



IFLA

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# JOURNAL

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Official Journal of the International Federation of Library Associations and Institutions  
Volume 30 (2004) No. 3, p. 197–267. ISSN 0340-0352 K. G. Saur München

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## IFLA Journal

Official Journal of the International Federation of Library Associations and Institutions  
ISSN 0340-0352

Published 4 times a year in March, June, September and December.

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### Publisher

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Tel. (+49-89) 7 69 02-0, Fax (+49-89) 7 69 02-150/250, E-mail: [info@thomson.com](mailto:info@thomson.com), <http://www.saur.de>

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### Subscriptions

Free to IFLA members. Non-members: subscription rates to Volume 30, 2004 – EUR 198.00 plus postage;  
single issues: EUR 51.00 plus postage. Subscription enquiries, orders and claims should be sent to the publishers  
at the above address. Remittances should be payable to K.G. Saur Verlag GmbH, München.

### Bank transfers

Postbank München 206 141-804 (BLZ 700 100 80); SWIFT: PBNKDEFF IBAN: DE04 7001 0080 0206 1418 04

### Advertising enquiries

Media-Agentur Schaefer (responsible), Inselstr. 20, D-04103 Leipzig, Tel. + 49 3 41/3 01 04 26,  
Fax + 49 3 41/3 01 12 50, E-mail: [info@media-schaefer.de](mailto:info@media-schaefer.de), <http://www.media-schaefer.de>



Printed on acid-free paper

© 2004 by International Federation of Library Associations and Institutions, The Hague

Production editor and typesetting: Dr. Rainer Ostermann, Jakob-Klar-Str. 3, D-80796 München

Printed by Strauss Offsetdruck, Robert-Bosch-Str. 6-8, 69509 Mörlenbach

# EDITORIAL

## Libraries, Education and Development

**Stephen Parker**

This issue of *IFLA Journal* will appear around the time of the World Library and Information Congress, 70<sup>th</sup> IFLA General Conference and Council in Buenos Aires. The theme of the Congress will be 'Libraries: tools for education and development'; and although four of the six papers in this issue were originally presented at last year's Congress in Berlin, all six are relevant, in different ways, to the theme of the Buenos Aires meeting.

Libraries cannot contribute significantly to either education or development if their users do not have free access to the information they need and are free to express their own opinions on topics that concern them. The first article in this issue, by Stuart Hamilton, directly addresses this issue in the context of access to the Internet. His paper, 'The War on Terrorism: consequences for freedom of expression and the integrity of library users' – an updated version of the paper he presented at the Berlin Congress – looks in some detail at the extent to which the 'war on terror' is affecting access to information on the Internet. Restrictive anti-terror legislation in many countries has changed the environment in which users access information online, with increased surveillance of Internet use and regulations governing what information can and cannot be accessed online. The paper provides an overview of the situation during the last 18 months, during which time a war has been fought in Iraq and terrorists have continued to strike around the world, and asks what role libraries can play in these conditions, and how we can continue to promote freedom of access to information at such a time.

One of the basic contributions which libraries can make to education and development is in the preservation of the national memory. The next article in this issue, 'National Memory in Malta: the extended role of libraries' by Lillian Sciberras, points out that Malta's long recorded memory and rich and extensive documentary record, could potentially be at risk due to a lack of appreciation and consequent neglect of the role of libraries and archival institutions on the part of the authorities. Reviewing the situation in

terms of legal deposit, the national collection, bibliographical control and preservation, the author notes the contribution that the digitization of the widely scattered national memory in documentary form could make to the creation of "a distributed 'national collection' in which the familiar parameters of ownership, location, and type of material would matter only in secondary ways". However, she also observes that Malta has "not yet embarked on any major digitization project despite its centuries-old accumulation of materials" and despite the fact that "documents of all kinds have a special role to fulfil in documenting and informing the country's many processes, and in storing for present and future generations its accumulated memory".

Digitization is the theme of the next paper (also presented in Berlin), in which Johannes Britz and Peter Lor engage in "A Moral Reflection on the Digitization of Africa's Documentary Heritage". The authors set out to raise moral concerns relating to projects for the digitization of African heritage materials and go on to examine how these concerns can be addressed and what kind of moral framework can be used to guide the digitization and protection of Africa's documented heritage. They argue that information-based human rights, based on the Universal Declaration of Human Rights, can provide an appropriate moral framework, and propose a social contract based on social justice as a means of ensuring the just and fair application of these rights. They conclude by setting out broad principles for the development of practical guidelines based on the proposed moral framework.

The next paper, by Ellen Ndeshi Namhila, is also concerned with the preservation of the national memory in Africa. In 'Filling the Gaps in the Archival Record of the Namibian Struggle for Independence' (based on a paper delivered at the Berlin Congress), the author describes some of the difficulties encountered by the National Archives of Namibia in recovering evidence of the country's violent historical past, embracing over 100 years of colonial rule and a prolonged and bitter liberation struggle. The aim is to identify and repatriate archival records which are scattered world-wide, and to collect oral evidence on aspects of the country's liberation struggle

which have not been documented, while at the same time promoting peace and reconciliation in accordance with national policy.

Still in Africa, the next paper, by John V. Richardson Jr., provides a rare overview of the state of the library and information economy in Eritrea. The author reports on a visit to Eritrea in 2003 to lecture and consult with Eritrean librarians, and provides a brief social and geographical, technical, political, and economic orientation to the country as well as a detailed description of the barriers and constraints in developing libraries and information centers in the country. The paper concludes with proposals as to the steps which need to be taken to improve the library and information situation in Eritrea.

The final paper in this issue, also presented in Berlin, focuses specifically on the educational role of the library. In 'Education and Educational Responsibility of the School Documentalist in the School of the Learning Society', Donatella Lombello notes that numerous international

documents released at the end of the 20<sup>th</sup> century referred implicitly to the educational functions of the school library and the school documentalist, and confirmed the importance of education as a catalytic factor in a changing society. The school documentalist is an important member of the school team and has a complex educational role in the application of learning strategies designed to help citizens to manage the complexity of the learning society. The paper outlines the nature of the training courses which are needed to enable the school documentalist to play this role efficiently, including courses in library science, pedagogy and didactics, as well as communication and group work skills.

The Berlin papers presented in this issue are almost the last from that Congress which we expect to publish. The next issue (Vol. 30, no. 4) will appear too soon after the Buenos Aires Congress to be able to include more than a few reports on the proceedings, but we hope to publish several selections of the outstanding papers from Buenos Aires during 2005.

### CORRECTION

Legal Deposit and the Collection of National Publications in Argentina. Claudia B. Bazán. *IFLA Journal*, Vol. 29, no. 3, 227-229

We regret that this article was published without the bibliographical references provided in the author's original manuscript. The sources used were:

Argentina. Ley 11.723. Propiedad intelectual. – En : *Anales de Legislación Argentina : 1920-1940*. – Buenos Aires : La ley, 1953. – T. 2, p. 443; Decreto 41.233/34. Reglamento de la ley 11.723. – En : CHIRINIAN, Marianela.

Legislación de Derechos de Autor. – Buenos Aires : Zavalía, 1996. – 280 p.; Decreto 3.079/57. – En : BO 1/4/57 .

Argentina. Ley 17.251. – En : BO 4/5/67 y Ley 25.140. – En : BO 24/9/99.

Congres internacional sur les bibliographies nationales [Unesco/PGI/FIAB]. (I : París : 1977). Rapport final. -- Paris : Unesco, [1978]. -- (PGI/77/UBC 3).

Larivière, Jules. Guidelins for legal deposit legislation. -- París : Unesco, 2000. – En : [www.ifla.org/VII/s1/gnl/legaldep1.htm](http://www.ifla.org/VII/s1/gnl/legaldep1.htm) (consultado el 18/11/2000).

Lunn, Jean. Recomendaciones para legislación de depósito legal. -- Madrid : Ministerio de Cultura. Dirección general del libro y bibliotecas, 1988 . -- 31 p. -- (Informes, normas y recomendaciones ; 2). Estudio realizado para el PGI y UNISIST (Unesco). Traducción de Alicia Girón.

The final recommendations of the International Conference on National Bibliographic Services. (Copenhagen : 1998). – En URL: <http://www.ifla.org/VI/3/icnbs/fina.htm>. -- (consultado el 23 de enero del 2001).

The English translation from the original Spanish was revised by Prof. Karina Debard.

Our apologies to the author, Claudia Bazán, and to readers, for this omission.

# The War on Terrorism: consequences for freedom of expression and the integrity of library users

**Stuart Hamilton**



Stuart Hamilton is currently completing doctoral research on libraries, censorship and barriers to accessing information on the Internet at the Royal School of Library and Information Science in Copenhagen, Denmark. His research is co-sponsored by the IFLA/FAIFE committee. He recently helped organize the IFLA New Professionals Discussion Group. Before moving to Copenhagen, Stuart worked for five years in the English library service, most notably at Brighton Public Library on the South coast where he specialised in the provision of online services. His Masters thesis explored the controversy surrounding the 'Independent librarians of Cuba' through fieldwork and interviews in Havana, and he received his Masters degree in Library and Information Science from University College London in 2001.

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## Introduction

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In the past two and a half years it has been impossible to ignore the changes in the information-seeking environment caused by the September 11<sup>th</sup> 2001 terrorist attacks.

Now, in 2004, libraries and their users are still being affected by actions undertaken by governments around the world in the name of the 'War on Terror'. The places users search for information, particularly the Internet, have been changed by new intelligence agencies monitoring communications and new regulations governing what information can and cannot be accessed online. In the past 18 months much has happened, not least the fighting of a war in Iraq. It is apparent, as was promised, that the War on Terror is far from over. What role do libraries play in these conditions? How can we continue to provide free, equal and unhampered information to our users at a time when there are increasing constraints on our ability to do so?

This paper aims to provide an overview of the situation in light of the events of the past year. While the effects of the war in Iraq on Internet-accessible information shall be discussed the main intention is to provide an idea of the overall trends we are facing with regards to freedom of access to information. Some of the future developments the library community should look out for will be highlighted, along with activities in the private sector that have some bearing on the overall situation. It appears we are seeing an ongoing consolidation of anti-terror activities undertaken since September 11<sup>th</sup> and this, combined with the emergence of a more regulatory approach by governments in all areas of Internet governance, is leading to the possibility of a 'less free, less choice' Internet for library users in the future.

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## The War in Iraq and the Management of News

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Last year coalition forces 'liberated' Iraq in an expansion of the war against terrorism. In what turned out to be a brief period of major conflict, allied soldiers brought down Saddam Hussein's regime in less than 6 weeks. Coverage of this conflict was played out on TV screens and PCs around the world in a way never seen before, even in the first Gulf War and the war in Afghanistan. Online coverage of the conflict was on a great scale, with hundreds of sources of varying views and opinions. This variety showed the true value of the Internet as an information source, as demonstrated by the numbers of American citizens turning to overseas news sources for opinions different to the prevailing media stances in the United States. Despite the success of cable TV in covering the first Gulf War, those interested in a truly alternative point of view would have been restricted to picking up print copies of foreign

newspapers, sometimes days after events, to compare versions of events. Now, 12 years on, those interested in the conflict found themselves with a variety of global television news channels to choose from (BBC, Al-Jazeera) and countless online news sources.

Unfortunately, it would be wrong to think that an explosion of new sources from abroad negated the threat of censorship. On the contrary, it is possible that news from the ground in Iraq was more tightly managed than ever before. And management of news did not stop with the embedding of reporters and the daily news briefings from specially built sets in Qatar – it too extended to the Internet as government supporters sought to prevent publication of information considered unhelpful to allied efforts.

A good example is YellowTimes.com, which was taken offline after it was found to be showing pictures of American prisoners of war in Iraq<sup>1</sup>. Yellow Times, which is an alternative news website, was suddenly shut down by its hosting service during the first week of February 2003. According to the MemoryHole website, the host claimed that Yellow Times was using up too much bandwidth, yet when the owners of Yellow Times offered to pay for an increased service, the host refused. This action was taken despite previous pictures of Iraqi prisoners of war having appeared on US network television and in newspapers<sup>2</sup>.

Alternative TV news stations such as the Qatar based Al-Jazeera also courted controversy by showing pictures and interviews with US prisoners of war during the conflict. These actions are thought to have caused the repeated hacking of Al Jazeera's English language website which was unable to be properly launched until September 2003. In March the site was hacked so that the front page was replaced by a stars and stripes logo and the words 'Let Freedom Ring'. Al Jazeera has had repeated problems trying to find a hosting service for its website and indeed reported to the *New York Times* that companies were coming under non-stop political pressure not to do business with the channel. Indeed Yahoo, which in the past has used freedom of speech mandates in the US constitution to justify displaying Nazi memorabilia on its auction sites, refused to carry Al Jazeera advertising due to 'war-related sensitivity'<sup>3</sup>.

Al Jazeera was not the only website defaced during the Iraq conflict – websites from across the

pro- and anti-war spectrum were defaced. According to an Estonian firm that monitors hack attacks, the first week of the war saw 20,000 such defacements<sup>4</sup>. These actions are troubling for the free flow of information on the Internet as they show how easy it is for individuals to deny access to information. Ironically, attacks like these are motivating efforts to increase regulation of the Internet through new legislation, which ultimately may end up stifling free expression instead of securing it.

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### Consolidating the 'War on Terror'

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Events surrounding the conflict in Iraq followed a year where there has been a distinct effort on the part of several governments to consolidate and even extend anti-terror legislation that affects the information on the Internet. We are seeing systematized efforts to extend three specific actions relating to the online environment. First there has been continuing progress towards the creation of a data retention structure, both at national levels and also through international cooperation. This means the preservation of Internet use records by Internet Service Providers for specific periods of time mandated by law. These records contain information on websites visited and individuals e-mailed, and are to be made available to law enforcement agencies on request. Secondly, in many countries a system of online surveillance has been instituted, or expanded, to go alongside data retention, and communications between persons considered to be suspicious are monitored through the online equivalent of wiretaps. In most cases, judicial oversight of these proceedings has been lessened. Finally, in the name of the war against terror and the protection of national security, there is a trend to re-evaluate what resources are made available online and to remove materials from the web on the grounds that terrorists should not be able freely access sensitive information relating to national security.

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### Anti-Terror Packages and the PATRIOT Act

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These actions come together in what is called an 'anti-terror' package, a piece of legislation which supposedly provides a government with the tools to combat terrorism in the information age. The

rationale behind these acts is the knowledge that terrorists, especially in the case of the September 11<sup>th</sup> attacks, are using online communications to plan atrocities. Library computers with Internet access were supposedly used by terrorists in Florida in the run-up to the World Trade Centre attacks<sup>5</sup>.

These anti-terror acts have now been up and running for over a year in many countries. With regards to the Internet, the new laws mainly concentrate on data retention or interception of communications, although many countries are concentrating on both. In Europe, new laws were passed in Denmark, France, Germany, Italy, Russia, Spain and the United Kingdom. Russia has attempted to ban all forms of extremist activity on the Internet with a very vague definition of 'extremism' that includes terrorist activity. Prevention of terrorism has also been cited as the reason to pass new laws in Canada, Colombia, Cuba, India, New Zealand, the Philippines and South Africa. Further vague definitions of 'terrorist' are found in the Philippines law, and also in Tunisia where a special 'Cyber-Police' force has been set up to monitor users of sites the government considers 'subversive'<sup>6</sup>.

It is in the United States however, that the most influential anti-terror measures were passed, and these new laws, collectively known as the USA PATRIOT Act, have been used as a template for other countries around the world. Kenya's anti-terror bill, for example, contains a definition of terrorism that is lifted directly from the PATRIOT<sup>7</sup>. In light of this it is instructive to consider briefly how the act has been used in the past year, especially in relation to libraries, for this might give a taste of things to come for other nations.

The PATRIOT Act is a very broad anti-terror package that was passed in October 2001. Section 215 of the act is of most consequence to librarians, as it gives federal investigators greater authority to examine all book and computer records at libraries – without demonstrating any suspicion that their targets are involved in espionage or terrorism<sup>8</sup>. While investigators are required to get a search warrant from a federal court before seizing library records, those proceedings are secret and not subject to appeal. The act imposes a gag on libraries that provide information, making it a crime to reveal that the FBI has searched or seized customer records. Any librarians who speak out about FBI intervention can be subject to prosecution.

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### **'Libraries are for Democracy not Surveillance'<sup>9</sup>**

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At least four states and 270 communities across America have officially called for limiting law enforcement access to personal information, including library and medical records<sup>10</sup>. The American Library Association has reacted to the act by denouncing it and seeking to have sections of it amended. So far, according to the ALA website, 53 library associations across the US have added their support to this position<sup>11</sup>. In many libraries, signs have gone up warning users that their activities could be monitored by federal agents. Librarians are taking steps to protect user privacy by avoiding the creation of information that could personally identify patrons. The idea is that information that is not created cannot be collected. Equally, it is also worth noting that there are some librarians who are keeping as much information as possible to assist law enforcement agencies in the war against terror.

To restore a more open information environment, legislation is now in the US Congress to exempt library and bookstore records from the PATRIOT Act. Several dozen lawmakers, from both sides of the political spectrum, have endorsed the 'Freedom to Read Protection Act', which also has the backing of the ALA and the American Booksellers Association<sup>12</sup>. This act would require the FBI to show some type of reasonable cause whenever they apply for a court order to investigate library patrons and bookstore customers, not the lower standard created by the USA PATRIOT Act. IFLA/FAIFE has not been silent on this issue either – a press release was issued in June last year stating opposition to the activities being carried out in US libraries and noting that a library's purpose is undermined by the threat of surveillance<sup>13</sup>. Furthermore, last August the IFLA World Congress also approved a resolution deploring the introduction of legislation which violates fundamental human rights to privacy and unhampered access to information in the name of national security, and calling for the repeal or amendment of all such legislation in order to protect these rights<sup>14</sup>.

Despite this firm position, up until September last year it was very difficult to assess to what extent the act has been applied in libraries due to the gag order that prevents individuals from going public with the information. Requests by civil liberties groups for information on its use produced little except for an admission from

security agencies that some investigation into library records had taken place. The most recent surveys carried out – in September 2003, in Illinois only – showed that librarians in the state are now highly aware that they are unable to reply to questions regarding FBI visits or requests for information, and that preparations have been made to appropriately deal with FBI enquiries. On a national scale, surveys undertaken at the University of Illinois in 2002 showed that 545 libraries out of 1505 surveyed *had* been approached by law enforcement agencies, including the FBI, for information about patrons' reading habits and Internet preferences<sup>15</sup>. This number may well have been higher, due to the illegality of disclosing that a search warrant has been served.

In the light of these figures, events in September last year came as a surprise to the ALA and opponents of the PATRIOT act. Attorney General John Ashcroft, the act's biggest defender, agreed to release details of the number of times federal agents had obtained library and business records under the new legislation. The decision to do this came after Ashcroft, as part of a nationwide tour to promote the PATRIOT act, accused the ALA and other critics of 'baseless hysteria' regarding the anti-terror law<sup>16</sup>. The ALA responded, slightly tongue in cheek, with the 'Another "Hysterical" Librarian For Freedom' badges. Compounding Ashcroft's remarks, a spokesman for the Justice Department declared the library association had been duped into mistrusting the government. When the Justice Department declassified its report on Section 215 following a response from Carla Hayden, President of the ALA, many observers were surprised to hear that the Justice Department had not once used its new powers to request records from libraries<sup>17</sup>. The surprise was mostly a result of statements issued by the department over the previous two years that appeared contradictory. Whatever the truth in this situation, the American Library Association is continuing to press for the restoration of protection for library records.

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### Towards a Regulated Internet

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Alongside the anti-terror acts and actions specifically relating to tackling the war on terror, it is possible to see another trend emerging on the Internet that could have consequences for the way libraries and their users access information. At a pre-conference for the World Summit on the Information Society in Bucharest in Novem-

ber 2002, the General Secretary of the International Telecommunications Union, one of the organizers of the summit, gave a keynote speech<sup>18</sup>. In it, he called for a new framework of global governance for the Internet, a new system of regulation applicable to all. In nearly all sectors of the Internet, we are seeing increasing moves towards regulation by governments and regional administrative bodies. From a position a few years ago when regulation of the information superhighway was considered unwise and almost impossible, we are today in a position where a variety of initiatives look set to change the way the Internet operates.

For example, there is the eEurope 2005 Action Plan, which, among other things, is proposing a European Network and Information Security Information Agency that will help establish a secure communications environment for the exchange of classified data amongst governments. The EU is also taking data retention to a regional level through a 2002 amendment to the Directive on privacy in telecommunications. Retention times being discussed vary from between 12 months to 5 years. Cybercrime is now being tackled through governmental cooperation and harmonization of laws as a result of the Council of Europe Convention on Cybercrime, and the US government has increased penalties for Cybercrime offences in the Homeland Security Act of 2002<sup>19</sup>. This act also allows for ISPs to voluntarily disclose information on users it deems likely to cause a risk of death or serious injury, putting large amounts of power into the hands of the private sector. There is also the Council of Europe's Protocol on Hate Speech to consider, which criminalizes Internet speech relating to unlawful discrimination. International cooperation between governments is less comprehensive in this case due to the inability of the United States to reconcile the treaty with the First Amendment, but cooperation between states is at the top of the EU's agenda, and the G8 and APEC (Asia Pacific Economic Cooperation) countries have also signalled their intent to cooperate in cyberspace<sup>20</sup>.

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### Regulation and Libraries

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Why does this matter for libraries? How will it change the way we provide information services? It is fair to say that libraries should not shelter lawbreakers and to this extent the new regulations covering Cybercrime should have little effect on the way we provide services. How-



ever, the change in the information-seeking environment caused by more regulation of the Internet will mean libraries have to keep up to date on exactly how our users will be affected. More surveillance of activities, for example, can act as a brake on the user's freedom of expression and perhaps prevent the seeking of certain types of information for fear of being flagged as a potential lawbreaker. Libraries have always been bound by national laws, and it is not in our interest to break these, but it is also important that users are aware that, for example, Internet use records are being retained for periods of time. The recent *IFLA/FAIFE World Report 2003* shows that a clear majority of library associations see the keeping of user records as having an effect on users' freedom of expression<sup>21</sup>. It also shows that at present, few of the contributing countries are retaining this information. Future world reports will monitor this situation for changes. Using the Internet to seek information remains similar in many respects to using printed sources, and it has not been a policy of the library profession to turn over to law enforcement agencies records of which books users are checking out. We have to maintain a similar approach with regards to the Internet.

With regards to issues of national security and the removal of information considered sensitive from libraries' collections and the Internet, these are more difficult issues to take a stance on. In the US, the type of information being removed from websites ranges from risk management plans providing information about the dangers of chemical accidents to university research on online maps<sup>22</sup>. Libraries believe in freedom of access to information but yet cannot be seen to advocate access to all types of information, all of the time. We cannot, on the other hand, sit by idly while information that has been in the public domain previously is 'disappeared' along with mechanisms and processes for accessing it. Previously long available declassified information relating to Saudi Arabia is now unavailable to researchers at the US National Archives for example, and, according to reports from the Lawyers Committee for Human Rights, among others, secrecy rather than disclosure is now the default position for the Bush administration<sup>23</sup>. An alarming recent occurrence, which demonstrates to some extent the frailty of the Internet, was reported in *Library Journal*<sup>24</sup>. The title of the piece was 'The Case of the Disappearing Article', and it detailed how a *Time* magazine article from 1998 had been removed from the magazine's online archives. The article was by George Bush

Senior explaining why it would be extremely unwise to try and remove Saddam Hussein from power. The article in *Library Journal* is worth reading, if only for its advocacy of libraries as information providers in these times of secrecy. The author eventually discovered not a cover-up but a series of apparently coincidental mistakes by the publishers – but he had to push his searching to the limits to find this out. It is the librarian's duty to ensure that those who need information are able to retrieve it, regardless of the medium of delivery. How to balance this duty with the needs of governments in, as they see it, a time of war, will be an obstacle for libraries to overcome over the next few years.

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### Future Developments: The Potential for a 'Less Free, Less Choice' Internet

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This is all the more true when we move on from the current trends towards regulation to anticipating the next moves, five or ten years down the line, relating to ensuring that governments can regulate use of the Internet. The war on terrorism has bred a feeling within the United States administration that larger and more elaborate methods should be in place to prevent future terrorist attacks before they occur. In turn, business opportunities are being offered to the companies that can make this happen, and consequently similar technology is being made available to countries with poor human rights records on the grounds that terrorism must be tackled effectively.

Indeed, private companies are already on board governments' efforts to regulate the Internet. Sun, Nortel and Cisco have helped create the architecture of surveillance that stifles freedom of access to information and freedom of expression in China<sup>25</sup>. Over the last twelve months, however, the demand for more invasive technologies caused by the PATRIOT Act has caused more and more companies to enter the field of surveillance software provision<sup>26</sup>. New security requirements in the act have created demands for software compatible with government systems and firms in the private sector have rushed to buy these new products. Financial institutions and universities have to check user and foreign student records against government terrorist lists, which creates a flow of information between the private, academic and government sectors.

This is important to recognize in light of the much-criticized Total Information Awareness

(TIA) project that was being developed by the US Defence Advanced Research Project Agency (DARPA). This project was aiming to mine a giant database of citizens' personal details such as Internet use records, telephone records, credit card and banking transactions and travel documents so as to help track and prevent potential terrorist activities<sup>27</sup>. Such a project would break down the walls between commercial and government databases and, in light of the PATRIOT Act, it is almost inconceivable that library use records would not be included in the database. TIA came under so much criticism from all sides of the political spectrum it was renamed and eventually abandoned so as to placate critics who were outraged at its Orwellian machinations. However, its very development is an indication of the current administration's thinking, and in Florida another experiment in total information awareness was already underway by the end of 2002<sup>28</sup>. This new project is named the Matrix, with no apparent sense of irony, and it aims to let investigators find links among people and events by combining police records with commercially available collections of personal information about most American adults. Demand for the private sector developed product amongst police forces in other states was initially high, and the Homeland Security Department had begun thinking of expanding the scale of the project. More recently privacy concerns have stalled the project somewhat, but it appears undeniable that there is a thirst among law enforcement agencies for bigger databases to help fight the war on terror.

