as "Volontäre" and this at the rate of one per year.¹¹⁰⁾ In 1935 about one dozen women were active as academic librarians in Prussia.¹¹¹⁾

The conditions for acceptance to the higher level service were difficult to meet. Positions were scarce, selection of the applicant was therefore very strict. Three prerequisites had to be met: 1) exceptionally high marks, 2) preferably a degree in science (including medicine and engineering), 3) when no degree in science, etc. could be presented, knowledge of an uncommon language, such as Russian, Swedish, Italian, or an oriental language was required. Women, graduating with degrees in history, classical studies, theology, fields usually heavily represented

by male librarians, did not have a chance of being accepted.¹¹²⁾

At present the situation is quite different. In the higher level service the relationship of male to female librarians is about 40 to 60, though this ratio may vary from state to state.

II. THE TRAINING OF THE LIBRARIAN FOR THE MEDIUM LEVEL SERVICE AND THE SERVICE IN PUBLIC LIBRARIES

Fritz Milkau in his famous chapter "Der Bibliothekar und seine Leute"¹¹³⁾ in 1933 stated that the creation of this professional group was the "most important step in the history of the German libraries since the creation of the higher level service". The establishment of a technical group along the lines of the scriptor or the secretary of earlier times had already been recommended to Althoff by Dziatzko and Hartwig.¹¹⁴⁾ The first three female library assistants for research libraries in Berlin were hired in 1903, ten years after the professional librarian came of age. Milkau saw in the diploma librarian (in research libraries) the helper who freed head and hands of the academic librarian for higher tasks.¹¹⁵⁾ It is interesting to compare this with an opinion expressed almost 20 years later, this time concerned with freeing the diploma librarian from routine work. Olaf Klose suggests that the diploma librarian, "having valuable specialist experience and specific knowledge, should be relieved of work which would prevent him from further improving his efficiency rate, and, as a consequence, he should be freed of mechanical jobs" ¹¹⁶⁾ by the creation of a lower level service in the

library technician. In another article it was stated that "the diploma librarian today assures the smooth functioning of all departments of a library".¹¹⁷⁾ He has in fact, to quote yet another opinion "become the backbone of the library".¹¹⁸⁾

These are remarkable statements and quite indicative of the change in the functions carried out by the diploma librarian within the span of only 50 years. No doubt, the training for this profession had to undergo a similar development.

1. PRUSSIA : THE MINISTERIAL ORDERS OF 1909 AND 1916

- a) Erlass betreffend die Einführung einer Diplomprüfung für den mittleren Bibliotheksdienst an wissenschaftlichen Bibliotheken sowie für den Dienst an Volksbibliotheken und verwandten Instituten of August 10, 1909

This order was not an instruction to govern training but determined rather how the examination for admission to the profession was to be conducted. It did not specify the type of training the prospective librarian was to undergo, but intended to make sure that he had sufficient knowledge in some specified subjects and could pass the professional examination qualifying him for work in either public libraries or research libraries. The order of 1909 was a compromise to satisfy the requirements for service in both branches of libraries ¹¹⁹⁾ and gave the trainee a certain amount of freedom to decide which branch to join without being forced to make this decision prior to training. ¹²⁰⁾

The education and training of this type of personnel was discussed extensively at the 10th Conference of Librarians held

in Münster in 1909,¹²¹⁾ though a considerable number of opinions (pro and contra) were voiced five years earlier at the 4th Conference of Librarians.¹²²⁾ During the 7th Conference the Bavarian librarian, Schnorr v. Carolsfeld, who had in earlier meetings favoured the creation of a second level of library service, again voiced his support for this group of librarians:

Der mittlere Dienst ist inzwischen versuchsweise von der kgl. preussischen Staatsregierung organisiert worden, nachdem wir in Halle einmütig betont, von wie grosser Wichtigkeit diese Zwischenkategorie für die Bibliotheksverwaltung sei.

Wir können uns den mächtig anwachsenden Ansprüchen an die wissenschaftlichen Bibliotheken nur dann gewachsen zeigen, wenn wir auch in der Organisation unseres Dienstes Änderungen eintreten lassen, eine einfache Vermehrung des wissenschaftlichen Personals würde aus verschiedenen Gründen gefährvoll werden können.

Und wohl die wichtigste organisatorische Änderung ist die Schaffung eines bibliothekarisch geschulten mittleren Dienstes, der dem wissenschaftlichen Personale eine Fülle von Arbeit mechanischer Art abnehmen kann. Dieses wissenschaftliche steht aber dann reichlicher als bisher zu den Aufgaben bereit, die zu lösen sind. 123)

In the meeting in Münster the opinions between representatives of the two types of libraries again varied, particularly since Prussia was about to issue the ministerial order (1909) in which requirements for admission for the medium level service were set forth, as based on a 1908 report by the director of the university library in Berlin, Johannes Franke "The employment of women in research libraries". 124)

The Erlass of 1909 may be held to be the first feeble attempt to set standards for the education of the diploma librarian.

The course of training in the main subjects was left to the candidate. Some of the conditions for admission to the examination were as follows:

Proof of grade 11 schooling (Primareife), or equivalent, and completion of a three-year instruction period in the subjects of the examination. This period had to include at least one year of practical work in a research or public library. The remaining two years were to be devoted to courses in literature, languages, German history and library subjects (par.4) with no specifications made as to where to obtain this instruction as follows: "Über die Wege und Methoden der Vorbereitung, abgesehen von dem Jahr praktischer Arbeit im Bibliotheksdienst, wollen zur Zeit bestimmte Anweisungen nicht gegeben werden ..." (par.4)

This lack of indication where the theoretical instruction during these two years was to be obtained resulted in the development of library schools. ¹²⁵⁾

The examination consisted of two parts: written and oral. In the written part the examinee had to 1) write an essay about a topic concerned with library matters or book publishing; 2) catalogue some works in French, English, and (if trained for service in research libraries) in Latin, according to the Prussian Instructions; and 3) take a dictation in shorthand and transcribe it by typewriter if no certificate had been presented with the application for admission. (par.8)

The oral examination was to succeed the written part. The

trainees had to demonstrate their knowledge of:

- 1) "Bibliothekstechnik" (technical services), e.g. simple book-keeping, statistics, correspondence with government organizations and industry, etc.; familiarity with cataloguing and book circulation systems, book publishing and the book trade; limited assistance to the readers, etc.
- 2) Bibliography: the most important German, English, French and American bibliographies and encyclopaedias, as well as German subject bibliographies; understanding the difference between title listings for bibliographic and cataloguing purposes, etc.
- 3) History of knowledge and literature: general view of the division of knowledge and the terminology; familiarity with the most important German, English, and French works of fiction since the Renaissance and their educational value.
- 3) Languages: correct oral translation of a not too difficult text in French, English, and Latin (for librarians in research libraries). (par.9)

The examination was to take place once every year in Berlin before a board consisting of at least three members, (par.2) and could be repeated once, after a year. (par.11) No time requirements were set, however, indications are that the fifth such examination, held in March 1912, lasted for one week.¹²⁶⁾

The diploma did not confer the right to a position, but it was indispensable for employment in the State's civil service. It was also valid for either service in a research or a public library.

This Erlass was not equally well accepted in all circles of the library profession, and it appears that public librarians did not submit to the diploma examination as freely as candidates for employment of the medium level service in research libraries.¹²⁷⁾ The most frequent objection was voiced against the common examination requirements for both branches.

- b) Erlass betreffend die Diplomprüfung für den mittleren Bibliotheksdienst an wissenschaftlichen Bibliotheken sowie für den Dienst an Volksbibliotheken of March 24, 1916.

Negotiations suggested by the Ministry of Education in 1915 between public librarians and leading librarians of research libraries led to a new ministerial order in 1916, which brought about a number of changes. As a result training of diploma librarians was to take four rather than three years, out of which one year was to be spent at a research library and another year at a public library, headed by a professional librarian. The list of training libraries was increased by a number of public libraries (Stadtbüchereien und Volksbüchereien).¹²⁸⁾

Another change occurred in the prerequisite for admission to the training. Instead of "Primareife" grade 10 was now accepted.

The diploma obtained was acceptable for service at either a public or a research library. Again it was left to the library student where to obtain the knowledge required for the examination during the other two years.

This leads to the question of how these prospective librarians

acquired the knowledge. Some of the facilities available to them will be discussed in the following section, others in section 5.

2. PRIVATE LIBRARY SCHOOLS

Around the turn of the century preparation for library service varied greatly. The necessary skills (typing and shorthand) and knowledge had to be acquired through self-study, private tutors, or under the guidance of practicing librarians. Therefore, the private library schools, founded by two librarians in Berlin, Hottinger and Wolfstieg, at the beginning of the 20th century, constituted a great improvement in the education of women as prospective librarians.

In the Bibliothekarinnenschule of Professor HOTTINGER¹²⁹⁾ theoretical and practical instruction was given, based on his private collection of 30,000 volumes.¹³⁰⁾ Two types of instruction were available:

- a) A course of 6-months' duration for the head of a public library.
- b) A three-year course as a so-called "wissenschaftliche Bibliothekarin", e.g. assistant in a research library.

The school was operated from 1900 to 1916.

The library courses given by Professor WOLFSTIEG¹³¹⁾ from 1902 to 1917 were still more successful. He was both, the librarian and the director of the "Bibliothek des Abgeordnetenhauses", where the school was located.

Students of the two library schools for women came from all parts of Germany to take courses which would prepare them for either type of librarianship. They had to be respectively 16 and 19 years old and be graduates of a 10-class high school for girls. Courses taught were similar and consisted of: languages (Latin, Greek, French, English, and if possible some Italian and Russian); knowledge in general (division of disciplines, their terminology and main representatives in each field); bibliology and the history of libraries; library technology; and, at the Wolfstieg school: pedagogy, history of philosophy, etc.

Since the schools were private institutions, they had no official character. Through them more than 200 women were prepared for library service. ¹³²⁾

Once the educational requirements for the profession were more clearly defined, the instruction given in these schools came under criticism for being too far removed from the practical needs in a library. The library of the Prussian House of Representatives was not considered adequate for training purposes. ¹³³⁾

3. THE ASSOCIATION OF WOMEN IN LIBRARIES

From 1905 on graduates of the two "Bibliothekarinnenschulen" in Berlin met occasionally for consultations and discussions of mutual interest. In 1907 the "Vereinigung bibliothekarisch arbeitender Frauen" was established in Berlin. Female librarians of both branches of library service joined. The aim of this

association was to raise the standing of the profession by bringing out the need for better than average schooling and determining certain criteria for qualification. As a means to assist younger members in their studies for the diploma-examination the association prepared a bibliography of works useful for the student.¹³⁴⁾ Membership in 1907 was 147, and 709 in 1920, when dissolved.¹³⁵⁾

4. MINISTERIAL ORDERS IN OTHER GERMAN STATES

After Prussia issued the Erlass in 1909 other German states followed with similar regulations for the conduct of the examination for admission to the medium level service in research libraries and service in public libraries, e.g. Alsace-Lorraine in 1912, Baden in 1913, Hamburg in 1914, Saxony in 1917, Bavaria in 1922, Hesse in 1923, Thuringia in 1925.

Saxony was the only state which held separate examinations for each of the two branches of library service.

- a) Bekanntmachung über die Errichtung eines Prüfungsamtes für Bibliothekswesen in Leipzig und die Prüfungen für den mittleren Dienst an wissenschaftlichen Bibliotheken sowie den Dienst an volkstümlichen Büchereien of September 24, 1917.

This regulation is interesting insofar as it consists of three parts: a) The announcement of establishing the State Examination Office, consisting of two separate boards, one for research libraries (higher level service and medium level service) and one for public libraries. The chairman of both boards was the director of the university library. b) Rules for examinations of the medium level service. c) Rules for examinations of the

service at public libraries.

Some of the reasons given for introducing different regulations for the qualifying examinations, based on different types of training in Saxony, will be quoted, since Prussia followed this path in 1930. The training and examination procedures for these two types of library service remain divided until the present day.

Karl Boysen, the chairman of the Saxon State Examination Office, explained the division as follows:

Eine völlige Trennung in zwei Prüfungen bzw. Schulen wurde für zweckmässig gehalten. An den wissenschaftlichen Bibliotheken sollen doch die mittleren Beamten in erster Linie die oberen für die wissenschaftliche Kenntnisse erfordernden Arbeiten bestimmten Beamten dadurch entlasten, dass sie alle die Arbeiten übernehmen, die nach bestimmten Vorschriften regelmässig und in der Hauptsache mechanisch, wenssichon nicht ohne Sachkenntnis ausgeführt werden können, ohne wie Bearbeitung wissenschaftlicher Kataloge, Bücherbeschaffung, literarische Beratung des Benutzers bei seinen Studien wissenschaftliches Urteil und Kenntnisse zu erfordern. Der zu bearbeitende Stoff (die Bücher selbst) verlangt aber bei der wissenschaftlichen Bibliothek einigermaßen zureichende Sprachkenntnisse, zum wenigsten des Latein, Englischen und Französischen, ferner eine wenigstens grobe Übersicht der Wissensgebiete, ohne beides können Bücher kaum beschrieben, Bibliographien und Nachschlagwerke kaum mit Erfolg benutzt oder die Bücherbestellung erledigt werden.

Ganz anderes wird von dem Bibliothekar der volkstümlichen Bücherei verlangt. Zur wissenschaftlichen Bibliothek kommt meist ein sachkundiges Publikum, das bestimmte Bücher verlangt, der Leser der volkstümlichen Bücherei will beraten sein, der Bibliothekar soll urteilen können, was für den individuellen Leser geeignet ist, sei es zur Unterhaltung, sei es zur populären Fachbelehrung in Gewerbe und Kunst, sei es zu sittlicher und religiöser Weiterbildung. Es kommen also literarische, psychologische, soziale Kenntnisse und Fähigkeiten, wenn auch einfacher Art, in Betracht, auch steht die moderne Literatur im Vordergrund, das Ausland nur in seinen HAUPTerscheinungen und zwar in deutscher Übersetzung.

Soweit die Verschiedenheit der Aufgaben der beiden Bibliotheksarten. 136)

The minimum age required for admission to training also differed: 20 years for service in research libraries and 22 years for public libraries.

Neither examination order required attendance of a library school because the library schools then operating ("Volfstieg", "Ladewig-Schule", and the two Saxon schools in Leipzig) were not, in a narrow sense, state establishments, though the latter three were supported by the State or the State and the City (of Leipzig).¹³⁷⁾

Changes and amendments to these combined regulations were made in June 1920, July 1922, June 1925, and May 1932.

b) Comparison of nine Ministerial Orders issued between 1909 and 1925.

When comparing the ministerial orders cited in section 4 (p.53) it will be noted that very little uniformity exists. Required schooling differs from grade 8 to senior matriculation while the training period varies respectively from 2 years to 4 years and 5 or 7 years (Hamburg). The age requirement of the applicant is either undefined or varies between 20 and 30 years.

The complicated picture becomes evident in the attached table, which gives a breakdown of schooling required, age, length and organization of the training period, and requirements for oral and written examinations. ¹³⁸⁾

	Vorbildung	Alter	Ausbildungszeit	Schriftliche Prüfung	Mündliche Prüfung
<i>Preußen</i> 10. 8. 1909	Primareife, aus- nahmsw. 10-klass. Lehrerschule, dazu mindestens 1 Jahr Lyzeum		3 J., davon mind. 1 J. an wiss. od. volkst. Bibl. Theor. J. Bibl. Fachk., Vorl. u. Kurse u. dt., frz., engl. Sprache u. Lit. u. dt. Gesch., Auslandsaufenth., Lehrermov., buchh. Ausbildg. Bei bes. Schulbildg. od. Berufstätigkeit Anrechng. auf d. Ausbildg. möglich	Aufsatz über bibl.-techn. oder buchgew. Thema — Titelaufnahmen (dt., engl., franz. u., für d. wiss. Dienst, lat.; Pr. Instr.) — Kurzsch. u. Maschinenschr. (sofern nicht Zeugnis vorhanden)	Verw.-Lehre (darin auch Buchkunde, Bureau- dienst, Volksbuchereiwesen) — Bibliogr. — Wiss.- u. Lit.-Gesch. (letzt. seit der Renaiss., dazu lit. Urteilsfähigkeit) — Engl., Frz. u., für d. wiss. Dienst, Lat.
<i>Elisaß-Lothr.</i> 26. 5. 1912	Primareife, aus- nahmsw. 10-klass. Töchtereschule, dazu mind. 1 Jahr Fort- bildung		3 J., davon mind. 1 J. an wiss. od. volkst. Bibl. Statt d. 2. theor. J. wie bei Preußen. (Was im 1. theor. J. oder sonst im 2. theor. Jahr?)	Aufsatz über bibl.-techn. oder buchgew. Thema — Titelaufnahmen (dt., engl., frz., lat.; Straßb. Instr.) — Kurzsch. und Maschinenschr.	Verw.-Lehre (darin auch Bureaudienst) — Bibliogr. — Wiss.- u. Lit.-Gesch. (letzt. seit d. Renaiss., dazu lit. Urteilsfähigkeit) — Engl., Frz. u., für d. wiss. Dienst, Lat. — Kenntn. d. gr. Alph. u. Anfangsgründe des Ital.
<i>Baden</i> 29. 7. 1913	Obersekundareife, allenfalls Nachw. lat. Kenntn. Buchhändler. Ausbildg. bevorzugt	Arztliches Zeugnis	2 Jahre an wissenschaftlichen Bibliotheken	Praktische Prüfung von 2 Monaten	Bücherwesen — Bibliogr. Hilfsmittel
<i>Hamburg</i> 21. 4. 1914	I. Abitur II. Obersekunda- reife III. Volksschulreife od. Obersekunda- reife		I. Mind. 2 J. an wiss. Bibliotheken II. " 5 J. " 2 J. als Expedient (dazu mind. zuvor 3 J. bis zum Exp.) III. Mind. 7 J. an wiss. Bibliotheken davon mind. 3 J. als Expedient (dazu mind. zuvor 3 J. bis zum Exp.)	Aufsatz über Thema aus dem bibliothekar. Wirkungskreis — Arbeit über einen prakt. Fall	Staatsbürgerkunde — Engl. od. Frz. (od. eine and. Fremdspr. od. auch zwei) — Bei d. Stadt- bibl.: Dte u. Hamb. Gesch. od. Lit.-Gesch., Eintlg. der Wiss. und Syst. Kat., bibliogr. Hilfsm., Verw. d. Stadtbibl. Bei d. Kol.-Institut Neuere Kol.-Gesch., Wirtschaftsgeogr., Volkswirt.-Lehre, Archivbetrieb des Kol.- Instituts
<i>Preußen</i> 24. 3. 1916	Obersekundareife		4 J., davon 2 J. praktisch und zwar 1 an wiss., 1 an volkst. Bibl. Theor. Jahr. Wie 1919 Anrechnung. " 1919	Aufsatz über bibl.-techn. oder buchgew. Thema — Titelaufnahmen (dt., engl., frz., lat.; Pr. Instr.) — 2 Geschäftsbrf. — Kurz- sch. u. Maschinenschr.	Verw.-Lehre (darin auch Buchkunde, Volks- buchereiwesen, Bureaud. u. Kassenwesen) — Bibliogr. — Wiss.- u. Lit.-Gesch. — Frz., Engl., Lat
<i>Sachsen</i> 24. 9. 1917	Obersekundareife dazu jezt. Vorl. u. Kurz- u. Maschinenschr	In der Regel 20 Jahre	2 J. prakt. an wiss. Bibl. Theor. Aus- bildung. Bibl. Fachlehrgänge, Vorl. über Sprachen u. Lit., Priv.-Unterricht, buch- händlerische Ausbildung	Aufsatz über bibl.-techn. oder buchhändler. Thema — Titelaufnahmen (dt., lat., engl., frz.; Pr. Instr.) — Kurzsch. u. Maschinenschr. (jetzt beides unabhängig voneinander)	Verw.-Lehre — Bibliogr. — Buchkunde — Lat., Frz., Engl. — Lit.-Gesch. — Bureau- dienst (auch Rechnungswesen)
<i>Bayern</i> 9. 1. 1922	Obersekundareife	20-30. J	3 J., davon im 1. J. Vorl. u. Kurse über dt. u. fremde Sprachen u. Lit., dt. Gesch., Buch- u. Bibliotheksw., Auslandsaufenthalt, Volksbucherei, buchhändler. Ausbildung od. bibliothekar. Praxis. Anrechnung höherer Schulbildung möglich. 2. u. 3. J. an wiss. Bibliotheken	Aufsatz über bibl.-techn. Thema od. über eines a. d. bibliothekar. Wirkungskreis — 2 Geschäftsbrf. — Kurzsch. u. Maschinenschr. — Titelaufnahmen (dt. u. 2 fremde Spr., Mchnr. Instr.) — 2 Übersetzg. aus 2 fremd. Sprachen, davon 1 frz. od. engl. od. lat.	Verw.-Lehre (darin auch Kanzleidienst) — Bibliographie — Wiss.- u. Lit.-Gesch. — Sprachen
<i>Hessen</i> 27. 2. 1923	Obersek.-Reife, daz Nachw. u. Kurz- u. Maschsch. sow. Lat.	Amtsarztl. Zeugnis	3 J., davon mind. 2 an wiss. Bibl., 1 J. im Buchhandel. Anrechnung höh. Schul- bildung möglich	Aufsatz über bibl.-techn. oder buchhändler. Thema — Titelaufnahmen (dt., lat., engl., frz., Pr. Instr.) — Kurzsch. u. Maschinenschr.	Verw.-Lehre (darin auch Eintlg. der Wiss.) — Bibliogr. — Buchkunde — Lat., Engl., Frz. — Lit.-Gesch. — Bureaud. (auch Rechnungsw.)
<i>Thüringen</i> 24. 11. 1925	Mindestens mittlere Reife	In der Regel 20. Jahr	3 J., davon mind. 1 J. an einer wiss. Bibl. Theor. Ausbildg. Bibl. Fachlehrg., Vorl. u. Kurse ab. Spr. u. Lit., buchhändler. Aus- bildg. Anrechnung höh. Schulbildung möglich	Aufsatz über ein Thema d. mittl. Dienstes — Geschäftsbrf. — Titelaufnahmen (dt. u. fremd. Sprachen) — Kurzsch. u. Maschinenschr.	Verw.-Lehre (darin auch Rechnungs- u. Ver- waltungswesen) — Bibliographie — Buch- kunde — Lat., Frz., Engl. — Lit.-Gesch.
<i>Lübeck</i>	Wie Sachsen				

5. LIBRARY SCHOOLS - TEMPORARY AND PERMANENT

a) ' Temporary Library Schools

In addition to the Bibliothekarinnenschulen of Wolfstiege and Hotttinger, similar schools existed in Dortmund, Strasbourg, Stettin, Breslau, Essen, etc. They were discontinued, however, after a certain time and no other library school developed in these cities at a later date. An example of this type of library school follows:

The City of Essen had its own Büchereischule (school for public librarians) from 1921 to 1933. It developed out of the need for librarians with a more specialized training than was usually available at the schools for public librarianship. Standards at this Büchereischule were higher, and senior matriculation was required for entrants. In addition to the instruction normally given, students had to attend courses and become familiar with the following subjects: Typing (not taught then at other library schools), the "Preussische Instruktionen", Latin, history and classification of knowledge (which included a knowledge of handbooks and bibliographies) and some technical services.

In order to put library personnel in line with other groups of the City's medium level service two examinations were introduced. Two years after the beginning of the training the trainee had to pass the first (Sekretär-) examination, and three years later the second (Obersekretär-) examination. The examining board consisted of the mayor, a member of the City's Board of Educa-

tion, three university educated librarians of the Stadtbücherei, as well as the directors of public libraries of the neighboring cities for the oral examinations.

The first such examination took place in 1923 with seven examinees. These examinations continued until 1933, when the school was closed due to political pressure and the discharge of its director. All in all 33 persons passed the first and second examinations.¹³⁹⁾

The procedures for the first and second examinations were identical, though the requirements varied:

- a) Essay to be chosen from two or three suggested themes. Time available: 6 weeks.
- b) Written examination: cataloguing of 8 scientific books, filing of 8 difficult titles in the alphabetic author catalogue, suggestions for subject headings (one hour); evaluation of scholarly works and novels from memory.
- c) Oral examination: (2 hours each) covering all fields, in particular technical problems, e.g. setting up of the catalogue, circulation of books, etc.
- d) Oral presentation (without notes) of a topic assigned two days prior to the oral examination with a general discussion to follow.

The City of Essen did not intend to compete with other library schools; the Büchereischule was established to satisfy the Stadtbücherei's need for personnel. Practical and theoretical

training were simultaneous.¹⁴⁰⁾

b) Library Schools to 1945.

There also existed the other type of library school or center of library instruction, which in one form or other, by changing its name or address, continues (as a library college) until the present day, e.g.

Leipzig: 1914 - Fachschule für Bibliothekstechnik und -Verwaltung. In 1927 the name was changed to Deutsche Volksbüchereischule für die Ausbildung von Bibliothekaren an Volksbüchereien.

1914/15 - Fachschule für Bibliotheks- und Museumsbeamte, later Deutsche Bibliothekarschule, for the education of librarians at research libraries.

Berlin: 1916 - Berliner Büchereischule, usually called "Ladewig-Schule", was "privileged by the Prussian State". This school was located at the "Zentralinstitut für Erziehung und Unterricht". Courses were given for the benefit of librarians in training for either service at research or public libraries with the support of the Zentrale für Volksbüchereien.¹⁴¹⁾

1925 - Library courses were given at the Berliner Stadtbibliothek, which later on developed into the Berliner Bibliotheksschule.

Bonn: 1921 - Bibliothekarschule des katholischen Dorromäusvereins, now Bibliothekar-Lehrinstitut, Bonn.

Cologne: 1928 - Westdeutsche Volksbüchereischule, Köln, now merged in the Bibliothekar-Lehrinstitut.

The Fachschule für Bibliothekstechnik und -Verwaltung seems to be a particularly good example of the pre-1945 type of library school. It will be discussed in its present form in PART TWO.

This school was established as an institution to train librarians for the service at public libraries, then called "volkstümliche Büchereien". It was connected with the "Bücherhallen" of the City of Leipzig and supported by the "Zentralstelle für volkstümliches Büchereiwesen" in Leipzig, both of which had been in existence since 1914. The school was founded by an experienced librarian; Walter Hoffmann, the director of the Städtische Bücherhallen, and placed under the chairmanship of the director of the university library at Leipzig, Boysen, who was at the same time president of the German Association of Librarians. He was an influential librarian and the driving force behind the "Sächsische Prüfungsordnungen" of 1917.¹⁴²⁾

The school was financially supported by the City of Leipzig and the "Zentralstelle", and space was made available at the Hochschule für Frauen.

The course of study at first covered 1½ years: one year of instruction and half a year of practical work. A few years

later the practical work period was extended to one full year.

The number of students was restricted to 12 - 15; minimum age was 22 years. Accepted were women who had completed a ten-class highschool for girls, and men who presented "Obersekundareife" (grade 10). Exceptions were possible, however, then the education period was extended or an individually designed curriculum had to be followed. University graduates were also found among the students, e.g. in the 1926-28 course, of the twenty students six were university graduates and fourteen were high school graduates.¹⁴³⁾

The school's curriculum was restricted to courses in library science although use was made of lectures given in literature, education and sociology at the Hochschule für Frauen. Lectures in library subjects were given by the school's director, the director of the Städtische Bücherhallen, and specialists in the book publishing industry and book trade. The theoretical year was followed by a year of practical work, usually at the Städtische Bücherhallen, the City's public library system. Later on other public libraries were accepted as training libraries, e.g. Cologne, Darmstadt, Hagen, Tilsit, Gera, Lübeck, etc.

During the early years of operation the school conducted the final examinations, which from 1917 on were continued as the Saxon state examinations. Between 1914 and 1936 some 230 students passed the Saxon state examination, 173 of whom were

women and 57 men.¹⁴⁴⁾ Approximately 200 students came from Prussia and Saxony, the rest from other parts of Germany, etc. 20% were university graduates. The average age was 26 years.¹⁴⁵⁾

The Saxon state examination was recognized in all parts of Germany. Students of the Westdeutsche Volksbüchereischule in Cologne submitted to the Saxon state examination between 1930 and 1933. After 1933 it was possible to pass the diploma examination for the service in public libraries in Prussia.¹⁴⁶⁾

Besides the regular training program the Leipzig school, called Deutsche Volksbüchereischule in 1927, also conducted courses as early as 1914 for continuing education. These lasted between four days and four weeks for groups of 16 - 20 librarians. In the 1920s sixteen such courses were given in Leipzig and various other places.¹⁴⁷⁾

The last examination conducted at the school before the end of the war was in March 1945. The school was re-opened in April 1946 as Deutsche Büchereischule.¹⁴⁸⁾

III. PRUSSIA : THE ORDER of September 24, 1930, AND STATE

RECOGNITION OF LIBRARY SCHOOLS

The combined training for the two branches of library service did not prove satisfactory and led to discussions and disagreement in many respects. The public librarians made known their views on an independent career for public librarians in an exposé, prepared by the Verband deutscher Volksbibliothekare in 1929.¹⁴⁹⁾

Suggested was senior matriculation, or similar schooling, to be followed by three years of library training: $1\frac{1}{2}$ years of theoretical training at a state-recognized library college and $1\frac{1}{2}$ years of practical training, of which one year was to be spent at a public library and half at a regional library, etc. All in all the public librarians wanted education for librarianship geared for service in public libraries only. An example of this is seen in their desire for a complete break-away from any type of combined education.¹⁵⁰⁾

The division of opinion over education for librarianship was reflected in the Prussian Ministerial Order of 1930. It consisted of two parts: The Preussische Bibliotheksprüfungsordnung and the Ausführungsanweisung.

1. PREUSSISCHE BIBLIOTHEKSPRÜFUNGSORDNUNG of September 24, 1930

(Rules for the Conduct of Examinations ...)

With the 1917 provisions made in Saxony¹⁵¹⁾ serving as a model, the Board of Examination was divided into two sections, one concerned with the examination of librarians for the medium level service in research libraries, and the other with the examination of librarians for service in public libraries. (par. 2)

The diploma issued, however, was valid for one type of library service only, and so provision was made to grant the diploma for the other type of service after an additional year of training, if the student so desired. (par. 17)

The training period of three years was divided into $1\frac{1}{2}$ years of theoretical and $1\frac{1}{2}$ years of practical training. Some of the

courses given at the library schools were compulsory for both groups, while other courses were tailored to the requirements of each group. Of the $1\frac{1}{2}$ years of practical training, one year was to be spent at the library of specialization and half at the other type of library.

Admitted to the training were persons with senior matriculation and applicants with less schooling, provided they had worked in the book trade or a similar profession for one year to make up for grade 12 schooling, two years for grade 11 schooling, three for grade 10 schooling, and five for grade 8 schooling. (par. 4) This paragraph was supplemented in March 1931¹⁵²⁾ and persons with grade 8 schooling had to take a special oral and written test.

The qualifying examination was written and oral for both branches.

The written part required:

1. A paper related to the respective field of work; time available four weeks.
2. A written test consisting of:
 - a) An essay dealing with a subject related to the work carried out in the specific branch of library service.
 - b) Cataloguing of a number of books:
 1. Popular works for public library service;
 2. Works in French, English, and Latin according to the "preussische Bibliotheksinstruktion" for the medium level service.

c) Drafting of business correspondence as follows:

1. One letter related to the work carried out in a public library for the public library trainees.
2. Two letters related to the work carried out in a research library for the medium level trainees.

d) Dictation to be taken down in shorthand and subsequently typed. This was conditional for the medium level service, voluntary for the public library service. (par.10-11)

The oral examination for both branches consisted of two parts.

Part one, identical for both, required a knowledge of the following:

1. The different kinds of literature and their terminology.
2. Book trade, book printing, book illustration, book binding, book preservation.
3. History of libraries, principles of organization of the library, cataloguing and circulation systems, etc.
4. Social studies.
5. Introduction to business administration (bookkeeping, etc.)

The second part of the oral examination concerned the type of service given in the respective library branches. For trainees of the public library service emphasis was placed on contact with the public, readers' services, and familiarity with popular literature. The examinee could, if he desired, translate some easy French and English texts into German. Trainees in the medium level service, on the other hand, were obliged to demonstrate a certain proficiency in this type of translation, as well as to be familiar

with the organization and work carried out at research libraries, the various types of catalogues, the "preussische Instruktion", the history of literature and classification of knowledge, research organizations, and the most important German, French, English, American, general and subject bibliographies. (par.13-14) The length of the oral examination was not indicated.

