IFLA JOURNAL

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EDITORIAL
Time to Tango!

Nancy Gwinn
Chair, IFLA Publications Committee

This issue marks an historic occasion, an end and a beginning. For 30 years, the German publisher K.G. Saur Verlag GmbH has been publishing the *IFLA Journal*. It has been a productive partnership, extended year by year on not much more than a handshake. The IFLA Governing Board and Headquarters staff are extremely grateful to the K.G. Saur company for its contribution to the IFLA program.

But as we all know, the times in scholarly publishing are changing. Last year, the IFLA Publications Committee decided that IFLA should recognize the new trends in publishing and the advent of electronic delivery and consider how to make the *Journal* more relevant to today's librarians and more competitive in today's journal market. While it has served the members well, the *Journal also* has much to offer individual librarians and institutions outside of the IFLA family, which requires active marketing.

Consequently, as the contract with K.G. Saur was ending, the Publications Committee issued a request for proposals to publish the *IFLA Journal*. The Committee reviewed the proposals in March 2004. Over the summer, negotiations began with the successful bidder, Sage Publications in the United Kingdom. The negotiations were a learning process for both sides, for IFLA wanted to live up to its principles of open access and wide dissemination. With surprising openness on both sides, Sage and IFLA reached agreement and signed the document at a press conference in Buenos Aires. The agreement allows authors to retain their copyrights when they give Sage a first-publication license to print their work.

We are pleased to welcome Sage Publications to the IFLA family and look forward to a long and productive partnership.

This issue also forms, in a way, a bridge between the Berlin and Buenos Aires conferences. It includes the last of the Berlin conference papers to be published in the *IFLA Journal* and the first papers from Buenos Aires, as well as a paper from the English-speaking Caribbean which complements the papers on Latin America and the Spanish-speaking Caribbean which appeared in *IFLA Journal* Vol. 30, no. 2.

The first item in this issue is the Opening Address by IFLA President Kay Raseroka to the World Library And Information Congress in Buenos Aires, in which she reminds us that the theme of the Congress, 'Libraries, tools for education and development', means that libraries and schools work together for an educated population and pays particular tribute to the innovative approaches being adopted in Latin America to address the information needs of indigenous populations. Noting that "The best resource that IFLA has is in its members – people who give their time, share their knowledge generously and inspire each other to greater effectiveness", the President invited participants to make the best possible use of their time at the Congress: "... let every minute be worthwhile; look for the unknown, the unexpected, overcome the limits of cultures and languages and join in the vibrant dance of IFLA in Buenos Aires. Let's tango!"

The tango obviously made an impression on other participants, including Ia McIlwaine, Chair of the Professional Committee, whose report on the Congress – the next item in this issue – is entitled 'IFLA in Buenos Aires – The Tango Conference!' Instead of giving her report at the Closing Ceremony, as in previous years, it was published instead in the last issue of the Buenos Aires *IFLA Express*, from which it is reprinted here. Commenting that "The conference exceeded all our expectations" – in fact, there were some 3,300 participants, of whom about 1,100 were Spanish speaking – Professor McIlwaine goes on to highlight just some of the many professional and social events that took place, noting that "it was a busy and profitable time for all, and an excellent opportunity for the exchange of ideas with colleagues from those parts of the world who do not regularly attend the WLIC". The next issue of *IFLA Journal* (Vol. 31, no. 1, March 2005) will include more detailed reports on the proceedings in Buenos Aires as well as a further selection of some of the outstanding papers presented at the Congress.

Editorial

In this current issue, we begin by presenting the keynote address and three of the presentations made in plenary sessions of the Buenos Aires Congress.

The inspiring keynote address, 'The Book in Times of Globalization' was delivered by Tomás Eloy Martínez, a famous Argentinean writer who has published several books of essays, novels collections of journalism and short stories. Commenting that "The force of the book resides in its protean power, in being a voice or volume or virtual sign or all of them a the same time, to spring up from one person or to embody, on its own, a whole culture", Sr. Martínez went on to note that today "The battles in times of globalization are no longer fought to conquer new readers or to create them, but to prevent the market from *uneducating* them, and to prevent readers from giving up the habit of regarding the book as way of looking at themselves too. Globalization, together with oceans of information to process and books to read, has engendered, at the same time, abysses of inequality which before had been impossible to imagine, because what is globalized is the market, not people." The theme of inequality was one to which other plenary speakers would also return: in Sr. Martínez' words, "One thousand three hundred million people live on less than a dollar a day. How can they think of buying books?"

This theme reappears in the plenary speech, 'The Walls of Information and Freedom' by Adolfo Pérez Esquivel, Argentinean winner of the Nobel Peace Prize in 1980 for his work in the field of human rights and currently International President of Servicio Paz y Justicia en América Latina (SERPAJ-AL), a regional organization aiming to promote respect for human rights in Latin America. Commenting that globalization "reflects hegemonic policies and control and exclusion of the majority of the peoples poorly called 'of the Third World'", Dr. Esquivel notes that, while, worldwide more than 950 billion dollars are spent on arms each year, there are more than 880 million illiterate people in the world, most of whom live in impoverished countries in the South, and 43 million in Latin America. Referring to the fall of the Berlin Wall and the new hopes for peace which that engendered, he goes on to note that "We were mistaken and we have to come to terms with it; the world became more intolerant and unsafe." Echoing a remark made by Mr Adama Samassékou in his address to the WLIC in Berlin last year, Sr. Esquivel goes on, "Other walls exist in various parts of the world",

many of which "aim to hide the truth or separate the lives of peoples ... Many barriers have been put up, walls of intolerance and manipulation based on open and covert censorship. ... the objective that libraries are at the service of peoples and that the book is an asset to share must never be lost."

The next plenary paper in this issue, 'The Library in the Life of a Writer', by the Argentinean writer, Mempo Giardinelli, presents the author's personal reflections on the influence of books and libraries in his life and work as a writer, including the influence of family members – particularly his mother and sister – at his home in Chaco, and briefly describes the burning of books – including his own first novel – during the military dictatorship of the 1970s and his subsequent flight into exile in Mexico. He goes on to describe how, on returning to Argentina after the fall oft the dictatorship, he founded the literary magazine, *Puro Cuento*, and a foundation of the same name devoted to the promotion of books and reading which, among other activities, carried out the first national survey on reading habits, in 1991 and 1992. The author concludes by declaring that "The fact that a person does not read is a stupidity, a crime that he will pay for for the rest of his life. But when it is a country that does not read, that crime will be paid for with its own history, all the more so if the little material read is rubbish and, on top of that, rubbish is the rule in the great systems of mass media."

The fourth and last of the Buenos Aires papers in this issue, by Margarita Vannini, President of the Latin American and the Caribbean Committee for the UNESCO Memory of the World Program, outlines the nature of the Memory of the World Program as a whole, and then goes on to describe the development and activities of the Program's Latin America and Caribbean Regional Committee, which have led to the creation of 20 National Committees in the countries of the region and the inclusion of ten documentary collections in the International Memory of the World Register. The Committee's activities in terms of outreach and awareness raising and training and professional formation are described and projects such as the creation of a regional register of documentary heritage in Latin America and the Caribbean are outlined. The Memory of the World Program has clearly progressed substantially in Latin America and the Caribbean; the Program is helping to establish "the bases upon which to build a new interpretation

of the shared history of Latin America in all its ethnic and cultural diversity, and will strengthen the current process of regional integration".

Though it was not presented at the Buenos Aires Congress, the next paper is also concerned with information activities in the region. In their paper, 'An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine', library staff members Frank Soodeen and Allison Dolland report on the development of an information commons (IC) environment at the Main Library of the University, describing the logistical and operational challenges faced, the strategies used to solve problems of implementation, and the impact that the advent of the ICs has had on organizational transformation and service delivery. They conclude that "the different incarnations of the information commons at the UWI have been well received by both clients and library staff", and that "the provision of access, particularly to electronic information sources on a wide range of subjects, has been significantly enhanced".

The next paper is likely to be the last of those presented at the WLIC in Berlin in 2003 to appear in *IFLA Journal*. In "Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution", Jürgen Krause, Scientific Director of the Social Science Information Center in Bonn and Professor of Computer Science at the University of Koblenz, notes that solutions to the problems of building information services go beyond conventional ways of thinking about information centres and libraries. Discussing the "disputed guidelines of 'Standardization from the view of the remaining heterogeneity' and the paradigm of 'Web publishing'", the author notes that both

guidelines, taken together, provide an answer to the new technological and user demands in the changing setting of the Web, and are a clear sign that traditional methods of standardization are no longer sufficient to maintain the desired levels of interoperability and data consistency.

The final paper in this issue was written by Ian M. Johnson, Professor and Associate Dean at the Aberdeen Business School in Scotland, at the invitation of the Editor in an attempt to provide more detailed guidance on how to write for *IFLA Journal* than is provided in the Notes for Contributors. In "Writing for the Profession: an editor's perspective", the author briefly explains why library professionals should write for professional newsletters, journals and conferences – not only for *IFLA Journal*. He outlines the preparatory stages – selecting a topic and a potential publication – and provides hints on actually doing the writing as well as indicating what editors look for in their contributors. We hope this guidance will be helpful to future contributors to this journal and to others.

As noted above, the next issue – the first to be published by Sage Publications – will include more material about the Buenos Aires Congress, including some of the papers presented there and recommended for publication by the Standing Committees of the appropriate IFLA Sections. In preparation for the World Library and Information Congress in Oslo next August, the second issue of 2005 will not only include the traditional article about libraries in the host country, Norway, but will also – following this year's example – be a regional special issue with articles about other Nordic countries. We hope these papers will stimulate you to attend the Oslo Congress and so help to make it even more successful than that in Buenos Aires!

World Library And Information Congress, Buenos Aires, Argentina, August 2004: Opening Address

Kay Raseroka
IFLA President

Dear members of the International Federation of Library Associations and Institutions, it is with great joy and satisfaction that we greet you and welcome you to the World Library and Information Congress, the 70th IFLA General Conference and Council. We are indebted to our hosts, the National Organizing Committee of Argentina, for their courage and tenacity. It sustained their commitment to host IFLA, with all the challenges of the recent years. Join me in a round of applause as we congratulate them.

We meet as IFLA in the Latin American region with its rich indigenous cultures and knowledge systems, which have sustained life in the vast, varied environments of the subcontinent. We celebrate these cultures and acknowledge the traditional owners of these lands. These indigenous cultures have co-existed with and adapted Spanish and Portuguese languages and cultures as well as those brought by immigrants from many nations as bridges into the world's economies. As librarians and information science professionals we subscribe to the belief that people, communities and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic wellbeing. In fact, all human beings have a right to this.

Thus it is of no surprise to learn of the variety of innovative library systems and services that are being rooted and grown in the rich Latin American soil. These library and information systems range from those that nurture the voices and self-confidence of small ethnic groups to those that creatively bridge the information divide.

I would like to pay tribute to and acknowledge the innovative approaches that address information needs for indigenous populations – the exploratory professional activities that are creating library services that are meaningful to communities who preserve their traditions orally and in the mother tongue. In some cases these languages have no written form. The sharing of these experiences is invigorating to all who have similar challenges. We learn from successes and failures; we also learn that we should take courage and experiment, like you are doing here in Latin America.

Here in Argentina, there is a whole network of library services, addressing the most diverse communities, under the heading of the National Committee of Popular Libraries (CONABIP). These popular libraries have played a significant role for more than a century in providing support for literacy, reading and sharing socially relevant information. In recognition of this pioneering work, let us, members of IFLA, so privileged to be gathered here in Buenos Aires, think for a moment of all the smaller and larger libraries in the world that are serving people with information services, regardless of circumstances. The IFLA community re-

lates to all of them and acknowledges all alternative approaches to information services which really support the needs of people. We therefore welcome signals such as come from the Social Forum of Information, Documentation and Libraries (SFIDL), to strengthen libraries' social objectives.

To take one challenge as an example: how well are we dealing with the human rights of children to information?

The theme of our Congress, 'Libraries, tools for education and development', means that libraries and schools work together for an educated population. But we cannot suffice just by serving the educational system with library materials; we need to open up the wealth of sources from which a child and every human being can find his or her own way to learning and developing wisdom of life. It is incumbent upon us, therefore, to extend these opportunities to the millions of children who have no access to schools and education, such as street children, working children and orphaned children such as those affected by war and HIV/AIDS.

We have to be involved with the communities that we serve; we have to establish partnerships with parents, teachers and social agencies that work in recognition of the rights of children as human beings. We need partnerships, not only at the local level, but also at the national, regional and international level, at which IFLA works.

At this congress we will have a one-day workshop which brings telecentres and libraries together to explore shared values and different approaches to the provision of information for education and development.

It is our hope that many more partnerships will follow, as we investigate and evaluate our strengths and weaknesses as professional sections. For example, we could partner around information literacy, both internally among sections, and externally with other significant organizations. Our Congress already offers encouraging examples of such collaboration.

The first experiences of IFLA in worldwide advocacy, within the framework of the World Summit on the Information Society, have demonstrated the need for and power of cooperation, with other international organizations and amongst ourselves as national member associations. These are only the first steps to influence

governments to establish and maintain democratic information services and live up to the Universal Declaration of Human Rights.

However, the knowledge and skills that we gained as members of IFLA will be wasted if we do not manage the knowledge to benefit the national associations as they embark on advocacy with their governments worldwide. The issues covered by the Core Activities in the fields of Copyright and other Legal Matters, and of Freedom of Access to Information and freedom of Expression (CLM and FAIFE), will affect the essence of our professional practice and service delivery. While we are always prepared to question our professional practice, we must also be willing and prepared to stand for our principles and defend the rights of our users, worldwide.

The intensified focus of IFLA on advocacy and professional development is gradually changing our federation into a pro-active, effective and energizing international voice for libraries. We welcome the many changing initiatives that are being undertaken. We will work towards a coherent structure and strategy for our federation. We also welcome, for example, the New Professionals Discussion Group; we look forward to their crosscutting approaches to international professional issues.

In the coming years, it will become even clearer that IFLA is a membership organization, dependent upon library associations and institutions and the volunteering good will of many devoted professionals. The best resource that IFLA has is in its members – people who give their time, share their knowledge generously and inspire each other to greater effectiveness. The challenge for us is to manage the knowledge that we share, so that we advocate for and build a strong worldwide network of library and information services.

Let us not wait until we are back in our offices, but let Buenos Aires be the starting point for a more collaborative approach to our work. Let us open up new alliances; let us not limit our contacts and exchanges to the familiar and the known. Why have we come all the way to Latin America? Why do we make all these efforts in time and money? Our Argentinean colleagues have been working hard to prepare a wonderful venue and programme; section members have been corresponding all over the globe to arrange inspiring discussions. An IFLA congress is a unique opportunity. Let us make the best possible

use of it; let every minute be worthwhile; look for the unknown, the unexpected, overcome the limits of cultures and languages and join in the vibrant dance of IFLA in Buenos Aires.

Let's tango!

Presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 20–27 August 2004, in the Opening Session, no. 69. English original available on IFLANET at http://www.ifla.org/IV/ifla70/prog04.htm.

IFLA in Buenos Aires – The Tango Conference!

Ia C. McIlwaine, Chair, IFLA Professional Committee

This year, instead of a report from the Chair of the Professional Committee at the Closing Ceremony, it was decided that she should give her perspective on the conference in the last issue of *IFLA Express*.

The conference exceeded all our expectations – housed in memorable surroundings and introducing those of us who were unfamiliar with South America to many of the highlights of Buenos Aires. The official ceremonies of Opening and Closing and the social events demonstrated to the delegates a fascinating and culturally rich city. It was also an excellent opportunity to get to know our South American colleagues with the largest Spanish-speaking representation ever known at IFLA and the biggest South American delegation ever. IFLA is truly a worldwide organization with a President from Botswana, a Vice President from Australia, a Secretary General from Singapore and a conference in Argentina!

Space only permits the highlighting of a few of the many professional and social events that took place, but it was a busy and profitable time for all, and an excellent opportunity for the exchange of ideas with colleagues from those parts of the world who do not regularly attend the WLIC. It was the first conference where many of the newly formed Sections, previously Round Tables, had the opportunity to hold sessions and committee meetings and to prepare their programmes for the future in an election year when they will achieve parity with all the other sections, with duly elected Chairs and Secretaries and full committees. It was also the first opportunity for the new Core Activity, the CDNL-IFLA Alliance known as ICABS, to present its programme and inform the delegates of its activities.

The Plenary Sessions were outstanding with all seats taken both for Adolfo Pérez Esquivel, the Argentinean Nobel Peace prizewinner and for Ismail Serageldin, Director of the Bibliotheca Alexandrina. It was similarly standing room only for the Newcomers to IFLA session. One of the many pleasing features of the organization was the day dedicated to student attendance, an opportunity that was enthusiastically taken up by a large student delegation. The conference also saw the convening of the Young Professionals Discussion Group, all of which emphasizes the importance that is attached to the younger or newer generation of librarians.

The volunteers with their red tee shirts were highly visible, ready to assist on every occasion and remained cheerful throughout what must have been an exhausting week for them. The library visits were very popular and were well organized and the shuttle bus between the two hotels, together with the remarkably cheap yellow cabs, eased the flow between meetings in the two locations considerably. The social occasions were enjoyed by all and especially the fantastic, energy-filled cultural evening at the Opera.

One of the new features of this conference was the raffle, organized by asking delegates to bring gifts from their own countries to

be raffled to raise funds to pay for delegates from the developing world to attend future IFLA conferences. It raised a very satisfactory USD 4,000. Thanks are especially due to Sissel Nilssen and Ellen Tise who were responsible for devising it and to all the IFLA staff who added the task of managing it to all the other tasks that they carry out so efficiently and unobtrusively throughout the conference.

The eight Divisions all worked hard as well as playing hard, both in their committee meetings where they developed their policy for the next couple of years and in their open programmes, and the same is true of the Core Activities, all of which put on interesting and well attended sessions. Great efforts were made to ensure that as many papers as possible were translated into Spanish, or into English if delivered by Spanish speakers, and the Professional Committee was pleased to earmark some of its budget to ensure that this was achieved. A record number of sessions had simultaneous interpretation. There was also a pleasing increase in the number of sections holding joint sessions, in line with the new policy proposed by the Professional Committee.

All took advantage of the Latin American environment, both in the organization of satellite meetings, for example that of the Management and Marketing Section in São Paulo, Brazil, attended by almost 250 participants from 26 countries, with papers translated into four languages, Portuguese, English, Spanish and French; and the conference held in the Universidad de San Andrés, Buenos Aires, where 45 participants from 20 countries met to advance the IFLA International Cataloguing Principles to replace the 1961 Paris Principles.

Similarly, in the main conference programme, there was a pervading Latin American theme. Parliamentary Libraries founded the Latin American Association of Parliamentary Libraries. The contrast between the role of national libraries in different parts of the world was highlighted by the case of Trinidad and Tobago, where the national library runs the public and school library service, as is normal in the Caribbean and in other parts of the world, unlike the European situation. Multicultural Libraries spent a whole day highlighting the Library Service for Multi-

cultural populations in Latin America and the Caribbean. There was a story-telling session in Spanish and English organized by the School Libraries Section and Intercultural, Bilingual Education and the development of indigenous libraries in Latin America was the theme of the Multicultural Section.

The Classification and Indexing Section included a report on SACO in Latin America and a paper from Mexico in its programme and the Preservation and Conservation and Audiovisual Sections held a joint programme which included video and audio presentations from organizations in Brazil, Chile and Uruguay. The Division of Education and Research paid a well organized visit to the LIS Research Institute (INIBI) of the University of Buenos Aires, and papers in Spanish and English marked a high degree of exchange and marked the beginning of collaboration which will be continued in the Divisions' activities and publications.

Record attendances were recorded at many of the sessions and a wide range of publications was reported from the various sections, not least the publication of the Children's and Young Adults Guidelines in Spanish and English. The Telecentres Workshop proved a great success and generated considerable interest and the President-elect explored his theme of partnership in a session that had contributors from all sections of the IFLA community from members of the Governing Board to First-timers.

The poster sessions proved as popular as ever and provided many insights into the situation in Latin America. Five were marked out by the judges for special mention, with the winner being 'Young library volunteers: from passive users to active designers', presented by Verena Tibljas of Croatia. The winner of the Best Newsletter prize was Library & Research Services for Parliaments, and the Section was presented with a copy of their winning newsletter specially bound by Kelly Moore of IFLA Headquarters staff.

All in all, it was a memorable conference and one that will remain in the IFLA corporate memory as its first visit to South America. As the President said of her first conference as President, one can never forget one's first baby and there is nothing like it!

The Book in Times of Globalization

Tomás Eloy Martínez

Tomás Eloy Martínez, a famous Argentinean novelist, was born in Tucumán in the north of Argentina in 1934. He studied Spanish and Latin American Literature in the Universidad de Tucumán and got his MA in l'Université de Paris. He has been awarded an Honorary PhD by seven universities in Latin America and Europe. He has been Distinguished Professor and Director of the Latin American Program at Rutgers University, New Jersey since 1995, and Director of the Center for Hemispheric Studies, since 2000. He has written four books of essays, five novels, two books of journalism and one collection of short stories. He has been editor of several periodicals in Argentina and Venezuela and a columnist for The *New York Times* Syndicate, *La Nación*, Buenos Aires and *El País*, Madrid. Tomás Eloy Martínez may be contacted at: Director – Latin American Program, Department of Spanish and Portuguese, Rutgers, The State University of New Jersey, 105 George Street New Brunswick, NJ 08901-1414 (USA), Tel. 1-732-932-0534, E-mail: eloy@rci.rutgers.edu

In a lost corner of the British Museum, in London, there is a tiny clay tablet on which are carved some verses about the Flood. These verses, which belong to the Babylonian poem *Gilgamesh*, were written in cuneiform script more than 4,300 years ago. The tablet was part of King Arsubanipal's Library, one of the first libraries now known. The sparkles of imagination of the unknown author of the *Gilgamesh* enlightened then only a handful of human beings: may be two hundred, may be a thousand. In that vast dawn of the species, reading was a much less frequent kind of knowledge than the knowledge of agriculture and of war. Stories perpetuated through the voice of the rhapsodists who sang and improvised while the rest heard and modified what they heard with the peals of their memory. Apart from a few stories about kings and warriors looking for eternity, the only purpose of those primitive clay tablets was commerce, and to record a few great events: victories, conquests, imperial rites.