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### The US Leads the Way?

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This situation is likely to continue when we consider what is on the agenda in the United States. If it is considered that the first anti-terror package in the US begat the raft of measures we have seen in many other countries, it is instructive to monitor the situation in the States to see what else might follow. Naomi Klein in particular has argued that the war on terror and its associated human rights abuses is a brand that has now been successfully exported to countries such as Indonesia, Israel, Russia or the Philippines<sup>29</sup>. There does appear to be a chain reaction occurring.

The next phase of legislation is around the corner. When details of the Domestic Security Enhancement Act of 2003, (which is also known as 'PATRIOT II') were leaked to the US press dur-

ing last summer the act's chances of becoming law were reduced in the face of public criticism. Instead the US administration has begun to introduce parts of PATRIOT II under the cover of other bills. Over the past year President Bush has made it clear that he requires more tools to fight terrorism and that parts of the original PATRIOT act due to expire in 2005 should be renewed. Section 215, the part of the act that most affects libraries, is one of the parts due to expire<sup>30</sup>. The likely democratic challenger for the presidency, John Kerry, who voted for the act in 2001, has pledged to take a look at certain parts, as the PATRIOT becomes more of an election issue. Which parts he would keep or change is not yet clear.

Another trend to look out for in the future is not immediately related to terrorism, but it will exacerbate any effects future anti-terror moves will have. Closely connected to the increasing involvement of private sector firms in providing technologies to governments is the consolidation of Internet infrastructure by the private sector. It is this sort of behaviour that led to the Yellow Times anti-war website being closed down – the plug was pulled by a private hosting company rather than the government. This type of self-censorship – caused by an unwillingness to be associated with views opposing a government's foreign policy – may become more widespread as the war on terror goes on. With liability of ISPs for information posted on sites by third parties still a confused issue, self-censorship could continue for some time as ISPs seek to avoid costly legal battles. Sides are definitely drawn up in this conflict and in these conditions it can be difficult for dissenting voices to be heard.

A further example of this concerns a still murky situation relating to the publishing of academic work in the United States by academics from countries on a list of US enemies – from the so-called 'Axis of Evil' countries, for example. It appears that the US Treasury Office of Foreign Asset Control may have instituted a policy whereby American scholarly journals were unable to provide 'services' such as editing to papers originating from certain nations (i.e. countries affected by US sanctions). It appeared, therefore, that unless papers are accepted without revisions they would be unable to be published in American journals<sup>31</sup>. Online learning opportunities for foreign students at US universities are also being curtailed and there are signs that federal funds for research in the US are now coming with more strings attached in an effort to

keep sensitive information out of the hands of terrorists<sup>32</sup>. Such strings include reviewing papers on certain topics with the option of blocking publication or refusing to fund projects unless foreign students working on them are approved by the government. These moves in turn are creating a climate where researchers are asking themselves whether they should self-censor in order to protect information. Research libraries and librarians are inevitably caught up in this situation and will have to strike an appropriate balance between protecting national security and making sure appropriate information reaches users.

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### Conclusion

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The picture I have just painted is almost unremittably dark. However, this is only an outline of some of the legislation and actions relevant for an understanding of current and future trends regarding Internet regulation in the wake of the war against terror. If one takes a step back from this and looks at the development of the Internet in the last two years we can see some encouraging signs too. More and more people have come online in the last year – there are now nearly 700 million users worldwide<sup>33</sup>. A new phenomenon has seen users flock to start blogging – posting heavily linked online diaries or regularly updated web pages that are easy to use and post online. Bloggers have been responsible for getting information out of Baghdad during the recent war, and have been a success, especially for women to express their opinions, in countries such as Iran. It is possible that a greater explosion of blogging over the next 12 months could be responsible for the Internet finally delivering on the oft-quoted promises of greater democracy for all, especially when one sees the use that was made of the medium by politicians such as Howard Dean and Wesley Clark in the United States. On top of this, the Internet has been seen to have a positive effect in traditionally restrictive places like China, where users complained about the blocking of search engine Google to the point of it being reinstated by government censors<sup>34</sup>.

Success stories like this can increase demand for the Internet and enable millions more users to gain quick access to the information they need. The numbers of people with access in different countries around the world are still unequal, however, and the recent IFLA/FAIFE *World Report* shows that the extent of libraries offering

Internet access is very much affected by the digital divide. If the cumulative effects of governments' attitudes to the war on terror are increased regulation of Internet access, then the gap between the information haves and have-nots may be bridged even more slowly. The current world situation, where an increased level of online surveillance and data retention is becoming accepted, is not good for the free flow of information on the Internet, and is seriously damaging for the freedom of expression of users, especially in traditionally closed regimes. The new danger of the situation though, is that those users who have never before had to worry about what they are looking at online, who can surf for the information they need in libraries without fear of somebody looking over their shoulder – these users may now have to seek information in a tainted environment where accessing information on terrorism makes one a potential terrorist and where ones' information searching activities are potentially called into question as never before.

How can we react when our users' intellectual freedom is under threat? Libraries must remain within the law, but we can take some action. Closely monitoring the situation with regards to Internet legislation will flag areas of potential conflict for libraries and their users. We cannot afford to react late to policies that threaten user privacy and the free flow of information – we need to be fully prepared from the outset to take a position that protects freedom of access to information in libraries. On top of this, we need to bring our users onside, and make them aware of the environment in which their information seeking activities are taking place. We are able to take a stronger stand if the community stands with us. If we can do this, then coordinated lobbying and advocating the cause of the library community when new legislation is proposed is a start down the path towards ensuring that online information access remains equal and unhampered, wherever our libraries are. Unfortunately, there is too much at stake to remain quiet on these issues.

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### Postscript

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Since this paper was written one notable event has taken place – the Freedom to Read Protection Act (which would have exempted libraries and booksellers from certain provisions of the USA Patriot Act) failed to pass in Congress. Lawmakers from both sides of the house sup-

ported the proposition, which only failed after a tied vote. The ALA commented: "The amendment was victorious today (July 9, 2004) until the leadership kept the vote open past the allotted time and then pressured Republicans to alter their votes and move against the amendment. The Republican leadership's ploy changed the victory into a tie, resulting in the amendment's failure."<sup>35</sup>

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*Original paper no. 184 presented at the World Library and Information Congress, 69<sup>th</sup> IFLA General Conference, Berlin, Germany, 1–8 August 2003, in session 112. Free Access to Information and Freedom of Expression (FAIFE). English original available on IFLA-NET at <http://www.ifla.org/IV/ifla69/prog03.htm>.*

# National Memory in Malta: the extended role of libraries

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When our genes could not store all the information necessary for survival, we slowly invented brains. But then the time came, perhaps ten thousand years ago, when we needed to know more than could conveniently be contained in brains. So we learned to stockpile enormous quantities of information outside our bodies. We are the only species on the planet, so far as we know, to have invented a communal memory stored neither in our genes nor in our brains. The warehouse of that memory is called the library. (Carl Sagan, 1983, p.307).

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## National Memory

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The tiny island nation of Malta, situated by nature right in the centre of the Mediterranean Sea, and only independent since 1964, shed its insularity to join the European Union in May 2004. It will find it increasingly necessary to adapt to ways of integrating with the Continent on many levels. It also becomes progressively more important for its people that their collective memory does not dilute disproportionately in the process, and that it be preserved for those generations yet to be born as European citizens.

Malta's recorded memory is of great antiquity, starting with a thriving Neolithic culture circa 5,000 years B.C.E. During recorded history, the Maltese islands were passed from one dominant power to another, starting with Phoenician settlement, circa 800 B.C.E., and ending with the withdrawal of British sovereignty as recently as 1964. The Islands were home to the Hospitaller Order (the Knights of Malta) from 1530 to 1798, a period which witnessed the evolution of a sovereign principality and, inter alia the introduction of indigenous printing (1642), the gradual formation of an outstanding accumulation of archival records, the founding of a public university (1769), and the establishment of a first public library (1776), later to become the country's national library whose national collection, as can be expected, now houses the richest *Melitensia* collection anywhere in the world.

Each period and every ruling power has bestowed on the islands some form of heritage (be it architectural, artistic, military, linguistic, political) and a documentary legacy present in archaeological and historical sites, in museums, and in libraries and archives. Many of these survive to spawn new research in Maltese Studies and to nourish the long communal memory of the country.

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## The Role of Legal Deposit

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The first legal deposit requirement for Malta appeared in draft form in the *Malta Government Gazette* of 20 April 1888. The Public Libraries Ordinance, 1937, is the law currently in force. It requires every Maltese publication to be deposited at the National

Library and at the public library on Gozo, the archipelago's second island.

Because it was drafted at a time when print was the dominant medium of recording knowledge, the law now stands in serious need of overhaul. A draft law, greatly extending the scope of deposit, and currently under consideration by government, aims to strengthen the definition of publishing and to tighten deposit procedures. It further adds the University of Malta Library as a depository library, and introduces audio-visual and electronic (including Web) documents, as candidates for deposit.

Owing to the exponential proliferation of Maltese sites and documents on the World Wide Web since the year 1995, the deposit of this form of publication, as elsewhere, has become an increasingly pressing consideration. Those Web documents which have appeared from around 1995 until such time as this material is safeguarded in the law of deposit are likely, in the future, to be considered as a sort of electronic incunabula. There is no archive of this material in the National Library, or anywhere else in Malta. No institution or person is responsible for its recording and preservation, and future researchers requiring Maltese informational documents held on the Internet at the turn of the century will simply not find them, or not find them as they existed at a particular time in history.

Difficulties in conceiving solutions to the problem lie with the nature itself of a great number of Internet documents. They exist in massive quantities; they are not always reliable sources of information; they are often ephemeral in nature; they can be of personal rather than social import; their content may actually be designed for a short attention-span. Side by side exist sites hosting quality documents containing information packaged with its own search facilities, educational resources, scholarly materials, bibliographic compilations, digital copies of works of art, and much else that libraries have attempted to bring together and make available throughout recorded time.

It is clear that judicious selection is vital for a functioning archive of electronic documents of this type to be maintained and to remain viable for scholars and other users. Legal deposit should, therefore, seek to possess the *authority* to download onto the system of its recipient libraries *all* documents issued within the country's legal jurisdiction, but also to possess the

authority to store and preserve for posterity *only those documents* which are deemed necessary for long-term national memory and future use.

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### The National Collection

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It is worth reflecting on the nature of national collections, and how these might be extended and re-conceived in response to the overwhelming quantity of information generated, and to the changing ways in which this is delivered and used.

Because of this the concept of the national collection as traditionally understood in librarianship may be in need of further development and elucidation. As is well known the environment of all kinds of libraries is currently subject to radical changes inexorably propelled by the thrust of technology. We are at the same time witnessing moves towards convergence of the different branches of the information professions both at the workplace and at the level of professional organizations.

The national collection moreover, has traditionally had one or more physical locations, usually the country's national library or libraries, and to this day it is a valid and accepted practice for national libraries to be the central location of the outstanding collection of a nation's literature. Because of the kinship involved between legal deposit as the progenitor and the national collection as its product the latter is often specifically, and perhaps rather too narrowly, seen as *only* the cumulated archive of published documents housed within the national library of the country concerned.

This model has for centuries served well the causes of scholarship and of the different nations of the world by way of providing a physical basis for continuing study and research, of defining and safeguarding the national literary product, and of projecting the country's culture to itself as well as to the rest of the world. As such, both the concept and the practice were great cultural advances that stand to be defended and protected for their achievements. It may be pertinent, however, to also attempt to understand some of the limitations of the model. The very aims referred to above can be further exploited and enhanced by extending the conceptual boundaries of the national collection beyond its physical housing in the national library and beyond its confines to what is usually only the *published* output.

Such a conceptual extension may also be seen to assist in bridging the related though not synonymous notions of national collection and that of national memory. The latter has demonstrably more breadth and both a wider and a longer vision, which the pervasive technology and the coming together of different information and heritage professionals can help mould into both a physical and a virtual shape.

The following example should help in projecting the role of libraries within such a scenario a step further. A published book about the 1565 Siege of Malta will inherently bear an intimate relationship with:

- the libraries and catalogues in Malta and abroad where the work is stocked or recorded
- the archival sources on the siege
- a television documentary about that historical event
- a radio interview given by the author about his book
- the book-reviews carried in both print and on-line sources
- the armour of the period preserved in the Presidential Palace Armoury
- the period maps held in Malta and abroad
- a bibliography of the siege acquired by legal deposit in 1965
- the letters and e-mail about the subject sent and received by the book's author
- the libraries and websites around the world where the exploits of the siege are documented
- the frescoes in the Presidential Palace in Valletta which depict the stages of the siege in detail
- drawings and illustrations held in public and private collections

and so on, in a loop that encompasses information in varying manifestations. The above also highlights the pressing necessity to manage national collections within a perspective of national memory that is both active and passive, both immediate and patient, both within and outside the country, both in the public and in the private domains. Of the thirteen types of document listed above less than half would be considered as possible components of the national collection as traditionally conceived, though many more would be considered valid library materials.

The concept of a national collection could be sufficiently widened, therefore, to consider *national* not merely in terms of strict *ownership by*

*the nation* but additionally in terms of *belonging to the nation*, irrespective of who owns it, by virtue of the inherently national quality of the content of items. In this way one would be using a wide-angle lens in preference to a narrow one, to be able to capture more of the picture, and give it a deeper perspective at the same time.

Such a picture in turn wholly accommodates the notion of national memory in a way that is made possible by the virtual environment now available. The entire list above can unhesitatingly be incorporated into a distributed 'national collection' in which the familiar parameters of ownership, location, and type of material would matter only in secondary ways. In the realm of *Melitensia*, the term would assume a dimension that a physical collection can only partially bestow.

It is an unfortunate but well-documented truth that the National Library of Malta, the parent institution physically housing the country's national collection, has historically been overlooked by successive funding ministries with regard to its possible contribution to the country in a modern sense. It has consequently been greatly under-resourced by alternate government administrations, and has suffered from neglect and under-development in terms of its actual and potential contribution to the nation.

Through the vehicle of legal deposit the National Collection is replicated at the Gozo Public Library. At the University of Malta Library there is overlap in the presence of a large number of monographs and in journals of academic interest within its *Melitensia* collection that is an important supplementary collection of national stature, with significant implications for research on Malta.

With technology becoming an ever critical element of the equation it is a matter of time before entire collections of documents of interest to scholars and others utilizing *Melitensia* resources become both increasingly visible and increasingly more widely disseminated. The contents of libraries, archives and collections of all kinds will thus assume visibility and immediacy not previously imagined. Discrete documents or parts thereof will, moreover, assume the ability to cohabit with documents in collections not hitherto linked in easily imaginable ways, and this in a virtual digital presence possessing the potential to be used simultaneously, extensibly and indefinitely. Naturally, it is understood that even within the virtual scenario there will still



NATIONAL LIBRARY OF MALTA (NLM)	UNIVERSITY OF MALTA LIBRARY (UML)
Current: Creation of computer records, 1995– <i>Current format</i> : MARC21	Current: Creation of computer records, 1992– <i>Format</i> : ADLIB
Retrospective (pre-1997): <i>Card catalogue</i> : 1955– . AACR2 in use, 1984– . <i>Sheaf catalogue</i> : –1954. Cataloguing format not standardized. <i>Retrospective conversion programme</i> : none	Retrospective (pre-1992): <i>Card catalogues</i> : New catalogue, 1981–1992. AACR2 in use. Pre-1981 catalogue. AACR + other cataloguing standards. No new additions to card catalogues since 1992. <i>Retrospective conversion programme</i> : in place. Pre-1992 records being converted to ADLIB format.
General: <i>Name Authority Listing</i> : ‘Authority list of Maltese names’, not always consistently used, 1984– . Requires updating. <i>Arrangement</i> : Fixed location, –1954. DDC, 1955– . <i>Subject Indexing</i> : Modified ‘Sears List of Subject Headings’. <i>Public Access</i> : Card and sheaf catalogues on site. No OPAC on site, but incipient OPAC can be accessed via Library web page. <i>Application of standards</i> : Insufficiently consistent application and maintenance, due mostly to scarcity of trained and experienced personnel.	General: <i>Name Authority Listing</i> : ‘Authority list of Maltese names’ in use since 1984, but needs updating. <i>Arrangement</i> : Melitensia Classification Scheme (developed in-house). <i>Subject Indexing</i> : In-house subject indexing based on LCSH. <i>Public Access</i> : OPAC terminals; WWW interface; card catalogues on site. <i>Application of standards</i> : Generally consistent application and maintenance.

Table 1. Bibliographical control pattern of *Melitensia* at NLM and UML.

exist physical libraries and buildings containing growing and thriving collections utilized for as long as print and other analogue products are produced, and for as long as there are physical and not merely virtual users demanding them.

### Beyond Bibliographical Control

On examining Table 1, a number of points become apparent, first that computerization of the cataloguing process and of bibliographic services in general arrived relatively late. This has regrettably retarded the creation of what are likely to become the most important bibliographic databases of *Melitensia* anywhere.

The bibliographic exchange format supported by the systems of the two libraries is different. It should be noted, though, that problems raised by such differences should become less significant with the passage of time.

Even though retroconversion is a costly, slow and ongoing process, beset by its own set of difficulties, the *Melitensia* records created at the UML constitute the first significant and relatively large electronic database of *Melitensia* in the world. They form a comprehensive and authoritative series of bibliographic records with a reasonable degree of consistency in the application of name authority control. The technological leap made by the UML in the 1990s has continued to raise its profile in national bibliographic development. In particular, the worldwide access to its collections including, most notably, its *Melitensia* collection, provided by its Web Online Public Access Catalogue (OPAC) (<http://www.lib.um.edu.mt>), gives it a leading position regarding access to Maltese resources. The continued role of the UML as a major player in developments within this sphere of activity is, for the country, an undeniable necessity, and has rightly received recognition in the new draft legal deposit.

Current	Retrospective
<ul style="list-style-type: none"> <li>• Deficient legal deposit in serious need of updating.</li> <li>• No current national bibliography before 1983.</li> <li>• Annual volume only of MNB means very limited use for acquisitions.</li> <li>• No way of acquiring MNB electronic records either within the country or abroad.</li> <li>• Exists only in a printed version, severely limiting access.</li> <li>• Late in currency (1998 coverage appeared in 2003).</li> <li>• Continuity threatened by lack of trained staff.</li> <li>• No authority listing before 1984.</li> <li>• No widely disseminated Books in Print.</li> <li>• No coverage of grey literature, non-book materials, and electronic documents.</li> <li>• Inadequate coverage of official publications.</li> <li>• No periodical indexing except for 1983–1992.</li> <li>• No directory of current periodicals.</li> </ul>	<ul style="list-style-type: none"> <li>• No comprehensive retrospective bibliography.</li> <li>• Substantial lacunae in the coverage of <i>Melitensia</i>.</li> <li>• NLM catalogues do not include all its collections.</li> <li>• Considerable number of items not recorded since not in the collections of either the NLM or the UML.</li> <li>• Inadequate subject indexing of pre-1955 <i>Melitensia</i> in the NLM.</li> <li>• No retrospective name authority control (including that for corporate bodies and place names).</li> <li>• Detailed bibliographical description of pre-1840 Maltese imprints is lacking.</li> <li>• No comprehensive periodical index.</li> <li>• No comprehensive newspaper index.</li> <li>• No comprehensive catalogues of maps, music, manuscripts, etc.</li> <li>• Few reasonably detailed published guides to library or archival collections.</li> <li>• Web access to records remains limited to documents held and converted by the UML</li> </ul>

Table 2. Shortcomings in Maltese national bibliographical control.

NOTE: a number of shortcomings were already identified in Xuereb (1985) p. 29.

To the scenario tabulated above must be added the unfortunate reminder that the National Library has not yet managed to permanently establish and maintain a national bibliographic centre responsible for ensuring adequate control and coverage of publications of *Melitensia*. Over the years the modicum of cooperation, mostly of an informal kind, that had developed between the National Library and different units of the University of Malta, enabled the creation of 'bibliographic' tools of benefit to the user community. These, most particularly the *Catalogue of the Records of the Order of St John*, the *Checklist of Maltese Periodicals and Newspapers*, the *Malta National Bibliography* and the *Authority List of Maltese Names*, have given an impetus to the exploitation and use of Maltese sources. Whereas these tools have continued publication, albeit with characteristic slowness and lateness in appearance, no major joint electronic initiative has so far been embarked upon.

The process of record creation must necessarily mature into a programme of bibliographic services that can swiftly and effectively support pressing requirements for information simultane-

ously with those for the more patient and meticulous needs of research and scholarship.

Added value can be incorporated through the creation of judicious associations such as, for example, of related links to a record being viewed. Such links could be to records of items representing the same work in different formats (e.g. sound, video, graphic, electronic versions of, say, a printed work). Though easily handled by computer technology such value added requires extensive human intervention.

The optimised interface could *inter alia* additionally offer end-users the option of viewing enhanced bibliographic records carrying, in addition to standard cataloguing information, an abstract, a table of contents, or, indeed, where a requested document is available in digital form or full-text, the ability to copy or download the document with the possibility to clear copyright and/or charges in the same online transaction.

The NLM and the UML, with their recognized strengths and weaknesses, will need the added participation and input of other libraries and

information services in the country in a structure that will be able to build collectively and manage a national memory system that the technology successfully permeating the country has undeniably and irresistibly now made possible. The required ingredient most conspicuous by its absence in the scheme of things thus far is a body with the authority and influence permanently to establish and direct a working structure.

### Beyond Preservation

Like all other operations within librarianship, preservation, in its wider meaning, has been deeply affected by the advances of technology. The shifting paradigm in which the matter of preserving documents in the technological age is addressed combines urgent and justified concerns for deteriorating collections as much with sophisticated and painstaking conservation and restoration techniques as with massive programmes for secondary copying of originals. With the latter, ongoing research and discussion ensue in which the long-term survival of surrogates is given quasi-equal prominence as that of original documents.<sup>1</sup>

Malta's record in conservation and restoration can itself be seen as the combined outcome of the country's history and geography. Malta's minute size belies a vast wealth of historical documents scattered in public, Church, and private collections. These collections, as well as others, form the mosaic for an increasingly sharper vision of an expanded virtual national collection of *Melitensia*, in the shape of emerging strategies for discovering, mapping, and making accessible the wealth of resources constituting Malta's national memory. It is not uncommon in matters concerning the cultural heritage of the Maltese islands to find that there exist superb treasures, usually in need of attention, on the one hand, and scarcity and insufficiency of resources to maintain them on the other.

In June of 1999 a Malta Centre for Restoration was announced as being established as an autonomous institution jointly by the Ministry of Education and the University of Malta, with Italian government assistance.<sup>2</sup> The centre incorporates an Institute for Restoration Studies, offering yearly student intake, where studies are concentrated in four separate main subject areas, one of which being Paper and Book Restoration. Developments such as these augur well for a long-term strategy to give prominence to the in-

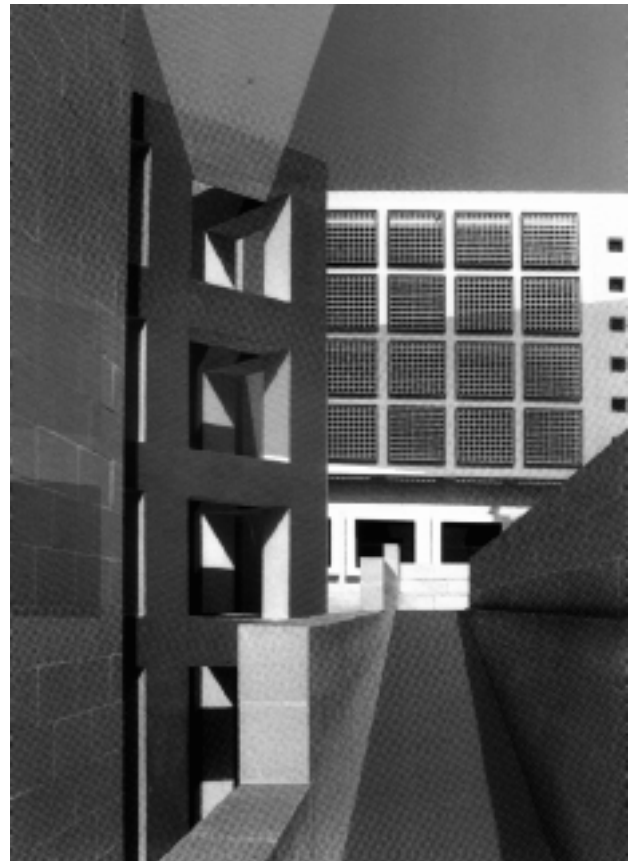


Figure 1. The University of Malta Library.

formational and cultural content of Malta's libraries and archives within the information infrastructure.

Secondary preservation in Malta has had most widespread application through microfilming, and has been carried out chiefly at the National Library and at the Cathedral Museum Archives where the most successful microfilming venture in the history of Malta's libraries and archives has been carried out to the benefit of both Malta and of the Malta Study Center within the Hill Monastic Manuscript Library (HMML) at St John's University, Collegeville, Minnesota. The original catchment for an enterprise which started in 1973 consisted of the documents housed at the Cathedral Museum Archives containing records of the Cathedral of Malta, archives of the Malta Inquisition, ecclesiastical records of the dioceses of both Malta and Gozo, and musical compositions, including a fine collection of printed music from the Cathedral's *Cappella di musica* containing unique examples not extant anywhere else. Archives of the various parishes in both islands have also subsequently been copied.