2. AUSFÜHRUNGSANWEISUNG zur PREUSSISCHEN BIBLIOTHEKS-
ORDNUNG of September 24, 1930. (Directives to the Rules
for the Prussian Library Examination)

In paragraph one of these directives it was stated that a library school would gain state recognition, after a number of documents containing information on such particulars as accommodations, financial status, teaching staff, curriculum, space available, etc. had been submitted to the Minister of Culture. (par.1) Definite instructions were given for the training schedule of the library student and additional requirements indicated for applicants, e.g. a health certificate testifying to unrestrained use of hands and legs, good hearing and reasonably good eyesight. (par.2-5) The fields of instruction were defined, along with the process of the transferring of students to other training libraries, supervision of the trainees, etc.

Since the Rules for Examinations of September 1930 did not specify the sequence of the theoretical and practical parts of the training, this was handled differently by the various establishments, the schools in Berlin and Cologne for example. In Berlin, after 1930 the sequence was varied, while in Cologne the program started with

theoretical training. By 1931 a number of library schools mentioned in Prussia earlier had been recognized by the State. These included the Bibliothekarschule des Katholischen Bormusvereins, Bonn; Westdeutsche Volksbüchereischule, Cologne; Berliner Bibliotheksschule, etc.¹⁵³⁾

IV. THE DINICHA LIBRARIAN BETWEEN 1933 and 1945.

After 1933 and the take-over of the government by the National-socialist Party in Germany, the division in the thinking of the two groups became more pronounced.

1. PUBLIC LIBRARY SERVICE.

Public libraries were more vulnerable to manipulation by the State, a situation which resulted in directives issued by the authorities, special seminars¹⁵⁴⁾ and workshops conducted for the re-training of senior librarians, and party-oriented courses given for the trainees. This gradually affected the general process of public library education.¹⁵⁵⁾ In the "Erlass über die Annahme von Anwärtern ..." of May 6, 1935¹⁵⁶⁾ by the Reich it was stated that applicants with "Lebendiger Volksverbundenheit und politischer Einsatzbereitschaft" should be given preference, thus favoring library students who supported the regime. In the federal "Erlass über den Bedarf ..." of May 11, 1938,¹⁵⁷⁾ the education for this type of librarianship was reduced to two years to overcome the lack of personnel and as a result the practical training of 1 year at a research library was discontinued. Six weeks later a special examination was introduced to facilitate admission to the service.¹⁵⁸⁾

After 1938 the two sections of the combined examination board became independent as: Staatliches Prüfungsamt für das Volksbüchereiwesen und Staatlicher Prüfungsausschuss für das Bibliothekswesen.

2. THE ADVANCED LEVEL SERVICE

The personnel of the research libraries was not affected to the same extent by manipulations by the State.

The "Ausbildungs- und Prüfungsordnung für den gehobenen Bibliotheksdienst bei den wissenschaftlichen Bibliotheken" of February 29, 1940, by the Reich, brought a number of changes, however, it should be kept in mind that conditions for work and education were already governed by special war measures. This new State Order replaced all previous orders issued by the Länder, thus creating uniformity in this group's educational system. For the first time standards of education applied to all parts of Germany. The medium level service now was called "advanced level service".

Persons with grade 10 schooling were now admitted to the training. The education was divided into an apprenticeship period of two years to be followed by two years of preparatory service, which to some extent resembled the previous type of education for librarianship. For applicants with senior matriculation, only the two-year period of preparatory service was required. This was divided into one year of practical training at a recognized training library, and another of mainly theoretical instruction

at one of the state libraries in Berlin, Munich, Vienna, and the university library in Leipzig, in lieu of the earlier method of theoretical training at a state recognized library school.¹⁵⁹⁾

Some changes were made to this order on October 12, 1944.

It is very difficult to assess this type of training for librarianship because of the extraordinary conditions prevailing during the war and, in particular, the progressive destruction of German cities which interfered with library education. As the result of air raids, the library school in Stuttgart was destroyed, the Berliner Bibliotheksschule moved to Göttingen, etc.

The situation in the sector of public librarianship was particularly bad since no regulation for the education of public librarians existed which could be applied equally in all parts of Germany. Furthermore, public librarians were subjected to pressure from local authorities.¹⁶⁰⁾ Experienced personnel drafted for service in the Armed Forces had to be replaced at a rate which did not permit careful training of the library students. This, in turn, resulted in superficial and shortened training methods.¹⁶¹⁾

C. THE LOWER LEVEL SERVICE

The third category of library personnel, usually referred to as technical library service, lower level service, or library helpers, gained momentum after the Second World War, particularly in the Deutsche Demokratische Republik where great importance is attached to the training of the Bibliotheksfacharbeiter, as

this group has been called since 1962. A short survey of its growth and development up to 1945 will be given in this part of the paper.

In the 1920s attempts were made to raise the social and financial standing of this group of civil servants, known in the 18th century as "library serfs" (BibliotheksKnechte)¹⁶²) and later called library attendants (Bibliotheksdiener).

In 1886, Ernst Förstemann, the well-known librarian of the Royal Library in Dresden, wrote an article entitled "Die Bibliotheksdiener" advising his fellow-librarians on how to deal with this group of library personnel. The thoughts expressed are remarkable in several respects. He speaks of these "servants" (Diener) as the "fourth class", those who have only grade 8 schooling¹⁶³) and consequently no hope of attaining a better position. With no reward offered for competence or diligence, therefore, this class can hardly be expected to put much enthusiasm into its work.

Förstemann admits that his concern with the lot of the Bibliotheksdiener prompts him to write and express his views, but he fails to offer any suggestion as to how the situation could be improved.¹⁶⁴)

In 1920, when the medium level service was well established, occasional remarks can be found in the literature voicing concern with the "sub-civil-servants", the "Diener". Apparently there was no shortage of applicants for these low paid jobs, particularly

filled with veterans,¹⁶⁵⁾ because they were disciplined, obedient, and willing to work, though not flexible enough. "Diener" were introduced to their work during a probationary period, and acquired the additional skills needed while working in a permanent position. Being veterans, they were usually middle-aged.

Around 1920 universities and other research libraries began to hire additional helpers. These consisted of pages and messengers (Bücherboten und Laufjungen), who frequently left low-paying library jobs when better paying positions became available.¹⁶⁶⁾ Suggestions were made from time to time to improve the working conditions of this younger group. It was thought that the younger library assistants could be molded into willing, trustworthy civil servants if some kind of apprenticeship-training would be provided,¹⁶⁷⁾ however very little was done by the Länder in this regard.

A few changes in the social status of the "Diener" were introduced by Prussia. From 1920 on, he was called "Bibliotheksgehilfe" (library assistant), and in 1927 he acquired the right to be promoted to the ranks of stack clerk and stack supervisor after a certain period of service and proven competence.¹⁶⁸⁾

The position of the library assistant in the Freistaat Hamburg was quite different. In 1914 Hamburg issued rules for examinations of the medium level service and the lower level service for employment in the Stadtbibliothek and Zentralstelle des Kolonialinstituts.

Applicants to posts in the lower level service were required to

have grade 8 or better schooling and to undergo an apprenticeship of three years at one of the two specified libraries. Qualifications for employment had to be proven in oral and written examinations.¹⁶⁹⁾

The written examination required:

1. An essay on a subject of general interest.
2. A "practice piece of work":
draft of a letter or report related to the work in the library;
dispatching of a parcel or letter.
3. A translation (optimal) of a text from an unspecified foreign language into German with the use of a dictionary.

In the oral examination the examinee had to demonstrate:

1. Familiarity with the Constitutions of the Freistaat Hamburg and the Reich.
2. Limited knowledge of literature.
3. Knowledge of German and local history.
4. Familiarity with library procedures.

As can be seen in the table p. 56 persons employed in the lower level service could advance to the medium level, provided they passed the qualifying examinations for this group after having completed seven years of library work.

Several changes to these rules followed in 1919 and 1921.

The Hamburg training scheme introduced a whole new concept in library education. It is the forerunner of the present training

schemes for library personnel in the German Democratic Republic, whereby persons with grade 10 schooling can gradually move up to the position of the "wissenschaftlicher Bibliothekar".

Education for librarianship in Germany was introduced at the highest level first and then developed downwards. The first significant government regulation, leading to the recognition of the professional librarian in Prussia's higher level (civil) service, was passed in 1893. But once the specialist librarian was accepted and had replaced the professor-librarian of the previous centuries, he was there to stay. The training of this professional group gradually took a definite form. Changes mainly concerned the length of training, form or content of lectures, and the question whether or not the trainee was to have a doctorate. The educational process for this and other groups of library personnel was governed by a number of ministerial orders and government regulations.

The support group of library personnel emerged 16 years later, but the education of the diploma-librarians varied greatly during the group's first 20 years of existence. With Prussia's recognition of library schools in 1930 and the ministerial order of the same time, which separated the training of this group according to spheres of library work, a trend developed which remained unchanged until the present day.

The training of the third group of library personnel, the library assistants, did not gain any significance before 1945.

PART TWO : EDUCATION FOR LIBRARIANSHIP IN THE GERMAN DEMOCRATIC REPUBLIC

After 1945, in the territory of the present German Democratic Republic, library service and library work took a different course and with it came a different approach towards education for librarianship. The reason for this was the political and economical changes which occurred in the Soviet Occupation Zone, since 1949 the Deutsche Demokratische Republik. These changes were based on the Marxist-Leninist conception of the world and, accordingly stressed the importance of the libraries' social obligation in furthering the cause of peace and socialism.¹⁷⁰⁾

A number of temporary regulations governing education for librarianship and the conduct of qualifying examinations for all types of librarians were issued. The resulting period of experimentation came to an end with the "Anordnung zur Regelung der Ausbildung von Bibliothekshelfern, Bibliothekaren und wissenschaftlichen Bibliothekaren" of August 3, 1954.

This order put into effect uniform regulations for governing library education throughout the State and was consequently instrumental in establishing librarianship as a legally respected profession.¹⁷¹⁾

The survey of education for librarianship in the DDR will be divided into two chapters, parts of which will overlap :

Chapter One : Education for librarianship after the Second World War to approximately 1968.

Chapter Two : The most recent changes in the training of librarians and documentalists as the result of the "Principles for the reorganization of the university system" in the DDR.

The various educational processes will be examined according to the different professional groups involved in library work, e.g. library technician, general librarian, library specialist, etc., as well as the institutions responsible for their education. Professional designations and titles will be discussed in a separate section. It should be mentioned, however, that the distinction between "higher level", "subordinate" or "advanced level", "medium" and "lower level" library service, which was made in the Reich until 1945 and is still made in the Bundesrepublik Deutschland, does not apply in the Deutsche Demokratische Republik (referred to as DDR in this paper) since the civil service has been abolished.

The division in the education for librarianship is clearly seen in the grouping of libraries into "wissenschaftliche Bibliotheken" and "allgemeinbildende Bibliotheken".¹⁷²⁾ Occasionally, a librarian trained for public librarianship transfers to a research library or vice versa, however, this entails the disadvantage of starting out at the level of the untrained.¹⁷³⁾

CHAPTER ONE : EDUCATION AND TRAINING FOR LIBRARIANSHIP from
1945 to approximately 1968.

In the DDR libraries are considered an important tool with which to reach the people. Librarians, therefore, have an essential function to carry out and the library profession thus commands a certain respect.

A. THE VARIOUS GROUPS OF LIBRARY PERSONNEL AND THE AVENUES OF EDUCATION AVAILABLE TO THEM.

The following groups of library personnel will be discussed in Chapter One:

1. The specialist librarian (wissenschaftlicher Bibliothekar) is a university educated subject specialist with additional university preparation for librarianship (a subject major and a library science minor). The training period consists of five years at the Humboldt University, Berlin, to be followed by two years of internship. Recent changes introduced in the training of the "wissenschaftlicher Bibliothekar" will be discussed in Chapter Two.
2. The general librarian, or librarian (Bibliothekar) is trained according to the services to be performed in different libraries.
 - a) The librarian who serves in research libraries is a graduate of one of the two special colleges for librarians at research libraries. The training period lasts three years.

b) The librarian who serves in general educational libraries, in this paper called "public libraries", is a graduate of the college for public librarianship. Here, the training period is four years.

3. The library technician or library assistant (Bibliotheks-facharbeiter) receives his training (2 years) through apprenticeship.

During the interim period a similar group, the "Bibliotheks-helfer", a kind of junior library assistant, was trained for work at research libraries or for work at public libraries. This sub-professional group was created in 1951. In the sector of public libraries the category of "Bibliotheks-helfer" disappeared in 1961; at research libraries the professional designation in 1962 was changed to "Bibliotheks-facharbeiter".

4. Part-time "librarians". A special section will be devoted to library personnel who serve on a part-time or voluntary basis in:

- a) Branch offices of the county or district public library.
- b) Trade union libraries.
- c) Small special libraries.
- d) School and hospital libraries.

The training of this personnel is accomplished in special courses, usually under the guidance of the "Schule für bibliothekarische Weiterbildung in Sondershausen". 174)

The training of the two levels of documentalists (college and university educated) and information scientists will not be discussed at length in this paper, however, reference is made to these groups whenever required for informative purposes.

I. THE SPECIALIST LIBRARIAN

As early as 1947 the "Deutsche Verwaltung für Volksbildung" released a Temporary Training and Examination Order for the Specialist Librarian (Vorläufige Ausbildungs- und Prüfungsordnung ...) ¹⁷⁵. The two years of training of the pre-1945 period were retained. The first year was to be spent at one of the appointed nine training libraries, during which time the trainee was also obliged to attend certain lectures and seminars at the university relating to his subject specialty. In addition to this, he was expected to acquire skill in shorthand and a working knowledge of foreign languages (French, English, Russian or another European language) and Latin, if not studied previously. During the second year, mainly devoted to theoretical training, the "Bibliotheksreferendar" had to attend lectures and practice periods either at the Deutsche Bücherei in Leipzig, or the then called Öffentliche Wissenschaftliche Bibliothek (now Deutsche Staatsbibliothek), depending on the division of the territories. These lectures concerned:

Library administration,

History of libraries,
Cataloguing,
Bibliography,
History of books,
Palaeography and diplomatics,
History of printing and incunabula,
History and classification of knowledge,
History and organization of book publishing and trade,
Library law,
General administration,
Social-political lectures.

In the second year the practical training was limited to one half of the working hours. Trainees attended lectures in their subject specialty at the university, visited other libraries, spent time at a public library and worked for a limited period of time at the other territorial training center (Berlin or Leipzig). Written assignments were included in the curriculum.

The examination was oral and written. The written part consisted of an essay, or it could be a publication in library science prepared during the training period. During the oral examination the candidate was questioned on the above mentioned library and library related subjects. Boards of Examination were stationed at both, the Deutsche Bücherei, and the Öffentliche Wissenschaftliche Bibliothek.

Similar to the 1938 Order, admission requirements included a doctorate and state examination in a subject field. Applicants could not be over 30 years old and could not be a former member of the national socialist party or its affiliations.. Senior matriculation also was required.¹⁷⁶⁾ The qualifying examination did not, however, guarantee the candidate employment. The professional designation during the training period was "Bibliotheksreferendar". What was new, was that the trainee now had a legal right to financial support¹⁷⁷⁾ during the training^{period}/and that, in addition to professional education, he received social-political instruction.

In 1951 the Öffentliche Wissenschaftliche Bibliothek, authorized by the Staatssekretariat für Hochschulwesen, became responsible for the training of all academic librarians in the DDR.¹⁷⁸⁾ The two-year period of education for librarianship was divided in such a way that the Referendare received a basic training of three months at the Öffentliche Wissenschaftliche Bibliothek, followed by nine months of practical training at a training library outside of Berlin. The second year consisted of a theoretical-practical course given at the Öffentliche Wissenschaftliche Bibliothek, Berlin, and was completed by the professional examination.¹⁷⁹⁾

In the same year the Office of the State Secretary for Higher and Specialized Education appointed the Commission for Library

Education whose task it was to formulate proposals for a reform of the State's training systems for librarians in research libraries. The problem of the education of specialist librarians was likewise investigated and a decision finally reached providing for a combined program whereby library science and a subject would be studied simultaneously at the Humboldt University in Berlin. Library science became an independent subject of study at the Institute of Library Science of the Faculty of Philosophy at the Humboldt University. Duration of the program is five years to be followed by a two-year internship during which the future librarian receives 75% of a librarian's starting salary.¹⁸⁰⁾

The Institute of Library Science¹⁸¹⁾ is the only place in the DDR where library science is taught at the university level in this form. The Institute is located at the premises of the Deutsche Staatsbibliothek. The new type of training started in 1954/55 and will be discussed in section B I of this chapter. This type of library education is intended to equip the future specialist librarian to carry out independently and responsibly research and organisational tasks, in particular:

Review of publishers' catalogues on a national and international scope.

Selection of literature required in his subject specialty, based on up-to-date knowledge of developments in this field and familiarity with its publications.

Setting up of the subject catalogue, classified catalogue, etc.

Compilation and publication of bibliographies.

Reference service.

Planning and supervision of exhibitions.

Speaking assignments.

Contribution to the furtherance of library science.

Publishing in his subject specialty and in library science.¹⁸²⁾

Advantages and disadvantages of this program (subject specialty and library science) will be indicated in CHAPTER TWO.

II. THE LIBRARIAN - BIBLIOTHEKAR

1. THE LIBRARIAN AT RESEARCH LIBRARIES

After 1945 a lack of trained personnel of the so-called advanced level of library service was evident due to the loss of life suffered in the war as well as the denazification procedures.

Theoretical training for this level of librarianship was resumed in October 1945¹⁸³⁾ with the first courses given in the pre-1945-method at the Öffentliche Wissenschaftliche Bibliothek in Berlin in:

Classification of knowledge.

History of literature.

Bibliography.

Library administration.

History of the book and book trade.

History of libraries.

History of German, Russian and Italian literatures.

Cataloguing.

Business correspondence and bookkeeping.

This amounted to 24 hours of lectures per week, leaving the remaining 24 hours (the weekly work load at libraries was 48 hours) for study and assignments. Latin lectures were given at the Öffentliche Wissenschaftliche Bibliothek for the students who would not otherwise qualify,¹⁸⁴⁾ while it was left to the trainees to acquire on their own, at times under great difficulties, the necessary knowledge of English, French, typing, etc.¹⁸⁵⁾

Nine students submitted to the first post-war examination in September 1946. One year later a similar examination took place with thirteen candidates.¹⁸⁶⁾ All examinees had undergone previous practical training.

As for the upper level library service in research libraries, a temporary training and examination order was passed in April 1947;¹⁸⁷⁾ likewise the training areas were divided. In the south of the Soviet occupied zone trainees were under the jurisdiction of the Deutsche Bucherei in Leipzig, and in the north under the jurisdiction of the Öffentliche Wissenschaftliche Bibliothek in Berlin.

Admission to the training was not restricted to highschool graduates, who had to submit to the two-year program, but provision was made for applicants with grade 10 schooling to undergo a four-year period of training. Exceptions could be made.

Age limit was 30 years. The form in which the application for admission to the examination had to be made was similar to the

pre-1945 method, e.g. the certificate of good health was required, etc. (par.4) Practical training at one of the specified training libraries (7 libraries in the north, 8 in the south) had to precede the theoretical training available at the Öffentliche Wissenschaftliche Bibliothek and the Deutsche Bücherei. Courses were given in library administration, bibliography, history of books and printing, cataloguing, history of literature, history and classification of knowledge, foreign languages, business administration and bookkeeping with some lectures on contemporary social and political problems. (par.7.2) Students were expected to come by the required skills in typing and shorthand on their own. (par. 7.3) Trainees received financial assistance during the training period. (par. 12) The examination was written and oral without specifying a set time.

This training and examination order replaced the order of 1940. There was no clause attached which prevented former members of the national socialist party from applying for admission to the qualifying examination, as was done in the ministerial order for the "wissenschaftlichen Bibliotheksdienst" issued at the same time.¹⁸⁸⁾

This type of training became a burden to the training libraries, particularly the Öffentliche Wissenschaftliche Bibliothek, Berlin, and the Deutsche Bücherei, Leipzig, where all students of the two levels of library service at research libraries had to spend their last year of training and pass the final examination. With

the industrial and economical rebuilding of the country came the re-opening and foundation of new educational and research institutions which resulted in higher demands for trained library personnel¹⁸⁹⁾ that could be made available under the conventional training methods.

In 1950 the Zentralinstitut für Bibliothekswesen was founded and entrusted with the education of public librarians and librarians in the advanced level service at research libraries. Both branches of service were trained together, although certain courses were divided according to the requirements of each specific branch. Courses of one or two years' duration were offered until the library school at the Zentralinstitut für Bibliothekswesen was closed in 1953.

In 1954 education for librarianship in the DDR was firmly channeled when the Anordnung zur Regelung der Ausbildung... of August 3, 1954, was issued.¹⁹⁰⁾ Horst Kunze calls this regulation " a cornerstone in the history of library education after the Second World War"¹⁹¹⁾

Librarians for service in research libraries were now trained at two library colleges (Fachschulen) which are under the direct control of the Ministry for Higher and Specialized Education:

- a) Fachschule für Bibliothekare an wissenschaftlichen Bibliotheken, Berlin, established in 1954 in the Deutsche Staatsbibliothek.¹⁹²⁾

b) Fachschule für Bibliothekare an wissenschaftlichen Bibliotheken, Leipzig, established in 1954 at the Deutsche Bücherei.¹⁹³⁾

Applicants have to show proof of senior matriculation in a wider sense.¹⁹⁴⁾ The training period is three years and divided into a theoretical and a practical part. The aim of the program is to enable the Bibliothekar to become familiar with:

- Cataloguing in German and foreign languages,
- Maintenance of union and alphabetical catalogues,
- Assistance at the subject and classified catalogues,
- Readers' services,
- Circulation,
- Application and evaluation of bibliographic tools,
- Cooperation in the compilation and publishing of bibliographies,
- Cooperation in the diffusion of socialist literature,
- Information service in the reading rooms,
- Maintenance of accession lists, etc.¹⁹⁵⁾

2. THE LIBRARIAN AT PUBLIC LIBRARIES.¹⁹⁶⁾

Similar to the previously mentioned groups of librarians working in research libraries, education for public librarianship also underwent a period of experimentation after 1945. Schools for the training of public librarians were established in Berlin, Leipzig, Rostock, Halle, and Jena, but in the 1950s these gradually closed down and merged into the Fachschule für Bibliothekare "Erich Weinert", Leipzig.¹⁹⁷⁾

As mentioned earlier, the Zentralinstitut für Bibliothekswesen was commissioned with the combined training of librarians for all types of libraries. In 1953 the approach was changed and the Fachschule für Bibliothekare "Erich Weinert", Leipzig, was established. Since 1914 Leipzig had a type of library school which was reopened after the Second World War as Deutsche Volksbüchereischule. Here, short courses were given and a two-year training program carried out.¹⁹⁸⁾

Since the Berliner Bibliothekarschule, established in 1925, ceased operation in 1960, the Fachschule für Bibliothekare "Erich Weinert" is the only library college educating public librarians in the GDR. The college is under the direct control of the Minister of Culture.¹⁹⁹⁾

In accordance with the Richtlinie über die Ausbildung von Bibliothekaren an allgemeinbildenden Bibliotheken of December 2, 1960,²⁰⁰⁾ education for public librarianship since 1960 takes four years. It is available through direct study, by attending the "Fachschule", or through an extension program. The successful completion of the concluding examination confers the job title "librarian" and entitles the person to work in public and similar libraries.

The most recent development in the education for public librarianship provides for university training in library science to satisfy the demand for a university educated library specialist. This program will be discussed in CHAPTER TWO.

III. THE LIBRARY TECHNICIAN.²⁰¹⁾

The Bibliotheksfacharbeiter is the third professional group.

It developed out of the practice after the Second World War when it became evident that the workload of the two other professional groups had to be eased.²⁰²⁾ Like the two other categories of librarians (university and college trained) the education of this group underwent a number of changes.

1. THE LIBRARY TECHNICIAN AT RESEARCH LIBRARIES.

Based on the "Richtlinien für die Ausbildungspraxis der Bibliotheksfacharbeiter an wissenschaftlichen Bibliotheken" of 1964²⁰³⁾ the library technician had to serve a two-year apprenticeship. Requirements for admission were a minimum age of 16 years and the completion of grade 10 schooling. The practical and theoretical apprenticeship had to be spent at a research library licensed for training library personnel. The professional courses for library technicians were given at the respective libraries while the general courses for apprentices (of all professions) had to be attended at the local trade school.²⁰⁴⁾

The apprentices were instructed in:

- the organization of libraries,
- the functions of a library,
- the foundations of library service.

They were required to obtain some knowledge of cataloguing and bibliography and were expected to have sufficient knowledge of Russian, a fair knowledge of English and French, be familiar

with typing, etc. Apprentices were paid in accordance with existing regulations. The training period was concluded with a special examination.

Library technicians were trained for the following tasks:

- Maintaining order in reading rooms,
- Filing of catalogue cards and other library material,
- Attendance and maintenance of library equipment,
- Control of routine acquisition procedures,
- Supervising the typing of orders and maintenance of order files (standing orders, etc.),
- Listing and dispatching of interlibrary loans,
- Routine tasks in the circulation department,
- Participation in the servicing of reading rooms, reference area and users catalogue under supervision of the librarian in charge,
- Recording and shelving of incoming serials,
- Simple cataloguing in German,
- Labeling of books and assigning a shelf number,
- Preparation of correspondence,
- Supervision and maintenance of card duplication.

205)

As late as 1969 a number of research libraries still provided special methods of training experienced personnel to become library technicians at their libraries.

206)

2. THE LIBRARY TECHNICIAN AT PUBLIC LIBRARIES

The Ministry of Culture in 1964 passed a so-called "skeleton

program of instruction" for the qualifying of untrained library personnel in public, trade union, and similar libraries. This was a temporary measure intended for older and experienced members of the library staff who could not obtain instruction through extension courses, yet should have a minimum amount of professional knowledge to enable them to carry out library work in county or district libraries under the supervision of the regional library supervisor.²⁰⁷⁾ The form of this program, though varying from library to library, was a combination of independent study and consultations or attendance of lengthy courses. In part this program resembled the training given to the junior library assistant until 1962.²⁰⁸⁾ Trainees completed the special training through an oral examination, the so-called "Qualifikationsnachweis für Werktätige" which neither took the place of a professional examination nor gave the right to the job title "Bibliothekar". The program was intended to overcome the lack of library personnel between 1964 and 1968.²⁰⁹⁾

An example of the great need for this emergency program is the district of Cottbus, where in 1964, 59 of the 80 persons working in public libraries were without training for the profession.²¹⁰⁾ To this number were added another 27 persons who functioned as so-called librarians in the district's trade union libraries. When approached most members of the non-qualified personnel expressed interest in the two-year program. Some public libraries and all trade union libraries assumed responsibility for their traveling and other expenses. Assurance was given to the older

participants that no written examination would be required. In 1965, as a result, 63 of the 86 non-qualified persons took the special course, organized in Cottbus, Falkenberg and Senftenberg, and 8 others attended a three-week course in Sondershausen.²¹¹⁾

3. THE NEW PROGRAM.

In September 1969 the training of the library technician was changed and a new program introduced. Starting with the 1969/70 term the basic theoretical training of one year is conducted at the trade school for library technicians in Schloss Sondershausen. Two avenues of specialization are open to the apprentice:

- a) Service in public and similar libraries, also called general educational libraries.
- b) Service at research libraries and centers of information and documentation.

The year of theory is followed by a year of practical training in one of the training libraries.²¹²⁾

The question of trained personnel for the shelving of books is as yet unsolved, since the library technicians refuse to concern themselves with this type of work which should be carried out by yet another group trained in book preservation, book binding and the combat of parasites to justify better payment.²¹³⁾

IV. PART-TIME "LIBRARIANS".

The figures listed in the Survey of Libraries in the DDR of December 31, 1966 (p.94), show that for trade union libraries (#9), special libraries (#10), and libraries in teachers' colleges (#13), schools (#14), prisons, detention homes, hospitals, etc. (#15), a very large number of persons without education for librarianship are in charge of a library on a part-time or honorary basis. The methods employed to keep these persons informed on library matters vary.

School librarianship has not achieved the importance which other branches of librarianship (research and public) command in the DDR. Of the 8083 polytechnical and other high schools in the DDR 5276 schools had libraries on December 31, 1966, a fact indicating 34.7% of the high schools to be without libraries.²¹⁴⁾ As can be seen from the survey of the 5276 libraries 5079 schools had a book stock of fewer than 500 volumes. Of the seven persons employed on a full-time basis in the 5276 libraries one person had undergone library training; the other six were without professional qualifications.

Among the reasons given for the absence of a school library were:²¹⁵⁾

All book stock has been transferred to the local public library; no school library has been established because the children's department at the local public library is available; no space was available to house the books, etc. It should be kept in mind that the quota allowed for book purchases is M -.75 per student.

As a rule books are selected from a booklist prepared by the authorities.²¹⁶⁾

School libraries are usually run by teachers. The relationship of professional to non-professional personnel is somewhat better in the libraries of the teachers' colleges, where of the nine persons employed on a full-time basis, three have professional qualifications.

Another large group of part-time or honorary "librarians" is found in rural areas, in the so-called "sozialistische Dorfbibliothek",²¹⁷) the smallest unit in the regional library system. These small rural libraries are run by a person, usually a teacher, employed in a full-time capacity elsewhere. The methods used to keep these persons informed vary from district to district. In some areas the directors of these small libraries meet every three months for 2 or 3 hours and discuss topics of mutual interest (political or professional, practical or theoretical).²¹⁸) Some rural libraries are visited weekly by a professional librarian of the regional library system. At times the "Gemeindebibliotheksdirektor" is considered a "Kulturfunktionär" and expected to perform certain political functions.²¹⁹) In certain districts the village library directors meet ten times a year to discuss problems concerning the whole district and take turns in presenting book reviews.²²⁰) Other regional systems prepare a kind of professional development plan and provide reading lists.²²¹) Visits to new libraries in the region are another means used to broaden the horizon of the helpers.²²²) With the exception of professional development courses in section B IV, the many other methods providing guidance to these "librarians" will not be discussed in this chapter.

Ministerrat
der Deutschen Demokratischen Republik
Ministerium für Kultur
HV Verlage und Buchhandel

Erhebung über sämtliche
Bibliothekseinrichtungen in der DDR
Stichtag: 31. Dezember 1966

Bezirk: DDR
Kreis:
Anzahl der Blätter: 2 Blatt: 1

Charakter der Einrichtungen	Anzahl der Einrichtungen davon			Leitung			Benutzung		Betriebsform *)		Haupt- biblio- thek	Zweig- biblio- thek	Bibliothekarische Mitarb. (Personen)		
	insgesamt	mit Buchbestand bis 500 Bände	über 500 Bände	haupt- beruflich	neben- beruflich	ehren- amtlich	öffent- lich	eingeschränkt	Frei- hand	geb. Ausleihe			insgesamt	davon m. **)	ohne **)
1. Wissenschaftl. Allgemeinbibliotheken	5	—	5	5	—	—	4	1	—	—	—	—	400	335	65
2. Allgemeine öffentliche Bibliotheken	9 500	5 470	4 030	1 348	8 152	—	9 500	—	1 202	140	494	494	2 446	842	1 604
3. Landesbibliotheken	6	—	6	6	—	—	6	—	—	—	—	1	159	77	82
4. Universitätsbibliotheken	7	—	7	7	—	—	7	—	—	—	7	—	371	200	171
5. Hochschulbibliotheken	29	—	29	28	1	—	—	29	—	—	14	1	254	131	123
6. Fakultätsbibliotheken	19	—	19	19	—	—	—	19	—	—	2	8	50	20	30
7. Fachschulbibliotheken	182	16	166	106	76	—	1	181	1	—	1	4	138	41	97
8. Wissenschaftl.-techn. Betriebsbibliotheken	650	304	346	154	496	—	—	650	—	—	24	12	303	90	213
9. Gewerkschaftsbibliotheken	5 751	3 147	2 604	552	1 320	3 879	181	5 570	421	131	216	58	866	259	607
10. Fachbibliotheken	2 077	1 449	628	154	849	1 074	16	2 061	—	—	18	19	334	131	203
11. Bibliotheken (Buchbestände) der Informations- u. Dok.-Stellen	387	113	274	129	258	—	1	386	—	—	6	3	183	45	138
12. Institutsbibliotheken	1 149	64	1 085	431	718	—	2	1 147	—	—	11	268	683	234	449
13. Lehrerbibliotheken	6 345	6 101	244	8	132	6 205	—	6 345	—	—	1	2	9	3	6
14. Schulerbibliotheken	5 276	5 079	197	7	73	5 196	2	5 274	4	3	—	2	7	1	6
15. Heim- u. Anstaltsbibliotheken	1 505	1 022	483	60	391	1 054	21	1 484	20	34	16	14	79	14	65
16. Organisationsbibliotheken	566	413	153	42	165	359	29	537	10	—	4	1	88	30	58
17. Verwaltungsbibliotheken	264	217	47	10	67	187	1	263	—	—	—	1	46	13	33
18. Musikbibliotheken	17	—	17	15	1	1	16	1	9	4	2	8	24	16	8
19. Bibliotheken in LPG	245	245	—	—	94	151	—	245	—	—	—	—	—	—	—
20. Sonstige Bibliotheken	116	89	27	11	22	83	6	110	2	—	3	—	27	10	17
21. Insgesamt	34 096	23 729	10 367	3 092	12 815	10 189	9 793	21 001	1 675	318	819	896	6 467	2 100	4 367

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Angaben nur von hauptberuflich geleiteten
allgemeinbildenden Bibliotheken.