Who knows how many independent writing systems were conceived then in other latitudes? The number of systems which has survived is cabbalistic, seven, and all of them originated in the East of Greece, in Crete, in Mesopotamia, in the Nile and Indus valleys, among the large rivers of China, in the Anatolia plateau, in the ancient Persian city of Susa. It took the species two millennia to knit the words together and establish with them that melody that we now know as *book*. The first books did not tell stories. They were divination formulas, the reading of flying birds, of the movement of the grass, of the roaming of animals.

Through nature, human beings tried to decipher their destiny. And books were something like the fixedness of destiny, eternity immobilized in words.

Perhaps the book's greatest wonder resides in its capacity of transforming itself, of being first a voice which is enriched from generation to generation, until someone, afraid that the voice might get lost in the winds of time, orders it to be retained in manuscripts, as happened with the *Iliad* and *A Thousand and One Nights*, to become later a sacred text, a printed sheet of paper, the Library of Babel, a virtual symbol that glides in computers. At the original core of the book, we find, of course, writing; and Aristotle, the 15th century Chinese sages, as well as Voltaire and the Encyclopedists agreed on its definition. In his *Logic*, Aristotle said "that spoken words are the symbols of mental experience and that written words are the symbols of spoken words". According to Tai T'ung, the Chinese defined writing as the "painted word", and speech as "the breath of vowels".

Voltaire said something similar: "Writing is the painting of the voice; the more it bears a resemblance, the better". Throughout the long illiterate dawn of history, men composed books without knowing they were doing so; voices, successions of stories that were unfolded in the public space – the squares, the temples, the academies. The notion of author in the sense we understand it

now did not exist: writing or creating was a collective activity, an argument, a dialogue like the ones Plato transcribed. The *Iliad* and the *Odyssey* resulted from the work of many men or, if you wish to say, of all the Homers that worked on them between the 8th and 6th centuries before Christ. Every *Iliad* copyist added a line or deleted a scene, until that mobile space became fixed; the same happened with the canonical gospels and the apocryphal ones, with Confucius' texts burnt by the first Chinese Emperor and rewritten by the memory of his disciples, and even with a famous novel, the profuse and medieval *Shui-hu-zhuan*, or *The Water Margin*, whose hundreds of episodes could be thousands, hundreds of thousands or just one.

The force of the book resides in its protean power, in being a voice or volume or virtual sign or all of them at the same time, to spring up from one person or to embody, on its own, a whole culture.

In ancient times, those who heard the words of a book, or copied them, or read them bestowing oral shape to what was written (because silent reading is, as is known, a late ceremony), interchanged the book with their community. Reading was something that belonged to the public sphere, and to enrich what was being read with additions or comments, instead of being forbidden, deserved collective gratitude. Although later on the Doctors of the Church drew a line between private or sacred knowledge and public or lay knowledge, many poems, chivalric novels and popular tales were the result of the work of generations that had been depositing on them their cultural sediments and linguistic changes, as in the case of *Amadís de Gaula*, the *Chanson de Roland*, the *Poem of the Cid* and the Anglo-Saxon epic poem *Beowulf*. At the same time, it was through some great individual creations that the notion of author began to be imposed. That notion appears in the *Divine Comedy* by Dante, in Geoffrey Chaucer's tales, in the *Book of Good Love* by the Archpriest of Hita, and in a woman that preceded all of them, Lady Shikibu Murasaki, who, between the years 1001 and 1003 recreated and embellished the Japanese language like her *Genji monogatari*, the first and one of the most splendorous novels that we can recall.

The invention of the printing press was decisive in the relationship between author and reader due to the fact that the book was installed in the private sphere. It was introduced into the intimacy of men; it became the companion of lon-

ers, the confidant of illusions and secrets, the transmitter of ciphered messages. Besides, it enabled each phrase to be read according to the mood that each reader had at a certain moment of their lives. At the same time, the sense of the phrase could shift in the reader's imagination as time went by, as Jorge Luis Borges accurately described in his short story *Pierre Menard, author of Don Quixote*.

A short time after Gutenberg's first Bibles, in 1474, Aldus Manutius launched in Venice the adventure of publishing some works that he needed for his humanistic courses. He first printed, in manageable format, a few Greek classics: Sophocles, Aristotle, Plato, Thucydides; he then went on in Latin, with Virgil, Horace and Ovid, and completed the collection with dictionaries and grammar treatises. These editions, the most splendid ones in the history of printing, had been conceived with an even more extraordinary purpose. They had been edited by Manutius without any notes or commentaries, so that readers would relate to the book in a direct way, away from all mediation and in that way could establish a dialogue 'with the glorious dead' in their own manner.

The book as a kind of dialogue with the dead is an idea that will resound five centuries later, when Michael de Certeau defines history as the staging of a population of dead people, and when Jean-Paul Sartre states that any piece of work only becomes real and has sense the moment it is perceived by somebody else, appropriated by that someone. The reader's intimacy with the book engendered thousands of Don Quixotes, thousands of young Werthers, all equally desperate, but all of them with a different kind of despair; legions of Madame Bovarys, of David Copperfields, of Leopold Blooms, of Humbert Humberts and Lolitas. Although I am only mentioning characters in novels, the intimacy created by the printed word covers all the array of human knowledge: cinema, history, science, philosophy, whatever was first imagination and then sign. Sooner or later, any sign finds its most noble way of dissemination through the library: as a manuscript, a photograph, an engraving, an essay for an expert, a newspaper, a magazine, a book and virtual information.

The kingdom of virtuality has given us back, in a certain way, the communal way of reading, of communicating and interacting through signs. Thus, mankind has been turning from the original agora, from the creation of language by super-

imposed layers, to the intimacy between reader and text, and from there has returned to a different form of agora, in which the reader, alone in front of his keyboard, knits his experience with infinite texts that he comes across on the Web. The books and information that circulate in that virtual space can be found and taken by anyone – in fact, that is what frequently happens – modified by comments or rewrites that are created while reading. Once I read, in one of those public forums where thousands of people navigate, that an impetuous participant had been rewriting the *Quixote*, translating Sancho Panza's refined speech when he says good-bye to his post as governor in the Barataria Island into the rural language of a Spanish peasant from the 16ᵗʰ century. That intrusion led to an endless debate, in which linguistic students and worshippers of the Golden Age intervened and corrected the original correction or proposed other variants to the same speech. In this unlimited spider web, the text remained the text, faithful to its original fixedness, but at the same time it opened up, now, like a delta in which everybody meddled with the text and turned it upside down. The text was hurt, but at the same time it was revived because any word which is exhumed and questioned is also alive.

Little by little, this new form of agora, that purgatory or heaven of virtuality, has started growing like an uncontrollable tree. The library of Babel, that one in which Borges included all past books and all non-written books, and variations of each one of them, has arrived sooner than expected. It is already among us. The philosopher Paul Virilio wrote that if the central element of modernity was the velocity of matter – Fernand Braudel spoke of the "slowness of transport" in his history of European civilization from the 15ᵗʰ to the 18ᵗʰ centuries – the core data of postmodernity is the velocity of light. "The human being" writes Virilio "is overcome by a technology that, nonetheless, has been created by his mind and his hands, and it is capable of executing actions that go far beyond what we understand by past and by future". On the Web, in the Internet, which has global dispersion, there is, in fact, neither day nor night and not even hours. I read today what happened yesterday on the Island of Pascua and what happened tomorrow in Tokyo. My time is double or multiple. We are, now, beings immersed in an ocean of time that moves faster than our imagination.

It would be wrong to think, as other false prophets have already preached, that virtual information will finish with the book as we know it: that is to say, as the rectangular object made of cardboard, fabric or leather, inside of which there are sheets of paper covered with signs. Maybe the book transmutes into other books, we have seen that already. Maybe the pages of an entire library can be moved by a slight touch with the index finger, as happened to me when I watched, in a museum on Sixth Avenue in New York, the pictures of children and adolescents taken by the Oxford deacon whom we know by the name of Lewis Carroll. But the book will prevail in the shape it assumed more than 550 years ago, because there will always be someone that would prefer, or rather choose, to reach intimacy with an author in that way, through the pages that come alive as the book is opened. There will always be someone who would like to return to a book only in the edition in which he found it the first time, to the dedications, recollections and the past that have remained attached to that object. William Gates himself, owner of Microsoft, explained in 1999 that "reading from a screen is undoubtedly an inferior experience to reading from paper. But even I, that can have access to the most costly screens," he said, "would rather have the texts that are more than four or five pages long printed."

All great cultures have been created around a sacramental book, and for some nations like the Jewish one, the book was, during many centuries, the only possible homeland. From the Old Testament, from the Gospels, from the *Torah*, from the *Qu'ran*, from Confucius' *Shu* and *Yi*, from the Buddhist's canonical *Buddhavacana*, we have learnt almost everything that man has imagined about God, or – according to faith – that has been revealed by the Holy Spirit. The list is endless: the Mayan *Chilam Balam* and *Popol Vuh*, the cosmologies of almost illiterate peoples such as the Warao from the Amacuro Delta, the sacred texts from the south of the Nile and from the Greenland plains should also be included. Books are not only the compass that indicates our identity and our diversity, but also the point of reference to understand the Other and the others.

During my adolescence, librarians seemed to me extensions of God, heirs of an inexhaustible knowledge. Almost all of my education comes, more than from university texts, from the volumes I borrowed from Sarmiento Library in Tucumán when I was between 11 and 18 years old. Every morning I returned the book which I had borrowed the day before and the librarian, a his-

tory teacher who had been dismissed because she had dissented from the government, always set aside for me an amazingly new book. That is how I had access to the unforgettable knowledge of Herodotus, of Thucydides, to Plato's dialogues, to Sophocles' *Oedipus Rex*, to Shakespeare's six great tragedies, to the *Quixote*, to Testut-Latarjet's anatomy (which I examined as if it were a novel), to Dumas' fictions on the 16th century, to Hermann Broch's trilogy *The Sleepwalkers*, to Franz Kafka's *The Castle*, to Borges' short stories, to Domingo Faustino Sarmiento's heated writings.

At that point in time, not so long ago, the book kept its aura of holiness, which, according to Borges, it should never lose. I wouldn't speak of holiness, perhaps, I *should* speak of dignity. Half a century ago, the book was still the source of all knowledge, and not – as occurred later – another kind of merchandise. At that time the nature of the book was not being threatened by multinational joint ventures or the torrents of globalization that might stimulate economy and production but not the imagination and the freedom to create. The book resists, but the market advances like a horde.

Perhaps two personal anecdotes may be of use to exemplify clearly what I mean. A few months ago, I went to a branch of Borders, in East Brunswick, New Jersey. It is one of those huge supermarkets where books, records, calendars and congratulation cards coexist. In general, Borders, Barnes and Noble and chains of this sort – like Fnac in France and Spain – sell some classic masterpieces in accessible editions. What I was trying to find that day was a copy of *The Most Excellent and Lamentable Tragedy of Romeo and Juliet* in the annotated edition for secondary schools. I looked for it in the shelves where the previous week I had found for my daughter *The Tragedy of Richard The Third* and A *Midsummer Night's Dream*, from the same author, but I could not find it. I did find the book I needed in editions of complete works which were of no use to me, so I went to the information desk for help. A negligent employee had taken refuge there behind a sports magazine. I asked him to check in the computer if there were any extra copies in stock and I gave him the complete title of the book. It was not registered in their database. I suggested then to try with the abridged title, *Romeo and Juliet*. No luck. So I said, "Let's try with the name of the author". The employee looked at me with supreme indifference and asked: "Could you spell out the name, please?" It seems a pathetic joke. It is not. At the end of

May, I went to Fnac in Madrid to buy any edition of the *Buscón* by Quevedo, the familiar name given to the picaresque novel *La vida del buscón llamado don Pablos*, by Francisco de Quevedo y Villegas. I asked an employee who was putting on some make-up: "Where can I find *El Buscón* by Quevedo?" The answer was even more disappointing than in New Jersey. She went to her computer, checked in the database and found no information at all. Helpful, she then added, "Let's see … by the title of the book, that novel is not available. It might be easier if we tried by the name of the author."

The battles in times of globalization are no longer fought to conquer new readers or to create them, but to prevent the market from *uneducating* them, and to prevent readers from giving up the habit of regarding the book as way of looking at themselves too. Globalization, together with oceans of information to process and books to read, has engendered, at the same time, abysses of inequality which before had been impossible to imagine, because what is globalized is the market, not people. One fifth of the world population does not have access to any kind of education yet, and more than the remaining three fifths cannot buy books, because food, accommodation and clothing come first in a family's basic list, and frequently, with the salaries they earn, they cannot afford any of these. Today 1,500 million people lack drinking water and more than 1,000 million people live overcrowded in miserable and unworthy homes; 1,000 million people cannot read nor write.

But statistics are not important. What matters here has to do with reasons related to moral issues and to justice, which could upset the most indifferent spirits, although it means nothing to the greedy ones. One thousand three hundred million people live on less than a dollar a day. How can they think of buying books? And, at the other end of the social ladder, the three richest men in the world earn more than the total national product of the 43 poorest countries in the world.

Globalization has increased poverty and the dependency of weaker countries, but I hope that, in the long run, it will open the eyes of more and more people. We are in the remotest corner of the world; every day when we wake up we feel the weight of the map on our shoulders, but we are also in the centre, because ignorance makes us all equal. A peasant from Ohio, from Périgord or from Ukraine can know as little about quan-

tum physics or space exploration techniques as a peasant in the Argentine prairies or a craftsman in Zimbabwe. Perhaps the peasant in Ohio can watch the images of Mars on television without any problem, and perhaps the peasant from the pampas will have the light cut off while he is watching TV. But essentially, what makes us equal is not what we know, but what we do not know. In that orphanage of the global universe, the book is our only tool for understanding, the circulatory system that enables communication. What wars have done throughout history to separate us and take us back to the past, has been compensated by what the book has done to unite us and to place us in the future.

To celebrate the existence and the multiplication of libraries, then, is not only an act of justice. It is also a way of proclaiming, as William Faulkner said in the speech he gave when he received the Nobel Prize, that "the inexhaustible human voice is still talking. I believe that man will not merely endure: he will prevail, because he has a soul that speaks in books, a spirit capable of compassion and sacrifice and endurance". We are in a country where its biggest library, the National Library, acquired the value of a symbol through the work of Jorge Luis Borges, who was its director for eighteen years. Borges was proud of the fact that he had been preceded by two great blind writers – like him – and in his 'Poema de los Dones' he elaborated a net of symbols where blindness, reading and the happiness of books allowed him to imagine Paradise in the shape of a library. Borges writes: "From this city of books/ a pair of eyes without light were made the owners/ that can only read in the libraries of dreams". [1]

Borges' Paradise has always been modest – at the most, a million volumes – and was signaled by a singular fate. The palace that housed the National Library on Mexico Street was first, at the beginning of the 20th century, the site of the National Lottery, as is evidenced by representations of Fortune that can still be seen on the façade: winged nymphs, blind in the eyes too, and big bronze lottery wheels. More than two decades ago, the books were moved to the other end of Buenos Aires, and in its former building – of a Milanese Renaissance style – the National Music Centre (Centro Nacional de Música) was located. Where before the rumor of luck and, later, the secret clamor of books was heard, there are now violins, trombones, bassoons and pianos. The fate of things has always been strange in Argentina.

Two amazing libraries were housed in this continent of amazement. One of them has the breath of myths. It was gathered by the kings of Portugal during four centuries, from the 15th to the 18th. Some time before the earthquake that destroyed Lisbon in 1755, it held almost 70,000 volumes – an enormous figure at the time – in addition to rare documents, codices, incunabula, engraving collections, scores, maps. As Lilia Moritz Schwarcz says in an exceptional book, *A Longa Viagem da Biblioteca dos Reis*, that accumulation of literate riches was the true symbol of the Portuguese monarchy.

This fact was verified when the whole court of Bragança, threatened by the Napoleonic invasion, ran away to Brazil in November 1807. The removal of the books was a matter of State, as well as that of the royal attributes. Even so, some precious treasures were left in the open for months, in a ship anchored a few miles away from the port of Lisbon. A printed Bible by Gutenberg in Mainz and a Book of Hours from the 14th century were saved in extremis, while it was raining, by a librarian whose name deserves to be remembered, Luis Joaquín dos Santos Marrocos, because it was he who, in March 1811, transported the remaining 87 boxes of books which had been sailing between Portugal and the Azores Islands to the 'barbarian tropical colony'.

After a long maritime misfortune, the giant library drifted on land too. The first volumes were placed in the catacombs where lay the remains of some Carmelite friars, but as new shipments arrived, the place became insufficient, so King João VI chose the last floor of a hospital to place the library, until it was finally located in a building near the Royal Palace, in Rio de Janeiro, where it began to irradiate its influence over the emerging Brazilian empire. Something strange, however, must have happened at the port of Salvador, in the Bay of Todos los Santos, where the first ship with the court and the books anchored. Two or three boxes were lost when disembarking; and that seemed to be their fate, to be lost forever, until in 1984 some illustrations from a cabinet of curiosities from the ancient Royal Library, in which serpents and butterflies were depicted, were found in an altar of the 'sertão', at the northeast of Brazil, where they were used for religious invocations. In one way or the other, the books fulfilled the dreams of mankind: for some it meant knowledge, for others freedom, for others faith, the will to believe.

The other library of prodigies is the one J. Pierpont Morgan decided to build on Madison Avenue, between 36th and 37th streets in New York, thirty years before Borges wrote *The Library of Babel*. Borges' library based its wealth on quantity, and that excessive ambition made it useless. The fame of Morgan's library derives from quality. It only holds the books that humankind considers indispensable, but with an invariable attribute: all are unique copies, volumes condemned to eternity. Morgan's crazy library has, nevertheless, little to do with knowledge. It only praises the glories of edition and of writing.

Although the banker had read few books, he learnt to buy them with the knowledge of a scholar. During a trip to Europe in 1860 he found, who knows how, the manuscript of *Endymion*, a poem in four parts that John Keats had published in 1818.

About the same time, he persuaded Charles Dickens to give him, for almost nothing, the copybook where he had written *A Christmas Carol*, one of the most popular stories in the history of literature.

Following the advice of his nephew Junius, Morgan bought Assyrian tablets, gospels enlightened by medieval monks, Gutenberg's first Bible, the first printing of Plutarch 's *Parallel Lives* (Venice, 1478), the first edition of Shakespeare's comedies, stories and tragedies (London, 1623), the manuscript of *Principia mathematica*, where Newton formulated the law of gravity, the *Encyclopédie* edited by Diderot, all the editions imaginable of *Alice in Wonderland* and *The Little Prince* by Saint-Exupéry.

In the palace on Madison Avenue there are more valuable manuscripts than in the British Museum. There we can find the only surviving fragments of *Paradise Lost* by John Milton, the last version of John Locke's *An Essay Concerning Human Understanding*, several letters by George Washington, by Jane Austen and by William Thackeray, the original copy of Walter Scott's *Ivanhoe*, Byron's *Don Juan*, the complete text of Oscar Wilde's *The Portrait of Dorian Gray*, and the 35 pages in which Einstein explains how he came up with the theory of relativity.

Although all the great masters of humankind were, mostly, oral masters, men keep looking in books for that suspension of wisdom, that breath of eternity that it seems cannot be found any-

where else: neither in oratory nor in the fugitive cinema. The book is like water. Locks and dams are imposed on it, but it always ends up coming through. It seems to be strengthened by adversity. Even in the worst moments, the ideas that later turned into the Word have evaded censorship and gags to tell a few home truths and keep on being incorruptible and submissive while everybody around shuts up, yields and is corrupt. The most varied weapons have been tried to silence them: they have been repressed with imprisonment, with the stocks, being burnt at the stake, with false voluntary confessions like Galileo's before the Inquisition, and Isak Babel's before Stalin. Bribery has also been tried, the seduction of awards and honors, the hospice, threats of death, exile, but still the ideas turned into Words, the Word, did not succeed in burying or taming its truths.

The written word lasted and prevailed in spite of the fires that had plotted to destroy it, since Emperor Shih huang-ti, who constructed the Great Wall of China, ordered the burning of all the books prior to his reign, except for some treatises on agriculture, merely to prove – in vain – that world history began with him. The same fanaticism led to the merciless assault on the library that the Ptolemies had created in Alexandria three centuries before the Christian era, and which succumbed to the fire during one of the civil wars that took place under Emperor Aurelian's rule, about the year 273. Thousands of books were also burnt by the Nazis, in 1933, and in a more stealthy manner, but not less cruel, several thousands of books were burnt here, in the square of a regiment in Córdoba, at the beginning of 1977.