The agreement eventually reached between the HMML and the National Library in 1989 was sig-

Year	Initiative
1950s	Early microfilming projects carried out at the Royal Malta Library (the present NLM)
1973	Malta Study Center established at the Hill Monastic Manuscript Library, (HMML) Minnesota, USA
1973	Microfilming of documents at the Cathedral Museum Archives in Mdina began in conjunction with the HMML
1979	Microfilming of documents at the Public Registry; Notarial Archives; Dept. of Health
1981	Book Restoration Laboratory (later termed the Book Restoration Centre) established at the National Library under the direction of a qualified conservator
1988	Microfilming Unit established at the National Library on a permanent basis
1989	Beginning of microfilming of the Newspaper Collection at the National Library (ongoing project)
1989	Agreement reached between the National Library and the HMML regarding the microfilming of the Archives of the Order of St John
1991	Beginning of the microfilming of the Archives of the Order of St John at the National Library
Mid-1990s	Digital copying of current records began at the Central Bank of Malta
1999	Extensive Fire detection and control system installed at the National Library
1999	Malta Centre for Restoration (MCR) established, incorporating an Institute for Restoration Studies. Between 2000 and 2003 it consolidates operations, forms overseas links, and establishes academic programme
2003	First graduates from the Institute of Restoration Studies
2003	Master's degree in Applied Conservation launched
2003	National Archives of Malta start microfilming project

Table 3. Major preservation initiatives.

nificant for breaking a long-standing bureaucratic reluctance on the part of the Maltese government to consider emulating the Cathedral authorities. The project to microfilm the Archives of the Pan-European Order of St John within the NLM eventually began in 1991 and the significance of this particular archive is, of course, both local and European since it links Malta with the Continent culturally and historically in a unique way.

Another important aspect of the National Library's strategy of secondary preservation through microfilm-copying since 1989 concerns the unique and quasi-comprehensive collection of Maltese newspapers, from the first one ever produced, *Le journal de Malte*, printed in 1798 during the short-lived French occupation, to those issues published currently on a regular basis.

Microfilm, notoriously disliked by end-users has, nevertheless, proved to be stable and highly durable if properly stored. Microfilm is also the medium that was destined to be available in time to save frail documents from possible extinction, before the many problems connected with digital technology are ultimately resolved.

Questions of copy quality of the preserved document on microfilm will inevitably be raised since

the original document quality may be far from optimal to start with. Inadequate quality control at the time of microcopying may be another factor, as is that of the conservation conditions of the microfilm itself. These are real concerns that need to be scrupulously addressed, particularly since so much may have to depend on them regarding future uses.

Table 3 outlines major initiatives to do with preservation that have been undertaken up to mid-2001.

It is to be observed that by the end of the second Millennium and the beginning of the third Malta had not yet embarked on any major digitization project despite its centuries-old accumulation of materials. When compared to the many praiseworthy and technologically-advanced projects realized in Europe, North America, and elsewhere, this manifest lack of achievement in Malta may be seen as yet another aspect of the relative underdevelopment obtaining in the libraries and archives sectors.

This absence of tangible projects may, therefore, be viewed as a situation somewhat reminiscent of the inability of Maltese libraries to introduce computerization before the 1990s. The point may

be made, however, that starting late with information technology tends to lean towards its own curious set of rewards, not least those of assimilating the research and development and the experiences gained in more affluent and technologically-advanced countries, often with a more advantageous financial outlay. This Maltese syndrome of latching on later to technological advances than countries of continental Europe can be observed to have happened with:

- information technology in general and with computers in particular
- the upgrading of infrastructure and liberalization of telecommunications
- the availability and diffusion of the Internet.

The retarded development in this sphere registered in the country generally has meant that libraries have similarly experienced a late surge of progress in all of these areas relevant to their own operations. The conscious investment and rapid progress made nationally in all three areas, mostly during the 1990s and the current energetic application of information and communications technology country-wide now requires an imaginative translation to and utilization in the sphere of library and information services. Here, *Melitensia* documents of all kinds have a special role to fulfil in documenting and informing the country's many processes, and in storing for present and future generations its accumulated memory. The unique mission of libraries in achieving this is here eloquently stated:

Whether or not consciously, libraries and librarians have long been prominent among the few kinds of social agencies that have preserved continuity of cultural heritages. By serving as custodians of local collections, they have incidentally served a larger common good. Whatever other public benefits they provide, publishers and Internet promoters do not, and cannot be expected to, fulfil this custodianship role. (Keller, Reich, & Herkovic, 2003, p. 7).

## Notes

1. There has been growing concern from varying quarters converging around the issue. The Council on Library

and Information Resources, Washington, (<http://www.clir.org>) and the European Commission on Preservation and Access, Amsterdam (<http://www.knaw.nl/ecpa>) have both sounded the alarm regarding the instability of the electronic medium, and have jointly published possible solutions in valuable documents, available online or in print, such as the report by Jeff Rothenberg (1999). Conferences such as: Time and Bits: Managing digital continuity, organized by the Long Now Foundation in conjunction with the Getty Conservation Institute and the Getty Information Institute (reported in MacLean, M., & Davis, B.H. (Eds.). (1998), ask pointed questions concerning the long-term implications of relying solely on current digital technology to preserve cultural memory. The same theme has also frequently made inroads in the non-professional press. See, for example, Stille (1999, March 8).

2. *The Times [Malta]*, (1999, June 4), pp. 43–44.

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# A Moral Reflection on the Digitization of Africa's Documentary Heritage

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## Introduction

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Digitization is sometimes presented as a panacea for problems of preservation and access. However, access to digitized collections and their preservation, especially in the longer term, may be problematic. The problems are not only technological, but also economic, political, legal and moral. Pickover and Peters (2002) have pointed out that digital technology is not ideologically neutral and poses social and political as well as technological challenges:

Digital technology in itself can be seen as a form of cultural imperialism. This is because: English is largely the language employed on the Web ...; orality is being displaced; and American culture on the Net is an overwhelming influence. Furthermore, the lure of financial aid has spawned a new form of imperialism reinforcing the digital divide, as countries in the North loot the intellectual property of an African heritage in the name of preservation (Pickover and Peters, 2002:18).

This comment appears to strike a discordant note amid a worldwide enthusiasm for digitization projects. In the developed world national libraries and other research libraries are engaged in major projects to digitize significant heritage collections reflecting the history and culture of their respective countries.

Probably the best-known example is the American Memory project of the United States Library of Congress, which comprises more than seven million 'digital items' from over 100 historical collections (United States. Library of Congress, 2003). Many more national libraries are digitizing specialized items or collections. In many cases 'treasures', selected on account of their particular beauty, rarity or interest, are displayed on the World Wide Web as 'virtual exhibitions', for example, Treasures from Europe's National Libraries (*Treasures...*, 2003). The laudable aim of such projects is to make the material accessible to the general public, mainly via the World Wide Web. It is an exciting prospect that anyone with access to the Internet can gain access to a kaleidoscopic sampling of the world's cultural heritage.

However, the operative words are 'with access to the Internet'. If African documentary heritage is digitized, how many Africans will be able to benefit? The issues are clearly not merely economic. This paper raises moral questions concerning projects aiming to digitize African heritage materials. For example, who selects the material to be digitized? Whose priorities and interests determine the selection? Who are the beneficiaries? Are libraries in Africa able to acquire the digitized material? Is the digitized text freely available to African scholars?

The paper is structured in the following manner:

The first part focuses on the digitization of African documentary heritage. The main moral concerns regarding this process are raised. These moral concerns introduce the second part of the paper where we put the question, how can the moral concerns be addressed and which moral framework, that is locally and globally acceptable, can be used adequately to guide the process of digitization and protection of Africa's documented heritage? In part three it is argued that information-based human rights (which are based on and derived from the Universal Declaration of Human Rights) can provide such a moral framework. Human rights are normally articulated as legal rights and as such do not always guarantee moral fairness in their application. To ensure a just and fair application of the proposed information-based human rights, a social contract, based on social justice, is proposed. The paper ends with broad principles for the development of practical guidelines based on the proposed moral framework.

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### Digitization of African Heritage Material

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To what extent are African heritage materials being digitized? In the developed world many projects, some of considerable scale, have been under way for decades to microfilm African newspapers and other Africa documentary material of interest to Africanists. The best-known programme of this nature is that of the Co-operative African Microform Project (CAMP), which is based at the Centre for Research Libraries (CRL) in Chicago (Center for Research Libraries, 2003). However, as far as we could determine, nothing on anything like the same scale as the microfilming projects has so far been undertaken in respect of digitization of African materials. Digitization projects seem to be mainly confined to relatively small, specialized collections. A typical example is Africa Focus, a project of the University of Wisconsin-Madison Libraries, which provides the general public with access to a digitized selection of images and sounds from the collection of the University's African Studies Program (University of Wisconsin-Madison Libraries, 2003). An international project worth mentioning in this context is the Slave Trade Archives Project, initiated by UNESCO within the framework of its Memory of the World Programme, and funded by the Norwegian Agency for Development Cooperation (NORAD). The project aims to promote the preservation of original archive materials relating to the slave trade, and to make these accessible through digitization. Of the seventeen developing countries currently envisaged as participating in the project, fifteen are in Africa (UNESCO, 2003).

So much for digitization projects being undertaken outside Africa. To what extent are documentary heritage digitization projects being undertaken in Africa? One of the more significant projects in sub-Saharan Africa is DISA: Digital Imaging Project of South Africa (DISA, 2003). As its first phase, DISA's participating institutions digitized some 40 anti-apartheid periodicals of the three decades 1960–1990. Capacity building was emphasized. Training workshops were held to ensure that new skills in the use of advanced technology could be developed, and a good foundation has been laid for future co-operative projects "in building digital collections of national importance" (Peters and Pickover, 2001). In 2002 funding was obtained for a second phase of the DISA project (DISA, 2003).

Searches on the Internet show that there are many other African web sites that include digitized documentary heritage. However, in most cases, the digitized content forms a relatively small part of the sites. An interesting example is the African Resource Service. This is a for-profit enterprise based in Nairobi, Kenya, and launched in 2000, with the mission to “aggregate and offer to the world an exhaustive resource of African content and to provide access to it ...” Access is by subscription, which is subsidized in the case of African academic institutions, and free in selected public libraries in Africa. (African Resource Service, 2003). Currently, the heritage content is somewhat limited, but it includes digitized photographs, speeches and books by political leaders (Karani Nyamu, pers. comm., 21 May 2003). Various South African organizations present digitized documentary heritage on their web sites. These include the African National Congress (2003), the District 6 Museum (2003) in Cape Town, the South African Labour History Project (2002), South African History Online (2003), and the University of the Western Cape-Robben Island Mayibuye Archives (University of the Western Cape, 2003). Generally, the digitization scene is one of relatively small, isolated projects. Further projects are mentioned by Hart (2002:66–69), Limb (2002) and Watkins (2001).

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### Main Ethical Concerns

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It is clear that technology makes possible the digitization of Africa’s heritage and enables universal access to a body of knowledge that was for a long time not only inaccessible but also viewed by some as inferior and of no value. Now, for the first time, it is possible to achieve the aim that was formulated in 1966 in UNESCO’s Declaration of the Principles of International Cultural Cooperation, to:

... spread knowledge, to stimulate talent and to enrich cultures ... and to enable everyone to have access to knowledge, to enjoy the arts and literature of all peoples, to share in advances made in science in all parts of the world and in the resulting benefits, and to contribute to the enrichment of cultural life (UNESCO, 1966).

It can be argued that the process of spreading knowledge as enunciated in the UNESCO declaration is a process that should be coordinated and controlled by the world community. But on what basis can this be done? Regardless of who

coordinates and controls, there are some serious moral and legal concerns. Taking the case of African heritage, these are:

- Who has access to this information? For example, will African scholars be able to access this information free of charge?
- What control will the originating community have over their information once others have digitized it?
- Will originating communities be identified as the original creators of their cultural heritage and will they have the right to control access and non-disclosure of certain categories of their cultural heritage, for example sacred knowledge artifacts?
- To what extent will the global rules on intellectual property be able to protect this common heritage of Africa and prevent it from becoming exclusive, private property? Will the international intellectual property regimes be able to maintain the balance between private ownership and common heritage of the people of Africa?
- Will the people of Africa be fairly compensated for the use of their knowledge by others and what incentives will there be for them to make their body of knowledge available to the rest of the world?

### The need for an acceptable global moral foundation

What will then be an appropriate moral approach that not only reflects on these issues, but also provides guidelines on how to control and regulate the process of digitization of Africa’s documented heritage? It is indeed difficult to identify an acceptable universal foundation for moral judgments. As Singer (1979:10) formulates it: “What could bind the developed and the developing world into a voluntarily common set of moral principles?” Habermas (1993:57) correctly states that a norm is only justified if it is equally good for every person (and one can add: group) concerned. That is why he favours a communicative, inter-subjective ethical approach to the identification of a common norm for global moral reasoning.

### Human rights as a global moral foundation

It is argued, in line with Hamelink (2000), that human rights, and specifically information rights, provide the best universal moral framework to reflect on these issues. They have since 1948 been enshrined in the Universal Declaration of



Human Rights (United Nations, 1948), which was reaffirmed in 1993 in Geneva. They have been accepted by most democratic nations in the world, which respect them and build them into their legal systems. They also provide cross-cultural validity. They enhance core principles such as not harming people, respecting the freedom and property of people, and recognizing the equality of all.

Some of these rights, such as the right of freedom of opinions and expression (art. 19), the right to education (art. 26 (1)), to property (art. 17 and art. 27 (2)), to privacy (art. 12), and freedom to participate in cultural life (art. 27 (1)), have a direct bearing on access to and use of information. It is therefore possible to distinguish information-based rights in the same manner as political and cultural rights are distinguished.

Information-based rights are normally articulated as the right of access to information, the right to communicate (freedom of expression and opinion) as well as ownership rights (Britz, 1998). There is, however, an important pre-condition for the acceptance of information ownership rights as one of the bases for universal moral reasoning regarding the digitization of Africa's documented heritage. These rights have to accommodate communal rights of groups. For example, Hamelink (2000:163) proposes that "... legal rules on intellectual property should not exclusively focus on the individual inventor but should also recognize the communal production of knowledge and protect this accordingly". The problem is that Africa does not have a legal tradition of 'owning and protecting' information. The concept of 'immaterial legal objects' does not exist in Africa's legal terminology. Rather, there is a widespread belief in Africa that ownership of information is not vested as a property right but that knowledge, as a benefit to all, must be shared freely with one another (Boonzaaier 1990). This philosophical approach to information has contributed to the misuse and exploitation of indigenous knowledge by many developed nations. Individual intellectual property rights have not succeeded in protecting the cultural heritage of Africa.

The problem is thus that communal rights are seldom articulated in the design of intellectual property regimes. The philosophical roots of human rights (Locke, Hobbs, Mill) are mostly articulated in the idiom of Western individualistic traditions. Hamelink (2000:161) has demonstrated that, although individual human rights imply

respect for communities, this does not suffice. See, for example, the Universal Declaration of Human Rights, article 29: "Everyone has duties to the community in which alone the free and full development of his personality is possible". But this will still not offer the necessary protection for the digitized cultural heritage of Africa.

### Communal and individual information rights

Bearing this pre-condition of information ownership rights in mind, we propose the following communal and individual information rights that can serve as a moral foundation for the protection and promotion of Africa's documentary heritage:

- The right of freedom of access to information that is needed to exercise all other basic rights. This is a positive right and correlates with the duty to share knowledge with others to enable them to exercise their basic rights (Britz, 1998: 11). As such it is an expression of the moral principle of autonomy, which enables individuals and groups to shape their own lives.
- The right of freedom of expression. This implies the freedom not only to hold and express opinions, but also to seek and receive information from others. It therefore links to the right of access to information. As Woodward (1990:10) puts it: "... the [right of access] to the intellectual efforts of others and a right to distribute one's own intellectual efforts". This right is an expression of both the negative and positive liberty of individuals and groups – the right not to be interfered with (negative) and the right to express opinions and receive information (positive).
- The right of individuals and groups to own, use and control information they have generated themselves.

These rights, expressed in a legal framework, can be seen as an articulation of the moral principles that we are all equal, that we have the freedom to generate, share and own information and also that the exchange of this information must be on a fair basis. They further reflect the idea that knowledge belongs to the common heritage of humankind and as such must be shared. To articulate this idea Habermas (1993) refers to the 'public sphere'. The public sphere is defined as a platform that must be created to share knowledge and create mutual understanding. The French philosopher Lévy (1999) uses the phrase 'collective intelligence' to enunciate this notion of global mutual sharing of knowledge.

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## The Need for a Social Contract Based on Social Justice

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Information-based human rights thus form the basis for a universal moral reasoning pertaining to the digitization of Africa's documented heritage. However, how can these rights be protected and enforced in a fair and just manner? The difficulty is that legal and economic systems that regulate global information distribution are in many instances not fair, inclusive and egalitarian. Agreements on the sharing and distribution of information are not always based on the rights of peoples but more on contracts and licenses, which in many cases can lead to the economic exploitation of the individual and communal creators of information. Market players do not always take into account the interests of the other party. It seems that the primary interest is mostly self-interest. This can pose a serious threat to the processes involved in the digitization and control of Africa's documentary heritage.

How can the digitization of the African documented heritage then be fairly regulated, protected and promoted in the world of globalization? Two things must happen: the big international information role players, who have the means and technology to digitize large volumes of information, must recognize the collective rights of others and refrain from acting purely in their own interest. Secondly, a moral sensitivity must be developed to the principle that the rights of others are important and that the unfair treatment of others is unacceptable. This is a deeper rooted moral obligation than just applying a legal structure of intellectual property legislation.

### Social justice as a normative tool

What is proposed here is a social contract based on social justice. The reason for choosing justice as the moral tool lies fundamentally in its definition: to give a person or society what they deserve. As a moral notion it was founded by the Greeks and applied by the Romans and it has become the universal norm to regulate our societies (Rawls 1973). As Maguire (1986:3) puts it: "Justice is the first assault on egoism" and "The alternative to justice is social disintegration because it would mean a refusal to take others seriously". Without justice the rights of others cannot be protected and respected. It is both a legal and a moral concept. As a moral tool to judge and regulate society it must also act as a

guideline with regard to the legal application of information rights.

A four-part typology of social justice is put forward that can be used as a normative tool for evaluating and realigning information ownership rights. The four types are:

#### *Commutative justice*

As an expression of justice, commutative justice requires "fundamental fairness in all agreements and exchanges between individuals or social groups" (National Conference of Catholic Bishops, 1997:42). Applied to the digitization of the documented heritage of Africa it implies amongst others that the digitization of the African heritage cannot take place without the consent and fair compensation of Africans. This economic application implies that there must be fairness in transactions that secure the digitization of African heritage. This is specifically with regards to the payment of royalties and other forms of compensation – not only to individuals, but also to communities. The economic gain must also not be at the expense of the people who created the information. African scholars must be able to gain access to their own cultural heritage on a fair basis. This implies free or affordable access.

#### *Contributive justice*

The second category of justice is contributive justice (National Conference of Catholic Bishops, 1997: 42). As an expression of social justice it entails that individuals have a moral responsibility to be active in society. Their contribution can take on many forms. In the present context this implies that knowledgeable people in Africa should make available their vast wealth of knowledge to the benefit of human kind. This will ensure that this knowledge will become part of the intellectual commons that is open to all. Hamelink (2000: 154) articulates it as follows: "All peoples and all nations have the duty to share with one another their knowledge". In this way Africa's peoples can contribute to the creation of new knowledge. However, it is not only individuals who have an obligation to society. Society has a duty to facilitate these individuals' activities without impairing their freedom and dignity. If applied to the archiving of African documentary heritage this means that society has the obligation and duty to put the infrastructure in place to ensure that individuals and groups have the means at their disposal to create

and distribute knowledge, and that they receive a fair economic return on their efforts. In practical terms it implies the following: The developed nations of the world have a moral obligation to make available modern technology to assist in the digitization of the African documented heritage. There must be moral and economic incentives for the peoples of Africa to make available their cultural heritage (Lavoie, 2003). Contributive justice also suggests that there must be an effective legal infrastructure in place to protect the cultural and economic interests of the peoples of Africa.

### *Distributive justice*

As the third category of justice, distributive justice ties in closely with contributive justice. It takes as its starting point the fair and equal distribution of the benefits of a particular society (for example power, income, wealth and knowledge) to its members (National Conference of Catholic Bishops, 1997: 42). Applied to the digitization of African documentary heritage it implies that Africa must distribute its documented heritage wider than its originating culture. This distribution must, however, not be done at the expense of the people themselves. It must be based on fairness and ensure that Africans will be able to access their cultural heritage once it has been digitized.

### *Retributive justice*

Any of these forms of justice would be hollow without an enforcement component. Retributive justice can be seen as such a normative instrument. It refers to the fair punishment of those who have violated society's accepted principles of justice and the clear articulation of what constitutes non-conforming behaviour (Lipinski and Britz, 2001:18). As such, it focuses on the social control of harm to humans. This form of justice acts as an important guideline for the protection of Africa's documentary heritage in digital format. It supports society's punishment of those who trespass intellectual property laws by either stealing or damaging Africa's digitized heritage.

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## **Broad Principles**

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Based on this moral framework the following broad principles are proposed from which more specific guidelines can be derived:

### **Recognition of cultural and moral rights**

The process of digitization should be carried out in such a way that it preserves the integrity of the culture of African people. The digitized material should not be used and displayed in a manner that might harm or misappropriate the culture from which it was derived, for example by distorting or trivializing it for purposes of commercial advertising. African people must still have the right to a proper identification of their cultural heritage. This implies the right to be identified and recognized as the creators of their heritage. These cultural and moral rights should also include the right of communities. This would imply that the communities (and by extension, scholars from the communities and countries concerned) should have some say on which aspects of their documentary heritage are digitized and what the priorities of such digitization programs should be. (This would satisfy requirements of contributive justice and distributive justice in respect of the right of ownership of information.)

### **Recognition of ownership rights**

The peoples of Africa have a right of ownership in their documented heritage. This right must extend beyond the present intellectual property regimes to include groups and communities. Individuals and groups must be able to prevent ownership of their heritage from passing by default into the hands of those digitizing the heritage or funding the digitization program. Ownership rights should also make provision for the communities themselves and for scholars and students from the countries concerned and from Africa generally, to access and use their digitized documented heritage (This would satisfy requirements of commutative justice and contributive justice in respect of the right of access to information and the right to own information.)

### **Recognition of economic interest**

The peoples of Africa must have recognized economic rights over use and exchange of their digitized documented heritage in the market place. If any economic benefit is derived from the use of the digitized documents the original creators thereof must have a fair share in the commercial transactions. (This would satisfy requirements of commutative justice in respect of ownership of information.)

### The duty to share knowledge as a common heritage

The peoples of Africa have a moral obligation and duty to make their documented heritage available and accessible to humankind. Digitization serves as a very effective instrument for accomplishing this. Those who possess the means (technology and other resources) to make this possible have a responsibility to ensure its success. One implication of this is that, through training and technology transfer, African communities and institutions should be placed in a position to undertake digitization programs themselves, or at least to participate in them as partners. (This would satisfy requirements of contributive and distributive justice, in respect of the right of access to information and the right of freedom of expression.)

### The right to control

The peoples of Africa must have the right to control their own documented heritage. This implies, amongst others, the right to decide which categories of information can be made available to the public and which not (for example sacred information), and even to withdraw access to material already digitized before. (This would satisfy requirements of commutative justice in respect of the ownership of information.)

### Protection mechanism

Legal protection mechanisms must be in place to protect these rights of African peoples. (This would satisfy requirements of retributive justice.)

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## Conclusion

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In the introduction to this paper a number of questions were asked concerning the selection, beneficiaries and users of African heritage once it has been digitized. Although one response might be to cite or devise a set of practical rules or guidelines, we have chosen to problematize the issue of digitization of African documentary heritage by raising a number of broader ethical concerns and elaborating the need for a globally acceptable moral foundation. Human rights and specifically communal and individual information rights provide such a moral basis, but the protection and enforcement of these rights do not follow automatically. A social contract based on social justice is needed to ensure respect for, and protection of, the rights of weaker parties

such as African communities that are creators and custodians of documentary heritage. On the basis of the four categories of social justice, it is possible to formulate broad principles from which more specific guidelines can be derived for dealing with the practical questions stated at the beginning of this paper.

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# Filling the Gaps in the Archival Record of the Namibian Struggle for Independence

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## Introduction

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In countries like Namibia, where the wounds of a violent past are still fresh, collecting memories of the people who were involved in controversial acts is a delicate task. However, the Namibian Archives of Anti-Colonial Resistance and the Liberation Struggle (AACRLS) Project under the auspices of the National Archives of Namibia are doing it, with respect to those who want their stories to be protected and kept out of the public sphere for the next decades.

How to get the history collected, but kept closed from access for a certain time, while on the other hand there are legitimate demands, not only by historians who want to do academic research, but also by victims or their families? What about opening wounds again while one of the cornerstones of the peaceful development of Namibia since its independence 13 years ago is the policy of national reconciliation without settling old scores? And what about civil society demands for open access to information?

To strike a delicate balance between these antagonistic demands remains a challenge, but is necessary for political stability.

Namibia emerged from the apartheid regime in March 1990.<sup>1</sup> Soon after independence, it was realized that in its quest for its very own road of travelling from apartheid to a democratic country, important questions need to be answered – who am I? where do I come from? – before asking, where am I heading to? how do I get there... and how do I know I have arrived?

In particular with regard to existing educational materials, it was obvious that history was told from the viewpoint of the colonizer, while the viewpoint and experience of the Namibian people themselves was missing, and entire regions of the country were practically left out of the picture.

The National Archives of Namibia became the focal point where some of these questions could get answers. But the information available there was incomplete as well, and consisted mainly of one-sided recordings of the colonial governments' dealings with indigenous Namibians. How can we make sure that the archives truly represent Namibian society in all its diversity? How can we make sure that the struggle for independence is told with evidence from those who fought for it, and not only from those who opposed it?

Namibia had, and still has, an urgent need to amend or change the existing apartheid policies and legislations after independence. Decisions on crucially important issues, such as the land issue, the allocation of mining concessions, racial legislation and eco-

conomic policies were taken, not in the colony, but at the seat of colonial power. The entire infrastructure of the country was shaped by these policies. The forces and decision-making processes behind them must be understood when it comes to redressing the wrongs of the past. But we do not have the records of the political and administrative policies that shaped the colony.

The National Archives of Namibia has been tasked to recover evidence of this historical past.