*) abgeschlossen (a) bibliothekarisch (b) u. d. v.
Fachschulausbildung.

V. SPECIAL TRAINING.

In the latter part of the 1940s until the middle of the following decade special training was available for experienced library personnel who had neither undergone professional training nor passed a qualifying examination, and were not in the position to attend a library college.

1. RESEARCH LIBRARY SECTOR.

In the sector of research libraries special training programs started in 1955 at the Fachschule für Bibliothekare in Leipzig, in the form of extension courses by providing the study material, holding regular consultation sessions and giving tests. The requirements were essentially the same as for the regular study at one of the library colleges. The program will be outlined in section B II. 223)

2. PUBLIC LIBRARY SECTOR.

In the sector of public libraries this special training was first given at the so-called Landesvolkshochschulen (a kind of community college). Later on it could be obtained at the central schools for cultural enlightenment in Meissen-Siebeneichen, Gliencke, Sondershausen, and Semper in consecutive courses which resembled the curriculum of library colleges and led to the same state-wide examination. 224)

A new approach was then made, and through the cooperation of the Zentralinstitut für das Bibliothekswesen and the Zentrale Schule

fur Kulturelle Aufklärung in Sondershausen a different system of special training evolved with annual courses of three months' duration, followed by seven months of self-study for the period of three years. This type of library training was available between 1955 and 1960, mainly at the Sondershausen school and, to a minor extent, in Glienicke, and at the Fachschule für Bibliothekare "Erich Weinert" in Leipzig. The Sondershausen school provided the material for the seven months' period of self-study and supported it through regular consultation sessions in regional libraries.²²⁵⁾

This training practice was replaced by the regular extension program, given from 1960 on at the Fachschule für Bibliothekare "Erich Weinert", which is outlined in section B III.

VI. CONTINUING EDUCATION.

Furthering the education of library personnel is considered to be the responsibility of the authorities. It is encouraged by the libraries for a number of reasons beneficial to the library and beneficial to the librarian or specialist librarian. Continuing education should improve the daily work carried out in the library, lead to upgrading salarywise and lead to professional recognition.²²⁶⁾

The "Commission for Problems of Training", appointed in 1951, was ordered to study continuing education for librarians in research libraries; the task to be under the auspices of state authorities.²²⁷⁾ Several approaches are open to librarians to

further their education:

- a) Courses are arranged by the Office of the Secretary for Higher and Specialized Education (now the Ministry for Higher and Specialized Education), which started in 1958.
- b) This office also compiles material, suitable for the continuing education of librarians and distributes it to the libraries.
- c) The Commission for Problems of Training since 1953 provides so-called "Weiterbildungsmaterialien" which contain short reviews of new reference material, library equipment, etc.²²⁸⁾

The two large libraries of the DDR, Deutsche Bücherei and Deutsche Staatsbibliothek, have established workshops for the continuing professional and political education of their staff.²²⁹⁾

In the sector of public libraries a special college, the "Schule für bibliothekarische Weiterbildung" has been designated to handle the continuing education of public librarians, etc. The regulations are issued by the State. All librarians, working full time in public libraries, take turns in attending courses as resident students. Librarians who work in trade union libraries may attend these courses as well.²³⁰⁾

Library work is considered successful when professional qualifications are combined with an acceptance of political responsibilities; the continuing education must therefore fulfill two obligations, professional and political.²³¹⁾

VII. PLACEMENT OF LIBRARY PERSONNEL.

Placement of all types of library personnel is carried out in accordance with placement directives issued by state authorities.²³²⁾

Placement figures are available from the Fachschule für Bibliothekare an wissenschaftlichen Bibliotheken (Leipzig) for the years 1955-1965, when an average of 30 librarians per year graduated. These figures indicate that in this decade 301 graduates were placed of which 244 were employed in libraries under the jurisdiction of the Office of the Secretary for Higher and Specialized Education.²³³⁾

The placement of personnel for trade union libraries is handled according to an agreement made between the Minister of Culture and the Chairman of the Council of the Trade Unions in 1969. In this agreement it is stated that the State Committee of the Trade Unions is to forward to the Office of the Minister of Culture an estimate of library personnel needed up to 1975 and give the figures for library technicians, librarians and specialist librarians required. It must also indicate the number of facilities made available for apprentices (library technicians-in-training) and librarians-in-training (practical training period) and state the requirements for study facilities needed for the theoretical training of all three groups of library personnel at the various educational institutions, whether through direct or extension study.²³⁴⁾ Detailed figures

have to be presented by September 30th for the ensuing year.

Based on this agreement, the Council of Trade Unions would advise the director of a particular training institution, e.g. the Fachschule für Bibliothekare "Erich Weinert" by September 30th of the positions for librarians available in trade union libraries for the coming year.²³⁵⁾

B. INSTITUTIONS PROVIDING THE EDUCATION.

Education for librarianship in the DDR is carried on at three library colleges:

- a) The Fachschule für wissenschaftliche Information und wissenschaftliches Bibliothekswesen, Berlin,
- b) The Fachschule für wissenschaftliches Bibliothekswesen, Leipzig,
- c) The Fachschule für Bibliothekare "Erich Weinert", Leipzig;

the Institute of Library Science and Scientific Information of the Humboldt University, Berlin, and the College for Continuing Education in Sondershausen.

I. INSTITUT FÜR BIBLIOTHEKSWISSENSCHAFT UND WISSENSCHAFTLICHE INFORMATION (Institute of Library Science and Scientific Information).

As a university institute, this Institut fulfills the "tasks of education, training and research".²³⁶⁾

To understand the responsibility assumed by the institute for

the education of the specialist librarian, it may be advisable to take a look at the education available for this category of library personnel in the decade preceding the establishment of the institute, although this may entail some repetition.

1. THE CONVENTIONAL TRAINING OF THE SPECIALIST LIBRARIAN AFTER 1945.

In the territory of the Soviet Occupation Zone "Interim Training and Examination Regulations",²³⁷⁾ issued in April 1947, regulated the training of the academic librarians. This order was based mainly on the traditional method of training. The admission requirements called for senior matriculation and a university degree. The students, referred to as "Bibliotheksreferendare", received financial support during the two-year training period.

With the founding of the DDR in 1949 and the subsequent establishment of the Staatssekretariat für Hochschulwesen in 1951 a number of changes took place in the form of education for this group.²³⁸⁾

2. THE COMMISSION FOR PROBLEMS OF TRAINING PROPOSES NEW FORM OF TRAINING.

In 1951 and 1952 a number of commissions and committees, concerned with library matters, were established. The Bibliotheks-kommission für Ausbildungsfragen beim Staatssekretariat für das Hochschulwesen was commissioned, with due consideration given

to observations made in socialist countries as well as to the traditions prevailing in Germany up to 1945, to prepare new regulations for education and examination aiming at the greatest possible connection with the practice.²³⁹⁾

Among the various topics studied were:

- a) The traditional library training after university graduation with or without a doctorate;
- b) Library science education at the university level, as conducted in the USSR.

After carefully studying library education on the international scene and weighing the two extremes involved, it was decided to steer a moderate course and establish a third avenue of approach, namely a five-year program whereby library science and a subject are studied simultaneously. The advantages and disadvantages of this approach can be tabulated as follows:

A d v a n t a g e s:

- a) Retaining of the German tradition in library education in- asfar as the specialist librarian will have a university degree in a subject field.
- b) Recognition of library science as a university discipline.
- c) Close relationship between the study of library science and the chosen subject field; from the start they are closely integrated.
- d) Close connection in the combined study program between a university institute of library science and a large research library located at the same place.

- e) Overcoming of the traditional preferences of the future librarians for philosophical-historical subjects through the inclusion of science and technology in the new program in view of the planned quota system for admission to the various disciplines.
- f) Close contact with the practice by establishing the institute at or in the premises of a large research library.

D i s a d v a n t a g e s :

- a) The student has to decide upon the field of specialization at the start of the university education (e.g. library science and medicine).
- b) The necessary hourly requirements (lecture period requirements) for both disciplines have to be met without permitting either field to suffer. Therefore, demands in the library science courses have to be adjusted so that the main subject receives full attention. This means that, stretched over five years, they can only take a minor part in the student's time table.
- c) Difficulties may arise in preparing the time table for library science courses since these will have to differ according to the year of study and subject specialty of each student.
- d) The main emphasis of the library science student will have to be placed on the more demanding field of subject specialization.²⁴⁰)

The considerations for the change were outlined by Dr. Kunze, the director of the Institute of Library Science and Scientific Information, as follows:

The experience of decades had shown that it is, as a rule, not wise for the future scientific librarian to study a scientific subject without connecting his studies from the very beginning with the library, with library science, and, above all, with bibliography. In other words, the disadvantage of studying five years, or - including the doctorate - for seven years, and then, after having laid the foundations of a scientific special subject, of "adding" some knowledge of library science and foreign languages had been realized. Another disadvantage of the "added" postgraduate studies of library science proved to be the fact that the qualifications of the applicants, who were willing to take up such additional studies of library science for two years after their professional studies of five years, were less and less in keeping with the actual requirements of the librarians; there was a lack of specialized librarians for the natural sciences and technology able to work in special research libraries and in the special departments of large general research libraries. 241)

Convinced that the advantages would outweigh the disadvantages, the Commission for Problems of Training suggested that the Staatssekretariat für das Hochschulwesen introduce the combined study program as soon as possible at the Humboldt University in Berlin. The Commission stressed the advantage for the future librarian in the close connection of both disciplines which would prepare him to fulfill his professional obligations (book selection, subject cataloguing, reference service) with greater facility. The insertion of the practical training between the university terms in periods of six weeks for five years, the duration of the combined program, was considered. This idea was dismissed, however, and the Commission, in conjunction with the Staatssekretariat decided finally on a two-year "Assisten-

tenzeit", a kind of practice training with salary following graduation.²⁴²⁾

3. THE FOUNDATION OF THE INSTITUTE OF LIBRARY SCIENCE.

As a result of these considerations the Institute of Library Science²⁴³⁾ was founded in November 1955 as a department in the Faculty of Philosophy at the Humboldt University in Berlin. It is located on the premises of the Deutsche Staatsbibliothek. For the first time in the history of library education in Germany the combination of library science with a special subject was introduced here.²⁴⁴⁾

In the process, the Institute was confronted with a number of questions, in particular, that of defining the relation of the subject field of study to library science and the proportion of time allotted to each discipline. In addition, the curriculum had to be prepared to allow for the enrichment of the material gradually presented during the five year program through demonstrations, excursions, and seminar periods. In other words, the proper relation between theory and practice had to be worked out.²⁴⁵⁾

4. THE EDUCATION OF THE SPECIALIST LIBRARIAN.

a) The Direct Study

By 1959, after a number of years of experimentation, a course curriculum or study schedule had been prepared. This schedule was revised in 1964 to coordinate a number of points set forth

in the Hochschulreform, to incorporate experiences collected by the teaching staff and to reflect valuable suggestions made by librarians from various libraries.²⁴⁶)

The study program is divided into three large classes:

- aa) "Gesellschaftswissenschaften" (in this program the study of Marxism-Leninism, languages, and physical education are included);
- bb) Library science;
- cc) Subject field.

Students are required to attend courses in "Gesellschaftswissenschaften" during the first three years at the Humboldt University.²⁴⁷)

The study of library science takes place at the Institute during the whole five years. The main course is "Bibliothekswissenschaft". History of the book and history of libraries are given during the first two years of study, followed by bibliography, documentation and reference during the third and fourth year of study. Based on the students' major and minor fields during the fourth and fifth year, history and classification of knowledge is taught along with the respective subject bibliographies. At the same time seminar-type instruction will give the student during his final year an opportunity for specialization in such fields as bibliology, reference service, library technology and library economy.

The curriculum, revised in 1966, stipulates that a doctorate is desirable.

Practical training of 6 weeks during the first and fourth year of study is to be spent at a university library, the Deutsche Staatsbibliothek, and another research library, as well as 3 weeks during the fourth year at the Deutsche Bücherei and a special library. Excursions during the third and fourth year to libraries outside Berlin and abroad are intended to widen the horizon of the student.

The study of foreign languages is included in the study plan, since the librarian is expected to handle the scholarly publications of other countries and master the international terminology of his subject field.²⁴⁸⁾

The fifth year is concluded with the state examinations in the subject field and in library science.

After graduation follows a compulsory period of two years in a training library, the so-called "Pflichtassistentenzeit" as was first stipulated in 1957,²⁴⁹⁾ and, based on experiences collected in the following years, revised in 1964.²⁵⁰⁾ All "wissenschaftliche Allgemeinbibliotheken" and large special libraries are training libraries.

During the two years of internship the young librarian is expected to enrich the knowledge acquired during the lectures and practice periods. At the end of the internship the librarian is required to hand in a research paper on a topic concerned with library matters, and when accepted, he receives the job title "wissenschaftlicher Bibliothekar". The purpose of this

essay is to prove that the trainee can apply the theoretical knowledge gained in lectures to practical library work, however, purely theoretical research papers may also be presented. The paper will be judged by the director of the training library and the Institute. Shortened versions of the best papers will be presented and discussed in the annual meetings of library directors, the teaching staff, and the former students. The most promising essays are published and enlarged into dissertations.^{251)}

Besides the responsibility for the education of specialist librarians through regular university lectures, the Institute has other obligations in the field of library education, namely to provide for the study of library science through evening courses, by extension and self-study, the so-called "Externenausbildung", put down in the guidelines, issued in 1959.^{252)}

b) Study by Correspondence (The Extension Program).

In the 1950s the number of students at the universities increased along with demands made from personnel at research libraries. Since too few trained specialist librarians were available, research libraries in the DDR hired a number of university graduates who were specialists in their fields of study (mostly in the Humanities). During the course of years these library employees gained practical experience and became valuable members of the library staff. In order to increase the number of specialist librarians and, at the same time, give these employees a chance to lay the foundation for financial advancement and

professional recognition, the Office of the Secretary for Universities and Colleges authorized the Institute in 1959 to draft regulations for the introduction of voluntary extension courses which would lead to the qualifying examination.²⁵³)

The draft was presented in March 1959 and three months later the "Requirements and Conditions for Admission of Applicants to the State Examination in Library Science for Extension Students" of June 19, 1959,²⁵⁴) were issued. With this regulation an alternative for obtaining the theoretical requirements for the professional examination was supplied.

Conditions for admission are:

- a) University graduation;
- b) Completion of the courses in Marxism-Leninism;
- c) Proof of extensive and successful activity in a research library (a minimum of one to two years was expected).²⁵⁵)

The extension program so far²⁵⁶) has been given three times: 1963-1965, 1965-1967, 1968-1970. Students taking the program have a different background from the regular students at the Institute, insofar as they have several years of practical experience. Therefore the course requirements have been reduced and the length of the training program has been set at three years.²⁵⁷)

The state examination for extension students, as set forth in the above mentioned guidelines, consists of four parts:

1. Proof of sufficient knowledge of Latin, Russian, English and French. Further languages are required for graduates in philology.

2. A term paper suggested by the examinee.
3. A 4-hour written examination in a practical library subject.
4. An oral examination in five subjects:
 - Library administration,
 - History of the book and palaeography,
 - Bibliography,
 - History of libraries,
 - History and classification of knowledge.

In addition to these requirements the student is expected to study a number of books and articles as listed in the supplement to the guidelines.

With the opening of the Department of Information Science at the Institute in 1968 additional subjects were introduced, namely: introduction to information and documentation and biblio-sociology.

Extension students receive guidance from the Institute through monthly seminars and consultations of 2 hours each in the following five subjects: 258)

1. Introduction to library science,
2. Bibliography and reference,
3. Bibliology,
4. History of libraries,
5. History and classification of knowledge.

In the past the seminars took place on Fridays (full day) and Saturdays (half a day) during the last week of each month,

excepting July, August and December.²⁵⁹⁾ At the beginning of the extension program the students received outlines of the five courses. In the seminars the trainees were required to give a class report in each subject, which was then discussed by the professor and the other students who had been supplied with literary and bibliographical information pertaining to the topic prior to the session. All in all, 27 two-hour sessions were devoted to each subject during the three years of the program.^{260)}

The average number of students participating in the extension program between 1963 and 1970 was 16.^{261)} Of the 14 students registered in the 1963-1965 program 11 passed the state examination (4 women and 7 men). All had previous degrees in the field of humanities, 3 possessed a doctorate, 3 worked in university libraries, 2 at state libraries, 1 at the Deutsche Staatsbibliothek, 1 at a city library and 2 at special libraries.^{262)}

Of the 18 students registered in the 1965-1967 program, 16 passed the state examination (or part of it). All 16 had previous degrees in the humanities, mainly in history and philology. Of the 8 men and 8 women none had a doctorate. They worked in university libraries (6), special libraries (5), etc.

For the 1968-1970 program 16 students registered (7 women and 9 men). All were graduates in a field of the humanities.^{263)}

A notice in the Zentralblatt für Bibliothekswesen, 84 (1970), p. 768, indicates that 19 examinees passed the state examination concluding this program (8 women and 11 men); 3 candidates had

a doctorate. A breakdown of their place of work is as follows: university libraries: 6 (2 with a doctorate); state libraries: 2; special libraries: 10 (government libraries, state research institutions, museum libraries, Berlin library college, library of the Library Association, Deutsche Bucherei, etc.); public libraries: 1.

The research paper usually was assigned towards the end of the second year of training, which left the students sufficient time to undertake research, in the hope that they might come up with a paper that could be published or might be further developed into a dissertation. Students who had already published some work in the field of library science could be exempted from the written examination.

The extension program, so far, is considered a success.²⁶⁴⁾

c) Lectures for Part-Time Students.

Extension and part-time students can attend lectures at the Institute in accordance with the "Richtlinien des Kollegiums der Humboldt-Universität für die Entwicklung der Arbeit zur Qualifizierung der Werktätigen" of March 30, 1960. Students who successfully complete a course in library science receive a certificate.²⁶⁵⁾

d) The Doctorate in Library Science.

Since 1964 the Institute can issue the doctor's degree in library science. In 1965 the first such degree was awarded to Friedrich Nestler for his dissertation "Friedrich Adolf Ebert und seine

Stellung im nationalen Erbe der Bibliothekswissenschaft".²⁶⁶⁾

By April 1970 five "Promotionsverfahren" were concluded. At the same time fifteen themes for dissertations were assigned to students engaged in research at the Institute, graduates, and specialist librarians, active in the field.²⁶⁷⁾

The subject specialty of the library students is geared to fit the personnel requirements of research and other libraries.

This way a sufficient number of university educated librarians is made available in such hard to fill disciplines as mathematics or the physical sciences. During the mid-1960s, thirty of the Institute's sixty library students had selected 30 different subject combinations. By 1965 about ten to fifteen students were admitted every year.²⁶⁸⁾

5. THE TRAINING OF DOCUMENTALISTS AT THE INSTITUTE OF LIBRARY SCIENCE AND SCIENTIFIC INFORMATION

As the result of a resolution passed by the Council of Ministers of the DDR in April 1965, the Institute was authorized in September 1965 to train documentalists at the university level.

Thus, a second department was established at the Institute and its name changed.

The training courses started in 1966/67. As in the library science program, duration of the combined degree (subject specialty plus information science and documentation) is five years, to be followed by the compulsory two-year internship, the "Pflicht-assistentenzeit".

6. THE STUDY OF LIBRARY SCIENCE WITHOUT A SPECIAL SUBJECT.

Fundamental changes in the university system of the DDR led to a number of changes in the training of the "wissenschaftlicher Bibliothekar" in the late 1960s. A third department was established at the Institute, and in 1968/69 an additional form of training introduced: library science without a special subject. The reasons leading to this form of study will be discussed in CHAPTER TWO.

II. COLLEGES FOR THE TRAINING OF LIBRARIANS AT RESEARCH LIBRARIES.

There are two colleges for the education of librarians in the advanced level service at research libraries in the DDR.²⁶⁹)

a) The Fachschule für wissenschaftliche Information und wissenschaftliches Bibliothekswesen, Berlin, operating since 1954,²⁷⁰) and

b) The Fachschule für wissenschaftliches Bibliothekswesen, Leipzig, operating since 1954, first as a branch of the Berlin college, but independent since 1955.²⁷¹)

Prerequisite for admission to these colleges is either senior matriculation or grade 10 of a so-called polytechnical school and completed apprenticeship training as library technician (Bibliotheksfacharbeiter) and familiarity with foreign languages equivalent to the demands made when graduating from a high school.

Duration of the education is three years (direct study); until 1961 it was $2\frac{1}{2}$ years. The capacity of the colleges is about 180 students, admitting an average of 60 students per year (in

Berlin: 30 librarians and 30 documentalists; in Leipzig: 60 librarians).²⁷²⁾ Provisions for scholarships are made through the Anordnung über die Gewährung von Stipendien an Studierende of December 17, 1962.

1. THE TRAINING IN THE DIRECT PROGRAM

The present curriculum covers:

- a) Foundations of Marxism-Leninism (history of labor movement, dialectic and historic materialism, political economy, introduction to socialism),
- b) German literature,
- c) World literature,
- d) Bibliology,
- e) History of libraries,
- f) Bibliography,
- g) Cataloguing,
- h) Book trade and book publishing,
- i) Types of books,
- j) Russian, English, French, optional: Latin or Czech,
- k) Typing,
- l) Physical education.

The three years of training are divided as follows:

- 1st year: Theoretical instruction combined with practical exercises and visits to nearby libraries.
- 2nd year: 22 weeks of practical training at research libraries,
4 weeks of informative training at public libraries;

14 weeks of theoretical instruction, and a limited annotated bibliography as a term paper.

3rd year: 25 weeks of theoretical instruction, 10 weeks of practice training at a special library. A final paper has to be prepared in connection with the practical training in the special library.

Written term papers and essays have been required since 1964 and were made compulsory in 1962 (after the introduction of the three-year training program). Topics are assigned to train the students to investigate a problem and, at the same time, provide the training library with some useful suggestions or, perhaps a valuable analysis.

The following topics were assigned in 1964-1965 by the Fachschule ... in Leipzig to a number of students working at various training libraries:

Problems experienced in the use of serials and circulation of serials in a special library, as examined at the ... library.

Possibilities for open-access service at the ... library.²⁷³⁾

Since 1964 students have had to defend their final paper. Afterwards, the best papers are stored in the information retrieval system where they can be made available to other libraries.

Of the bibliographies assigned during the second year of training the best ones are listed in the "Bulletin wichtiger Literaturzusammenstellungen", and thus are available to users. In the year

1963/64 for the 30 bibliographies listed, 110 requests were received.²⁷⁴⁾

As is evident from the training schedule, students use the practical training periods to become familiar with the work carried out in the main branches of a large research library, the services of a public library and a special library.

During the second and third year visits to other libraries are made. In 1967 students and faculty members of the Fachschule ... in Leipzig went on a 10-day excursion to Czechoslovakia and visited libraries in Prague, Brno, and the Book Museum in Zdar.²⁷⁵⁾

Upon completion of the training the job title "Bibliothekar an wissenschaftlichen Bibliotheken" is conferred on the trainee.

2. SPECIAL TRAINING

From 1955 to 1958 and 1960 to 1965 special programs were conducted at the library colleges for the benefit of experienced library personnel who, for different reasons, could not register for the regular program. These persons were from all types of libraries, with various educational backgrounds ranging from elementary schooling (grade 8) to university degrees. This special education was in the form of extension courses with regular consultation periods and a number of tests. Material for self-study, prepared by the members of the colleges' teaching staff in Berlin and Leipzig was provided.²⁷⁶⁾

The courses in library education were similar to the colleges'

regular courses, while requirements in some other courses were reduced. Now only two foreign languages were required, there was less obligatory reading in German and world literature, and typing and physical education were taken out of the curriculum altogether. Instead of the practical training periods, visits to other libraries were carried out during the third year. The themes for the essays could be suggested either by the students or their respective libraries, but had to be confirmed by the library colleges.²⁷⁷⁾

Between 1955 and 1965 at the Fachschule ..., Leipzig, close to 100 persons could be trained and examined. The third such program of training by extension, intended as the conclusion of the special training program, began in February 1966.²⁷⁸⁾

III. COLLEGE FOR PUBLIC LIBRARIANSHIP : Fachschule für Bibliothekare "Erich Weinert",²⁷⁹⁾ Leipzig.

This library college, in operation in its present form since 1959, is the only institution in the DDR for the training of librarians for the service in public libraries, trade union libraries,^{etc.} Its educational aim is stated as follows:

Die Fachschule für Bibliothekare "Erich Weinert" hat die Aufgabe, sozialistische Bibliothekare auszubilden, die fähig und bereit sind, den gesellschaftlichen Auftrag der sozialistischen allgemeinbildenden Bibliotheken in hoher Qualität zu erfüllen ...

...Das Prinzip der Einheit von Bildung und Erziehung im sozialistischen Bildungssystem erfordert, dass in der bibliothekarischen Ausbildung zusammen mit der systematischen Vermittlung der notwendigen beruflichen Kenntnisse und Fertigkeiten die künftigen Bibliothekare zu sozialistischen

Persönlichkeiten erzogen werden, die in ihrem Denken und Handeln den Standpunkt der Arbeiterklasse vertreten und überzeugt und begeistert all ihr Wissen und Können für die Stärkung unserer Deutschen Demokratischen Republik einsetzen. ²⁸⁰⁾

The College thus has the obligation to educate socialist librarians in the satisfactory fulfillment of the social obligations of the socialist "general educational libraries" (public, trade union and other libraries). ²⁸¹⁾

As has been indicated in PART ONE of this paper, Leipzig, a center of the book publishing industry, had a library school as early as 1914 in the Fachschule für Bibliothekstechnik und -verwaltung. Here, librarians were trained for the public library service then developing in the various German cities and counties. ²⁸²⁾ The school became coordinated with similar institutions under the national socialist educational system. ²⁸³⁾

It was reopened as Deutsche Büchereischule (a public library was then called "Bücherei") in the spring of 1946, and located in the quarters of the III. Städtische Bücherhalle in Leipzig. The director of the Städtische Bücherhallen, at the same time, was director of the Deutsche Büchereischule.

When the Ministry of Culture of the DDR was created in 1954 this institution was placed under its jurisdiction and called Bibliothekarschule Leipzig. A few months later the college was renamed Fachschule für Bibliothekare "Erich Weinert".

After other institutions for the training of public librarians

gradually were dissolved by 1959,²⁸⁴⁾ the capacity of this college was enlarged, and it became the only college of its kind in the DDR.

As mentioned before, the program for the professional training of librarians in public libraries, etc. underwent a number of changes until the present form of training emerged, based on the needs of the practice.

The professional education since 1960 lasts four years in accordance with the Richtlinie über die Ausbildung von Bibliothekaren an allgemeinbildenden Bibliotheken of December 2, 1960, and is a combination of theoretical and practical training. There are two ways to obtain the professional training:

- a) at the college,
- b) through extension.

1. THE TRAINING IN THE DIRECT PROGRAM

The "Direktstudium", also called "kombiniertes Fachschulstudium", is divided into four steps according to the years of education. Pre-requisite for admission to the training is senior matriculation or an equivalent qualification.²⁸⁵⁾

The first and third years are to be spent at a library college. The first year is begun with a preliminary practice period, the so-called "Vorpraktikum" of two weeks at the local or nearby public or similar library where the student is residing. This is followed by 10 months at the library college.

The second year, a practice year, is to be spent at a so-called training library. During this time the student is obliged to study on his own and acquire, in a type of extension course, some specific knowledge in the field of "Gesellschaftswissenschaften", literature and library administration. To assist him in this independent study, consultation periods with members of the Extension Department's branch offices are arranged.²⁸⁶⁾

Theoretical training resumes at the college in the 3rd year. At the conclusion of this time the student is transferred to a library which has a permanent position at full pay. There he continues the educational process for another year through extension courses and prepares a lengthy essay while he works.²⁸⁷⁾

In the fourth year he acquires knowledge in a special subject field in order to familiarize himself with contemporary problems, get acquainted with the literature in the subject field and become aware of the difficulties to be encountered in book selection and the building of subject collections in a public library. Specialization is possible in philosophy, history, political science, law, political economy, military science, science, technology and children's literature.²⁸⁸⁾ The student has eight periods of 8-hour consultations; supervision of his studies is carried out by the Department of Extension.

2. STUDY BY CORRESPONDENCE (The Extension Program)

Provision for this type of training for public librarianship

was prompted by a lack of trained public librarians. The regular training method did not fulfill the demand for librarians.^{289)} The college's capacity in 1966 provided for approximately 100 regular students, while another 150 could be accommodated through extension training.²⁹⁰⁾

The Department of Extension, in existence since 1959,²⁹¹⁾ is responsible for the content and organization of the training program and issues the material in the so-called "Lehrbriefe". In order to facilitate the organization and guidance of these students, extension branches have been set up in Berlin, Dresden, Erfurt, Leipzig, and Schwerin under the direction of the college's Department of Extension. These branches are responsible for the successful accomplishment of the training of extension students in their area. At some of the regional branch offices consultation services are available from the director, a specialist with training in education and library science at the university level, and from part-time instructors who are professional librarians.^{292)}

Admission to the extension program is determined by senior matriculation or proven library experience combined with a good general education, although there may be exceptions to the rule. All applicants are subject to a special aptitude test which takes place annually in the extension branch offices.^{293)}

The actual study program starts with an introductory course given at the Fachschule and the training itself is in accordance

with the curriculum in operation at the time. Extension students work according to study outlines provided while monthly consultation periods serve to deepen the acquired knowledge. Each subject is concluded by an examination written at the extension branch office and supervised by the college's Extension Department. During the fourth year special subject fields are studied, e.g. the literature of the social sciences, science, technology, agriculture, or children's literature.

The library education is concluded with an essay. The diploma acquired through an extension course is the equivalent of the diploma given in direct study.²⁹⁴)

3. THE CURRICULUM

The curriculum lists 24 different courses in library science and other subjects which are compulsory. Among the general courses are:

- Foundation of Marxism-Leninism,
- Pedagogy and psychology,
- Foundation and literature of the humanities, sciences and technology,
- Political-economical geography,
- Contemporary German literature,
- History of German literature,
- World literature,
- Contemporary foreign literature,
- Soviet literature,

Children's literature,
Introduction to Marxist ethics,
Applied bibliology.

Courses in library science include:

Introduction to library science,
Library administration,
Cataloguing,
Bibliography,
Methods of library work,
Book trade and book publishing industry.

Languages are required as follows:

Russian (during the first year),
English or French (during the third year).

Every course (direct study or extension program) is concluded either by a written or an oral test. The program is terminated with an essay, which, like a thesis, may have to be defended. Upon successful completion of the training a certificate is issued which confers on the student the professional designation: Librarian for the service at public (etc.) libraries. ²⁹⁵⁾

IV. COLLEGE FOR PROFESSIONAL DEVELOPMENT (AND CONTINUING EDUCATION),
SONDERSHAUSEN : Schule für bibliothekarische Weiterbildung.

This college has been operating in one form or another since 1953 ²⁹⁶⁾ but gained impetus when the Ministry of Culture, on June 30, 1962, issued the Anweisung über die systematische Weiterbildung für hauptberuflich tätige Mitarbeiter an allgemeinbildenden Bibliotheken. ²⁹⁷⁾

The need for this regulation becomes evident when one considers the fact that one-half of the full-time public library personnel was without professional qualifications.²⁹⁸⁾ One way to remedy the shortcoming was, of course, the extension program of the Fachschule für Bibliothekare "Erich Weinert".

Another problem in the professional development of the public librarians arose when the training program was extended from three to four years in 1960, thereby providing for specialization in a subject field, e.g. technology, agriculture, children's literature, etc. As a result, practicing librarians trained under the pre-1960 system found themselves without the necessary qualifications needed for certain jobs (Referenten). To assist these librarians the College was commissioned to introduce courses of three-weeks duration in fields of specialization. Librarians were ordered to attend : "Die(se) Bibliothekare (mit abgeschlossener Ausbildung) sind verpflichtet, einmal jährlich an einem dreiwöchigen Weiterbildungslehrgang teilzunehmen." ²⁹⁹⁾.

With the foundation of the Association of German Libraries and the aim to establish a uniform library system new problems arose, in particular those of a) providing assistance in the organization and management of a library in accordance with the "Neuen ökonomischen System der Planung und Leitung der Volkswirtschaft," ³⁰⁰⁾ and b) continuing the education of librarians in more responsible positions.

