

# Summaries

## *Alicja Kulecka*

### Developing the archivists' skills in the context of the needs and social functions of archives

Social competencies of archives are formulated in the law and analysed and defined in the public discourse. Evolution of the functions of these institutions require these competencies to be constantly expanded, particularised and approached in new ways; all in all, they must undergo a broadly understood verification process. It is also crucial to define the social needs of archives. The task of every educational institution is to respond to social needs. Archivists are trained not only for employment at state archives, i.e. archives of historical records, but also at various workplace archives, i.e. archives of current records, as well as at private institutions serving diverse purposes. The universe of archival institutions is very varied. Educational institutions aim at developing the methods of individual information gathering and of practical application of the gathered data. Intellectual agility is an important element in a future archivist's professional training. In the face of the evolving world and fast-changing technologies, the ability to analyse needs and develop personal solutions is an element which enables archivists to adapt to shifting conditions in the given environment. An open-minded approach to learning and to the acquisition of new social competences is beneficial to the proper fulfilment of social roles.

## Digital archive science

### *Anna Sobczak*

#### New trends in education and their applicability in archivist training

The essay discusses specialist literature pertaining to the applicability of IT solutions in the training of archivists and presents a portrait of the new generation of trainees. In addition, it presents selected electronic didactic aids, which are increasingly often

used in the teaching process, also in archivist training, especially to introduce new issues. It is evident that the proper use of new technologies makes it possible to modernise teaching methods, making them more suited to the new generation of learners, and thus makes the process of learning more attractive. Another important issue to focus on in the teaching process oriented at digital archive science is the option of generating the so-called “sandboxes”, which enable trainees to test their knowledge and experiment in a closed system that has no interface with the production system, with the result that the actual archive remains safe. Consequently, work is conducted identically as with the originals, but the threat of irreversibly damaging or losing archive material is reduced to zero. The application of the presented tools shifts the learning process into the digital universe and thus causes it to be increasingly less dependent on physical space. This is especially useful in an environment where dynamic changes make the continuous training process a necessity. E-learning solutions make an increasingly wide educational offer available to trainees, who are given the opportunity to study from home and at opportune time (for instance, without conflicting domestic duties); this also helps to reduce some costs, e.g. the travelling expenses, and save time.

### *Dorota Drzewiecka*

#### On the need to train “digital archivists”

The names of specialisations or particular courses are less important than the course content, i.e. (at least in theory) the knowledge gained by the student. Much practical knowledge is gained only in employment; but professional qualifications cannot be based exclusively on theoretical knowledge. Even the best professors and a constantly improving teaching staff will not achieve the desired results without modern lecture halls and, even more importantly, without access to the most advanced and most popular software. It is of absolutely crucial importance that the teaching staff does improve; a course cannot be “modern” in name only. Digital archivists cannot be trained if the courses themselves are not made digital.

### *Marek Konstankiewicz*

#### Knowledge of the legal aspects of intellectual property and personal interests protection in an archivist’s digital workshop

The issue of the presence of this area of law in the continuous training of archivists requires urgent attention, considering that new problems related to it keep arising in the professional practice due to the dynamic development of digital technologies and its still unforeseeable social consequences, including changes in the law. In the light of the above, it is reasonable to consider the issue of educational and advisory actions

that would be addressed to persons responsible for creating documentation and to various legal entities in charge of the ever-growing archival resources (legal successors of the document generators, social archives, public archive services), especially those in charge of archival resources which are most often carriers of non-material goods (e.g. personal archives). The difficulty with establishing a training process with regard to the above area lies in its interdisciplinary character. Legal literature pertaining to non-material goods rarely considers the issues specific to archives and the archivists' work. Archive studies face the challenge of investigating the essence of the tasks performed by archivists with special focus on the consequences faced by this profession as a result of the transformation of communication forms and the ensuing social changes. This challenge must be met by the archivist training centres, especially the universities, the professional associations and the social-archive circles.

### **Göran Samuelsson**

#### Teaching digital archive science at Mid-Sweden University

The virtual archive construction and the preservation curriculum laboratories centred around born-digital and digitised records are being constantly developed at Mid-Sweden University. The article describes the project and offers a range of scenarios that demonstrate how the laboratories work within the curriculum. The essay is based on the author's presentation at the "Digital archival science in archival education" conference at the Nicolaus Copernicus University in Toruń, 5 December 2013.