Intolerance claimed one of the most lamentable victims in Baghdad, on April 14th, 2003, a month after the invasion of Iraq and the same day that we learnt that Saddam Hussein had escaped. Plunder devoured the city with a blind impetus and the National Library also succumbed that afternoon. At least 800,000 volumes were then burnt and stolen, as if they were the ones to be blamed for Western misfortunes. Omar Khayyam's entire collection was destroyed; and the microfilm machines and the boxes containing documents of the extinguished Ottoman Empire were destroyed by mortar bullets. The Sumerian cuneiform tablets and almost all Babylonian scriptures belonging to the poem *Gilgamesh* were also stolen or destroyed. The library director was able to save some clay fragments from which the following verses have been removed:

Humbaba's roar is a Flood, his mouth is Fire, and his breath is Death! He can hear 100 leagues away any rustling in his forest! Who would go down into his forest! [2]

These frugal lines belong to the third tablet, much less fortunate than the eleventh tablet, the one that speaks about the Flood, in the British Museum.

But neither the hatred of the barbarians nor the intolerance of unjust men has been able to destroy the book, whose memory is also the memory of mankind. In any of its forms, either in *Gilgamesh's* cuneiform tablets or in the hand-made copies of prayer books made by the monks in the medieval monasteries or in Gutenberg's first Bible, in Dickens' pamphlets, in the three CDs that comprise the thirty volumes of the *Encyclopaedia Britannica* or in the archives that people exchange on the Internet, the book has always been not only a celebration of knowledge, but also, and first of all, a celebration of life. And what does celebrating life mean in times of market, financial and technological integration? It means to celebrate the values that define the best of the human spirit: language, imagination, freedom, a keen desire for justice, the search for equality. We, here and now, still imagine Paradise as some kind of library.

Notes

1. The original text in Spanish says: "De esta ciudad de libros hizo dueños/a unos ojos sin luz, que sólo pueden/leer en las bibliotecas de los sueños".
2. *The Epic of Gilgamesh*, translated by Maureen Gallery Kovacs.

Original paper no. 162 presented at the World Library and Information Congress, 70ᵗʰ IFLA General Conference, Buenos Aires, Argentina, 20–27 August 2004, in the Opening Session, no. 69. Spanish original and English translation available on IFLANET at http://www.ifla.org/IV/ifla70/prog04.htm.

The Walls of Information and Freedom

Adolfo Pérez Esquivel
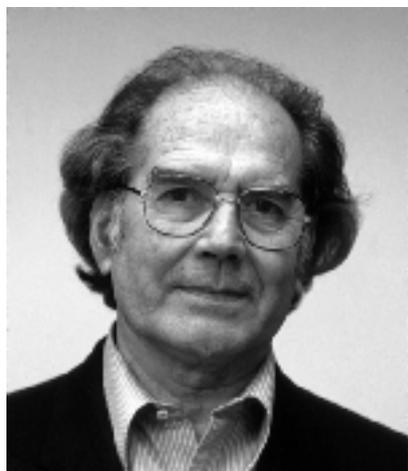
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When Mrs. Marta Díaz of the Fundación El Libro [Foundation of the Book] invited me to this conference, many things came to mind and one in particular that led me to think about some things I experienced during my childhood that I have never forgotten. In the public plazas there were small popular libraries, book kiosks in the French style, where the public could look for and request a book and sit down under a tree or on a bench to read and stimulate the intellect and spirit. It proved to be something very direct for any resident, without the need to travel to a public library, which was often far away. The initiative was that of a great intellectual and political man, Dr. Alfredo Palacios, a tireless socialist who wanted everyone, regardless of social class, to be able to have an education, good health, and work, a fundamental basis for cultural development throughout the country, and who wanted to inspire a love of reading.

I remembered something that even today, in spite of time and years, remains in my heart and mind. I used to get together with classmates with whom I alternated playing games and reading; as was our custom, one day I asked for a book at the small popular library in Lezama Park and I was impressed with a fragment of the text of the play, 'La Vida es Sueño' ['Life is a Dream'] by Calderón de la Barca, in Scene XIX. Since we were doing play reading in school and I had to memorize Segismundo's speech, I got the bad idea of tearing the page out of the book, thinking that the librarian would not notice. I returned the book and the next day I went back to the park to ask for the same book again. The nice woman looked at me kindly and firmly and without beating around the bush said, "Yesterday you tore a page out of the book … Are you planning to tear out more or are you planning to return the page that you tore out?"

My face turned redder than a beet, I ran off to get the page at my house and return it. I can assure you that I never again tore a page out of any book. And that, second only to churches, the places that I enter with the greatest respect are libraries and bookstores.

I would like to share some reflections with you about 'The walls of information and freedom'.

Any society is the result of those of whom it is made up. We are living in complex times, filled with uncertainty and violence in every country and in the world, marked by imposed globalization, a word that I don't like and I like even less the results of its application, since it reflects hegemonic policies and control and exclusion of the majority of the peoples poorly called 'of the Third World'.

I want to begin with an example that we all experienced in one form or another and which marks a 'before and after' in international relations: the terrorist attack on the Twin Towers in New York, which moved us all because of its unleashed barbarism

and the victims of the madness of those who believe that violence is the path to achieve their objectives.

I was in Porto Alegre, Brazil, with the Governor of Río Grande do Sul, when the terrible attack shook us. Almost simultaneously, 10 or 15 minutes afterwards, the Food and Agriculture Organization of the United Nations put out another piece of information that no news media picked up and that remained in oblivion … . The news was that, on that day, 35,000 children in the world died of hunger and that every day that number of children dies, condemned before birth and with no hope of life. What do we call that? Apathy, lack of resources and policies. We can look for many justifications and qualifying explanations, but I call it 'economic terrorism'. Worldwide more than 950 billion dollars are spent on arms annually, projects of destruction and death. In the last reports on reading and illiteracy in Latin America it is noted that there are more than 880 million illiterate people in the world today. The majority live in impoverished countries in the Southern Hemisphere.

While great efforts with respect to education have been made in some countries in South America, with campaigns to teach the population to read, the high rate of school dropouts is also a fact. There are still 43 million people in Latin America who are illiterate. According to the indicators, this number relates to people above the age of 24. Indigenous communities and marginal urban and rural nuclei reveal social inequalities in access to education and opportunities for personal and social development.

The report indicates that there is a lack of interest in reading; activities such as video games, the computer, and TV have emerged as competitors to reading and there is a lack of incentives to promote reading.

The Argentinean government, through the Ministry of Education, is concerned and is creating some initiatives, such as bilingual schools for indigenous communities and the recovery of their values and cultural identity.

In November of this year, the Congress on the Spanish Language, organized by the governments of Argentina and Spain, will be held in the city of Rosario. In parallel with that initiative, the Congress on Languages will be developed by the indigenous communities, by recovered factories such as IMPA [a metallurgical company] and by the Fundación Servicio Paz y Justicia [Service, Peace and Justice Foundation] (SERPAJ), which I represent – not in opposition to the official initiative, which is welcome and worthwhile.

We think that the Congress on Languages is a way to recover and increase the value of the cultural identities, spirituality, roots and memory of the native peoples and that it is necessary to share, recover and strengthen the cultural richness of the peoples.

We must take a reading of world social events. No society is static; all are subject to the dynamics of changes and in our era these changes are faster and more dramatic every day. It is necessary to try to remember, since the stages and subjects have changed in a short time and we must reflect on the paths to follow.

After the Second World War, the horrors experienced by humanity, the Holocaust, the atomic bombs dropped on Hiroshima and Nagasaki, the death and destruction have left deep wounds, many of them unhealed.

Humanity tried to give itself a code of conduct that would make it possible to reach the paths of coexistence and peace; from that effort and need arose the Universal Declaration of Human Rights and international pacts, protocols and conventions, such as the Conventions on Childhood, Women's Rights, and Indigenous Peoples, and the Convention Against Torture, among others.

In America, the OAS was created, the Organization of American States; the Interamerican Human Rights Court, international law and freedom of information, among many other social and political conquests.

Nevertheless, the struggle for power and the hegemony of the two superpowers led to putting up walls dividing peoples, families and friendships; this struggle and hegemony were for decades, and still are, marked by the hatred and intolerance of the great dominant political and economic interests.

The end of the Cold War and the fall of the Berlin Wall were the symbols that were shown in those scenes that went around the world, of a people who were tearing down the wall with whatever tools they had, even with their hands, and the crying that was intermingled, claiming the right to life and the unity of the people; many of us thought that a new hope and the peace

that was so longed for were illuminating the life of all humanity, like those lights that were demanding the end of the horror and the hope of life.

We were mistaken and we have to come to terms with it; the world became more intolerant and unsafe. All the work and effort of patient construction in the United Nations for more than 50 years was undone after the attacks of September 11. The international community's patient task of constructing the foundations of international law were demolished like the Berlin Wall, not by peoples, but by those who govern.

Other walls exist in various parts of the world. The one that Israel is building to separate the Palestinian people, without complying with and ignoring the decisions of the United Nations, now weakened and with little credibility; violating human rights and the rights of peoples.

North Korea and South Korea, a people divided for decades, families that have only memories and perhaps keep the flavor of a far-away tenderness. They don't know when they will be able to overcome the wall of hatred and intolerance.

In this era of so called globalization, they try to impose the trade of goods, which they call the 'free market', but Mexicans are denied the right to enter the United States, where, at the border between that great country and Mexico, a wall of steel sheets is erected to prevent immigrants from entering.

Here in Argentina, during the military dictatorship that devastated the country from 1976 to 1983, walls were also put up in Rosario, in the Province of Santa Fé, so that the delegations that participated in World Cup soccer would not see the poverty and misery of the town of Las Flores.

We could point out many of those walls that aim to hide the truth or separate the lives of peoples, such as when Pope John Paul II traveled to Santo Domingo for the 500th anniversary of the Conquest of the New World and a long wall was put up so that he would not see the poverty of that town.

But the walls that are the most difficult to tear down are those that live in the conscience, the mind and the heart; they are the walls of intolerance and hatred, like the manipulation of information by the great news corporations, which many times, instead of informing, disinform or distort the truth. Rereading Mahatma Gandhi, we see that he notes that lying is the mother of violence: "The mother of all lies is the lie that we persist in telling ourselves … and we accept that lie as the greatest truth … ".

Instead of exercising freedom of the press, which is providing information about the facts and events in each country and the world, they exercise freedom of the corporation in accordance with their interests and apply open or covert censorship.

Freedom of the press is not synonymous with freedom of the corporation. Seldom do the great monopolistic news corporations act in a united way and in the service of the truth.

I am going to give an example of what I am saying. Months before the war against Iraq, I traveled to Baghdad from Amman, Jordan, with another Nobel Prize winner, Mrs. Mairead Corrigan Maguire, from Northern Ireland, and Voices in the Wilderness from the United States, and religious persons. It is a long trip through the desert of more than a thousand kilometers between the two cities and more than two thousand round trip, since the imposed blockade prevented the use of the airports and the only road was the highway, a ribbon of asphalt in the desert.

During the Persian Gulf War, CNN reported on the high technology developed by the allies; the dead were absent from the information, a 'clean' aseptic war and the great advance of 'smart bombs' were shown. They reported that in Baghdad, two of those smart bombs had entered through a ventilation duct in a military bunker and had killed the high military commanders. The information seemed suitable for a sports competition and not for news reporting of a war.

When we arrived in Baghdad and left our belongings at the hotel, now non-existent, they took us to meet a woman named Ayamira, who was living in a covered wagon across from that bunker.

We entered the place with her and saw photos of children, toys, clothing, flowers, mementoes of the children who died in the place; it was a children's shelter. Ayamira's life was saved because she went out to wash the children's clothes; when she returned, her family was no longer there. I don't know what her current situation is

after the invasion in the war against Iraq – an invasion launched after a campaign to justify the invasion that was based on lies.

The information has been hidden up to the present time and that is what they call 'freedom of the press'.

I have more faith in the alternative media, the community radio stations, the independent sectors and not in the monopolies that manipulate and concentrate the media more and more each day and are killing and tying up the freedom of the press.

The privatization of the media must be regulated and balanced so that the information is true and not subject to manipulation.

Many barriers have been put up, walls of intolerance and manipulation based on open and covert censorship. It is either through the government or through the great monopolies that each day they concentrate the media through strong economic resources, generating collective behaviors of acceptance or rejection, but impeding critical analysis of the facts. It is a form of mind conditioning and domination. They impose behaviors and values directed toward a culture of violence; one only needs to see the indicators of scenes of violence in children and adolescents and the conditioning in their individual and collective behaviors.

Freedom of the press is threatened, as is the heritage of peoples and their cultures which are submitted to the prevailing globalization.

Social and cultural strength is fundamental for the sake of freedom and the rights of persons and peoples, to be able to discern and find the values that make up the identity and life of peoples.

We are faced with great challenges and I believe that you, who are the ones who preserve memory and the knowledge of humanity's great currents of thought, can contribute to preventing their loss in the voracity of globalization that imposes 'the only way of thinking' on us, which leads to the death of identities and cultures.

Cultural strength and the values of each people must be fortified through 'characteristic ways of thinking' that make it possible to share that thinking and make their contributions and sense of life known.

Memory is the source of life and the history of peoples. Libraries are not warehouses of books, but rather dynamic centers of the collective memory that recreates the thought and life of peoples. I think that even though the diversity of government and private contributions strengthens the cultural bonds and relationships of peoples, the objective that libraries are at the service of peoples and that the book is an asset to share must never be lost.

I always remember the student uprising in May 1968 in Paris, in which they said, "be realistic, demand the impossible". That which appears impossible to us is possible. In one of my books, I point out that if Utopia does not exist, we must have the courage to invent it; otherwise, we may commit the sin of repeating the myth of Sisyphus, as Albert Camus points out so well, in the absurdity of existence and in useless heroism.

Freedom belongs to every person and every people; we are traveling new roads for humanity and drawing the veil from impunity and overcoming the dominations that want to impose some few and powerful, through the media, onto the majority of peoples.

In the challenge taken on by the World Social Forum that took place in Porto Alegre, Brazil and in India, as well as the Thematic Forums in various countries, new networks and possibilities for the life of peoples are being built. That clamor which is stronger every day in the construction that "Another World is Possible," if we put together determinations, if we have the courage to build and not to let ourselves be dominated by fear or believe that nothing is possible.

Freedom is not a gift; it is achieved and it is assuming the responsibility of sharing and walking together in the construction of new paradigms of life.

The Library in the Life of a Writer

Mempo Giardinelli

Born in Resistencia, Chaco, Argentina in 1947, Mempo Giardinelli resides alternately in Buenos Aires, Resistencia and Paso de la Patria (Argentina). A writer and journalist, Giardinelli received the Rómulo Gallegos Award in 1993. He has worked in the press, radio and television, in Argentina and other Latin American countries. He has also taught at universities in Latin America and the United States. He is the president of the Fundación Mempo Giardinelli, in Resistencia, Argentina, devoted to promoting literature and reading as well as to preserving the historical and cultural patrimony of the Chaco and the Northeast of Argentina. He may be contacted at: Fundación Mempo Giardinelli, José María Paz 355, 3500 Resistencia, Chaco, Argentina. Tel. (0 37 22) 44 92 70-44 74 53. E-mail: Fmg2000@fundamgiardinelli.org.ar. Foto: © Daniel Mordzinski

I would like to begin by saying that if I am a writer that is because there was a library at home. That's how simple it is. And magnificent.

At my home in Chaco, where naps are endless, what was mostly present, years ago, was reading. My house was humble, my father only attended school till 3rd form and had worked as a baker, traveler, salesman. My mother, who was a piano teacher, was an advocate of reading. And my only sister, who was my elder by twelve years, used to read all the time. The most important piece of furniture in the dining-room was the library: a huge bookcase made of dark wood, that had on the lower shelves, all the books that I could take to read, play, destroy or whatever I felt like doing, and on the top, of course, the inconvenient books, which, intelligently, nobody said that they were inconvenient. I discovered this during my adolescence, naturally, but when I had already loaded myself with several encyclopedias and Lobato Monteiro's adorable books, printed in a Sopena edition that I lost later in some move and whose memory still moves me …

It seems, and it has just been proven at the recent 9th International Forum for the Promotion of Books and Reading held in Resistencia every year and that ended last Saturday, that many are the colleagues who have undergone similar experiences. From Mexico or from Cuba, from Spain, the United States or Brazil, every writer that speaks about reading begins by evoking the library that had molded him.

Julio Neveleff says in his book *Guardianes, Solteronas y Preservadores* that "throughout history there had been librarians that had attained fame for reasons not directly related to their profession or, on the contrary, it was because of these other reasons that they had become librarians". And he gives a long list of cases: Achille Ratti, librarian at the Milan Ambrosian Library and prefect at the Vatican's Apostolic Library, who became Pope Pius XI; the philosopher George Berkeley, librarian at Trinity College Dublin; the Chinese leader Mao Tsé–Tung was assistant at the Pekin Library; the writer and polygrapher Marcelino Menéndez y Pelayo directed the National Library of Spain; the poet and Nobel Prize laureate Saint-John Perse, and also the writers Georges Duhamel, Anatole France and Stendhal. And among us, José Mármol, Paul Groussac, Leopoldo Lugones and Jorge Luis Borges, and some more recent poets such as Héctor Yánover and Horacio Salas, who directed the Argentine National Library a short time ago.

I can say that I was also molded as a writer following that same tradition. My mother was an extraordinary reader and my sister – who earned a degree in library science from the UNNE – founded in Resistencia the Hipólito Yrigoyen Municipal Library, which holds a very valuable collection, and was its director till last year. I myself have been, during all my life, an amateur librarian.

That is why I believe that, as a writer, I am no less than a product of the heterodoxy of my readings and the accumulation of ideas and experiences that I have gathered during the years, of course, but the years with the library. Because without it, nothing would have been the same.

I have never been that kind of writer that theorizes literature from the educational and academic point of view. It has not been my way of doing things, I guess because at university I studied law and not literature. I am certain that it is to this circumstance that I owe my role as a journalist and my vocation to reflect on ideas about the culture and the politics of our problematical country. I am also certain that my role as a writer derives from my education as a reader, which in my case means my sister and my mother, from whom I inherited an heterodox, but also unrelinquishable, book education that, above all, stimulated freedom and limitless curiosity.

What I really love is to make literature, not to study it, and to reflect then on what has been written. It is there where I seek for revelation, of the origins as well as of the sense of the concrete work. That is why literary analysis, in my opinion, is rather the revelation of the practice of writing, the submergence into interior labyrinths without a guide or astrolabe and, above all, the discovery of the inherent light that every piece of work should have, and that, without it, would be forgotten. Because literature is always memory, since it is life in writing. And I learned this from being a bookworm.

Of course, when I wrote my first books I did not know all this. But as years went by I found the capacity to, at least, try to think that way. I learned at the Leopoldo Herrera Library, in Resistencia, and at the Bernardino Rivadavia Popular Library and at the Benjamín Zorrilla School Library, that the best thing to do was to read at random but, as someone breathes, incessantly and vitally. So, writing became a kind of walking without any planned direction, in such a way that the project became writing itself and the process of writing consisted of discovering what the project was. I learnt that the hard work of a writer began much later, with his great, torturesome and wonderful endeavor, with the hard and rigorous work of polishing up the prose, clarifying the sense, consolidating the idea, and, of course, buffing the style. That is for me the work of a writer: to write without knowing anything at all about what is being written, but relying on all

the experience gathered during a lifetime that has been intensely lived and with a whole library in the background. To write consciously about what one does not know, in order to learn why and how; and to seek revelations instead of reaching them, which is much better because it makes the work nobler and humbler. That is to say, writing as indagation, as the introduction into a labyrinth that has no way out and should not have one, but where it is fascinating to walk around, at least, to get lost.

I was taught all this while I was a child. We lived in a house on Necochea Street, which today still exists, and in my evocation of old memories I always see my mother and my sister reading. I see them waiting twice a week for the time when the magazines which heaped the newsstand round the corner would arrive. The weekly magazines at that time (*El Hogar*, *Vosotras*, *Vea y Lea*, *Leoplán*) always included classic and modern reading material. Texts by André Gide or Adolfo Pérez Zelaschi, or Ernest Hemingway, or Rodolfo Walsh or Silvina Ocampo could be found. Good literature was important to those magazines at that time ... . Books, instead, arrived by mail. My mother and sister ordered them from the bookstores in Buenos Aires as someone orders a treasure, which, when they arrived, were rapidly devoured. Meanwhile, during the week, they borrowed books from the city libraries. And thus, every day at noon, during lunch, their comments would amuse me, before my father's respectful and pleased silence, who only read the newspaper *El Territorio*, which contained local news, and *La Nación* of Buenos Aires, which arrived a day later.

Constant reading, literature, conversation, historicizing and narration were, in a certain way, life itself for the women in that house and their girlfriends. And their permanent auxiliaries were the libraries. The one at home was an inexhaustible source of comparisons, metaphors, dreams and possibilities. They would take books from the shelves of the bookcase in the dining-room and then put them back in the same way as one takes the thyme and the pepper from the spice rack in the kitchen. Today I believe that that was why I have always felt writing to be so feminine. I have always spent the best moments in my life listening to narrations full of intrigues and illusions, of love and lack of affection, of dreams and frustrations that came out from the mouth of women, and women who used to read a lot and had, therefore, their imagination and passion well trained. That is how I became immersed in

the literature that was their words, always full of feelings, full of frenzy and madness as if life paralleled the novels and short stories that we read at home. That is how I myself became a reader and plunged into Verne and Monteiro Lobato as well as into Kafka's complete works and the inconvenient Alberto Moravia; into the fascinating and appropriate stories by Salgari and Stevenson, as well as into Dostoievsky's and Par Lagerkvist's density; into Robinson Crusoe's adventures and into forbidden texts such as *Lady Chatterley's Lover* by D.H. Lawrence or *Memoirs of a Russian Princess*. From then on, all my homes, always, all of them, have been full of novels and poetry, of short stories and also of dreams dominated by narrations told by my aunts, fiancées, lovers and girlfriends. But, above all, my life has not been anything else but carrying my libraries as the snail carries its shell.