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### **The Colonial Legacy: Records Administration under German Rule**

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The German Empire, which had taken possession of Namibia (then South West Africa) from 1884–1915, set up a proper registry and filed their administrative documents with ‘German thoroughness’. When Germany lost the colony in the First World War, these documents were taken over and preserved by the South African administration,<sup>2</sup> and today they form the much valued and much used core collection of the National Archives of Namibia.<sup>5</sup>

However, the documentation in Namibia cannot be fully understood without access to the documentation of the decision-making process in Germany, in Berlin, where the ‘Reichskolonialamt’ (Imperial Colonial Office) was the central administration for all German colonies. That is why we are insisting that Namibia should have full access to the files in the colonial metropolis and that we should get microfilms of the relevant files from Berlin and Pretoria, even though some of them may just be a duplication of what we already have.

Since this paper was read at IFLA 2003 in Berlin, the National Archives of Namibia has received from the German Bundesarchiv a complete set of microfilms of the ‘Reichskolonialamt’ files.<sup>4</sup> While there are still other relevant files left to which we would also like to have direct access,<sup>5</sup> it is a huge step forward that this material can now be researched by Namibians without travelling to Berlin.

In the case of the colonial military, the situation is different. It is well known that Germany conducted a genocidal war in Namibia between 1904–1908, an event of far-reaching consequences whose centenary is commemorated in 2004. Most military records of this war are lost. We do not even know how much was destroyed

before the surrender of German forces in Namibia, and how much was sent to Germany and perished in the bombing of the German military archives in Berlin during the Second World War.<sup>6</sup> Research on this war has largely to rely on published sources, and on private papers which have survived the devastation of two world wars. And again, most of such private papers are found in Germany.

We do hold a few manuscripts and diaries from colonial soldiers and officers, which have proven to be a substantial uncensored source of historical information. These are mostly from those who remained to settle in our country. But considering that more than 15,000 German soldiers and administrators were sent to Namibia, many of whom kept diaries, took photos, or wrote letters to their families, much more material must be available in Germany – in family custody, in small town archives or local museums.

We appeal to make such material, either originals or copies, available to the National Archives of Namibia as a matter of urgency in rewriting the genuine Namibian history.

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### **Records Administration under Apartheid South Africa**

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The management of records during the South African colonial period was more haphazard and less organized than during the German colonial period, but nevertheless the South African administration too left an impressive documentary trail.

They created vast deposits of documents related to the day-to-day running of the country, filling about 6,000 shelving metres in our National Archives. But again, the political and policy decisions were taken in South Africa. We need not only explanations, but action on this matter.

Later, when the struggle for Namibia’s independence became a military matter, ever more decisions were taken in South Africa and more documents were classified ‘Secret’ and ‘Top Secret’. Key documents of the last decade of South African rule were even removed from Namibia to South Africa on the eve of Namibian Independence, in particular the files of the South African Administrator-General. As for the military records and the secret police files, we still have no clue how much was destroyed in Namibia or transferred to South Africa. This

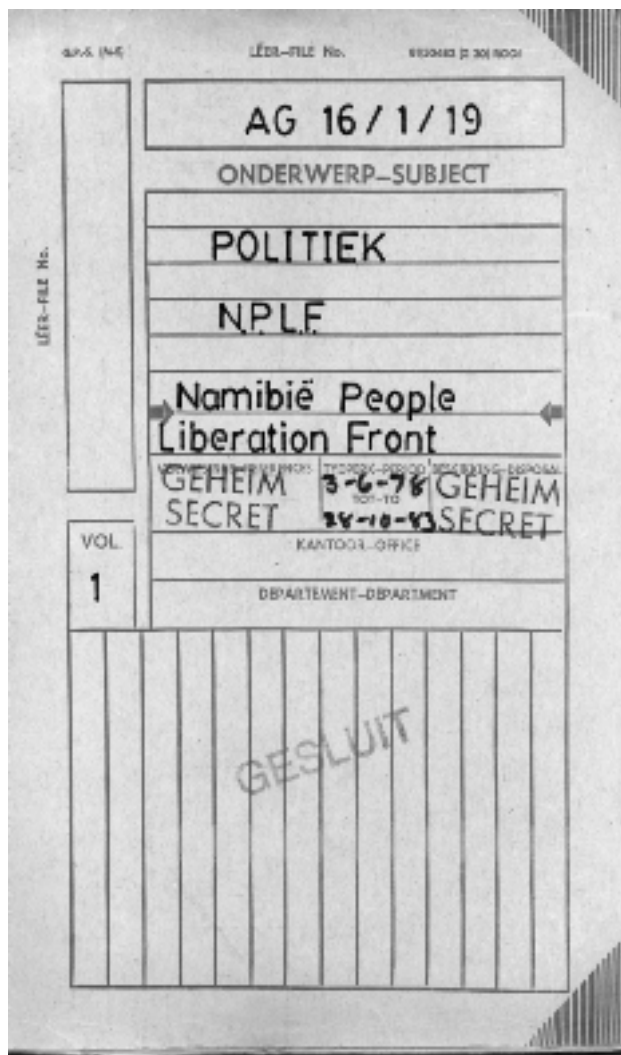


Figure 1. A cover from the files of the South African Administrator-General in Namibia, which were illegally removed before independence, and recently repatriated by the new South African government.

transfer was illegal according to international rules of state succession, but during the transition period the incoming Namibian government and the National Archives were faced with already accomplished facts.<sup>7</sup>

The report of the Truth and Reconciliation Commission of South Africa reveals that, during the period 1990–1994, huge volumes of public records were destroyed in an attempt to keep the apartheid state’s darkest secrets hidden.<sup>8</sup> And, unlike in some sudden revolutions, where the secret police of the old regime did not have time to destroy their records, the one-year-long UN-supervised Namibian transition process and the half decade between Nelson Mandela’s release from prison and the first free elections in South

Africa left the apartheid state machinery with plenty of time and opportunity to cover its tracks.

The surviving documents, while they form the record of the German and South African dealings with the Namibian people and as such are considered their rightful property, also constitute a part of Namibian history and have to be repatriated, in the original or as reproductions (preferably in the original format).

Attempts to get a commitment from the South African Government to supply the Namibian Archives with documents pertaining to Namibian issues were to no avail until the establishment of the new democratic South Africa in 1994. A statement issued on 20 August 1997, by the South African Minister of Arts, Culture, Science and Technology, Mr. Lionel Mtshali reads: “Those records were created in SWA-Namibia; they reflect a core aspect of the country’s constitutional and socio-political history, and they constitute an integral part of the archival heritage of the people of Namibia.” The Minister promised the return of documents illegally removed from Namibia. This process has started. We have already received back part of the Administrator-General’s records, as well as some ‘Native Commissioner’s’ files, and hope that a corresponding solution can be found for the rest of such records, especially including military and security police files.

### Internationally Scattered Resources

The history of Namibia is rather unusual, insofar as it has, more than any other country (except maybe Palestine), been shaped from outside. Not only by the two colonial powers, Germany and South Africa, but also by international forces who were surveilling, influencing, and counteracting the colonial power. This started with the League of Nations, whose records lie in Geneva,<sup>9</sup> continued over time with the growing involvement of the United Nations, documented in the UN Archives at New York,<sup>10</sup> and widened since the mid-1960s into a world-wide solidarity support movement, of both state and non-governmental players.

Last but not least, a considerable proportion of Namibia’s population went into exile where most of them lived not as mere refugees but were actively involved in the liberation struggle, and left a world-wide documentary trail ranging from Australia to Canada, from Cuba to China, from Algeria to Zimbabwe. Millions of records of high



relevance to Namibian history have been created abroad, and are now found scattered all over the world.

Their presence is needed in our country for historical research, for promoting a sense of nationhood, for promoting the government policy of national reconciliation, for educating the public, and for the educational curriculum. It does not really matter whether the records are in Spanish, Swedish, Swahili or Finnish – all these languages have been learnt by Namibians in exile. Not to mention German, which is even taught as mother-tongue in a number of Namibian schools today.

The repatriation of material from non-governmental support organizations has in some instances been very successful. For example, the substantial entire records of the New York-based 'Episcopal Churchpeople for Southern Africa' and the London-based 'Namibian Churches Communications Trust' have been transferred to Namibia. In other instances, however, where such material has been entrusted to foreign institutional archives, the current custodians are sometimes not very willing to provide even copies.

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### Oral History

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But apart from these scattered international resources, we are struggling to preserve what we have at home, but is vanishing every day with the death of our old people – or even, in these times of HIV/AIDS, our not-so-old people. Their memories, their rich history, run the danger of getting lost, because many significant and important historical events are neither on the written record, nor are they otherwise preserved.

"It has therefore become the urgent duty of all historians to listen carefully, to record accurately and research objectively; all those past historical events; as a clear sense of history, helps us all to understand the past; appreciates the present more meaningfully and informs our, sometimes, long walk into the future, more intelligibly", said our Minister of Basic Education and Culture at the inauguration of the Archives of Anti-Colonial Resistance and Liberation Struggle (AACRLS) Project.<sup>11</sup>

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### The AACRLS Project

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The Archives of Anti-Colonial Resistance and Liberation Struggle (AACRLS) Project was initi-



Figure 2. The new National Archives and National Library building in Windhoek, Namibia.

ated when the President of Namibia, on his state visit to Germany in 1996, expressed the wish to have the repatriation of historical materials to Namibia supported. It slowly shaped into the AACRLS concept through a series of consultations and workshops.

While these efforts were going on, the Namibian government built and completed a spacious new National Archives and Library building that has created the possibility of housing a large volume of archives.<sup>12</sup>

AACRLS finally saw the light of day when the German-Namibian Government negotiations held in Windhoek in October 2001 agreed to jointly support this as a bilateral project. An amount of DEM 2.5 million (EUR 1.28 million) was made available for AACRLS over a period of three years, with an equivalent contribution from the Namibian side in staffing and facilities.

### Some experiences

In all the project areas, concrete steps have been taken and materials collected. Involvement of the public has brought some spectacular results, such as finding the only existing photo of Kakurukaze Anna Mungunda, a national hero who was shot by police in the protests against forced removals in 1959. It was brought by her relative, a farmer in a remote village, after he had listened to a radio programme on the project.

Another issue is that the retrieved material should not just be stored in the archives, but brought to the public eye. Not only for educating the public, but also for adding value to the material. For example we received photographic material from exile of Namibians engaged in all kinds of activities. They were taken in a war situation, and in most cases, the names, dates, exact locations were



Figure 3. *Kakuruka Mungunda, a Namibian national hero. This only known portrait of her was recovered after a public appeal through radio.*

not supplied. Now we organize photo exhibitions and people come and recognize themselves and others and tell us the missing details.

Other material such as posters, United Nations passports, SWAPO marriage certificates,<sup>15</sup> solidarity badges, T-shirts, any visually striking or 'touchable' material is extremely valuable to aid the memory of the contemporaries, and to illustrate history for those generations who did not have the first-hand experience.

Very much of this type of material is still around in private possession, but highly endangered by spring cleanings, house moves, or the death of the people who connected some sentimental value with it, and it should be collected and preserved.

### The new challenge

The project conducts oral interviews with persons, many of whom had direct experiences as prisoners of war, political prisoners, detention,



Figure 4. *Meme Justina Amwaalwa. Her life story of being detained for the "Treason Trial" 1967, and giving birth in prison at Pretoria, was recorded for the National Archives.*

war and exile. Some of these interviews contain information that implicates citizens who were instruments of apartheid regime. Likewise, some of the materials returning from South Africa also implicate officials who carried out the dirty work, arresting, torturing and killing civilians accused of assisting the freedom fighters. Others may point to state informers. Dealing with records of former oppressive regimes is a sensitive task with serious ethical implications, and different countries have taken quite different courses with regard to dealing with the past and its records.

In our case, archival policy has to be informed by the Namibian policy of national reconciliation, which was formulated at independence and stipulates that nobody, on either side of the conflict, should be prosecuted for politically motivated

actions during the independence struggle. But immunity from legal prosecution is only one side of the coin, while the consequences in terms of public opinion and personal relations are another.

The AACRLS Project is taking a cautious approach to these questions, and discusses with interviewees and donors whether they want to place a limited embargo on their material or on certain information contained in them.<sup>14</sup>

Ethics are an important issue also in other respects. Oral tradition in Namibia frequently tells us of leaders whose heads were allegedly cut off and sent to Germany. While this may be difficult to prove in individual cases, the evidence is overwhelming that such things happened. For example, photographs taken from a scientific publication of 1913 show the heads of Namibians who were killed or died in German prison camps during the 1903–1908 colonial war.<sup>15</sup> There was a flourishing industry of taking skeletons and body parts to Germany for research in physical anthropology, a branch of science whose excesses later culminated in Mengele's experiments at Auschwitz.

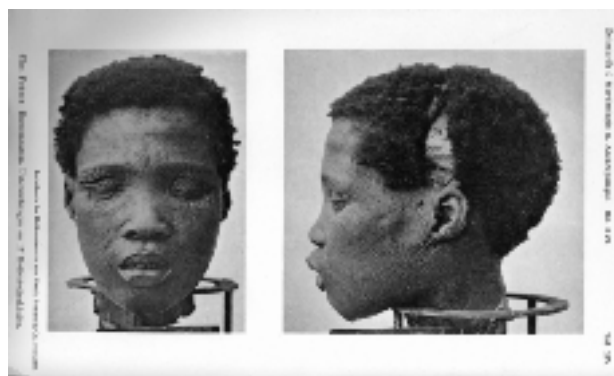
Reconciliation also means that these human remains, whose removal was neither authorized by themselves nor by their families, be returned to their motherland and be given a decent burial, instead of remaining in museum cupboards as a memento to a discredited pseudo-science.

History is often unpleasant and some people may argue that reproducing these photographs may not contribute positively to the Namibian government policy of National Reconciliation.

We strongly argue that the present is always a product of the past, and if the errors of the past are not exposed there is no guarantee that they would not be repeated. Let us give a voice to those silent skeletons in the cupboard and assist Namibia to document its history.

We call upon individuals, organizations, institutions having collections (posters, photographs, documents, recordings, artefacts) on Namibia in their custody, to please contact the National Archives of Namibia.<sup>16</sup>

While the effort of our project encourages that history must be told openly, we still want to exercise sensitivity to avoid rekindling divisions of the past into divisions of tomorrow, to avoid ostracising individuals or even their families for



*Figure 5. Head of a Nama woman who died at Shark Island concentration camp, Namibia, ca.1906, which was sent to Germany for anthropological "research". Published in a scientific journal, 1913.*

being involved in actions of a regime that they did not create.

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1. After almost 30 years of liberation war, a negotiated settlement was reached which provided for free elections under UN supervision in 1989.
2. With the exception of some district and military files which were apparently destroyed under unknown circumstances.
3. The National Archives was established in 1939 as 'Archives Depot of the Territory', and the German files were the first to be taken in and organized.
4. This set includes also the files for the other German colonies – an important feature not only for comparative studies, but also because there were many-fold connections between the colonies.
5. Most notably, the files of the 'Deutsche Kolonialgesellschaft', and records in the Political Archives of the German Foreign Office.
6. The military archives in Potsdam was burned in totality by an air raid on 14 April 1945, except for some (mostly more recent) material removed in 1943. The destroyed archives most probably contained all files relating to the Namibian war, except for the Navy files which were archived separately and are today in the Bundesarchiv-Militärarchiv Freiburg. See: Buck, Gerhard (1976): *Das Militärarchivwesen in Deutschland*, Jahresbibliographie Bibliothek für Zeitgeschichte, vol.48, pp.455–468.
7. The UN supervisory body UNTAG (United Nations Transitional Assistance Group) had no immediate administrative power and was largely restricted to supervise the elections. It had apparently no instructions to safeguard the integrity of archives.
8. Truth and Reconciliation Commission of South Africa Report (ed. Susan de Villiers). Cape Town: Juta, 1998. See in particular: Vol.1, p.201 and p.224

9. In the Library of the United Nations Office at Geneva.
10. As a starting point in the repatriation of UN material, the National Archives has received digitized records of the UN Security Council dealing with Namibia.
11. Mutorwa, John (2001): Speech at the press conference to launch the AACRLS Project, 16 August 2001.
12. The National Archives moved into the new building during April/May 2000.
13. SWAPO, the main liberation movement, organized a civil administration in exile which included educational institutions and civic affairs.
14. In line with international archival practice, the transfer of private accessions is accompanied by a legally binding contract which may stipulate individual access conditions.
15. Fetzer, C. (1913): Rassenanatomische Untersuchungen an 17 Hottentottenköpfen, *Zeitschrift für Morphologie und Anthropologie*, vol.16, pp.95–156.
16. National Archives of Namibia, P/Bag 13250, Windhoek, Namibia.

*Original paper no. 091 presented at the World Library and Information Congress, 69<sup>th</sup> IFLA General Conference, Berlin, Germany, 1–8 August 2003, in session 170. Library Theory and Research & Free Access to Information and Freedom of Expression (FAIFE) English original, under the title. ‘ “We Are Not Going to Prosecute You, We Want Your Records and Stories”: filling apartheid gaps in the public memory of the Namibian struggle for independence’ available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>.*

# Eritrea: the state of its library and information economy

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## Introduction<sup>1</sup>

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In 1993, Eritrea became the world's newest country of 45,000 square miles with an estimated July 2001 population of 4.3 million. Although there is a population density of 82.1 persons per square mile,<sup>1</sup> the 16 to 83 rural-urban split means that much of the urban area is centered in just three cities: the capital, Asmara with a population of 435,000; Keren, population, 57,000; and Massawa, population 40,000.<sup>2</sup>

While these three cities have a number of excellent libraries, library and information science (LIS) researchers, educators and practitioners know little about the current status of its library and information economy in general; understandably, the older professional literature covers Eritrea as part of Ethiopia.<sup>3</sup> Thus, there is a pressing need exists to bring the scattered literature together for an up-to-date analysis of Eritrea's library and information economy. Eritrea is a genuinely interesting place and what one learns here might be applied in substantially similar situations elsewhere.

The overarching goal of this article is to provide international LIS professionals and other interested parties with a broad overview of the current state of Eritrea's libraries and information centers. More specifically, this article's main objectives are:

1. to describe the barriers and constraints in developing these centers using a STEPE trend or issues analysis;<sup>4</sup> and
2. to provide a set of recommendations or 'next steps' for interested parties, such as the Eritrean government, local librarians, non-governmental organizations (such as International Monetary Fund or the World Bank), and the United States government (e.g. the United States Agency for International Development (USAID) or the US Department of State).

The key question of this article is, 'What ought to be the library and information economy in Eritrea?' To answer this question, the author has based the following analysis on a 2003 trip to Eritrea, using the expressive theory of librarianship.<sup>5</sup>

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## Social Constraints

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Much of Eritrea's developing country is still agropastoral or pastoral<sup>6</sup> outside the capital, though it is slowly transitioning to an industrial society. In the eight sub-zonal regions outside the capital, some areas are "very fertile and produce good crops of cereals, vegetables, fruit and a wide range of Red Sea fish."<sup>7</sup> However, the country still does not produce enough food on its own since it depends upon food imports; a food shortage is a potential crisis for them. Historically, wherever the Italians settled (primarily

in the highlands), they had good crops and climate. While the highlands continue to flourish, other regions are at risk due to prevailing drought conditions.

Due to Eritrea's liberation struggle and recent war with Ethiopia, there is an intense level of patriotism, little corruption, as well as a very low crime rate in terms of street crimes such as robberies and theft, despite some security reports.<sup>8</sup> Increasingly, self-reliance has grown among the citizenry.<sup>9</sup>

Eritrea's rapidly rising literacy – which has widely ranging estimates – may be due to varying definitions. Literacy rates vary from a low of 20 percent (by some US estimates<sup>10</sup>) to as high as 53 percent (by official Eritrean government estimates). A higher literacy rate, in any case, will contribute to societal progress. Nonetheless, a reading culture does not exist because there are too few, or even no books in the countryside, a rather high import duty, or just simply too expensive books (e.g. items range from 13 Nakfa for a paper-bound fairy tale pamphlet to 280 Nakfa for a good quality paperbound book). For example, while a national service student earns 500 Nakfa per month (and only 150 Nakfa two years earlier) and a bachelor degree-holding 'librarian' may only earn 1500–1700 Nakfa, a certificated librarian may only take home 1900 Nakfa per month. With such a difficult financial situation, it is hard to justify purchasing books rather than life's essentials, like food and shelter or clothing.

In addition to its small reading culture, Eritrea is also multi-lingual and multi-cultural. For example, students are taught in nine native languages plus English after grade three; Italian is often used among the older generation. Eritrea's nine or possibly ten ethnic groups include: Afar, Bilen, Hedareb, Kunhama, Nara, Rashaida, Saho, Tigre, and Tigrinya, the largest group. Tigrinya, Arabic, and English are the three main working languages in government offices; according to the constitution; however, there is no official language.<sup>11</sup> Catholicism, Coptic Christianity<sup>12</sup> and Islam are Eritrea's primary religions – Catholicism and Christianity are strong in the capital while Islam is strongest outside the highlands. Christian fasting from dairy and meat products is widespread during Lent, but the people seem quite tolerant of varying religious practices. In fact, an intense national pride in its multiple religions and cultures appears to keep Eritrean society from devolving into tribalism or sectarian divisions.<sup>13</sup>

The University of Asmara, a teaching college with seven divisions,<sup>14</sup> was built by Italian missionaries in 1958 as the 'Holy Family University Institute'; it was accredited in 1960 and the Ethiopian government chartered it in 1968. Today, more than 50 percent of students come from outside Asmara and it seems to maintain relatively high admission standards.<sup>15</sup> At present, its university has thirteen students studying at State University of New York at Stony Brook and seven students studying at UCLA; a University of North Carolina collaborative project spanned five years, from 1995–2000.

Eritrea's university library, headed by Ghiday Kahsai, contains 100,000 books and 165 journals, arranged according to the 21<sup>st</sup> edition of the Dewey Decimal Classification (DDC) scheme; it has grown from 35,000 in 1991.<sup>16</sup> Despite the fact that the best books from its collection may have gone to Ethiopia 30 years ago, the university library plays an informal role as Eritrea's national library. Its administration is certainly training the next generation of librarians (see below).

The People's Front for Democracy and Justice (PFDJ) supports the Research and Documentation Center, which holds many Eritrean People's Liberation Front (EPLF), Eritrean Liberation Front (ELF), and Ethiopian documents. The Documentation Center's goal is to evolve into Eritrea's official national archives, which could become a community empowered agency through its record keeping. For the moment, however, there is no enabling agency or legislation that supports a national library. Yet another barrier to developing a reading culture is the high import duty on all books.

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### Technical Constraints

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The Eritrean information technology infrastructure is good, but not sound. For example, though regular 220V, 50Hz power is available in Asmara, it is much less predictable outside the capital. Outside the city, power conditioners are useful in dealing with flicker, power spikes, and avoiding extremely high voltage. One day the voltage was well above 300 volts – apparently, the power needs boosting due the voltage drop or line resistance in Massawa's total circuitry, which is near the Hirgigo power plant on the Red Sea. In addition, uninterruptible power supply (UPS) is necessary due to occasional outages in Asmara as well, which can range from a few moments to several minutes.

Although, the country's power grid is clearly under a great deal of stress, the national government in Asmara maintains the country's gateway. In March 2003, four Internet Service Providers (ISPs) began providing local access to the Internet. Throughout the capital, one sees many Internet cafes on the main and side streets. The high demand, unfortunately, also causes slow connections (which improve after 5 pm and before 8 am). Despite this advancement in Internet connectivity, the role of appropriate information technology and its users' ability to use it effectively remain tenuous.<sup>18</sup> For example, the Mas-sawa Municipal Library received a brand new Canon 6028 copier as a gift, but it arrived without a maintenance contract, so it sits unused after its first breakdown. The prevalence of these situations – in which repair or maintenance or greater load carrying ability is needed – prevent Eritrea from truly advancing into the high tech era.

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### Economic Constraints

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By any measure, Eritrea is still one of the poorest countries in the world; its estimated GDP per capita for 2000 is less than USD 200, or USD 750 in purchasing power parity.<sup>19</sup> As mentioned above, Eritrea is transitioning from a subsistence agricultural economy, in the eight sub-zones outside the capital, to an industrial society (e.g. beer, clothing and textiles due to the Italian influence; otherwise, Saudi Arabia and Ethiopia are Eritrea's primary trading markets)<sup>20</sup> in the capital city. Overall, the country's leadership wants to be self-sufficient by avoiding debt dependency. According to the World Bank Group and USAID,<sup>21</sup> since Eritrea is external-investment and export-growth oriented, it enjoys the lowest external debt of any Africa country. Graft and corruption also appear to be extremely low, especially when receipts are given for nearly every transaction, ranging from money exchanges and hotel rooms to restaurant meals. This situation augurs well for the economic future.

Much of the pre-1991 war materiel has been cleaned up and is waiting to be recycled; the few remaining Soviet military tanks are pointed out as reminders of what Ethiopia did to the country. On any arterial road out of Asmara, the deforestation is striking, but equally impressive are the subsequent student terracing and replanting efforts. However, these ecological efforts are taking students away from their studies. This situation is further compounded by national re-

construction service work (which consists of a prescribed 18 months – 6 months of military service and then 12 more months of some other relevant work), which they also have to do when they could instead be studying.<sup>22</sup>

On the economic front, the World Bank (WB) and International Monetary Fund (IMF), along with the World Food Program (WFP), are working to avoid a famine which may be developing in Eritrea<sup>23</sup> and which could affect up to 15 million individuals in the entire region. In general, these three agencies have worked toward reducing investment and trade barriers and encouraging open markets in Eritrea as well as elsewhere.

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### Political Constraints<sup>24</sup>

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At present, Eritrea has a centralized unitary administration with a single political party – the People's Front for Democracy and Justice – and a constitution that the people ratified on 24 May 1997, but which has not been implemented since the 2001 postponement of national elections.<sup>25</sup> Mr. Isaias Afwerki, President since 1993, continues to serve without popular election, although the National Assembly recently met "for the first time in eighteen months."<sup>26</sup>

Any political constraints in Eritrea must be understood against its 30-year struggle and war of independence (1961–1991) and the more recent 1998 Ethiopian border war, which ended in December 2000 with a 25-kilometer UN temporary security zone (TSZ) inside Eritrea.<sup>27</sup> While the country currently appears politically stable, the army has not fully demobilized and the phrase "look at what the Ethiopians have done" is a common refrain.<sup>28</sup> While there are few, perhaps no, posters of the President and very little police or other obvious security presence (unlike some other fledging African countries).