### **Magdalena Biniś-Szkopek**

#### The first Polish internet program for learning Latin palaeography. IND – *In nomine Domini*

Latin palaeography has for years been an integral part of archival science studies in Poland. Recently, however, as the profession is undergoing a radical change, increasingly fewer trainees are ready to undertake detailed research based on source material that would require familiarity with this particular branch of the auxiliary sciences of history. On the one hand, this is connected with a change in the challenges and requirements faced by today's archivists, with the fact that most graduates end up at various offices and agencies; only a fraction is employed at the historical resource archives, and even less of those would ever have professional duties in which familiarity with Latin palaeography might come useful. On the other hand, it is not a secret that proficiency in this art is acquired in a long and extremely time-consuming process that requires many hours of practice. The essay presents the "IND – *In nomine Domini*. Nauka paleografii łacińskiej" program, pointing out its applicability and usefulness in the teaching of Latin palaeography.

## *Alicja Kulecka*

### The ZoSIA Digital Didactic Archive at the Warsaw University Institute of History

The Digital Didactic Archive created by means of the Integrated Archive Information System developed by the National Digital Archive is a training area dedicated to the improvement of practical skills. It makes use of archival teaching aids and other publications pertaining to archival resources. It offers the possibility of creating virtual archival structures and their descriptions that are consistent with methodological norms and the fundamental principles of archive science. These structures can be described as “sandbox archives”; being created exclusively as teaching aids, they offer the option of researching phenomena present in archival resources without interfering in real-life structures.

Work in the system makes it possible to plan and achieve the following teaching results: (a) to improve the skill of identifying and isolating a set from the narrative of publications pertaining to the resource, e.g. guides to the resource; (b) to improve the skill of identifying and isolating an archival unit from the narrative of publications pertaining to the resource, e.g. the inventory; (c) to improve familiarity with various types of publications pertaining to the resource; (d) to perform a comparison between methodological norms and the system’s sheet; (e) to create a description of a set in practice; (f) to create a description of an archival unit in practice; (g) to fulfil various roles in an archival study; (h) to develop familiarity with the resource’s structure; (i) to develop familiarity with the IT system used to conduct an archival study; (j) to develop familiarity with the operational principles of the IT system as introduction to working in other IT systems, which is especially crucial to history students.

Offering the option of recording and analysing the effects of work, the system is an excellent teaching tool. However, the Institute of History’s curriculum offers too little time to perform training that would present all of its advantages. Many hours of extracurricular work with the system are a necessity.

## The auxiliary sciences of history

### *Tomasz Matuszak*

#### The role and significance of auxiliary-sciences handbooks in the training of archivists

Nowadays, not only archivists must deal with the great diversity of source materials available in the course of the broadly understood research process. Some of those

materials, especially those pertaining to the early periods of our country's history, will certainly be researched with the application of knowledge pertaining to the auxiliary sciences of history; this knowledge is gained during the course of studies, also from handbooks. About historical sources created in the not-too-distant past will require researchers to develop new methods and to make use of their knowledge from very different standpoints. The current curricula at the faculties of humanistic sciences, especially at the faculty of history, include a course in the auxiliary sciences of history as part of the classical set of subjects taught in the workshop system. In addition, subjects such as palaeography and neography are taught as part of the course pertaining directly to the specialisation or at the Archival Science course. This demonstrates the firmly entrenched role of these areas, with the relevant knowledge being used both during the course of studies and afterwards in research and scholarly work. It must also be made clear at the outset that this approach is not an educational relic. This is tantamount to the well-established role and significance of handbooks used in the didactic process. Hence, the need to revise the existing handbooks and to write new ones is an issue worth considering. This is because the above-mentioned diversity and the growing number of new types of sources will force the future researchers to develop new analytical and critical methods. Archivists and documentation administrators face similar challenges with regard to amending the existing archival-sciences handbooks and creating new ones. The auxiliary sciences of history, and the handbooks from which to learn them, will continue to lie the closest to the sources, so their role and significance will not depreciate in spite of the technological progress.

### *Magdalena Biniś-Szkopek*

#### Diplomatic as an auxiliary science of history in teaching archival sciences – the past and the present

A closer look will reveal that a vast branch of archival-science subjects, with the modern-day chancellery at the fore, is fully based on an auxiliary science of history (or perhaps of the archival science), which is diplomatic; this is not going to change for many years. Today, when the image and the range of sciences associated with information – and archival science is one of them – is changing so very fast, it is worthwhile to carefully consider the issue of this area's link with its roots, which go deeply into diplomatic; otherwise, we stand in danger of throwing the baby out with the bathwater.