It became obvious that the methods providing continuing education

had to be revised. In 1965 the College prepared suggestions for a new program and published it in the library periodical *Der Bibliothekar*,³⁰¹⁾ thus inviting discussions and opinions from all concerned. Many discussions followed as is evident from the various opinions expressed in the subsequent issues.³⁰²⁾

The previous work of the College came under criticism. To meet the increased requirements made by the user, librarians demanded that the College's courses reflect closer relationship with the actual practice and be planned more systematically to further the professional development. Furthermore it was requested that courses be given which would take into account the need for theoretical instruction of librarians in leading positions.³⁰³⁾

Librarians also demanded some form of recognition when completing a course, preferring a certificate to a mere statement of attendance.

After taking these and many other suggestions into consideration, the College decided to offer:

- a) Courses to be held at the College as the main method of professional development and which would deal with contemporary problems.
- b) Extension courses whereby the consultation branches of the Fachschule für Bibliothekare "Erich Weinert" were to support the College.
- c) Provision of methodical material for such persons who could not be expected to participate in a) or b).³⁰⁴⁾

The College was in favour of State recognition of the various forms of continuing education, which, in turn, would allow participants to benefit financially.

The Minister of Culture on September 23, 1966, passed regulations concerning the professional development of personnel at public, trade union, and libraries in the "Häuser der jungen Pioniere". It was stated in the first paragraph that library personnel would be given a chance to participate in the College's courses.³⁰⁵⁾

As a result a new form of professional development courses were introduced in the same year at the College.

Between 1966 and 1968 the following two types of courses were given:

- a) Higher instruction for persons occupying leading positions in district or county libraries, or centralized library systems.
- b) Professional development courses for (diploma) librarians in:
 - "Gesellschaftswissenschaften";
 - Mathematics and science;
 - Biology and agriculture;
 - Technology;
 - Ethics and fiction;
 - Children's literature.³⁰⁶⁾

Courses were divided into general and special courses with the emphasis on the latter. They were given by guest lecturers and

the teaching personnel of the College. The duration was 12 or 18 days. The courses consisted of lectures and seminars, some independent study, and were supported by films, excursions, practice periods, etc. 307)

Trade union libraries made extensive use of the programs offered and delegated their personnel to attend courses, particularly in Gesellschaftswissenschaften.

The College also provided instruction in a type of extension program (externatsmässig) similar to that given in Berlin in 1967 and 1968.

In the public libraries of the City of Berlin's Soviet sector in 1970, 125 qualified and 26 non-qualified librarians were employed, although many of the latter were studying towards the qualifying examination under the Fachschule für Bibliothekare "Erich Weinert"s extension program. A number of Berlin's public librarians regularly attended the College's courses in Sondershausen to keep updated. For persons who could not leave the City, the College in 1967 arranged the course "Technique", and in 1968 "Ethics and Fiction". These courses were a combination of lectures, seminars, and independent study. They lasted for a period of four weeks. 308)

The regulations of 1966 have been supplemented by the Ministry of Culture through the "Informationen". 309) They concern the type and content of the College's courses and give specific instructions about their present form. 310) The schedules planned for 1967 and 1969 (listed on p. 128) should give some

Schule für bibliothekarische Weiterbildung, Sondershausen

Lehrgangsplanung 1967

I.

11.1.—26.1. Weiterbildungslehrgang für leitende Mitarbeiter von Bibliotheksnetzen mittlerer und großer Städte

2.2.—17.2. Weiterbildungslehrgang für leitende Mitarbeiter von Kreisbibliotheken

1.3.—16.3. Weiterbildungslehrgang für leitende Mitarbeiter von Bezirksbibliotheken

16.5.—7.6. Weiterbildungslehrgang zur Qualifizierung auf den Gebieten der Mathematik und Naturwissenschaften

15.6.—7.7. Weiterbildungslehrgang für Leiter von Zentralbibliotheken

15.6.—7.7. Weiterbildungslehrgang zur Qualifizierung auf den Gebieten der Ästhetik und der Arbeit mit der Schönen Literatur

14.8.—5.9. Weiterbildungslehrgang zur Qualifizierung auf dem Gebiet der Landwirtschaft

14.8.—5.9. Weiterbildungslehrgang zur Qualifizierung für die Arbeit mit dem Kinderbuch

11.9.—23.9. Weiterbildungslehrgang für leitende Mitarbeiter von Kreisbibliotheken

11.9.—3.10. Weiterbildungslehrgang für Leiter von Zentralbibliotheken

9.10.—31.10. Weiterbildungslehrgang zur Qualifizierung auf den Gebieten der Gesellschaftswissenschaften

5.11.—18.11. Weiterbildungslehrgang für leitende Mitarbeiter von Bezirksbibliotheken

5.11.—18.11. Weiterbildungslehrgang für leitende Mitarbeiter von Kreisbibliotheken

27.11.—9.12. Weiterbildungslehrgang für leitende Mitarbeiter von Bibliotheksnetzen mittlerer und großer Städte

27.11.—16.12. Weiterbildungslehrgang zur Qualifizierung auf dem Gebiet der Technik

II.

4.1.—26.1. Weiterbildungslehrgang Gesellschaftswissenschaften I

6.4.—28.4. Weiterbildungslehrgang Gesellschaftswissenschaften II

III. Qualifizierungslehrgänge:

2.2.—24.2. Qualifizierungslehrgang für un- gebildete Mitarbeiter (M 4/I)

28.3.—1.4. Abschlußprüfung (1. Qualifizierungslehrgang für un- ausgebildete bibliothekarische Mitarbeiter)

6.4.—3.5. Qualifizierungslehrgang für un- gebildete bibliothekarische Mitarbeiter (M 2/II)

16.5.—10.6. Qualifizierungslehrgang für un- gebildete bibliothekarische Mitarbeiter (M 3/II)

Berlin, den 22. September 1966

Kerst
Sektorenleiter

(Veröffentlicht in: „Verfügungen und Mitteilungen des Ministeriums für Kultur“, Nr. 10, vom 31. Oktober 1966.)

Lehrgangsplan der Weiterbildungslehrgänge 1969 / Schule für bibliothekarische Weiterbildung Sondershausen

1969 werden folgende Weiterbildungslehrgänge durchgeführt:

10. bis 30. April

Weiterbildungslehrgang für Leiter der Zentralbibliotheken

10. bis 30. April

Weiterbildungslehrgang für die Arbeit mit der Literatur auf den Gebieten der Mathematik und Naturwissenschaften

6. bis 20. Mai

Weiterbildungslehrgang für leitende Mitarbeiter von Kreisbibliotheken und Gewerkschaftsbibliotheken

28. Mai bis 19. Juni

Weiterbildungslehrgang für die Arbeit mit der Literatur auf den Gebieten der Gesellschaftswissenschaften

28. Mai bis 19. Juni

Weiterbildungslehrgang für die Arbeit mit dem Kinderbuch

25. Juni bis 10. Juli

Weiterbildungslehrgang für leitende Mitarbeiter von Kreisbibliotheken und Gewerkschaftsbibliotheken

10. bis 31. Juli

Weiterbildungslehrgang für leitende Mitarbeiter von Bezirksbibliotheken

3. bis 25. September

Weiterbildungslehrgang für die Arbeit mit der Literatur auf dem Gebiet der Technik

3. bis 25. September

Weiterbildungslehrgang für die Arbeit mit der Literatur auf den Gebieten der Biologie und Agrarwissenschaften

26. November bis 11. Dezember

Weiterbildungslehrgang für leitende Mitarbeiter von Kreisbibliotheken und Gewerkschaftsbibliotheken

26. November bis 18. Dezember

Weiterbildungslehrgang für die Arbeit mit der schönen Literatur und auf dem Gebiet der Ästhetik

Der Bibliothekar, 19 (1967), 184.

Der Bibliothekar, 21 (1969)
504-505

indication of the type of courses provided.

The various courses given for library technicians are another obligation of the College.

As indicated earlier various types of continuing education programs are available in the DDR. Among other institutions there is the Akademie zur Weiterbildung von Führungskadern des sozialistischen Kulturlebens in Berlin which, since 1970, also provides courses for library personnel.³¹¹⁾

We find in the late 1960s a threefold division of work and responsibilities in the libraries of the German Democratic Republic. In the sector of research libraries this division resulted in three distinct types of state regulated education systems for the library technician, the librarian, and the specialist librarian. In the public library sector, though a division of responsibilities existed and different types of work were carried out, there was only one type of education for librarianship authorized by the State. This has to be kept in mind when examining the changes which have occurred in the education for librarianship during the past four years.

CHAPTER TWO : RECENT CHANGES IN THE EDUCATION AND TRAINING FOR LIBRARIANSHIP.

After the 6th Party Congress decisions were made to introduce changes in the planning and management of the economy which had an effect on the entire administration of the State. The need to transfer the changes onto the sector of culture has been emphasized by the Minister of Culture and other authorities.

Under the new "Ökonomische System" and the new system of socialist education, it was demanded that books be provided to support effectively the realization of these plans. 312)

As a consequence, library systems which will reflect the demands of the technological revolution are to be established.

Education for librarianship in the DDR has, no doubt, changed considerably during the past years although it is still not completely finalized for all professional groups. Because of the political issues involved, it is very difficult to deal with recent developments. Further obstacles to an accurate assessment of the situation lie in the considerable number of regulations issued by various government authorities and the changes which effect the entire educational system.

In the following part mention will be made of the underlying reasons leading to the different approach taken in the training of library personnel and the need for establishing a new form of training whenever available. Complete accuracy in listing regulations or decisions taken by the state authorities and

professional groups or institutions cannot be guaranteed for the above mentioned reasons.

In discussing the various professional groups, the sequence will be reversed in this part, which begins with a discussion of the library technician. The reasons for a change in the training of this group are treated more extensively because, in a wider sense, they are indicative of other changes which have taken place recently or which are to come in the near future.

The training of the library technician was discussed extensively at a meeting in August 1969 when representatives (librarians and educators) of both branches of library service - public and research libraries - met "for the first time in the history of German librarianship" to discuss mutual problems involved in the formation of a new type of support personnel in view of the increasing demands being made upon this group. ³¹³⁾

During the course of this meeting the chairman of the "Berufsfachkommission Bibliotheksfacharbeiter", ³¹⁴⁾ Erich Siek, ³¹⁵⁾ outlined the reasons for the general revision of library education. These were based mainly on the objectives set forth in the 7th Party Congress of the SED, the decisions made in the Plenary Session of the Central Committee of the SED, and the measures and regulations developed by the government of the DDR. These had resulted in higher demands made upon the libraries as seen in the "Verordnung über die Aufgaben des Bibliothekssystems bei der Gestaltung des entwickelten gesellschaftlichen Systems des Sozialismus in der DDR."

This ministerial order, issued on May 31, 1968, involves all phases of librarianship from the planning and organizing of library systems to the revision of working methods, from the introduction of "Bibliothekstechnik" to the qualifications required of the library personnel. 316)

The purpose of this paper is not to deal with the changes taking place in the library field in the DDR due to any political decisions made during the past years but rather to indicate changes which have or may occur in the education for librarianship.

In speaking of library personnel Erich Siek states the following:

The politically conscious, professionally qualified co-worker is an essential condition for the functioning of the libraries. To train him and keep him professionally well informed is one of the most important tasks in the development of the socialist library system. ... Therefore, a training system which reflects this requirement must be created.

The education and continuous training of the library personnel is not an isolated task in itself, but as an integral part of socialist librarianship, is dependent on the tasks, methods, organization, structure and technique of the library system. 318)

Consequently, the changes planned in the approach towards librarianship are the very reason for the changes in the education for librarianship. 319)

A. THE LIBRARY TECHNICIAN - Der Bibliotheksfacharbeiter.

In 1951 the position of the "Bibliothekshelfer" or junior library assistant, was created. This brought a marked relief in the workload of the librarian, who then became free to concentrate on cataloguing, book selection and information services, leaving the routine li-

brary tasks to his assistant. In 1961, however, the Ministry of Popular Education did away with the Bibliothekshelfer, giving among its reasons the lack of prospects for professional development.³²⁰⁾

The profession of the library assistant was re-installed a short time later in research libraries as "Facharbeiter an wissenschaftlichen Bibliotheken."³²¹⁾

In 1969 the training method was changed and with it the tasks to be performed by this group of library personnel. The library technician became an important part of the library profession in the DDR. He can now hope to upgrade his position to library specialist without interruption of his work by studying in the various extension programs.

At this point it may be advisable to indicate some of the changes which took place in the educational system of the DDR in the second half of the 1960s and which continue to take place today. Erich Siek states: "We are in the midst of the realization of a uniform socialist system of education on all levels and in all spheres of the national education system. We are in the midst of the biggest cultural revolution in the German history ..."³²²⁾

I. RECENT DECISIONS AND REGULATIONS CONCERNING EDUCATION

According to Erich Siek the most important stages and legal regulations up to 1970 were:

1. The law of February 25, 1965, concerning the uniform socialist system of education.

2. The university reform ³²³⁾ which culminated in the "Prinzipien zur weiteren Entwicklung der Lehre und Forschung an den Hochschulen der DDR " of 1966 (Staatssekretariat -Hoch...) (Principles of the further development of the system of instruction and research at the universities of the DDR).
3. The decision by the Staatsrat of the DDR for the continuation of the third university reform and the development of the university system until 1975.
4. The changes in the vocational training as reflected in the decisions made in the 9th meeting of the Volkskammer and the "Principles on the further development of the vocational training in the DDR".
5. The change in the system of continuing education brought about by the 7th Congress of the SED and by the 9th and 10th Assembly of the SED which is reflected in the "Principles for the socialistic continuation of education".
6. The "Fachschulreform" ³²⁴⁾ as expressed in the "Key to the transformation of the system of education of the trade and professional schools and to the reorganization of the study of engineering". ³²⁵⁾

As part of the university reform, the ^{independent} study of library science on the university level was introduced in 1968 in order to guarantee uniform training of the "wissenschaftlicher Bibliothekar", referred to in this paper as a library specialist. ³²⁶⁾ The importance of this form of academic library training lay in the fact that a

second method of training had become available for public library personnel and at the same time that a uniform training method was created for the "leitenden wissenschaftlichen Bibliothekar", the academic librarian in a responsible position in the socialistic library system.³²⁷⁾ Since 1968 this type of library education has been offered in the direct program; it was followed by the extension program in 1971. Thus, uniform training on the university level has been made available for the personnel of both branches of library service.

The training of the library technician, the third group of library personnel, has since 1969 been conducted along much the same lines.

Only in the intermediate level of library service is the division of training methods still prevalent. One type is under the auspices of the Ministry of Universities ... and the other under the Ministry of Culture.

With the reorganization of the "Fachschulwesen" and the introduction of uniform professional groups, it can be expected that changes will be introduced in the education for this type of library personnel.

II. THE LIBRARY TECHNICIAN IN THE STATE'S OVER-ALL SYSTEM OF EDUCATION

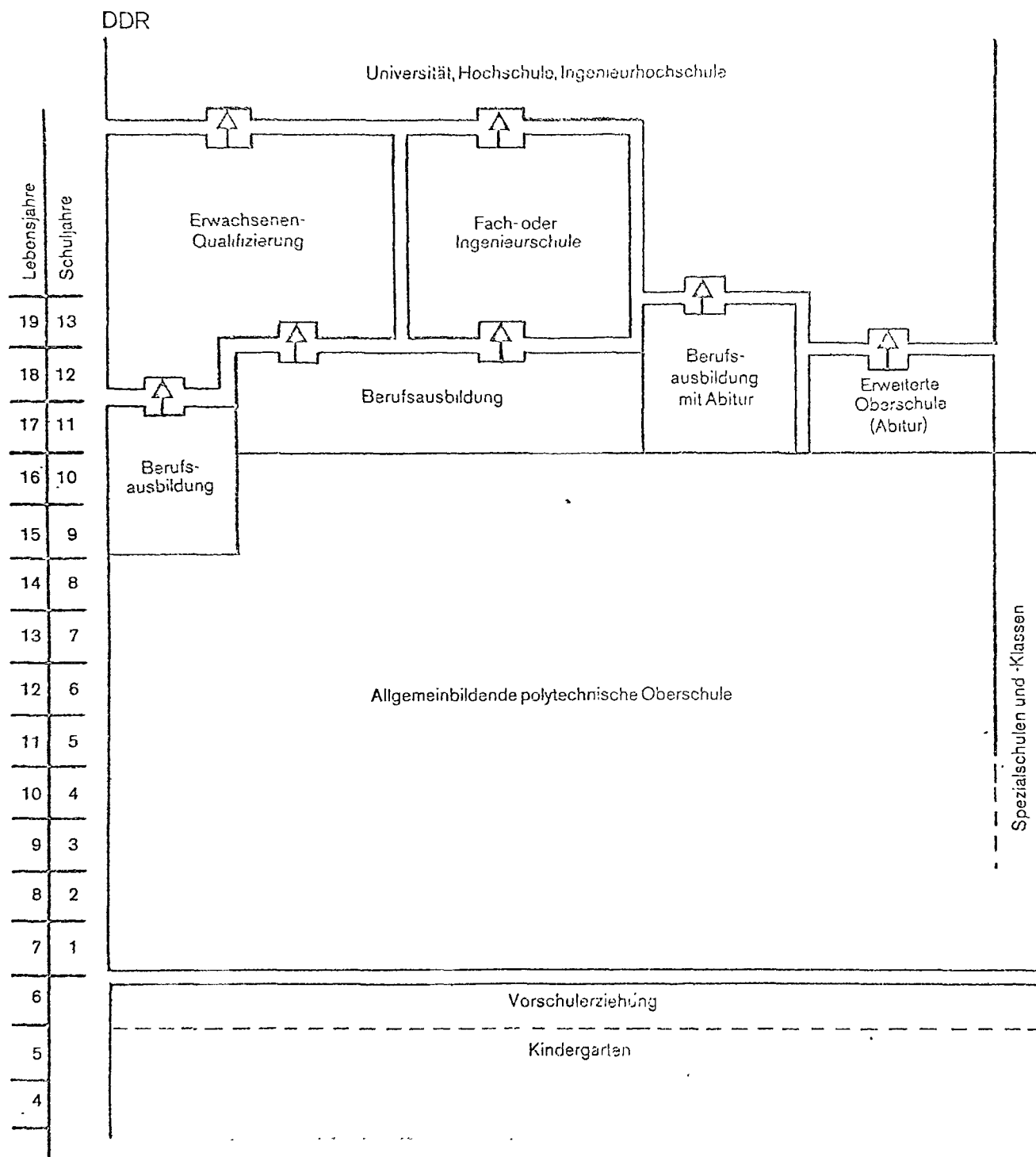
The new type of training of the library technician was geared to the successful integration of this group into the State's educa-

tional system. What had to be taken into consideration as well, however, was the relationship of the technician to the other groups of library personnel which all together formed an "integral part of the uniform socialist library system." 328)

Still, the Bibliotheksfacharbeiter remains a member of an independent professional group with an independent form of education and a special professional development program. The opportunity for suitable candidates to advance to the levels of librarian and library specialist had to be created within the State's overall system of education. (see p.137) This meant that the prerequisite for admission to the training program was completion of the polytechnical high school. In this way professional training could lead directly to the position of librarian, and senior matriculation would no longer be required as pre-requisite for admission to the college training for librarianship. Future librarians would come instead from the ranks of the library technician, thus being well versed in the technical aspects of the profession. 329)

When accepted for university training, the graduate of a library college is given the opportunity to acquire the qualifications of the library specialist. It is thus hoped that a generally harmonious library system will develop in the "uniform socialist system of education." 330)

Keeping this in mind, it was no longer possible to restrict the sphere of activity of the library technician to formal and technical or administrative jobs. It became likewise necessary to create a



Germany (Federal Republic, 1949-). Bundesministerium für Innerdeutsche Beziehungen. Bericht der Bundesregierung und Materialien zur Lage der Nation. Bonn, 1971.

profession that justified the demand for grade 10 schooling by making the work more attractive and providing the possibility of gaining access to the highest level in the professional scale. 331)

The Bibliotheksfacharbeiter is the lowest professional category found in libraries and information and documentation centers. Admission to the higher professional categories is regulated by law. 332)

III. THE TRAINING OF THE LIBRARY TECHNICIAN

I. THE CENTRAL TRADE SCHOOL

In the new training scheme all apprentices receive their theoretical training at the Schule für bibliothekarische Weiterbildung, Sondershausen, which serves as a central trade school. Here all theoretical instruction in the fields of general as well as professional knowledge is given.

The establishment of a central school to provide uniform instruction is considered a giant step forward in the professional training of the Bibliotheksfacharbeiter, as this should guarantee homogenous training for all apprentices and^a uniform standard of training. At the same time the training libraries will be relieved of the obligation to provide theoretical instruction. Instead the students at the Central Trade School will be instructed with the aid of qualified personnel using specially developed instructional media. 333)

What is particularly noteworthy here is that the "standards of instruction in civics, Russian and physical education will be uniform and represent an improvement in the system's political-

ideological training," ³³⁴⁾ most especially the "Kollektiverziehung." ³³⁵⁾ The training libraries (excepting those in Berlin and Leipzig) no longer have to send students for certain hours each week to local trade schools ³³⁶⁾ but can concentrate on the practical instruction to be given for which even higher standards are demanded in accordance with the principles of the socialist professional training and the new Rahmenausbildungsunterlage. ³³⁷⁾

It was made the responsibility of both, the Ministry of Culture and the Ministry of Higher and Spezialized Education to provide

- a) Guidelines for the theoretical and practical training program of the library technician;
- b) An outline of the complete training scheme for the profession;
- c) Measures securing admission and transition within the various groups, asserting that the "library-political concepts" are observed when admitting, training and placing the library technician. ³³⁸⁾

The formation of training committees among libraries has also been suggested. ³³⁹⁾ These committees are to divide the task of training the library technician in order to raise the political and professional standards.

Libraries are designated as training centers by the local representative of the State in accordance with directives issued by the Ministry of Culture. Certain specifications have to be met concerning the size of the library, the number and qualifications of library personnel, technical facilities, etc. ³⁴⁰⁾

At the Central Trade School a central examination board for library technicians was established consisting of experienced trainers, librarians, members of the State, and professional establishments.

The guidelines for the scope of the basic training were prepared by the special commission under the direction of the Central Institute for Library Matters. These guidelines had to be tested in both the theoretical and the practical training and altered according to the experiences made.

2. GUIDELINES FOR THE TRAINING OF THE LIBRARY TECHNICIAN

In its 4th session on April 29, 1971, the Special Commission for the Profession of the Library Technician at the Ministry of Culture issued the Informationsmaterial für die Ausbildung zum Bibliotheksfacharbeiter, stating the requirements for admission to the training as follows:

- a) Grade 10 schooling.
- b) Good general education, good marks, particularly in German and foreign languages.
- c) Interest in working with literature.
- d) Aptitude for handling organizational and technological problems.
- e) Good vision and health as well as physical strength for performing manual labor (dispatching, transporting, etc.)

The application for admission by means of the "Berufsbewerbungskarte" must be sent to the library or information center where the applicant wishes to be apprenticed. If the student is accepted a contract will be made between him and the library giving the partic-

ulars of the branch of specialization and naming the dates for the training period. The training itself is based on the State's Rahmenausbildungsunterlage für die sozialistische Berufsausbildung... 341) and the program of instruction. Details are given in the order issued by the Office of the State Secretary for Vocational Training on April 30, 1970.

The training of the library technician lasts 2 years. The general educational and theoretical professional training as well as courses in typing and physical education are given at the Central Trade School. So-called "Bezirkfachklassen", district branch classes, exist in Berlin and Leipzig. 342) The practical training is carried out at the training libraries or information and documentation centers, preferably as close as possible to the trainee's home city or town as outlined by the respective ministries.

The training is divided into one year basic instruction and a second year of specialization in one of the two types of service:

- a) research and special libraries, and information and documentation centers;
- b) public, trade union and similar libraries.

In each year the apprentice is obliged to attend in-residence courses of several weeks duration at the Central Trade School in Sondershausen. For the Bezirkfachklassen in Leipzig and Berlin, apprentices attend weekly classes given at the local trade schools, or in the libraries (or other place of work, e.g. information centers).

3. THE TIME TABLE

A break-down of the time-table is as follows:

a) First year (general training):

4 weeks practical work at the training library serving as
basic introduction to library work,

8 weeks theoretical training at the Central Trade School,

24 weeks practical work at the training library,

4 weeks practical introduction into the organization and
work carried out at a library of the other branch
of library service,

8 weeks theoretical training at the Central Trade School,

4 weeks holidays.

b) Second year (special training):

4 weeks practical introduction into the work carried out
at a library of the other branch of library service,

8 weeks theoretical training at the Central Trade School,

28 weeks practical training at the training library,

8 weeks theoretical training at the Central Trade School,

4 weeks holidays.

There are 541 hours of theoretical instruction and physical education during the first year. During the second there are 503 hours for trainees in the public library service and 484 for those in the research library service.

Practical training for both branches of library service in the first year, including physical education and typing, comes to 1344 hours; exactly the same number of hours is devoted to special training

during the second year. 343)

The general educational, and theoretical professional training consists of: Civics, Russian, physical education; "Kulturpolitik" (cultural policy, politics of culture), history and methods of knowledge, methods of intellectual work, introduction to electronics, fundamentals of data processing, introduction to library administration, information and documentation, history of literature, introduction to library science, bibliography, simple cataloguing, history of the book and book trade, knowledge in poster-type, English language (when specializing in research and special libraries or centers of information and documentation), typing.

4. THE FACHARBEITERBRIEF

The two-year training program is concluded with an examination, the Facharbeiterprüfung, which consists of:

- a) Various tests (presumably oral) taken at the Central Trade School in such general subjects as civics, physical education, introduction to electronics, etc. as outlined above.
- b) The practical examination in library subjects and a typing test.
- c) The term paper and its defense.

Thorough knowledge of Marxism-Leninism and the ability to apply this knowledge to his work is considered one of the main responsibilities of the library technician. 344)

Upon completion of the examination, the library technician receives the Facharbeiterbrief, a certificate, which gives him the right to

apply for admission to a library college (direct or extension program). Upon passing the qualifying examination as librarian, or the senior matriculation, he can continue to study library science on the university level.

V. THE DUTIES OF THE LIBRARY TECHNICIAN

The duties of the library technician and demands made on his knowledge and integrity are listed on pages 145-146.³⁴⁵⁾

VI. THE ERWACHSENENQUALIFIZIERUNG

So far mention has only been made of the regular library technician program. As stated by Erich Siek, however, a second means of acquiring the qualification necessary to be a library technician, the "Erwachsenenqualifizierung" must be provided with a view to raising the requirements above the previous minimum standards.³⁴⁶⁾ Siek goes on to say that "one of the most important tasks of the regional libraries will be the organization of the "Erwachsenenqualifizierung" within the area of a district or in cooperation with several districts according to the prevailing local and regional conditions."³⁴⁷⁾ He continues: "Because of the uniformity of the profession for the socialist library system, efforts for adult qualifications undertaken by both branches of library service (research and public) should be coordinated."³⁴⁸⁾

A separate chapter of the "Informationsmaterial" deals with persons working in a library in a similar capacity but without the library technician's qualifications. These have a chance to take the so-called Facharbeiterprüfung after attending courses, seminars

Arbeitsgebiete des Bibliotheksacharbeiters

Die Arbeitsgebiete des Bibliotheksacharbeiters sind in den verschiedenen Einrichtungen des Bibliothekswesens und des Informationssystems unterschiedlich. Das hängt von den besonderen Aufgaben der jeweiligen Einrichtung ab, von ihrer Größe, der Zahl und Qualifikation der Mitarbeiter und der Art der Arbeitsteilung zwischen ihnen.

Die Hauptarbeitsgebiete, in denen Bibliotheksacharbeiter eingesetzt werden können, sind:

- Technische und organisatorische Arbeiten zur Erwerbung, Erschließung und Pflege der Bestände, zur Ausleihe und Literaturpropaganda, zur Informationstätigkeit und Öffentlichkeitsarbeit, zur Statistik,
- Mitwirkung in der Literatur- und Informationsvermittlung, in der Werbung und Öffentlichkeitsarbeit,
- Mitwirkung in der allgemeinen Verwaltung sowie im Haushalts- und Kassenwesen.

In größeren Bibliotheken und Einrichtungen der Information und Dokumentation mit mehreren Bibliotheksacharbeitern sowie in zentralen Einrichtungen des Bibliothekswesens und des Informationssystems, die Aufgaben zur Anleitung eines betrieblichen, örtlichen oder regionalen Netzes von Bibliotheken oder zur Anleitung im Bereich von Informationsteilsystemen haben, können Bibliotheksacharbeiter spezielle technische und organisatorische Arbeiten besonders bei der zentralen Einarbeitung und Erschließung der Bestände, beim Leihverkehr und bei der fachlich-methodischen Anleitung anderer Bibliotheksacharbeiter übertragen bekommen.

In kleinen Zweigbibliotheken und Ausleihstellen der staatlichen Allgemeinbibliotheken und in Gewerkschaftsbibliotheken können Bibliotheksacharbeiter direkt in der kulturell-erzieherischen Tätigkeit, in der Ausleihe oder Literaturpropaganda eingesetzt werden.

In kleineren Instituts- oder Fachbibliotheken, kleinen Informations- und Dokumentationseinrichtungen, in Sachgebieten großer Bibliotheken sowie in kleinen Zweigbibliotheken bzw. Ausleihstellen der staatlichen Allgemeinbibliotheken können Bibliotheksacharbeiter Leitungsaufgaben übertragen bekommen, die sie unter Anleitung erfahrener Mitarbeiter lösen.

Wesentliche Tätigkeiten des Bibliotheksacharbeiters

Selbständige Durchführung aller bibliothekstechnischen Tätigkeiten bei der Bestellung, Inventarisierung, Einarbeitung und Erschließung von Büchern, Zeitschriften, Zeitungen, Musikalien, audiovisuellen Materialien und weiteren literarischen Dokumenten oder Informationsquellen; Anfertigung von Titelaufnahmen, Bearbeitung von Katalogzetteln und Führung von Katalogen und Karteien; Ordnungs- und Pflegearbeiten zur Instandhaltung des Bestandes und der einzelnen Bücher und literarischen Dokumente; Mitwirkung bei der Informations- und Literaturvermittlung sowie der Literaturpropaganda und Öffentlichkeitsarbeit, insbesondere durch

- technische Arbeiten bei der Benutzung der Bibliotheken,
- Leseranmeldung, Einführung der Leser in die Bibliotheksbenutzung, Führung der Leserkarteien,
- Führung der Benutzungsstatistik,
- technische und organisatorische Arbeiten bei der Herstellung von Bibliographien, Bestandsverzeichnissen, Literaturpropagandistischen und methodischen Materialien, Werbematerialien, Plakaten, Einladungen usw.,
- Aufbau und Gestaltung literaturpropagandistischer Ausstellungen, Aufsicht bei Ausstellungen,
- Mitarbeit an der Vorbereitung und Durchführung von Literatur- und Werbeveranstaltungen,
- Gestaltung von Schaufenstern, Auslagen, Wandzeitungen und Werbematerialien,
- Ausleihe und Leserberatung in kleinen Zweigbibliotheken und Ausleihstellen staatlicher Allgemeinbibliotheken und in Gewerkschaftsbibliotheken unter Anleitung,
- Mitwirkung an der Arbeit mit Bibliotheksleitern, Leseraktivs oder anderen ehrenamtlichen Helfern,
- Arbeiten zum Haushalts- und Kassenwesen, insbesondere Führung der Haushaltsüberwachungslisten, Rechnungskontrolle und -anweisung, Kassenplanung, Führung der Porto- und Gebührenkasse,
- operative und methodisch-anleitende Arbeiten auf den Tätigkeitsgebieten des Bibliotheksacharbeiters,
- Arbeiten zur allgemeinen Verwaltung der Bibliothek, insbesondere Durchführung des Schriftverkehrs, Führung der Aktenablage, Materialbeschaffung und -verwaltung und Führung von Verwaltungskarteien,

Informationsmaterial für die Ausbildung zum Bibliotheksacharbeiter.
Herausgeber: Berufsausschuss für den Beruf "Bibliotheksfacharbeiter" beim Ministerium für Kultur. April 1971.

- Pflege, Wartung und Bedienung der technischen Geräte und Arbeitsmittel der Bibliothek, wie Lesegeräte, Verbuchungsgeräte, Vervielfältigungsgeräte, Schmalfilm- und Tonbandgeräte, Schreib- und Rechenmaschinen, Fernschreiber sowie Mitarbeit beim Einsatz der Informationstechnik.

- Anforderungen an Wissen, Können und Verhalten des Bibliotheksarbeiters

Der Bibliotheksfacharbeiter soll ein allseitig entwickelter, klassenbewußter und qualifizierter Mitarbeiter des sozialistischen Bibliotheks- und Informationswesens der DDR sein, der sich durch hohes sozialistisches Bewußtsein und sozialistische Verhaltensweisen auszeichnet, der über gute Allgemeinbildung und gefestigtes politisches Wissen, umfassende berufliche Kenntnisse, Fähigkeiten und Fertigkeiten verfügt, der vielseitig im Arbeitsprozeß einsetzbar ist, sich ständig weiterbildet und bereit ist, sein Wissen und Können für die Stärkung und Verteidigung der Deutschen Demokratischen Republik schöpferisch einzusetzen.