While I was writing this paper, it seemed to me that my own life had been that of an amateur librarian. I see myself as a child, playing with wooden toy cars and tin soldiers among the books that I pulled down from the bookcase, from the lower shelf, which was mine. I made highways with Conrad's books or with Martín Fierro, and big buildings or fortresses to conquer with my little *Larousse* or with encyclopedias such as the huge *Sopena*, comprised of two volumes. I would spend my naps immersed in those games with their covers, pages and their drawings, those fascinations that were endless because I felt that the infinite world of the library was already mine. As in Escher's drawings, you must remember the one with the endless ladder, that architecture of life was being given to me and I had already begun to appreciate it before I came to realize that.

We are, strictly speaking, what we have read. While I was at school, Colegio Nacional de Resistencia, and was an adolescent like all others, rowdy, sportsmanlike, irresponsible, and more or less blithesome, I had set up in my student room a small library which was comprised of books that I had inherited after my parents' premature death and of books on sale that I had been buying with my first savings.

My Winco and some records were all the capital I had and my treasure in my life. This was so true that at once I became obsessed. As at home we were relatively poor, we took very good care of our books and always mended them: with the old, original and sticky Scotch tape and with glue and cardboard, my sister and I were expert at mending rickety books. So, as soon as I had settled down in my student room I ordered my first stamp, a little one which I still have and that says, "Stealing books is the worst thing that can be done. This book is mine". I stamped all that capital and today I still find it amusing and moving to find that sentence stamped on the oldest books.

When I was at Law School, I did, naturally, specific reading, although I already knew that I was never going to become a lawyer. I still have some of those books and all my annotated codes, but I would spend afternoons and nights reading at the Herrera Library, which is next to the Cathedral in Resistencia, and many times I would divert from law to literature, as it finally happened. My life as a reader, even then, had already been defined, because at Law School, at the library or in my student room, it was the library that dominated my education, together with my first sex games, football, rugby and the dances on Saturday, which, in the provinces, constituted a part of the humanistic education of all young girls and boys that were 20 years old at that time.

Then I became a journalist and that was during the 1970s – very hard times. I dropped out of Law School and went to Buenos Aires and completely devoted myself to literature. I wrote my first short stories and an awful novel that I never published, but I kept on being the portable librarian that I would be all my life. I carried the library to Buenos Aires, and it was so big by then that there was no room in the small apartments I rented. Books in the kitchen, in the bathroom, under the bed, I could lose anything – and, in fact, I lost some good love – except my books. Classified by genres, alphabetically, each of them filed, the books of my library were, and have always been, as necessary to me as my identity card, intimate as my underwear, nourishing as milk and bread.

In 1976, as we all know, the tragedy that paved the way for Argentina's entry into its current disastrous situation obliged many of us belonging to the same generation to commit the horrible crime of having to burn books in order to survive. The murderous dogs of the dictatorship searched, clandestinely, the cities, and they were not only looking for people, but also for ideas, and ideas could be found in books. That is why there were pyres of burnt volumes, bonfires in the streets where ideas and freedom were incinerated. I experienced the shame and the horror, when, during a whole night, ominous and unforgettable,

with the shutters down, in the kitchen and in the bathroom of my small apartment of Juramento and Vidal, with fear, shame, pain and rage I had to burn some 'compromising' and 'dangerous' books, which did not burn easily, because books know how to resist, have a try, books have to be torn page by page, into little pieces and burnt page by page, or 'hacerlos cruvica' as we say in the Northeast, and flush the little bits of paper down the toilet.

That was like having a limb slowly amputated. For hours and while outside the city was devastated by the dogs of the night that were giving chase and police sirens could only be mitigated by turning up the volume of the classical music concerts broadcasted by the old 'Radio Nacional' or a musical programme that was called 'Modart en la noche' (Modart at night). But today I think that that was, also, an act of love, of frustrated love, but love in the end, because one destroyed every single book swearing that one day, a luminous day of justice and freedom, one would recover and treasure those books in a new, big and enriched library.

The amputation arrived, massive and complete, on the night of July, 1976, when I was told by Losada Publishers that the Army was 'clearing' – what a word! – warehouses and burning books in the street. Among them, my first novel. I was advised not to stay in my apartment and obviously, that was when my exile began, which I marched into, with just a few books, two weeks later. The cold night in which I arrived at Ezeiza Airport, leaving behind a city plagued with military controls and garrisons where beastly murderers were the owners of life and of death, I was carrying a copy of *Divine Comedy* by Alighieri, the small editions of Bestiario and *End of the Game* (*Final de Juego*) published by the Latin American Publishing Center, a couple of books by Borges edited by Emecé Publishers and a cheap edition of *Tobacco Road*, the memorable novel by Erskine Caldwell. It was my perfect portable library. Without it, I could not move.

And in Mexico, I formed – or reformed, or reorganized, I do not know which is the right verb – another library, a new one which, however, was the same. For nine years, and while my first books were published, I set up a library in my Mexican house, dreaming of my return. And a library – I would like to say – that was enriched with the vast and nourishing Mexican library, and, above all, with the immeasurable Latin American literature, with authors from all coun-

tries which I learned to love and appreciate in such a manner that my education ceased to be municipal, that is to say, as limited as Argentine canonical literature has always been, so typical of Buenos Aires and so pretentious of universality. Today I am grateful to life because that pain of exile held for me, however, that library which I did bring back, when the Argentines recovered Democracy, in a container that I personally and lovingly dispatched in the port of Vera Cruz one morning, twenty years ago, in 1984.

And back here, it was because of that library that I was able to conceive the only magazine that I have invented in my life, which took up all my efforts and a precious time, as I believe is the period between 35 and 45 years old in the life of a man. In those years I founded *Puro Cuento* and my library was the starting point. Everything consisted in remembering, rereading, taking from this or that shelf to create that magazine which today is almost mythical and so dear in the provinces and abroad. The 800 authors and more than 2,000 short stories that we published sprang up from that library. From that library which I loved and still do so and to which, I realize that now, I am paying loving homage by means of this piece of writing.

From my first Foundation, which was called *Puro Cuento*, we undertook the task of opening some libraries because I knew how important this was. I have always loved shelves full of books and I wanted other people to receive all the love, all the decency, all the fantasy and the imagination that libraries have given to me. That is how we founded one in Puerto Iguazú and another one in Alvear, on the bank of Rio Uruguay in the province of Corrientes; and another one in San Cristóbal, in the wooded north of the province of Santa Fe. We conducted the first national survey on reading habits, in 1991 and 1992, which was never published because we went bankrupt, but its results – quite a revelation – marked my life during the last years.

Because even when the magazine *Puro Cuento* went bankrupt, my library kept on being the real asset that should be safeguarded. As happens in marital separations, in my only legal divorce, in the scores of removals and in the endless places I have lived – pensions, cheap hotels, apartments, borrowed houses, love or clandestine political shelters, hovels and basements, penthouses of rich guys and extravagant bachelors' pads – libraries have always been the only undisputable asset, the only unnegotiable patrimony, the most

precious set of assets that have always mattered to me more than a new suit, shoes or shirts.

I have been and I am such a faithful lover of libraries, that, in my trips, I always carry in my suitcase a copy of *Don Quixote* and the three or four books that I am finishing to read, and I can swear, not without pride, that there was no hotel nor bed on which there had not been a pile of books by my side. Wherever I have slept, I have had books on guard next to my head. I lacked love and company, I lacked blankets when it was cold and aerations when it was hot, I lacked sympathy and wisdom, I lacked good sense and serenity an infinite number of times. But never was a book missing; and I have always had the treasure of having a small and minimum library handy.

Today I preside over a Foundation that has been devoted, for a decade, to the promotion of books and reading and to which I have donated all my holdings. The library holds 12,000 volumes which are in the process of being cataloged and are used for consultation by our Study Center, our Research Institute and also our Programme 'Abuelas Cuenta Cuentos' (Grandmothers Tell Stories), which began four years ago and has evolved, thanks to the enthusiasm and perseverance of scores of people that work systematically, from the simple idea that there is no better way of stimulating reading than by sharing texts with love. Our grandmothers are not oral narrators, they are readers. And they not only promote reading, but also provide reading to thousands of helpless children, lacking bread as well as texts, in schools, hospitals, and canteens for children in Chaco, Corrientes and Misiones, where we set up small libraries or help the already existent.

In our Study Center we dictate courses on the pedagogy of reading, we have published books that organize this new concept and we offer several alternatives: keep fit courses for teachers and courses on library science all the year round. And we have created and support, also, a programme devised to give aid to canteens for children, that engages scores of generous and active people, to read stories and, at the same time, provide first quality milk, every day, to more than 600 children.

You must realize that I can only be proud and stimulated by the passion bestowed by all those volunteers, summoned by that library that accompanied me all my life.

I have just used the word 'passion'. And I would like to examine this word for a second, to conclude, because all this is precisely about instilling the passion for reading, which is the first and main objective of any library. Only with passion can we transmit reading as what it is: an act of generous love, charming and educational. I have taken the view, for years, since the first Forum was inaugurated in my territory, that there is no worse kind of cultural violence than the process of brutalization that occurs when one does not read. A society that does not take care of its readers, of its books and its media, that does not safeguard its printed memory and does not encourage the development of thinking is a society culturally suicidal. It will never know how to exercise the social control that an adult and serious democracy requires. The fact that a person does not read is a stupidity, a crime that he will pay for for the rest of his life. But when it is a country that does not read, that crime will be paid for with its own history, all the more so if the little material read is rubbish and, on top of that, rubbish is the rule in the great systems of mass media.

As you may see, everything started the day I decided to donate my personal library to provide a basis for the library that the Foundation houses today. It is there now, in a rickety building which has a sad memory and that one day we will recover, when we raise enough money. For the time being it is in boxes, without shelves and in process of cataloguing, but alive, intimate and wonderful.

Thank you very much.

The Memory of the World Program in Latin America and the Caribbean

Margarita Vannini

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What is the Memory of the World Program?

Inspired by the preservation and access programs promoted by Spain and Ibero-America within the framework of the V Century of the 'Encounter of Two Worlds', and concerned about the deterioration of and lack of access to the archives of the former Soviet Union, in 1992 UNESCO created the Memory of the World Program (MoW). This is an international effort to safeguard the at risk documentary heritage, to democratize its access and to raise awareness about its importance.

The General Secretary of UNESCO established in 1993 an International Consultative Committee with the objective of supervising the orientation and planning of the program in its entirety. This was done in close collaboration with the competent organizations on these issues like the International Federation of Library Associations and Institutions (IFLA) and the International Council on Archives (ICA). This Committee agreed to create a Register of Memory of the World, listing the documentary heritage that fulfill the criteria for selection established in the main document of the Program: *General Guidelines to Safeguard Documentary Heritage* (1995), beginning with archives in at risk situations.

The Program recommended the creation of Regional and National Committees to announce its objectives and to identify the documentary collections of relevance at worldwide, regional, national and local levels. These would be incorporated into the Memory of the World Registers, and so facilitate their preservation and access through the most convenient means.

In the middle of the decade of 1990 the National Committees in Latin America and the Caribbean began to form and they succeeded in registering the first five collections in the International Register: Mexico with the pre-Hispanic Code, safeguarded by the National Library of Anthropology and History and by the National General Archive; Argentina with the funds of the Viceroy of Rio de la Plata, from the General Archive of Argentina; Venezuela with two collections, the Archive of the Liberator, Simón Bolívar and the Collection of Latin American Photographs of the XIX Century; and Trinidad and Tobago with the documents that made up the archives of the intellectuals Eric Williams and Derek Walcott.

In the same fashion, pilot projects were initiated to microfilm and digitalize heritage collections. Among the first projects coordinated with the Asociación de Estados Iberoamericanos para el Desarrollo de las Bibliotecas Nacionales de los Países de Iberoamérica (ABINIA), the collective catalogue and digitization of the microfilms of Latin American newspapers was begun under the title, 'Memory of Ibero America', as well as 'Latin American Photography of the XIX Century'.

In December 1999 the Regional Office for Communication and Information of UNESCO, with headquarters in Caracas, convoked a meeting of experts on the documentary heritage of Ibero-America; among these were historians, directors of national libraries and archives, conservationists, librarians and philologists, representatives from fifteen national and international institutions.

The meeting was organized with the objectives of sharing information about the heritage collections from the region which are at risk; reviewing the preservation conditions and access on national and regional levels; discussing the project proposals and potential nominations for the Memory of the World Register; and sharing information about the sources of funding that could complete the UNESCO actions.

Constitution of the Latin America and Caribbean Regional Committee

Following the recommendations of the experts gathered in Caracas, six months later UNESCO convoked a group of nine people, selected from a larger list proposed by the UNESCO Cooperation Commissions for the Latin American and Caribbean countries, to develop the Memory of the World Committee for the Region. This committee was constituted in Pachuca, Mexico in June 2000. In the work sessions the Committee drafted a founding document; analyzed the program objectives and guidelines; exchanged information on the problems of conservation and access to the documentary collections; and defined a strategy for the extension of the program in the Region.

It was also decided that each member of the Regional Committee would assume regional tasks in such a way that, in addition to representing their own countries, they would be responsible for promoting the creation of National Committees in countries close by. So, Brazil was assigned to promote the program objectives in Paraguay and in Uruguay; Chile, to promote it in Argentina; Ecuador in Colombia; Jamaica in a number of countries in the Caribbean including the Bahamas, Belize, Haiti, Surinam, St. Vincent & the Grenadines, the Netherlands Antilles, British Virgin Islands and Cayman Islands; Mexico committed to work with Cuba; Nicaragua assumed Honduras, Guatemala, Costa Rica and El Salvador; Peru was responsible for Bolivia; Trinidad and Tobago for Barbados, St. Lucia, St. Kitts &

Nevis, Grenada, Guyana, Antigua & Barbuda and Dominica; and Venezuela assumed responsibility for promoting the program in the Dominican Republic and Panama.

The work of the Latin America and the Caribbean Regional Committee

Initially, the efforts of the Regional Committee were focused on promoting the Program and supporting the creation of National Committees in the different subregions. At the same time they took on the organization of different activities in publishing and training seminars on themes related to its objectives.

The study and discussion of the Program philosophy contained in the general *Guidelines to Safeguard Documentary Heritage* was another of the tasks of the Committee. Fortunately, the publication of an improved edition of the document in 2002 and its translation by the General Archives of the Nation of Mexico, made it possible to have an exceptional working document, the *Directrices para la Salvaguardia del Patrimonio Documental* (2002), which facilitated its understanding and promotion. This document has been widely distributed in a printed version and on compact disc and also may be consulted via the Internet.

Without a doubt, among the most absorbing (and exciting) tasks carried out by both the Regional and National Committees has been the identification of documentary collections as possibilities for incorporation in the International Register of the Memory of the World. The formulation of nominations has meant a process of learning and reflection about our documentary collections, their importance, international relevance, state of conservation and the need to promote their preservation and access through the mechanisms and structure of Memory of the World.

The fruit of these four years can be measured through the following results.

Constitution of National Committees

Twenty National Committees have been constituted in the following countries: Argentina, Barbados, Bolivia, Brazil, Chile, Columbia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Paraguay, Trinidad and Tobago, Uruguay and Venezuela.

The nominations

Thirteen nominations were taken to the International Consultative Committee to be analyzed in the meetings in Korea and Poland in 2001 and 2003 respectively. The criteria promulgated by this body for each of the proposed collections have been the theme of prolonged, and often tense, discussions which have allowed the members of the Regional Committee to study more deeply the philosophy of the Program, the selection criteria for the nominations and the presentation strategies, and principally to be more creative and objective in our proposals. [1]

In addition to the five collections included in the International Register in 1997, the International Consultative Committee, which met in Poland in 2003, recommended the inscription of six new nominations presented by Barbados, Brazil, Chile, Mexico and Uruguay. Detailed descriptions of these nominations can be seen on the web site of Memory of the World and of INFOLAC. [2] Also, a Regional Register was initiated inscribing the Archive of General Francisco de Miranda, kept in Caracas, and the photographic collection of Hugo Brehme, proposed by Mexico.

Outreach and awareness raising activities

Within the framework of the Memory of the World Program in Latin America and the Caribbean there have been many activities for outreach and awareness raising, professional formation, disaster prevention, audiovisual archives preservation and digital heritage preservation. Among the most important are:

Regional Consultative Meeting on the Preservation of Digital Heritage, Managua, Nicaragua, November 2002.

Given the huge quantity of information currently produced in digital format, the preservation of digital heritage is one of the new concerns for UNESCO and the Memory of the World Program. This enormous volume of information is in grave danger of disappearing given four factors: the permanent and accelerated change in the technological platforms; the volatility of the carriers of digital information (disks, CD, hard disk, etc.) whose life expectancy can oscillate between 4 and 20 years; the difficulties presented for the credibility of the data stored, which could be altered and even eliminated, intentionally or unintentionally; and the enormous volume of information with heritage value that is born on the Internet and disappears on the Internet without leaving any trace at all.

With these concerns the Regional Office on Communication and Information for Latin America and the Caribbean of UNESCO, with headquarters in Quito, called together experts from all the countries in the Region, designated by the National Commission of Cooperation with UNESCO. There were 46 specialist from 25 Latin America and Caribbean countries at the meeting.

In addition to awareness raising, the experts were able to give their recommendations and observations on two documents: the draft of the 'UNESCO Letter' about digital heritage and the draft of the 'Guidelines for the Preservation of Digital Heritage' (written by the National Library of Australia). With the observations and presentations gathered from the meeting a report was written and put on a CD-ROM, which also contained the minutes of the consultative meeting.

V Encounter of the Archives Directors of MERCOSUR, Asunción, Paraguay, May 2003.

Through an invitation of the Advisor of the UNESCO Regional Office for Science for Latin America and the Caribbean in Montevideo, four members of the Regional Committee participated in the V Encounter of Archives Directors of MERCOSUR, held in Asunción, Paraguay in May, 2003. In attendance were the directors of the national archives of Chile, Brazil, Uruguay and Paraguay, who came together with the objective to strengthen the presence, coordination and mobilization of the MERCOSUR national archives and to draft a project to integrate a study group to bring about the standardization of archives systems.

The members of the Regional Committee presented the Memory of the World Program, the *Guidelines to Safeguard Documentary Heritage* and the nominations presented by Latin America and the Caribbean. The participants also visited the headquarters of the Human Rights Archive of Paraguay and attended the ceremony for the constitution of the Paraguay Memory of the World Committee.

Paraguay's nomination to incorporate these archives in the International Memory of the World Register introduced the issue of the need for the Regional Committee to work on the human rights archives. The Committee recommended that a regional nomination be prepared that

would include the human rights archives of the MERCOSUR countries. Chile was asked to co-ordinate this activity.

In 2003, the nomination of the Human Rights Archive presented by Chile was incorporated in the International Register.

Constitution of the Human Rights Archives Network, September 2003, Santiago de Chile.

A seminar was held in the National Archive of Chile on 23–24 September 2003 with the purpose of bringing together the National Archives Directors of the MERCOSUR countries and the Directors of the Human Rights Archives. The presidents of the Chilean Committee of Memory of the World gave a presentation of the work, which has been developed around the nomination of the Human Rights Archive presented by Chile and inscribed in the International Register of Memory of the World.

One of the objectives of the meeting was to learn about the actual state of human rights archives in the MERCOSUR countries and to define strategies to create a Human Rights Archives Network.

The importance of the Memory of the World Program *Guidelines* being published and sent out, as well as the importance of defining joint strategies to rescue the archives and the drafting of regional projects also came out of the seminar. The Office of Communication and Information of UNESCO in Montevideo supported the seminar.

Memory of the World in the United States, Tulane University, New Orleans, June 2003.

Through an invitation made by Tulane University, the Memory of the World Program was presented at a meeting of the Central American Libraries and Archive Projects (CALAP), which was held at Tulane University in June 2003. Emphasis was given to the study of the objectives and spheres of action of the Memory of the World Program, the work developed in Latin America and the Caribbean, the nominations and the Register and its levels.

The group met to propose projects to rescue and organize Central American archives and libraries and to explore the possibilities of funding through foundations in the United States and international organizations. A 'Central American

Memory' was constituted, within which various projects will be developed for preservation of and access to selected documentary collections in national and municipal archives, audiovisual archives, newspaper libraries and libraries from the Central American Region.

At the CALAP meeting institutional representatives and individuals from El Salvador, Guatemala, Honduras, Nicaragua, and the United States participated.

Central American History Congresses

The Memory of the World Program has been presented at the Meeting of Archives, Libraries and Research Centers at sessions of the Central American History Congresses held in El Salvador, Panama and Honduras in 2000, 2002 and 2004 respectively. The active promotion of the Memory of the World in Central America has brought about the constitution of National Committees in the five countries of the Region.

Training and professional formation activities

The organization of seminars and workshops has been a priority for the Regional Committee and some of the National Committees of Memory of the World. Audiovisual archives, the restoration of documents on paper carriers and the prevention of disasters have been some of the themes discussed. The National Committees have been creative in searching for funding to organize these events, attempting to assure regional impact and in this manner complementing the few resources available in UNESCO for the Program activities in the Region.

Some of the principal activities are:

Seminars on Sociocultural Values and Preservation of Audiovisual Archives, Nicaragua and Venezuela.

Seminars on audiovisual Archives were given by Mr. Ray Edmondson at the Institute of History of Nicaragua and Central America in Managua and at the National Library of Venezuela in Caracas.

In the Managua Seminar, representatives from eighteen national institutions that keep audiovisual archives participated. Among these institutions were the National Film Library, the Center of Military History, the Presidency of the Republic, universities, television stations and foun-

dations. A general evaluation of the collections and their state of conservation was done.

