

Rebecca Rhodes. Libraries, Librarianship and Library Education in the Czech Republic. A Master's paper for the M.S. in L.S. degree. November 2002. 81 pages. Advisor: Barbara Moran

This paper describes the historical and current aspects of libraries, the field of librarianship and the development of library education in the Czech Republic. It discusses the effect of the country's history on the field of Czech library science. This paper examines the influence of the communist government and the state of libraries and librarianship since 1989, when the country gained its freedom and set up an independent state.

This analysis also includes three interviews with a library director, the head of a library education department, and a library and information science student in the Czech Republic. These interviews are used as primary resources to supplement the secondary sources that are available.

Headings:

Interview -- Czech Republic

Interview -- Library education

Librarianship -- Czech Republic

Libraries -- Czech Republic

Library Education -- Czech Republic

**LIBRARIES, LIBRARIANSHIP AND LIBRARY EDUCATION IN THE CZECH
REPUBLIC**

by
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**A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.**

Chapel Hill, North Carolina

November, 2002

Approved by:

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Libraries, Librarianship and Library Education in the Czech Republic

Introduction

The Czech Republic has had a dramatic history. It was a part of several empires, a Nazi state, a communist holding and a country torn by religious and ethnic upheaval. It is easy to comprehend why cultural institutions such as libraries have undergone incredible transformations and experienced unusually exciting and hectic periods of change. An understanding of the history of library development, the creation and advancement of the field of librarianship, and the evolution of library education is crucial to defining Czech library science in a historical sense, as well as to appreciate the implications of these areas on modern librarianship in the country. It is impossible to describe Czech librarianship without realizing the effect of the past, and recognizing the barriers that the country's history has erected for new generation of librarians.

Unfortunately, it is difficult to create a clear picture of Czech library history because there are limited resources on this topic available. The freedom to print negative comments on aspects under the communist government control was severely limited for the majority of most current librarians' careers, and the material that exists is rarely in English. Therefore, in order to gain a comprehensive understanding of Czech librarianship, primary research into the story of Czech libraries is needed from those who have lived through it in order to supplement published information. Interviews with

librarians, library educators and students give insight into the realities of the state of librarianship as well as clearer ideas of what situations and challenges librarians have had to face in the past few decades. This paper includes three such interviews that not only help to illustrate points from the research, but also give a stronger picture of librarianship as it exists for those who have lived and worked in the library field in the Czech Republic.

Libraries and Librarianship in the Czech Republic

Historical Beginnings of Czech Librarianship

Czech libraries have played an integral part in the nation's history, and the story of librarianship in the Czech Republic acts as a cultural and historical mirror of the country's past. Libraries have existed in the Czech Republic for centuries, beginning with 9th century collections of Old Slavonic books and the religious collections of the Prague Bishoprics. Monastic libraries "played an important role as centers of education and erudition"¹ in the eleventh century, revealing the reliance on religious institutions for education that characterized early European history. With the exception of the castle collections for the nobility, these church libraries were the sole source of intellectual material for the Czechs of this period.

One of the major milestones in Czech librarianship was the establishment of what is considered to be the first secular library, the University Library of Prague. It was the library for the first Czech university and the oldest university in central Europe, Charles University, which was established in 1348 by Charles IV for the study of Theology, Law, Medicine and Arts. The founding of this library signified a breakthrough in the library development. The Charles University Library collected books on scientific and academic subjects and thus signaled a move away from the dependence on solely religious collections. Despite the secular nature of the University Library, it was still subject to the religious upheavals that plagued Czech history. It was renamed the Clementine Library

in 1622 when the university was placed under the control of the Jesuit order. After the Jesuits were banished in 1733, the library went through another transformation and “was amalgamated with the so-called New Caroline Library.”² The library in its new form became a public library by court decree in 1777. It has held its present title, National and University Library since 1935, and it functions primarily as the national library of the Czech Republic instead of a university library, although it is still the primary library for Charles University and maintains the university’s collections.

The creation of a secular collection in the University Library influenced the collection patterns of the nobility, who also began collecting scientific and academic texts for their collections. A movement to more direct management of aristocratic agricultural and industrial holdings resulted in further changes in noblemen’s libraries because private collections evolved into “something like special libraries-agricultural literature, legal, commercial and first statistics”³ in order to support the information needs of the new management style. This was an important development for librarianship because these new types of collections were often recorded in formal book lists and were “usually entrusted to authorized specialists-librarians.”⁴ These early librarians were expected to have special knowledge of library skills, which helped to establish librarianship as a formal occupation in the culture of the Czech Republic.

Huge advances in the publishing industry and an increase in the public literacy rate in the end of the eighteenth and beginning of the nineteenth centuries resulted in the attitude that “books [were] a cultural necessity for a considerable proportion of the population”⁵

Municipal public libraries were established at the prompting of local reading groups and book clubs, which “played a significant role in democratizing library services.”⁶ These book clubs appeared in response to the influence of the Enlightenment and a cultural inclination to greater literacy. Readers’ groups formed all over the country and opened public reading rooms for their members that also loaned books to the local population. The book clubs’ reading rooms thus became the precursors of public libraries. Libraries attached to other entities such as churches, schools and organizations flourished as well as government and administrative libraries. These private libraries played a crucial role in the development of Czech science, and public libraries played an equally influential part in the culture of the time. Although the public libraries sprang from private readers’ societies, they became so important to the Czech people that the city governments began to sponsor them by the 1890’s.

This surge in the number and type of libraries created a need for specialized library skills and administrations. “The foundations of librarianship were laid down, the first manuals of librarianship appeared and apart from the lists of books, special catalogues were already being established which were to enable more prompt manipulation of stocks of books.”⁷ Libraries established training courses for their library workers, although librarianship classes and programs did not come into being at the university level until the 1920’s. Formal library procedures such as lending regulations were created, and the libraries expanded into cultural centers that hosted public programs, educational and artistic events, and acted as venues for public discussion as opposed to remaining simple depositories of materials.

This general belief in the importance of libraries resulted in the 1919 Library Law 430/19999, enacted by the Czechoslovak Parliament. This law mandated the creation of public libraries in every community of at least four hundred inhabitants, and made the municipalities responsible for these libraries. It was an extremely ambitious piece of legislation in that it clearly stated the responsibility of the state to support libraries. The law also strove to give Czech libraries similar standards to libraries in other countries. The goals of the first Library Law of 1919 were well on the way to being realized by 1937, and a public municipal library was established in almost every community of appropriate size.

This intense period of library development was brought to an unfortunate halt with the Nazi occupation from 1939 to 1945, when thousands of the newly created public libraries were destroyed. Collections were neglected, and new libraries were virtually unheard of during this period. The occupation led to scores of problems that the Czech Republic must still overcome. Books with “anti-fascist, democratic and progressive themes were obligatorily removed from libraries.”⁸ Some of the libraries lost irreplaceable volumes and the holes in collections that resulted from this enforced weeding remain an issue for current librarians trying to compile a complete archive. In addition to the vehement Nazi censorship of material, librarians suffered imprisonment during the occupation and libraries were effectively stagnant for six years.

The backlash effects of Nazi library control must also be considered. After the Czech Republic was freed from the occupation of the invaders, many libraries felt it was “necessary to exclude Nazi literature from libraries.”⁹ Although the removal of these books could be seen, in some way, as an expression of Czech freedom from the Nazi oppression, one must consider the irretrievable loss of documents with significant historical importance, even if that history is an unpleasant one.

Czech Librarianship Under Communism

The Komunistická strana Československa (KSČ), the Communist Party of Czechoslovakia, was founded in 1921 although it was never powerful enough to be included in the pre-World War II government. Many of the KSČ leaders took refuge in the Soviet Union during the war, and they laid the base and made the contacts during this time for the increase in the power of the Party upon the exiles’ return to Czechoslovakia after World War II. The attitude of Czechs towards the Soviet Union after the war was positive due to the role the Soviet forces played in the liberation of Czechoslovakia from the Nazi forces. This factor in combination with the aggressive activities of the former KSČ exiles to drum up Party support enabled the Communist Party to take 36% of the popular vote in the elections of 1946 and to seize complete control in 1948 with the backing of the Soviet Union.

The ensuing forty years of communist control were a difficult time for Czechs, who were faced with stifling restrictions and numerous examples of persecution in all areas, even

librarianship. Under Party rule, libraries were under the control of the Ministry of Culture, which was dedicated to centralized Party ideals. The library directors were appointed by the KSČ, and budgets were granted mainly “just to keep it [the library system] alive.”¹⁰ Libraries were allowed to make requests for funding, but the process for distributing money was inconsistent and filled with bureaucratic complications regarding the areas of wages, building maintenance and periodical purchases.¹¹ A diagram of the structural ties of research libraries during communism is included in Appendix A. The chart traces the path of power from the government, through the Ministry of Finance, the Secret Police and the Ministry of Culture to the libraries. It also shows some of the issues involved with this power structure such as bureaucratic constraints and the other agencies that affected the way libraries functioned, such as the publishing industry.

Library collections and services degenerated to an alarming extent under the communist regime, and user access was restricted. All libraries were closed stack, and there was no system in place for user feedback about the problems with the libraries. The deterioration of the libraries and the helplessness of the users to influence this condition led to a decline in library usage in general.

Access to holdings was limited by the poor condition of the physical plant and, in the case of special collections, the actual poor condition of the documents. The National Library in Prague was the most striking example of this situation: it was in a state of de facto paralysis when I first contacted the institution in 1990. Of its close to 4 million volumes only a small percentage was accessible. The rest were literally “out of reach” because they were either in milk crates and unshelved, or in poorly maintained depositories in different locations around the country.¹²

These conditions had far reaching effects on book stocks, library processes and the professional reputations of the state libraries and librarianship.

Communist period access to materials was restricted for many reasons such as political control of unsuitable material, the “progressively deteriorating storage conditions [that] eventually made it impossible to retrieve materials,”¹³ and the lack of accurate cataloguing records. Many of the books acquired by Czech libraries during communism remained unrecorded or catalogued until after the country was freed. In fact, out of the approximately 1.5 million volumes that were in the National Library, one fifth were unshelved¹⁴ and kept in boxes or distributed to stockrooms throughout the country. It is therefore understandable that users lost faith in the library system and stopped using them since it was unlikely that they would be able to find what they needed or that their demands for materials and services would be met.