Darüber hinaus muß er als sozialistischer Bibliotheksfacharbeiter über folgendes Wissen und Können verfügen:

- Grundkenntnisse in der Theorie des Marxismus-Leninismus und in der sozialistischen Kultur-, Bildungs- und Wissenschaftspolitik,
- Grundkenntnisse in der Literatur und in der Wissenschaftskunde,
- Kenntnis des sozialistischen Bibliothekswesens und des Informationssystems in der DDR, ihrer gesellschaftlichen Bedeutung, ihrer Struktur, Funktion und Wirkungsweise,
- gründliche Kenntnisse in der Organisation, Technik und Technologie des Bestandsaufbaus, der Bestandserschließung und -benutzung und der Informationstätigkeit sowie in der Methodik der Arbeit mit dem Leser, der Literaturpropaganda und der Öffentlichkeitsarbeit,
- Grundkenntnisse auf dem Gebiet der Bibliographie, des Buch- und Verlagswesens,
- Grundkenntnisse auf dem Gebiet der Information und Dokumentation,
- Parteilichkeit und Einfühlungsvermögen im Umgang mit den Benutzern,

Informationsmaterial für die Ausbildung zum Bibliotheksfacharbeiter.
Herausgeber: Berufsfachkommission für den Beruf "Bibliotheksfacharbeiter" beim Ministerium für Kultur. April 1971.

- Fähigkeit zur exakten, sauberen und sicheren Ausführung aller im Berufsbild vorgesehenen Tätigkeiten, insbesondere auf kulturellem, politischem, organisatorischem und technischem Gebiet,
- Fertigkeiten im Maschineschreiben und in der Handhabung technischer Geräte, zur Rationalisierung der Bibliotheksarbeit und der Verwaltungsarbeit,
- vielseitige kulturelle Interessen,
- gute Beherrschung der deutschen Sprache in Wort und Schrift,
- passive Kenntnis der russischen Sprache.

Der Bibliotheksfacharbeiter an staatlichen Allgemeinbibliotheken und Gewerkschaftsbibliotheken muß außerdem über spezielle Kenntnisse und Fähigkeiten in der Theorie und Praxis der Arbeit der Bibliotheksbranche verfügen, für die er ausgebildet wird, insbesondere auf den Gebieten der Schönen Literatur, der gesellschaftswissenschaftlichen Literatur und der naturwissenschaftlich-technischen Literatur, die für die sozialistische Bildungsarbeit der Bibliotheken von besonderer Bedeutung ist, sowie auf den Gebieten der Öffentlichkeitsarbeit, der Literaturpropaganda, der Bildungs- und Erziehungsarbeit und der Betriebsökonomik.

Der Bibliotheksfacharbeiter an wissenschaftlichen Allgemeinbibliotheken sowie Fachbibliotheken muß außerdem über besondere Kenntnisse und Fähigkeiten in der Theorie und Praxis der Bibliotheksbranche verfügen, für die er ausgebildet wird, insbesondere auf den Gebieten der Bibliographie, der Information und Dokumentation, der Betriebsökonomik sowie über Grundkenntnisse in einer zweiten Fremdsprache.

Besondere Anforderungen an die Arbeitsausführung

Sorgfalt und Ausdauer, gutes Reaktionsvermögen, gutes Organisationsvermögen, Sicherheit und Wendigkeit im Umgang mit Menschen, Geschicklichkeit in der Bedienung und Instandhaltung technischer Geräte.

and other training programs as well as undertaking organized self-study projects depending on the regulations issued on a local or regional basis. In this case the maximum training period is two years. The qualifying examination is the same as that for apprentices in the direct program, however, special provisions exist for women over 35 years and men over 45 years when they have had three years of experience in the particular type of work.

The Erwachsenenqualifizierung is a frequent topic in periodical literature and will presumably remain so until the lack of personnel in this category is overcome. On August 13, 1970, the Minister of Culture issued the "Hinweise für die Ausbildung Werktätiger zum Bibliotheksfacharbeiter in wissenschaftlichen Allgemein- und Fachbibliotheken." 349)

The Erwachsenenqualifizierung was the main topic of discussion at the second session of the Berufskommission Bibliotheksfacharbeiter on July 1, 1970. During the third session on November 25th of the same year, a debate was begun concerning the organization of a basic training program. 350)

In concluding the section on the education of the library technician in the DDR, reference must again be made to Erich Siek's report since the opinion expressed therein is indicative of the present approach towards education for librarianship:

With the Bibliotheksverordnung 351) a true revolution in librarianship takes place and a socialist library system evolves in accordance with the demands made by the socialist society and in conformity with the requirements of

its allround educated citizens... In connection with this another revolution comes about in the theory of librarianship and library education. For the first time in the socialist library system a uniform, yet basically different profession is arrived at which comprises the professional groups of the library technician, the college trained, and the university educated librarian. Thus, the library technician in Germany finally achieves an essential basis for total professional development. It is on the quality of the library technician's education that the effectiveness of the whole library work depends. We stand at the beginning of a new road of continuous education." 352)

B. THE LIBRARIAN

A short time after the above article was written an announcement was made in the same periodical indicating future changes in the training of the librarian for public library service. 353)

I. CHANGED TRAINING FOR PUBLIC LIBRARIANSHIP

The director of the Fachschule für Bibliothekare "Erich Weinert", Helmut Topp, in discussing the new form of training for public librarianship gave a number of reasons. Among others he points out that the prognosis of society as presented in the 7th Party Congress of the SED 354) extended the tasks of the uniform socialist system of education not only quantitatively but qualitatively as well. The resulting steps to be taken by universities and colleges have been defined by the State Council on April 3, 1969. In the Conference of Colleges on April 23/24, 1969, it was decided to introduce the necessary measures leading to a new program for the study of engineering and to place emphasis on the further development of colleges, in particular concentrate on raising the standards of the students' political-ideological education and increase the role of practical work in the training. 355)

It was felt at the Fachschule that the program of the College had to be reorganized to reflect the cycle: "lectures - independent studies - seminars" in a number of courses and that the standards would have to be raised and a new system of training developed. The first incentive came from the Party representative of the College. 356)

The future training of the public librarian had to be planned as part of the general library education process from the library technician to the university educated librarian.

A draft was prepared and discussed first with the instructors and other groups, and later between the College, representatives of the Ministry of Culture, the Central Institute for Library Matters and practicing librarians. There is no indication that representatives of the Ministry of Higher and Specialized Education and the Institute of Library Science and Scientific Information had been consulted.

The rough draft then led to the first official draft which was handed to instructors, leaders of the Party's youth organization, the Ministry of Culture, and practising librarians, specifying that the training of librarians, like that of engineers last three years instead of the usual four and be carried out in two phases:

- a) Two years of study at the College,
- b) One year of practical training at a training library.

The draft also contained a description of the practice work to

be carried out before and during college attendance and an indication of the problems involved in admitting students with various backgrounds.

Another draft incorporating some additional points was prepared at the end of 1969 and after being approved in principle by the Minister of Culture, became the working basis for the College. ³⁵⁷⁾

It should be kept in mind, however, that from September 1, 1969 on "the course of training in the direct study has been changed considerably"... and "the training period takes three years." ³⁵⁸⁾ The training is divided into two parts a) two years of a "continual theoretical-practical study process" ³⁵⁹⁾ at the College in Leipzig, and b) a third year of practical training at specified training libraries. ³⁶⁰⁾

Among the most notable changes are the admission requirements for the new program which clearly favor the library technician. He is required preferably to have one year of practical experience after passing the qualifying examination (Facharbeiterprüfung). Next in line is the "Facharbeiter" in related and other professions (e.g. book trade, book printing industry, etc.). The applicant with senior matriculation, coming directly from the high school, ³⁶¹⁾ is last in line. Considering the trainees' mixed backgrounds this line of priorities will no doubt require certain adjustments in the presentation of the study material.

The College's courses had to be changed to introduce the students to a "wissenschaftlich-produktives Studium" while keeping them in

contact with the practical side of the profession. ³⁶²⁾ Emphasis is no longer placed on memorizing facts and figures as before, but on guiding and encouraging the students to undertake creative and independent studies.

It also became necessary to alter courses in the basic studies of Marxism-Leninism. In addition to the adjustment of course content, new courses were introduced and some old ones dropped. The time table, as it is in use since September 1969, is given on page 151a. As is shown, the courses are divided into basic studies: Marxism-Leninism, physical education, Russian, second foreign language, pedagogy/psychology, introduction to research work; and special studies: Appreciation of literature, history of German literature, history of world literature, children's literature, history and classification of knowledge, "Bestandskunde" (a new term which includes a number of conventional elements in the field of literature) "Bibliothekswissenschaft" (librarianship, etc.), planning and organization of library work, "Leserkunde" (a new term, including elements of conventional courses and biblio-psychology and biblio-sociology), ³⁶³⁾ cataloguing, bibliography and reference work, history of libraries. ³⁶⁴⁾

The second part of the program provides for specialized training. In the third year the student is transferred to a training library where he is expected to apply the theoretical knowledge gained at the College to practical library work. He is also required to prepare a lengthy paper during the final year.

Studentenafel ab 1. September 1969

Grundlagenstudium:	1. Sem.	2. Sem.	3. Sem.	4. Sem.	5. Sem.	6. Sem.
1. Marxismus-Leninismus	1	6	6	4	—	—
2. Körpererziehung	2	2	2	2	—	—
3. Russisch	2	2	2	—	—	—
4. 2 Fremdsprache	—	—	2	2	—	—
5. Pädagogik Psychologie	—	—	2	2	—	—
6. Einf. in wissenschaftl. Arbeiten	2	2	—	—	—	—
Lehrstudium:						
7. Literaturästhetik	4	2	—	—	—	—
8. Deutsche Literatur	2	2	2	2	—	—
9. Weltliteratur	—	2	2	4	—	—
10. Kinderliteratur	4	2	—	—	—	—
11. Wissenschaftskunde	4	4	2	2	—	—
12. Bestandskunde	—	—	4	6	12	—
13. Bibliothekslehre	2	2	—	—	—	—
14. Planung und Leitung der Bibliothekarbeit	—	—	2	2	4	—
15. Leserkunde	—	2	2	2	4	—
16. Katalogkunde	2	2	—	—	—	—
17. Bibliographie und Information	4	2	2	2	—	—
18. Bibliotheksgeschichte	—	—	2	2	—	—
	32	32	32	32	20	—

Helmut Topp, "Zur Neugestaltung des Studiums an der Fachschule
für Bibliothekare "Erich Weinert", " Bibliothekar, 24 (1970), 843.

Very little information is available on the experiences gained so far with the new form of training. Early this year the College was preparing the program for the second phase of the education, the training at specified training libraries. The instruction material for this part of the program will be prepared in close cooperation with the Central Institute of Library Matters and the socialist librarians.³⁶⁵⁾

A very interesting note is that in March 1971 the College's Department of Extension and the two colleges for the training of librarians in research libraries began discussing a uniform training on the extension basis for this level of librarianship.³⁶⁶⁾

This may lead to the question if any changes occurred in the training of the librarian for the service in research libraries.

II. CHANGES IN THE TRAINING OF LIBRARIANS FOR THE SERVICE IN RESEARCH LIBRARIES

1. THE DIRECT PROGRAM

The present schedule of training for this group of library personnel is similar to that of the public librarians. Admission requirements are the same and clearly favour the library technician. The training period lasts three years: two years of theoretical training at the respective colleges are followed by one of practical training combined with self-study in the field of specialization at the library which will employ the student after graduation.

The time table for the Fachschule für wissenschaftliche Informa-

tion und wissenschaftliches Bibliothekswesen, Berlin, which has been used from September 1, 1971 on, is given on page 154. As can be seen, lecture periods cover approximately 30 hrs./week for 40 weeks during the first year and approximately 28 hrs./week for 40 weeks during the second. To this is added 110 hrs. for special lectures and consultation periods during the third year, amounting to a total of 2460 hrs. of lectures during the three-year training period. The student has furthermore to complete a course in civil defense.

A look at the curriculum shows the addition of courses in information science and documentation (#9), and introduction to electronic data processing (#10). Courses in German and world literature have apparently been merged with other courses, e.g. "Kulturgeschichte" (also called Textmethodik/Kulturpolitik).

Oral and written examinations must be passed at the colleges upon conclusion of the theoretical training. During the third year of studies the student is obliged to prepare an essay, the "Fachschulabschlussarbeit" and defend it in a comprehensive examination before an examining board.

As is evident from recent leaflets available at the colleges, the "Fachschulbibliothekare" are trained to carry out the practical work at research libraries, but may be put in charge of certain departments when professionally competent and socially qualified.³⁶⁷⁾

Time table

Fachschule für wissenschaftliche Information
und wissenschaftliches Bibliothekswesen
109 Berlin, Clara-Zetkin-Straße 26

Stunden-tafel: Fachrichtung wiss. Bibliothekswesen
Stand vom 19. 1977.

	1. Stadj. ~30 L/W	(40 W)	2. Stadj. ~28 L/W	(40 W)	Stunden zgh insges.
1. Marxismus/Leninismus.	4 L/W	→	3 L/W	→	280
2. Bibliothekslehre	4 L/W	→	4 L/W	→	320
3. Bibliographie	4 L/W	→	4 L/W	→	320
4. Titledaufnahme	4 L/W	→	4 L/W	→	320
5. Buchkunde	2 L/W	→	2 L/W	→	120
6. Bibl. geschichte	2 L/W	→	2 L/W	→	40
7. Wissenschafskunde	2 L/W	→	2 L/W	→	160
8. Kultur geschichte	2 L/W	→	2 L/W	→	80
9. Inform. / Dokument.	2 L/W	→	2 L/W	→	60
10. EDVA (Grundlagen)	2 L/W	→	2 L/W	→	40
11. Deutsch	2 L/W	→	2 L/W	→	80
12. Fremdsprachen (Russ. / Engl. / Franz)	6 L/W	→	6 L/W	→	450
13. Maschinenschriften	2 L/W	→	2 L/W	→	80
					2350

Speziell. Lehrveranstaltungen zu akt. Problemen des Bibliothekssystems
und Fortsetzung des M.H. Grundstudiums im 3. Stadj. (Konsultationen)

ca 170

2460 h in
insgesamt

2. SPECIAL TRAINING

The College in Leipzig continues to offer a special program for the benefit of experienced personnel in research libraries who cannot register for the regular one. However, a regular extension study program is in preparation.

III. CONTINUING EDUCATION

As mentioned previously great importance is attached to continuing education. Until 1968 the Schule für bibliothekarische Weiterbildung in Sondershausen was the only State institution for continuing education, providing courses for non-qualified library personnel, professional-political courses for public librarians, and special courses in library management, etc. for public librarians in leading positions.

In 1968 another institution for continuing education was established: The Zentrum für bibliothekswissenschaftliche Weiterbildung in Gotha, a department of the Methodisches Zentrum at the Ministry of Higher and Specialized Education.³⁶⁸⁾ This institution takes care of the professional development of personnel working in research libraries. Since 1969 courses are provided for personnel in leading positions (administrators, information scientists, subject specialists, and persons involved in data processing), librarians, and library technicians. The instructors are librarians and members of the teaching staff of the Institute of Library and Information Science and the two colleges for the training of librarians working in research libraries.³⁶⁹⁾

C. THE COLLEGE EDUCATED INFORMATION SPECIALIST (DOCUMENTALIST)

As indicated, the Fachschule für wissenschaftliche Information und wissenschaftliches Bibliothekswesen in Berlin has a second department which trains specialists in information science and documentation on the college level. The program of training for this group has also been revised, and like the other programs is divided into basic studies and special studies. It extends over a period of three years: two years of theoretical training at the Fachschule ... are followed by another of practical training with provision for specialization at an information center.

D. THE UNIVERSITY EDUCATED LIBRARIAN

The training of librarians on the university level has become a rather complicated issue. A number of new programs were introduced during the past four years, resulting in marked changes for the training of this group.

I. THE STUDY OF LIBRARY SCIENCE WITHOUT A SPECIAL SUBJECT -

Das bibliothekswissenschaftliche Vollstudium (LIBRARY SPECIALIST)

The Association for German Libraries in its work program for 1965/66 commissioned the "Kommission für Berufsnachwuchs und Weiterbildung" to prepare a feasibility study on the university training of librarians for all branches of library service for further recommendation to the State authorities. With the aid

of a questionnaire (Fragebogen zu Grundfragen eines bibliothekswissenschaftlichen Vollstudiums) concerning a university degree program in library science, opinions from many larger libraries of both branches of service and a number of the Association's regional committees were tabulated. At the same time objections to the present form of training were recorded.

In January 1966 the feasibility study was forwarded to the State authorities.³⁷⁰⁾ The following are the main points made in the "Konzeption für das bibliothekswissenschaftliche Vollstudium of January 19, 1966:³⁷¹⁾

1. The new form of library education on the university level would be an additional form of education apart from the existing university program (subject specialty and library science).
2. At the present time three groups of library personnel are available in research libraries: the specialist librarian, the librarian (for the service at research libraries), and the library technician.

At the general educational libraries (public, trade union, etc.) only one group of library personnel is available: the college educated librarian.

This means that at research libraries, university educated personnel suitable for responsible positions is readily available while in general educational libraries the personnel is not equipped to handle responsibilities

and provide professional leadership. A further point was made by Erich Siek as follows: "Leadership under the stipulations of the all-embracing built-up of socialism, however, requires theoretical knowledge and practical experience to such an extent, particularly in libraries with centralized functions, that university education for the personnel should be made mandatory." ³⁷²⁾ He continues to explain that the existing type of university education is not suitable for this purpose, since its main emphasis is on the subject specialty while library science is treated as a subordinate discipline. ³⁷³⁾

Erich Siek explains the next point as follows:

3. In order to achieve homogenous development in a uniform library system this one-sidedness in the training of the upper-level librarian should be overcome. The fully educated subject specialist with knowledge in library science must be paired with the library specialist with subject knowledge. Aside from the combined university program, the library science program should place emphasis on biblio-sociology, library administration and technology, and information science. ³⁷⁴⁾

The graduate in library science is expected to carry out the following tasks:

- a) Organizing, managing and coordinating larger library groups, networks or systems; providing of political-ideological and professional guidance to groups of library

personnel.

- b) Conducting research into users' needs for literature.
- c) Providing guidance and actively participating in making the library's resources available. Cooperation with other libraries and information centers.
- d) Providing guidance in the compiling and use of bibliographies, etc.
- e) Actively promoting the libraries' resources in order to support their position in society, according to political, economical, scientific-technological, and cultural requirements.
- f) Solving of methodological problems and participating in research projects concerned with library science.
- g) Cooperating in the installation, supervision and control of library equipment.
- h) Maintaining relations with national and international cultural and scientific establishments. 375)

The list of material suggested for inclusion in the curriculum is given on page 160. No attempt is made to give an English translation of the "Contents of the program for the study of library science" without further knowledge of the courses' content. Most of the terms used can easily be translated but their English counterparts either may not have the same meaning or could lead to ambiguity, e.g. the term "allgemeine Kulturpolitik" could mean "general politics of culture" or "policy of culture". The bases for the final curriculum are the "Principles ..." 375) which

Erich Siek, "Das bibliothekswissenschaftliche Vollstudium,"

Bibliothekar, 20 (1966), 480-481.

III. Inhalt des bibliothekswissenschaftlichen Vollstudiums (Qualifikationsbild)

**Marxismus-Leninismus
Bibliothekslehre**

Funktion und Struktur des Bibliothekswesens

(einschl. Zusammenarbeit mit Einrichtungen der Information und Dokumentation sowie anderen wissenschaftlichen, kulturellen und politischen Organisationen und Institutionen)

Planung und Leitung einer Bibliothek bzw. bibliothekarischer Bereiche und Netze
(einen Schwerpunkt bildet der Komplex der Bibliotheksökonomik, d. i. Anwendung der Erkenntnisse und Erfahrungen der Finanz- und Betriebsökonomie auf die bibliothekarische Praxis)

Bibliotheks- und Lesersozio-logie
(einen Schwerpunkt bildet der Komplex der Leserkunde)

Bestandsaufbau einer Bibliothek bzw. bibliothekarischer Bereiche und Netze
(einen Schwerpunkt bilden Koordinierungsfragen)

Bestandser-schließung einer Bibliothek bzw. bibliothekarischer Bereiche und Netze
a) Alphabetische Katalogisierung einschl. Titelaufnahme

b) Sachkatalogisierung einschl. Klassifikationsfragen
(einen Schwerpunkt bilden die sowjetische Klassifikation und die DK)

c) Sonstige Methoden der Bestandser-schließung

Bestandsvermittlung einer Bibliothek bzw. bibliothekarischer Bereiche und Netze
(einen Schwerpunkt bildet der Komplex Leihverkehr)

Literaturinformation

Bibliotheksbau und technische Ausrüstung

Bibliothekarische Arbeitsorganisation
(einen Schwerpunkt bildet der Komplex Standardisierung und Technisierung)

Automation in einer Bibliothek bzw. in bibliothekarischen Bereichen und Netzen
(einen Schwerpunkt bildet der Komplex Einsatz datenverarbeitender Maschinen)

Rechtsfragen im Bibliothekswesen

Bibliothekarische Statistik

Bibliotheksgeschichte unter besonderer Berücksichtigung der jüngsten historischen Entwicklung

Bibliographie

Theorie und Praxis der Bibliographie

a) Allgemeine Bibliographie

b) Fachbibliographie (s. a. Wissenschaftskunde)

c) Empfehlende Bibliographie

Methode der Herstellung von Bibliographien

Technik der Benutzung von Bibliographien

Geschichte der Bibliographie

Das Verhältnis der Bibliographie zu Information und Dokumentation

Information und Dokumentation

Theorie und Praxis der Information und Dokumentation

Methode der Herstellung von dokumentalistischen Arbeitsmitteln der Information

Technik der Nutzung von dokumentalistischen Arbeitsmitteln der Information

Geschichte der Information und Dokumentation

Buchkunde

Allgemeine Buchkunde unter besonderer Berücksichtigung der jüngsten historischen Entwicklung

Buchhandel und Verlagswesen

Pressewesen

Wissenschaftskunde

Methode und Technik der wissenschaftlichen Arbeit

Wissenschaftstheorie. Allgemeine Wissenschaftskunde. System und Organisation der Wissenschaften

Entwicklung und gegenwärtiger Stand einzelner Wissenschaftsdisziplinen und Literaturkomplexe unter Einschluß der Fachbibliographie (einen Schwerpunkt bildet der Komplex Weltliteratur)

Einführung in Querschnittswissenschaften. Vermittlung von Kenntnissen auf den Anwendungsgebieten der Kybernetik

Allgemeine Kulturpolitik und -theorie
Sprachen

Sport (Pflichtfach der Universitäten)

Zu diesen Disziplinen tritt eine Spezialisierung in Form des Besuches von Lehrveranstaltungen der folgenden Wissenschaftsbereiche (nach Wahl):

Gesellschaftswissenschaften,
Mathematik/Naturwissenschaften,
Angewandte Naturwissenschaften,
Technik.

Die Lehrveranstaltungen der Spezialisierung nehmen etwa 25 % der obligatorischen Stundenzahl für das Vollstudium ein, je nach den zweckmäßigen Möglichkeiten.

were put up for discussion in 1966 by the Office of the Minister of Higher and Specialized Education following the results of the 11th Plenary Session of the Central Committee of the SED. The "Principles" require for each field of study the best possible guarantee of "unity of training and socialist education." 376)

They led to fundamental changes in the university system of the DDR as has been explained by Horst Kunze: 377)

On the basis of suggestions and statements worked out by a group of university teachers, the Ministry of Higher and Specialized Education has drawn up "Principles" for changing the university system which are now being applied to all universities and colleges. A part of these new Principles concerns the arrangement and implementation of studies in all sciences. From now on, university training will consist of compulsory studies for all students and further voluntary studies for some of the students. The compulsory studies will take four to five years (with the exception of medicine) and will consist of three parts, that is: (1) basic studies, and (2) individual studies. After these compulsory studies the students sit a main examination. The graduate is then entitled to take up the profession for which he has been trained (teacher, librarian, lawyer, etc.)

On the recommendation of their teachers, students with outstanding talent and special interest in science can (3) continue their studies (the costs are borne by the State including the grant) by adding further special studies to their major subject or by adding research studies to their basic and special studies in order to win a doctor's degree.

Possibilities for employment of graduates with a library science degree are as follows:

Librarian in charge of planning, organization and coordination of library networks; users' services in a large library; a large public library, or a central library in a library network; a union catalogue; an establishment with general bibliographical tasks; an acquisition department of a large library; a regional

library system. The graduate may also find employment as instructor in a library college, collaborator in central institutions and organizations concerned with library matters, e.g. Zentralinstitut für Bibliothekswesen (Central Institute for Library Matters, also translated as Central Institute for Librarianship), Methodisches Zentrum für wissenschaftliche Bibliotheken, etc. 378)

In the comments on the results of the above mentioned questionnaire, another reason was stated for the intended introduction of the library science degree program, namely the gradually developing need for a uniform socialist library system with a homogenous group of library personnel.

The new form of university training in library science started in the fall of 1968 at the Institute of Library Science and Scientific Information. It had been enthusiastically accepted by librarians in the public library service. 379) Since the study of library science without a special subject is different from the traditional combined program, the Institute was enlarged by a third department. The reasons for this new department were outlined by Horst Kunze as follows:

1. Along with the development of science and culture and with the extension of science into all spheres of our daily life, the general libraries - especially the general public libraries - will become more and more important as store houses of knowledge and education. In this process their nature changes more and more... Therefore the traditional situation, where educational or public libraries are not provided with chiefs or with staff members who have had university education, has become unrealistic...

...the creation of this new study of library science without a special subject is intended to meet the demand for scientific staff members of educational libraries.

2. In the actual work of scientific librarians 380) who studied library science with a special subject... we found that only some of them could be assigned work in exact accordance with the special training. For example, a graduate of our Institute having studied library science, with Germanic philology as special subject, may be lucky enough to be needed immediately or after a short time as expert in Germanic philology at a large general research library... It can happen at a smaller library without a pronounced special department system that our graduates will be assigned tasks of developing the stock, preparing subject catalogues and handling information in several departments... Our graduates can be appointed as department heads after a short time (for the lending and catalogue departments, stock development, etc.) where they can never or only seldom apply their special knowledge of, for example, Germanic philology. In a larger library complex they may be expected instead to have special knowledge of the budget system, economy, library technology, etc.

In short, we have discovered that for our research libraries with their various administrative systems, we also require university graduates equipped with a profound and many-sided knowledge of library work and with good abilities in management and organization.

3. Looking towards future development, we have to consider that experts in sociology, rationalization and automation will be required for our libraries. They will have a better basis for these new special branches if they have a broad and varied knowledge of library science than if they are good geologists, or have studied, say, Slavonic or Scandinavian languages and culture. 381)

1. THE DIRECT PROGRAM

The study of library science lasts four years in the direct program and in the extension program. The admission requirements are either senior matriculation or completed training at a library college and some practical experience. The study period is divided into two years of fundamental studies and two

years of special studies.

The curriculum for the fundamental studies includes: 382)

Fundamentals of Marxism-Leninism,
Languages: Russian, English, French,
Introduction to library science,
Library administration,
Introduction to information science and documentation,
Bibliology,
Bibliography,
Cataloguing,
Methodology and techniques of research work,
Physical education.

The curriculum for the special studies provides for lectures in:

Planning, management and administration of a library or
library networks,
Acquisition and book selection,
Building of the collection,
Setting up of a union catalogue,
Reference service,
Biblio-sociology,
Technical services,
History and classification of knowledge,
History of literature. 383)

Practical training periods are organized to provide some practical knowledge. Particulars are not available.

The program is completed with the so-called "Hauptprüfung". Passing it entitles the graduate to the job designation "wissenschaftlicher Bibliothekar". The so-called "Diplom-Prüfung" can be added.³⁸⁴⁾ Unfortunately no details of the concluding examination have become available.

According to the previously mentioned "Principles", further special studies can be added in a type of postgraduate program. In the case of library science this is explained as follows:

...one or even two years of further specialized studies can be added for some of the students with the stress on the specializations increasingly required by the modern library system: library economy, planning, rationalization and standardization, automation and data processing. Other students with obvious scientific talents will go in for research studies which lead to a doctor's degree.

As a rule, the topics for theses are in accordance with the research plan for library science and information science as well as with focal points of State research projects. 385)

2. THE EXTENSION PROGRAM

Many difficulties had to be overcome before the "bibliothekswissenschaftliche Vollstudium" was introduced. However, once it had been inaugurated, the working basis for the four-year extension program was created. This form of study had been frequently requested by practicing librarians, however its introduction could only become possible after the direct program was under way and some experience had been gained.

By the end of 1970 the preliminary study for the introduction

of the extension program was completed and the work on the "Lehrbriefe", the correspondence material, could be begun. A number of points had to be taken into consideration, the type of students who would register for the program in particular. The correspondence course was to meet the requirements of students with extensive experience in research as well as general educational libraries (public libraries, etc.). This meant that applicants not only had different types of experience but had been trained in different types of library colleges as well. A number of these held responsible positions, others were in charge of libraries. All prospective extension students had practical experience, which the students in the direct program often lacked. Certain courses in the correspondence program therefore could be shortened. Another point to be taken into consideration was that correspondence students held full-time (and often responsible) positions. Consequently, demands made upon the students' knowledge in literature and languages could be reduced without lowering the standards. The final demands made upon the students in the correspondence program had to be similar to those made upon students in the direct program.

Taking all these points into consideration, the Institute in August 1971 introduced the extension program for the study of library science through correspondence courses.³⁸⁶⁾ The aim of this program is to give graduates of library colleges with

several years of practical experience a chance to become "wissenschaftlicher Bibliothekar". Preference is given to students who distinguish themselves through outstanding socialist and professional achievements. Applicants will be accepted after having been interviewed by the "Selection Committee" in the so-called "Aufnahmegespräch". 387)

a) The Curriculum

The study program is based on the main task of the library specialist as "Literaturvermittler" and "Literaturpropagandist", that of influencing the economic system of socialism and raising the educational and cultural level of the citizens of the German Democratic Republic. As a result, the university graduate in library science is to have the knowledge outlined on pages 168 and 169.

b) Selection of Applicants

Facilities for 30 extension students are available at the Institute. Due to the large number of applications (176) received at the start of the program, special provision has been made for the years 1971/72 and 1972/73 to admit 60 students each year.³⁸⁸⁾ In this way older applicants, particularly those from the public library sector, who have been waiting a number of years to start the extension program, need no longer wait for lack of study facilities. It is expected that the backlog of applicants will level out by 1973 and that facilities available for 30 students will be adequate.

2. Das Ausbildungsprogramm

Das Programm für die Hochschulausbildung im Fernstudium geht davon aus, daß die Hauptaufgabe des Wissenschaftlichen Bibliothekars darin besteht, als Literaturvermittler und Literaturpropagandist Einfluß zu nehmen auf die Festigung des ökonomischen Systems des Sozialismus, auf die umfassende Steigerung des wissenschaftlichen, des Bildungs- und Kulturniveaus der Bürger der DDR. Der Absolvent der Bibliothekswissenschaft muß deshalb

- umfassende Kenntnisse des Marxismus-Leninismus haben,
- die Fähigkeit zur schöpferischen Mitwirkung an der Gestaltung des sozialistischen Bibliothekssystems der DDR und zur Auseinandersetzung mit burgereichen Bibliothekstheorien besitzen,
- Kenntnisse zur Leitung und Planung von Bibliotheksnetzen, selbständigen Bibliotheken und speziellen Abteilungen sowie zur Führung von Mitarbeiterkollektiven erwerben,
- Fähigkeiten bei der kulturell-erzieherischen Arbeit sowie Fertigkeiten zur Organisation und Vermittlung von künstlerischer, Sach- und Fachliteratur entsprechend den gesellschaftlichen Bedürfnissen herausbilden,
- über umfassende Kenntnisse der Informationsmittel sowie der Methoden der bibliothekarisch-bibliographischen Auskunftstätigkeit verfügen,
- Grundkenntnisse auf dem Gebiet der Information/Dokumentation haben,
- Kenntnisse der bibliotheksgeschichtlichen Zusammenhänge der historischen Entstehung verschiedener Bibliotheksformen und ihrer Wirkungsweise unter den jeweiligen gesellschaftlichen Verhältnissen sowie über den gegenwertigen Stand der Bibliotheksarbeit im Ausland, insbesondere der UdSSR und der anderen sozialistischen Länder erlangen,
- Kenntnisse auf dem Gebiet der Literatur- und Publikationsformen, des Buchhandels, des Verlagswesens, der Buchkunde, der marxistischen Klassifikationslehre sowie der Methoden und Technik des wissenschaftlichen Arbeitens haben und
- zwei lebende Fremdsprachen soweit beherrschen, daß die Lektüre bibliographischer und bibliothekarischer Texte möglich ist

Dieses Absolventenbild – verbunden mit dem Blick auf die verschiedenen Aufgaben, Tätigkeiten und Arbeitsgebiete des Wissenschaftlichen Bibliothekars – bestimmt die Gestaltung des Studienablaufes

Das Hochschulfernstudium Bibliothekswissenschaft erstreckt sich über einen Zeitraum von 4 Jahren. Es gliedert sich in ein zweijähriges Grundstudium und ein zweijähriges Fachstudium. Das Grundstudium sieht folgende Lehrgebiete vor:

1. Studienjahr:

- Marxistisch-Leninistische Philosophie (gemäß Studienprogramm der Sektion Marxismus-Leninismus)
- Politische Ökonomie des Kapitalismus (gemäß Studienprogramm der Sektion Marxismus-Leninismus)
- Sozialistische Leitungswissenschaft und Wissenschaftsorganisation (gemäß Studienprogramm des Direktorats für Weiterbildung)
- Kulturtheorie (gemäß Studienprogramm der Sektion Ästhetik und Kunstwissenschaften)
- Fremdsprachen (Russisch, Englisch)
- Methoden und Technik des wissenschaftlichen Arbeitens
- Einführung in die Bibliothekswissenschaft
- Funktion und Struktur des Bibliothekswesens der DDR
- Literatur- und Publikationsformen.