In the villages, a well-organized tradition of a self-reliant communal style of government called *baitos* exists. This council of elders "is responsible for decisions concerning the collective welfare."<sup>29</sup> In Asmara, this tradition is symbolized by the mythic 'Shida sculpture' (i.e., the home-made, recycled rubber tire sandals worn by liberation fighters) that is positioned in the middle of the Martyr's Avenue roundabout.

The important government ministries in Eritrea's fledging information economy include: the Min-

istry of Education, and especially its Adult Education Division, which has established a national curriculum, but for which all schools run two sessions (morning or afternoon) due to overcrowding and lack of trained teachers;<sup>30</sup> the Ministry of Finance, which created an import duty (13 percent) on all books, including those from the Red Sea Press in New Jersey which specializes in this area; and the Ministry of Information, which publishes all three of Eritrea's newspapers, including the weekly English-language *Eritrea Profile*.<sup>31</sup>

The nascent library association has good intentions of establishing and promoting national standards. In addition, it has supported the drafting of a national information policy; however, there is a great need to educate local city or sub-zonal administrators about the role and function of free public libraries. Moreover, these regional and local administrators do not have a sufficient budget to provide for a local library's collection maintenance, much less development.

Finally, Eritrea's political situation is problematic due to its continuing retention of some individuals for national reconstruction service (since 1996) as well as the widespread diaspora of the middle class and other privileged individuals during the debilitating 30-year Ethiopian war with the Dergue (a military committee, which ended with the toppling of Mengistu Haile Mariam's regime in 1991).

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### Environmental and Ecological Constraints

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For anyone who has traveled into the Eritrean countryside in several directions, it is clear that much of the nation's resources are concentrated in the capital city. One sees modest classroom buildings of stuccoed concrete and flat roofing nearly everywhere. Inside these buildings, though furnishings consist of worn chairs and tables, there are blackboards and chalk; the electrical outlets, however, are limited. Their libraries serve as reading rooms rather than state-of-the-art information centers.

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### Information Economy

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This section examines the constraints on Eritrea's education and literacy; reading culture and the role of bookstores; and national associations and the lack of a national library.

### Education and literacy

As mentioned above, children attend schools in double shifts (i.e. one group goes to school in the morning and a different group in the afternoon) due to lack of sufficient highly trained staff and commodious facilities. Libraries, if extant, often serve as storerooms and reading rooms in reality. In addition, one must ask about the role of these book collections, which exist primarily to support the national curriculum rather than independent learning. In any event, there is a need for bilingual interpretation and translations in outlying areas. Librarians also have modest training, usually only two years beyond high school graduation. Since training is focused in the university, the certificate program there needs material support. For example, three or more students share extant textbooks.

### Reading culture and the role of bookstores

As mentioned above, the high cost of materials relative to one's income in Eritrea restricts the development of a robust reading culture. Although the Congregation of the Mission (commonly called Lazarists or Vincentians) introduced the first printing press to Eritrea in 1863, there are still few major printing presses in the country today.<sup>32</sup>

Similarly, local bookstores are few and rather far between, so stationery stores carry the load. Even then, there is only a modest selection of pamphlets (e.g. works which support local curricular needs; how to learn English, Italian and Tigrinyan; or a fairy tale pamphlet) available in stationery stores.

The only two decent bookstores that have several hundred titles exist in the capital city, Asmara. One is called MediaTech, which is located on the airport road; the other, Awghet Bookshop, has a branch store in the airport's departure lounge. Obviously, the country's "reading culture is affected by, among other things, government restrictions on publishing, prohibitive printing costs when allowed, banning of the free press, [and] lack of advertising for printed materials [and so on]".<sup>33</sup>

One of the most disturbing reports that has come from the United Nations<sup>34</sup> recently reported that Africa has the fewest number of readers worldwide. The UN Development Programme's *Arab Human Development Report* recently revealed that Europe now reads more than North Ameri-



ca, which reads more than the former Soviet Union; Africa, unfortunately, is well below the world average.

### **National associations and national library**

Regrettably, no national library exists in Eritrea to set countrywide standards and serve as a model, or to support the government's ministries. Furthermore, no government agency seems sufficiently empowered to establish one. The national library association (established in February 2002) consists of well-intentioned people. To their credit, they sponsored the first city-wide 'Book Fair' in 2002.

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## **Twin Principles of Librarianship**

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### **Preservation**

Overall, most of Eritrea's book collections consist largely of castoffs; almost everything contains dated and worn collections or discards. In addition, if there is anything worth saving or maintaining, the environmental conditions are simply not present. For instance, high ultraviolet radiation (due to the lack of drapes or large window-to-wall ratios), numerous open windows (which cycle high temperatures and humidity, especially severe in the lowlands) will exacerbate anything that is not Ph neutral. Lastly, frequent poor door and window closures and the possibility of pests (such as termites, cockroaches, and mice) entering the facility present severe preservation difficulties.

### **Information access**

Most libraries maintain relatively short hours of operation; circulation is carried out by possession of a membership card, which can be acquired by paying a modest fee. Collections are in shelf order, and use a dated version of the DDC. Cataloging records are quite minimal, mainly shelf inventories. Other than at the university, there do not appear to be printed or computer catalogs (i.e. no full standard cataloging by author, title, and subject access according to Anglo-American Cataloging Rules, 2<sup>nd</sup> revision or Library of Congress Subject Headings). Nonetheless, some modest use of computer technology is present, along with slow Internet access. Reference desk service, however, is not apparent.

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## **Types of Libraries**

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Estimates of the number of libraries in Eritrea vary, but 89 is a reasonable estimate. As for the actual numbers of different types of libraries, there are currently 31 school libraries, 23 special libraries, 18 business libraries, 9 public libraries and 8 archival collections in the country. More branch libraries are being built.

### **University libraries**

As mentioned above, the University of Asmara is the only university in the country. Its library<sup>35</sup> has grown from 35,000 titles in 1991 to more than 100,000 titles for 6,540 students, 50 percent of whom are from outside of Asmara. Branch campuses have been established at Halhale, Keren, and Massawa. The University's President, Dr. Wolde-ab Yisak, aspires to have all these libraries networked with the main campus.

### **School libraries**

Most of the school libraries are really reading rooms, which still serve an important purpose, of course. In Barentu, a small town of 16,200 inhabitants (with perhaps 558,490 in the province), there are 2,600 students. The local officials claim that literacy is 70 to 80 percent, and even higher for girls; it seems unlikely. The reading room's book collection has a loose subject arrangement – there is no author, title, or subject catalog. Worse, the local administrators say that there is no book budget; their needs are desperate, for children's books, some basic periodicals and newspapers and a computer. It is difficult to understand how such a library could support a national curriculum.

### **Public libraries**

#### *Barentu*

This facility, which was scheduled to open in late 2003, promises to be the nicest library building in the region, if not the entire country. One floor of the building is devoted to collections and library administration. The second floor is divided between a language learning center and a computer center. Next door is a tearoom, and behind that, the plans call for a kindergarten.

#### *Keren*

The Municipal Library is a single, large reading hall, which lacks any temperature and humidity

control. However, the US Ambassador inaugurated the first 'American Corner' in the Municipal Library here in Keren, so one can hope that in addition to "a collection of books, CD-ROMs and videos about the United States,"<sup>36</sup> the US government will also support library staff training.

#### *Dekemhare*

This town supports the most impressive public library in the countryside. Walking inside this facility, one gets the impression that the place is well run and things are fresh and clean; the wooden bookshelves look nice, too. The library itself contains 4,620 items, classified by DDC 21; there is no catalog, but they do have a shelflist. Six hundred items are reference books; four are periodical titles; and two are newspapers (the daily *Hadas Eritrea*, published in Tigrinya, and the *Eritrea Profile*, an English language paper).<sup>37</sup> In addition, the library owns four computers and has a reliable Internet connection.

Forty seats are available for the 257 active library users; the library is open from 9.00 am to 12.00 noon and from 2.00 to 7.30 pm, though not on Sunday or Monday. Book loans are available for a maximum of two items for two weeks; reserve items are located behind an attractive circulation desk. Three staff members operate the place – the senior librarian, Tesfazghi Habte, is a young man with a BA in physics from the University of Asmara. Perhaps most importantly for the library's future, it has an active library committee to support its efforts.

#### *Massawa*<sup>38</sup>

Other than four or five libraries that exist in name only, this public library is the most important one in this region.<sup>39</sup> The Municipal Library, a two-floor building, contains a growing collection of 10,000 titles (in 2002, which is up from 2,915 in 1997), but no municipal budgetary support is available for things other than staffing (N=7), lights, telephone<sup>40</sup> and water. US Navy sailors and US marines visited Massawa in 1998 to paint the library building and to help to clean-up the grounds, as well as to deliver a container of books.<sup>41</sup> In the summer, the librarians and users face formidable high temperatures and humidity; even in the winter, ceiling fans run 24/7. Massawa is one of the few town libraries that owns a photocopier; however, the Canon 6028 copier needs an operator's manual and a regular maintenance contract.<sup>42</sup> Mohamed Nur Said,

the active librarian, has expressed an interest in IFLA's 'Twinning Project' at <http://www.ifla.org/VI/2/pl/int-par.htm>.

#### **Special libraries**

Perhaps the best libraries in Asmara are those in special settings. For example, the World Bank (WB) library has absolutely the best facilities, as well as a strong library organization. Moreover, the WB maintain their own reliable Internet connection and have created several electronic pathfinders about Eritrea.<sup>43</sup>

At present, the United States Information Resource Center (also known as the American Center) is functioning as a reading room (as opposed to a real library) and TV watching area (important, nonetheless, where an independent press does not thrive). Given the overall poor state of libraries in Eritrea, however, it could be a center of excellence and a model public library for the country. Despite the many adversities and the current low staffing and level of training, the library staff have accomplished a great deal. However, because of the noise from the children who play outside below the library, it would be ideal if the library's windows could be double-glazed. In addition, the creation of a temperature and humidity-controlled environment with monitoring equipment could be modeled for other collections. At the present time, they need more up-to-date Internet titles and they really should start a library and information science collection.

Another special collection is the Research and Documentation Centre (RDC), headed by the impressive liberation fighter, Azeb Tewolde. The RDC's aspiration is to become the national archives; in the short term, however, the center has several needs: better archival training in the latest techniques, thorough training in AACR cataloging and information technology support, including appropriate microfilming equipment that could be mobile. To date, the center has received USD 5 million in US funding for archival management from the World Bank as part of its Cultural Assets Rehabilitation Project.<sup>44</sup>

The center has made a remarkable effort to preserve the Eritrean Peoples Liberation Front's revolutionary material with help from the Swiss for pH neutral archival boxes and archival folders as well as substantial metal shelving. Secondly, the center has an extraordinary inventory list of approximately 11,000 parchment (mostly reli-

gious) books in progress (in March 2003, 90 per cent completion of manuscript books in the country's Coptic and Orthodox monasteries as well as mosques). For more details about the Research and Documentation Centre, see their website at <http://www.eritreanarchives.org/>.

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### Education for Librarianship

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At the University of Asmara, the Department of Library and Information Studies (LIS) is situated in the College of Business and Economics; the LIS program is headed by Mr. Adhana Mengsteab, who holds an MLS from the University of Western Ontario.

The LIS department has one other full-time lecturer, Dr. B.S.B. Kumar, who specializes in school libraries; the deputy university librarian, Mr. Ibrahim Mohammed, lectures as well, although his academic specialty is the Saho language.

The university offers a one-year certificate (or post-high school) program of ten courses in acquisitions, bibliography and indexing, cataloging and classification, and reference services to twelve archival and thirty LIS students at the Halhale campus. Two courses in Freshman English are required as well. Many students have limited English fluency; similar to other students, they generally do not ask many questions, even when strongly solicited. The required course textbooks are listed on page 154 of the *Prospectus 2002-2003*. Ideally, the university program in LIS should be expanded to a four-year program, which leads to an information studies major as well as a true graduate level education program for librarianship that encourages more than merely basic skills – one which fosters advanced creative and intellectual skills.

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### Conclusion

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The preceding STEPE analysis reveals that:

1. the social situation seems most promising, unless Eritrea moves toward secular-nationalism and slips more into solely survival values
2. the country's technical information infrastructure is fair
3. the economic conditions for Eritrea appear more or less stable – let's hope that the current leaders concentrate on this constraint

4. the political trend is unclear given the stalled national elections, distrust of Ethiopia, and the continuing threat of a border war; and
5. the ecological position of the country is fragile, given the recent debilitating war, deforestation, and desertification.

On the one hand, government ministers are wont to say: "In Eritrea, everything is a priority,"<sup>45</sup> but that may mean that nothing is a priority. On the other hand, anything one does clearly makes a difference in the country's future. If the possibility for a peaceful African renaissance is to occur, like a Singaporean nation state, it is clear that the country's library and information economy must have more attention from government, the national library association, NGOs, and the United States. Rather than patronizing Eritrea, interested parties in the United States and elsewhere must work as a partner – no more cast-offs, no more unwanted books.

As an academic researcher and LIS professional, my hope is that the Eritrean government will make serious plans to add reading and libraries to the forthcoming five-year national strategic development plans so that "inadequate technical knowledge"<sup>46</sup> is no longer a constraint. The establishment of a language institute within the university, or appropriate ministry, or the national library, to encourage and support writings in other Eritrean languages would preserve Eritrea's indigenous culture. Should the governmental leadership develop a legislative initiative to establish a national library in Asmara, that would protect Eritrea's cultural heritage<sup>47</sup> and could answer the pressing social, technical, economic, political and ecological questions of the National Assembly and government ministries. Creating a copyright and deposit law for the country, as part of a national information policy that could be modeled after their novel National Economic Policy Framework Program, would encourage innovation. Repealing the import duty on commercial books<sup>48</sup> and donated educational materials which should enter the country duty free would be a great assistance to Eritrea's people. Supporting the national university's efforts to develop its human capital (aka brain trust, but without creating a brain drain or brain circulation) is another area for improvement.<sup>49</sup> And finally, creating a 1930s US Works Progress Administration (WPA)-style bibliographies and inventories as part of the national service would help library staff answer users' reference questions in archival and information center settings. It could be a kind of 'Information Corps'.

At the University of Asmara, the Eritrean Library Association could sponsor 'in-service' workshops or continuing education seminars and work to upgrade the LIS curriculum at the university. Secondly, they could repeat their previously successful book fair, and make it an annual or biennial event that could coincide with a national LIS conference. Thirdly, the association should push for creating a national library, copyright policy and depository laws, which should include a balanced, fair use policy versus ownership rights clause, as well as addressing privacy rights and unclassified deposit copies. And finally, the association should continue to support the in-progress national information policy.

Local libraries and librarians might find willing partnerships in IFLA's 'Twinning Project' or American Library Association's 'Sister Library Project'. An enterprising librarian might even explore funding from the Coptic Orthodox Church in America, or elsewhere, as appropriate. In any case, local librarians can certainly apply for the IFLA/OCLC Early Career Development Fellowship and I encourage them to do so.

The United States government could model successful, proven techniques and behavior by establishing more 'American Corners' which operate on a 'best principles of American librarianship' basis and which include a core LIS collection of textbooks, explicitly for staff training purposes. Finally, the State Department should continue its Fulbright exchange programs for international students and scholars.

### Acknowledgments

I wish to thank the US Department of State for the opportunity to visit Eritrea during late March and early April 2003; neither the State Department nor any other governmental agency, however, necessarily endorses the preceding analysis and recommendations. In addition, I wish to recognize a number of individuals at the US Embassy in Asmara, Eritrea, who made this article possible including: Dr. Ilya D. Levin, Public Affairs Officer, for the original invitation to visit Eritrea; Ms. Eden Zeratsion, Educational Adviser of the Public Affairs Section; Mr. Habtesellasié ('Habte') Zerai, Foreign Service National Administrator, who guided me on several occasions; and Jack Doutrich, Political Officer.

In addition, I wish to thank many other political and religious leaders who discussed Eritrea's state of affairs with me: His Excellency Mike

Murray, British Ambassador to Eritrea; His Excellency Hubert Kolb, German Ambassador; and Pierre Montaigne, French Chargé d'Affaires; Mr. Tej N. Dhar, editor of the *Journal of Eritrean Studies*; and His Holiness Abune Thomas Osman (OFM), Catholic Bishop of Barentu.

Special thanks also go to the local archivists and librarians, as well as LIS faculty at the University of Asmara, including Mr. Michael Tekle, Manager of the Library and Information Center for the British Council; Ms. Almaz Bemnet, Director of the American Center/IRC; Mr. Adhana Mengsteab, Head of the Library and Information Studies Department at the University of Asmara; Ibrahim Mohammed, LIS Lecturer and Deputy Librarian of the University Library and President of the Eritrean Library Association; Mohammed Nur Said of the Massawa Municipal Library; and Mr. Tesfazghi Habte of the Dekemhare Public Library.

Finally, I especially appreciated the courtesies extended by the President and Directors of schools: Dr. Wolde-ab Yisak, President of the University of Asmara and Dr. Yemane Misghina, Dean of the College of Business and Economics; Mr. Michael Fissaha of the Comprehensive Secondary School, Asmara; and Dr. Yousif I. Neberay, Associate Professor, Keren.

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2. United States. Department of State. *Background note: Eritrea*. At <http://www.state.gov/r/pa/ei/bgn/2854.htm> (accessed 15 March 2004).
3. *Lib Lit* indexes only five articles on libraries and ERIC contains less than two dozen articles on education; the best sources are professional encyclopedia articles. See, for example, Rita Pankhurst's 'Ethiopia' on pages 188-189 of the *Encyclopedia of Library History*, edited by Wayne A. Wiegand and Donald G. Davis Jr. (New York: Garland Publishing Inc., 1994) or her earlier entry entitled 'Ethiopia, Libraries in' *Encyclopedia of Library and Information Science*, vol. 8, pages. 215-227, edited by Allen Kent and Harold Lancour (New York: Marcel Dekker, 1968); 'Ethiopia' by Adhana Mengsteab in the *ALA World Encyclopedia of Library and Information Services*, 2<sup>nd</sup> ed. (Chicago: American Library Association, 1986). The best source on Eritrea per se may be Paul B. Henze's *Layers of Time: a history of Ethiopia* (New York: St. Martin's Press, 2000).
4. A STEPE analysis (i.e., the social, technical, economic, political and ecological trends) is employed when reviewing the external environment to ascertain the likely impact of these issues upon any un-

- dertaking; see James L. Morrison and Thomas V. Mecca, 'Managing Uncertainty,' In *Higher Education: handbook of theory and research* (New York: Agathon Press, 1989), vol. 5, pp. 334–382.
5. Meaning, the development of a sustainable future based on best practices in American librarianship, and with due consideration to the cultural, economic, legal, organizational, political, and appropriate technological contexts, given the constraints listed.
  6. "A third ... are nomadic or semi-nomadic..." according to Zeratsion, p. 1.
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  10. Often, literacy is defined as the percentage of the population above age 15; the September 2002 World Bank figures in 'Eritrea at a Glance' (see [http://www.worldbank.org/data/countrydata/aag/eri\\_aag.pdf](http://www.worldbank.org/data/countrydata/aag/eri_aag.pdf), accessed 15 March 2004) suggest 43 percent of the population are illiterate; see also, Robert D. Kaplan, "A Tale of Two Colonies [Yemen and Eritrea]," *Atlantic Monthly*, 31 March 2003, or <http://www.theatlantic.com/issues/2003/04/kaplan.htm> (accessed 15 March 2004).
  11. According to Article 4, point 3 of the *Constitution*, "The equality of all Eritrean languages is guaranteed."
  12. Ge'ez (aka Giiz), the ancient liturgical language of Eritrea, is also important for their cultural heritage.
  13. Anthony D. Smith has written about the perennialist versus modernist notions of the role of the past in the formation of nations; see his book, *The Ethnic Origins of Nations* (Oxford: Blackwell Publishers, 1986).
  14. According to the University's *Prospectus 2002–2003*, the five colleges include: Agriculture and Aquatic Sciences; Arts and Social Science; Business and Economics; Education; and Science; there is also a Faculty of Engineering and a Health Science unit.
  15. The grading system at the University of Asmara and all other institutions is standardized: 80+=A; 70-79=B; 55-69=C; 45-54=D; 44 and below =F", according to *Country Fact Sheet – Eritrea*, p. 2.
  16. Still, the most important university library in the region is the Addis Abba University library, founded in 1961 with support from the Ford Foundation and USAID, and which held more than 500,000 items by 1980; see Mengsteab's *Ethiopia*.
  17. While one can get good deals on baskets and beads, Eritrea is not really a tourist destination yet, although *Eritrea; the Bradt Travel Guide* by Edward Denison and Edward Paice is in its third edition (Bucks, England: 2002). The only other readily available source is official: *Eritrea; a country handbook*, edited by Dan Connell (Asmara, Eritrea: Ministry of Information, 2002).
  18. In *Wasting the Rain: rivers, people, and planning in Africa* (Minneapolis: University of Minnesota Press, 1992) William M. Adams makes the point that many experts ignore or miss the local knowledge systems; one needs to think within the context of the existing cultural and social-economic systems.
  19. *Background Note: Eritrea*, p. 2 and The World Bank Group, *Eritrea at a Glance, 2000*. At <http://www.worldbank.org/AFR/-afr.nsfleS9ac2b361477ae8852567cf004d3c4f119fOc2eddf6dl852567dl00463019?OpenDocument> (accessed 15 March 2004).
  20. With its first ExpoSyria in March 2003, this country is trying to make inroads with furniture, clothes, and music.
  21. Thus far, they seem to have avoided the trap of Middle Eastern rentier state theory (see Hazem Beblawi and Giacomo Luciani, eds., *The Rentier State*, London: Croom Helm Giacomo, 1987).
  22. Furthermore, Jack Doutrich, the US Political Officer at the US Embassy, states that national service conscripts from 1996 are still working and the government still has not released them yet.
  23. *IMF News Brief 02/123*. IMF and World Bank Issue a Statement on the Food Situation in Southern and Eastern Africa. 13 December 2002. At <http://www.imf.org/external/nl2/sec/nb/2002/nb02123.htm> (accessed 15 March 2004). According to this briefing, "Eritrea is facing a critical food situation that is expected to worsen appreciably in 2003 [due to soil erosion caused by deforestation; locusts; and unpredictable rainfall]. Agricultural production could fall by as much as 70 percent from 2001. The cereal deficit in 2003 is estimated at 400,000 tons. Of this food deficit, the WFP is appealing for funding for 140,400 tons." If it isn't already obvious, Eritrea is a non-mineral dominant economy.
  24. The best work on Eritrean nationalism is Roy Pate-man's *Eritrea: even the stones are burning*, 2<sup>nd</sup> ed. (Lawrenceville, NJ: Red Sea Press, 1998).
  25. See excerpts from the 'Preamble' in *Eritrea: a country handbook*, p. 28 or in its entirety at [http://www.oefre.unibe.ch/law/icl/er\\_\\_indx.html](http://www.oefre.unibe.ch/law/icl/er__indx.html) (accessed 15 March 2004).
  26. The World Bank Group. *Countries: Eritrea: Political*. At <http://www.worldbank.org/afr/er2.htm> (accessed 15 March 2004).
  27. The TSZ political issue, which may be a proxy for something else, is focused in the southwestern Gash-Barka province and appears to be about the possession of the town of Badme and the Cunama (also Kunama) people on the Badme Wereda plains dissected by the classical or traditional straight boundary line at an approximate 28 degree angle from true North-between points 6 (i.e., the confluence of the Tomsa with the Setit rivers) and point 9 (i.e., the confluence of the Mai Ambessa and the Mareb rivers) rather than natural features; see the relevant

- political tests: the 1902 Treaty that the border “shall be delimited by Italian and Ethiopian delegates, so that Cunama tribe belong to Eritrea,” the Ethiopian map of 1923, the 1935 and 1998 wars, and the UN Secretary General of 6 March 2003; and ground-based activities; several of these items are mentioned in *Ethiopia’s War on Eritrea* (Asmara: Research and Documentation Center, 1999). Whether the neutral Eritrean-Ethiopian Boundary Commission findings are binding, final, and respected by both sides, including the Tigrean rulers of a now landlocked Ethiopia, remains to be seen. In any event, more than 100 people have been killed and scores more injured by landmines in the past four years.
28. Indeed, the refrain is almost tiresome; when will it be time to move onto the pressing economic recovery concerns that President Afwerki acknowledges? See Pateman, p. 238. Alternatively, this phrase gives some insight into Eritrean national identity, the geographical imagination of its people, and territoriality.
  29. ‘World Bank Contributes to Post-Conflict Recovery in Eritrea’. At <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20020711~menuPK:34460~pagePK:34370~piPK:34424~theSitePK:4607,00.html> (accessed on 15 March 2004).
  30. In addition, “40 rural reading-rooms are functioning in different regional administrations of Eritrea,” according to the Ministry of Education.
  31. Technically, there is no freedom of press since September 2001 when the independent press journalists, editors, and publishers (N=9 or 10), who supported the reformist G15 group, were imprisoned; the Committee to Protect Journalists placed Eritrea on its list of the ten worst places to be a journalist in 2002. In March 2003, the newspaper cost one Nakfa; at that time, the official exchange rate was about 13.5 Nakfa to one US Dollar.
  32. The major ones, of course, are located in Asmara; medium sized presses include the Franciscana Printing Press, Universal Printing Press, Falcon Printing Press, Africa Printing Press, Semhar Printing Press, Aser Printing Press, and Yemane Printing Press, according to <http://www.inasp.org.uk/pubs/bookchain/profiles/Eritrea.html> (accessed on 15 March 2004).
  33. Awet Weldemichael to Richardson, 2 July 2003.
  34. ‘Know Thyself.’ *The Economist*, 369 (25/31 October 2003), p. 42.
  35. Oddly, the 2002–2003 *Prospectus* does not show the library on the organizational chart (although the archives and stationery store appears on page 11) nor does it recognize any university library official or the heads of administration on page 10 nor in the table of contents.
  36. Donald J. McConnell, ‘Inauguration of the American Corner at the Keren Public Library: draft remarks,’ 21 March 2003.
  37. In some locales, one can find the *Eritrea Al-Hadisa*, the Arabic daily as well.
  38. People’s Front for Democracy and Justice. ‘Mas-sawa Today’ At <http://www.shaebia.org/artman/publish/-article713.html> (accessed 15 March 2004).
  39. In Massawa, the only libraries are the Ministry of Fishing and the local hospital, which may have serious book collections.
  40. According to the USAID Leland Initiative, only 17,154 main phone lines exist with a waiting list of 39,680 customers; see <http://www.usaid.gov/leland/eriindex.htm> (accessed 11 February 2004).
  41. See ‘11<sup>th</sup> MEU (SOC) Spreads Good Will in Eritrea’ and <http://www.geocities.com/AthensZ8744/readgb.htm> (accessed 15 March 2004).
  42. When the author visited Eritrea in March 2003, the copy machine was inoperable due to an E002 error which indicated ‘Turn off and then on again’ and requires shorting two jumper wires to reset the machine.
  43. See ‘Eritrea Pathfinder: library resources on economic issues’ at <http://jolis.worldbankimflib.org/Pathfinders/Countries/ER/index.html> (accessed 15 March 2004).
  44. World Bank and International Development Association. ‘Cultural Assets Rehabilitation Project’ dated 26 November 2001. At <http://www.dgmarket.com/el2roc/-notice-view?noticeid=25421&full=f> (accessed 15 March 2004).
  45. Pateman, *Eritrea*, p. 240.
  46. Pateman, *Eritrea*, p. 240.
  47. In 2001, Eritrea ratified the ‘Convention for the Protection of the World Cultural and Natural Heritage’ (also known as the World Heritage Convention), but its cultural property still needs strengthening as a source rather than market nation. For instance, neither Ethiopia nor Eritrea have ratified UNESCO’s ‘Convention for the Protection of Cultural Property in the Event of Armed Conflict’ of 14 May 1954.
  48. “In the year 2002, a proclamation reduced the tax levied on books from 12 per cent to 5 per cent, [though] imported books are still subject to taxes and custom duties,” according to Assefaw Abraha’s *The Book Chain in Eritrea*, at <http://www.inasp.info/pubs/bookchain/profiles/Eritrea.html> (accessed 15 March 2004).
  49. Lucie Cheng and Philip Q. Chang, ‘Global Interaction, Global Inequality, and Migration of the Highly Trained to the United States,’ *International Migration Review*, 32 (Fall 1998): 626–653.