Another issue connected to the access and storage problems is that, during the communist era, private collections that were felt to be of significant importance to the people or that were owned by politically disfavored individuals were confiscated and stored in the National Library. Considering the unfortunate conditions that prevailed in this library during these years, it is not surprising that many of these expensive private collections were damaged or destroyed by neglect. Fortunately, some of them survived and were returned to the families after communist rule. Because “whole libraries [were] kept as a unit...[and] since 1950 the library stopped refilling these scientific disciplines with new acquisitions; instead, the books are placed on shelves according to size,”¹⁵ some of the collections remained intact as complete libraries. The Lobkowitz Library is an outstanding example of this. The library’s 60,000 books were seized and dispersed to depositories, primarily the University Library of Prague (The National Library). The

collection was stored in 1,342 boxes, and was returned in its entirety to the Lobkowitz family in January 1993.¹⁶ This collection is now open to researchers and is one of the few complete private castle collections in the Czech Republic.

Considering the terrible conditions that were allowed to prevail in libraries at this time and the lack of budgetary support from the government, one might legitimately question what role libraries were expected to play in the communist regime. Despite the dilapidated state of the institutions, libraries were considered to be important disseminators of ideological and socialist cultural information. However, their value as a resource for learning and knowledge was not generally recognized.

Libraries, in their capacity as mass ideological institutions which function in every populated area and in all spheres of social life, play a highly important role in the development of socialist culture, science, and economics. Through active propaganda and through the dissemination of the works of the founders of Marxism-Leninism, party documents, progressive fiction and special literature, libraries contribute to the many-sided education of the working people.¹⁷

As social educators and upholders of communist ideology, libraries and library schools were highly controlled during this period to ensure that they properly adhered to the concepts that they were meant to be distributing.

The Library Law of 1919, which ensured the presence of a library in virtually every community, made libraries the perfect distribution centers for communist and socialist information and propaganda. Although it is questionable if the Czech libraries really functioned as efficient socialist educators in view of the poor quality of librarianship in general during this period, libraries were still officially viewed in this manner. As such,

libraries and librarians were under critical observation for political appropriateness and agreement with communist and socialist concepts. The foremost matter of importance was to ensure that the Communist Party spirit was present in all library activities, even at the expense of free access and the search for knowledge.

Some blame for this situation must be placed with the librarians who were active in this profession at the beginning of the communist regime. The concept of libraries as ideological institutions was originally one of the principles formulated by representatives from many different types of Czech libraries at the First National Conference of Librarians in Brno on May 13-14, 1948. The purpose of the conference was to discuss the responsibilities of libraries under socialism and to outline the steps to be taken by libraries to reflect the values of the new communist regime. They denounced the apolitical stance of many libraries and librarians because they felt that librarians could not properly support socialist concepts in the libraries if they remained indifferent to politics. The participants established a new policy advocating that Czech libraries to “become a fighting instrument of cultural-political work.”¹⁸ The librarians at the conference declared the intention of enforcing socialist program development in libraries and conformation to Communist Party concepts within the profession. No longer would libraries be objective depositories of information; instead, they would evolve to be active political and cultural participants. These policies were generally accepted as the guiding principles for communist Czech libraries, and were adopted for the State Scientific Library network as well. This policy created tensions between informed scientific research and the libraries. The stagnation of libraries that resulted from their attempts to

curb services to be more politically acceptable created negative repercussions for science and librarianship throughout the communist era.

In early 1948, the communist government published several lists of *libri prohibiti* (prohibited books) as part of the new direction of the party's cultural policy. These lists were designed to identify objectionable books for public libraries. Many publishers were forced out of business in the 1940's and replaced by government controlled publishing houses that were granted monopoly rights over books published, translated or released in Czechoslovakia. Imported literature was severely controlled as well, and the availability of foreign literature, even that which dealt with non-controversial topics, was limited. By 1953, an official censorship board titled the Main Board for Publishing Control (HSTD) took over the creation and updating of *libri prohibiti* lists. Many titles were banned and discarded by Czech libraries, including whole collections. Books on subjects such as alternate governmental forms and "imperialist" subjects were particularly identified for removal. The special libraries attached to governmental bodies were almost destroyed by these restrictions. The Czechoslovak Parliamentary Library had no literature at all concerning democratic parliamentary procedures or "fundamental general and specialized encyclopedia, reference books and dictionaries,"¹⁹ so the Parliament of the freed Czechoslovakia had little information available in the library on how to function in post-communist politics in 1989.

Communist censorship extended beyond merely requiring libraries to remove titles from the shelves and controlling publication of new material, although those policies had

enormous impact on librarianship. The Party also insisted on the creation of special book collections with restricted access. This process changed the face of librarianship and library services. Librarians became protectors of communist censorship ideals, and aiding the public was secondary to guarding sensitive information. “The strong ideological supervision directed libraries unilaterally only towards the defense of state policy.”²⁰ It is particularly ironic that public libraries, which were created to make books available to all people, became accessible for only an elite group under a government that was designed to benefit the common man. The inevitable results of the censorship policies and the special stack restrictions were devalued book collections and further declines in library use.

In a more positive movement, the communist government passed a second Library Law in 1959. It stated that the public administration was to be financially responsible for the development of libraries and library staff, which enabled improved conditions for book conservation and the technical functions of the library. The law also redefined the “mission, tasks, administrative structure and mutual relations of libraries.”²¹ The most important goal of the library law was to create a uniform system of libraries and enhance the government’s influence on all libraries to improve activity and acquisition collaboration. The law intended to make the establishment and running of libraries a function of the state government. It created an entirely new hierarchical structure within the libraries of the country by establishing central libraries that were responsible for giving aid to other libraries in that cluster, as well as making the National Library, then called the State Library of the Czechoslovak Republic, the central library of the uniform

system. This organizational structure divided libraries into regional, district, local, school, and hospital libraries. The central libraries were located in larger towns and did all the buying and processing of books for the libraries in their area, in addition to providing assistance in budgeting, interlibrary loans and human resources management. This aid in general library functions was especially beneficial for libraries in small communities that did not have a professional librarian.

However, the larger role of the government in librarianship created some problems because it ensured closer supervision of librarians and the library services. Adherence to state censorship standards was more firmly enforced, and libraries were unable to make changes to accommodate the individual populations that they served. Although the Library Law of 1959 did result in a dense network of libraries, the uniform library concept was not successful because there were never sufficient funds provided to implement the needed changes to the existing libraries.

The government also severely impacted the work force. Employment under communism was strictly governed by the state. People who were considered to be politically undesirable were not allowed to hold positions of power or be employed in areas that the government felt gave them access to sensitive information. The idea was to bury these individuals in jobs that could not give dissention a forum. "A Czech, for example, who was the chief executive in industry in 1948, worked as a carpenter for several years thereafter, served a number of years in prison, and then retrained for a career in law was not exceptional."²²

The 1960's saw a liberalization of orthodox communism that came to a zenith under the leadership of Alexander Dubček in 1968. The public responded well to his reforms and more democratic ideas, and the period of Dubček's control was labeled the Prague Spring because it was characterized by reduced censorship and relatively free thinking reforms. Dubček's vision was to create a more democratic environment within the communist government and to make socialism more humanistic. Professional librarians were allowed more freedom, and even those who had been prevented from working in their chosen career, or were not allowed to have management positions for political reasons, were able to advance to higher levels. Unfortunately, this reform movement was seen as a threat by the Soviet Union, and in August of 1968, Soviet troops invaded Prague. Dubček was replaced by a more conservative leader, and a period of "normalization" occurred in which reformist elements in the Party were expelled, dissidents were imprisoned, and many professionals and educators were forced to take jobs that were considered to be "safe" such as manual labor.

These regulations that were relaxed during the Prague Spring were reinforced with zeal during normalization. Because libraries were envisioned as important ideological centers for socialism and communism, the period of normalization was particularly difficult in this field. The reforms of the previous decade were revoked, centralized control was reestablished, and censorship was reinforced. Many librarians left public libraries because they did not agree with the harsher censorship and reorganization, or were purged involuntarily if the state decided they held jobs that gave them inappropriate

power. It is estimated that around 150,000 professionals in numerous areas were unable to work in their fields by the end of the ten years of normalization.²³ The displaced librarians either went to work in companies, in other fields or in the scientific or in the technical economic information center network. Hence, public libraries lost many of their qualified librarians, and the public library system further degraded.

The information centers of the Czechoslovak scientific, technical economic information network (STEIS) became the most popular home for many displaced librarians during this time. The primary reason for this was that the network was under the control of a governmental office for research and development, which was not charged with engendering political concepts, only with providing information services for specialized technical professionals, unlike the Ministry of Culture. Therefore, the ideological implications of librarianship were not in question. People employed by technical libraries were not concerned with issues of theory, only with concrete questions and problems in the functioning of the information center. They were not expected to educate the masses in socialist doctrine, so librarians who were unable to work in public libraries were able to find employment in this sphere where their political standing was relatively unimportant. Ironically, there was more money available for this network because it was attached to industry, so the librarians who were forced to leave their jobs often found positions with higher salaries, better facilities and fewer budgetary constraints.

Despite the considerable problems and damage done to field of librarianship during the communist rule, there were some positive changes and efforts made. The Communist

and Workers' parties gave financial support to Czech libraries to rebuild collections and library buildings after the destruction of World War II. The second Library Law created an organizational structural foundation that is still in use today, and the central hub system was an effective method to provide professional aid to smaller libraries that were not equipped with librarians. Though it was enacted to provide greater governmental control, the system of library networks developed by the state laid a useful foundation for the integration and cooperation of Czech libraries and systems in the present time.

Czech Librarianship after Communism

In 1989, Czechoslovakia rebelled against the communist leadership and declared a new democratic government in a bloodless coup called the Velvet Revolution. What followed was a period of great confusion and change, the "transformation." The restructuring of the government had a great impact on everything from industry to libraries. Internal strife between the Czechs and Slovaks was also an issue and resulted in the 1993 Velvet Divorce, which created the Czech Republic and the Slovak Republic. However, although the separation of the country into two entities had some measure of effect, librarianship in general was little influenced by the split. The freedom from communist rule was a more important factor in the development of libraries and the restructuring of both the Czech Republic and Slovak Republic libraries.

The two main Czech library systems, the uniform public library network created by the 1959 Library Law, and the scientific, technical information system (STEIS) underwent

drastic alterations after 1989. The STEIS system has been eliminated because most of the industrial or scientific organizations to which they were attached were privatized and incorporated into larger organizations. This privatization created another problem because with the transformation of the economy into free competition, Czech industry was unable to compete, so the libraries attached to these private organizations suffered or were destroyed.

Our industry went down; companies had problems, and the economy went down... Companies went to private hands. When a company has problems, they are not interested in science and technological information. So the network failed because it was no longer supported by the government, and entrepreneurs did not have the money for new development. Information centers and corporate libraries closed.²⁴

Additionally, the new free market opened the doors to foreign competitors to take over Czech companies. While this was not necessarily a disadvantage to the country, it created a new dilemma for the special libraries. These companies generally had headquarters in their home countries, so the library for the organization was usually based there. Hence, the information centers that supported the Czech companies that were integrated were generally disbanded, leaving the Czech librarians and researchers without a job unless they were able and willing to move to the new organization's country.