In Venezuela 145 people registered for the seminar from a wide range of public and private sector institutions. Among the institutions that participated we can mention the General Archive of the Nation, the National Academy of Cinema and Television, the National Library of Venezuela, the National Art Gallery, the National Film Library and the Villanueva Foundation.

Workshop on the Preservation and Restoration of Audiovisual Archives, Managua, Nicaragua, August 2002.

With the coordination of the Nicaraguan Memory of the World Program Committee, the Institute of History of Nicaragua and Central America, the National Film Library and the support of the International Federation of Film Archives, Mr. Ivan Trujillo, President of IFFA and João Sócrates de Olivera, Head of the Technical Committee of IFFA, gave a workshop on the preservation of audiovisual archives. The visit of the IFFA representatives also fulfilled the objective of evaluating the situation of the film collection of the National Film Library, and designed an emergency plan to save the heritage collections that suffer from progressive deterioration.

Workshop on Restoring Audiovisual Archives, Managua, Nicaragua, February 2003.

With the coordination of the Nicaraguan Memory of the World Program Committee the Institute of History of Nicaragua and Central America, the National Film Library and the support of the International Federation of Film Archives (IFFA) and its Program 'School on Wheels' Dr. Sócrates de Olivera, of the Technical Commission of IFFA, gave a workshop at the Institute of History of Nicaragua in which directors and technicians of the country's audiovisual archives participated. In the workshop participants learned how to clean videos, neutralize the vinegar syndrome in microfilm collections, how to evaluate the different kinds of damage that videos suffer in tropical countries and possible low cost solutions.

Caribbean Audiovisual Conference (CAVIC 2003), Jamaica, November 2003.

With the support of UNESCO (Paris) and the UNESCO office in Jamaica, the conference: 'Audiovisual Archives: our documentary heritage and history' was organized. The conference was one week long and among its achievements was the creation of a network of professionals and institutions which administer audiovisual archives. An active exchange of experiences occurred, as well as a discussion on the different archives in the Caribbean region and the possibilities for development.

The conference established the bases for the organization of new conferences, one in June 2004 and the second CAVIC conference 2005. They are also working on the formation of an association of audiovisual archives. The President of the Barbados Memory of the World Committee plays an active role in the organization of the seminars and the nominations to the International Register.

Workshop on the Preservation of Audiovisual Archives, Barbados, June 2004.

With the support of UNESCO and the Learning Resource Center of the University of the West Indies of Barbados, many different activities have been developed which are oriented towards the preservation and expansion of audiovisual archives. In June 2004 a three-day workshop was organized concentrating on the prevention and neutralization of the vinegar syndrome in audiovisual archives. Representatives from governmental and private institutions from the following countries participated: Antigua, Barbados, Belize, Dominica, Grenada, Jamaica, St. Kitts, St. Lucia, St. Vincent and Trinidad and Tobago. The workshop was led by Mr. Mick Newnham from ScreenSound Australia.

Seminar on Archives and Libraries, safeguarding the Memory of the World, La Paz, Bolivia, October 2002.

Through an invitation from Mayor University of San Andrés in La Paz, Bolivia, a Seminar 'Archives and Libraries, safeguarding the Memory of the World' was held with the 40 students studying for a degree in archives.

The participants established contacts and visited the depositories of the Bolivian archives and libraries, two institutions that were invited to form part of the National Committee of Memory of the World of UNESCO. A Bolivian adhoc committee was formed.

They also visited the principal archives and libraries which safeguard the documentary herit-

age and which may possibly be included in the nomination of 'Scientific Memory of the Andean America XVII and XIX Centuries' which was presented by Ecuador to the International Register.

Another achievement was the publication of an editorial and an article in the publication *Fuentes y Congresos, Boletín de La Biblioteca y Archivo Histórico del H. Congreso Nacional de Bolivia*.

First National Workshop for Disaster Prevention in Archives and Libraries. Quito, Ecuador, April 2003.

Faced with the events that occurred in both the Library and Congressional Archive of Bolivia in February 2003 (which resulted in considerable documentary loss) as well as in the Ecuador National Congress in March, the Ecuadorian National Committee of Memory of the World, together with the Subsecretary of Culture and the Association of Historians of Ecuador (ADHIEC), organized the First National Workshop for Disaster Prevention in Archives and Libraries in Ecuador. This Workshop was held in the Paraninfo of the Simón Bolívar Andean University and had more than 95 participants, who were representatives of the archives and libraries of the city of Quito and other provinces of the country. The work presented at the workshop has been put on a CD with the title: *Let's Save our Documentary Heritage*, which also includes the preservation of documentary heritage material drafted by UNESCO in 2002.

Workshop/course on Preventative Conservation for Archive and Libraries, Lima, Peru, October 2003.

As agreed by the Regional Memory of the World Committee, this course was organized to contribute to the conservation of documentary heritage through the training of personnel working in the areas of conservation and restoration of the different archives and libraries in Latin America and the Caribbean.

The course was held at the National Archives School in the Palace of Justice in Lima with the participation of professionals from Bolivia, Colombia, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Paraguay and Uruguay. The course was supported by UNESCO, the San Marco Mayor University and the General Archives of the Nation of Peru.

Seminar Workshop: Memory of the World Program Guidelines. Managua, Nicaragua, November 2003.

In order to stimulate and promote the nomination of the library of the poet Ruben Dario to the International Register, the Institute of History of Nicaragua and the Nicaraguan Committee for the Memory of the World Program organized a workshop in Managua on the *Guidelines* and the nominations procedures to the Register. The Seminar was given by Mr. Ray Edmondson, author of the new version of this document. The Director of the Archdiocese Historical Archive of Guatemala, currently President of the Memory of the World Commission in Guatemala, was also present.

Workshop on Information Rights: 'Legal Aspects of the Information Society', Managua, Nicaragua, April 2004.

The Institute of History of Nicaragua and Central America of the Central American University, the Nicaraguan Memory of the World Program of UNESCO and the Internet Association of Nicaragua convoked a course on information rights with the objective of: learning more about the legal technical norms as a key factor in relation to information systems and the means of long distance distribution; and to reflect on the importance of preservation and promotion of national historic heritage and its distribution through new information technologies.

Themes related to public policy and the information society were discussed as well as intellectual rights, electronic commerce and the use of technology for the preservation of traditional culture. The workshop was given by Dr. Erick Iriarte Ahon, Director of Alfa-Redi.

Projects

The regional register of documentary heritage in Latin America and the Caribbean as a mirror for integration (Venezuela).

Project to create an automated register of the existing special collections from the Region that deserve to be presented as documentary heritage with significance for the Regional Register for Latin America and the Caribbean in accordance with the criteria of the UNESCO Memory of the World Program.

Project for the creation of a Central American Image Archive (Nicaragua).

The Project proposes the creation of a technical center to train personnel from audiovisual archives in collection preservation. The center will restore and duplicate collections of videos produced in the last 30 years from different public and private institutions in Central America.

Project for a digital course for audiovisual archivists (Venezuela).

The project proposes the creating of a prototype pilot course which will, through its own portal, offer archive and library workers access to audiovisual materials, the possibility of access via Internet, e-mail and digital formats like compact disc, and training and advising on this material through technical bibliographies which exist in Spanish. This is founded on similar experiences in Mexico, in the University Charles Sturt of Australia and in Venezuela.

The creation of a Memory of the World portal.

The latest developments in the work of the Memory of the World Programme are of vital importance to experts of the Subregional and National Committees. The Memory of the World website, that provides access to that information and can be found on the INFOLAC website, fulfills this aim. (INFOLAC – The Information Society Programme for Latin America and the Caribbean)

The website focusses on propagating the activities of the Memory of the World Programme in the region, on helping the general and specialized public learn about the Regional Register in their own language, and on submitting documents and resources related to the Programme and documentary preservation to the community for consideration.

Documentary fund 'Blacks and Slaves': informative infrastructure for its availability on the Web (Colombia).

With the development of this project a consultation on remote textual and images databases was put into effect to see what belongs in the documentary fund, 'Blacks and Slaves' for the Colonial Section of the General Archive of the Nation of Columbia and to informatize the documentary heritage, capture the descriptive references, undertake digitization and optic storage, provide for the consultation and digital treatment of deteriorated images and carry out the reproduction and printing of documents as requested by the users.

Three archive institutions on a national level will participate in this project, including the Central Archive of Cuaca (Popayán), the Regional Archive of Boyacá (Tunja) and the Historic Archive of Antioquia (Medellín). These have been provided with the basic computer infrastructure in order to progress in the archiving and technical processes, coordinated by the General Archives of the Nation.

It is important to mention that this regional project is framed as a pilot project that UNESCO is promoting regarding the slave archives both in America and in Europe.

Project: Guide to the Human Rights Archives of MERCOSUR, Open Memory, Argentina.

The objective of this project is to promote joint actions and coordination among human rights archives in MERCOSUR and Chile in order to contribute to the preservation and publication of the heritage. It will attempt to create a census and produce a guide which will contain quantitative and qualitative information on the archives which have been generated and conserved by bodies related to human rights.

Some Final Remarks

The Memory of the World Program has progressed substantially in Latin America and the Caribbean. Twenty National Committees have been constituted and ten documentary collections have been registered in the International Register.

The Regional Register was begun with the inscription of the Archive of General Francisco de Miranda (kept by the Academy of History of Venezuela) and the Photography Collection of Hugo Brehme (inscribed to the National Fototec, INAH) nominated by Venezuela and Mexico, respectively.

Activities for promotion and professional formation were organized which have brought about the sharing of experiences, identification of common problems and the promotion and articulation of regional collaborative networks.

However, in order to continue and broaden these efforts, strategies to strengthen the Memory of the World National Commissions must be defined and closer contact with the Cooperation Commissions with UNESCO must be established in each country as well as in the Regional Committee and the International Consultative Committee.

Also, it has been shown that an overwhelming need exists to organize training seminars on the *Guidelines* of the Program in order to work on the identification of collections, their nomination and the creation of National Registers and the Regional Register. This would allow the Regional Committee to center its attention on the collections of national and regional relevance in order to draft projects and seek funding that will assure their preservation and publication. Up to now there are no reports of the beginning of National Registers. The documentary heritage of Latin America is rich and is under-represented in the Memory of the World Register. Some of the documentary treasures in at risk situations were listed in an evaluation requested by the UNESCO and mentioned in the presentation that Lourdes Blanco made in the 2nd International Conference of Memory of the World. Among those, the audiovisual archives in tropical countries were mentioned, music archives, choir books from some colonial churches, plans and maps of sugar plantations in the Caribbean islands, as well as other archives that we do not have access to.

The formation of thematic collaboration networks seems to be one of the most interesting ways to develop digitization projects; draft collective catalogues and organize seminars and workshops. The Human Rights Archives Network in the MERCOSUR countries and the Slave Archives Network are two examples to be followed.

Considering the scarce resources given to most of the libraries and archives, it is even more urgent to formulate regional projects to coordinate efforts with UNESCO, IFFA, ICA, ABINIA and other organizations that contribute to the search for funds to preserve collections and train technicians and competent professionals that can assume with responsibility and enthusiasm the preservation of the documentary heritage and the use of appropriate new technologies for information and communication.

To share information, technologies, focuses and methods of preservation and access would facilitate the sharing of catalogues, complete dispersed collections and obtain information about Latin American collections in other continents. This effort will promote the construction of a regional vision of the Latin American documentary heritage in the search for new regional efforts in preservation and access. These actions, without a doubt, are the bases upon which to build a new interpretation of the shared history of Latin America in all its ethnic and cultural diversity, and will strengthen the current process of regional integration.

Notes

1. The criteria on the listed nominations can be consulted in the reports on the Latin America and the Caribbean Regional Committees in Manzanillo (2000), Quito (2002), Managua (2002), as well as in the reports for the International Consultative Committee in Korea (2001) and Gdansk (2003), and on the websites of Memory of the World and of Infolac (see Note 2).
2. Memory of the World website: http://portal.unesco.org/ci/ev?URL_ID=1538&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1031919618; INFOLAC website: http://infolac.ucol.mx/eventos/inscripción-curso.html.

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An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine

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Introduction

Central to the development of human capital in the transition economies of the Caribbean is a strong education system and in particular, a responsive and progressive tertiary education infrastructure. The backbone of this infrastructure in the English-speaking Caribbean is the University of the West Indies (UWI). This autonomous regional institution, with campuses in Jamaica, Barbados and the Republic of Trinidad and Tobago, and centres in all of its non-campus territories, serves fifteen countries. Like other academic institutions worldwide, the UWI faces unprecedented challenges as it seeks to marry traditional learning strategies with current information and communications technologies (ICTs) to improve the quality of instruction and learning on all levels, and broaden access to information wherever it may be, cross-campus, or across the globe. [1] These goals must be achieved within a context of scarce economic resources, a rapidly growing student population, a developing national ICT infrastructure, and increasing competition from new providers of tertiary education in a borderless education environment.[2] Central to the success of the University's efforts is an innovative academic library system, which can effectively harness current technologies to create an environment conducive to the creation of the life-

long learners required to drive regional development in the new millennium.

The Main Library at the St Augustine campus has for many years been the primary repository and gateway to digital and print information in support of learning, research and intellectual stimulation. This institution has been at the forefront of ongoing development throughout the network of libraries at St Augustine. To effectively meet the challenges and opportunities posed by ever-changing technologies and dynamic user demands, this intellectual hub has sought to be proactive, continually evolving in response to the challenge of service optimization. Over the last five years, the Main Library entered into a series of strategic initiatives aimed at transforming service delivery. One such initiative has been the move towards the development of a virtual library environment to complement the already well-established, traditional print-based services. The developing portal has facilitated improved access to digital resources, the Library's online public access catalogue (OPAC), and user education materials. Another initiative undertaken has been the re-engineering of reference and bibliographic instruction services with the focus here being on the development of critical thinking skills in the new type of teaching and learning environment. As a natural corollary to these developments, the Library has invested in the design and establishment of the physical spaces and infrastructure for enhancing access to electronic resources. It is within this context that the Main Library conceptualized and introduced its first Information Commons (IC) to the student body in 2000.

This case study first briefly examines the concepts associated with the implementation of an IC in an academic environment and chronicles the evolution of successive incarnations of the Main Library's ICs to date. It also focuses on some of the logistical and operational challenges faced and explores strategies used to direct the implementation process. The paper further explores the effect that the advent of the ICs has had on the transformation of service delivery at the Library and outlines plans for future development of the ICs.

Conceptualizing the Information Commons

A wide spectrum of models for the academic IC has emerged within the last decade. Incarnations range from a simple computer laboratory providing access to a library's OPAC, externally hosted databases, e-books, e-journals, e-reserves, as well as digitized internal collections to sophisticated "collaborative learning spaces, multimedia workstations, hi-tech classrooms, and group study spaces". [3] The instructional, media, reference, and research services provided at an IC facilitate the creation of "an intellectual environment where curiosity, creativity, and lifelong learning are sparked and nurtured." [4]

Critical to the successful integration of an IC into any academic library is the effective translation of user needs into a suitable strategic approach. Careful planning and preparation for the facility will require knowledge of the changing nature of student research and emerging forms of digital scholarship. It will also factor in issues such as organizational restructuring, ICT implementation, staff development commensurate with the level of technological modification required and, most importantly, securing stakeholder commitment to ensure the success of the initiative.

For most academic libraries, the incorporation of digital information services requires a fundamental shift in management and organizational structure. The question that arises is "how do institutions that have grown up around the print tradition adapt to manage service delivery in the highly complex and fluid digital environment?" [5] Meeting this challenge requires "strategic fit", [6] and "functional integration". [7] The end result is an organizational structure that is compatible with the new service model, yet flexible enough to adapt to the changing environment in which it operates. The requisite organizational re-fit has often made the IC a source of contention in many academic libraries. Most often at the heart of the conflict lies resistance to change born of a failure to integrate all the stakeholders into the planning, implementation and ongoing development of the IC. Moreover, as print and digital worlds become more seamless, functional and operational lines in the academic library blur, and many experience a sense of loss of control over their environment and succumb to the tendency to preserve 'turf'. One suggested perspective which could bridge the gap between 'rivals' within the library is the view of the IC as a "continuum of service", [8] creating a bridge between functional areas, facilitating not only the retrieval of pertinent data, but also its manipulation and repackaging. [9] Such a perspective validates the various roles that multiple functional units within the library must play if the IC is to be a success.

In the technology rich environment of the IC, successful planning for the implementation and maintenance of continually changing ICTs cannot be downplayed. The technology plan should consider a range of issues including the selection of appropriate hardware and software, the design and implementation of the networking infrastructure, connectivity with the rest of the campus and beyond, the availability of adequate bandwidth, and strategies for user authentication. Another important component of the technology plan is the evolution of the web portal through which the user population will access available electronic resources. Questions about the choice of platforms, proprietary or open source software solutions, for example, will arise, as will decisions concerning how the portal will be designed, maintained and supported. Further, the rapidity of change of ICTs means that systems will require refreshing and renewal within specified time frames, and therefore, planning should ensure a structured approach to achieve this goal. Finally, the plan should provide for the ongoing technical support for the entire system as well as training of staff and students in the new technologies. Technology planners must also facilitate faculty in integrating the new tools into the learning environment.

For the successful implementation of an IC, the importance of quality user support is also a critical factor. That kind of support should be derived from staff trained both in the handling of technology questions and in providing reference services. Alternatively, user support can be provided through a joint staffing arrangement "with experts in both information resources and technology available to provide the appropriate types of service on demand". [10] Whichever model for staffing is selected, preparation for its introduction requires extensive, continuous training as well as either innovative collaboration or integration strategies for the different types of staff that are needed to run the IC.

Participation during all phases of development from all of the stakeholders is necessary to ensure a successful IC. Therefore, emphasis should be placed on an effective communication strategy for any IC project. This communication strategy should target primary internal stakeholders directly involved in the implementation of the project, and at the same time incorporate an awareness campaign for the wider university community. [11] Stakeholders include librarians, university administration, students, faculty, support staff, security managers, health and safety personnel, computer specialists, technology planners and a designated architectural design team.

How will ICs evolve in the future? This is not quite clear, but one perspective is for them to develop into virtual learning environments integrating digital libraries, multimedia technology, conferencing and the Internet2. This learning environment would provide the ideal space for collaboration between the library and the faculty, and will support the pedagogic assessment requirements of the university as well as the library's interactive bibliographic instruction and information literacy initiatives. The IC "may come to be viewed as a space as broad as the curriculum itself, to be shared and shaped by faculty, librarians, media specialists, e-textbook publishers, and students". [12] In effect it could also be a "sensing mechanism for gathering data about that environment and how students and faculty were utilizing it" [13] as well as a "testbed for experimental collaborations with other campus units supporting instruction and research". [14] Whatever the developmental scenario, there is an implicit prerequisite for the continued transformation of academic library environment over the next few years.

The Evolution of the ICs at the Main Library

The first IC at the Main Library of the St. Augustine Campus of the UWI opened on 28 February 2000, but formal planning for the facility began much earlier in 1996 with the formation of a cross-functional working group comprised of IT personnel and staff of the user services division of the Library. This collaborative approach has worked well over the years, allowing for different perspectives on all relevant issues. Initially, the working group was divided into two sub-committees. The mandate of the first was to come up with the design, operational structure and implementation schedule for the creation of a student-centered, dynamic learning space, appropriate to the Library's user needs and resource base. Among the issues dealt with by this sub-committee during the planning phase were budgeting, IT planning, training and re-deployment of staff, the development and documentation of policies and procedures, security, health and safety. The second sub-committee was charged with advertising and promotions, sensitizing both internal and external clientele to the proposed changes. In addition, it was responsible for developing a user education agenda.

The development of the ICs at the Main Library progressed in phases as resources became available. The first unit required no major alteration to the existing infrastructure, save the addition of network drops and the relocation of the General Reference collection on floor 1 of the Library to make way for the facility. Once the furniture was acquired, The Information Centre (TIC), as this first incarnation was called, was ready for service. It was equipped with six networked computers and a laser printer, with an additional two computers and a CD tower being introduced in the first year of operation. The Library's Systems Unit managed the network and deployed software and hardware.

TIC became the prototype for the working group to experiment with service and workflow design and a springboard for the evolution of the ICs at St. Augustine. Strategically located on the ground floor, north of the entrance to the Library, in close proximity to the reserve and general loans counters and main help desk, it acted primarily as:

- a gateway to subscription online and CD-ROM databases
- a forum for one-on-one or small group instruction to facilitate the development of information literacy skills
- an electronic reference service centre
- an Internet access point.

Service hours at TIC were:

Monday to Thursday   –   9:00 a.m. to 9:00 p.m.
Friday to Saturday   –   9:00 a.m. to 4:00 p.m.

From 8:30 a.m. to 4:00 p.m., Monday to Friday, TIC was managed by a Librarian and staffed by an experienced library assistant who aided users with the navigation of online and CD-ROM databases, provided referral services and dealt with minor technical problems. During the remaining full service hours, when the Main Library operated with a skeleton staff, the facility was manned by librarians on scheduled rotation. To simplify access to the Library's online subscription databases, a webpage was created, listing these resources and serving as the default browser page on TIC's computers. Another webpage provided users with access to a comprehensive listing of Internet resources on the Caribbean.

Training for both users and staff of the Main Library has always been seen as an integral component of the effective management in the IC environment. Programmes have been conducted for staff and users on an ongoing basis as system upgrades have been completed and as new information products and services were added. Throughout the evolution of the IC at the Library, training has focused primarily on the two areas of information literacy and computer literacy. Efforts have been directed at imparting information literacy skills related to finding, evaluating, selecting, interpreting and using relevant information sources, as well as skills relating to a good working knowledge of core software tools for developing presentations, and report writing. Training was conducted through both group sessions and one-on-one consultations. The ongoing upgrading of staff skills at all levels and departments of the Library was seen as critical to the success of the IC since the presence of a skeleton staff at the Library on weeknights and Saturdays meant that all staff would have to interact with TIC and its users at some point.