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# Education and Educational Responsibility of the School Documentalist in the School of the Learning Society

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## Introduction: the Demand for Education in 21<sup>st</sup> Century Society

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The passage from the old to the new millennium has been marked by swift transformations affecting lifestyles, working and personal relations within each community. Complexity, plurality, differentiation seem to be interactive and basic features of any aspect of our daily life: they require our capacity to provide answers that are not categorical or simplistic, but rather open to dialogue and therefore flexible, creative and well thought out. Responding to the new challenges issued by the 21<sup>st</sup> century means guaranteeing the citizens' initial and lifelong education, from the moment they are born throughout their lives.

The pedagogical challenge in 21<sup>st</sup> century society consists in the capacity to face and manage the sudden and continuous changes occurring in both private and social life. This challenge can only be met by adopting suitable educational methods enabling new generations to acquire, in particular:

- new attitudes to dialogue, democratic coexistence, interpersonal communication and cooperation
- new capacities to face, interpret and solve problems by means of creative original solutions (divergent thinking), by searching for and formulating new hypotheses (heuristic capacity) and by exercising reflection and criticism
- new organizational, technical and professional competencies.

International documents <sup>1</sup> released at the end of the 20<sup>th</sup> century launched an appeal to all nations to make a heavy investment in the education of the new generation. The educational responsibility which school and society share in the light of their common interest in continuous learning is all the more felt. Formal learning provided by the school, informal and non-formal learning provided by society, make a significant contribution to the quality of each individual's educational process. <sup>2</sup>

In this climate of pedagogical innovation and quality research in teaching and learning processes, the importance of the school library and the school documentalist proves to be crucial. The 21<sup>st</sup> century's pedagogical requirements and the promotion of the specific teaching-learning environment provided by the school library are more or less explicitly mentioned in the most recent documents drawn up by international organizations such as UNESCO, <sup>3</sup> IFLA, <sup>4</sup> and the International Association of School Librarianship (IASL). <sup>5</sup>

The educational role assumed by school libraries and documentalists is particularly highlighted in those European Commission

documents in which attention is continuously drawn to the optimization of human resources in the new millennium's learning society, and in which the close link between the quality of education and the innovative capacity of society is emphasized. In this regard, reference can be made to the White Paper on *Growth, Competitiveness and Employment: the challenges and ways forward into the 21<sup>st</sup> century*; the Green Paper *Living and Working in the Information Society: people first*; another White Paper released in the European Year of Education and Lifelong Learning: *Teaching and Learning: towards the learning society*, and lastly *A Memorandum on Lifelong Learning*.<sup>6</sup>

In different ways and to different extents, implicit references are made in these documents to the educational function performed by the school library and the school documentalist, thereby confirming the importance of education as a 'catalytic factor' in a continuously changing society.<sup>7</sup> Moreover, attention is drawn to innovative pedagogy<sup>8</sup> and learning strategies<sup>9</sup> aimed at providing citizens with those tools that prove to be indispensable to manage the complexity of the learning society.

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### The School Documentalist in the Team of Teachers and Mentors

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In the various documents mentioned above an appeal has been launched for innovation in teaching and learning methods. It is interesting to point out how these changes in the relations between teachers and learners are conceived.

For example, in *A Memorandum on Lifelong Learning*, in the third key message,<sup>10</sup> the teachers' professional role is redefined by acknowledging their function as guides, mentors and mediators.<sup>11</sup> Therefore, learners can act as protagonists and are given a central role in their learning process.<sup>12</sup> The function of guide, mentor and mediator may certainly be attributed also to school documentalists, given the educational function they perform in the specific learning environment represented by the school library.

Bianca Maria Varisco,<sup>13</sup> an expert in experimental pedagogy, underlines that a learning environment is – according to the definition given by Brent Wilson, representative of the psychopedagogical approach of the social constructivism –

a place where students can work together and help each other in order to learn to use a variety of tools and information resources, so as to jointly achieve learning objectives and perform problem solving activities.<sup>14</sup>

She defines the characteristic elements of the learning environment by deriving them from the definition provided by Gavriel Salomon. These elements are:

- a physical space
- a group of actors: learners, teachers, instructors, mentors, experts, who activate interactions within the group itself
- a set of behaviours agreed upon
- a series of rules or ties cooperatively set or adopted by the actors
- practices (tasks or activities) assigned or agreed upon
- operational times
- a set of tools or artefacts for the operative/cognitive observation-argumentation-manipulation
- a net of relations among the actors
- a climate related to the type of relations and to the modalities of development of the practices
- a set of expectations and interpretations
- ways of considering oneself (as learners, teachers)
- mental efforts put forward in the learning processes.

In this way an environment is created which, in our case, specifically recalls the features of the library space: a place of relations and mutual responses among individuals, which are knowingly aimed at defining and solving an informative or cognitive problem; and, simultaneously, an educational space to develop abilities – motivational, cognitive, meta-cognitive, hermeneutical, heuristic, relational-ethic-social-affective, of convergent thought (conceptualization-deconstruction-reconstruction) and divergent thought (creation-invention of original-new solutions).

The education of the learner, who is autonomous in the process of acquiring knowledge, and critical in evaluating and choosing materials and sources of knowledge, is indeed the prerequisite for that 'lifelong' learning described in the European Commission documents mentioned above, which has its foundation in the process of active construction of knowledge and of shared construction of the meanings that especially formal education can guarantee, and that can take place especially in the school library.



Acquiring knowledge, learning to think, mastering competencies in whatever field of experience in a mature and critical way lay particular emphasis on the quality of both the thinking process and the procedure, and also the social dimension in which these processes are developed.

The active dimension and the central role of the individual in the construction of knowledge, and simultaneously the cooperative and social dimension in the co-construction of knowledge, as the constructivist-situational approach of cognitive psychology teaches us, make reference to that methodological-didactical innovation described in *A Memorandum*, in which any kind of exclusively *ex cathedra*, directive and one-way teaching practice aiming at the simple transmission of knowledge, as well as any kind of exclusively receptive-passive learning practice by the learner, become obsolete.

The constructivist-situational perspective, instead, attaches great value to the research process, the processing of knowledge, those processes leading to the 'ability to think', to that mature and critical thinking in which

attitudes and abilities are involved ... [which] include, among the others, open-mindedness (retaining the judgment, taking into account the viewpoint of a person who disagrees), the ability of doing a systematic analysis of a situation or a reasoning, the ability of using and citing reliable sources, looking for alternatives, adopting or changing a stance, when there are sufficient elements to do so ... the sensitivity to understand the way of feeling and the level of knowledge of the others ... [which is] a social rather than a cognitive disposition.<sup>15</sup>

Against this background, the school library can be considered as a special learning environment, owing to the pedagogical climate which can be created in it (in general, more easily than in the classroom). This climate proves to be more favourable to obtain, from the students' questions and need for answers – though in different competence levels within the working group – a cognitive and meta-cognitive mental habit (that is a general attitude to pose and deal with problems) and the capacity of pointing out those 'organizational principles enabling students to make links with their knowledge and attach a meaning to it',<sup>16</sup> besides the behavioural patterns based on solidarity, cooperation and democratic coexistence.

### The Professional Training of the School Documentalist: Why is it Essential?

The reason why the presence of the school documentalist within the school is essential is inferred from what has been said above. What kind of professional training is required to develop individuals able to take on the complex educational role of the school documentalist, and how can this training be obtained?

The professional role of the documentalist teacher should be present from nursery school or, at the latest, from the infants' school – in that case they would be called librarian-educators – and should accompany the learners until the conclusion of their compulsory education and, therefore, on the verge of their university studies.

The role of the librarian/documentalist school-teacher varies according to the age bracket of the users with whom they work. However, if their educational function, especially with regard to the first and second childhood (from 0 to 6 years of age), deals with making learners familiar with books, focusing on the animation of reading and children's literature pedagogy, this function should not be neglected, not only during the third childhood (during primary school), but also in preadolescence and adolescence. Indeed, at that age the research and the construction of one's own personal identity are particularly important, and especially in that period literature acquires a strong educational value through the identification and substitution processes that it favours in young readers.

Against this background, it is important to emphasize what is stated in the *IFLA/UNESCO School Library Guidelines* (2002, p.3) with regard to the mission of the school library:

The school library equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens.

This pedagogical perspective, which includes the commitment to develop imagination, creativity and aesthetical taste among the tasks performed by the school library and the school librarian, is also shared by documents issued by IASL and UNESCO.

As far as IASL is concerned, the document entitled *A Policy Statement on School Libraries*

(1993)<sup>17</sup> points out the cultural and recreational functions of the school library:

... its goals [of the school library] could be expressed through the following functions:  
... 3. *cultural*: to improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity, and development of positive human relations;  
4. *recreational* to support and enhance a balanced and enriched life, encourage meaningful use of leisure time.

As far as UNESCO is concerned, the *School Library Media Service Manifesto* issued in 1995<sup>18</sup> states:

Resource services should provide ... opportunities for personal enjoyment, recreation and stimulation of the imagination.

#### **What kind of training? How to train?**

A teacher among other teachers, the school documentalist should receive training during a two-year master degree and one-year practice, after a three-year university course in whatever discipline.

The so-called initial education of the school documentalist will last for six years in total: three years in any university faculty, two years in university faculties where teachers are trained and one year of practice in libraries at the school level where the documentalist teacher or librarian teacher will take up his or her job (nursery school, infant school, primary school or secondary school). In Italy, infant and primary school teachers are trained at faculties of educational sciences, whereas secondary school teachers are trained at secondary teaching specialization schools.

Cyclic refresher courses attended during active duty (for instance, every five years), or periods of special assignment in universities where teachers are trained should also be available to enable the school documentalists to acquire educational credits to get on in their careers.

The two-year specialization course should enable the future documentalist schoolteacher to acquire the three competencies defined by IFLA:

1. librarianship
2. managerial
3. pedagogic-didactic.

The new information and communication technologies (ICTs) may help relieve the documentalist schoolteacher of the task of cataloguing, thanks to the opportunity of deriving cataloguing data from other sources, but they simultaneously require greater competencies in the information technology and digital fields. Indeed, the wider availability of information as a consequence of the spreading of multimedia and online resources implies, not only the need for documentalist teachers to master these new tools, but also their capacity to transfer these new competencies to students and other teachers and to help them acquire the critical capacity to select and choose among online information sources. The two-year librarianship specialization course must therefore make a specific commitment to helping participants acquire the necessary abilities concerning decentralized cataloguing, the utilization of web resources, the use of OPAC and MetaOpac and the exploitation of the Internet. In any case, general ICT competencies prove to be transversal to these three fields mentioned above.

As far as the pedagogic-didactic competencies are concerned, in addition to specific courses on the main psycho-pedagogic theories, special emphasis should be placed, on the one hand, on reading and literature pedagogy, with specific knowledge of reading and literary production related to the various age brackets and different narrative genres. On the other hand, equal attention should be given to information research methodology. In this regard, school documentalists need to know the psycho-pedagogical epistemological theories leading to the different related methodological models (the 'six big skills' devised by Eisenberg and Berkowitz, 'les 6 étapes' of Québec, the 'référenciels' of the French FADBEN ..., models which Paulette Bernhard<sup>19</sup> has so accurately described). The periods of practice will be useful also to assess the applicability of the models studied.

Great importance should be attached to documentation: the documentary function at school as a learning resource, the handling of indexing by means of thesauri and abstracting, the documentation of best practices in the school and of their products. Special emphasis should also be placed on modules of communication pedagogy, along with modules of teamwork methodology: this is related to the particular pedagogic climate that needs to be created in the library, and to the establishment of positive relationships among the students, the documentalist teacher and the teachers of the subjects that the mission of the school library involves.

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Original paper no. 071 presented at the World Library and Information Congress, 69<sup>th</sup> IFLA General Conference, Berlin, Germany, 1–8 August 2003, in session 156 Education and Training & School Libraries and Resource Centres – Workshop. French original and English translation available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>

Universita' degli Studi di Padova  
Dipartimento di Scienze dell'educazione  
Associazione Italiana Biblioteche-AIB-Sezione Veneto

RESEARCH GROUP ON SCHOOL LIBRARIANSHIP

*Coordinator: Prof. Donatella Lombello*

The Group was established in April 1993 at the Dipartimento di Scienze dell'Educazione, Facoltà di Scienze della Formazione, University of Padua with the support of the Veneto Section of the Italian Library Association (AIB).

The Group is coordinated by D. Lombello, Associate Professor of Children's Literature, Bibliography and Librarianship at the University of Padua.

Monthly meetings are held at the Department of Educational Studies.

Teachers of any school sector, public librarians and all those concerned with school libraries are free to participate in the group activities.

The following conferences have been organized by the Group:

The function of the school library and the role of the school librarian: a survey for the Veneto Region. Padua, Oct. 29, 1993. Papers published by CLEUP, Padova, 1994.

Is the Sleeping Beauty awaking? The school library between tradition and innovation. Padua, Dec. 6, 1994. Papers published by CLEUP Padova, 1996.

Without Boundaries: Education and pedagogical action of the school librarian. Padua, Dec. 13/15, 1996, Papers published by CLEUP, Padova, 2000.

Resource centres and libraries between school and local autonomies. Education and Research: a survey of European models. Padua, 28/29 Oct. 1999 with the contribution of Provveditorato agli Studi di Padova. Papers published by CLEUP, Padova, 2000.

The following post-graduate courses have been provided (Director: Prof D. Lombello)

*Professional Development courses on:*

Education of the school librarian. (Academic year 1997/98) (First of its kind in Italy)

Education of the school librarian of a multi-media library. (Academic year 1998/99)

Education of the teacher-librarian for a school multi-media library. (Academic year 1999/2000)

European Master for the education of the school librarian. (Academic year 2000/2001)

Education of the teacher documentalist for a multi-media school library. (Academic year 2001/2002, 2002/2003)

*First level Masters*

Master for the education of the school teacher documentalist, with the contribution of MIUR-Ministero dell'Istruzione, dell'Università e della Ricerca. (Academic year 2001/2002)

Documentalist librarian in school and educational services. (Academic year 2002/2003)

Online magazine: *I capelli di Sansone*, Oct. 2000 – (<http://www.aib.it/aib/sezioni/veneto/sansone/sansone.htm>)

*For information about the Research Group and its activities call:*

Dipartimento: +390 49-827-4554/4545. Fax: +390 49-8274546. Mbl. +390 335-5954938.

Donatella Lombello: E-mail: [donatella.lombello@unipd.it](mailto:donatella.lombello@unipd.it)

Lucia Zaramella, Secretary: E-mail: [luciazar@tin.it](mailto:luciazar@tin.it)

*Venue:* Dipartimento di Scienze dell'Educazione, Università degli Studi di Padova

Piazza Capitaniato, 3 – 33139 Padova, Italia.

**IFLA Policies and Programmes**

**IFLA and IPA deplore OFAC regulations limiting the exchange of information materials**

*Joint IFLA/IPA Statement, adopted 20 June 2004.*

Librarians and publishers around the world deplore the regulations of the US government that seek to limit the ability of US persons to process and publish informational materials from selected countries. Such actions are contradictory to the recognition by democratic societies everywhere that the free flow of information and ideas is vital to citizens of all nations to educate themselves about the world by communicating with peoples of other countries.

Regulations by the US Department of the Treasury's Office of Foreign Assets Control ("OFAC") in the implementation of trade embargoes against certain nations attempt to restrict the importation and exportation of information and informational materials in ways that are contrary to international norms of open scholarly, cultural and scientific exchange. Such exchanges

are usually championed by the US government. As pointed out by our colleagues in the US, the national security of the US is not at issue in these matters because the regulations allow publications of manuscripts as received from nationals in embargoed countries, but does not allow "significant or artistic enhancement" of such materials by a US person without a license from the US government. Such enhancements promote free speech and free exchange of information.

We believe that these trade restrictions on information and informational materials violate important provisions of international law, including Article 19 of the Universal Declaration of Human Rights, Article 19 of the International Covenant on Civil and Political Rights (ICCPR), and Article 13 of the American Convention on Human Rights.

We urge the US government and its agencies to remove this cloud of repressive regulation that is forcing US based publishers to confront government restraints on their ability to engage in the most basic aspects of publishing.

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*Further information from:*

Alexis Krikorian, Secretary General, International Publishers Association (IPA), Avenue de Miremont 3, CH-1206, Geneva, Switzerland. Tel: +41 22 3463018. Fax: +41 22 3475717. Email: krikorian@ipa-uie.org.

*Or from:*

Ramachandran Rasu, Secretary General, International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH, The Hague, Netherlands. Tel: +31 70 3140884. Fax: +31 70 3834827. Email: rama.rasu@ifla.org.

*IFLA/IPA website:* <http://www.ifla.org/ifla-ipa.htm>

**From the Governing Board**

**Governing Board Meeting, March 2004**

The Governing Board held its eighth meeting in The Hague on 18-19 March 2004 under the chairmanship of the President, Kay Raseroka. Some of the main points discussed, and the main decisions taken, are summarized below.

In declaring the meeting open, the President noted that this would

be the last Board meeting for Ross Shimmon as Secretary General, and welcomed his successor, Ramachandran Rasu. The President asked members to stand in silence in memory of those who had died in the terrorist attacks in Madrid the previous week, including several people working at the National Library. It was agreed that the Secretary General would write a letter of condolence to the National Library.

*Buenos Aires Congress*

It was reported that a selection of 80 posters had been made from the 110 applications received. John Meriton and Sissel Nilsen had been appointed as the jury to select the Best Poster for the annual award.

*President-Elect's programme*

President-Elect Alex Byrne had reported that his theme would be 'Part-

nerships', emphasising both those within IFLA and those with outside organisations.

### *Executive Committee*

Reporting on the meeting of the Executive Committee held on 17 March, the Secretary General noted that free-lance assistance to the Web Manager had now been put in place. The sum of EUR 30,000 had been allocated to ALP to help replace the former DANIDA grants for conference attendance. A discussion had been held on the alternative conference announced for Buenos Aires, and it had been agreed to try to engage positively with those promoting the alternative event. Other matters discussed by the Executive Committee are summarized below.

### *Conference Planning Committee*

The committee had agreed to select the proposal made by the Estonian National Library to host the International Lending and Document Delivery conference in 2005. A request for a Chinese-speaking caucus meeting at Buenos Aires had been agreed,

but the position would be reviewed once the Board had considered the overall language policy.

### *IFLA/IPA Steering Group*

The publishers' side were unhappy with the IFLA statement on open access and that their comments had not been incorporated. Work was in progress on joint statements on the removal of articles from the Web and on the US embargo on material from Cuba, Iran, Libya and Sudan.

### *Advancement of Librarianship (ALP) Core Activity*

It was reported that Peter Lor had agreed to chair the ALP Advisory Board on the invitation of the Executive Committee.

### *Free Access to Information and Freedom of Expression (FAIFE) Core Activity*

FAIFE was the first of the core activities to be evaluated and the self-assessment had been submitted to the Professional Committee. The financial situation was critical. If no

extra funds were forthcoming FAIFE would have to close early in 2005. Members expressed concern at the serious situation and suggested that FAIFE should be more closely integrated into IFLA HQ. A motion 'To move FAIFE into the centre of IFLA's operations on a planned basis' was carried, with no votes against and one abstention. The President requested a concrete action plan to be prepared by IFLA HQ and FAIFE.

### *National Association Members Fees*

The National Association Members Fees Working Group had put forward proposals based on the annual operating expenses of association members. There would be twelve bands, with a transitional period of three years. Other features of the proposals were the addition of a new category of membership for 'Other Associations' to cater for sub-national associations and the Global Library Association Development (GLAD) programme to assist poorer associations, and a special offer to Associations in Latin America and the Caribbean. The proposals were adopted.

## Future Conferences

### **Censorship and Access to Information**

*Censorship and Access to Information: history and the present. International Conference. 16-18 March 2005.*

#### Sponsors

IFLA Committee on the Freedom of Access to Information and Freedom of Expression (FAIFE), the National Library of Russia, the Russian Academy of Sciences, St. Petersburg Branch, Institute of the History of Natural Sciences and Technology, with the assistance of The Pennsylvania State University and St. Petersburg State University Faculty of Journalism.

#### Call for Papers

The conference will deal with the historical and contemporary control and

access of information, the social responsibility of participants in the 'informational' process, and the role of libraries and mass media journalists in an 'informational society'.

Aspects of these issues in Russia and abroad will be considered. Examples of proposed topics include

- the World Summit on an Information Society, and the availability of information
- from information societies – to a society of knowledge
- the policy and the responsibility of the state in providing access to information
- the role of libraries and the mass media journalists in the formation of an 'informational society'
- legal aspects of an 'informational society': libraries, the state and

communities of citizens, groups, and corporations

- an information policy in 'traditional' and 'informational' societies: theoretical approaches and empirical solutions
- modern ways for the control of information, and the ethics of 'informational' conduct
- the right to information in electronic sphere (problems of filtering)
- censorship in the history of Russia and other countries
- state censorship and social groups' censorship: which is worse? (choosing the lesser of two evils)
- libraries, 'informational society' and the transformation of the concept of the human being
- 'informational' culture, science and common sense in an 'informational' society.

Special attention will be given to the analysis of different techniques in the formation of conditions and first stages of an 'informational' society, including the processes of humanization, as well as dehumanization, of individuals, groups, regional and trans-regional communities.

The organizing committee reserves the right to select papers for presentation at the conference, as well as for subsequent, peer-reviewed publication of the conference proceedings. The deadline for letters of interest and an abstract (1 page in Word format) is October 31, 2004. All communications with the organizing committee must be by electronic means, or on a diskette mailed to the organizing committee (see addresses below). The conference program bulletin deadline for inclusion of an abstract of a paper is January 1, 2005. Completed papers to be presented must also be submitted in Word format AND paper (one copy) by January 15, 2005, to one (1) of the co-chairmen AND to the secretary of the conference.

Cultural activities, including excursions in the city and suburbs of Saint Petersburg, are anticipated, and participation is optional, as a separate cost to each individual. All questions relative to cultural programs, accommodation in hotels, purchases of tickets, etc., should be addressed to the organizing committee.

Official languages of the conference are Russian and English.

For all conference participants, the registration fee will be USD 200.

Additional information on the conference and its implementation will be posted on the conference website: <http://www.nlr.ru/tus/160305/>. This FAQ site will also serve as a venue for pre-conference dialogue.

*The address of the organizing committee is:*

National Library of Russia: Natalya G. Patrusheva, Librarian. Sadovaya, d. 18, St. Petersburg, 199069, Russia.

*Co-chairmen:*

Vladimir R. Firsov, Deputy Director, National Library of Russia

Mikhail B. Konashev, Deputy Director, Russian Academy of Sciences, St. Petersburg Branch, Institute of the History of Natural Sciences and Technology. Phone: +7 (812) 118-86-65. Fax: +7 (812) 310-61-48. E-mail: [v.firsov@nlr.ru](mailto:v.firsov@nlr.ru) or [mbkonashev@mail.ru](mailto:mbkonashev@mail.ru).

Richard Fitzsimmons, Director of the Library, The Pennsylvania State University, Worthington Scranton Campus, Dunmore, Pennsylvania 18512-1699 USA, Phone: +1(570) 963-2632. Fax: +1(570) 963-2635. E-mail: [rxf@psulias.psu.edu](mailto:rxf@psulias.psu.edu).