As the government no longer supported the scientific, technical and economic libraries directly after privatization, the STEIS network crashed. Its functions were in some measure absorbed by academic libraries, but these libraries were not equipped with personnel trained in technical librarianship. No new system has arisen to coordinate scientific, technical and economic library activities or to facilitate cooperation among

these libraries. In a reversal of roles, the STEIS information centers are failing while the public library system is improving.

The uniform public library system still exists although it is a very different entity.

According to a statistical data summary conducted by the Ministry of Culture (see Appendix C), the current network consists of around 6,200 libraries,²⁵ but the hierarchical structure established by the second Library Law was challenged by the new independent ideals and several new pieces of legislation. The Law No. 367/90 strengthened the power and authority of individual communities and allowed them control over cultural facilities, and the Law No. 425/90 gave district authorities the right to “establish contributory or budgetary organizations.”²⁶ Community libraries were thus able to exert more control and independence in their activities, organization and procedures. These developments led to a movement on the part of community libraries away from the hierarchical connective structures from the previous regime because they were now able to dictate the relationships of their libraries to networks, vendors and readers. There is a diagram of library ties to outside forces after 1990 in Appendix B that reveals a new power structure involving the direct route of power from the government through the Ministry of Finance and the Ministry of Culture to libraries. Note the changes in the constraints and effects of alterations to the external groups that influence libraries in comparison with the diagram of pre-1990 libraries in Appendix A.

Unfortunately, because they had been dependent on the central hubs from the uniform public library network, community libraries were often unable to function suitably on

their own. This situation was exacerbated by the economic difficulties these libraries experienced in trying to support local affairs independently without the aid of the acquisitions and cataloguing that had previously come from their central library. As a result, many of these community libraries rejoined a central system or became members of a cooperative association, although not on the same terms as before. Independence in certain areas of decision-making still characterizes libraries in the public library network although these libraries are still under the organizational umbrella of the Ministry of Culture. For example, each library has the right to make organizational changes, prepare a budget for Ministry approval and participate in networks and consortia at its discretion. One negative consequence of this new independence is that cooperative systems are more difficult to maintain, which is of particular significance considering the current Czech push towards integrated library systems. This problem becomes apparent when examining the difficulties libraries have faced developing a shared cataloging system or in the failure of projects intended to make library collections accessible online to the country.

Although the library networks have changed, the Ministry of Culture remains responsible for supporting and controlling Czech librarianship as a whole. The Ministry of Culture lists seven basic tasks that its Department of Literature and Libraries (DLL) ensures in the realm of librarianship. The first of these is the establishment of libraries. The DLL is to guarantee adequate funds for the operation of libraries and development of new library institutions. It is also responsible for “controlling the transformation process in public libraries...promotion of automation... ensuring the function of the central library

council... [maintaining] contacts with national professional organizations... and [maintaining] foreign contacts and cooperation.”²⁷ The last task of the DLL is supervising and establishing programs and grants such as a functioning public libraries information network and an integrated union catalog of Czech libraries. Both of these projects have been unsuccessful to this date although Czech librarians seem to agree about the importance of these systems and the need to implement them as quickly as possible. The Ministry of Culture also states several current priorities for funding:

1. Assistance in library regional funding (interlibrary removal collections, methods, training)
2. Assistance in the universal availability of library services to handicapped citizens (barrierfree entrance, collections of materials for sightless and weak-sighted persons)
3. Protecting library holding from theft (electronic protection)
4. Youth and reading (book talks, workshops, publication, readers; competition)
5. Support acquisition of current valuable non-commercial Czech literature in public libraries
6. Accessibility and protection of library holdings by means of their transformation into digital form and by use of Internet with respect to the development of information society.
7. Data processing and protection-accessibility of library holding in a digital form, transformation of catalogues into electronic form using Internet, other services based on information technology
8. New procedures of protection and conservation of library holdings-development and application of new technologies of library material protection with regard to microclimate, search for new means and methods of restoration
9. Libraries and information society-investigation into users’ needs, work on the new professional terminology under conditions of the information society development.²⁸

The goals of the Department of Libraries and Literature reflect the official stance of the Ministry of Culture as to the level of support required by the government for libraries, as well as give a general idea of the conception of librarianship in the democratic government of the Czech Republic. However, these modern ideals were not immediately formulated. Some of the paradigm shifts and changes have occurred as a result of the country's new market economy and the opening of the Czech Republic to information and systems from other countries that were restricted under communism.

Cataloging

In order to integrate into world librarianship, Czech librarians had to reevaluate the systems in place at the end of communism and make drastic alterations in order to be compatible with libraries in the rest of the world. Perhaps the most notable effort was the transformation of Czech cataloging processes. There were two early efforts to standardize cataloging systems for international cooperation. The first was the Czech and Slovak Exchange Format begun in the late 1980's to make the Czech and Slovak National Libraries compatible. The next project was an attempt to create cataloging rules loosely similar to AACR2, but both attempts were unsuccessful for developing a cataloging system that would be compatible with international systems. The projects often disregarded basic rules of the international standards because some of them were incompatible with the needs of Czech libraries and some because they would require complete changes in previous cataloging methodology.

It is understandable that adopting international cataloging standards was a difficult endeavor for Czech librarians. Czech records were never contributed to an international database because access to this information was restricted under communism. Therefore, during the decades that it took western librarians to develop these international standards, Czech librarians were creating their own systems that had little in common with the catalogs of the rest of the world. Another factor of importance to consider is the lack of financial support for automation of library networks during communism meant that Czech libraries had to piece together and modify available free database management software. The result was a modification of the UNESCO software, CDS/ISIS called Modular Automatized Library System (MAKS). Although MAKS was intended to be based on UNIMARC standards, the boundaries of the software and the “limitations imposed on our [Czech libraries] imposed by our isolation...prevented us from understanding and implementing UNIMARC in its entirety, we had no choice but to modify it.”²⁹ The AACR2 was also resisted because it had, until recently, a reputation for being unsuitable for Czech cataloging by Czech librarians and in library schools because it differed so dramatically from the way Czechs had traditionally organized information.

However, in January of 1995, the National Library started a new project to alter Czech cataloging policy to reflect the western standards most commonly used such as AACR2, UNIMARC and ISBD. A team of bibliographers, who had to pass tests on each of these standards, was empowered to determine how these tools should be implemented in library procedures. This project was much more successful than its predecessors, and the only major alterations that the team made were to translate the rules and to create a new

system of subject heading because the professionals felt that the “differences in grammar between the English and Czech languages would prove insurmountable.”³⁰ However, even though the new cataloguing procedures are in use at the National Library and other Czech libraries, there is still no central cataloguing effort for the Czech Republic like OCLC, so the same book must be cataloged by all the different library systems. This is the next major challenge for Czech catalogers.

Changes and the Effects of Technology after 1989

There were other developments and alterations in libraries after 1989. Many of the Marxist/Leninist collections were discarded in favor of a broader range of material. Previously discarded or banned books were replaced in libraries, and Czech librarians formulated new collection development policies to reflect the open information environment as well as to cope with the surge of new publications that began to appear once publication restrictions were lifted. As well, the libraries reformed access policies to allow general patrons to use books that had been suppressed in the special closed stacks of materials considered objectionable or dangerous to all but a select group of intellectuals whose politics were assured during communism. Library services and programs had to evolve to meet the challenges of a freer Czech Republic. For the first time, libraries had to compete with the seductive influence of cartoons, video games and television.

The effects of technology have probably had the largest influence on the renaissance of Czech librarianship. Automation did not really begin in the Czech Republic until after communism because the government evinced no desire to make it easy for people to access information in libraries.

The totalitarian government had no interest in automating libraries since this would have led to a greater insight into their collections and thus making them more accessible at home and abroad. International exchange of records was virtually impossible during an era of frequent interrogations and surveillance.³¹

The new government encouraged automation and the use of computer technology for the improvement of library services. The state allocated funds for some library development, but the costs of the primary electronic projects came from supporting institutions abroad. The Andrew W. Mellon Foundation and the Pew Charitable Trust funded the Czech and Slovak Library Information Network (CASLIN) project.

The goal of the CASLIN project was to automate the four main libraries of the Czech and Slovak Republics, the National Library of the Czech Republic, the Moravian Regional Library, the Slovak National Library and the University Library of Bratislava and to develop a basis for a nationwide union catalog that could eventually provide services to all Czech and Slovak libraries. The library systems have been fully automated, and the first OPACs came into being in 1996. Unfortunately, the vision of a connected network has yet to be realized.

The Czech Republic also became involved with the eIFL Direct Program which functions as a consortia to negotiate licensing and access for electronic material. The 2001

agreement included access to six databases: Academic Search Elite, Business Source Premier, Newspaper Source Plus, MasterFILE Premier, Comprehensive MEDLINE Plus Full-Text and Health Source Plus. The major advantage of this consortia is that it is available for all the public libraries and allowed Czech libraries to maintain subscriptions through the program that individual libraries could never dream of affording with the limited library budgets and the low exchange rates for Czech currency.

Another technological issue that has had a huge impact on current Czech librarianship is the Internet. In much the same way as this network has transformed services in libraries around the world, it changed the way users access library information in the Czech Republic. Previously, the telecommunications infrastructure was a major barrier to the propagation of Internet services in the Czech Republic. Prior to 1997, the telephone system was so ineffective that it made connections to an online network virtually impossible. The government approved a special grant in 1997 that made Internet connections for many public libraries and online library services possible. This service was incredibly valuable, and remains the sole access point to the Internet for the majority of Czechs. The only telephone provider in the country charges per minute for phone use. Since this organization has a monopoly, the cost for monthly Internet access in the home is well beyond the pockets of most people. This situation is improving with new special rates and the introduction of cable Internet access, but the number of Czechs with access to the Internet outside of the workplace or the library is very low. However, the delayed progress of the Internet is not entirely due to the telephone company. One must also realize that the expense of computers in relation to Czech salaries prohibits computer

ownership as well. Until computer technology becomes more practically priced and the costs for phone service decreases, the public library system will remain the primary source for Czechs to use the Internet.

The latest Parliamentary Library Law, passed on June 29, 2001, offered further hope of affordable Internet access for patrons of public libraries. The law is entitled Law on Libraries and Conditions for Running Library and Information Services. In addition to requiring libraries to join a Ministry of Culture central register and imposing standards and regulations for library services, it mandates that all Internet access in libraries must be free to the public by December 2006 in order to apply for state grants. Therefore, patrons will soon be able to go online for free instead of having to pay an hourly fee in addition to a yearly membership cost patrons must pay to use the public library.