2. Studienjahr:

- Politische Ökonomie des Sozialismus (gemäß Studienprogramm der Sektion Marxismus-Leninismus)
- Wissenschaftlicher Sozialismus (gemäß Studienprogramm der Sektion Marxismus-Leninismus)
- Elektronische Datenverarbeitung nach Vereinbarung mit dem Direktorat für Weiterbildung
- Pädagogische Psychologie
- Grundlagen der Ästhetik

- Einführung in die Informationsdokumentation
- Funktion und Struktur des Informations- und Dokumentationswesens der DDR
- Einführung in die Bibliographie
- Geschichte der Gesellschaftswissenschaften
- Geschichte der Naturwissenschaften und der Technik
- Klassifikationslehre
- Sozialistische Wissenschaftsorganisation
- Buchhandel, Verlagskunde, Buchherstellung

Im Fachstudium werden folgende Lehrggebiete behandelt.

3. Studienjahr.

- Bibliotheksgeschichte
- Entwicklung des Bibliothekssystems der DDR
- Bibliothekstypen und ihre Probleme
- Literaturkunde
- Bibliotheksarbeit und Bibliotheksorganisation (Bestandstheorie, Katalogkunde, Bestandsvermittlung, Lesekunde)
- Probleme der bibliographisch-bibliothekarischen Arbeit.

4. Studienjahr:

- Bibliothekswesen des Auslands (Länderkunde, Internationale Zusammenarbeit der Bibliotheken, Vergleichende Bibliothekswissenschaft)
- Bibliotheksarbeit und Bibliotheksorganisation (Leitung, Planung, Betriebswirtschaftslehre, Statistik, Öffentlichkeitsarbeit, Bibliothekstechnik, Nutzung der EDV)
- Buchkunde
- Bibliothekarische Berufskunde
- Probleme der Informations- und Dokumentationswissenschaft

Im 1 Studienjahr stehen 220 Konsultationsstunden zur Verfügung, von denen 120 im zentralisierten gesellschaftswissenschaftlichen Fernstudium – zusammen mit Fernstudenten anderer gesellschaftswissenschaftlicher Fachrichtungen – durchgeführt werden. Im 2 Studienjahr sind 200 Konsultationsstunden vorgesehen, von denen 86 dem zentralisierten gesellschaftswissenschaftlichen Grundstudium vorbehalten sind, während 114 für die bibliothekswissenschaftlichen Fächer genutzt werden können. Im 3 und 4 Studienjahr sind je 140 Konsultationsstunden ausschließlich den bibliothekswissenschaftlichen Fächern vorbehalten.

Neben den Konsultationen, die 14tägig durchgeführt werden, wird das Fernstudium vor allem durch das Selbststudium auf der Grundlage von Lehrbriefen und Studienanleitungen absolviert. Zu Beginn des ersten und am Ende eines jeden Studienjahres finden 11tägige Veranstaltungen mit Vorlesungen, Seminaren und Übungen statt. Jedes Studienjahr schließt mit Zwischenprüfungen in einigen Schwerpunkt-fächern ab. Am Ende des 4. Studienjahres wird die Hauptprüfung abgelegt. Die erfolgreich bestandene Hauptprüfung berechtigt zur Führung der Berufsbezeichnung „Wissenschaftlicher Bibliothekar“. Der akademische Grad „Diplom-Bibliothekar“ kann gemäß den gesetzlichen Bestimmungen nach Ablegung der Hauptprüfung und einer erfolgreichen Verteidigung der Diplomarbeit erworben werden.

Während für die Lehrggebiete im marxistisch-leninistischen Grundstudium sowie für die unter der Verantwortung des Direktors für Weiterbildung der Humboldt-Universität zu Berlin stehenden Lenin-Lern-Fernstudienmaterialien anderer Sektionen und Einrichtungen der Universität verwendet werden können, sind für die bibliothekswissenschaftlichen Fächer Lehrbriefe und Studienanleitungen durch das Institut für Bibliothekswissenschaft und wissenschaftliche Informationsbereitstellung. Die Erarbeitung des bibliothekswissenschaftlichen Lehrbriefes ist deshalb die zentrale wissenschaftstheoretische Aufgabe des Bereiches Bibliothekswissenschaft des Instituts für die nächsten drei Jahre. Dabei müssen zur Bearbeitung spezieller Themen auch Experten aus der Praxis zur Mitarbeit als Autoren oder Gutachter auf Honorarbasis gewonnen werden.

The following is a breakdown by age, sex and place of work of the 60 students registered in 1971: ³⁸⁹⁾

	<u>up to 25</u> <u>years</u>	<u>between 25 and</u> <u>35 years</u>	<u>between 35 and</u> <u>45 years</u>	<u>over 45 years</u>
male	1	14	15	4
female	1	8	15	2

59 students were graduates of library colleges.

Central library establishments: 8

City, district and municipal libraries: 19

Trade union libraries: 4

Special libraries (in particular technical and other university
libraries) : 23

General educational libraries: 6.

Applicants are required to submit the following papers:

A completed questionnaire;

A letter of recommendation from the place of work or,

letter of good conduct from the local police;

An application outlining the reason for taking the
course;

Curriculum vitae;

Copies of certificates, school reports, letters of
recommendation, etc.;

4 photographs;

Certificate of good health.

In a recent report the experiences made with students during the first year of the program were analyzed. ³⁹⁰⁾

As indicated on page 169 the academic grade "Diplom-Bibliothekar" may be acquired after passing the "Hauptprüfung" and the successful defence of a thesis.

II. THE SPECIALIST LIBRARIAN

1. THE POST-GRADUATE PROGRAM

The combined course in library science and a special subject, introduced in 1955, is no longer continued in this form,³⁹¹⁾ since the "Principles" provide for "concentration upon the special study ... after subject knowledge and modern general basic knowledge have been imparted during the period of basic studies, with the result that the new studies are now carried through as studies in one subject only... Consequently there is no longer time for simultaneous studies of library science as in the past".³⁹²⁾ Since 1968 students who want to study library science with a special subject have to undertake their studies in the subject field first and complete it with an examination. After this they can concentrate upon the study of library science for two years at the Institute on the post-graduate level.

2. THE EXTRA-MURAL PROGRAM

There is yet another form of study in library science available at the Institute. University graduates in a special subject field who show special "aptitude for library work over several years"³⁹³⁾ may be recommended for extramural studies of three years by the director of a library. This type of study is mainly based on independent study through instructional material (textbooks, articles in periodicals, etc.) as recommended by the Institute, and monthly tutorials or

seminars, taking place on Saturdays at the Institute. The studies are concluded with the state examination for which the requirements are the same as for the two-year post-graduate program, leading to the professional designation "wissenschaftlicher Bibliothekar". ³⁹⁴⁾

III. COMMENTARY

It remains to be seen if the study of library science in the four-year university program will succeed. In view of the continuing literature explosion and development of new disciplines, the academically trained librarian may require a background of knowledge in a wider subject field prior to undertaking the study of library science in a post-graduate course. Whenever knowledge in a narrow subject is required subject specialists might aide the librarian, thus avoiding the pitfalls which occurred in the previous method of training specialist librarians. ³⁹⁵⁾

The duties of the university educated librarian as outlined by Erich Siek ³⁹⁶⁾ demand a range of knowledge and training, which, if it must be acquired in the given four years of study, will demand of the student an extraordinary amount of work and above average integrity.

E. THE UNIVERSITY EDUCATED INFORMATION SPECIALIST

- Der Fachinformer -

I. COURSES TAUGHT AT THE INSTITUTE OF LIBRARY SCIENCE AND SCIENTIFIC INFORMATION

University training in information science and documentation started at the Institute in 1966 as the result of a resolution passed by the Council of Ministers of the DDR in April 1965 upon suggestions prepared by a study group of librarians and documentalists. The form of study was similar to the training in library science.

The changes affecting university education resulted in changes for this type of study also. At present there are several forms of study available in information science on the university level.

1. THE REGULAR (DIRECT) PROGRAM

The regular program for the study of information science and documentation at the Institute lasts five years. A subject in a field of the social sciences, law, psychology, etc. is studied during the first three years and completed with an examination. Although this examination does not give the student a degree in his subject field, he can acquire an academic degree by taking the "Diplomprüfung" later on.

The study of information science then is undertaken during the following two years and is completed with the so-called "Hauptprüfung". Passing this "main examination" entitles the graduate to the job designation "Fachinformer".

In the five-year program, similar to other study programs, where the general precede the special courses, fundamentals of Marxism-Leninism, languages and physical education are taught during the first part of the studies.³⁹⁷⁾

2. THE POST-GRADUATE PROGRAM

Similar to the provisions made for graduates in a subject field who wish to study library science on a post-graduate basis, facilities exist for persons interested in studying information science and documentation in the post-graduate program. Upon passing the final examination, the graduate in information science has the qualifications of the "Fachinformatör". This form of study started at the Institute on September 1, 1969.

3. THE POST-GRADUATE EXTENSION PROGRAM

At the same time the two-year post-graduate extension program for specialists in information science and documentation was introduced at the Institute. The course has been set up in conjunction with the demand made for qualified personnel in the field of information science at the 9th Plenary Session of the Central Committee of the SED following the resolution made by the "Politbüro" of the Central Committee of the SED for the further development of the Marxist-Leninist "Gesellschaftswissenschaften"³⁹⁸⁾ in the DDR.³⁹⁹⁾ Of the 140 students admitted on September 26, 1969, for the program the majority were university graduates experienced in information work.

Requirements for admission are:

A university degree in philosophy, law, economics, agriculture, medicine, biology, etc.;

Practical experience in the field of information and documentation;

Mastering of two foreign languages.

The extension program lasts two years and is concluded with the "Hauptprüfung" which entitles the graduate to the professional designation "Fachinformatör". Part of the concluding examination is a written assignment connected with the work in information science carried out at the student's place of work.

II. COURSES IN INFORMATION SCIENCE TAUGHT AT OTHER UNIVERSITIES

A brief note in the periodical press⁴⁰⁰⁾ indicated that at the Technical University Ilmenau 180 students had been immatriculated in 1969 for the new discipline "Information and documentation science". These students hope to qualify themselves to "Fachinformatoren" in the post-graduate extension course and upon graduation will organize all information work in their special area of work.

Requirements for admission to the program are a university degree in science or technology and knowledge of at least two foreign languages.

The new discipline, inaugurated at this university in 1968, serves as a model for the setting up of similar departments at other technical universities in the DDR.

III. THE RELATIONSHIP OF LIBRARY SCIENCE TO INFORMATION SCIENCE IN UNIVERSITY TEACHING

Information science is a favorite topic in library literature. An interesting study has been made on the relationship between library science on one hand and information science on the other, as indicated on the following page. This study by the director of the Institute's Department of Information and Documentation aims to define the tasks of both branches in complying with the "high aims" set in the Third Reform of Universities. It also serves as a discussion basis to clarify the fields of instruction for the future "Sektion Bibliotheks- und Dokumentationswissenschaft" of the Humboldt University, at present called Institut für Bibliothekswissenschaft und Wissenschaftliche Information. 401)

This brief note alone signals other changes which might be forthcoming in the university education for librarianship.

As mentioned earlier the civil service has been abandoned in the DDR. With it the professional designations used for library personnel in Germany's civil service disappeared. Now professional designations, identical to those used in the pre-1945 Germany and the Bundesrepublik up to the present time may be bestowed upon outstanding librarians. A discussion of this development may seem irrelevant to the topic of this paper, but it will serve to point out yet another change which occurred recently in the profession.

Josef Koblitz Die Stellung der Bibliothekswissenschaft...

4. Die Bibliothekswissenschaft und die Informations- und Dokumentationswissenschaft als Studienfächer und Forschungsgebiete

Tab. 8: Fachstruktur und Lehrfächer einer Hochschuleinrichtung für Bibliothekswissenschaft und Informations- und Dokumentationswissenschaft

Bereich	Lehrstuhl	Lehrfächer
1. Informationswissenschaft	1. Theorie der Fachinformation	1. Organisation der Wissenschaft, Wirtschaft und Gesellschaft 2. Informationsbedarf, Informationsnutzer und Informationsfluß 3. Informationen und Informationstätigkeit 4. Informationsquellen 5. Arbeitsgebiete der Fachinformation 6. Die Informationswissenschaft und ihre Wissenschaftsdisziplinen 7. Die Beziehungen der Informationswissenschaft zu erkenntnistheoretisch oder methodisch wichtigen Randgebieten (Wissenschaften) (s. Aufzählung dieser Wissenschaften in Ziff. 3.4.)
	2. Informationstechnik	1. Manuelle und halbmanuelle Speicher- und Recherchierv Verfahren 2. Maschinelle Speicher- und Recherchiertechnik - Einsatz von Lochkartenmaschinen - Einsatz von EDVA - Einsatz von Mikrofilm einrichtungen 3. Automatisches Referieren, Indizieren und Übersetzen 4. Mechanisierung und Automatisierung des Bestell- und Ausleihwesens sowie sonstiger Arbeitsgänge in Bibliotheken 5. Ordnungs- und Bürotechnik 6. Operative Polygraphie 7. Bibliotheksba u
	3. Geschichte der Fachinformation und der Informationswissenschaft ²³	1. Buchkunde 2. Handschriftenkunde 3. Einbandkunde 4. Geschichte des Bibliothekswesens und der Bibliothekswissenschaft 5. Geschichte der Bibliographie 6. Geschichte der Information und Dokumentation sowie der Informations- und Dokumentationswissenschaft 7. Geschichte anderer zur Fachinformation gehörender Arbeitsgebiete und deren Wissenschaften (Verlagswesen usw.)
2. Bibliothekswissenschaft	1. Organisation des Bibliothekswesens	1. Funktion der Bibliothek 2. Bibliothekstypen und Struktur des Bibliothekswesens in der DDR 3. Struktur und Arbeitsorganisation von Bibliotheken 4. Materiell-technische Ausstattung von Bibliotheken 5. Mitarbeiter in Bibliotheken 6. Nationale und internationale Zusammenarbeit der Bibliotheken
	2. Methodik der Bibliotheksarbeit	1. Bestandsaufbau 2. Bestanderschließung 3. Bibliographie und andere Formen der bibliothekarischen Literaturinformation mit Hilfe von Informationsmitteln 4. Bestandsvermittlung 5. Auskunftserteilung 6. Bibliothekspropaganda 7. Effektivität und Wirtschaftlichkeit der Bibliotheksarbeit
3. Informations- und Dokumentationswissenschaft	1. Organisation der Information und Dokumentation	1. Funktion der Informations- und Dokumentationseinrichtung 2. Typen von Informations- und Dokumentationseinrichtungen in der DDR 3. Struktur und Arbeitsorganisation von Informations- und Dokumentationseinrichtungen 4. Materiell-technische Ausstattung von Informations- und Dokumentationseinrichtungen 5. Mitarbeiter in Informations- und Dokumentationseinrichtungen 6. Nationale und internationale Zusammenarbeit der Informations- und Dokumentationseinrichtungen
	2. Methodik der Information und Dokumentation	1. Dokumentation und analytische Informationsmittel 2. Synthetische Informationsmittel 3. Informations-Recherchesysteme 4. Informationsspeicherung und -recherche 5. Informationsvermittlung 6. Informations- und Dokumentationspropaganda 7. Effektivität und Wirtschaftlichkeit der Information und Dokumentation

F. PROFESSIONAL DESIGNATIONS AND TITLES

Professional designations for service in libraries (research, public, etc.) are bestowed in accordance with regulations issued by the Minister of Culture on November 4, 1970, ⁴⁰²⁾ as follows:

- a) Bibliotheksfacharbeiter (library technician)
- b) Bibliothekar (librarian)
- c) Wissenschaftlicher Bibliothekar (specialist librarian, library specialist)

The Bibliotheksfacharbeiter gains the right to this professional designation when he passes the Facharbeiterprüfung (examination concluding the two-year training program).

The professional designation Bibliothekar is bestowed upon successful completion of the library college training and the passing of a state recognized examination in librarianship. It is conferred upon persons who were named "Bibliothekar" in accordance with paragraph 4 of the regulation ⁴⁰³⁾ which states the following: "Persons without completed library college education, who are over 50 years old and have carried out successful library service of at least 10 years, upon application can be nominated for the professional designation "Bibliothekar" in accordance with existing regulations."⁴⁰⁴⁾

Entitled to the professional designation "wissenschaftlicher Bibliothekar" are those persons who have completed the university training in library science and thereby a state recognized uni-

versity degree in library science and to those who were awarded the professional designation prior to the effective date of this regulation.

Titles may be given for special performance and service rendered by librarians, specialist librarians and persons active in state organizations including such establishments concerned with education for librarianship, a political party, or otherwise. The following titles may be awarded:

Oberbibliothekar (Head Librarian)

Bibliotheksrat (Library Councillor)

Oberbibliotheksrat (Senior Library Councillor).

The conditions for the conferring of these titles are:

- a) excellent work performance,
- b) good political and professional qualifications,
- c) active contributions to the socialist society.

The title "Head Librarian" is generally awarded after at least five years of service, and the other two titles after ten years of library service in the DDR, or, after improving one's political or professional qualifications, e.g. through a higher university degree, or publications in the field of librarianship, conducting courses, seminars, workshops, etc. at a library college, contributing to research projects in the field of library science, carrying out special projects arising out of the practice, and especially, through above average work performance.

Nominations, supported by a short biography and the reason for the nomination as well as the opinion of the nominating party, a certified copy of the diploma or the degree can be made by:

The Minister of Culture,
The Minister of Universities and Colleges,
Heads of other state organizations,
The council and district councils of trade unions,
The leaders of the Party and other socialist organizations,
Presidents of academies, etc.

Award of a title is made by the Minister of Culture through a document duly signed by the Minister. The regulation specifies that the recipient then uses the title last awarded and possibly his job title.

On May 14, 1971, the first awards were made by the Minister of Culture to a number of persons in recognition of their contributions in the field of librarianship. 405)

The title "Oberbibliotheksrat" was bestowed upon five men:

- 1) The Director General of the Deutsche Staatsbibliothek;
- 2) The Deputy Director General of the Deutsche Bücherei, Leipzig;
- 3) The Director of the Zentralinstitut für Bibliothekswesen;
- 4) The Director of the Stadtbibliothek, Berlin;
- 5) The Director of the Department of Librarianship in the Ministry of Culture.

The title "Bibliotheksrat" was given to 19 men and 13 women,

mainly heads and deputy heads of large university, public, trade-union, or special libraries, but also department heads e.g. at the Deutsche Bücherei, Deutsche Staatsbibliothek, the Party (SED), Ministry of Universities and Colleges, Central Institute of Library Matters, public and university libraries, etc.

Nine women and six men, mainly from the public library sector (9), trade union libraries (2), special (3) and research (1) libraries received the title "Oberbibliothekar".

A total of 51 titles were awarded in 1971. In the year 1972 67 titles were awarded by the Minister of Culture.⁴⁰⁶⁾

The title "Oberbibliotheksrat" was bestowed upon 2 persons:

- 1) The Deputy Director General of the Deutsche Staatsbibliothek;
- 2) The Director of the Berlin University Library (Humboldt-Universität).

The title "Bibliotheksrat" was given to 20 men and 11 women, and 33 persons (9 men and 24 women) received the title "Oberbibliothekar". The new Bibliotheksräte and Oberbibliothekare of 1972 came from a broad variety of libraries, government institutions (political, military, and otherwise), etc. yet no full-time member of the teaching staff at either library college or the Institute of Library Science and Scientific Information was included.

CONCLUSION

Education for librarianship in Germany has undergone a number of remarkable changes since its beginnings in 1893. At first these changes were slow to come, but gained momentum after the Second World War when new approaches towards librarianship prompted a considerable amount of revision and innovation in library education in both German states.

In the pre-1945 period of the library profession in Germany gaps were found not only in the two branches of library service (public and research) but also within the library personnel found working in a given type of library, e.g. research library. The upper two categories of library personnel were socially and financially on completely different levels and both were separated from the medium or lower level personnel. It was nearly impossible to move from a lower to a higher level as no provision existed for extension or correspondence courses at either library schools or universities (to gain the basic university degree), although late afternoon courses were available at some universities.

In the Bundesrepublik (German Federal Republic) a number of changes were introduced in library education, and the pre-1945 regulations were gradually altered. It should be kept in mind that no uniform training exists in the Bundesrepublik as the Länder are autonomous in cultural matters. From time to time certain guidelines are laid down by a conference of the

ministers of culture with a view to establishing a common approach in matters pertaining to the education for librarianship, however marked differences remain among the various library colleges, etc.

The division in the education for librarianship is unchanged, making it still difficult to move from one level of service to the other. The medium level service has not universally been accepted, only introduced by a few states. The gap between the two branches of library service (public and research) remains, and discussions are under way concerning the introduction of a higher level service, based on university education for public librarians. Whether this will be accomplished through accepting the conventional form of training of the specialist librarian (subject degree and library science training) or whether a new form of library education will be introduced providing for training at the university level, is as yet undecided.

The situation is different in the German Democratic Republic. It is now possible to move from the lower range of library service to the top range. The escalation is time-consuming, but it is within the limits of a person's capability. In fact, additional professional qualifications can be acquired through extension courses while working in the present job.

With the changes recently introduced in the training of the top level group of library personnel, a number of obstacles have been removed from the path of those medium level library

personnel with ambitions.

It is no longer necessary to produce evidence of senior matriculation prior to acceptance for university training, but college graduation will suffice, and the added encumbrance to becoming a specialist in a subject field with all the academic research involved is removed.

In the previous system of education many a person with grade 10 schooling, once past school age, found it extremely difficult to acquire the senior matriculation requirements without which university education was impossible. Moreover, the study of a special subject combined with library science (see p. 104 - 112) made great demands on the student's ability to absorb two fields of study at the same time.

The changed approach towards education is chiefly concerned with library science in the context of the social setting. The division into general studies and special studies requires a certain amount of study time to be devoted to subjects other than library science in the conventional sense. The depth of the fields of study varies, however since they are closely interrelated the student is permitted to absorb them very gradually as he progresses on the educational scale. This has the added benefit of insuring that the best possible use is made of available lecture time.

The gap in the education of librarians for the two branches of libraries (public and research) though still evident, has narrowed

as a consequence of numerous measures introduced by the State in the past years. The training of the college educated librarian is still carried out at different institutions under the jurisdiction of different government departments, yet the form and length of training for librarians of both branches of libraries have been standardized at three years (two years of theoretical training preceding the year of practical training). Furthermore, a combined extension program is presently under discussion.

The theoretical training of the lower level of library personnel for the position of the library technician has remained uniform since 1969 for both branches of service, however continuing education programs are given for each branch of service at two different institutions both under the immediate jurisdiction of different ministries.

The changed approach to library education is particularly evident in the highest category of library personnel. As has been the case in research libraries for two decades, public libraries now have the three-tiered structure of library personnel as well. The training of the top level of library personnel is uniformly carried out at the Institute ... for both branches of library service. The length of training for this group has been reduced considerably from seven to four years. Provision exists for the professional category of the "Fachreferent", the subject specialist who acquires a basic university degree prior to

undergoing library training. This form of library education is similar to the pre-1945 method for the librarian in the higher level service, though the responsibilities may not be the same once the training is completed.

With the introduction of the "bibliothekswissenschaftliches Vollstudium", a number of problems attributed to the changing role of the library were removed, but it is not clear if the elimination of the subject degree requirement, considered essential by both German states for nearly 80 years, is the final solution for the training of the highest level of library personnel.

In PART TWO, Chapter two, some of the reasons for the new changes in library education have been outlined, e.g. the reform of the university system. In the directives of August 15, 1969,⁴⁰⁷) supplementing the decision of the State Council (April 1969) to continue the reform, the professional requirements and functions of the director of a university library are defined.

In paragraph 4 it is stated that the university library will be managed by a director who should be "wissenschaftlicher Bibliothekar" and "Hochschullehrer..." and a member of the Science Council. It appears that the new type of a "wissenschaftlicher Bibliothekar" (library specialist) may require additional university studies before he can qualify for this position.

Once the present forms of education for librarianship in the German Democratic Republic have gone through a number of cycles and adjustments have been made, the amount of laws, regulations,

orders, etc. at present in force (indicated in Annex B) will no doubt be substantially reduced. This should make it easier to present a contemporary picture of library education in the German Democratic Republic.

The developments taking place in Eastern Germany are keenly observed in professional and educational circles in the German Federal Republic, particularly those changes introduced in the highest and lowest category of personnel educated for the profession. (With various forms of training in 1971 the "medium level service", the library technician, existed only in a few states of the German Federal Republic.)

Another point to be mentioned is the approach taken by the DDR to overcome a shortage of personnel in various fields by introducing correspondence courses. Lack of trained library personnel is a topic frequently discussed in professional literature in both German states. By making correspondence courses available, library personnel in the DDR are able to acquire the skills and knowledge required for the qualifying examinations without leaving their place of work for a lengthy period of time.

A West German government report⁴⁰⁸⁾ states that of all persons graduating from universities in the DDR in 1969 about 20% had studied by extension. On the college level the number of students studying in the extension program outweigh the number of students in the direct program. It is mentioned that library students to a considerable extent study by correspondence.

It seems appropriate to conclude this study by quoting from the
aforementioned report commenting upon this form of study:

"In the field of extension studies the DDR is twenty years ahead
of the Bundesrepublik in planning and experience. The DDR gained
through extension studies many additional highly qualified
experts."⁴⁰⁹)

NOTES TO PART I

1) Dr. Georges Gerych, Associate Dean, Library School, University of Ottawa.

2) Mr. Peter Havard-Williams, Dean, Library School, University of Ottawa, 1971-1972.

3) see Annex A. Prussia: Erlass betreffend die Befähigung ... of December 15, 1893.

4) see Annex A. Prussia: Erlass betreffend die Einführung einer Diplomprüfung ... of August 10, 1909.

5) Günter Pflug, "Die Bibliothek der Zukunft als Ausbildungsaufgabe der Gegenwart," ZfBB, 18 (1971), 222-223.

6) denoted by an asterisk in Annex B.

7) August 1972.

8) see p. 14.

9) see p. 62.

10) for instance Leibniz, Lessing (see below)
see also Karl Bader, "Lexikon deutscher Bibliothekare im Haupt- und Nebenamt bei Fürsten, Staaten und Städten," ZfB, Beiheft 55 (1925).

11) Brockhaus Enzyklopädie in zwanzig Bänden, II, p. 691.

12) Georg Leyh, "Der Bibliothekar und sein Beruf," in Handbuch der Bibliothekswissenschaft, 2. verm. u. verb. Aufl., II, p. 2.

13) Ibid., p. 2.

14) Gottfried Wilhelm Leibniz, 1646-1716.

15) Gotthold Ephraim Lessing, 1729-1781.

16) Johann Joachim Winckelmann, 1717-1768.

17) Leyh, p. 2.

- 18) Brockhaus, p. 691.
- 19) Leyh, p. 3.
- 20) Immanuel Kant, 1724-1804.
- 21) Leyh, p. 3.
- 22) Sidney L. Jackson, "Pioneer librarianship thinking in the early nineteenth century: Schrettinger, Ebert and Molbech," Int. Lib. Rev., 3, No. 1, 67.
- 23) Leyh, p. 6.
- 24) Johann Mathias Gesner, 1691-1761.
- 25) Christian Gottlob Heyne, 1729-1812.
- 26) Leyh, p. 8.
- 27) Dienst-Ordnung für die Königliche Central-Bibliothek zu München (München, 1811).
- 28) Leyh, p. 8.
- 29) Philipp Lichtenthaler, 1778-1857.
- 30) Leyh, p. 8.

Opinions about the originator of this suggestion vary. Horst Kunze, Grundzüge der Bibliothekslehre, p. 165, quotes Schrettinger. So do Sidney L. Jackson, "Pioneer librarianship thinking ...," Int. Lib. Rev., 3, No. 1, 74, and Fritz Milkau, "Der Bibliothekar und seine Leute," in Handbuch der Bibliothekswissenschaft, II, p. 661.
- 31) Martin Schrettinger, 1772-1851.
- 32) Jackson, p. 69.
- 33) Friedrich Adolf Ebert, 1791-1834.
- 34) Friedrich Adolf Ebert, Die Bildung des Bibliothekars, pp. 58-59.
- 35) Ebert, p. 16.
- 36) Ibid., pp. 40-51.
- 37) Ibid., p. 67.

38) Jackson, p. 74.

Jackson is quoted here because Schrettinger's Versuch eines vollständigen Lehrbuchs ..., though located in U.S.A., could not be made available through interlibrary loan.

39) Jackson, p. 74.

40) Leyh, p. 9.

41) Johann Andreas Schmeller, 1785-1852.

42) Wilkau, p. 653.

43) see Karl Gerhard and Franz Schnorr von Carolsfeld, "Die Vorbildung zum bibliothekarischen Beruf; Referate," ZfB, 21 (1904), 6-26.

44) Peter Böhm, Rechtsfragen der Beamtenausbildung, p. 44.

45) see Annex A. Bavaria: Verordnung die Befähigung zur Anstellung im höheren Bibliotheksdienst betreffend. April 24, 1905.

46) Friedrich Wilken, 1777-1840.

47) Leyh, p. 11.

48) Ibid.

49) Ernst Förstemann, 1822-1906.

50) Leyh, p. 11.

51) Emil Robert Wilhelm Naumann, 1809-1880.

52) Leyh, p. 12.

53) Ibid.

54) Ibid.

55) Ibid., p. 13.

56) Ibid., p. 14.

57) Karl Zangemeister, 1837-1902.

58) Leyh, p. 15.

59) Karl Dziatzko, 1842-1903.

- 60) August Wilmanns, 1833-1917.
- 61) Otto Hartwig, 1830-1903.
- 62) Friedrich Althoff, 1839-1908.
- 63) Milkau, p. 652.
- 64) Ibid.
- 65) Ibid., p. 655.
- 66) Title of the report: Über die Einrichtung eines Kurses für Bibliotheksvolontäre an der Universitätsbibliothek zu Göttingen.
- 67) Böhm, p. 45
- 68) Milkau, p. 658.
- 69) Erlass des Königlich Preussischen Ministers der Geistlichen ... Angelegenheiten betreffend die Bezeichnung der Assistenten, Volontäre und Hilfsarbeiter an den Königlichen und Universitätsbibliotheken. April 1, 1892.
- 70) Milkau, p. 660.
- 71) Ibid., p. 661.
- 72) Ibid., p. 660.
Leyh, p. 19.
- 73) Richard Fietschmann, 1851-1923.
- 74) Leyh, p. 19.
- 75) Franz Schnorr von Carolsfeld, "Die Münchener Bibliothekskurse," ZfB, 23 (1906), 302.
- 76) not 2 years, as suggested by Schnorr von Carolsfeld.
cf. ZfB, 21 (1904), p. 17.
- 77) Schnorr, "Die Münchener ...," ZfB, 23 (1906), 299.
- 78) see Annex A. Bavaria: Verordnung April 24, 1905.
- 79) Paul Schwenke, "Als Mitglied ..." (7th Conference of Librarians), ZfB, 23 (1906), 303.
- 80) cf. Schnorr, "Die Münchener ...," ZfB, 23 (1906), 293-304.