The immediate success of the TIC facility and the positive response of the users were perhaps directly linked to the increasing demand for access to computer facilities throughout the campus. The provision of such facilities within the Library coupled with a stabilized LAN environment contributed significantly to additional man-hours of access to electronic information resources. In the first year of existence, this IC hosted 10,240 user sessions, with an increase of 42 percent to 14,545 in 2001. With the overwhelming user response to the facility and the continuing low student: PC ratio on the St. Augustine Campus, it was easy to justify the need for expansion. Once more the working group was faced with the inescapable reality that expansion would have to be undertaken within the context of the redeployment of limited space and structural renovation of a 30-year-old building that was already bursting at the seams. It was immediately apparent that funds sourced would have to be used not only for additional hardware and software to expand service delivery capability but also for architectural and construction services. Space constraints meant options such as collaborative learning spaces or electronic classrooms were not feasible. In planning the new facilities, the emphasis was therefore on maximizing the limited resources available. To that end, emerging plans for this phase of development hinged on:

- satisfying user demands for additional service hours by creating a '24-7' facility to offer com-

puter laboratory services when the Main Library was closed:

Monday to Friday	–	10:00 p.m. to 6:00 a.m.
Saturday	–	5:00 p.m. to 6:00 a.m.
Sunday	–	12:00 p.m. to 6:00 p.m.

- introducing an enhanced programme of library instruction and user education.

To achieve the goals identified, two facilities were planned. The first, an expansion of TIC, was to be named the St Augustine Research and Reference Services (STARRS). This facility, along with an adjacent undergraduate reading-room, was destined to become part of the planned '24-7' facility, which would provide access to the Library's electronic resources at night. It was proposed that this '24–7' would be manned by a specially trained team of fifteen undergraduate student assistants working shifts, with members of the Campus Security also on hand to provide for health and safety concerns. STARRS was to become a full service IC, permitting the use of the computer resources for e-mail and chat as well as academic pursuits. The second facility, the User Education Centre (UEC), to be located on Floor 3 of the Main Library and earmarked to be used strictly for academic pursuits by users, was to become the focal point of the Library's new information literacy thrust. Renovations for the new facilities began in January 2002 and were completed at the end of March of the same year.

On 15 April 2002, STARRS and UEC were opened to the campus community. Initially, STARRS was equipped with 26 computers and UEC with 12, with paid laser printing services available only in STARRS. Within a year, however, the number of computers in STARRS was increased to 39 and in UEC to 19. Both facilities were managed by one Librarian and staffed by library assistants and student workers. It was determined that the period from the initial opening to the end of the semester in May 2002 was to be used to conduct a pilot study to identify and iron out all operational issues associated with the ICs. Other deliverables of this exercise included an assessment of the viability of the proposed '24-7' service hours and the level of user demand for the services offered at STARRS and UEC. On the basis of the pending results of the study, it was envisaged that any revisions of procedures and policies could be undertaken during the summer when activities on the campus are at a minimum, and well in time for the start of the new academic year in September. Qualitative as well as quantitative data was collected through interviews, entry logs and counts and questionnaires.

Data gathered showed heavy usage of both facilities with user attitudes to the service enhancements being for the most part very positive. Some concerns did arise however, relating specifically to the technical infrastructure and the available productivity software in the ICs. A common complaint of the users was the relatively slow speeds of Internet access, a fact of life on the campus where bandwidth has tended to be in limited supply and shared by increasing numbers of departments and information services.

Feedback from users also indicated the need for access points for personal laptops in both facilities and the need for printing services in UEC. Preparations for these enhancements began immediately, and wireless connectivity to the Library's network was introduced for the start of the 2003/2004 academic year. A printer was also introduced in this period in UEC, halting the need for students to go to STARRS to collect their print jobs as previously obtained.

Another issue that required the attention of the working group was the unavailability of licenses required to deploy standard productivity software. As an interim measure open source software was used for the creation of text documents, spreadsheets and presentations. Since most users were familiar with Microsoft Office, there was some initial resistance. A great deal of effort was needed to market the software to users on the one hand, and educate them in its use on the other.

The use of the '24-7' facility by unauthorized users was another matter for concern. The latter was caused by the absence of authentication protocols with users merely required to sign a register. Since this had implications, not only for student safety but also for network security, the search for a software solution to this problem had to be fast-tracked.

The summer period after the pilot was used to complete the revision of all policies and procedures and to develop an advertising campaign for the promotion of STARRS and UEC to the campus community at the beginning of the new academic year in September. Strategies for promotion included the use of print and electronic media both within the campus and at a national level. On one level the focus of the campaign was to raise awareness on the campus of the

service enhancement and encourage use of the new facilities, and on another, it was aimed at underscoring in the wider community the need for state-of-the-art information support at modern tertiary educational institutions. With all the preparations in place, the Pro-Vice Chancellor and Principal of the UWI, St. Augustine Campus officially opened the ICs and launched the '24-7' service on Friday 27 September 2002.

The vigorous promotional campaign, together with the expanded facilities, resulted in a 245 per-cent increase in user sessions over the previous year, with numbers reaching 35,652. A problem that arose within the first year of operations was the high percentage of staff time and effort spent on the manual workflow in place for handling printing services from within the ICs. Records for the period 14 January to 31 July 2002 indicated that some 129,879 pages were printed, providing an income of TTD 32,470. With such volumes of printing becoming the norm and set to increase further, it was clear that staff time had to be shifted away from the associated menial tasks towards the provision of value added services and the development of higher levels of information literacy among users. In an immediate response to this need to enhance efficiency, the Library's Systems Unit sourced and deployed an open-source print management solution for the ICs. However, this was seen as an interim measure, giving the Unit time to source a long-term and more robust solution to the problems of user authentication and automation of routine tasks in the ICs. The second year of operation saw even greater growth in the number of user sessions, with some 103,287 reported for the period. The open source print management system worked well, facilitating 72,198 print jobs totalling 261,614 pages and income of TTD 89,170. This automation of the print function allowed staff to provide value added services at 1,178 user sessions during this period.

At the end of 2002, licenses were obtained to allow for the deployment of Microsoft Office at both ICs, a move that was favorably received by the majority of the users. A long-term solution to the problems of user authentication and automation of routine tasks in the ICs was also finally sourced in May 2003. The selected application addressed PC reservation and scheduling requirements as well as permitting monitoring, routing and charging for network printing.

Additional software applications were added to the PC configurations in STARRS and UEC at the beginning of 2004. These included Endnote, Reference Manager, Procite and SPSS. The range of software applications now available in the ICs provided for a wide array of user activities, permitting analysis, synthesis and formatting of intellectual output. Plans for the introduction of multimedia development tools are also well on their way.

As indicated previously, parallel to the hardware and software upgrades at the ICs, considerable work was being done in re-shaping the Main Library's user education agenda. One key facet of the emerging strategy was to develop partnerships with other key players on the UWI St. Augustine Campus in the area of training. Such alliances were developed with Campus Information Technology Services (CITS), the Guild of Undergraduates and the Instructional Development Unit (IDU), the latter targeting the professional development of faculty in the principles of pedagogy and the improvement of technological skills. Utilizing these linkages created within the Campus community, the UEC has, since its creation in 2002, successfully hosted over 100 training programmes for faculty, librarians, administrative and technical support staff and students. Another key facet was the development of an online Information Literacy course with seven modules, which was made available via WebCT to all registered students. The course is currently being tested by undergraduates, the primary target group, with a view to improving the current content and structure.

Conclusion

What has been most challenging in the evolution of the ICs at the Main Library is the rapidity with which incremental changes have been made over the last five years. These modifications have necessitated a series of steep learning curves for both staff and users.

Staff at the Library has been particularly resilient and responsive to the rapid changes that have been occurring with the evolution of the ICs, acquiring new skills and honing service delivery in this new technological environment. Eager to consume new services and resources, users have sought to maximize the benefits to be derived from each incarnation of the ICs to date.

With the ICs having been seamlessly integrated into its service infrastructure, the Main Library has now trained its sights on further service en-

hancements of the virtual library, including making available e-reserves, filling gaps in the e-resources for science and technology, as well as initiating digital reference and automated document delivery services. There are now also initiatives in train that will focus on the development of digital library collections of unique Caribbean resources. It is envisaged that through the ICs the digital objects of these collections would be integrated into teaching and learning on the campus. In addition, there are plans to upgrade the existing online information literacy programme to a credit-bearing course as a way of ensuring greater participation among the student population.

The central theme in all these efforts continues to be the creation of a library without boundaries, minimizing its physical limitations and reaching past its on-campus community to distance users locally and regionally. To create this kind of information environment, the Library needs to keep ahead of the crest and to continuously reflect on the changing nature of both the student user and the mechanisms for delivering information resources. It is perhaps difficult to forecast what skills will be needed five years from now for both the provider and the user, but the ICs can and should become the mechanism for testing and gathering information on how students are using the facility and how changing needs could be translated into creative action on the part of the Library. Policies and procedures will have to be established to ensure that this 'sensing mechanism' becomes an integral part of the development paradigm.

Managing the ICs at the Main Library will continue to be a dynamic process as technology and the provision of information become more integrated and complex. The aim of the IC of the future will be to consolidate and enhance the provision of technology to serve the academic needs of the UWI community. To evolve further as a successful integrated service facility, however, the IC must look beyond the Library. The onus will be on Library staff to aggressively pursue collaborative relationships and maintain dialogue with faculty to establish a common vision for the development of this 'new' learning space where the teaching and information literacy requirements of the university are satisfied and furthered. There will continue to be concerns – some staff members, for example, will wonder how these changes will impact their work. This is not unexpected, but they have expressed a commitment to providing the same standard of reference services they always have. It is envisaged that they will continue to display a capacity for being dynamic and flexible, accommodating, as well as stimulating adjustment and change.

The responsibility for the direction and shape of the new and re-engineered ICs over the course of the future has to be that of the stakeholders in the process, the students, faculty, librarians, media specialists, and ICT professionals working together towards the common goal. It will provide for an interesting mix of expertise, perspectives and creativity, with best practices of other academic libraries being evaluated and adopted along the way. The ultimate objective of this developmental agenda will be the transformation of the present Library into a highly visible and unique state-of-the-art hybrid academic library environment that will inspire students to become highly information literate so that they can participate more actively in the learning process. For the personnel of the Library and ICs, an interesting and dynamic future beckons.

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Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution

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Introduction

'Access Point Library'; what should this motto mean to libraries today? What does it really mean, especially with its historical background of the past 30 years? Will the library be reduced to an access point to content created by others (e. g. scientists on the Web and technical information centres), or should it keep its old central role as the information provider for science and the supply of material from publishers?

Presently in Germany, the interplay between technological development, new user needs, shifts in the organization and service structure, and the resulting changes in the modelling of the information process can be well studied. In terms of the social sciences, this is a part of the information society, described by Castells (2001) as a "network society" broadly taken from the perspective of economics and sociology.

Polycentric Information Provision

In looking back today, an important change for libraries took place about 30 years ago. They released an important part of the content development of scientific information to information service providers and technical information centres that store and record literature databases in specific technical areas, along with independent literature from journal articles. In general, the actual journal, along with the borrowing function, stays at the library. Today, one can ask oneself, why did this distribution of functions come about? Why should one institute primarily concentrate on journal articles and another only on books? Why did libraries not then make the move towards information technology, not get involved in the development of the literature database, but gave this function to a newfound institution; and what does that say about the situation today? Will libraries do justice to the division started by the development of information technology? Will they continue to be important players in scientific information provision, or will they give up still more functions until they mutate to become collections of physical documents which other information organizations (as long as there is a need) provide in electronic form?

But first: What do libraries – and more generally, literature provision – in the scientific sector look like and what is their main problem?

The world of information providers (as opposed to the political world) is no longer centralized or bipolar, but polycentric. Technologically speaking, access to different information sources is relatively easily available worldwide at any time of day and from
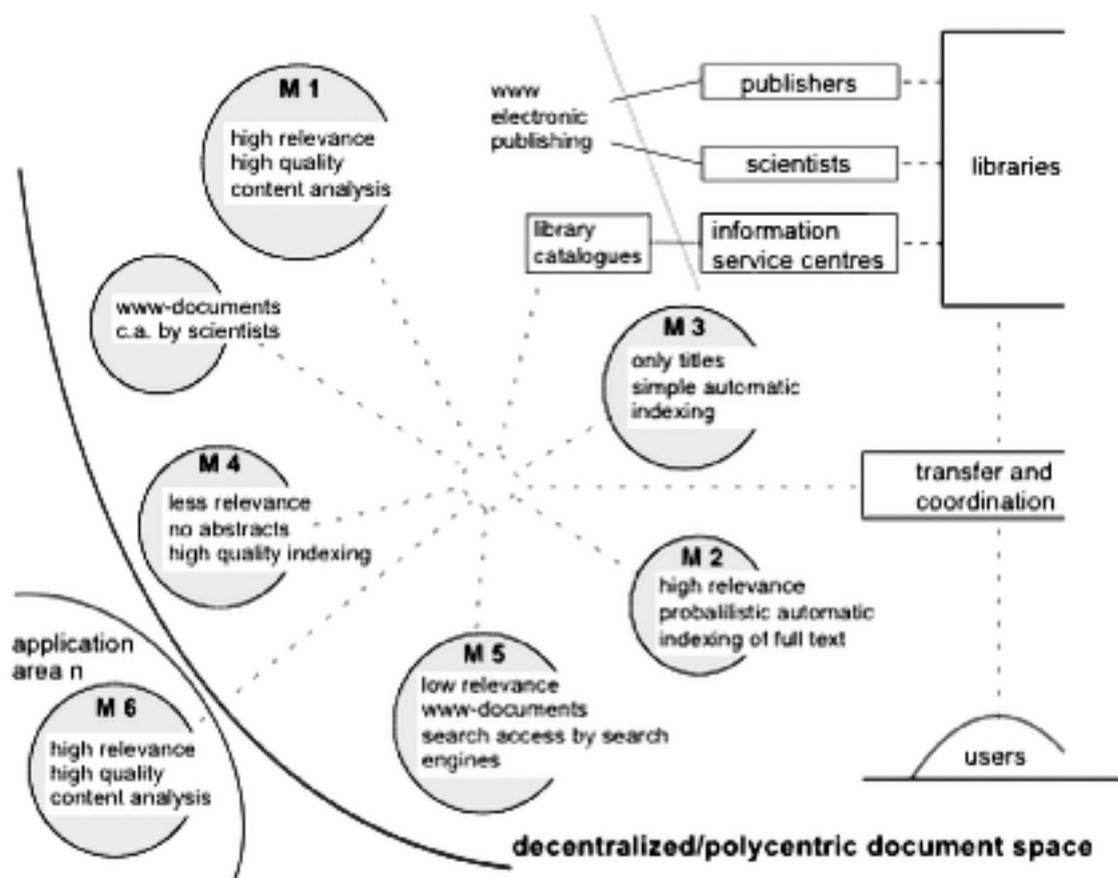
Figure 1: Decentralized/polycentric document space.

any distance. In contrast to conventional media, this multiplies the amount of active content distribution. In parallel to other areas of e-commerce it "lowers the barriers of market entry" and works against existing monopolies (Cigan, 2002:15). Information providers can directly reach their target audience worldwide. At the same time, "the Internet shifts the market power from producer to consumer" (Cigan, 2002:19).

Libraries, with their online public access catalogues (OPACs) and information and documentation (I&D) databases are now only part of a versatile heterogeneous service.

Besides the traditional information providers (the publishers with their printed media; the libraries, which record their books according to intelligently assigned classifications; and the technical information centres that provide their information through hosts) the scientists themselves play now a more important role. They independently develop new web services, which have different points of relevance and presentation processing. Generally, those who collect information in special areas can be found any-

where in the world. A result of this is the lack of consistency:

- Relevant, quality controlled data is found among irrelevant data and possibly even data that can be proven false. No editorial system ensures a clear division between rubbish and potentially desired information. Any social scientist working in the research area of couples and sexual behaviour, for example, knows what that entails when searching the Web.
- A descriptor X can take on the most diverse meanings in such a heterogeneous system of different sources (see Figure 1). Even in limited technical information areas a term X, which is ascertained as highly relevant, with much intellectual expense and of high quality, can often not be matched with the term X delivered by an automatic indexing system from a peripheral field.

The user, despite such problems, will want to access the different data collections, no matter which process he chooses or in which system they are provided. In a world of decentralized, heterogeneous data, he is also justified in de-

manding that information science ensures that he receives, when possible, only and all relevant documents that correspond to his information need.

How can we manage this problem, and which changes in the traditional, well loved procedures and ways of thinking of libraries and I&D organizations, are attracted by the new circumstances?

Digital Libraries as Hybrid Libraries

For 30 years, determined by technological development, libraries and technical information centres were forced to organize centrally. A mainframe computer was set up to run the data. The clientele were served by terminals or offline by inquiry at a reference desk.

This technological centralization corresponded to the theoretical basis of the context indexing. By a standardized, intellectually controlled procedure, developed and carried out by the reference office, uniform indexing of the documents was achieved. In this way of thinking, data consistency receives the highest priority. Unfortunately, this strategy becomes more time consuming and difficult in today's environment.

Attempts at centralization, in terms of complete data collection into a database by an organization, are barely evident now. Even in the library environment this concept has been replaced by thinking in terms of networks. This model best explains the concept of digital libraries. Digital libraries should make it possible for scientists to have optimal access from their computers to the electronic and multimedia full-texts, literature references, factual databases, and WWW information which are available worldwide and which also enable access to teaching materials and special listings of experts, for example. Digital libraries are, in a manner of speaking, hybrid libraries with mixed collections of electronic and printed data. The latter are available through electronic document ordering and delivery services. This requires, among other things, access to distributed databases via the Internet, on the technical side; and on the conceptual side, the integration of different information contents and structures.

What library cooperatives, like the German Nordrhein-Westfalen (NRW) and similar projects, do not usually do is to take adequately into account the different content indexing processing types

of partial collections. In fact, in comparison to the weaker general search engines of the WWW (see Krause 2003: section 1), this yields an improvement in the choice of relevant data; however, the conceptual differences between different content indexing processes also become unbalanced.

Traditionally, in the context of digital libraries, an attempt is made to secure conceptual integration through standardization. Scientists, librarians, publishers and providers of technical databases have to agree, for example, to use the Dublin Core Metadata (DC) and a uniform classification such as the DDC (Dewey Decimal Classification). In this manner, a homogeneous data space is created that allows for consistently high quality data recall. Unfortunately, there are clear signs that traditional standardization processes have reached their limits. Already in traditional library areas there were often more claims than reality. On the one hand, standardization appears to be indispensable and has, in some sectors, clearly improved the quality of information searching. On the other, it is only partially applicable in the framework of the global provider structures of information, with rising costs. Therefore, a different way has to be found to meet the unfailing demands for consistency and interoperability. This will occupy us in the third section of this paper under the heading of 'Standardization from the view of the remaining heterogeneity'.

Publishing on the Web

The Web goes beyond the consideration of modelling a clear decentralized information space of library section archives, i.e., beyond a Z39.50 interface. System development and the data format from information collections refer to the paradigm of 'publishing on the Web', which gives the clearest expression of the semantic web approach, along with initiatives such as DDI (Data Definition Initiative) or the Open Archive Initiative (OAI).

The vision behind these efforts is clearly seen, for example, in the NESSTAR and FASTER projects from the area of social scientific data archives, the goal of which is presented in Figure 2. It also contains the connections between textual elements (e.g. publications) and factual data.