Paul Sturges, Department of Information Science, University of Loughborough, Loughborough LE113TU, United Kingdom. Tel. +(44)(1509) 223069. Fax: +(44)(1509)223053. E-mail: [r.p.sturges@lboro.ac.uk](mailto:r.p.sturges@lboro.ac.uk).

*Secretary:* Natalya G. Patrusheva, Librarian, National Library of Russia. E-mail: [patrusheva@nlr.ru](mailto:patrusheva@nlr.ru).

## Freedom and Information

*Freedom and Information Conference. Burleigh Court, Loughborough University UK. 15-17 June 2005.*

An International Conference on the two concepts that are linked in the term 'Freedom of Information', providing an opportunity to explore the dimensions of the relationship between the two, and explore their significance for theory and practice in the field of information and communications. Organisers: the Legal and Policy Research Group of the Department of Information Science at Loughborough University, in association with the Freedom of Access to Information and Freedom of Expression Committee (FAIFE) of the International Federation of Library Associations and Institutions (IFLA).

Who is the Conference for?

Practitioners and academics in the information, communication, media, computer, and library domains, members of NGOs working on civil society and good governance issues, and all who are interested in ethical, legal and regulatory aspects of information and communication.

Date and Venue and Cost

15-17 June 2005 at Burleigh Court, Loughborough University UK. Conference delegate's fee, including two nights accommodation in hotel standard accommodation, all meals and conference materials GBP 325.

Call for Proposals

Abstracts of up to 400 words are invited from those interested in making a presentation at the conference. Topics could cover aspects of any of the following:

- freedom of expression
- intellectual freedom
- academic freedom
- freedom of information laws
- investigative journalism
- transparency
- anti-corruption programmes
- confidentiality and privacy
- data protection
- official secrets
- public interest disclosure
- intellectual property and costs of information
- open access publishing
- systems of censorship
- Internet regulation
- suppression of information
- misinformation and disinformation
- and other relevant aspects.

The organisers welcome enquiries and expressions of interest by those considering participating.

*Messages to:* Paul Sturges: [r.p.sturges@lboro.ac.uk](mailto:r.p.sturges@lboro.ac.uk).

Date for receipt of abstracts

30<sup>th</sup> September 2004. Abstracts to be sent to Charles Oppenheim: [c.oppenheim@lboro.ac.uk](mailto:c.oppenheim@lboro.ac.uk).

Selection of papers for presentation, on basis of abstracts, to be announced 31<sup>st</sup> October 2004. All selected papers to be published electronically, with a further selection for printed journal publication. Full papers, not exceeding 4000 words, of those abstracts selected for presentation, to be sent by 28<sup>th</sup> February 2005.

## Continuing Professional Development

6<sup>th</sup> World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions. Oslo, Norway. 11–13 August 2005. Theme: *Continuing professional development – preparing for new roles in libraries: a voyage of discovery.*

### Organizers

IFLA Continuing Professional Development and Workplace Learning (CPDWL) Section in conjunction with the Oslo University College, Faculty of Journalism, Library and Information Science.

This event will run as a satellite conference immediately prior to the World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council to be held in Oslo, 14–18 August 2005. It will present valuable opportunities to:

- hear speakers with perspectives and insights on continuing professional development and workplace learning issues
- gather ideas, solutions, and trends in this vital area of professional practice
- meet participants with international experience
- build networks of contacts in the field of continuing professional development, staff development and workplace learning
- take away a volume of peer reviewed proceedings to reflect on, and disseminate amongst your colleagues.

A major feature of the conference will be the inaugural Elizabeth Stone Memorial Lecture, to be presented by Mr K. G. Saur. The late Professor Stone was the originator and driving force for the establishment of the CPDWL section. This lecture has been inaugurated in her honour.

### Program Outline

The conference will be arranged as a mix of plenary sessions, with time allowed for discussion and comment on each paper, and breakout sessions/workshops. The conference program will be grouped into several sub-themes, as follows:

- Preparing for new and changing roles in libraries and information services through CPD and workplace learning, including:
  - what are the emerging roles of libraries and librarians and what education and training needs emerge from those new roles?
  - skills identification, performance planning and review in different organisations and contexts
  - competency based training
  - new roles in information literacy training
  - what and how can experienced librarians learn from new graduates?
- Engaging and supporting people in CPD and workplace learning, including:
  - do we know what we mean by workplace learning?
  - who is caught in the CPD and WPL 'net' and who isn't?
  - what CPD and WPL opportunities should be provided for staff at all levels of the library and information sector, and how best to do so?
  - personal motivation in the workplace
  - encouraging and facilitating CPD and WPL
  - career management and development.
- Putting it all together – tools for CPD and workplace learning, including:

- developmental means and tools
- induction, mentoring, shadowing
- types of training and development programs
- needs identification and development of training and development programs
- the role of CPD and WPL in organisational development
- online program delivery
- evaluating CPD and WPL effectiveness and measuring the return on investment.

- Context and place – the practice of CPD & WPL in different countries and contexts, including:
  - the challenges of CPD and WPL in developing countries
  - case studies from various libraries, organisations, professional groups.

### Published Proceedings

The peer reviewed papers from the Conference will be published by K.G. Saur as part of the IFLA publication series. The editors of the Conference Proceedings will be Dr Paul Genoni (Curtin University of Technology, Australia) and Dr Graham Walton (Northumbria University, U.K.).

### Call for Papers

This is the first call for proposals for papers to be presented at this conference.

Proposals should be submitted in the form of an abstract of no more than 300 words. Proposals should state which sub-theme or topic they fall within, the focus and purpose of the proposed paper and an outline of the likely contents and broad conclusions.

(Proposals covering topics not covered by the theme list above are also welcome and will be considered.)

Proposals for papers for presentation and publication will be assessed



by the conference program committee and will be subject to a peer review process. The program committee will decide which proposers should be invited to develop and submit draft papers. Confirmation of invitations to present papers at the conference will be subject to the receipt and approval of the full paper by the program committee. Revisions may be required before final confirmation and acceptance.

Proposals and final papers will be reviewed against the following criteria:

- relevance of the paper to the conference theme
- originality
- readability
- intellectual rigour, level of authority and scholarship demonstrated
- validity of the results of any empirical research.

Final papers should normally be 5,000–7,000 words maximum (excluding abstract and references).

#### Conference Language

The conference will be conducted in English. All papers and presentations will be required to be in that language.

#### Location and Date

The conference will be held in Oslo Norway, at the Oslo University College Faculty of Journalism, Library and Information Science, 11–13 August 2005.

#### Registration Costs, etc.

Details of the cost of the conference (registration fees, accommodation options and costs etc.) will be available later in 2004. Invited speakers and presenters will be required to pay the registration fee and their own travel, accommodation and associated costs. The registration fee will cover a set of the published conference papers, lunch, mid-morning and mid-afternoon refreshments, and the conference dinner.

#### Deadlines/Timelines

- proposals for papers must be submitted by 17 September 2004
- proposers will be advised of the outcome of their proposal by 15 October 2004
- conference papers from invited contributors/presenters must be submitted by 17 December 2004
- invited contributors/presenters will be advised of final confirmation/acceptance of their paper by 18 February 2005.

#### Submission of Proposals for Conference Papers

Proposals for papers (and the final papers) must be submitted in electronic format (by either email, or mailed 3.5 inch diskette or CD-ROM) using either a generally available word-processing software or in RTF format.

Please include with proposals the following details:

Family name: First name(s):  
Position: Institution: Address: City:  
State/Province: Postal Code/Zip  
Code: Country: Telephone: E-mail:  
Fax.

#### Proposals should be sent to:

Ian Smith, (Convenor – Program Committee), Senior Librarian (Personnel), La Trobe University Library, Bundoora, Victoria, 3086, Australia. Tel: +61 3 9479 1918. Fax: +61 3 9479 3018. E-mail: i.smith@latrobe.edu.au.

#### Questions/Comments?

The Program Committee will be happy to hear, and will respond to, questions or comments about this conference. Please direct questions to the Program Committee Convenor.

## From IFLA Newsletters

The aim of this section is to draw the attention of readers of the IFLA Journal to the more substantial articles which have been published in recent issues of some of the newsletters of IFLA Sections and Core Activities. News items, reports on meetings, etc. are not included.

Many IFLA newsletters appear on IFLANET in full text; for some, only the contents appear on IFLANET (<http://www.ifla.org>). Contact addresses for the editors and other officers of the Divisions, Sections, Round Tables and Core Pro-

grammes are also available on IFLANET and were published in IFLA Journal Vol. 27 no. 5/6 and Vol. 28, no. 1.

### Preservation and Conservation Core Activity

*International Preservation News*. No.32, May 2004.

Preservación y Conservación en la Biblioteca Nacional de Chile. Ximena Cruzat

The Establishment of IFLA-PAC Regional Centre for the Caribbean at

the National Library, Trinidad and Tobago. Pamela Benson

O Programa de Preservação Tradicional e Digital no Centro IFLA-PAC na Biblioteca Nacional do Brasil. Celia Ribeiro Zaher

Library of Congress Helps Rebuild National Library of Irak. Alan Haley

### Regional Section Asia and Oceania

*Newsletter*, 16: 1 (June 2004)

Main features in this issue include:

### Digital Library of India Portal

The mission is to create a portal for the DLI, which will foster creativity and free access to all human knowledge. This portal will also become an aggregator of all the knowledge and digital contents created by other digital library initiatives in India. Very soon this portal would provide a gateway to Indian Digital Libraries in science, arts, culture, music, movies, traditional medicine, palm leaves and many more. The DLI will be mirrored at several locations worldwide so as to protect the integrity and availability of the data. The DLI will also partner with other country specific Digital Libraries initiatives as part of the Universal Library Project (<http://www.ulib.org/>) spearheaded by Prof. Raj Reddy [Founder and Director of the Universal Digital Library (UDL)] and CMU.

### Diploma in Library and Information Science in Maldives

Sri Lanka Library Association launched a special education programme to promote library profession in the Republic of Maldives. This was organized on the request of the Maldivian Library Association. The education programme, which started

in 1996 was completed in 2003. This is a unique programme in the Commonwealth where library association of one member state organized a professional course to develop library profession of another member state.

### Report on Workshop on LIS Curriculum Evaluation in the Great Mekong Sub-region

During the period of 14–16 April 2004, which was the Thai Traditional New Year, known as Songkran Holiday, a group of LIS educators and information professionals in the Great Mekong Sub-region (GMS) attended the IFLA ALP Workshop on LIS Curriculum Evaluation in the GMS. This three-day workshop was organized by Mahasarakham University at Chareon Thani Princess Hotel in Khon Kaen, a northeastern province of Thailand. There were 25 participants from 4 countries – 2 from Laos PDR, 2 from Cambodia, 2 from Vietnam, and 19 from Thailand. Professor Dr. Gary Gorman and Dr. Daniel Dorner from the School of Information Management, Victoria University of Wellington, New Zealand served as resource persons.

Report on Regional Workshop On School Libraries Services in Southeast Asia, 8–12 September 2003, Bangkok, Thailand

Twenty-two participants of this workshop came from Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Singapore, Thailand, and Vietnam. They presented papers concerning school libraries in their countries, information literacy initiatives and activities, and the role of school libraries in the information society. The resource persons came from France, Hong Kong, The Netherlands, Norway, Malaysia, and Thailand.

### Libraries Serving Disadvantaged Persons Section

*Newsletter*, Number 58, June 2004.

Library Services for People with Vision Impairment in Northern Ireland. Julie Russell.

Prison Libraries in Poland. Elzbieta Barbara Zyburt.

### Women's Issues Section

*Newsletter: Women and Librarianship*, Number 24 (May/June) 2004.

Women and Information Technology in Ireland. Claire R. McInerney.

## IFLA Publications

### IFLA Publications Series

*Newspapers in International Librarianship: papers presented by the Newspapers Section at IFLA General Conferences*. Edited by Hartmut Walravens and Edmund King. München: Saur, 2003, 260 p. (IFLA Publications; 107) ISBN 3-598-21837-0. Price: EUR 78.00 (IFLA Members EUR 58.00)

*Newspapers and Press in Central and Eastern Europe: access and conservation. Proceedings of a special IFLA Conference held in Berlin in August 2003*. Ed. by Hartmut Walravens. (IFLA Publications; 110). München: Saur, 2004. (To be published August 2004).

*Preparing for the Worst, Planning for the Best: protecting our cultural heritage from disaster. Proceedings of a special IFLA Conference held in Berlin in July 2003*. Ed. by Nancy Gwinn and Johanna Wellheiser. (IFLA Publications; 111). München: Saur, 2004. (To be published August 2004).

*IFLA Cataloguing Principles: steps towards an International Cataloguing Code. Report from the 1<sup>st</sup> Meeting of Experts on an International Cataloguing Code, Frankfurt 2003*. Ed. by Barbara B. Tillett, Renate Gömpel and Susanne Oehlschläger. München: Saur, 2004, IV, 286 p. (IFLA Series on Bibliographic Control; vol. 26). ISBN 3-598-24275-1.

EUR 78.00. (To be published July 2004).

*Knowledge Management. Libraries and librarians taking up the challenge*. Edited by Hans-Christoph Hobohm. München: Saur, 2004, 220 p. (IFLA Publications; 108) ISBN 3-598-21838-0. Price: EUR 74.00 (IFLA Members EUR 55.50)

This is a compilation of seventeen papers given at various recent IFLA and some other conferences. A special Knowledge Management Discussion Group existed during these years and held meetings during the annual IFLA conferences. Apart from a 'Prelude' article, a reprint of the classic 'Blow Up the Corporate Li-

brary' from the 1990s, the papers are grouped into 3 sections: Political and ethical implications, Issues and instruments and Case studies.

**Libraries as Places: buildings for the 21<sup>st</sup> century.** Edited by Marie-Françoise Bisbrouck, Jérémie Desjardins, Céline Ménil, Florence Poncé, François Rouyer-Gayette. München: Saur, 2004. 210 p. (IFLA Publications; 109) ISBN 3-598-21839-7. Price: EUR 74.00 (IFLA Members EUR 55.50)

This book contains the Proceedings of the 13<sup>th</sup> Seminar of IFLA's Library Buildings and Equipment Section, which was this time co-organised with IFLA's Public Libraries Section. The event took place as one of the satellite meetings of the World Library and Information Congress 2003 in Berlin, and took place in Paris at the end of July 2003. Seminars like this have been held every two years (The Hague 1997, Shanghai 1999, Boston 2001) to allow architects and librarians to share

experiences in the field of library planning and the building process. The goals of this seminar were to explore the issues affecting the future development of library space, and to help prepare to envision innovative library spaces that are responsive to user needs and community interests. This compilation of twelve papers given at the Paris seminar, includes a huge amount of information, with regard to the state of the art of library building. The book is illustrated with approx. 125 pictures.

*All the above published by:* K.G. Saur Verlag, PO Box 701620, 81316 Munich, Germany. Tel: +49-89-76902-300. Fax: +49-89-76902-150/250). E-mail: info@saur.de. Website: www.saur.de.

#### **Available on IFLANET**

**Guidelines for Audiovisual and Multimedia Materials in Libraries and other Institutions.** IFLA Audiovisual and Multimedia Section. March 2004. (<http://www.ifla.org/>

VII/s35/pubs/avm-guidelines04.htm#top)

Contents: 1. Background; 2. General statements; 3. Scope of the guidelines; 4. Organization and administration; 5. Acquisition and legal deposit; 6. Copyright; 7. Cataloging and bibliographic access; 8. Archiving and storage; 9. Digitizing and preservation; 10. Internet; 11. User services; 12. Cooperation; 13. References; 14. Indicative List of Audiovisual Carriers.

**International Library and Information Research: a comparison of national trends.** Maxine K. Rochester and Pertti Vakkari. IFLA Professional Reports, no. 80. 56 p.

**ISBD(G): General International Standard Bibliographic Description. 2004 Revision.**

Recommended by the ISBD Review Group. Approved by the Standing Committee of the IFLA Cataloguing Section. 39 p.

## INTERNATIONAL CALENDAR

### 2004

October 1–December 20, 2004. Brussels, Belgium.

**STIMULATE 4. Scientific and Technological Information Management in Universities and Libraries: an Active Training Environment. (Edition 4)**

*Contact:* Paul Nieuwenhuysen or Patrick Vanouplines, STIMULATE-ITP, University Library, Vrije Universiteit Brussel, Pleinlaan 2, B-1050 Brussels, Belgium. Tel. +32 2629 2429 (or 2609). Fax: +32 2 629 2693 (or 2282). Telex: 61051 vubco-b. E-mail (Internet): stimulate@vub.ac.be or Paul.Nieuwenhuysen@vub.ac.be or Patrick.Vanouplines@vub.ac.be.

October 12–16 2004. Shanghai, China.

**2<sup>nd</sup> Shanghai International Library Forum.** *Theme:* City development and library service.

*Further information:* Ms. Wu Min, Reader Service Center, Shanghai Library, 1555 Huai Hai Zhong Lu, Shanghai 200031, China. Fax: +86 (21) 6445 5006. E-mail: mwu@libnet.sh.cn. Website: <http://www.libnet.sh.cn/silf2004>.

October 13–16, 2004. Memphis, Tennessee, USA.

**EEL21-2004 Memphis. The Ethics of Electronic Information in the 21<sup>st</sup> Century.**

*Further information:* Tom Mendina, Chairman, EEI21 – 2004. E-mail: tmendina@memphis.edu. Website: <http://www.memphis.edu/ethics21>.

October 21–24, 2004. Ankara, Turkey,

**Symposium 'The Saga of Librarianship'.**

*Further information:* Prof. Dr. Sekine Karakas, Head, Department of Information Science and Records Management, Faculty of Letters, Ankara University. Tel. +90 312 310 32 80 / 1719, Fax: +90 312 310 57 13. Email: kb@humanity, ankara.edu.tr.

2–5 November, 2004. Sofia, Bulgaria.

**Sofia 2004: Libraries, Globalization, and Cooperation.**

2 November, 2004. Sofia, Bulgaria.

**Pre-conference on Globalization and Cooperation Trends in Library and Information Science Education.**

*Further information:*

Prof. Herbert Achleitner, School of Library & Information Management, Emporia State University, Emporia, Kansas, USA. E-mail: achleith@emporia.edu.  
*or*

Prof. Alexander Dimchev, Dean, Faculty of Philosophy, Sofia University, Bulgaria. E-mail: dimchev\_uni@abv.bg.  
*or*

Brenda Hough, Sofia 2004 Promotion Director, School of Library & Information Management, Emporia State

University, Emporia, Kansas, USA. E-mail: houghbre@emporia.edu.

*Website:*

<http://slim.emporia.edu/globenet/sofia2004/index.htm>.

November 4–6, 2004. Torino, Italy

**International Conference on Formal Ontology in Information Systems.**

*Conference Chair:* Nicola Guarino, ISTC-CNR, Trento, Italy. E-mail: nicola.guarino@loa-cnr.it. Conference website: <http://www.fois.org>.

30 November – 2 December 2004. Olympia Grand Hall, London, UK

**Online Information & Content Management Europe 2004.**

*For further information, contact:* VNU Exhibitions Europe +44 (0)20 7316 9581, or visit the websites at [www.online-information.co.uk](http://www.online-information.co.uk) or [www.cme-expo.co.uk](http://www.cme-expo.co.uk).

### 2005

2005. Estonia.

**9<sup>th</sup> Interlending and Document Supply Conference.**

*For more information:* Josche Neven, IFLA Communications Manager, josche.neven@ifla.org

*or:*

Poul Erlandsen, Chair, IFLA Document Delivery and Interlending Section, poer@dpu.dk.

February 1-3, 2005. Sydney, Australia.

**Information Online 2005, 12<sup>th</sup> Conference and Exhibition.**

*Further information:* Mary Anne Kennan, 4 Tahlee Street, Burwood, NSW 2134, Australia. Website: <http://conferences.alia.org.au/online2005/>.

March 16–18, 2005. [St. Petersburg?] Russia.

**Censorship and Access to Information: history and the present. International Conference.**

*Further information:* Natalya G. Patrusheva, Librarian, National Library of Russia. Sadovaya, d. 18, St. Petersburg, 199069, Russia. E-mail: patrusheva@nlr.ru.

June 15–17, 2005. Burleigh Court, Loughborough University, UK.

**Freedom and Information Conference.**

*Further information:* Paul Sturges: r.p.sturges@lboro.ac.uk.

August 11–13, 2005. Oslo, Norway.

6<sup>th</sup> World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions. *Theme:* Continuing professional development – preparing for new roles in libraries: a voyage of discovery.

*Further information:* Ian Smith, (Convenor – Program Committee), Senior Librarian (Personnel), La Trobe University Library, Bundoora, Victoria, 3086, Australia. Tel: +61 3 9479 1918. Fax: + 61 3 9479 3018. E-mail: i.smith@latrobe.edu.au.

August 20–26, 2005. Oslo, Norway.

**World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council.** *Theme:* Libraries: a voyage of discovery; linking the future to the past. *For more information:* IFLA 2005 Oslo Secretariat, Ann Margret Hauknes, Secretary General, Norwegian Library Association, Malerhaugveien 20, N-0661 Oslo, Norway. Tel: +47 23243430. Fax: +47 22672368. E-mail: IFLA2005@norskbibliotekforening.no.

### 2006

August 22–28, 2006. Seoul, Korea.

**World Library and Information Congress: 72<sup>nd</sup> IFLA General Conference and Council.**

*For more information:* IFLA Headquarters, POB 95312, 2509 CH, The Hague, The Netherlands. Tel. +31 70 314-0884. Fax: + 31 70 383-4827.

### 2007

Durban, South Africa, 2007.

**World Library and Information Congress: 73<sup>rd</sup> IFLA Council and General Conference.**

*Further information from:* International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: IFLA@ifla.org. Website: <http://ifla.inist.fr/index.htm>.



## ABSTRACTS

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Stuart Hamilton. **The War on Terrorism: consequences for freedom of expression and the integrity of library users.**

IFLA Journal 30 (2004) No. 3, p. 199–207

Nearly three years after the September 11<sup>th</sup> 2001 terrorist attacks in the United States, libraries and their users are still discovering the extent to which the war on terror affects searches for information. The part played by the Internet in facilitating the attacks has led to restrictive anti-terror legislation in many countries which changes the environment in which library users access online information. Increasingly we see greater surveillance of Internet use, along with new regulations governing what information can and cannot be accessed online. This paper assesses provides an overview of the situation during the last 18 months, during which time a war has been fought in Iraq and terrorists have continued to strike around the world. It asks what role libraries can play in these conditions, and how we can continue to promote freedom of access to information at such a time.

Lillian Sciberras. **National Memory in Malta: the extended role of libraries.**

IFLA Journal 30 (2004) No. 3, p. 208–215

Malta, the smallest and southernmost state of the European Union has a unique prehistory and a largely well-documented history. Its long recorded memory and its rich and extensive documentary content could potentially be effectively supported by the well-developed technological network. There is the risk, however, that the country's collective memory will remain insufficiently sustained by a weak library and archives infrastructure. Such weakness is to do with a traditional lack of appreciation and consequent neglect of the role of libraries and archival institu-

tions. Developmental possibilities and an extended role for this sector is projected and examined using four principal foci: legal deposit, the national collection, bibliographical control, and preservation.

Johannes Britz and Peter Lor. **A Moral Reflection on the Digitization of Africa's Documentary Heritage.**

IFLA Journal 30 (2004) No. 3, p. 216–223

This paper raises moral concerns relating to projects aiming to digitize African heritage materials before addressing the question of how these concerns can be addressed and which locally and globally acceptable moral framework can be used to adequately guide the process of digitization and protection of Africa's documented heritage. It is argued that information-based human rights (which are based on and derived from the Universal Declaration of Human Rights) can provide such a moral framework. Human rights are normally articulated as legal rights and as such do not always guarantee moral fairness in their application. To ensure a just and fair application of the proposed information-based human rights, a social contract, based on social justice is proposed. The paper ends with broad principles for the development of practical guidelines based on the proposed moral framework.

Ellen Ndeshi Namhila. **Filling the Gaps in the Archival Record of the Namibian Struggle for Independence.**

IFLA Journal 30 (2004) No. 3, p. 224–230

Namibia gained independence in 1990 after over 100 years of colonial rule and a prolonged and bitter liberation struggle. The National Archives of Namibia has been tasked to recover evidence of this historical past, by identifying and repatriating ar-

chival records which are scattered world-wide, and by collecting oral evidence on the country's liberation struggle which has not been documented. The paper examines the difficulties encountered and the problems of documenting a violent past while at the same time promoting peace and reconciliation.

John V. Richardson Jr. **Eritrea: the state of its library and information economy.**

IFLA Journal 30 (2004) No. 3, p. 231–240

The author reports on a 2003 visit to Eritrea to lecture and consult with Eritrean librarians on the state of their library and information economy, courtesy of the US Department of State. Provides a brief social and geographical, technical, political, and economic orientation to the country as well as a detailed description of the barriers and constraints in developing library and other information centers using a STEPE (Social, Technical, Economic, Political and Ecological trends) model. Concludes with an extensive set of recommendations or next steps for parties interested in improving this country's state of affairs.

Donatella Lombello. **Education and Educational Responsibility of the School Documentalist in the School of the Learning Society.**

IFLA Journal 30 (2004) No. 3 p. 241–246

International documents released at the end of the 20<sup>th</sup> century launched an appeal to all nations to make a heavy investment in education. Implicit references are made in these documents to the educational function performed by the school library and the school documentalist, confirming the importance of education as a 'catalytic factor' in a changing society. Moreover, attention is drawn

to innovative pedagogy and learning strategies aimed at providing citizens with tools to manage the complexity of the learning society. The school

documentalist is an important actor in the school team, and has a complex educational role. He or she must be delivered training courses to be

able him to play this role efficiently. These courses include library science, pedagogy and didactics, as well as communication and groupwork skills.



## SOMMAIRES

Les sommaires analytiques peut être reproduites sans frais.

Stuart Hamilton. **The War on Terrorism: consequences for freedom of expression and the integrity of library users.** [La lutte contre le terrorisme : ses conséquences pour la liberté d'expression et l'intégrité des usagers des bibliothèques.]