- 81) Milkau, p. 662.
Schwenke, "Als Mitglied ...," ZfB, 23 (1906), 303.
- 82) see Annex A. Prussia: Erlass betreffend die Befähigung January 13, 1912.
- 83) Leyh, p. 20.
- 84) Schrettinger erroneously called ^{it} "Bibliothek-Wissenschaft". cf. Georg Leidinger, "Was ist Bibliothekswissenschaft," ZfB, 45 (1928), 443.
- 85) cf. Leidinger, "Was ist ...," ZfB, 45 (1928), 440-455.
- 86) Fritz Milkau, 1860?-1934.
- 87) Leyh, p. 25.
- 88) Leyh, p. 26.
Milkau, p. 671.
- 89) see Annex A. Prussia: Erlass über die Zulassung von
June 3, 1926.
- 90) Erlass über die Amtsbezeichnung der Hilfsbibliothekare und Bibliotheksassistenten an der preussischen Staatsbibliothek und den Universitätsbibliotheken. July 13, 1925.
- 91) Milkau, p. 673.
- 92) see Annex A. Saxony: Prüfungsordnung für den höheren Dienst August 20, 1919.
- 93) Milkau, p. 673.
- 94) see Annex A.
- 95) see Annex A.
- 96) Bekanntmachung, die Bibliotheksreferendare betreffend.
March 14, 1921.
- 97) Leyh, p. 27.
- 98) Böhm, p. 52.
- 99) Horst Kunze, Grundzüge der Bibliothekslehre, p. 167.
- 100) cf. Schnorr, "Die Vorbildung ...," ZfB, 21 (1904), 15-16.

101) Wolfgang van der Briele, "Bibliothekarische Ausbildungsfragen im Wandel der Jahrzehnte," in Ziel und Wege bibliothekarischer Bildung, ed. Viktor Zifreund, p. 19.

102) Milkau, p. 684.

103) Christa Schwarz, "Die Anfänge des bibliothekarischen Frauenberufs im wissenschaftlichen Bibliothekswesen Deutschlands. 1899-1911," in Buch - Bibliothek - Leser, p. 423.

104) Ibid.

105) Christlieb Gotthold Hottinger, 1848-1914.

106) August Wolfstieg, 1859-1922.

107) Men were admitted to permanent civil service positions in the medium level library service since 1906 as "Sekretäre" once certain stipulations were met. cf. ZfB, 23 (1906), 223.

108) Adalbert Hortschansky, "Die preussische Diplomprüfung, die Volksbibliotheken und die wissenschaftlichen Bibliotheken," ZfB, 29 (1912), 200.

109) "Über den Vorbereitungsdienst für das Diplomexamen ...," ZfB, 27 (1910), 129.

110) Christa Schwarz, Dokumente zur Geschichte des bibliothekarischen Frauenberufs im wissenschaftlichen Bibliothekswesen Deutschlands, p. 7.

111) Ibid., p. 8.

112) Ibid.

113) Milkau, p. 679.

114) Leyh, p. 21.

115) Milkau, p. 679.

116) Olaf Flose, "Die Dienstverteilung an wissenschaftlichen Bibliotheken," ZfB, 64 (1950), 356-358.

117) Wieland Schmidt, "Die Ausbildung für den gehobenen Dienst an wissenschaftlichen Bibliotheken," ZfBB 5 (1958), 191.

118) Wilhelm Krabbe und Wilhelm Martin Luther, Lehrbuch der Bibliotheksverwaltung, p. 119.

119) Hortschansky, "Die preussische ...," ZfB, 29 (1912), 197.

- 120) Ibid., p. 199.
- 121) cf. ZfB, 26 (1909), 407-420.
- 122) cf. ZfB, 21 (1904), 6-26.
- 123) Schnorr, "Die Münchener ...," ZfB, 23 (1906), 299.
- 124) Schwarz, Dokumente zur Geschichte ..., pp. 11-30.
- 125) Horst Kunze, "The Training of Librarians and Documentalists in the German Democratic Republic," J. Lib., 2 (1970), 45.
- 126) Hortzschansky, "Die preussische ...," ZfB, 29 (1912), 198.
- 127) by 1912 one female public librarian had submitted to the examination. cf. Hortzschansky, "Die preussische ...," ZfB, 29 (1912), 195.
- 128) Briele, p. 19.
- 129) cf. 105.
- 130) Schwarz, "Die Anfänge des bibliothekarischen Frauenberufs ...," in Buch - Bibliothek - Leser, p. 428.
- 131) cf. 106.
- 132) Schwarz, Dokumente zur Geschichte ..., p. 5.
- 133) Schwarz, "Die Anfänge des bibliothekarischen Frauenberufs ...," in Buch - Bibliothek - Leser, p. 428.
- 134) Literaturnachweis von Werken, die zur Vorbereitung zum Diplomexamen nützlich sind. Berlin, 1910. cf. Schwarz, "Die Anfänge ...," in Buch - Bibliothek - Leser, p. 434.
- 135) Schwarz, "Die Anfänge des bibliothekarischen Frauenberufs ...," in Buch - Bibliothek - Leser, p. 429.
- 136) Karl Boysen, "Die Sächsischen Prüfungsordnungen für Bibliothekswesen," ZfB, 35 (1918), 80-81.
- 137) Ibid., p. 82.
- 138) Otto Glaunig, "Der mittlere Dienst," ZfB, 44 (1927), 436-446.

139) Eugen Sulz, "Die Büchereischule der Stadt Essen, 1921-1933," in Ziel und Wege bibliothekarischer Bildung, p. 15.

140) Ibid., pp. 13-16.

141) Erwin Ackerknecht, "Erinnerungen an die Berliner Büchereischule," in Ziel und Wege bibliothekarischer Bildung, pp. 7-12.

142) see Annex A.

143) Maria Steinhoff, "Die deutsche Volksbüchereischule zu Leipzig 1914-1964," BuB 17 (1965), 15-20.

144) Ibid., p. 18.

145) Ibid.

146) cf. Ibid.

147) Ibid., p. 19.

148) Ibid., p. 20.

149) Briele, p. 24.

150) Ibid., p. 24.

151) see pp. 53-55.

152) see Annex A.

153) cf. Alexander Schnütgen, "Die neue preussische Prüfungsordnung," ZfB 48 (1931), 566-571.

154) Friedrich Andrae, Volksbücherei und Nationalsozialismus, p. 32.

155) Briele, p. 24.

156) see Annex A.

157) see Annex A.

158) see Annex A.

159) Briele, p. 25.

160) Andrae, p. 11.

161) Briele, p. 25.

162) Milkau, p.687

163) State laws required students to attend schools to the age of 14. Free schooling was available in the "Volksschulen" (up to grade 8). Highschools were privately or semi-privately operated on a fee basis, thus the poor could not afford to send their children to a highschool.

164) Ernst Förstemann, "Die Bibliotheksdiener," ZfB, 3 (1886), 190-196.

165) In 1912 Bavaria issued an order stating that positions for the lower level service had to be filled by veterans.

166) Friedrich R#uber, "Zur Frage des unteren Bibliotheks-dienstes," ZfB, 36 (1919), 171.

167) Ibid.

168) Milkau, p. 688.

169) R#uber, "Zur Frage ...," ZfB, 36 (1919), 171-173.

NOTES TO PART II

170) Lexikon des Bibliothekswesens, eds. Horst Kunze and Gotthard Rückl, p. 96.

171) Ibid.

172) Wissenschaftliche Bibliotheken are university libraries, state libraries, etc., in this paper referred to as research libraries.

Allgemeinbildende Bibliotheken, translated as general educational libraries, are general public libraries, trade union libraries, and libraries with general tasks, in this paper referred to as public libraries.

173) "Bibliothekarische Ausbildung in Mitteldeutschland," BuB, 18 (1966), 212.

174) see PART TWO, CHAPTER ONE, A IV and B IV.

175) see Annex B.

176) During the War (1939-1945) university entrance requirements were eased, e.g. Begabtenabitur, Sonderreifeprüfung, etc.

177) Carl Hones, "Ausbildungs- und Prüfungsordnungen für den wissenschaftlichen Bibliotheksdienst und für den gehobenen Dienst an wissenschaftlichen Bibliotheken in der sowjetischen Besatzungszone," ZfB, 61 (1947), 134.

178) Horst Kunze, Grundzüge der Bibliothekslehre, p. 167.

179) Ibid., p. 168.

180) Lexikon des Bibliothekswesens, p. 225.

181) Now: Institute of Library Science and Scientific Information.

182) Kunze, Grundzüge ..., p. 169.

183) Eugen Faunel, "Die Ausbildung für den gehobenen Dienst an der Öffentlichen Wissenschaftlichen Bibliothek in Berlin seit 1945," ZfB, 61 (1947), 129.

184) Ibid.

185) Klaus Lindner, "Zehn Jahre Fachschule für Bibliothekare an wissenschaftlichen Bibliotheken, Leipzig," ZfB, 80 (1966), 344.

- 186) Paunel, "Die Ausbildung ...," ZfB, 61 (1947), 130-131.
- 187) see Annex B.
- 188) see PART TWO, CHAPTER ONE, A I.
- 189) Lindner, "Zehn Jahre ...," ZfB, 80 (1966), 344.
- 190) see Annex B.
- 191) Kunze, Grundzüge ..., p. 174.
- 192) Now: Fachschule für Wissenschaftliche Information und
Wissenschaftliches Bibliothekswesen, Berlin.
- 193) Now: Fachschule für Wissenschaftliches Bibliothekswesen,
Leipzig.
- 194) see p. 83.
- 195) Kunze, Grundzüge ..., p. 175.
- 196) see 172).
- 197) German socialist author, d. 1953.
- 198) see PART ONE, CHAPTER THREE, B II, 5b.
- 199) Kunze, "The Training of Librarians ...," J.Lib., 2
(1970), 49.
- 200) see Annex B.
- 201) also translated as "library assistant", "junior li-
brary assistant", etc.
- 202) Kunze, Grundzüge ..., p. 175.
- 203) Ibid., p. 176.
- 204) Ibid.
- 205) Ibid., p. 205.
- 206) Lexikon ..., p. 568.
- 207) Ibid., p. 512.
- 208) see p. 77.
- 209) Lexikon ..., p. 513.

210) Ursula Wolk, "Erfahrungen mit einer neuen Form der Qualifizierung," Bibliothekar, 19 (1965), 708-709.

211) Ibid.

212) "Berufsbild für den Ausbildungsberuf Bibliotheksfacharbeiter; Schlüsselnummer 5011," Bibliothekar, 24 (1970), 81.

213) Kunze, Grundzüge ..., p. 177.

214) "Die Literaturversorgung der Kinder in der DDR," Bibliothekar, 24 (1970), 776.

215) Ibid., p. 777.

216) Ibid.

217) Hanna Spiegel, "Wie qualifizieren wir den nebenberuflichen Bibliotheksleiter der Zukunft," Bibliothekar 23 (1969), 1017.

218) Ibid., p. 1018.

219) Ibid.

220) Ibid.

221) "Zur Weiterbildung der nebenberuflich tätigen Gemeindebibliotheksleiter des Bezirkes Potsdam im Lenin-Jahr 1970," Bibliothekar, 24 (1970), 390.

222) Walter Reunig and Emmi Bürger, "Ein besonderes Erlebnis," Bibliothekar, 20 (1966), 1141.

223) Lexikon ..., p. 568.

224) Ibid., p. 569.

225) Ibid.

226) Kunze, Grundzüge ..., p. 182.

227) Ibid., p. 181.

228) Ibid.

229) Ibid., p. 182.

230) Ibid.

231) Ibid.

232) Lexikon ..., p. 244.

233) Lindner, "Zehn Jahre ..., ZfB, 80 (1966), 348.

234) "Vereinbarung zwischen dem Ministerium für Kultur und dem Bundesvorstand des Freien Deutschen Gewerkschaftsbundes über die Zusammenarbeit der staatlichen allgemeinen öffentlichen Bibliotheken und den Gewerkschaftsbibliotheken vom 1. Juni 1969," Bibliothekar, 23 (1969) 1029-1032.

235) Library personnel for trade union libraries is trained as follows: a) Library technician: Zentrales Berufsschule, Sonderhausen; b) Librarian: Fachschule für Bibliothekare "Erich Weinert"; c) Specialist librarian: Institut für Bibliothekswissenschaft und wissenschaftliche Information, Humboldt Universität, Berlin.

236) Kunze, "The Training of Librarians ...," J. Lib., 2 (1970), 47.

237) see Annex B.

238) Horst Kunze, "Zehn Jahre Institut für Bibliothekswissenschaft," ZfB, 79 (1965), 645.

239) Ibid., p. 646.

240) Ibid., pp. 646-647.

241) Kunze, "The Training of Librarians ...," J. Lib., 2 (1970), 46.

242) Kunze, "Zehn Jahre ...," ZfB, 79 (1965), 647.

243) Now: Institute of Library Science and Scientific Information.

244) Lexikon ..., p. 322.

245) Kunze, "Zehn Jahre ...," ZfB, 79 (1965), 652.

246) Ibid.

247) Ruth Unger, ed., "Die bibliothekarische Ausbildung in den europäischen sozialistischen Ländern (1)," Bibliothekar, 19 (1965), 132.

248) Since 1959 the Institute has been providing a series of teaching aids for French, English, Russian and Latin: "Fremdsprachige Fachtexte für den Nachwuchs an wissenschaftlichen Bibliotheken."

- 249) Kunze, "Zehn Jahre ...," ZfB, 79 (1965), 654.
- 250) see Annex B.
- 251) Kunze, "Zehn Jahre ...," ZfB, 79 (1965), 654.
- 251) Ibid.
- 252) "Die Externenkurse des Instituts für Bibliothekswissenschaft und Wissenschaftliche Information der Humboldt-Universität zu Berlin," in Buch - Bibliothek - Leser, p. 347.
- 254) see Annex B.
- 255) "Die Externenkurse ...," in Buch - Bibliothek - Leser, p. 348.
- 256) As stated in 1969.
- 257) "Die Externenkurse ...," in Buch - Bibliothek - Leser, p. 348.
- 258) Ibid., pp. 348-349.
- 259) Ibid., p. 349.
- 260) Ibid.
- 261) Ibid.
- 262) Ibid., p. 350.
- 263) Ibid.
- 264) Ibid., p. 351.
- 265) Kunze, "Zehn Jahre ...," ZfB, 79 (1965), 656.
- 266) Horst Kunze, "15 Jahre Institut für Bibliothekswissenschaft; 5 Jahre Promotionen am Institut für Bibliothekswissenschaft und Wissenschaftliche Information 1970," ZfB, 84 (1970), p. 608.
- 267) Ibid.
- 268) Unger, "Die bibliothekarische ...," Bibliothekar, 19 (1965), 131.
- 269) The distinction between higher level, advanced level and medium level service has been abolished in the DDR. The work is divided according to the three-tiered structure of library personnel.

270) Formerly Fachschule für Bibliothekare an Wissenschaftlichen Bibliotheken, Berlin.

271) Formerly Fachschule für Bibliothekare an Wissenschaftlichen Bibliotheken, Leipzig.

272) Lexikon ..., p. 245.

273) Lindner, "Zehn Jahre ...," ZfB, 80 (1966), p. 347.

274) Ibid.

275) "Von der Fachschule für Bibliothekare ...," ZfB, 81 (1967), 690.

276) Lexikon ..., p. 245.

277) Ibid.

278) Ibid., p. 348.

279) cf. 198)

280) "Erziehungskonzeption für die Ausbildung von Bibliothekaren an der Fachschule für Bibliothekare "Erich Weinert", "Bibliothekar, 21 (1967), 350.

281) Ibid., pp. 350-351.

282) cf. 196)

283) Lexikon ..., p. 246.

284) see p. 86.

285) Lexikon ..., p. 246.

286) Ibid., p. 366.

287) "Bibliothekarische Ausbildung ...," BuB, 18 (1966), 212.

288) Lexikon ..., p. 244.

289) Ibid., p. 251.

290) Ibid., p. 246.

291) The legal basis for the introduction of the extension program was given in a directive issued by the Ministry of Culture on August 30, 1960, thus putting an end to the so-called Sonderausbildung, provided since 1954.

- 292) Lexikon ..., p. 251.
- 293) Ibid.
- 294) Ibid., p. 252.
- 295) "Bibliothekarische Ausbildung ...," BuB, 18 (1966), 212.
- 296) Willy Böttcher, "Ein erstes Fazit der neuen Form der bibliothekarischen Weiterbildung," Bibliothekar, 22 (1968), 1205.
- 297) see Annex B.
- 298) Martin Thilo, "Blick nach drüben: Weiterbildung der Bibliothekare," BuB, 20 (1968), 216.
- 299) Ibid.
- 300) Ibid.
- 301) Schule für bibliothekarische Weiterbildung beim Ministerium für Kultur, Sondershausen, "Neues System der Weiterbildung: Konzeption eines Systems von Weiterbildungsmaßnahmen für Bibliothekare der allgemeinbildenden Bibliotheken zur Qualifizierung ihrer gegenwärtigen Tätigkeit ...," Bibliothekar, 19 (1965), 678-683.
- 302) According to the College's report (BuB, 20 (1968), 217) 83 opinions were voiced of which 64 supported the College's suggestion for in-residence courses, 5 were against the program.
- see: "Meinungen zum neuen System der Weiterbildung," Bibliothekar, 19 (1965), 34-39, 827-829, 939-948, 1044-1051, 1205-1210.
- Willy Böttcher, "Wie geht es in der Weiterbildung weiter," Bibliothekar, 19 (1965), 683-685.
- 303) Thilo, "Blick nach drüben ...," BuB, 20 (1968), 217.
- 304) Ibid., p. 218.
- 305) see Annex B.
- 306) Erika Herminhaus, "Einige Bemerkungen zu dem Problem der bibliothekarischen Weiterbildung," Bibliothekar, 22 (1968), 713.
- 307) Kurt Böttcher, "Ein erstes Fazit der neuen Form der bibliothekarischen Weiterbildung," Bibliothekar, 22 (1968), 1205-1209.

- 308) Gisela Bloss and Irene Woita, "Einige Methoden der beruflichen Weiterbildung in Berlin," Bibliothekar, 24 (1970), 39-42.
- 309) Thilo, "Blick nach drüben ...," BuB, 20 (1968), 219.
- 310) Ibid., pp. 219-220.
- 311) Bloss, "Einige Methoden ...," Bibliothekar, 24 (1970), 39.
- 312) Helmut Göhler, "Das neue ökonomische System der Leitung und Planung der Volkswirtschaft auch im Bibliothekswesen anwenden!" Bibliothekar, 19 (1965), 799.
- 313) Erich Siek, "Der Beruf des Bibliotheksfacharbeiters im sozialistischen Bibliothekswesen der DDR," Bibliothekar, 24 (1970), 3.
- 314) The Berufsfachkommission Bibliotheksfacharbeiter was established by the Minister of Culture on February 18, 1970.
- 315) Erich Siek then was Associate Director of the Central Institute of Library Matters (also translated as Central Institute of Librarianship) and is now its director.
- 316) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 3.
- 317) Ibid., p. 6.
- 318) Ibid.
- 319) Ibid.
- 320) Ibid., p. 8.
- 321) Lexikon ..., p. 97.
- 322) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 9.
- 323) Universities and other institutions of higher learning, e.g. technical universities, etc.
- 324) Reform in the sector of colleges and schools for some special branch of study, e.g. a technical school, library college, etc.
- 325) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 9-10.
- 326) In the DDR the university educated librarian is generally called "wissenschaftlicher Bibliothekar", translated by Horst Kunze as "scientific librarian". In this paper the subject specialist with added university education in library science is

called "specialist librarian", while the graduate in library science is referred to as "library specialist".

327) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 10.

328) Ibid., p. 17.

329) Ibid., p. 18.

330) Ibid., p. 11.

331) Ibid.

332) Ibid., p. 14.

333) Ibid., p. 15.

334) Ibid.

335) Ibid., p. 16.

336) Informationsmaterial für die Ausbildung zum Bibliotheks-
facharbeiter, p. 7.

337) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 16.

338) Ibid., p. 17.

339) Ibid.

340) Ibid.

341) see Annex B.

342) A brief note located in the Bibliothekar, 23 (1969), 1249, states that on September 17, 1969, the "3rd. course for the training of library technicians opened in Rostock for 22 persons employed in both branches of library service ...". The course is carried out in agreement with the new training regulations. Upon completion, in 1971, participants were to receive the "Facharbeiterbrief".

343) "Berufsbild für den Ausbildungsberuf Bibliotheksfach-
arbeiter. Schlüsselnummer: 5011," Bibliothekar, 24 (1970),
82-83.

344) Klaus Lindner, "Education and qualification of li-
brarians and documentalists in the German Democratic Republic,"
paper submitted to IFLA, Penary Session (1971), p. 4.

345) Informationsmaterial ..., pp. 3-6.

- 346) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 18.
- 347) Ibid., p. 21
- 348) Ibid.
- 349) cf. ZfB, 85 (1971), 116.
- 350) cf. Ibid., p. 178.
- 351) Verordnung über die Aufgaben des Bibliothekssystems bei der Gestaltung ..., May 31, 1968. See Annex B.
- 352) Siek, "Der Beruf des ...," Bibliothekar, 24 (1970), 21-22.
- 353) Helmut Topp, "Zur Neugestaltung des Studiums an der Fachschule für Bibliothekare "Erich Weinert", " Bibliothekar, 24 (1970), 833-843.
- 354) Sozialistische Einheitspartei Deutschlands.
- 355) Topp, "Zur Neugestaltung ...," Bibliothekar, 24 (1970), 833.
- 356) Ibid., p. 835.
- 357) Ibid., p. 836.
- 358) Ibid., p. 842.
- 359) Ibid.
- 360) Instructions for the conduct of this period are in preparation.
- 361) Topp, "Zur Neugestaltung ...," Bibliothekar, 24 (1970), 843.
- 362) Ibid., p. 841.
- 363) cf. Werner Schnietzel, "Das wissenschaftlich-produktive Studium in den Fächern "Leserkunde" und "Bibliotheksgeschichte", " Bibliothekar, 26 (1972), 111-114.
- 364) A correct translation of the courses is not possible without further knowledge of their content.
- 365) Helmut Topp, "Rückschau auf 25 Jahre Fachschule für Bibliothekare "Erich Weinert", " Bibliothekar, 26 (1972), 228.
- 366) Ibid., p. 229.

cf. Dietmar Junner, "Der erste Schritt zur einheitlichen Fachschulausbildung für Bibliothekare," Bibliothekar, 25 (1971), 546-551.

cf. Joachim Pietze, "Zur Diskussion: Einheitliches Fachschulfernstudium für Bibliothekare," Bibliothekar, 26 (1972), 34-35.

367) Informative material received from the Fachschule für Wissenschaftliche Information..., Berlin, Studienmöglichkeiten, n.d.

368) Now both: the Ministry of Culture and the Ministry of Higher and Specialized Education have under their jurisdictions an institution providing continuing library education.

369) Friedrich Nestler, "Grundzüge der bibliothekarischen Aus- und Weiterbildung der DLR," Bibliothekar, 23 (1969), 788.

370) Erich Siek, "Das bibliothekswissenschaftliche Vollstudium," Bibliothekar, 20 (1966), 477.

371) Ibid., p. 478.

372) Ibid.

373) Ibid., p. 479.

374) Ibid.

375) Ibid.

376) Prinzipien zur weiteren Entwicklung der Lehre und Forschung an den Hochschulen der DLR, 1966. cf. ZfB, 80 (1966), 397.

377) Junze, "The Training of Librarians ...," J. Lib., 2 (1970), 51-52.

378) Friedrich Nestler, "Das bibliothekswissenschaftliche 'Vollstudium'; aus der Arbeit der Kommission für Berufsnachwuchs und Weiterbildung des Deutschen Bibliotheksverbandes," ZfB, 80 (1966), 292.

379) Ibid., p. 296.

380) see 326.

381) Junze, "The Training of Librarians ...," J. Lib., 2 (1970), 50-51.

382) Lindner, "Education and qualification ...," IFLA, Plenary Session (1971), p. 10.

383) Some of the terms used by K. Lindner were altered to facilitate their interpretation.

384) Lindner, "Education and qualification ...," IFLA, Plenary Session (1971), p. 9.

385) Kunze, "The Training of Librarians ...," J. Lib., 2 (1970), 52.

386) W. Dube, "Fernstudium der Bibliothekswissenschaft ab 1971," Bibliothekar, 24 (1970), 880.

387) Erika Marks, "Das bibliothekswissenschaftliche Fernstudium - eine neue Ausbildungsform," ZfB, 86 (1972), 350.

388) Ibid., p. 349.

389) Ibid., p. 350.

390) Ibid., p. 351

391) The combined course (subject specialty and library science) will come to an end in the fall of 1972 when the last students which were registered in the program will graduate and be placed in various libraries as "Fachreferenten" (subject specialists). cf. Marks, "Das bibliothekswissenschaftliche ...," ZfB, 86 (1972), 346.

392) Kunze, "The Training of Librarians ...," J. Lib., 2 (1970), 53.

393) Ibid.

394) Ibid.

This program has not been mentioned elsewhere.

395) see p. 163.

396) Siek, "Das bibliothekswissenschaftliche ...," Bibliothekar, 20 (1966), 479-480.

397) A brief outline of the curriculum is given by Klaus Lindner, "Education and qualification ...," IFLA Plenary Session (1971), p. 12.

398) Gesellschaftswissenschaften as described by Kurt Hager in Die Aufgaben der Gesellschaftswissenschaften in unserer Zeit; Referat auf der 9. Tagung des Zk der STD, 22.-25. Okt. 1969, Berlin 1969, can be defined as Marxist-Leninist philosophy superimposed upon modern sciences such as electronic

data processing, cybernetics, operational research, systems analysis, organizational research, etc.

399) Paul Winter, "Beginn des Fernstudiums der wissenschaftlichen Information und Dokumentation," ZfB, 84 (1970), 99. Bibliothekar 24 (1970), 330.

400) "180 Studenten sind an der ...," Bibliothekar, 23 (1969), 1247.

401) Josef Kobliz, "Die Stellung der Bibliothekswissenschaft ...," ZfB, 83 (1969), 718-719.

402) Vierte Durchführungsbestimmung zur Verordnung über die Aufgaben des Bibliothekssystems bei der Gestaltung des entwickelten gesellschaftlichen Systems des Sozialismus in der Deutschen Demokratischen Republik - Führung von bibliothekarischen Berufsbezeichnungen und Verleihung von Titeln an Bibliothekare, November 4, 1970, See Annex B.
Text in: ZfB, and in Bibliothekar, 25 (1971), 132-134.

403) Anordnung über die Prüfung fürexterne November 15, 1960. See Annex B.

404) "Vierte Durchführungsbestimmung ...," Bibliothekar, 25 (1971), 132-134.

405) "Der Minister für Kultur verlieh ...," ZfB, 85 (1971), 511.

406) "Der Minister für Kultur verlieh ...," Bibliothekar, 26 (1972), 405-406.

407) Gudrun Messow and Peter Thüringer, "Die Aufgaben der Bibliotheken und Einrichtungen der Information Dokumentation in der 3. Hochschulreform," ZfB, 84 (1970), 200.

408) Bericht der Bundesrepublik und Materialien zur Lage der Nation, 1971, p. 203-204.

409) Ibid., p. 204.

ABBREVIATIONS USED

Bibliothekar	Der Bibliothekar. Zeitschrift für das Bibliothekswesen. Hrsg. Zentralinstitut für Bibliothekswesen, Berlin.
BRD	Bundesrepublik Deutschland. (German Federal Republic)
BuB	Buch und Bibliothek. Previous title: Bücherei und Bildung. Hrsg. Verein der Bibliothekare an Öffentlichen Büchereien, Reutlingen.
BVO	Bibliotheksverordnung. Verordnung über die Aufgaben des Bibliothekssystems bei der Gestaltung des entwickelten ... of May 31, 1968. (See Annex B)
DDR	Deutsche Demokratische Republik. (German Democratic Republic)
GBI.	Gesetzblatt.
IFLA	International Federation of Library Associations.
Int. Lib. Rev.	International Library Review. London and New York: Academic Press.
J. Lib.	Journal of Librarianship. London: Library Association.
NSDAP	Nationalsozialistische Deutsche Arbeiter-Partei.
SED	Sozialistische Einheitspartei Deutschlands
ZfB	Zentralblatt für Bibliothekswesen. Previous title: Centralblatt für Bibliothekswesen). Leipzig.
ZfBB	Zeitschrift für Bibliothekswesen und Bibliographie. Frankfurt a.M.: Klostermann.
Zk	Zentralkomitee

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ANNEX A

MINISTERIAL ORDERS, etc. RELATING TO EDUCATION FOR LIBRARIANSHIP

A. HÖHERER DIENST

I. PRUSSIA

Erlass betreffend die Befähigung zum wissenschaftlichen Bibliotheksdienst bei der Königl. Bibliothek zu Berlin und den Königl. Universitäts-Bibliotheken. December 15, 1893

Erlass betreffend die Befähigung zum wissenschaftlichen Bibliotheksdienst bei der Königl. Bibliothek zu Berlin und den Königl. Universitätsbibliotheken. January 13, 1912

Erlass zur Änderung des Erlasses betreffend die Befähigung zum wissenschaftlichen Bibliotheksdienst bei der Königl. Bibliothek zu Berlin und den Königl. Universitätsbibliotheken. September 22, 1920

Erlass zur Änderung des Erlasses betreffend die Befähigung zum wissenschaftlichen Bibliotheksdienst bei der Königl. Bibliothek zu Berlin und den Königl. Universitätsbibliotheken. February 18, 1921

Erlass über die Zulassung von Diplomvolkswirten und Diplomkaufleuten zum wissenschaftlichen Bibliotheksdienst. Juni 3, 1926

Ordnung für die Annahme, Ausbildung und Prüfung der Anwärter für den wissenschaftlichen Bibliotheksdienst. July 30, 1928.

II. BAVARIA

Staats-Ministerium des Innern für Kirchen- und Schulangelegenheiten, München: Auf den Bericht vom 29. März d.Js. wird über die Vorbereitungen für den Eintritt in den Dienst der k. Hof- und Staatsbibliothek folgendes angeordnet: 1. Jeder ... called: "Münchener Ordnung für die Zulassung zum Beruf" (Milkau, p.652-53) Mai 12, 1864.

Verordnung, die Befähigung zur Anstellung im höheren Bibliotheksdienst betreffend. April 24, 1905.

Verordnung, die Befähigung zur Anstellung im höheren Bibliotheksdienste betreffend. April 19, 1914.

III. SAXONY

Prüfungsordnung für den höheren Dienst an wissenschaftlichen Bibliotheken. August 20, 1919.

Bekanntmachung wegen Änderung der Prüfungsordnungen für den mittleren Dienst an wissenschaftlichen Bibliotheken, für den Dienst an volkstümlichen Büchereien und für den höheren Dienst an wissenschaftlichen Bibliotheken. June 25, 1920 *)

Verordnung zur Änderung der Prüfungsordnungen für den mittleren Dienst an wissenschaftlichen Bibliotheken, für den Dienst an volkstümlichen Büchereien und für den höheren Dienst an wissenschaftlichen Bibliotheken. July 31, 1922 *)

Verordnung zur Änderung der Prüfungsordnungen für den Bibliotheksdienst. June 1, 1923 *)

Verordnung über die Annahme, Ausbildung und Prüfung der Volontäre für den wissenschaftlichen Bibliotheksdienst. März 21, 1932.

Verordnung zur ersten Änderung der Verordnung über die Annahme, Ausbildung und Prüfung der Volontäre für den wissenschaftlichen Bibliotheksdienst. November 23, 1932.

Verordnung zur zweiten Änderung der Verordnung über die Annahme, Ausbildung und Prüfung der Volontäre für den wissenschaftlichen Bibliotheksdienst. May 29, 1935.

IV. WÜRTTEMBERG

Verordnung des Kultusministeriums über die Vorbereitung und Prüfung für den höheren Bibliotheksdienst. August 20, 1925.

V. BADEN

Verordnung über die Vorbereitung zum höheren öffentlichen Bibliotheksdienst in Baden. March 28, 1928.

Erlaß zur Ergänzung der Verordnung über die Vorbereitung zum höheren öffentlichen Bibliotheksdienst in Baden. March 7, 1930.

VI. DEUTSCHES REICH

Ausbildungs- und Prüfungsordnung für den wissenschaftlichen Bibliotheksdienst. August 18, 1938.

*) refers to all three types of library service

B. DIPLOMA LIBRARIAN: Service in Public Libraries
MITTLERER DIENST - Medium Level Service,

I, PRUSSIA

Erlass über die Anstellung von Bibliothekssekretären.

March 16, 1906.

Erlass betreffend die Einführung einer Diplomprüfung für den mittleren Bibliotheksdienst an wissenschaftlichen Bibliotheken sowie für den Dienst an Volksbibliotheken und verwandten Instituten.

August 10, 1909.

Erlass, betreffend die zur Ablegung der Diplomprüfung für den mittleren Bibliotheksdienst vorgeschriebene praktische Tätigkeit.

December 30, 1909.

Erlass über die Anstellung von Bibliothekssekretären und Bibliothekssekretärinnen.

May 23, 1911.