Library Associations

With all the changes to the library profession, the reemergence of professional library associations provided a much needed source of training as well as help to improve the prestige of information work, which had suffered so badly from communist era librarianship. Associations, in general, were limited and controlled by the KSČ during the former government through a 1951 law that gave the Ministry of the Interior complete power over these organizations. The Association of Librarians and Information Workers was reestablished in 1990 as a trade union located in Prague. In 1992, the Czech Republic Library Association formed to organize professional training and events and

publishes literature for the field. There is also a group for library directors, The Association of Library Directors of the Czech Republic, which was created in 1997.

Their statutes say that the organization:

Identifies the economic, legislative, professional and other needs of interests of libraries viewed from the employer and enforces them in negotiations with state administrative authorities and with trade unions together with other sections of the Union of employer associations.³²

This organization is concerned with wages, the social role of libraries and the relationship of libraries with the government.

The latest association, the Library Foundation came into being in 1999 in Brno. This group is a collaborative effort of the Moravian Public Library and the State Research Libraries of České Budějovice, Hradec Králové, Kladno, Liberec, Olomouc, Ostrava, Plzeň and Ústí nad Labem. Its purpose is more focused on supporting the activities of special libraries in the professional needs of specialized knowledge workers in the Czech Republic.

Current Issues

It is obvious that there have been many advancements and improvements to Czech librarianship during the post-communist period, but there are still many problems and issues created by the transformation. For example, some public libraries were housed in buildings that were confiscated at some point after 1947 and are now being returned to the original owners. The “provisions of the 1959 library law prohibiting the removal of a public library to smaller or non-suitable spaces are widely disregarded.”³³ This means

that several libraries no longer had facilities or were forced into inappropriate housing. Fortunately, this situation is rare, and local governments seemed just as likely to move the libraries to improved or newly constructed buildings.

The transformation effects of the new market economy on librarianship in the Czech Republic also had some negative consequences. Inflation in the new economy has been greater than the rise of library budgets and salaries. Library budgets have not been adjusted for the drastic inflation, and have actually been “cut consistently over the past five years.”³⁴ Hence, although the services required of each library have grown, there is less money to pay qualified personnel, carry out development projects, purchase material and repair the damage done to collections during previous regimes.

The budgetary problems are exacerbated by the libraries’ increased need to purchase more of their collection material as a result of new government policies on legal deposits by publishers. During communism, all libraries were granted legal deposit status because publishing was regulated and subsidized by the government, so library acquisitions of Czech material were guaranteed and free. However, now that publishing is a private enterprise, the publishers are desperately vying to fill the void left by the state distribution system and to secure their place in the competitive economy. Most of them do not consider libraries to be a significant part of their market, and many of the smaller publishing houses never apply for an ISBN or send legal deposit copies to the libraries. In a move of questionable value, the new government reduced the number of legal deposit libraries from three dozen to six in order to “ease the burden on publishers and

give libraries a freer hand in building their collections in a competitive market place.”³⁵

One of the results is a larger portion of the library budget must go towards buying domestic publications that were once supplied by the government while there are fewer library funds available due to the budget issues.

This budget problem also affects the number of qualified individuals who have the ability to run the new systems and complete conversion projects. Without adequate funding, the libraries are unable to offer competitive salaries, so the technically skilled individuals are drawn away to private organizations leaving the libraries without the personnel to fulfill their commitments to the numerous automation projects. The private sector can offer good salaries and a high employment rate, which libraries simply cannot do without a proper budget, so people with skills in computers and data technology are turning away from the public information fields in favor of the better conditions offered by companies.

A further problem in automation development is that even though many of the conversion programs such as CASLIN provide funding for the initial project, the software, hardware, operating costs and subscriptions required to maintain the networks are expensive and must be funded by the libraries once the systems are in place. Aside from the money issue, technology is relatively new to the Czech Republic, and the problems involved in training librarians to use and understand the concepts behind OPACs, automation systems and online resources that are based on primarily western structures are incredibly difficult. Librarians have had to adjust the previous Czech systems to accommodate international standards and methods in order to make a place for the Czech Republic in

the world market of libraries. The progress that librarianship has made in the past decade is impressive considering that librarians have had to face an incredible upheaval, not only in library structure, but also in the way library services are offered and the essential methods of their jobs.

Library Education in the Czech Republic

The political, historical and economic aspects of librarianship play a vital role in understanding the state of Czech library science. However, as in any field, the people define the profession. The career of a librarian is based on the type of education he/she receives, and the condition of library science education in the Czech Republic influences the way the field moves forward. The story of Czech library education is as rocky as the country's history, and is just as significant in characterizing the field of librarianship today.

The History of Czech Library Education

Although some training courses for library workers were in place during the early 20th century, the depth of library science education needed for the increasingly complex and specialized library work in modern libraries was unavailable until the creation of the first university level library programs in the Czech Republic in 1927. At that time, two state library schools and the Faculty of Philosophy at Charles University offered library courses. However, these programs did not have long to develop before the 1939 invasion of the Nazis. On November 17th 1939, the Nazis closed all Czech institutions with a show of force and imprisoned many students in concentration camps. The universities remained shut until the country's liberation in 1945. A partial restoration of library science education occurred from 1945 to 1948 before Czechoslovakia fell under totalitarian rule. Library education was subject to the same restrictions, control and enforced ideological restructuring as the Czech libraries during communist rule. Students

needed to be prepared for their work in the ideological centers for the indoctrination of the Czech people that libraries were meant to be under that regime. Thus, educators were expected to incorporate socialist and communist concepts in the library curriculum.

Library education, as well as higher education in any field, had several obstacles during the time of communist rule. A long series of reforms kept the field from developing progressively, and political complications interfered with the selection of students. Often, “higher education was a reward for political compliance.”³⁶ A high level of discrimination was exercised against children of political prisoners, certain religions and wealthy farmers. In 1971, the government issued a statement concerning the admission of students.

The selection of applicants must clearly be political in character... We make no secret of the fact that we want to do this at the schools in a manner that will guarantee that future graduates will be supporters of socialism and that they will place their knowledge at the service of socialist society.³⁷

The principled class approach that the regime erected to meet these ideals set up a series of criteria for students to determine their appropriateness to receive an education. Issues such as talent and scores on admission exams were roughly equal in importance to the political and social standing of their parents and their perceived civic and moral standing. Children of certain religious groups or political dissidents were barred from higher education.

In addition, the communist government performed a series of purges to remove people marked as undesirable from professional positions in 1948. These purges, called

“putschs,” signaled a period of harsh repression and academic restrictions for library educators. This situation was made even worse by the part professors and students played in the reform movements of the Prague Spring. Once the Soviets quelled this liberalization, a new series of university purges occurred. Many qualified and advanced thinking professors were displaced throughout the normalization period. It is obvious that the removal of the experienced library educators could only have a negative effect on the programs in general. Newer, and sometimes less qualified personnel whose political affiliations were approved replaced the purged staff, and the most concrete result of the purges was the stiffening of regulations concerning communist sentiments in the curriculum

In contrast, one extremely admirable change that occurred under the communist government was a considerable push to improve the educational possibilities for women. There was a 93% increase in the number of women that completed courses of higher education between 1970 and 1980,³⁸ and this increase influenced the field of library science considerably by diversifying the members of qualified professional librarians.

After the freeing of Czechoslovakia in 1989, universities such as Charles University attempted to undo some of the damage done by the former government to the academic sphere. In January of 1990, the government granted the legal right to universities to appoint “new representatives of a free academic community”³⁹ to give academic institutions the opportunity to make reforms in organization and curriculum to reflect the freedom the country had gained. The library science programs experienced dramatic

changes due to this occurrence. Library educators expunged the ideological limitations and “open[ed] room for toleration of free dissemination of knowledge in the interest of developing [a] spiritual, cultural, scientific, technical and economic renewal of society together with a greater measure of responsibility of students.”⁴⁰ The freedom of the new government also made it possible for library schools to invite educators from other countries, attend international events, to participate in multi-national cooperative efforts, and to encourage exchanges and visits of Czech library educators and students to other countries.

Czech library schools in the beginning of the 21st century have recognized the importance of technology in library education, and many of the programs reflect the concept of librarianship as a technical field as well as the traditionally held view of libraries as an academic career. The missions of library schools are changing, and courses in business information and management are becoming more prevalent, along with training in areas of online information retrieval and database management. As the Czech Republic continues to improve the telecommunications infrastructure to enable greater access to the Internet, one can foresee that library education in these subjects will increase in importance.

Current Library Education Programs

Library education in the Czech Republic is available in two different forms. The university level programs are similar in conception to American schools, but there is

another level that corresponds roughly to a vocational or associate level education called Vyšší škola. These vocational schools have shorter programs and focus on the more practical skills for daily work in libraries such as learning alphanumeric classification systems and basic training in cataloging and library systems. These schools provide a wonderful basis for library technicians, but students do not receive a degree.

Despite the lack of a formal degree, many libraries prefer to hire students from vocational school (Vyšší škola) rather than those with Master's and doctorate degrees because the vocational schools prepare students to do daily tasks immediately upon graduation such as shelving and circulation. The training time for these students to complete technician tasks is shorter, and libraries thus consider them to be more prepared for library work because they do not require indoctrination into practical library duties as students with more theoretical degrees do. In the interview with Dr. Hana Pessrova in the following section, she states that a graduate level library education is not very desirable and that

I prefer to hire bachelor's students from the higher school. They are trained in theory, but they had hard work before in libraries. Therefore, you don't have to use so much time to train people. There are only nine of us, and we have so many other duties... They [the vocational students] studied modern librarianship and have the energy to go farther. I have another who finished her studies at Charles University. I am not so sure that these people who finish this program are really prepared to start immediately in modern libraries.⁴¹

However, difficulties can arise when more specialized or complex library skills are required because these students have not been educated in broader library concepts. In libraries, such as the Liberec public library, where open stacks and self-service are becoming more prevalent library structures, these technicians are not as useful because

users can carry out basic tasks without assistance and need more qualified librarians on staff to answer reference and collection questions.

If a student is more interested in practical library studies but wants a graduate level program, the University of Economics in Prague offers courses designed specifically for information service in economics in the Chair of Special Engineering and Informatics department of their graduate school. They offer only a Master's degree, but the courses include topics in economic, management, and marketing of information services. The practical nature of this degree makes its recipients more attractive than graduates of some of the more academic institutions to for-profit organizations. Companies know that they will be hiring someone with a solid academic background in information subjects who also have good training in modern business skills.

For more academic studies of library and information science, Czech students can obtain bachelor's degrees from the Silesian University in Opava and Masaryk's University in Brno. Both of these schools tend to focus on aspects of traditional librarianship and archival work. Masaryk offers distance continuing education courses for current librarians. After finishing a bachelor's degree at these institutions, students are prepared to enter the workplace as trained librarians in areas such as collection development, cataloguing, reference services, etc. However, if the graduates prefer to continue to an advanced degree, they must either apply to the University of Economics or to Charles University, which is the only school in the Czech Republic to offer bachelor's, master's and doctorate degrees.