*Marcin Hlebionek*

## The auxiliary sciences of history in the curriculum of the Archive Studies and Documentation Management specialisation at the Nicolaus Copernicus University in Toruń

Until very recently, the necessity of combining archive studies with the study of history was practically unanimously emphasised in the debates regarding the training of archivists, and the auxiliary sciences of history were perceived as one of the pillars of the archival-science education. At the present moment, however, the archival science begins to shift towards contemporary documentation and to face the challenges which the future will inevitably bring. This shift, noted by Andrzej Tomczak while predicting the end of traditional archival science, resulted in the fact that the auxiliary sciences of history (with the exception of some disciplines) began to be perceived as less useful to an archivist. This, in turn, considerably lessened the importance of the general course of the auxiliary sciences of history in the Archive Studies curriculum. It must be highlighted, however, that this pertains mainly to this general course; the set of the auxiliary sciences of history turned out to be flexible enough for these subjects to continue as an important element of the Archive Studies curriculum. Some "un-classical" modifications were introduced, however, taking the needs of the present-day documentation administrator into consideration, and the changes in nomenclature may cause this new course to appear a "new thing". To return to the classical auxiliary sciences of history, however: it has been repeatedly stressed in the curriculum framework that the general course of the auxiliary sciences of history should emphasise mainly those disciplines which are common to history and the archival science, e.g. diplomatic, palaeo- and neography, sigillography, chronology, metrology etc. This, obviously, results in the fact that some material is repeated if it is shared by two areas, for instance the classical diplomatic and the development of chancellery forms. It is true that *repetitio est mater studiorum*, but when the basic auxiliary-sciences course is limited to 30 teaching hours, this must result either in the considerable cursoriness in the presentation of issues belonging to various disciplines or in the elimination of some of them from the course. Perhaps, then, it is time to consider a course called "the auxiliary sciences of archival studies", which would include particularly relevant disciplines: ones closely associated with diplomatic and document science (chronology, sigillography), ones helpful in archivist's work (metrology) or ones preparing future archivists to catering for the needs of archive users (genealogy). In this case, however, what to do with the general course of the auxiliary sciences of history? Looking at various curricula, I got a distinct impression that – considering the considerable number of detailed subjects which are based on the auxiliary sciences of history, but function independently – it would be difficult to find a place for these disciplines, even though I am aware of their importance in the traditional workshop of an archivist. Hence, as it has already been stated, it is necessary to accentuate those disciplines which are common to the workshop of a historian and of an archivist. Nevertheless, the auxiliary sciences of history

as taught at Archival Studies should present an as-broad-as-possible spectrum of methods of working with the sources, not necessarily exclusively archival ones (coins, medals, newspapers, memoirs). As a result, archive materials would be shown as interrelated elements of a far broader information system, which is created by the historical sources in general. When treated in this way, the auxiliary sciences of history – perhaps, although not necessarily, separated from the “archival” auxiliary sciences – could help to make the students sensitive to historical sources regardless of their form. This is important, because this “historical sensitivity allows a graduate to recognise highest-quality materials at every stage of the documentation’s ‘lifespan’ and to apply procedures which facilitate the preservation of such materials in their entirety as a treasure of material culture”. In addition, this sensitivity is an element of the humanistic intellectual mindset which is to result from university studies.

### *Magdalena Heruday-Kiełczewska*

#### The application of historical geography and the history of cartography in teaching archival sciences

Cartographic materials are interesting because of their form, their often rich iconography and their contents, which refers to the history of a given area and which is not encountered in any other type of resource. They arouse the curiosity of not only professional and amateur researchers, but also of the students; no wonder, as during their studies they rarely have an opportunity to view such objects up close. Studying archival sciences, in contrast, offers such opportunity and the career of an archivist makes it possible to come in close contact with them while researching them and making them available to the public. The relevant skills are not easy to acquire, but contact with such institutions as, for instance, the State Archives may make the practical side of this enterprise considerably easier. Theoretical background that would explain the principles on which the creation and use of such sources was based is a requisite, however.

### *Alicja Kulecka*

#### The theory of documentation appraisal vs. the 19th- and 20th-century auxiliary sciences of history

The auxiliary sciences of history must be treated as the first stage in introducing the issue of source appraisal. Knowledge gained during these courses should be sufficient to develop the ability to find literature and comparative materials for the evaluation of various types of documentation produced in the 21st century. The auxiliary sciences serve to develop a historian’s sensitivity and a receptiveness to all forms of cultural communication, i.e. all types of sources. The inspiring knowledge, skills and

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social competences acquired while studying them not necessarily help to develop a decisive and unambiguous approach to documentation appraisal; on the contrary, they may become the source of uncertainty whether this process is indispensable or indeed necessary. The apparatus acquired during the practical auxiliary-sciences classes enables an archivist to make use of all types of sources. The diversity of cultural heritage constitutes an asset in a historian's professional activity, whereas the process of appraising the sources is perceived as dictated by the economic conditions. This causes an inconsistency in the professional approaches, a conflict between the desire to retain the entire documentation intact and the necessity of destroying a selected part of it for economic reasons. This conflict breeds a carefulness, a will to conduct especially thorough analyses and a desire to save the largest possible number of potential historical sources and thus of memory carriers.

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