Erlass betreffend die Diplomprüfung für den mittleren Bibliotheksdienst an wissenschaftlichen Bibliotheken sowie für den Dienst an Volksbibliotheken.

March 24, 1916.

Erlass betreffend die Ausbildung von Praktikanten.

March 28, 1916.

Preussische Praktikantenordnung.

August 19, 1920.

Erlass zur Änderung des Erlasses betreffend die Diplomprüfung für den mittleren Bibliotheksdienst an wissenschaftlichen Bibliotheken sowie für den Dienst an Volksbüchereien.

March 30, 1922

Erlass über die Einheitskurzschrift.

April 21, 1926.

Preussische Bibliotheksprüfungsordnung.

September 24, 1930.

Erlass über die Zusatzprüfung zur Aufnahme in die volksbibliothekarische Berufsausbildung.

March 25, 1931.

Erlass über die Ausbildung von Praktikanten für den mittleren Bibliotheksdienst.

June 25, 1931.

Erlass über Stenographie und Maschinenschrift bei den Prüfungen für den mittleren Bibliotheksdienst an wissenschaftlichen Bibliotheken sowie für den Dienst an Volksbibliotheken.

January 12, 1932.

Erlass über die Ausbildung von Praktikanten für den mittleren Dienst an wissenschaftlichen Bibliotheken und für den Dienst an volkstümlichen Büchereien.

April 22, 1932

I. PRUSSIA

Erlass über die Berufsbezeichnung für den diplomgeprüften Bewerber um Stellen des mittleren Dienstes an wissenschaftlichen Bibliotheken und um Stellen an volkstümlichen Büchereien. December 24, 1935.

II. BAVARIA

Prüfungsordnung für den mittleren Bibliotheksdienst.
January 9, 1922.

Bekanntmachung über die Fachprüfung für den mittleren Bibliotheksdienst.
July 25, 1923.

Bekanntmachung über die Fachprüfung für den mittleren Bibliotheksdienst.
April 15, 1925.

III. SAXONY

Bekanntmachung über die Errichtung eines Prüfungsamtes für Bibliothekswesen in Leipzig und die Prüfungen für den mittleren Dienst an wissenschaftlichen Bibliotheken sowie für den Dienst an volkstümlichen Büchereien.
September 24, 1917.

Bekanntmachung wegen Änderung der Prüfungsordnungen für den mittleren Dienst an wissenschaftlichen Bibliotheken, für den Dienst an volkstümlichen Büchereien und für den höheren Dienst an wissenschaftlichen Bibliotheken.
June 25, 1920. *)

Verordnung zur Änderung der Prüfungsordnungen für den mittleren Dienst an wissenschaftlichen Bibliotheken, für den Dienst an volkstümlichen Büchereien und für den höheren Dienst an wissenschaftlichen Bibliotheken.
July 31, 1922. *)

Verordnung zur Änderung der Prüfungsordnungen für den Bibliotheksdienst.
June 1, 1923. *)

Erlass zur Änderung der Prüfungsordnungen für den mittleren Dienst an wissenschaftlichen Bibliotheken und für den Dienst an volkstümlichen Büchereien.
May 9, 1932.

IV. BADEN

Verordnung, betreffend die Vorbildung und Prüfung der mittleren Bibliotheksbeamten.
July 29, 1913.

Verordnung über die Vorbildung und Prüfung der mittleren Bibliotheksbeamten.
December 30, 1920.

*) refers to higher level service, medium level service and service in public libraries.

IV. BADEN

Verordnung über die Vorbildung und Prüfung der Beamten des gehobenen mittleren Bibliotheksdienstes. March 20, 1934.

V. THURINGIA

Prüfungsordnung für den mittleren Bibliotheksdienst an der Universitätsbibliothek Jena und den wissenschaftlichen Landesbibliotheken in Thüringen. November 24, 1925.

Bekanntmachung über gegenseitige Anerkennung der hessischen und thüringischen Prüfungszeugnisse für den mittleren Bibliotheksdienst. March 6, 1926.

Ordnung der an der Universitätsbibliothek in Jena eingerichteten Fachprüfung für den mittleren Dienst an wissenschaftlichen Büchereien. Januar 15, 1930.

Erlass über die Prüfung für den mittleren Dienst an wissenschaftlichen Büchereien. February 28, 1930.

VI. HESSE

Verordnung den Vorbereitungsdienst und die Staatsprüfung für den mittleren Dienst an den wissenschaftlichen Bibliotheken des Volksstaates Hessen betreffend. February 27, 1926.

VII. HAMBURG

Prüfungsordnung für den unteren und mittleren Bibliotheksdienst (Stadtbibliothek, Zentralstelle des Colonialinstituts usw.). January 21, 1914. **)

Bekanntmachung betreffend vorübergehende Erleichterung der Prüfungen für den unteren und mittleren Bibliotheksdienst. August 8, 1919. **)

Bekanntmachung, betreffend Änderung der Prüfungsordnung für den unteren und mittleren Bibliotheksdienst (Stadtbibliothek, Zentralstelle des Colonialinstituts usw.) January 21, 1914. **)

Bekanntmachung, betreffend Aufhebung der Prüfungsordnung für den unteren und mittleren Bibliotheksdienst. December 30, 1927. **)

**) refers to medium level and lower level service.

VIII. DEUTSCHES REICH

1. Gehobener Dienst - Advanced Level Service (formerly Medium Level Service)

Ausbildungs- und Prüfungsordnung für den gehobenen Bibliotheksdienst bei den wissenschaftlichen Bibliotheken. February 29, 1940.

Bekanntmachung der ersten Änderung der Ausbildungs- und Prüfungsordnung für den gehobenen Bibliotheksdienst bei den wissenschaftlichen Bibliotheken vom 29. Februar 1940. October 12, 1944.

2. Public Library Service

Erlass über die Annahme von Anwärtern für die Ausbildung für den volksbibliothekarischen Dienst gemäss der Preussischen Bibliotheksprüfungsordnung vom 24. September 1930. May 6, 1935.

Erlass über den Bedarf an Volksbibliothekaren und Volksbibliothekarinnen. May 11, 1938.

Erlass über die Prüfung für den Dienst an volkstümlichen Büchereien. June 28, 1938.

Erlass über das Staatliche Prüfungsamt für das Volksbüchereiwesen. September 28, 1939.

Ralph Lansky, "Bibliographie zum Bibliothekswesen," ZfBB (1970), Sonderheft 10.

ANNEX B

LAWS, REGULATIONS, MINISTERIAL ORDERS, DIRECTIVES, etc. RELATING TO EDUCATION FOR LIBRARIANSHIP IN THE GERMAN DEMOCRATIC REPUBLIC.

Vorläufige Ausbildungs- und Prüfungsordnung für den wissenschaftlichen Bibliotheksdienst in der sowjetischen Besatzungszone.

April 16, 1947

Vorläufige Ausbildungs- und Prüfungsordnung für den gehobenen Dienst an wissenschaftlichen Bibliotheken in der sowjetischen Besatzungszone.

April 16, 1947

Anweisung über die Durchführung einer fachlichen Schulung für alle hauptberuflich tätigen bibliothekarischen Mitarbeiter an den allgemeinen öffentlichen und Betriebsbibliotheken.

May 20, 1954

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1954, no. 7, p. 5.

Anordnung zur Regelung der Ausbildung von Bibliothekshelfern, Bibliothekaren und wissenschaftlichen Bibliothekaren.

August 3, 1954

In: Zentralblatt der DDR 1954, p. 418.

Anordnung zur Regelung der Ausbildung von Bibliothekshelfern und Bibliothekaren.

November 10, 1954.

In: Verordnungsblatt für Gross Berlin I 10(1954), p. 589.

Bestätigung von allgemeinen öffentlichen Bibliotheken, die für die Ausbildung von Praktikanten und Lehrlingen zugelassen sind, gemäss Abschnitt 8,2 der Weisung zur Verbesserung der Literaturpropaganda der allgemeinen öffentlichen Bibliotheken vom 15.8.1955.

December 1, 1955

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1955, no. 16, p. 4.

Verfügung betr. Konsultationsstützpunkte in Bezirksbibliotheken.

January 15, 1956.

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1956, no. 1, p. 4.

Anweisung zur Anordnung zur Regelung der Ausbildung von Bibliothekshelfern, Bibliothekaren und wissenschaftlichen Bibliothekaren vom 3.8. 1954.

April 1, 1956

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1956, no. 4, p. 2.

*** Anordnung über die Finanzierung und Abrechnung der Kosten der Berufsausbildung der Lehrlinge in den Betrieben der VE - Wirtschaft.**

October 25, 1956

In: GBl. I, 1956, p. 1149.

Mitteilung über die Einführung einer fachlichen Schulung für bibliothekarische Mitarbeiter an allgemeinbildenden Bibliotheken.
June 1, 1957.

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1957, no. 9/10, p. 5.

Bestätigung von allgemeinbildenden Bibliotheken, die für die Ausbildung von Praktikanten zugelassen sind gemäß Abschnitt 8,2 der Weisung zur Verbesserung der Literaturpropaganda der allgemeinen öffentlichen Bibliotheken vom 15. August 1955.

April 1, 1958

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1958, no. 5, p. 2.

- * **Richtlinien des Staatssekretariats für das Hoch- und Fachschulwesen über Voraussetzungen und Bedingungen zur Zulassung von Bewerbern zum bibliothekswissenschaftlichen Staatsexamen für Externe.**
June 19, 1959

In: Nachrichten aus dem wissenschaftlichen Bibliothekswesen der DDR 5 (1959), p. 49-51.

Mitteilung betr. Ausbildungsbibliotheken für Bibliothekshelferlehrlinge.
October 15, 1959.

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1959, no. 6, p. 3.

Anordnung über die Errichtung, die Rechtsstellung und die Statuten der Fachschulen.
December 2, 1959.

In: GBl. I, 1960, p. 9.

Liste der Ausbildungsbibliotheken für die Praktikantenausbildung 1960.
February 1, 1960

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1960, no. 1, p. 2.

- * **Anweisung Nr. 2 über die Einrichtung eines Fern- und Abendstudiums an den künstlerischen Lehranstalten - Einführung eines Fachschulfernstudiums für Bibliothekare an allgemeinbildenden Bibliotheken.**
August 30, 1960

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1960, no. 8, p. 67

- * **Anordnung über die Prüfung für Externe an den Fachschulen - Externenprüfungsordnung -**
November 15, 1960

In: GBl. II, 1960, p. 503.

- * **Richtlinie über die Ausbildung von Bibliothekaren an allgemeinbildenden Bibliotheken.**
December 2, 1960

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1961, no. 1, p. 2.

***Statut für die Fachschule für Bibliothekare "Erich Weinert" in Leipzig.** December 22, 1960

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1961, no. 2, p. 14-17.

Mitteilung der Ausbildungsbibliotheken für das im Frühjahr 1961 beginnende Halbjahr-Praktikum der Studenten der Fachschule für Bibliothekare "Erich Weinert" in Leipzig. March 31, 1961

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1961, no. 3, p. 33.

***Richtlinie für die Zulassung zum Direkt-, Fern-, Abend- und kombinierten Studium an den künstlerischen Hoch- und Fachschulen.** June 1, 1961

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1961, no. 6, p. 46-48.

***Verordnung über die Arbeitszeit und Erholungsurlaub.**

June 29, 1961

In: GBl. II, 1961, p. 263 (par.11 & 23, chapter 3: Freistellung von der Arbeit)

***Anordnung zur Bildung und Eingruppierung von Arbeitsbereichen.**

September 1, 1961

In: GBl. II, 1961, p. 458 (par.17).

***Prüfungsordnung für Fachschulen.**

February 12, 1962

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen (1962) 2, p. 5.

***Beschluss über die Aufgaben der Staatsorgane zur Förderung der Frauen und Mädchen in Durchführung des Kommuniques des Politbüros des ZK der SED vom 23. Dezember 1961.** April 19, 1962

In: GBl. II, 1962, p. 295.

***Anordnung über ein Teilstudium im Rahmen des Fern- und Abendstudiums an den Hoch- und Fachschulen.** June 15, 1962

In: GBl. II, 1962, p. 406.

Anweisung über die systematische Weiterbildung für hauptberuflich tätige bibliothekarische Mitarbeiter an allgemeinbildenden Bibliotheken.

June 30, 1962

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1962, no. 5, p. 49.

***Anweisung Nr. 7/1962 des Staatssekretariats für das Hoch- und Fachschulwesen über die Einrichtung von Aussenstellen der Fachschulen zur Durchführung des Fachschulfern- und -abendstudiums.**

September 1, 1962

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen (1962) 6, p. 8-9.

Anweisung über die Aufgaben der Schule für bibliothekarische Ausbildung beim Ministerium für Kultur, Sondershausen (Schule für bibliothekarische Weiterbildung) April 17, 1963
In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1963, no. 4, p. 21.

Anweisung über die Unterstützung und Förderung der Absolventen der Fachschule für Bibliothekare "Erich Weinert" beim Übergang vom Studium zur beruflichen Tätigkeit. July 1, 1963
In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1963, no. 6, p. 31.

*Anweisung über die Schaffung von Ausbildungsbibliotheken. August 5, 1963
In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1963, no. 7, p. 39.

*Anordnung über das Statut des Instituts für Fachschulwesen. September 16, 1963
In: GBl. II, 1963, p. 710.

*Anweisung über die Arbeitsbefreiung für Teilnehmer des bibliothekarischen Fernstudiums an der Fachschule für Bibliothekare "Erich Weinert" in Leipzig. November 30, 1963
In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1963, no. 10, p. 56.

*Gesetz über die Teilnahme der Jugend der Deutschen Demokratischen Republik am Kampf um den umfassenden Aufbau des Sozialismus und die allseitige Förderung ihrer Initiative bei der Leitung der Volkswirtschaft und des Staates, in Beruf und Schule, bei Kultur und Sport - Jugendgesetz der DDR. May 4, 1964
In: GBl. I, 1964, p. 75 (par. 19, chapter 1)

*Änderungen zur Prüfungsordnung für Fachschulen. June 25, 1964
In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen (1964) 7/8, p. 6.

*Anordnung über die Durchführung der Weiterqualifizierung an den Hochschuleinrichtungen der Deutschen Demokratischen Republik. August 1, 1964
In: GBl. II, 1964, p. 751.

*Anweisung Nr. 8/64 des Staatssekretariats für das Hoch- und Fachschulwesen über das Studium von Frauen. August 5, 1964
In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen (1964) 9/10, p. 8.

***Prüfungsordnung für Externe an der Fachschule für Bibliothekare an wissenschaftlichen Bibliotheken zu Berlin, Fach Dokumentation.** September 1, 1964

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1964, no. 11, p. 7.

Richtlinien des Staatssekretariats für das Hoch- und Fachschulwesen über die Assistentenzeit der Absolventen der Fachrichtung Bibliothekswissenschaft an der Humboldt-Universität zu Berlin.

September 1, 1964

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1964, no. 11, p. 6.

Anordnung über den Abschluss, den Inhalt und die Beendigung von Lehrverträgen. December 22, 1964

In: GBl. II, 1965, p. 1.

Anordnung über die Verantwortlichkeit für die Ausbildungsberufe.

February 1, 1965

In: GBl. II, 1965, p. 165.

Anordnung über die Prüfungsordnung für die sozialistische Berufsbildung. November 26, 1965

In: GBl. II, 1965, p. 823.

***Prüfungsordnung für die Universitäten und Hochschulen der Deutschen Demokratischen Republik.** March 15, 1966.

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1966, no. 5/6, p. 1.

Anordnung zur Lenkung der Schulabgänger und Jugendlichen in Lehr- und Arbeitsstellen. August 31, 1966

In: GBl. II, 1966, p. 622.

***Anordnung über die Beratung, Bewerbung, Auswahl und Zulassung zum Direkt-, Fern- und Abendstudium an den Universitäten, Hoch- und Fachschulen - Aufnahmeanordnung -.** September 1, 1966

In: GBl. II, 1966, p. 643.

***Anweisung über die Weiterbildung der hauptberuflich tätigen bibliothekarischen Mitarbeiter an allgemeinen öffentlichen Bibliotheken, Gewerkschaftsbibliotheken und Bibliotheken in den Häusern der Jungen Pioniere.** September 23, 1966

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1966, no. 10, p. 91.

Anweisung über die Aufhebung von Anweisungen und Verfügungen des Ministeriums für Kultur. Vom 20. Juni 1966 mit Berichtigungen vom 1. Oktober 1966. October 1, 1966

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1966, no. 7, p. 65, and 1966, no. 10, p. 93.

- *Anordnung zur Ausbildung von Frauen in Sonderklassen an den Fachschulen der Deutschen Demokratischen Republik.**
July 15, 1967
In: GBl. II, 1967, p. 506.
- *Anweisung Nr. 2 über die Unterstützung der Absolventen der Fachschule für Bibliothekare "Erich Weinert" beim Übergang vom Studium zur beruflichen Tätigkeit.** August 1, 1967
In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1967, no. 8, p. 58.
- *Anordnung zur Durchführung der theoretischen Berufsausbildung in den Bezirksfachklassen und Zentralberufsschulen.**
April 1, 1968
In: GBl. II, 1968, p. 220.
- *Verordnung über die Aufgaben des Bibliothekssystems bei der Gestaltung des entwickelten gesellschaftlichen Systems des Sozialismus in der Deutschen Demokratischen Republik - (BV0) -.**
May 31, 1968
In: GBl. II, 1968, p. 565.
- *Beschluss über die Grundsätze für die Weiterentwicklung der Berufsausbildung als Bestandteil des einheitlichen sozialistischen Bildungssystems.** June 11, 1968
In: GBl. I, 1968, p. 262.
- *Beschluss über die Grundsätze und Aufgaben zur Entwicklung der Weiterbildung.** June 26, 1968
In: GBl. II, 1968, p. 557; correction: p. 680.
- *Anordnung über die Gewährung von Stipendien an Direktstudenten der Universitäten, Hoch- und Fachschulen der Deutschen Demokratischen Republik - Stipendienordnung -.**
July 4, 1968
In: GBl. II, 1968, p. 527.
- *Verordnung über die akademischen Grade.** November 6, 1968
In: GBl. II, 1968, p. 1022 (paragraphs 3 & 4: the diploma)
- *Anordnung zur Verleihung des akademischen Grades Diplom eines Wissenschaftszweiges - Diplomordnung -.** Januar 21, 1969
In: GBl. II, 1969, p. 105.
- *Anweisung Nr. 6/1969 über die Gewährung von Stipendien für Fernstudenten im Staatsexamen der Universitäten, Hoch- und Fachschulen der Deutschen Demokratischen Republik.**
March 15, 1969
In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1969, no. 3, p. 6.

- *Rahmenausbildungsunterlage für die sozialistische Berufsausbildung. Bibliotheksfacharbeiter. Schlüssel-Nr. 5011.**
March 19, 1969
Staatliches Amt für Berufsausbildung/ Minister für Hoch- und Fachschulwesen.
Ministerium für Hoch- und Fachschulwesen. Ministerium für Kultur.
- *Anweisung Nr. 16/1969 über die Zulassung als Gasthörer an den Universitäten, Hoch- und Fachschulen.** May 1, 1969
In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1969, no. 5, p. 6.
- *Anweisung zur Delegierung an Zentralberufsschulen zum Lehrjahr 1969/70.** May 30, 1969
In: Verfügungen und Mitteilungen des Ministeriums für Volksbildung 1969, no. 12, p. 236.
- *Anweisung Nr. 20/1969 über den Ablauf des Studienjahres an den Universitäten, Hoch- und Fachschulen der Deutschen Demokratischen Republik.** August 1, 1969
In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1969, no. 6/7, p. 7.
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- *Anordnung zur Vorbereitung und Durchführung des dritten Studienjahres der Ingenieur- und Fachschulen als Spezialisierungsphase der Ausbildung in der sozialistischen Praxis.** March 15, 1970
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- *Verordnung über die Systematik der Ausbildungsberufe.** May 7, 1970
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- *Anordnung zur Durchführung der Ausbildung von Frauen im Sonderstudium an den Hoch- und Fachschulen.** May 15, 1970
In: GBl. II, 1970, p. 407.
- *Beschluss des Staatsrates der Deutschen Demokratischen Republik zum Bericht über die "Grundsätze für die Aus- und Weiterbildung der Werktätigen im entwickelten gesellschaftlichen System des Sozialismus".** June 19, 1970
In: GBl. I, 1970, p. 103.

***Beschluss des Staatsrates der Deutschen Demokratischen Republik über die weiteren Aufgaben bei der Verwirklichung der "Grundsätze für die Weiterentwicklung der Berufsausbildung als Bestandteil des einheitlichen sozialistischen Bildungssystems im entwickelten gesellschaftlichen System des Sozialismus".**

June 19, 1970

In: GBl. I, 1970, p. 99.

***Beschluss über die wohnraummässige Unterbringung der Studenten aller Hoch- und Fachschulen.**

July 2, 1970 (excerpt)

In: GBl. II, 1970, p. 499.

***Anordnung über die Facharbeiterprüfung in der sozialistischen Berufsbildung - Prüfungsordnung -.**

July 31, 1970

In: GBl. II, 1970, p. 511.

***Hinweise für die Ausbildung Werktätiger zum Bibliotheksfacharbeiter in wissenschaftlichen Allgemein- und Fachbibliotheken und staatlichen und gewerkschaftlichen allgemeinbildenden Bibliotheken.**

August 13, 1970

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1970, no. 8/9, p. 54.

***1. Durchführungsbestimmung zur EVO - Statut des Zentralinstituts für Bibliothekswesen.-.**

August 24, 1970

In: GBl. II, 1970, p. 565 (paragraphs 1(1), 2(2) and 2(4)).

***Anordnung Nr. 2 zur Durchführung der Ausbildung von Frauen im Sonderstudium an den Hoch- und Fachschulen.**

November 1, 1970

In: GBl. II, 1970, p. 644.

***4. Durchführungsbestimmung zur EVO - Führung von bibliothekarischen Berufsbezeichnungen und Verleihung von Titeln an Bibliothekare -.**

November 4, 1970

In: GBl. II, 1970, p. 627.

***Verordnung über die Aufgaben der Ingenieur- und Fachschulen der Deutschen Demokratischen Republik.**

November 26, 1970

In: GBl. II, 1970, p. 774.

***Änderung der Hinweise für die Ausbildung Werktätiger zum Bibliotheksfacharbeiter ...**

December 31, 1970

In: Verfügungen und Mitteilungen des Ministeriums für Kultur 1970, no. 12, p. 77.

***5. Durchführungsbestimmung zur EVO - Aufgaben, Arbeitsweise und Struktur der den örtlichen Räten unterstehenden Allgemeinbibliotheken.**

January 27, 1971

In: GBl. II, 1971, p. 209 (par.10(2) - qualifications of personnel)

***Verordnung über die Vorbereitung und Durchführung des Einsatzes der Hoch- und Fachschulabsolventen des Direktstudiums und die Förderung der Absolventen beim Übergang vom Studium zur beruflichen Tätigkeit - Absolventenordnung -.**

February 3, 1971

In: GBl. II, 1971, p. 297 and

***1. Durchführungsbestimmung ...**

(February 3, 1971)

In: GBl. II, 1971, p. 301 and

***2. Durchführungsbestimmung ...**

(May 15, 1971)

In: GBl. II, 1971, p. 442.

***Anweisung Nr. 4/1971 über Reisekosten bei Weiterbildungsveranstaltungen.**

March 15, 1971

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1971, no. 3, p. 1.

***Argumentation zur Verordnung vom 3. Februar 1971 über die Vorbereitung und Durchführung des Einsatzes der Hoch- und Fachschulabsolventen des Direktstudiums und ihrer Förderung beim Übergang vom Studium zur beruflichen Tätigkeit.**

May 7, 1971

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1971, no. 6, p. 6.

***Anweisung Nr. 9/1971 über die Aufgaben und Arbeitsweise der Kommission für die Vermittlung der Absolventen an den Hoch- und Fachschulen.**

May 15, 1971

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1971, no. 6, p. 9.

***Direktive für die Bewerbung, Auswahl und Zulassung zum Direktstudium an den Hochschulen der DDR.**

July 1, 1971

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1971, no. 8, p. 14.

***Anordnung über die Bewerbung, die Auswahl und Zulassung zum Direktstudium an den Universitäten und Hochschulen - Zulassungsordnung -.**

July 1, 1971

In: GBl. II, 1971, p. 486.

***6. Durchführungsbestimmung zum Gesetz über das einheitliche sozialistische Bildungssystem - Unterhaltsbeihilfen für Ober- schüler, Ausbildungshilfen für Lehrlinge -.**

September 27, 1971

In: GBl. II, 1971, p. 596.

***Mitteilung (über Arbeits- und Studienzeit von Studenten im 3. Studienjahr betr. die 30 Wochenstunden wissenschaftlich- produktive Tätigkeit).**

November 24, 1971

In: Verfügungen und Mitteilungen des Staatssekretariats für das Hoch- und Fachschulwesen 1971, no. 12, p. 22.

***6. Durchführungsbestimmung zur JWC - Aufgaben und Arbeitsweise der wissenschaftlichen Allgemeinbibliotheken der Bezirke -.**

January 5, 1972

¹

In: GBl. II, 1972, no. 3.

ZfB, 86 (1972), 332.

***Anweisung Nr. 4/1972 über das Rahmenstatut für die wissenschaftlichen Allgemeinbibliotheken der Bezirke.** January 5, 1972.

In: Verfügungen und Mitteilungen des Ministeriums für Kultur
1972, no. 2.

ZfB, 86 (1972), 333-339.

And Annex:

- * Rahmenstatut für die wissenschaftlichen Allgemeinbibliotheken der Bezirke (1. Rechtsstellung, Funktion und Kooperation;
2. Aufgaben und Arbeitsweise; 3. Planung, Leitung, Mitarbeiter;
4. Schlussbestimmung)**

Henriette A. Schmidt

EDUCATION FOR LIBRARIANSHIP IN GERMANY

Part One: Education for Librarianship in
Germany until 1945

Part Two: Education for Librarianship in
the German Democratic Republic

Résumé

Ottawa, Canada, October 1972

Education for librarianship in Germany is governed by rules and regulations issued by various state authorities.

Formal education for librarianship in Germany started in 1893. With the ministerial order of December 15, 1893^{*)} Prussia laid the foundation for the training of the professional librarian by defining the pre-requisites for admission of the specialist librarian to the State's higher level (civil) service. Germany's outstanding librarian during the first third of the 20th century, Fritz Wilkau, called this ministerial order the "birth certificate of the German librarian".

Other German states followed with similar regulations, and by 1928 the last of the "professor-librarians" of the previous centuries was replaced by the specialist librarian, who possessed a university degree and had undergone up to two years of library training.

Libraries in the pre-1893 period were administered by two types of men. Either they were poets or would-be poets who were appointed to this position on a full-time basis by a sovereign of one of the 300 or more German petty states, or they were scholars, mostly professors, who attended the libraries on a part-time basis to supplement their incomes. As this type of librarian was mainly found in university libraries, the pre-professional librarian became known as the "Professoren-Bibliothekar".

The Prussian regulations for the highest category of library personnel, the university educated specialist librarian in the higher level (civil) service, were revised several times. An important step in this group's education was taken in 1938 when the Reich issued the training and examination order^{*)} which cancelled all regulations previously passed by the various German states. This order remained in use in the divided Germany for different lengths of time. From 1938 on the education of the specialist librarian was uniform in all parts of Germany. Pre-requisites for admission to the training were a university degree and a doctorate. The training period of two years was to be concluded by a qualifying examination. Theoretical instruction was given during the second year of training at the state libraries in Berlin or Munich.

Meanwhile the need for another type of library personnel led to the creation of the "diploma-librarian". Around the turn of the century demands upon the university educated librarians had increased to an extent that an additional type of library personnel was needed to free the specialist librarian from routine tasks. Prussia met these demands in 1909*) by creating the legal basis for the training of 1) library personnel in the medium level (civil) service of the State's research libraries (e.g. university, government, special libraries) and 2) librarians in public libraries. Fritz Wilkau called the Prussian ministerial order of 1909 "the most important step in the history of German libraries since the creation of the higher level service".

This order was not an instruction on how to govern the training of the "diploma-librarian" (called so, because a diploma was issued after passing the "Diplom-Prüfung", the diploma-examination), but determined rather how the examination for admission to the profession was to be conducted. Applicants were required to have grade 11 schooling. The training period of three years had to include at least one year of practical work in a research or public library. The remaining two years were to be devoted to courses in certain subjects with no specifications given as to where to obtain this instruction. This lack of indication led to the development of private and semi-private library schools during the first three decades of the century.

The content of the Prussian order was improved in 1916*) and 1930*). The other German states passed similar regulations but no uniformity existed in the various states in the training of the diploma-librarian. Required schooling differed, and the training period varied.

The combined training of diploma-librarians for the two branches of library service (public and research libraries) in Prussia did not prove satisfactory and led to disagreements. The Prussian rules of 1930*) provided for separate training of each group. The diploma issued after 1½ years of theoretical and 1½ years of practical training was valid for one type of service only. At the same time library schools gained state recognition. Pre-requisite for admission to the training was senior matriculation or an equivalent background.

In 1938*) the training for public librarianship was reduced to two

years to overcome the lack of personnel.

Training for the medium level service in research libraries, likewise, became uniform in all parts of Germany in 1946^{*)}. The training period was either two or four years depending upon the applicant's schooling. For trainees with senior matriculation one year of practical training and one year of service at one of the state libraries was required instead of the earlier method of training at a state recognized library school. Some changes were made in 1944^{*)}.

The training of library personnel in the lower level (civil) service was not significant before 1945 with the exception of the training schemes developed by the Freistaat Hamburg. Here the library assistant had to undergo an apprenticeship of three years. Persons in the lower level service could advance to the medium level provided they passed the required qualifying examination, the diploma-examination.

A similar scheme for advancement from the lowest category of library personnel to higher categories has been introduced by the German Democratic Republic (GDR).

Education for librarianship in the GDR, after a period of experimentation was firmly channelled in 1954. The Anordnung ... of August 3, 1954^{**)} put into effect regulations for governing library education throughout the State. Three distinct groups of library personnel emerged: 1) The specialist librarian, who is a subject specialist with added university preparation for librarianship. Until recently the training period consisted of five years of simultaneous studies (subject and library science) at the Institute of Library and Information Science of the Humboldt University in Berlin, and two years of practical training at specified libraries. 2) The librarian, who is trained for either one of the two spheres of library work in research or public libraries at one of the State's three library colleges. The training period is three years, but was four years until 1969 for public librarianship. 3) The library technician, who received an apprenticeship training of two years duration until 1969 and now undergoes theoretical training for a specified number of weeks at the Central State school.

To overcome the lack of trained library personnel a number of emergency programs have been introduced, ranging from short courses to full-scale

extension programs which lead to a qualifying examination.

During the past four years education for librarianship in the GDR has changed considerably as the result of political considerations, fundamental changes in the university system, reorganization of the State's library system, etc. In an effort to achieve uniformity in the State's educational system, every program of library training has been revised or is under revision. The three-tiered structure of library personnel remains unchanged, however, the library technician, the librarian (otherwise called diploma-librarian), and the library specialist (rather than the pre-1972 specialist librarian) now are found not only in research libraries but in public libraries as well. Great emphasis is attached to the training of the library technician as he presents the first step in the professional scale. The total education of the three categories of trained library personnel eventually will be integrated.

Under the new system library personnel, qualified in one strata of work, can apply for admission to the training of the next higher group, e.g. the library technician with grade 10 schooling, once he completes the two-year training period and passes the examination, can apply for admission to the training of the librarian. Upon passing the qualifying examination as librarian, he then can apply for admission to the four-year university program in library science and either study in the direct program at the Institute of Library and Information Science or study by extension without leaving his place of work. Passing this examination will give him the qualification of "wissenschaftlicher Bibliothekar", library specialist. Further studies to acquire the doctorate in library science can be added. In this way a person with grade 10 schooling is no longer barred from university education.

Under the State's new uniform system of education general studies precede the special studies, e.g. courses in Marxism-Leninism have to be taken first, whether a person is educated at a trade school, college or university.

The training of the university educated librarian was changed in 1968 to fit into the State's overall system of education and to meet the demands of public libraries for university educated personnel. The combined program (library science and a special subject) is discontinued, and the study of library science without a special subject became the recognized

form of study to gain the qualifications of the "wissenschaftlicher Bibliothekar", although this is not the only form.

The State's wide use made of teaching through extension programs includes education for the library profession and serves to combat the lack of qualified personnel.

Great attention is attached to the training of personnel for documentation and information centers. Programs are available on the college and university levels.

At present over 60 laws, regulations and orders^{**)} influence education for librarianship in the German Democratic Republic, however, once the new educational programs have gone through a number of cycles and adjustments have been made, a substantial reduction in this number may be expected.

*) For the title of ministerial orders, regulations, etc. see Annex A.

**) For the title of laws, orders, regulations, etc. see Annex B.