The Charles University Library Program

The oldest library education program in the Czech Republic is the Ustav Informačních Studií A Knihovnictví (UISK), which began in 1927 at the Faculty of Philosophy of Charles University. The program today is divided into information studies, library science and library management specializations. The goal of UISK is prepare students for a wide variety of library employment in the following four areas:

- Literary experts knowledgeable of the early history of manuscripts up to the present forms of books and other documents, including subjects related to their protection, restoration, further library processing, and evaluation.
- Librarians for public libraries, who are also active in a given locality as cultural representatives participating at organizing free time programmes for citizens of all age categories.
- Managers and leading specialists in special libraries, research and academic libraries or information centers serving via all contemporary forms of access to scientific and technical information, but also teachers at graduate level in library and information science.
- Information managers active in practically all types and kinds of enterprises and institutions as organizers of creation, access selection, and use of information sources, eventually active as independent entrepreneurs (information consultants)⁴²

UISK offers three degrees with each requiring a basic entrance exam. The bachelor's degree requires three years of study, including six months of practical experience and is meant to prepare graduates to work at medium level positions in library or information centers. If a student wants to earn a Master's degree, one does not go through the bachelor's program first, but goes directly into the Master's program. It is a five-year

course with two years of core classes, at the end of which, a student must pass a comprehensive examination. The next three years are in one of the three areas of specialized study (information studies, traditional librarianship such as archival work, or modern library science techniques). Master's candidates must defend their thesis and complete a compulsory state exam to graduate. They are then able work at all levels of library administration or are capable of designing and operating library and information systems.

The PhD program is similar to its western counterparts in that one must have a Master's degree to enter. It additionally requires three years of experience in the field and takes three to five years to complete. To graduate, students must actively participate in projects, research and professional activities in the field during course of their studies. Advisors not only aid students in course work, but also evaluate them as to the progress of their studies. These evaluations are very important in determining if the degree candidate is performing well because the program is very flexible in terms of actual duties. The reports are sent to an academic board, and if it is determined that a student is not participating at an appropriate level, he/she can be dismissed from the program. Doctoral students must teach classes, but they are allowed to pick topics that reflect their special knowledge upon approval of the Institute. Their specializations should also be reflected in their dissertation work, which is a culmination of the research the student has done during his/her studies at UISK. They must also defend their final work and take a state exam in order to receive the PhD degree. After receiving the degree they are then qualified to work in higher-level systems, to perform scientific research and to teach in

library or information science fields. An interview with a UISK PhD student, Petr Ocko, which gives further details about the program, is in the Interviews section.

Before 2000, the Ustav Informačních Studií A Knihovnictví was at a disadvantage when compared to the other schools in terms of facilities because it was still housed in the traditional buildings of Charles University in the oldest part of town. While this location had great historical significance, it did not meet the requirements for modern information and library science education. As Dr. Richard Papik states in his interview (see Interviews section), the institute had only four rooms in its original setting. Teachers did not have enough office or classroom space, and there were only ten computers for the school. Fortunately, the Faculty found a new place for UISK outside of the center, so the school now has an adequate number of offices and lecture rooms in addition to its own computer lab and access to another state of the art lab. With this new development, UISK is now capable of offering online distance education and competing with the newer library science education facilities in technological training.

Issues in Library Science Education

Although the library and information science educational resources of the Czech Republic have improved dramatically in the past ten years, there are still some central issues that will have to be addressed before librarianship can fully develop. Usually, Czech librarians are poorly paid, with salaries that are below or at the lowest level of professional work in the Czech Republic, so only about 20% of graduates with higher

level library science degree work in libraries.⁴³ The rest go to companies that can offer better money and benefits, which results in a chronic shortage of qualified people in library and information centers. The pay for library educators is not high either, so many teachers take second jobs to support themselves, or go to private organizations as well. It is a continual challenge for library programs to entice and keep good teachers.

Another problem is that library schools are still under the control of the Ministry of Culture, which limits the amount of students that the program can accept by only providing enough financial support for a predetermined number in order to be equitable with a limited educational budget. Even if the library program is capable of training more students, they cannot afford to take on more people. This situation only worsens the shortage of librarians as well as denying the profession many talented students that were not able to make the strict cut-off point of the admissions process.

In addition, public attitude toward the library field is not terribly positive. Library work is not considered to be prestigious or very interesting. Part of this stereotype is the fault of the lamentable conditions of the libraries during communism, which left an unfortunate impression of the profession. The other contributing factor is something that many librarians face in every country, lack of understanding of the demands of the job. Patrons only see people check out books and shelve, so they don't understand why librarians need further qualifications. In fairness, it must also be remembered that the library education programs are still evolving after the severe upheavals of the recent past,

so there is still some questions about the mission of library education and debates on how best to teach students that can only be solved with time.

Conclusion

The progress of Czech librarianship in the past decade is astounding. Libraries have overcome the difficulties created by years of neglect and restrictions and are quickly nearing equality with libraries from more developed countries. Despite the past and present handicaps, Czech libraries are adapting themselves for participation in the worldwide neighborhood of librarianship and have managed to integrate technology and standards that were unknown to them only ten years before. As well, Czech library education is moving forward to meet the challenge of providing librarians who are not only capable, but who can excel in this new environment.

However, there is still a long journey ahead for the library field in the Czech Republic. The problems caused from uncertainty in the government restructuring and control of libraries must be faced before libraries can stabilize their conceptions of functions and individual responsibilities and determine how library systems should function as a whole. In addition, the economic crisis that resulted from the transformation into a free-market economy and its negative impact on library budgets will have to improve if Czech libraries are to advance further into technological applications because they need to offer competitive salaries to people who are qualified to carry out these projects. Also, library schools must reevaluate the methodology of library education and soften the perceived dichotomy of practical skills versus theoretical skills that exists between vocational schools and graduate level education programs. Finally, librarianship in the Czech

Republic has to fight the poor public opinions that developed in the past and convince people that Czech libraries are valuable resources for everyone and that professional librarians are a much needed part of the country's rebirth into an educated country with free access to information. Considering the current rate of growth, one can reasonably believe that these obstacles will soon be overcome, and the world will see Czech librarianship prevail over the issues from the past.

Interviews

Interview with Dr. Hana Pessrova, Director of the CERGE-EI Library¹

How long have you worked in libraries in the Czech Republic?

Fifty years, from 1959. I had a big chance because I studied at two Faculties together in a special type of study program that was only offered in the 50's. I came to Charles University in 1955, and I studied librarianship together with Economics at the University of Economics in Prague. The target of the study was "documentalist," which is similar to the current information specialist. These types of librarians worked in documentation centers in industry.

When I finished, I started working in the area of traffic. I worked in the Research Institute of Traffic as a patent information specialist. I made bibliographies, analyzed studies about patent law and evaluated the patent classifications in other countries. It was very important work and good pay. Unfortunately, I had political problems. I was told I had to leave because I couldn't have access to such special information.

I was offered a job in the Municipal Library in Prague, and I started to work as a specialist in technical literature there in collections. In the 60's, there was a warm

¹The CERGE-EI Library is a semi-autonomous library unit connected to Charles University and supports economic research and the CERGE graduate program.

atmosphere, and by 1968, I had become Vice Director for collections. The Municipal Library was in the first front of the movement towards an open society². Unfortunately, this only lasted for a short time. The director left in 1970. I left in 1972 because the new director created a new directive for the collections. This was part of the Communist party, new restrictions. I did not agree, so I left the library.

My friends directed me to the Institute for Scientific, Technical and Economic (STE). It was a special information network, which included the State Library of Technology, which was responsible for the technical libraries of the Czech Republic. I worked there in the coordination department and used my experience and knowledge of technical literature in the technical libraries.

I had a good chance later too because I had a friend who also disagreed with Normalization³, and he recommended that I go to the Ministry of Health. I started there in 1982 as the assistant for the Medical Library Network. I started a big plan for cooperation between libraries using my experience from the Municipal Library of Prague. I created a network of libraries that were cooperating by sharing collections and

² This period was called the Prague Spring. Under the leadership of Alexander Dubček, there was a general liberalization throughout Czechoslovakia even though it remained under Communist rule. This movement was crushed by the Soviet leaders who invaded Prague in April of 1968, and Dubček was replaced by a more orthodox Communist. (Gawdiak, Ihor. Czechoslovakia: a country study. Washington, DC: Government Printing Office, 1989.)

³ Normalization was the process by which the Communist party attempted to purge Czechoslovakia of any dissident or questionable elements that the party felt were a threat to the ideals of communism.

coordination of journal ordering. In 1987, we started using the Medical Special Headings Thesaurus and started to use databases.

I wasn't a Party member, so in 1989, I created a new association of librarians and information specialists. I was in the first council. It [a professional library association] was not allowed in 1969 here. In November 1989, we started the association, and until 1995, I worked voluntarily as the head of the international department of the association.

After 1989, the Ministry of Health suggested that we try the new conception of medical library networks suggested by Brody from the medical library at New York University. He visited Czechoslovakia and discussed with the specialists at the medical libraries how to turn around the situation. With a team of specialists, we created a new conception approved by the Ministry in 1991. In 1995, the project gained financial support, and we received 200,000,000 Kc for collections and technology. There are now 124 libraries in the network.

In 1994, CERGE and EI (Center for Economics Research and Graduate Education and the Economics Institute) merged and wanted a new director for the library here. It was taking the first steps because there was no real library here. I was eager to show that I was not only a good administrator and coordinator, but also a good librarian. In the study room, there were 50,000 items of the old collection that had never been catalogued. After eight years, it is now a good library. We started open stacks, broad opening times, bilingual staff and many new methods. Many visitors create the same system in their

library. Actually, our library had many other contacts with libraries, which are working in the same style in the Czech Republic, and we have good contacts with libraries abroad.

What is your opinion of the state of librarianship today?

I am happy to be a librarian now. It has been said and written in the newspapers that the library profession has been fully transformed. We had to search for funds because we couldn't wait for state support [from the new government]. We found sponsors, helped each other in consulting and advising, and developed a good system of education for ourselves. [Librarians educating each other, not formal education] In health care, we started the new network, and the library team had twenty people that met every month for two years to discuss all the steps and problems and to teach each other. Now we can train other librarians. We started a broad seminar system in one of the Prague hospitals that was open to all librarians. About one hundred people came each month. There were speeches about the transformation in general and the transformation of libraries, American cataloging, English language, databases, etc. The seminars were supported and paid for by the Ministry of Health. They were visited by people far away to hear new things and to meet people who felt the same way.