IFLA Journal 30 (2004) No. 3, p. 199-207

Près de trois ans après les attaques terroristes du 11 septembre 2001 aux Etats-Unis, les bibliothèques et leurs usagers continuent de découvrir l'influence négative de la lutte contre le terrorisme sur la recherche d'informations. Le rôle joué par Internet pour faciliter ces attaques a conduit dans de nombreux pays à prendre des mesures antiterroristes restrictives qui ont modifié les modalités d'accès des usagers des bibliothèques aux informations en ligne. Nous constatons de plus en plus souvent une surveillance accrue de l'utilisation d'Internet, ainsi que de nouvelles réglementations régissant ce qui est accessible ou non en ligne. Cet article récapitule la situation des 18 derniers mois, période marquée par la guerre en Irak et au cours de laquelle les terroristes ont continué à frapper dans le monde entier. L'auteur s'interroge sur le rôle que peuvent jouer les bibliothèques dans ces conditions et sur la façon dont nous pouvons continuer à promouvoir la liberté d'accès aux informations dans un tel climat.

Lillian Sciberras. **National Memory in Malta: the extended role of libraries.** [La mémoire nationale à Malte : le vaste rôle des bibliothèques.]

IFLA Journal 30 (2004) No. 3, p. 208-215

Malte, l'état le plus petit et le plus méridional de l'Union européenne, a connu une préhistoire importante et un passé historique parfaitement documenté. Cette mémoire depuis longtemps entretenue, au riche et considérable contenu documentaire, pourrait recevoir un soutien précieux d'un réseau technologique bien dé-

veloppé. Il existe cependant le risque de voir la mémoire collective du pays demeurer insuffisamment soutenue par une infrastructure de bibliothèques et d'archives faible. Cette faiblesse est due à un manque traditionnel de reconnaissance du rôle des bibliothèques et des institutions d'archivage, et à la négligence qui en découle. Les possibilités de développement et le rôle accru que pourrait jouer ce secteur sont projetés et examinés selon quatre principaux axes : le dépôt légal, la collection nationale, le contrôle bibliographique et la conservation.

Johannes Britz and Peter Lor. **A Moral Reflection on the Digitization of Africa's Documentary Heritage.** [Une réflexion morale sur la numérisation du patrimoine documentaire d'Afrique.]

IFLA Journal 30 (2004) No. 3, p. 216-223

Ce document évoque les préoccupations morales soulevées par les projets visant à numériser les éléments du patrimoine africain avant même que de se demander comment prendre en compte ces préoccupations et de déterminer quelle structure morale utilisée à bon escient serait acceptable aussi bien au niveau local que global pour guider le processus de numérisation et de protection du patrimoine documenté d'Afrique. L'argument invoqué est que les droits de l'homme basés sur l'information (s'inspirant de la Déclaration universelle des droits de l'homme) peuvent fournir une telle structure morale. Les droits de l'homme sont en temps normal considérés comme des droits légaux et, en tant que tels, ne garantissent pas toujours une impartialité morale dans leur application. Un contrat social fondé sur la justice sociale est proposé pour assurer une application juste et honnête des droits de l'homme basés sur l'information suggérés. L'article conclut sur de vastes principes pour le développement de directives pratiques reposant sur la structure morale proposée.

Ellen Ndeshi Namhila. **Filling the Gaps in the Archival Record of the Namibian Struggle for Independence.** [Comblant les lacunes dans les informations archivées sur la lutte pour l'indépendance en Namibie.]

IFLA Journal 30 (2004) No. 3, p. 224-230

La Namibie a conquis son indépendance en 1990, après 100 ans de domination coloniale et une lutte de libération longue et amère. Les archives nationales de Namibie ont été chargées de retrouver les preuves de ce passé historique, en identifiant et rapatriant les archives éparpillées dans le monde entier, et en rassemblant les témoignages oraux sur la lutte pour la libération du pays n'ayant pas été documentés. L'article examine les difficultés rencontrées et les problèmes pour documenter un passé violent tout en s'employant à promouvoir la paix et la réconciliation.

John V. Richardson Jr. **Eritrea: the state of its library and information economy.** [Érythrée : l'état de son économie des bibliothèques et de l'information.]

IFLA Journal 30 (2004) No. 3, p. 231-240

L'auteur relate sa visite en Érythrée en 2003, faite avec l'autorisation du ministère américain des Affaires étrangères, pour donner des conférences et consulter les bibliothécaires érythréens sur l'état de leur économie des bibliothèques et de l'information. En utilisant le modèle STEPE (modèle des tendances sociales, techniques, économiques, politiques et écologiques), il donne un bref aperçu de l'orientation sociale et géographique, technique, politique et économique du pays, ainsi qu'une description détaillée des barrières et des contraintes au développement des bibliothèques et autres centres d'information. Il conclut par toute une série de recommandations et de démarches éventuelles pour ceux que l'amélioration de l'état des affaires de ce pays intéresse.

Donatella Lombello. **Education and Educational Responsibility of the School Documentalist in the School of the Learning Society. [Education et responsabilité éducative du documentaliste scolaire dans l'école de la société du savoir.]**

IFLA Journal 30 (2004) No. 3, p. 241–246

Des documents internationaux publiés à la fin du 20<sup>ème</sup> siècle appelaient

toutes les nations à investir fortement dans l'éducation. Ces documents faisaient implicitement référence à la fonction éducatrice de la bibliothèque scolaire et du documentaliste scolaire, confirmant l'importance de l'éducation en tant que 'facteur catalyseur' dans une société en évolution. L'article aborde également le sujet d'une pédagogie novatrice et des stratégies d'apprentissage visant à offrir aux citoyens les outils pour

affronter la complexité de la société du savoir. Le documentaliste scolaire est un membre important de l'équipe scolaire et a un rôle éducatif complexe. Il ou elle doit suivre des cours de formation afin d'être en mesure de jouer ce rôle avec efficacité. Ces cours doivent porter sur la science bibliothécaire, la pédagogie et la didactique ainsi que la communication et les techniques de travail en groupe.

## ZUSAMMENFASSUNGEN

Diese Zusammenfassungen können gebührenfrei vervielfältigt werden.

Stuart Hamilton. **The War on Terrorism: consequences for freedom of expression and the integrity of library users. [Der Krieg gegen den Terrorismus: Die Auswirkungen auf die Meinungsfreiheit und die Integrität der Büchereibenutzer.]**

IFLA Journal 30 (2004) Nr. 3, S. 199–207

Fast drei Jahre nach den terroristischen Übergriffen des 11. September 2001 in den USA sehen sich die Büchereien und ihre Benutzer immer noch mit dem Ausmaß konfrontiert, zu dem der Krieg gegen den Terror die Informationssuche beeinträchtigt. Die Rolle des Internet bei der Planung dieser Angriffe hat gleichzeitig in vielen Ländern sehr restriktive Maßnahmen zum Schutz gegen den Terror nach sich gezogen. Dadurch hat sich auch die Umgebung verändert, in der die Büchereien Online-Informationen abrufen können. Die Verwendung des Internet wird immer schärfer überwacht; auch gibt es neue Vorschriften bezüglich der Informationen, die überhaupt online verfügbar sein dürfen. Dieser Artikel bietet einen Überblick über die Situation in den letzten 18 Monaten. In dieser Zeit tobte der Krieg im Irak und es wurden weiterhin terroristische Anschläge in der ganzen Welt verübt. Der Artikel befasst sich mit der möglichen Rolle der Bibliotheken unter diesen Bedingungen und stellt die Frage, in welcher Weise wir in diesen Zeiten auch weiterhin die Informationsfreiheit aufrechterhalten können.

Lillian Sciberras. **National Memory in Malta: the extended role of libraries. [Das nationale Gedächtnis Maltas: Die erweiterte Rolle der Bibliotheken.]**

IFLA Journal 30 (2004) Nr. 3, S. 208–215

Malta, der kleinste und südlichste Mitgliedsstaat der Europäischen Union, zeichnet sich durch seine außergewöhnliche Urgeschichte und die größtenteils gut dokumentierte Ge-

schichte aus. Sein langfristig aufgezeichnetes Gedächtnis sowie der reichhaltige und umfassende dokumentarische Inhalt können möglicherweise von dem gut entwickelten technologischen Netzwerk effektiv unterstützt werden. Dabei besteht jedoch das Risiko, dass das kollektive Gedächtnis des Landes von einer schwachen bibliothekarischen und archivarischen Infrastruktur in der Zukunft nur unzureichend aufrechterhalten wird. Eine solche Schwäche ist auf die traditionell geringe Wertschätzung und die daraus folgende Vernachlässigung der Rolle der Büchereien und Archivierungsinstitutionen zurückzuführen. Entwicklungsmöglichkeiten und eine verstärkte und umfassendere Rolle für diesen Sektor wird anhand von vier Hauptfaktoren projiziert und untersucht: Das gesetzliche Guthaben, die Nationalsammlung, bibliographische Kontrolle sowie Konservierung.

Johannes Britz und Peter Lor. **A Moral Reflection on the Digitization of Africa's Documentary Heritage. [Eine moralische Betrachtung der Digitalisierung der Dokumente des afrikanischen Kulturerbes.]**

IFLA Journal 30 (2004) Nr. 3, S. 216–223

Diese Veröffentlichung befasst sich mit den moralischen Implikationen von Projekten zur Digitalisierung bestehender Materialien über das Kulturerbe Afrikas. Danach wird die Frage aufgegriffen, wie diese Faktoren behandelt werden können und welcher lokal sowie global akzeptierte moralische Rahmen dazu geeignet ist, den Vorgang der Digitalisierung und den Schutz des dokumentierten Kulturerbes Afrikas angemessen zu steuern. In diesem Zusammenhang wird darauf hingewiesen, dass die informationsbasierten Menschenrechte (die aus der allgemeinen Menschenrechtserklärung erwachsen und sich auf diese stützen) durchaus einen solchen moralischen Rahmen liefern können. Die Menschenrechte werden normalerweise in Form gesetzlicher

Vorgaben formuliert und gewährleisten als solche nicht immer eine moralische Fairness in ihrer Anwendung. Um nun eine korrekte und faire praktische Realisierung der vorgeschlagenen informationsbasierten Menschenrechte sicherzustellen, wäre nach Auffassung des Autors ein sozialer Vertrag auf der Grundlage sozialer Gerechtigkeit durchaus angemessen. Der Artikel endet mit einigen allgemeinen Prinzipien für die Entwicklung praktischer Richtlinien auf der Grundlage des vorgeschlagenen moralischen Rahmens.

Ellen Ndeshi Namhila. **Filling the Gaps in the Archival Record of the Namibian Struggle for Independence. [Lückenfüllung in den archivarischen Aufzeichnungen über den Unabhängigkeitskampf Namibias.]**

IFLA Journal 30 (2004) Nr. 3, S. 224–230

Im Jahr 1990 hat Namibia nach über 100 Jahren Kolonialherrschaft seine Unabhängigkeit erlangt. Dies war erst nach langen, bitteren Kämpfen möglich. Das Nationalarchiv von Namibia hat die Aufgabe erhalten, Nachweise dieser historischen Geschichte zu sammeln. Dazu werden in der ganzen Welt verstreute Archivaufzeichnungen identifiziert und wieder ins Land zurückgeführt. Hinzu kommt die Erfassung mündlicher Überlieferungen über die Freiheitsbemühungen des Landes, die nicht schriftlich dokumentiert sind. Der Artikel untersucht die damit einhergehenden Schwierigkeiten und beschreibt die Probleme mit der Dokumentierung einer gewalttätigen Vergangenheit, während gleichzeitig jedoch Frieden und Versöhnung gefördert werden sollen.

John V. Richardson Jr. **Eritrea: the state of its library and information economy. [Der Zustand des Bibliothekswesens und der Informationswirtschaft in Eritrea.]**

IFLA Journal 30 (2004) Nr. 3, S. 231–240

Der Autor berichtet über einen Besuch in Eritrea im Jahr 2003 im Zusammenhang mit einem Vortrag und Besprechungen mit den Bibliothekaren über den Zustand ihres Bibliothekswesens und der Informationswirtschaft, der vom US Department of State ermöglicht wurde. Der Text beinhaltet eine kurze soziale und geographische, technische, politische und wirtschaftliche Einführung in das Land sowie eine detaillierte Beschreibung der Hindernisse und Einschränkungen bei der Entwicklung von Bibliotheken und anderen Informationszentren mithilfe des STEPE (Social, Technical, Economic, Political and Ecological Trends)-Modells. Der Artikel schließt mit einer umfassenden Liste von Empfehlungen beziehungsweise weiteren Schritten für interessierte Parteien, die die An-

gelegenheiten in diesem Land verbessern möchten.

**Donatella Lombello. Education and Educational Responsibility of the School Documentalist in the School of the Learning Society. [Bildung und edukative Verantwortung des Schuldokumentariers in der Schule der Lerngesellschaft].**

IFLA Journal 30 (2004) Nr. 3 S. 241–246

Gegen Ende des 20. Jahrhunderts wurden internationale Dokumente veröffentlicht mit der Bitte an alle Nationen, ihre Bildungsinvestitionen stark zu erhöhen. Diese Dokumente enthalten implizite Referenzen bezüglich der edukativen Funktion der

Schulbibliotheken und des Schuldokumentariers. Damit wird die Wichtigkeit der Bildung als einem "katalytischen Faktor" im Gesellschaftswandel bestätigt. Zudem wird verstärkt auf innovative Pädagogikrichtungen und entsprechende Lernstrategien hingewiesen, die darauf abzielen, den Bürgern geeignete Hilfsmittel zur Handhabung der Komplexität der Lerngesellschaft an die Hand zu geben. Der Schuldokumentarier spielt eine wichtige und komplexe erzieherische Rolle im Team der Schule. Er oder sie sollte daher entsprechende Schulungskurse absolvieren, um seine oder ihre Rolle effizient erfüllen zu können. Diese Kurse beinhalten Bibliothekswissenschaften, Pädagogik und Didaktik sowie Kommunikation und Fähigkeit zur Gruppenarbeit.

## RESÚMENES

Se puede reproducir estas resúmenes sin gastos.

Stuart Hamilton. **The War on Terrorism: consequences for freedom of expression and the integrity of library users.** [Guerra al terrorismo: consecuencias para la libertad de expresión e integridad de los usuarios de bibliotecas.]

IFLA Journal 30 (2004) N° 3, p. 199–207

Casi tres años después de los ataques terroristas perpetrados el 11 de septiembre en Estados Unidos, las bibliotecas y sus usuarios aún están descubriendo hasta qué punto la guerra declarada al terrorismo afecta a las búsquedas de información. La función que desempeñó Internet para facilitar los ataques ha dado lugar a la implantación de una legislación antiterrorista en muchos países que cambia las condiciones de acceso a la información en línea por parte de los usuarios de bibliotecas. Somos testigos de una vigilancia cada vez mayor en el uso de Internet y de la aparición de nuevas normativas que permiten o deniegan el acceso a los distintos tipos de información. Este documento ofrece una perspectiva de la situación en los últimos 18 meses, durante los cuales se ha librado una guerra en Irak y los terroristas han seguido cometiendo atentados en todo el mundo. El autor se pregunta qué función pueden desempeñar las bibliotecas en las circunstancias anteriormente descritas, y cómo podemos seguir promoviendo la libertad de acceso a la información en el momento actual.

Lillian Sciberras. **National Memory in Malta: the extended role of libraries.** [Memoria nacional en Malta: la función ampliada de las bibliotecas.]

IFLA Journal 30 (2004) N° 3, p. 208–215

Malta, el estado miembro más pequeño y meridional de la Unión Europea, cuenta con una información única sobre su prehistoria y un repertorio ampliamente documentado de material histórico. Sus activos,

que contienen la memoria nacional desde tiempos inmemoriales, junto con su contenido ampliamente documentado, podrían potenciarse de manera efectiva mediante una red tecnológica bien diseñada. No obstante, existe el riesgo de que la memoria colectiva del país siga apoyándose en una infraestructura insuficiente de archivos y bibliotecas. Dicha insuficiencia está relacionada con la tradicional falta de valoración por parte de la población y el consiguiente menosprecio de la función de las bibliotecas e instituciones de archivo. Para atajar este problema, Malta prevé proporcionar posibilidades de desarrollo y ampliar la función de este sector, examinando para ello cuatro ámbitos principales: los depósitos legales, la colección nacional, el control bibliográfico y la conservación.

Johannes Britz and Peter Lor. **A Moral Reflection on the Digitization of Africa's Documentary Heritage.** [Una reflexión moral sobre la digitalización del legado documental de África.]

IFLA Journal 30 (2004) N° 3, p. 216–223

Este documento plantea cuestiones morales relacionadas con los proyectos encaminados a digitalizar los legados materiales de África, para luego abordar la cuestión de cómo pueden abordarse dichas cuestiones y qué marco moral, que resulte aceptable tanto desde el punto de vista local como global, se puede utilizar para guiar adecuadamente el proceso de digitalización y la protección de la herencia documentada de África. El autor sugiere que la información sobre los derechos humanos (que se basa o se extrae de la Declaración Universal de los Derechos Humanos) puede proporcionar dicho marco moral. Los derechos humanos normalmente se articulan como derechos legales, y como tales, no siempre garantizan la equidad moral en su aplicación. Para asegurar una aplicación justa y equitativa de los derechos humanos propuestos, basados en la

información, se plantea la necesidad de implantar un contrato social que se base en la justicia social. El documento concluye exponiendo principios generales para el desarrollo de directrices prácticas, basadas en el marco moral propuesto.

Ellen Ndeshi Namhila. **Filling the Gaps in the Archival Record of the Namibian Struggle for Independence.** [Atando cabos en el registro archivístico de la lucha por la independencia de Namibia.]

IFLA Journal 30 (2004) N° 3, p. 224–230

Namibia obtuvo su independencia en 1990, tras más de 100 años de dominio colonial y una larga y cruenta lucha por la liberación. Los Archivos Nacionales de Namibia han recibido el encargo de recuperar las pruebas documentales de su historia, identificando y repatriando registros archivísticos esparcidos por todo el mundo, y recopilando testimonios orales sobre la lucha del país por su liberación; hecho que aún no se ha documentado. Este documento examina las dificultades y problemas que se han debido afrontar para documentar el violento pasado de este país, e intenta, paralelamente, promover la paz y la reconciliación.

John V. Richardson Jr. **Eritrea: the state of its library and information economy.** [Eritrea: la situación de sus bibliotecas e economía de información.]

IFLA Journal 30 (2004) N° 3, p. 231–240

El autor narra la visita a Eritrea que realizó en 2003 con motivo de una iniciativa promovida por el Departamento de Estado de EE.UU., para dar conferencias y consultar con los bibliotecarios de Eritrea sobre el estado de sus bibliotecas y la información económica del país. El documento ofrece una breve orientación sobre cuestiones sociales, geográficas, técnicas, políticas y económicas del

país, así como una descripción detallada de las barreras y restricciones a la hora de promover bibliotecas y otros centros de información utilizando un modelo STEPE (tendencias sociales, técnicas, económicas, políticas y ecológicas). El autor finaliza su exposición con una larga lista de recomendaciones o pasos a dar destinados a las partes interesadas en la mejora de la situación de los diversos asuntos del país.

Donatella Lombello. **Education and Educational Responsibility of the School Documentalist in the School of the Learning Society.** [Educación

**y responsabilidad educativa de los documentalistas de los centros escolares en la sociedad del conocimiento.]**

IFLA Journal 30 (2004) N° 3, p. 241-246

Diversos documentos internacionales publicados a finales del siglo XX hicieron un llamamiento a todas las naciones para que realizaran fuertes inversiones en educación. En estos documentos aparecen referencias implícitas a la función educativa que realizan las bibliotecas escolares, confirmando la importancia de la educación como un "factor de catalización" en una sociedad en proceso de trans-

formación. Además, se hace hincapié en la pedagogía innovadora y las estrategias de aprendizaje encaminadas a dotar a los ciudadanos de herramientas que les permitan manejar la complejidad de la sociedad del conocimiento. Los documentalistas de centros escolares son miembros importantes del equipo del centro escolar, y tienen una función educativa compleja. Estas personas deben tener acceso a cursos de formación que les capaciten para desempeñar dicha función de manera eficiente. Estos cursos abarcan cuestiones sobre biblioteconomía, pedagogía y didáctica, así como habilidades de comunicación y de trabajo en grupo.

## Рефераты статей

Stuart Hamilton. **The War on Terrorism: consequences for freedom of expression and the integrity of library users.** [Стюард Хамилтон]. [Борьба против терроризма: последствия свободы слова и неприкосновенность пользователей библиотек.] Журнал ИФЛА 30 (2004) № 3, с. 199–207

Хотя со времени терактов 11 сентября в Соединенных Штатах прошло уже почти три года, работники библиотек, а также лица, пользующиеся ими, все еще сталкиваются с тем, насколько война против терроризма оказывает влияние на поиск информации. В проведении терактов использовался интернет, что привело к направленным против терроризма ограничениям в законодательстве многих стран. Это меняет положение относительно доступа к информации людей, пользующихся библиотеками. Заметно растущее наблюдение за использованием интернета наряду с принятием новых правил, определяющих, какая информация при этом может, а какая не может быть доступной. Оценки этого исследования обеспечивают обзор ситуации в течение последних 18 месяцев, во время которых ведется война в Ираке и террористы продолжают атаки во всем мире. Возникает вопрос, какую роль могут сыграть библиотеки в этих условиях и как мы можем продолжать пропагандировать свободу доступа к информации в такое время.

Lillian Sciberras. **National Memory in Malta: the extended role of libraries.** [Лилиан Скиберрас]. [Национальная память на Мальте: расширенная роль библиотек.] Журнал ИФЛА 30 (2004) № 3, с. 208–215

Мальта, самое маленькое и самое южное государство Европейского Союза, с уникальной древней историей и в основном хорошо документированным историческим прошлым. Хорошо развитая технологическая сеть могла бы в будущем

способствовать как укреплению этой исторической памяти, так и обеспечению содержания документов. Существует однако опасение, что из-за слабой инфраструктуры библиотек и архивов коллективная память страны не получит достаточной поддержки. Этот недостаток связан с тем, что роль библиотек и архивных институтов не оценивается по достоинству и его обходят вниманием. Четыре основных созданных и проверенных направления: юридический вклад, национальная коллекция, библиографический контроль и сохранность – являются основой для возможностей роста и расширенная этого сектора.

Johannes Britz and Peter Lor. **A Moral Reflection on the Digitization of Africa's Documentary Heritage.** [Йоханнес Бритц и Петер Лор]. [Моральный аспект в процессе компьютеризации африканского документального наследия.] Журнал ИФЛА 30 (2004) № 3, с. 216–223

В этой работе затрагивается тема беспокойства с моральной точки зрения в отношении к проектам, направленным на компьютеризацию материалов африканского наследия. Прежде всего необходимо решить вопрос, на какие сферы распространяется подобное беспокойство и какие допустимые локальные и глобальные моральные рамки могут быть использованы для адекватного управления процессом компьютеризации и защиты африканского документального наследия. Оспаривается тот факт, что права человека, основанные на информации (эти права берут начало из Всемирной декларации по правам человека), могут обеспечить такую моральную рамку. Права человека обычно определяются как юридические права и как таковые не всегда гарантируют моральную честность при их применении. Предложен социальный контракт, основанный на социальной справедливости с целью обеспечения справедливого и честного примене-

ния упомянутых прав человека. В заключении этой работы приводятся расширенные принципы развития направлений для практических действий, основанных на предложенных моральных рамках.

Ellen Ndeshi Namhila. **Filling the Gaps in the Archival Record of the Namibian Struggle for Independence.** [Элен Ндеши Намхила]. [Заполнение пробелов в архивных записях борьбы за независимость в Намибии.] Журнал ИФЛА 30 (2004) № 3, с. 224–230

Намибия получила независимость в 1990 после 100-летнего колониального режима и продолжительной и горькой борьбы за освобождение. Перед Национальными архивами Намибии была поставлена задача найти доказательство исторического прошлого путем идентификации и репатриации архивных записей, разбросанных по всему миру, и путем сбора недокументированных устных доказательств по борьбе страны за независимость. В работе рассматриваются встреченные трудности и проблемы документирования насильственного прошлого, то же время пропагандируются мир и согласие.

John V. Richardson Jr. **Eritrea: the state of its library and information economy.** [Джон В. Ричардсон младший]. [Эритрея: Состояние библиотек и информационная экономика.] Журнал ИФЛА 30 (2004) № 3, с. 231–240

Автор дает отчет о визите в Эритрею в 2003 при поддержке Госсовета США с целью прочтения лекций и дачи консультаций работникам библиотек Эритреи по состоянию их библиотечной и информационной экономики. Статья дает краткое ориентировочное описание в социальной, географической, технической, политической и экономической областях страны, а также детальное

описание помех и преград в открытии и работе библиотечных и других информационных центров с использованием модели СТЕПЕ/СТЕРЕ (Социальных, технических, экономических, политических и экологических направлений). В заключении содержится расширенный перечень рекомендаций и последующих шагов для сторон, заинтересованных в улучшении положения дел в стране.

**Donatella Lombello. Education and Educational Responsibility of the School Documentalist in the School of the Learning Society.** [Донателла

Ломбелло]. **[Образование и ответственность школьного библиотечного работника в области образования в развивающемся обществе.]** Журнал ИФЛА 30 (2004) № 3, с. 241–246

Международные документы, выпущенные в конце XX века, содержали призыв ко всем нациям внести весомый вклад в образование. В этих документах содержатся косвенные ссылки на образовательную функцию, выполняемую школьной библиотекой и школьным библиотекарем, что подтверждает важность образования как «катализатора» в

меняющемся обществе. Кроме того, привлекается внимание к инновативной педагогике и обучающим стратегиям, направленным на обеспечение граждан инструментами с целью управления сложностями развивающегося общества. Школьный библиотекарь – важное лицо в коллективе школы, он выполняет сложную образовательную роль. Для эффективного выполнения этой роли ему необходимо принимать участие в тренингах и курсах, направленных на изучение библиотечного дела, педагогики и дидактики, а также навыков коммуникации и работы с группой.



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