The paradigm 'publishing on the Web' makes one thing clear: it was never so difficult as it is today
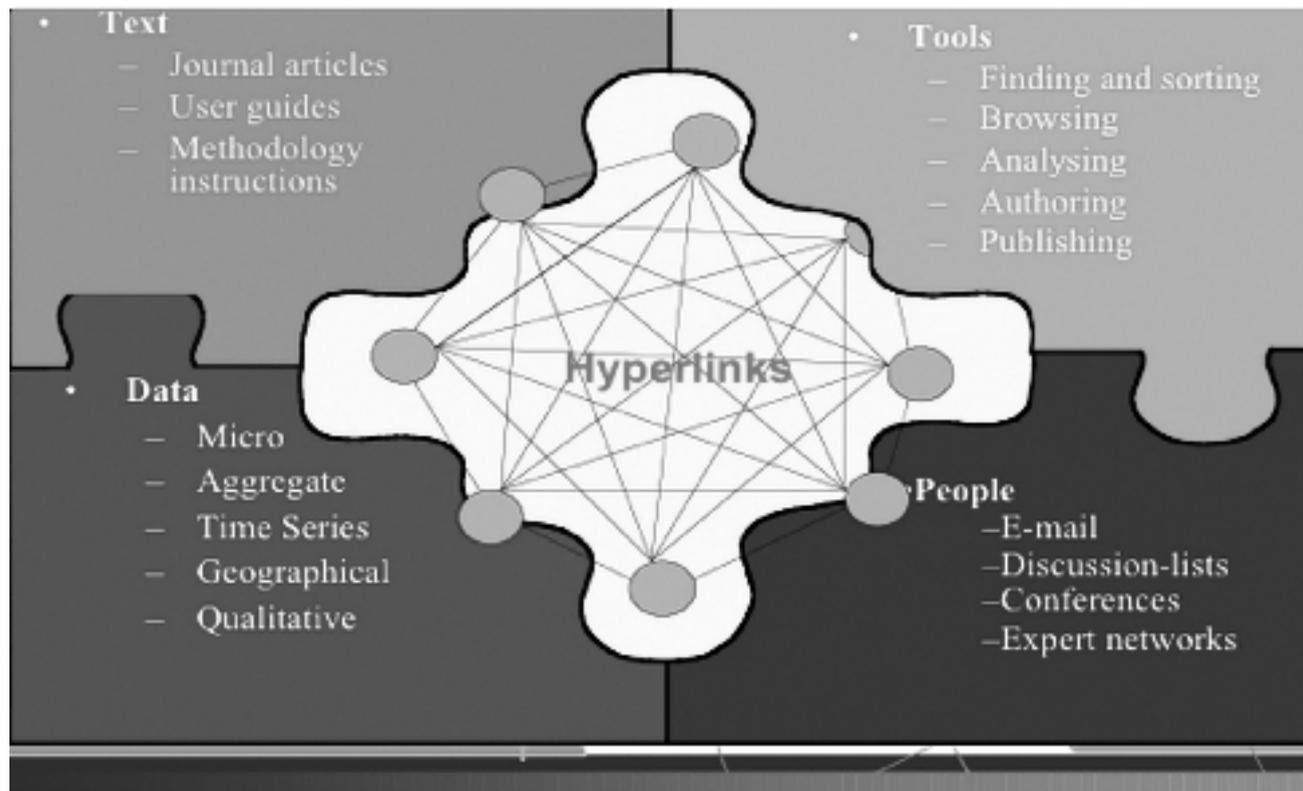
Figure 2: NESSTAR (Ryssevik 2002:14)

to model new information systems and put them into practice, which is the foundation of every Web activity based on this premise. Every new offer "is designed to fit into a wider data input and output environment" (Musgrave 2003: 05). Earlier system developments only needed to worry that their system, within itself, was capable of accepting efficient and fast inquiry and acting upon the user's needs. Today this is not enough. No one works in isolation for himself and his user group any more. Everyone is part of a global demand and fulfils, in this technical and scientific information context, a small, unique task. This goes for libraries as well. The user of a specialized database will not limit himself to this one source, but will want, in an integrated way, to access many similar collections. Some of these clusters are already known at the start of development of a new service. More important, however, is that in the upcoming years after completion of one's offer, new information collections will be added to the Web, where the user would like to have integrated access.

Since one knows this, the difficulty lies not in the concrete system programming, but in the modelling of a system where many sub-units have to fit together. Ideally the Web community sees itself as a community of system providers,

whose contributions are adjusted such that each sub-element fits with the others without any prior agreement between the participants and regardless of whether or not it has been modelled and programmed correctly in the sense of the Web paradigm. Each system provider should be able to read and process any data collection without a problem. Each provider of system services should ideally be able to integrate and further develop any system module without having to redo the developmental work done by others because some existing module does not fit.

The protocol level (e.g. HTTP, JDBC) today hardly causes any problems under this paradigm, neither does the syntax level (HTML and XML). Today's professional development systems work on this standardization and 'fitting' basis. Only then can a search engine be constructed, which can search in any server and index their data without prior agreement. That standardization restricted to the protocol and syntax level falls short is seen today as certain. Further standardization in the structuring and the contents is necessary. Musgrave states, for the example of social scientific data archives:

On top of the syntax provided by XML and the structure provided by the DDI there is a

need to develop more standard semantics via thesauri and controlled vocabularies in order to make for better interoperability of data. (Musgrave, 2003:1)

With respect to the structuring standardization based on DDI, the international cooperation of data archives is already very widely expanded (see Ryssevik, 2002 as an introduction and the DDI homepage: http://www.icpsr.umich.edu/DDI/ORG/index.html). Unfortunately, controlled vocabularies and thesauri in many subsectors cannot be summarized as so-called metathesauri to gain more standard semantics. In the following sections we will show that this is not at all necessary, since there exists an alternative, the integration of heterogeneous components.

The limits of today's development are in the exchange and 'fittingness' of the functionality. Pursuits such as the agent system or the semantic web initiative show the way as a rough outline for future systems (see Matthews, 2002).

In conclusion, the discussion of guidelines of 'publishing on the Web' goes beyond the discussion of the decentralization of digital libraries. The information technology changes of the past decade are most clearly characterized by the expansion of the WWW. All libraries are subjugated by it. It is conceptualized not only technologically but also in terms of content. It allows cooperation only in combination with all who participated in the information service so far, who bring with them their technical know-how and open up new solutions and possibilities. The times are over, where only simple technically-oriented solutions were suitable for every type of access point, as well as the hope that information technology know-how can be reduced only to programming knowledge subsequently acquired by technical scientists.

Standardization with Decentralized Organization

Also in the paradigm of 'publishing on the Web' are efforts to bring back homogeneity and consistency in today's decentralized information world when creating suitable information systems that can deal efficiently with divided data collections and the keeping of standards.

The first solution strategy can be classified as the technique-oriented viewpoint. One ensures that different document spaces can be physically retrieved simultaneously and that it happens efficiently. These technique-oriented solutions of the problem of decentralized document spaces are an indispensable prerequisite to all the following proposals. They still do not solve the main problem of content and conceptual differences between individual document collections.

The second approach, that of implementing metadata, goes a step further. Metadata are agreed specific characteristics of a document collection in an arranged form applied to one's own data, no matter how different they are from other characteristics. An example of this is the Dublin Core (http://dublincore.org/), which plays an important role in the scope of global information. Metadata support at least a minimum of technical and conceptual exchanges (see, for example, Jeffery 1998 on the acceptance of metadata in important solution strategies for the European databases of ongoing scientific projects).

Efforts to standardize, and initiatives for the acceptance and expansion of metadata, are unquestionably important and are a prerequisite for a broadening search process in a daily decentralizing and increasingly polycentric information world. In principle, they try (at a low level) to do the same as the centralized approach of the 1970s, without having the same hierarchical authority. Especially in the area of content indexing, they try to restore data homogeneity and consistency through voluntary agreement by all those involved in the information processing. If the individual provider deviates from the basic premise of any standardization procedure, it must 'somehow' be possible to make (force) him to play by the classical rules. When everyone uses the same thesaurus or the same classifications, we won't need the heterogeneity components discussed in the following sections.

As long as one understands that this traditional standardization by mutual voluntary agreement can be only partially achieved, everything speaks in favour of this kind of initiative. No matter how successful the implementation of metadata can be in a field, the remaining heterogeneity, e.g. in terms of different types of content indexing (automatic; varying thesauri; different classifications; differences in coverage of the categories) will become too large to neglect. All over the world, different groups can crop up, which gather information for specialized areas. The user will want to have access to them, independent of which approach they use or which system they provide. The above-mentioned cooperation

model would demand that the information agent responsible should get in contact with this provider and try to convince him to maintain certain norms for documents and content indexing (e.g. the Dublin Core). That may work in individual cases, but never as a general strategy. There will always be an abundance of providers who will not submit to the stipulated guidelines. Previously, central information service centres would not accept a document which did not keep to certain rules of indexing. In this way, the user (ideally) always confronted a homogeneous data collection. On this, the whole I&D methodology, including the administrative structure of the library and technical information centre, was arranged. Whether it was right or wrong, this initial situation no longer exists in a worldwide connection system nor in the weaker form of metadata consensus. For this reason, the data consistency postulate as an important cornerstone of today's I&D behaviour has been proved an illusion.

Today's I&D landscape has to react to this change. Thus the question becomes; which conceptual model can be developed for the remaining heterogeneity on different levels?

Remaining Heterogeneity in the Area of Content Indexing

If one wants to find literature information (and later, factual information and multimedia data) from distributed and differently content-indexed data collections, with one inquiry for integrated searches, the problem of content retrieval from divided document collections must be solved. A keyword X chosen by a user can take on a very different meaning in different document collections. Even in limited technical information areas, a keyword X, which has been ascertained as highly relevant after much expense and in a high quality document collection, will often not be matched correctly with the term X delivered by automatic indexing from a peripheral field. For this reason a purely technological linking of different document collections and their formal integration at a user interface is not enough. It leads to falsely presenting documents as relevant and to an abundance of irrelevant hits.

In the context of expert scientific information the problem of heterogeneity and multiple content indexing is generally very critical, as the heterogeneity of data types is especially high – e.g. factual data, literature and research projects –

and data should be accessed simultaneously. In spite of these heterogeneous starting points, the user should not be forced to become acquainted with the different indexing systems of different data collections.

For this reason, different content indexing systems have to be related to one another through suitable measures. The first step is the integration of scientific databases and library collections. It has to be supplemented by Internet resources and factual data (e.g. time series from surveys such as in NESSTAR) and generally by all data types that we can find today in digital libraries and different technical portals and at electronic market places.

Bilateral Transfer Module

The next short model presents a general framework in which certain classes of documents with different content indexing can be analyzed and algorithmically related. Central elements of the framework are intelligent transfer components between different forms of content indexing, which carry semantic-pragmatic differential computation and which allow themselves to be modelled as independent agents. In addition, they interpret conceptually the technical integration between the individual data collection and different content indexing systems. The terminology of field-specific and general thesauri and classifications, and eventually also the thematic terminology and inquiry structures of concept data systems, etc., are related to each other. The system must know, for example, what it means when term X comes from a field-specific classification or is used in a thesaurus for intellectual indexing of a journal article, which the WWW source only indexes automatically. Term X should only be found by chance in the terms of the running text and only then when a conceptual relationship between the two is analyzed.

For this reason, transfer modules should be developed between two data collections of different types, such that the transference form is not only technical but also conceptual (more details on bilateral transfer are given in Krause, 2003).

Three approaches have been tested and implemented for their effectiveness in individual cases at the Social Sciences Information Centre (IZ) of GESIS (German Social Science Infrastructure Services) (http://www.bonn.iz-soz.de; see also Krause, 2004 for more details). None of

the approaches was solely responsible for the transfer burden. They were restricted by one another and worked together.

Cross-concordance in classification and thesauri

The different concept systems are analyzed in a user context and an attempt is made to relate their conceptualization intellectually. This idea should not be confused with metathesauri. There is no attempt made to standardize existing conceptual domains. Cross-concordance encompasses only the partial union of existing terminological systems, of which the preparatory work is used. They cover with it the static remaining part of the transfer problematic.

Quantitative-statistical approaches

The transfer problem can be generally modelled as a vagueness problem between two content description languages. For the vagueness addressed in information retrieval between terms within the user inquiry and the data collections, different operations have been suggested, such as probability procedures, fuzzy approaches and neuron networks (Mandl 2001), that can be used on the transfer problem.

In contrast to the cross-concordance, the transformation is not based on general intellectually determined semantic relationships, but the words are transformed in a weighted term vector that mirrors their use in the data collection.

Quality-deduction procedures

Deductive components are found in intelligent information retrieval (Belkin, 1996; Ingwersen, 1996), and in expert systems.

What is important is that all three postulated kinds of transfer modules work bilaterally on the level of the database. They combine terms from different content descriptions. The practical results are somewhat different from the vagueness routines of traditional information retrieval as between the user query and the document collections, which are integrated into the search algorithm of today's information systems. The first bilateral transfer module using qualitative procedures such as the cross-concordance and deduction rules can be applied for example, between a document collection indexed using a general keyword list such as that of the German libraries and a second collection, the index of

which is based on a special field-specific thesaurus. Another connection between automatic indexed data collections can use fuzzy models and at last the vagueness connection between the user terminology of the query and the terminology of the data collections can be modelled by a probabilistic procedure. Taken together these different bilateral transfers handle the total vagueness relation of the retrieval process. The problem of being able to encounter different concept systems, not only undifferentiated data-recall algorithms, is an important difference from the traditional information retrieval solutions used so far.

Standardization from the View of the Remaining Heterogeneity

Heterogeneity components open a new viewpoint on the demands for consistency and interoperability. The position of this paper can be restated with the following premise: Standardization should be viewed from the standpoint of the remaining heterogeneity. Since technical provisions arise today from different contexts with different content indexing traditions (libraries, specialized information centres, Web communities) their rules and standards, which are valid in their respective worlds, meet. The quintessence to look at 'standardization from the view of the remaining heterogeneity' is further clarified in Krause/Niggemann/Schwänzl (2003). The starting point is acceptance of the unchangeable partial discrepancies between the different existing data:

> Despite voluntary agreement of everyone participating in information processing, is, nevertheless, a thorough homogeneity of data impossible to create. The remaining and unavoidable heterogeneity must be met, for this reason, with different strategies, new problem solutions and further development are necessary in both areas:
> • Metadata
> • The methods of handling the remaining heterogeneity.
> (Krause/Niggemann/Schwänzl 2003; 27)

Both demands are closely connected. Through further development in the area of metadata, on the one hand, lost consistency should be partially reproduced; on the other hand, procedures to deal with heterogeneous documents can be cross-referenced with different levels of data relevance and content indexing.

Summary and Perspectives

The problem in constructing a means of technical information provision (whether it is an access point for libraries or a 'marketplace' or scientific portal for other information providers) goes beyond the current common thinking of information levels and libraries. The disputed guidelines looking at 'Standardization from the view of the remaining heterogeneity' and the paradigm 'Publishing on the Web' best characterize the change. It is not only technological, but also conceptual. It can be surmounted only with cooperation, in a joint effort of all who have participated until now in the information provision, who each bring their specialized expertise and open new solution procedures.

Recent user surveys clearly show that clients of information services have the following aims for technical information (see Binder et al. 2001, IMAC 2002, Poll 2004):

- The primary entry point should be by a technical portal.
- Neighbouring areas with crossover areas such as mathematics-physics and social sciences-education-psychology-business should have a built-in integration cluster for the query.
- The quality of content indexing must clearly be higher than the present general search engines (no 'trash').
- Not only metadata and abstracts are wanted from the library, but also the direct retrieval of full-text.
- Not only library OPACS and literature databases should be integrated into a technical portal but also research project data, institutional directories, WWW-sources and factual databases.
- All sub-components can be offered in a highly integrated manner. The user does not want, as at the human help desk, to have to differentiate between different data types and to have to restate his question repeatedly in different ways, but to give only once and directly his request: " I would like information on Term X".

The fulfilment of these types of wishes also means, under the paradigm looking at 'Standardization from the view of the remaining heterogeneity' and by the acceptance of the guideline of 'Publishing on the Web', that many other questions are left open. For example, the problem of the interplay of universal library provision and that of the field-specific preparation of literature archives from technical information centres needs to be clarified when one wants to create an overlapping knowledge portal like VASCODA in Germany (see Schöning-Walter 2003 and http://www.vascoda.de/). Both guidelines produce an acceptable starting point. The consequences of the changes mirrored in the above user demands are highly complex structures that also lead in detail to new questions, because there are no complete solution models any more that librarians and the information centre 'power' could fall back on like before.

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Writing for the Profession: an editor's perspective

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Introduction

Over the last few years, librarians have begun to stake a claim for being knowledge managers. If that's the case, then isn't it reasonable that they should 'walk the talk'? As I'm sure you understand, a key aspect of knowledge management is encouraging knowledge sharing to enhance the position of the institution. The aim of these few words is to encourage you to share your knowledge with your fellow professionals, and contribute to the development of our profession. I hope that they will encourage you to think about why you should write for the profession's journals, and about what you might write about. Although these notes were prepared at the request of the editor of *IFLA Journal*, my aim is also to help you to think about what makes a good article, wherever you might publish what you write, and to help you understand what most editors believe makes a good contributor.

Why Write for the Profession?

People who can communicate well are in demand. Of course, some people simply enjoy writing, as an act and art in itself but, in a professional context, writing is more likely to be motivated by professional concerns.

There is an obligation which comes with being a professional. As I'm sure you know, what is expected of you is that you should always look at your working environment, and ask yourself a number of questions. What is the situation here? Why is it what it is? What should it ideally be? How might it reasonably be improved? What, realistically, could I personally do to improve it?

Your understanding of the situation in which you are working will be enriched by comparing it with other similar situations. Your awareness of the potential for improvement and the options for change will also be greater if you know what other people have done. Being better informed should help you make sensible decisions about what you can do, and give you the motivation to do it.

So, if finding out what other people are doing can help you, isn't it equally true that they might benefit from finding out what you have been attempting to do?

In more selfish terms, it is also a good way of becoming known and publicizing the experience that you can offer to a prospective employer if you are looking for career progression. Good work may not be recognized simply because no one knows about it. That not only means that future activities in the same field may not be successful, but also that your possibility of moving up the professional ladder may be limited.

Remember, writing for publication is much easier than you think. The last thing that you may have written was when you were a student, and it may not have been about a subject in which you had a particular interest. But, now, nobody else has such immediate experience of your job, and you have a unique perspective on it.

'Writer's block' and all the other demands on your time and energy may seem a good excuse for not prioritizing writing or beginning to write. Co-authoring may be one way of getting started and, provided that each person's tasks are clearly defined, it may produce a better piece of work – but it may not actually save time or effort.

Selecting your Topic

What you might write could vary enormously. You could share news of a new development, or how you have adopted and adapted someone else's idea to meet needs in your own service. Librarians all over the world are all working on similar areas of development, and need information, guidance, and practical examples of good practice – and prefer to get these from others who are in the same position. Sharing good practice, and reflecting on it, can make a useful contribution to furthering the profession, as well as contributing to your own professional development. Writing about what you have done may put you in contact with others in the same situation, from whom you can learn. Writing is also a useful self-discipline. Once you try to set your ideas on paper, and have to revise and clarify them, it helps to clear your own mind about your experiences and the issues arising from them.

A starting point might be a short announcement of a development or a report of some information that has come to you that may be of wider interest. It might be a comment on something happening in a library, or a review of a training event, a conference, or a new product. Longer articles could be written around projects in which you have been involved, library management issues, or the findings of some research that you have undertaken. Once you have decided what you will write about, the sort of article (long/short/practical/analytical) that you have to write will be self-evident.

Few librarians are their own masters. Most of us work in larger organizations. As it is unlikely that

you are going to publish something that criticizes the organization, you might find it useful to let your manager know about your intentions before you publish something about it. They have as much interest in attracting attention to the library service as you do – but may have even less time to write about it. You may find that they can give you some information and insights that you were not previously aware of.

Articles on topics of current interest are always welcome, particularly if they offer solutions to problems. No one expects you to produce a significant revelation or write the definitive account of a topic in your first paper, but there is always a demand for papers that have no immediate parallel in the literature of library and information science, that bring innovative insights into an established field, or that apply an existing body of professional knowledge in an area previously ignored. Most good newsletters and journals are also happy to publish material that may be controversial – as long as it is well argued and not defamatory!

Where Might you Publish?

Let's be frank – editors are always looking for interesting material. But you should ask yourself whether they publish articles like yours in terms of not only the subject but also the length, style, and approach. Can you write the sort of article they publish? Can you meet their quality standards? This will vary considerably, depending on whether you are aiming to write for a general professional journal, a sector specific newsletter, or a scholarly journal.

Don't waste the editor's time by sending your paper to more than one journal at the same time.

It is important that you choose carefully. No one likes to be rejected, and it is particularly embarrassing if your article is rejected because you sent it to the wrong publication.

Writing the Paper

What makes a good article? There are numerous books and journal articles about writing for the library and information science profession, for other professions, or for the news media. I'm not going to try to repeat them here; you could look in your library, or search online for them. I will simply highlight a few key points.

There are some obvious requirements. First, it must be well written. Correct grammar, spelling and punctuation are important, although most editors will tidy up minor errors, particularly if the article is not written in the author's principal language. The style should be appropriate for the publication in which the article appears – take a look at some recent issues.

Remember that what you have to do is cover 6 key points:

1. what happened
2. why did it happen
3. where did it happen
4. when did it happen
5. how was it done
6. who did it.

The actual sequence can vary according to what you are trying to write about. The first paragraph of a news report, or the abstract for a scholarly article should give the reader a clear understanding of what to expect. We are all busy, and may not read beyond that point!

The scholarly journals – those where the papers are refereed by members of the editorial advisory board or other experts – will expect academic rigour in your writing, for example in defending the appropriateness of the research methodology that you have used, and in then applying it correctly. We all work in an environment in which securing the resources to operate our service is difficult, and having incontrovertible facts to support our arguments can help. Generally they would expect you to present facts and opinions in a logical sequence: introduce the topic, describe your aims and approach to investigating it, outline the results of your investigation, and then discuss them, comparing and contrasting what you have discovered with what was previously known. Editors will expect you to be knowledgeable about the subject and demonstrate a familiarity with relevant literature, and refer to them in your introduction and discussion, and that could include literature from outside the field of librarianship and information science if it helps to shed light on the issue or suggests a new approach to the subject.

There is a type of journal that we sometimes refer to as a 'professional' journal. These are the ones that produce substantial papers but do not have the rigorous selection policies of the scholarly journals. These journals tend to be more widely read than the scholarly press; they often come as part of the subscription to a professional association. Selection tends to be by the editor, whose principal concern often is only whether there is enough material to complete an issue with the normal number of pages. That doesn't mean that you shouldn't try to write for them, but you should still try to impose some standards on what you write. It's important that the readers clearly understand what they might have to do to adapt your ideas to implement them in their service. They may also be a basis for researchers to identify the factors that they need to evaluate in a broader investigation. What you should therefore aim to provide is a rich description of the context and relevant events, a chronological narrative that highlights specific events, and a critical analysis of the perceptions of all the key individuals involved. Try to blend your description of events with some evaluation of them.

Remember who will read it, and make any necessary adjustments. They are most likely to be library professionals, but will they be young people or experienced librarians? Is it likely to be the academic community, and will they all be in the same country as you and familiar with the context, the jargon or the acronyms? If you are writing for the general public or some special interest group, think about their perspective and interests.