Libraries and librarianship have changed. This is good news. Many library people that I knew and studied with lost hope. They were very tired, and I am sorry for that. One big part of the change was the new Library Law that wanted all libraries to cooperate with the

State. All libraries had to register at the Ministry of Culture, and I asked the network of medical libraries to register too. They agreed, so the network will live in the future.

What do you think the largest issues are for librarianship?

Training people. I believe in education, and I think that training is the most important thing. Trained librarians have good skills, they know the subject and know how to cooperate with other libraries. I am not satisfied with the quality of library schools here. The good ones are at the level called high school in your country. I have here two people from these higher [vocational] schools⁴, and both are active. They studied modern librarianship and have the energy to go farther. I have another who finished her studies at Charles University. I am not so sure that these people who finish this program are really prepared to start immediately in modern libraries. Modern libraries are a complicated system with advanced integrated library systems.

I prefer to hire Bachelor's students from the higher [vocational] school. They are trained in theory, but they had hard work before in libraries. Therefore, you don't have to use so much time to train people. There are only nine of us, and we have so many other duties.

The most important thing for the future of economics and research libraries is to closely work with researchers to prepare cases and analytic studies, to go farther in the system of science and knowledge. Many libraries have a big problem because the people come

⁴ Vyšši škola. These schools are for vocational schools for practical training after students obtain a high school diploma. They are roughly equivalent to an American Associates degree, but graduates are not awarded a degree title of any type.

from school, but know nothing about the collection. I studied Economics and have a scientific degree in Economics, so I know what the professors and students need. This is a problem in the other areas of science too. No other person in the library here trained in Economics. I'm sure that only some of them have ever read one of the texts here. When I worked in traffic, I studied the subject and read high school texts on it. I had two years to learn it, or they would have fired me. During the first year, I was very busy trying to learn what it was about. I suggested to my people to do the same, but I don't think they understand.

The new time in librarianship is a time of aggregated information. They [librarians] will have to know databases and have experience to give good quality answers. They don't know what to look for. You can't just go to one database and give only the information there. That is why it is important to have knowledge of the subject and resources so that you know how to find complete information.

There is a big space for new people coming into librarianship. Our library is at a good level, but people have to be trained. We have to cooperate with knowledge. Not just research libraries, but also for public libraries, who target cultural information and State activities.

Another big issue is ethics codes for libraries. We don't have one here, and I think that this is not good. The associations must create and publish them, but they still do not exist. Now, there are problems and questions because people don't know how to

approach crises with clients who have problems. If there is no ethics code, they can tell people something that is very wrong. I'm not a teacher, but the problem of ethics is a problem of the post-communist era. If there is a problem with a client, librarians don't know what to do because they are not trained and there is no ethics code to advise them.

The National Library is organizing the first seminars on friendly approaches to clients and how to solve problems. This is something that we need and don't have that you [American libraries] have.

There is no interest in ethics, which is hereditary from the communist regime. They were technocrats. God is technology. Libraries today are not interested in ethics, only technology. We would like to bridge the gap.

Interview with Dr. Richard Papik, Director of UISK, Faculty of Philosophy, Charles University

Can you tell me about the Institute's programs in general?

We have three levels of degrees: Bachelor's, PhD and Master's degrees in two parts. One is a continuation from bachelors and the other is for new topic areas. For example, people with Chemistry or Business backgrounds combine their knowledge with the Information and Library Science specialization. Those that studied Library Science at a Bachelor's level probably feel that their base of knowledge is a little different from people coming from another type of school. This is a new concept because originally [we] had only a Master's program. The Bachelor's and Master's were one set-five years of basic school. Now you can spend three years at the Bachelor's level and two and a half years in Master's. The titles we award are: PhD, PhDr., BC. (like a BA), Mgr. (like an MA). In the Czech Republic, if you do special work such as increased work on a Master's thesis, you can receive the special title PhDr. (little Dr.). It is not comparable to a Dr./PhD in the States because it is more like an advanced Master's. Therefore, it is not right when someone calls me Dr. Here, you can take an additional exam along with the extra work and receive the PhDr. Title. This type of title was interrupted after the Velvet Revolution, but our degrees are different than the Anglo American education and the Czech Republic returned to this practice. Now we have the Mgr. when you finish five years here. A Mgr. comes from a classical university. Martin [Souček] has a five-year degree in Engineering-has an Ing.

People who finished a PhD before the Velvet Revolution sometimes found it impossible to study without the permission of the Communist Party. They have the degrees CSc. or DrSc. (higher level) if they received it during the Communist era. After the Velvet Revolution, they stopped this and went to the current system (PhD), same as a U.S. or English PhD.

Our educational system starts with Základní Škola (primary school) for nine years. Then you go to Střední Škola, which is American high school, for four years. There are three types of Střední Škola: Gymnázium-general studies, Průmyslova škola-industrial school where you study things like telecommunications, electronics, engineering (more practical, these students are often in higher demand than someone from a university because they have practical skills), and Učební Obory-for students who don't want to study and want to train for skilled labor like mechanics and handymen. Some students they go on to Vysoká škola, university. There is another level though for students who don't go to university. The Vyšší škola is a higher school for business, but students receive no degree title. It is a higher [vocational] school for practical study, and we have one of these for library studies. A lot of people get this, and it is more practical.

What other schools are there for librarianship in the Czech Republic?

There is a school of librarianship based in Slezská, the Universita Silesian in the north part of Moravia in Opava. They have only a Bachelor's. Charles University is the only place to get a doctorate. They are more oriented only to librarianship. Many people feel

there is a difference between information science and library science, but there is a meeting of these directions. Opava is oriented to classic library studies. It was originally the Institute of Bohemistic Studies Librarianship. Many students who study there come to us afterwards for a Master's degree. The school started in the middle of the 90's after the Velvet Revolution, and the university is quite new. They have a lot of advantages because they have new buildings and equipment, better dorms, etc. because it is a prestigious thing for the town to have the university there.

Does the Institute have problems in these areas, such as space and facilities?

Until 2000 in Prague, our department was placed in the Karolinum Complex Building. We were in historical spaces where well-known people lived in the 14th century. For three hundred students, we had one computer lab with ten older computers. (Computing started in the 90's in the Czech Republic). Four or more teachers had to share one small room (15 full-time teachers). We had four rooms total for the Institute. Even so, many professors wanted to stay downtown in the center, but there was a crisis for development and progress without space. Therefore, when the chance came to move to Jinonice⁵, nobody from the faculty wanted to move. "We don't need computers." They were more conservative, typical experts in humanities. Only four out of fifteen pressed to move. Now we have a whole part of a wing, three classrooms, one computer lab and access to other computer labs. Many students wanted to stay downtown. "How can I use the other departments? They are all in the center," even though we are only fifteen minutes from downtown by metro. In the end, it was not a democratic decision, but the four professors

⁵ The current location of the Institute.

pressed to move. It was impossible to discuss because we couldn't stay at such a level. If we couldn't have moved, I would have left. I couldn't have worked in such an environment without computer networks, etc.

If we hadn't moved, I wouldn't have stayed in the academic sphere because when I went academic, I went down two steps in salary. I did this willingly because my former boss recommended that I go this way for the possibility of freedom of creativity and being able to realize ideas and visions. I have to work part-time in private companies because the salary is so low. It is very hard sometimes, but for me, creativity is more important than salary. I was satisfied with my former job, but I finished my projects and didn't know what else I could do there. In America, you change to many jobs, but in the Czech Republic, we do not move like you do in the U.S. People here are more connected with their living place. People don't move often, so they don't change jobs very often. People hold on to their present jobs. I came in 1994 in October, and my boss had a wish that I would establish modern online retrieval services.

Are you happy here?

Yes, I am happy. There are two things that are the most important to me-good people around me and self-realization and creativity in the work place. However, I must find other ways to allow my family to live at a normal standard. I must work in consulting services [for the extra money]. This is not bad because I can combine practice and theory, but it is very hard for my time. Sometimes, I must work on the weekends on

projects, and I rarely have a free weekend. My workweek is usually seventy hours per week. This is a reality for many teachers. Teachers here make between 9,000 and 16,000 Czech Crowns per month⁶, but only teachers in their final years make anything close to 16,000. This is also the starting salary for assistants and secretaries in a company. This is middle to low wages for the Czech Republic.

Could you speak about the general state of libraries in the Czech Republic?

My opinion is that schools are at a very good level, but there is bad support for libraries and the system of library loans is bad. There is no budget, so professors must be gifted in gathering information. I often take books in place of money for conferences. You can feel it when you go to libraries here. You can only read in the library and not borrow books. Library services charge a fee. They are not free of charge. Fortunately, now it is an advantage because there are more digital, online and CD ROM services. The problem is with acquisition because of the low budget, so the environment for students and professors is very hard. It is also very hard to respect copyright laws because if I need something for my students, it is better to just make copies of three pages and give it to them.

Libraries are closed in the afternoons, evenings, weekends and Mondays, so students can't use them. It is not only an economic problem; it is traditional that we don't go to libraries on weekends.

⁶ 30 Kc equals roughly \$1; salaries are therefore between \$300 and \$533 per month.

Also we don't have access to Internet services, or we must pay 60 Kc per hour. This is very expensive for the normal person. I am excited about American libraries where you can use the Internet in the public libraries. In the Czech Republic, it is only for the students. It is hard when you don't have a special library card which cost \$5-\$10 a year. Without this card, it is very hard to enter a library and use their services.

Czech Telecom⁷ had a monopoly [on phone systems], so you had to pay \$200 per month to use the Internet from home. Now they have special fees like at night, which they started about two years ago. Most people still don't have. Maybe only ten percent of people have Internet in their homes because it is very expensive. It is better now because we now have cable TV and can get a connection to the Internet through the cable for \$40 per month with quite a good connection.

Another problem with is that computers are very expensive here. A good computer is around 20,000 Kc and up, but not an excellent one. This is not expensive in America, but this amount is in relation to the Czech salaries. Five or six years ago, this was a real crisis because they were even more expensive. We must pay the same prices [as the U.S.] but on Czech salaries.

To return to a previous question, would you talk more about the other library education possibilities in the Czech Republic?

⁷ The sole provider of phone and telecommunications services in the Czech Republic.

There is a school in Brno that started three years ago with a Bachelor's level. They now have a Master's level too, but no doctorate. It is getting better and better, and is under Bohemistic studies too [like Opava]. It is hard for them starting a new department, and they have had personnel problems. Their system has only isolated topics at this moment, and there is a lot of outsourcing to the social science. The program has lots of social science topics and not as many library topics.

Valašské meziříčí has a new Bachelor's level information and knowledge studies, but it is difficult to evaluate because it is in the first year. [Another institution]The Higher School of Information Services in Prague received approval from the Ministry of Education for a Bachelor's level that will start next year.

Higher school quality is quite high, but they receive no degree. The problem is that they are more like the "self-made man," and sometimes you need the paper [diploma].⁸

What about the career of librarianship in the Czech Republic?

A librarian in the Czech Republic is usually the person who works in a library. You don't need qualifications, so there is no motivation to get a degree. Maybe in the future this will change. It is not like the U.S. because many people from other majors work in libraries.

⁸ Although the programs are expanding, schools designated as higher school educational facilities will still not give degrees. They must be approved for university level education before they can award a Bachelor's degree, and students with higher school educations will continue to be certified only with no degree title.

What percentages of people who work in libraries have [university level] library educations in your estimation?

It depends on the library. In a big library, I suppose only ten to twenty percent of the employees. In a small library, it can be more. CERGE⁹ has more certified people than the National Library. It is very hard to say because it is necessary to see who is in the library positions or in the technical positions. For example, circulation desk employees are usually people without library educations while people in reference and acquisitions have them [educations].

This is only for Prague though. Outside of Prague, only the director has an education, usually only courses in library studies or higher education in another field. [Sometimes,] even the library director has no library education. A mayor will hire someone who has some type of education, but you don't need an LIS certificate to be the boss of a library. You only need an education in something.

To find people for libraries is a problem. It is not interesting work, and the salaries are low. Most students here don't want to go to libraries. They are overqualified. Maybe three fourths of our students go to companies or non-profit organizations. They usually use abilities from LIS, but maybe more for analytical work and decision-making, not typical information of library professions. One fourth to one third of the students go to libraries, but they can expect two main problems: [The first is] low salaries-Some are

⁹ CERGE is a small, special library that is a semi-autonomous unit of Charles University and supports a graduate program in Economics.

good jobs, but you can't afford to live with starting library salaries of 6,000-8,000 Kc or less. The second issue is that libraries need people with low qualifications, and our people are too qualified for things like circulation.

Would you say that they get bored?

Yes, sometimes. Also, companies will pay for courses for young people, but libraries won't pay for that. It is not normal for libraries to improve human factors, and continuing education started really late.

So there is no on-the-job training for new skills in libraries?

Maybe to be a cataloguer, yes, but to improve or visit a conference, etc., there is no money. Sometimes our people think on the surface of the library and feel that they lost against other young people who can be more developed and educated.

What do you see as the major problems for the library profession here?

I think that librarianship is not a prestigious profession in the Czech Republic. One problem is connected with the word library or librarian. You can feel the difference between information specialist and librarian. A librarian is a person about whom other people say, "poor man, only a librarian." It is similar to the teaching profession. On one side, it is a very important profession, but nobody thinks so and it's not a supported area.

Libraries are taken as more than cultural facilities, but not as a facility with knowledge or as an important part of education. Without libraries, education is slow and of not a high quality. It depends if information institutions use the name information. The Scientific, Technical, Medical (STM) is different from public libraries. If the profession here were connected more with the idea of information, people would have better levels of salary and so on.

The Institute of Scientific and Medical Information changed its name to the National Library of Medicine. When the officials and clerks at the ministry saw the title librarian at the salary level from the previous named institute, they reduced the wages because of the name. Now several departments have been destroyed, and people left these positions because of the reduction. The people with the knowledge of our profession went to companies.

When the economy was destroyed, special libraries decline. Corporate libraries were stopped, and librarianship was more oriented to public libraries, which were on a lower level in a list of professions.

Can you describe what librarianship was like during the Communist era and afterwards?

During the Communist era, there were two networks of libraries. The common net of libraries was coordinated by the Ministry of Culture, and they are now the public

libraries. Their original names were municipal and city libraries. School libraries were absorbed in the structure of the university and school. The public libraries were more ideological and more under the control of the communists. There were no books by authors such as Milan Kundera (The Joke) because it was impossible to put them on the shelves.

The other net [library system] was a net of scientific, technical and economic information centers. They were coordinated by a special ministry during the Communist era, which was a state/government commission for research and development. These centers were more oriented to industry and research and had more money. They did not address ideological topics. Many qualified people who couldn't work in leading positions in society worked here. They were not allowed by the Communists to hold management positions even if they were good in the profession. My boss couldn't make his career because he was not allowed by the Communist regime, and he started his career after the Revolution. The interesting thing is that there was good money here because it was in the industrial sphere.

After the Revolution, comparing with the effective and progressive production of other countries, we were unable to compete. Our industry went down; companies had problems, and the economy went down. Business had to transform from a socialist structure to a free competition structure. Companies went to private hands. When a company has problems, they are not interested in science and technological information. So the network failed because it was no longer supported by the government, and

entrepreneurs did not have the money for new development. Information centers and corporate libraries closed. When people started to live in freedom, they didn't expect such a fast destroying of this network.

Information centers are based on the economy, and the public libraries are based on the support of the government. Therefore, there is more money in public libraries now. The government will not support private information centers when they belong to private companies. GM [General Motors] can't ask the government for money for their library.

Many qualified people had to find jobs, so they went to business and other centers. Many information projects and databases were finished. For example, the Czech version of the LISA database collapsed because it wasn't supported. At a recent conference on corporate librarianship, I asked four hundred participants how many were there from corporate libraries, and only two people raised their hands. Everybody else came from public, academic or research libraries.

There was also a problem when foreign companies take over the new, free market Czech companies. The foreign companies don't need researchers or information specialists when they have a headquarters in their own country. They will use the information center there, so they close the research center of the company here. This is a result of the free market and competition.

After the STM network crashed, the academic libraries took on the functions of former information centers, but they don't have the qualified personnel.

Can you describe for me the most important administrative issues in the library and information science school?

Interest in the school is bigger than we can take. There is no free market in education like in the U.S. This is not only a problem of the former socialist and communist eras, but also of tradition. Our system is nearer to the German than to the American system. Education is not under the government now, although we receive money from them.

Last year, three hundred students applied, but we could take only sixty because we haven't the budget for teachers and equipment. The Faculty of Philosophy says that we can only take a certain number of students because they receive money for only that number from the state because education is not private. We could take five times more students, but we are not allowed. Therefore, our students are really excellent because we had the choice from many students. Many are talented. The problem is that many of the other rejected students are talented too, but were not as successful in the exam. So there is no education for them. They passed, but they still were not accepted. Private school is really not an option for them either. It is successful for business, but not for librarianship because they can't pay school debts with such low salaries.

The biggest problem is the budget. We can't do what we want with the money for our Institute. The Faculty of Philosophy is completely responsible for the money and decides where it goes. I have little opportunity to make changes. If I need to go to a conference, there is no budget, and I must ask the Faculty of Philosophy, which they never approve. We must have a grant. If I invite a foreign guest to dinner, it must come out of my own pocket. There is no control over the budget for the Institute.

Because we don't have any money, we can't motivate new people to come here. I think that only two thirds or one half of the teachers are at really competent level of knowledge. The others are not bad people, but they need support for their courses, requalification and human resource management.

Also, we can't give the teachers computers if they need them. We only received one computer in the last four years from the Faculty of Philosophy. Therefore, sometimes, the students are more qualified than the teachers in computer skills because teachers don't have access to new technology.

There is no support for teacher development or any classes from the University. It is hard to create and keep contacts too because there is no money for the teachers to join professional organizations, or go to conferences and professional events.

Interview with Petr Ocko, PhD student in Information Science, UISK, Charles University

Tell me about the program at UISK.

For Information Science, three years is the standard time for the program. Students have an individual study plan, not a formal plan at the Faculty of Philosophy. There are Faculty¹⁰ exams and foreign language requirements. At the end, students must take three exams. Two of them are general for all the students of Information Science on information systems and information science, and the last one is in your specialty and should be the same as your dissertation.

The Faculty here is very free, more so than any other Faculty that I have ever seen. [Doctoral students] have an obligation to teach, mostly one seminar, and it should be on your specialty. You choose what you teach, but you must consult with the Institute. It must be in keeping with what the Institute wants and should help students to understand information science and how [the subject] is understood by people who teach there. I chose economics in view of information science because I studied economics. Everybody who comes should give what he can do the best, so they told me to give an economics view to the Institute.

¹⁰ The word Faculty, as it is used in the Czech Republic, refers to the school or department and not a group of professors as it does in American usage.

What is the dissertation work like?

Most people do their dissertation work at the end of their studies although you must give the topic at the beginning. This is flexible though, and you can change your topic. The purpose of studies is to learn about a subject more deeply and find out what you need to know about your topic. What it is all about. My topic is European Information Society, but that is so wide that I wouldn't know what to write. You choose your way, and there are some milestones. The exams guide you a bit, but you are learning what you want and you should put that in your dissertation at the end.

Can you tell me more about being a student here?

There is lots of pressure on doctoral students to be active [i.e.] publishing, seminars, conferences, and you should work on your own projects. This is how they evaluate you. Your mentor has to give an evaluation [of your work], and if he writes "I don't like how this student is working. He is never at the faculty, etc," then they [the school] can stop giving you your stipend and tell you goodbye. The evaluation goes to an academic board. They read the recommendations, and they follow these. So if the mentor says the student is not good enough to continue, then they get rid of him. This doesn't happen often, but the pressure is there. There is no formal study plan, so you don't have to really do anything particular as an obligation as long as you get a good evaluation. Also, if you can't make an exam one year, you can do it another year. It is very free.

This attitude is changing though. There is a feeling that mentors should be more strict, and that doctoral students should be doing something to help the Institute.

Can you tell me about the Master's Program?

They have formal classes that they have to attend and exams. After some amount of exams, they can go to final examinations and do their diploma work.

Are they free to take their exams at another time like the doctoral students?

No. Their normal exams are formally set up with a date, and they must attend at that time.

What about work for a Master's degree in general?

The degree is for five years and a bachelor's for three. The bachelor's doesn't mean much. It is new. There was no bachelor's ten years ago. It is a bit more like high school. There is a big difference between [the bachelors and] the Master's degree. I'm not sure about a postgraduate degree. It depends on you, but a postgraduate helps. In the area of Economics, if you have a Master's, your position in the market does not change so much but it counts in human areas. People who graduate in Economics are more prepared and work during studies, so they have jobs when they leave. The University of Economics, where I got my Master's degree is a good university, but postgraduate here is a more

academic title so it is not as practically oriented. An academic person is not so usable. Information Science at the Faculty of Philosophy is more academic, and not as practical as it is at the University of Economics. They have an Information School, but it is not the same. It has classes on information sources and librarianship, but there is a broader philosophical background at Faculty of Philosophy. The University of Economics is technical and practically oriented. You study Internet and its possibilities, data mining, and more technical subjects. If you graduate from Informatics at the University of Economics, you have a better opportunity for jobs because there is obligatory study of business, economics and technology there.

So why do you want a degree from Charles if you would have better job opportunities from the University of Economics?

I have a Master's from the University of Economics, and I wouldn't like to do postgraduate studies there because they are business and marketing oriented. Here, you get a broader view of the subject.

A University of Economics Master's is an Engineer Master's Studies. The Faculty of Philosophy awards a Magister¹¹ degree. The two degrees are different. They should be equal in the work and subject, but one university gives a Magister and the other an Engineer's Master's degree.

¹¹ Magister is a Latin term, and this degree is basically equivalent to an American Master's.

You said your Master's degree was in Economics. Is it usual for PhD students in UISK to come from programs unrelated to Library or Information Science?

Yes. To get into UISK, you have to pass an entrance exam. Mostly if you want to go to a PhD, you are interested in something and find a faculty or Institute where you want to study and apply to study there. You find a mentor, come there, and take the exam. I had to sit in front of five people from the Institute and answer questions about my interest in the subject-not what I know. Mostly people are interested in something they know something about. Their studies are similar to their background.

What do think the public view of librarianship and information science is like in the Czech Republic?

If you talk about libraries, most people do not think it is so attractive to work in a library. It is a defect that most people who have Masters and PhDs don't go to libraries. I attended a meeting at the Institute where they were talking about this problem. The way the Institute works has to be changed and structured better. Bachelor's students go to libraries more. A Master's sounds good from the Institute, but you are less likely to find jobs than those with economics or business degrees. The librarians are not as well paid as information analysts and media researchers. There are some good jobs in IT and other fields, so it is not so much a problem to find a job-just not a job in a library. The problem is the salaries. The difference in salaries is really big. The gap between IT companies, information analysts and information centers compared to librarians is huge.

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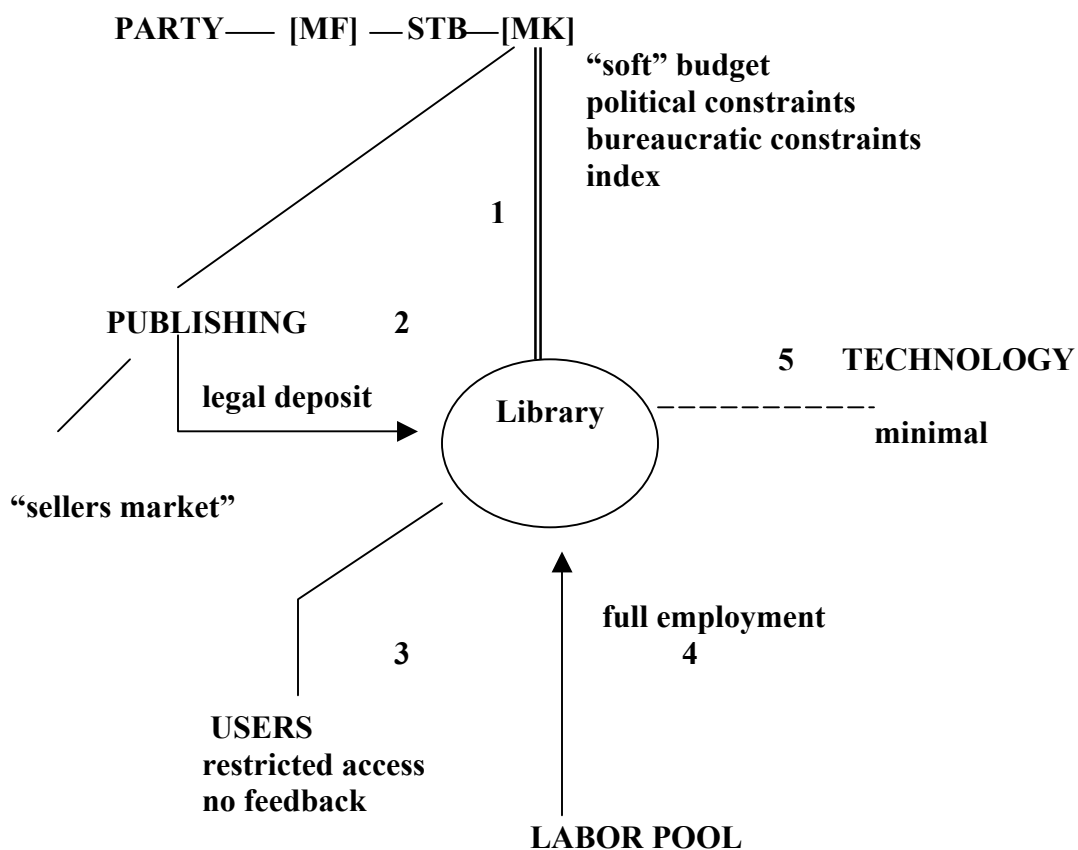
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Wilson, Neil, and Richard Nebesky. Czech and Slovak Republics. Victoria, Australia: Lonely Planet Publications, 2001.

Žumer, Maja. "Licensing Issues for Central and Eastern European Libraries" IFLA <<http://www.ifla.org/>>.

Appendix A

“Czech Research Library Before 1990, External Ties”



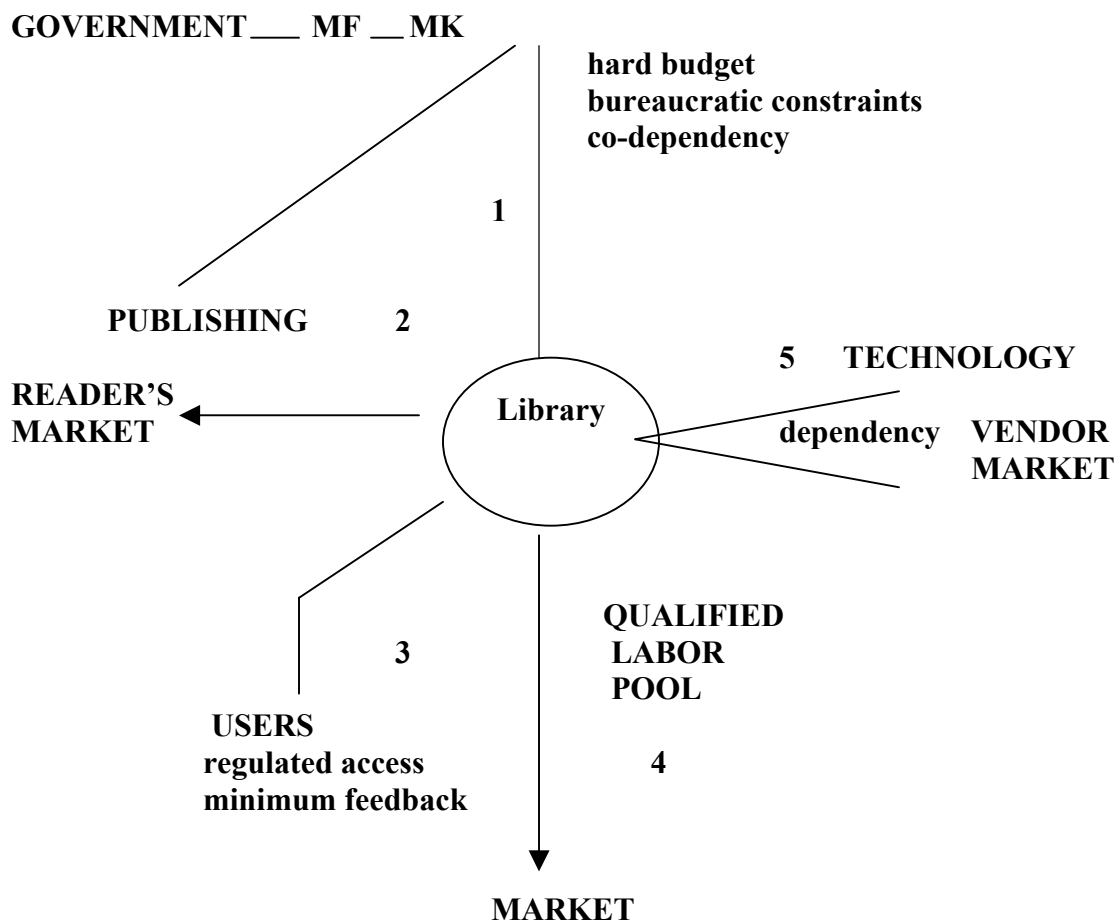
Czech research library *before* 1990, external ties

MK-Ministry of Culture
 MF-Ministry of Finance
 Party-Communist Party
 STB-Secret Police

Lass, Andrew. “The Cross Currents of Technology Transfer: The Czech and Slovak Library Information Network” Association of Research Libraries
 <<http://www.arl.org.scomm/scat/>>, p. 10.

Appendix B

“Czech Research Library After 1990, External Ties”



Czech research library *after* 1990, external ties

Government-Government of Free Czechoslovakia and Czech Republic
 MK-Ministry of Culture
 MF-Ministry of Finance

Lass, Andrew. "The Cross Currents of Technology Transfer: The Czech and Slovak Library Information Network" Association of Research Libraries
 <<http://www.arl.org.scomm/scat/>>, p. 11.

Appendix C

“The State and Results of Public Libraries in the Czech Republic 1993-1998”

		Libraries	Branches	Stocks	Users	Loans	Acquis. Expenses	Staff-full time- together
		Nbr	Nbr	Tsd	Tsd	Tsd	Tsd.CZK	
1993	Altogether	6238	1744	59538	1422	56549	106353	5127
	Out of:							
	S.R.L.	10	123	12982	111	4560	17661	808
	Nation. Lib.	1	0	6049	29	651	10165	506
1994	Altogether	6249	1687	59318	1429	57786	139545	5116
	Out of:							
	S.R.L.	10	117	12416	117	4600	21051	818
	Nation. Lib.	1	0	6097	43	622	19002	491
1995	Altogether	6179	1607	58881	1428	57413	150341	5089
	Out of:							
	S.R.L.	9	47	12554	126	4559	21235	820
	Nation. Lib.	1	0	5522	25	435	16594	537
1996	Altogether	6133	1493	59348	1438	59358	169616	4569
	Out of:							
	S.R.L.	9	44	12739	124	4981	25220	826
	Nation. Lib.	1	0	5586	27	553	17450	479
1997	Altogether	6245	1190	59344	1432	60247	168133	4373
	Out of:							
	S.R.L.	9	39	12841	119	5124	22467	821
	Nation. Lib.	1	0	5650	29	613	13512	469
1998	Altogether	6141	1178	59999	1478	62574	181856	4787
	Out of:							
	S.R.L.	9	37	12927	119	5444	22525	802
	Nation. Lib.	1	0	5719	29	571	18979	44

Altogether-statistics from all Czech Libraries in total

Nbr.-Number

Out of:-Denotes the breakdown of the total number of libraries into the National Library and the State Research Libraries

S.R.L.-State Research Libraries

Tsd-Totals

Ministry of Culture of the Czech Republic. Libraries of the Czech Republic. Praha: Ministerstvo Kultury ČR, 1999, p.144.