Begin by writing down a summary of the points that you want to cover if it is a short note. If it is a more substantial piece of work, outline your working thesis or research question and the main points that you will need to cover.

The larger the scale of the piece that you plan to write, the greater the task of gathering information will be. If you are writing for one of the scholarly journals, they will expect your paper to demonstrate your familiarity with previous work in the same field. Search for books and articles related to your topic and review their content. Highlight interesting passages as you encounter them, and make notes to capture thoughts, questions, and ideas as you read, so that you can refer to these in your own paper.

Write a rough draft, expanding on (or changing) your outline as needed, and including references and quotations that support your points. You may need to go through several drafts before you are satisfied with the work. Keep copies of the earlier drafts, so that you can reinstate text that you had discarded if you find that it fits better in a later version.

Finalizing the Paper

Do remember to check if there is there a word limit, and make sure that what you write is an appropriate length – or that you have the editor's prior agreement to accept something longer. Editors will not thank you if you seriously exceed any word limit they advise without first seeking their approval. They may also suggest a normal word length, which they believe would be appropriate and necessary to cover the subject adequately, and may not welcome your paper if it does not appear to be sufficiently substantial. If necessary, revise what you have written to fit their guideline. You may find that that process sharpens or clarifies what you have written.

Good papers are written in a style that is clear, and easy to read. Uncomplicated vocabulary, straightforward grammar, and short sentences can aid clarity and understanding. Review your latest draft to ensure that you have developed a coherent, logical structure and sequence.

If what you have written is supported by references to other literature, do make sure that you document the cited works accurately, so that others can trace them easily, and do use the style required by the journal to which you are submitting what you have written. If you have not seen the original document, attribute the citation to the source in which you learned about it. Then, if there is a mistake in the citation (or if it was originally taken out of context), the blame does not fall on you!

Finally, carefully check your paper for spelling and punctuation. A modern word processing system can make some of this easier. If you have the spellchecker set to the correct language, spelling is quickly corrected. But the spellchecker will not find your typing errors if it finds an acceptable word, so it may be worthwhile printing out a copy of your paper to read through before you submit it. You will probably see things in the paper copy that you do not see on the screen. It's also worthwhile asking a trusted friend or colleague not only to proofread what you have written but also to comment on it.

Don't agonize over continual revisions to try to create the perfect paper. Papers can become obsolete before they are published, because the author waited too long before even sending it to a publisher. People who publish regularly are rarely afraid that their ideas will be stolen. They know that the paper that attracts the attention is usually the first into print on the subject! Moreover, most good editors (and their referees if it's that kind of journal) will give you clear feedback on what they see as problems in the article that you have submitted. Don't be disheartened by this. In some cases, it is because they simply want you to revise it, and believe that you are capable of doing so. In other cases, they are really advising you on how to produce a paper that meets their requirements or those of another journal. If you get that kind of advice, don't ignore it and send your paper to another journal without making the revisions that are suggested. If you improve the paper, it will have a greater chance of acceptance.

What makes a Good Contributor?

In addition to the citation style, most journals have a house style, and somewhere in each issue they will usually provide guidance for authors on how to submit papers. Ignore these at your peril! The paper may be sent back to you to put in the correct form.

They will usually have to meet a copy deadline, and this becomes particularly tight if they send you a proof copy to revise. Remember that if you sent an electronic version of the paper, this will have been used to prepare the text for publication, and any errors are likely to have been yours! So, tell the editor as quickly as you can if any corrections are needed.

Above all, editors like contributors who offer unsolicited papers on subjects that are appropriate for their journal, who don't need to be asked, and who produce papers that do not need revision!

NEWS

IFLA Journal News

After signing the new contract in Buenos Aires. L–R: Nancy Gwinn, Caroline Lock, R. Ramachandran

posals from Saur and other publishers for the publication of the *Journal* from the first issue of 2005.

The Publications Committee reviewed the proposals received in March 2004 and recommended to the Governing Board that the proposal from Sage Publications Ltd. be accepted. This recommendation was accepted, and following negotiations between IFLA and Sage on contractual details, a contract with Sage was signed at a press conference during the World Library and Information Congress in Buenos Aires. The contract was signed on behalf of IFLA by Secretary General R. Ramachandran and on behalf of Sage Publications by Caroline Lock, Publishing Editor.

IFLA Journal to Change Publisher

As noted in the Editorial by Nancy Gwinn, this issue of *IFLA Journal* is the last to be published by K.G. Saur Verlag GmbH, who have published the *Journal* for the past 30 years. In view of the fact that the contract with K.G. Saur was due to terminate at the end of 2004, the Governing Board decided in 2003 to invite pro-

Membership

New Members before Buenos Aires

IFLA continues to expand membership on all continents. We are pleased to welcome the 46 new members who joined us between 16 April to 16 August 2004.

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Fundación Carvajal, Colombia

Bibliothèque centrale du Service de santé des armées, France

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Bibliotheken der Stadt Dortmund – Stadt- und Landesbibliothek, Germany

Bucerius Law School Gmbh, 'Hengeler Mueller-Bibliothek', Germany

Städtische Bibliotheken Dresden, Germany

SBC – Scientific & Biomedical Info Centre, Greece

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Istituto centrale per la patologia del libro, Italy

Jeongdok Public Library, Korea (Republic of)

Instituto de Ecologia, A.C., Mexico

University of Santo Tomas Library, Philippines

Distributed eLibrary, Weill Cornell Medical College – Qatar, Qatar

Department of Information Science, University of Pretoria, South Africa

Vaal University of Technology, South Africa

Assembly Library Service, Welsh Assembly Government, United Kingdom

Houston Public Library, United States

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Federica Fabbri, Italy

Vanda Ferreira dos Santos, Italy

R. Adam Spearmint-Yantorn, United States

Jeanie Straub, United States

More New Members in Buenos Aires

At the recent World Library and Information Congress held in Buenos Aires, 20 new members joined the IFLA community. We are very pleased to welcome them all.

National Associations

Association pour la Promotion des Sciences de l'Information Documentaire, Côte d'Ivoire

Association des Bibliothécaires, Documentalistes, Archivistes et Muséologues, Democratic Republic of the Congo

Sierra Leone Association of Librarians, Sierra Leone

Other Associations

This new membership category was introduced during the conference, and two associations immediately took advantage:

Grupo de Informação e Documentação Juridica do Rio de Janeiro, Brazil

Bibliothèque publique du Québec, Canada

Institutional Members

Universidade Agostinho Neto, Angola

Personal Affiliates

Pedro Rogério F. Rey, Angola

Analía Cañibano, Argentina

Iris Carmen Rodríguez Umpierrez, Argentina

Maria de Farima Pereira Raposo, Brazil

Maryon McClary, Canada

Janita Jara De Sumar, Canada

Amparo Rios de Fleres, Guatemala

Stephney Ferguson, Jamaica

Taghreed Alqudsi-Ghabra, Kuwait

Ghaji Badawi, Nigeria

Student Affiliates

Nancy Digiacomo, Argentina

Maria Angela Sosa, Argentina

Mariella Justo, Peru

David Eifler, United States

New Membership Provisions – results of Postal Ballot

In April 2004, a postal ballot was circulated to all voting members of IFLA presenting two proposals: changes to the structure of the National Association membership category, and the introduction of a new category for Other Associations. The deadline for return of this ballot was 6 August 2004.

The response rate for this ballot was similar to other recent postal ballots: 26 percent of eligible members submitted ballots, representing 41 percent of eligible votes (990 votes cast out of a possible 2434 total).

On Proposal A, 'To revise the provisions for Association Membership of IFLA, 91 percent of the votes were in favour, with 8 percent against and 1 percent abstaining. On Proposal B, the text of a new article for the Statutes to provide for a new membership category of Other Associations, 94 percent of the votes were in favour, 2 percent were against, and 4 percent abstained.

Because Proposal B results in a change to IFLA's Statutes, it had to be ratified by Council in Buenos Aires by a two-thirds majority of voting members present. This was achieved, with 180 votes for the proposal, 0 against, and 8 abstentions.

More details of the impact of these changes will be available in the next issue of the *IFLA Journal*.

Core Activities

Preservation and Conservation (PAC)

The IFLA Preservation and Conservation (PAC) Core Activity has recently extended its network with the creation of five new PAC Regional Centres, generously hosted by:

- the National Libraries of Brazil, Chile and Trinidad and Tobago to share the coverage of the Latin American and Caribbean area with the National Library of Venezuela
- the University Library of Cape Town which will cover Southern Africa

- the National Library of China, mainly focused on Chinese preservation issues.

The five new centres will help the already existing centres hosted by the National Libraries of Australia, France and Venezuela, the Library of Congress, the National Diet Library and the Library for Foreign Litera-

ture to raise awareness, develop training programmes, disseminate information and documentation, and advocate the implementation of standards on preservation issues. The participation of all centres to Blue Shield activities (safeguarding cultural heritage in the event of armed conflict or natural disaster) remains a major goal.

Further information:

Marie-Thérèse Varlamoff, PAC International Focal Point, Bibliothèque nationale de France, T3 N4 – Quai François Mauriac, 75706 Paris Cedex 13, France. Fax +33-(0) 1-53-79-59-80. E-mail: marie-therese. varlamoff@bnf.fr. Website: www.ifla. org/VI/4/pac.htm.

Grants and Awards

IFLA/OCLC Early Career Development Fellowship Program 2005

At a news conference during IFLA's World Library and Information Congress (WLIC) Conference, Jay Jordan, President and Chief Executive Officer of OCLC, announced the Class of 2005 for the IFLA/OCLC Early Career Development Fellowship program. They are:

- Mr. Thomas Bello, Systems Librarian, University of Malawi Libraries, Zomba, Malawi
- Ms. Xiaoqing Cai, Librarian, Sun Yat-sen University Library, Guangzhou, Guangdong, China
- Mr. Edwar Delgado, Library Director, Albania School, Albania, Guajira, Colombia
- Ms. Lela Nanuashvili, Lecturer, Department of Library Science, Tbilisi State University of Culture and Arts, Tbilisi, Georgia
- Rev. Gillian Wilson, Librarian, United Theological College of the West Indies, Kingston, Jamaica, West Indies

The American Theological Library Association will underwrite one Fellowship this year, that of Rev. Wilson.

We received 48 complete, qualified applications for this year's program. The application information for the 2006 class will be available in October 2004.

Further information: Sjoerd Koopman, IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Nether-

lands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: Sjoerd. Koopman@ifla.nl. Website: www. oclc.org/institute/resources/ fellowships/ifla/.

Guust van Wesemael Literacy Prize – Call for Applications, 2005

Objectives

The objective of the Prize is to recognize an achievement in the field of literacy promotion in a developing country. The Prize should preferably be used for follow-up activities such as purchasing targeted collections of appropriate books, but may also be used for other activities such as literacy promotion, training, policy development. The Prize is issued biennially. The focus of the Prize is public library or school library work. Both individuals and library institutions are eligible to apply.

The Prize was established by the IFLA Executive Board in November 1991, to commemorate the late Guust van Wesemael, who was Coordinator of IFLA's Professional Activities from 1979 to 1990 and Deputy Secretary General of IFLA from 1979 to 1991, and his contribution to IFLA's efforts to promote literacy in the developing countries. In 1996 the Prize was re-established under revised conditions.

Applications

The applications must be accompanied by:

- the reasons for application
- a detailed description of the completed project or activity (including a short description of the library, or of the organization and its activities)
- an explanation of how the Prize money would be used
- a realistic budget.

Candidates are also advised to attach a letter of support from their library association.

The Prize of EUR 2,725 will be paid out in 2 instalments: two thirds immediately and one third on submission of a report on how the Prize has been used.

Reporting

Within six months after receipt of the Prize, the winner must submit to IFLA HQ an interim report of the use made of the funds, and the second instalment will be paid out. When the project period is finished a final report and a financial statement should be submitted. (The report should be in a form suitable for publication in *IFLA Journal*).

Deadline for application: 1 March 2005

For more information see: www.ifla. org/III/grants/grant02.htm and to request the application form, please contact:

IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Netherlands. Tel +31-70-3140884. Fax: +31-70-3834827. E-mail: ifla@ifla.org.

Dr. Shawky Salem Conference Grant: Applications for 2005

The Dr. Shawky Salem Conference Grant is an annual grant established by Dr. Shawky Salem and the International Federation of Library Associations and Institutions (IFLA).

The aim of the grant is to enable one expert in library and information science who is a national of an Arab country, to attend the IFLA Conference.

The deadline for receiving applications is 1 February 2005.

For more information and for the Application Form please visit IFLA-NET at: http://www.ifla.org/III/grants/grant04.htm

IFLA Meetings

2ⁿᵈ International Conference on Repository Libraries

Preserving and Maintaining Availability of Print Material: the role of repository libraries.
(Kuopio, Finland 12–15 May 2004)

A new type of library is emerging in the professional world, with the ambitious aim of preserving the memory of humanity: the repository library. Five years after the first Kuopio conference, librarians from all over the world gathered in the small Finnish city on the shore of Lake Kallavesi to discuss the state of health of repository libraries of any kind: national, academic, shared, etc. More than 40 participants from Finland, but also Canada, China, Denmark, Estonia, Great Britain, Ireland, Italy, Latvia, Russia and Switzerland were present. The conference was organized by the Finnish National Repository Library and sponsored by IFLA, while many leading institutions participated in programme planning.

An introductory paper by Pentti Vattulainen opened the conference and gave the audience a short historical background up until the Fiesole Collection Development Retreat last March. Five sessions covered many issues, such as economics, governance, availability of print resources and print equivalents of electronic resources, and decentralized vs. centralized retention solutions.

The centralized solution was represented by the structures in Finland and Norway. The Finnish National Repository Library was illustrated by Pentti Vattulainen, with many details and data about reception and storage of material, interlending, delivery and

recycling services. Some of the attendees also had the opportunity to visit this library while, thanks to a video clip shown by Johan Henden, the audience could also see the Norwegian Repository Library in Mo I Rana, with an impressive automatic storage system, active since 2003, and have a deep insight into its Newspaper Section, where bibliographic description and logistics are assigned a fundamental role (paper by Soren Clausen).

In many countries a centralized model can well coexist with decentralization. This is the case in France and Germany. Pascal Sanz (CTLes – Centre Technique du Livre de l'enseignement supérieur) demonstrated how in France the repository library at CTLes, used mostly by academic libraries, together with a model on a regional scale, focused on serials and children's literature, are complementary and well working. It is the same in Germany, as Klaus Kempf (Bayerische Staatsbibliothek) illustrated, where the Deutsche Bibliothek, with two sites, preserves the German language material, while at a local level, as, for example, the Bavarian Library Network (BVB), the Virtual National Library, the Sammlung Deutscher Drucke (SDD) and the National Network of special subject collections, many solutions are adopted. Kempf also showed the audience impressive pictures of some of the recently built libraries and storage facilities.

Scotland deserves a specific space in this landscape. Catherine Nicholson (SCURL – Scottish Confederation of University and Research Libraries) presented the history and current projects of CASS (Collabora-

tive Academic Store for Scotland), a "collaborative storage and delivery service for valuable but lower-use research materials held in Scottish university libraries". Access, governance, staff, costs and the project of a new building at Sighthill in central Edinburgh, were described. A partnership with the National Library of Scotland, if carried out, will make CASS a brilliant model of shared storage.

The conference gave the audience the opportunity to know more of two Scandinavian university libraries. Christina Fristrom and Jarmo Saarti highlighted the current situation and future perspectives of, respectively, the ancient Lund University Library, with its eight repositories, some of them well analysed in detail – especially in terms of their space costs – and the Kuopio University Library, three centuries younger, part of a strategic partnership with the other Finnish academic libraries and the Finnish National Repository Library.

Political and theoretical or philosophical issues were also discussed. Bernard F. Reilly (Center for Research Libraries) drew attention to the need to respect the "biodiversity of knowledge sources" and the "richness and integrity of critical heritage materials and historical evidence", while James P. McCarthy (University College Cork) fascinated the audience with paradigms of the *print block* and the *digital cylinder* and the tensions between these two platforms. Both papers will be worth a deep reading when the proceedings are published. Peter Lor (University of Pretoria), after presenting the significant quantity and quality of the digi-

tal information – e-journals, e-theses, websites and digitized indigenous heritage – produced in South Africa and needing preservation, warned against the risk that repositories could produce a sort of "information imperialism".

Finally, the future. Steve O'Connor (CAVAL Collaborative Solutions) analysed the changes currently affecting the academic library in terms of role, delivery, space, economics, service models and context (e.g. the increasing scientific publishing production) and, in the light of these changes, assumed that repository libraries need to be assigned more active roles. He indicated two of them: acting as digital repositories of learning objects developed for online learning programs and becoming part of the academic publishing process through offering a 'plagiarism verification certificate'. The model shown by O'Connor is also collaborative, the CARM Centre in Melbourne, Australia. Repository libraries will have a remarkable future, if they can be seen as a system and not individually. Lizanne Payne (Washington Re-

search Library Consortium: WRLC) agrees with the saying that, after a shift from the concept of *depository* to the current idea of *individual repository*, the next step is the implementation of a *repository network*. *Network* was probably the recurrent keyword of the conference. After an interesting (and visual) look at the main shared repositories in the USA (such as WRLC, the New England Regional Depository and ReCAP), Payne also summarized the basic services of a repository library: "accessioning/shelving, cleaning/minor repair, long-term or permanent storage, physical item delivery, electronic delivery, onsite patron access".

The future of print repositories was the title of a workshop held on 15 May. After discussing the current drives and obstacles which act as current context in the library world (space, money, legislation/politics, collections, etc.), three small groups worked to create a model of a repository library for today, one for the near future and one for the distant future. The imagination was let loose so much as to think of a piece of

land in Iceland where all the countries of the world agree to ship one copy after digitizing it. In the end all the librarians finally reunited to come to a feasible future model, which has been called 'URL' ('Universal Repository Library'). These are its characteristics: digital delivery 24/7 to end-users; information for free (or at minimal charges); performance and retention public agreements; focus on existing strengths with multilingual approaches; virtual union catalogue linking repository catalogues; strong local support of regional repositories; international focal points; develop local support to bridge into URL.

On a lighter side, all the participants (including myself as – so I was told – the first Italian librarian visiting Kuopio) enjoyed the beauty of the Finnish landscapes and the warmth of the Finnish people. I am sure we are all looking forward to eating *kalakukko* and dancing the tango again there. Kiitos Kuopio!

Corrado Di Tillio. E-mail: corrado.di.tillio@inwind.it.

IFLA/FAIFE Theme Report 2004

IFLA/FAIFE Theme Report 2004: Libraries for lifelong literacy. Unrestricted access to information as a basis for lifelong learning and empowerment. Copenhagen, IFLA/FAIFE, 2004. 102 p. (IFLA/FAIFE World Report Series, 4). ISBN 87-988-013-4. Price: EUR 27.00 incl. handling and postage. (Local price in Denmark and the Netherlands: EUR 20.00)

The *Theme Report 2004* presents visions on how libraries can promote literacy and lifelong learning. The literacy process has to be recognized as inclusive of all ranges of communication, and it occurs at all levels and ages of societies, whether they are predominantly oral societies or have a culture of reading as a basis

for accessing information. Such an approach will create a fundamental shift and redress the denial of a right of access to information, by most librarians, for millions of people who rely on orality as their equivalent of the lifelong literacy process.

The report debates the implementation of ICTs and the concerns and challenges of developing countries. Some of the barriers identified: ICT infrastructure, training, local content and cost once again highlights the digital divide that exists on a global scale, and reminds us that divides between urban and rural populations, as well as rich and poor, exist within individual countries. Also authors confirm that without appropriate content that can be used at a local level ICTs will not be able to properly contribute to the lifelong learning process.

What is seen in the *Theme Report 2004* is that libraries in developing countries have to come up with novel ways to deal with problems that bigger, richer countries are able to tackle differently. The principles at stake are similar, but local conditions create different sets of problems and solutions in each country. What the contributions to this report have done is to show how different processes – funding partnerships, community involvement, staff and user training – can be mooted or implemented to enable libraries to make a greater contribution to the lifelong learning process. The situations and solutions outlined here may inspire librarians in other countries in their quest to empower their users.

The IFLA/FAIFE World Report Series is available from the IFLA/FAIFE Office or from IFLA Headquarters.

FAIFE contact information: E-mail: faife@ifla.org or sus@db.dk. Tel. +45 32 34 15 32. Fax: +45 32 84 02 01.

IFLA Headquarters contact information: E-mail: ifla@ifla.org. Tel. +31 70 3140884. Fax: +31 70 3834827.

Further information:

Paul Sturges, Chair of IFLA/FAIFE Advisory Board and IFLA/FAIFE Committee, Professor, Department of Information Science, Loughborough University, Leicestershire, UK, LE 11 3TU, Tel.: +44 (0) 1509 22 8069, E-mail: R.P.Sturges@lboro.ac.uk.

or:

Susanne Seidelin, Director, IFLA/FAIFE Office, Copenhagen, Denmark. Tel: +45 3258 6066 ext 532, or +45 32 58 70 77 dial 532, Fax: +45 32 84 02 01. E-mail: susanne. seidelin@ifla.org or sus@db.dk. Website: www.ifla.org/faife/.

Cataloguing Principles

IFLA Cataloguing Principles: Steps towards an International Cataloguing Code. Report from the 1ˢᵗ Meeting of Experts on an International Cataloguing Code, Frankfurt 2003. Edited 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. Price: EUR 78,00 (IFLA Members EUR 58.00)

This book contains the proceedings of the First IFLA Meeting of Experts on an International Cataloguing Code, which was held at Die Deutsche Bibliothek, the German National Library at Frankfurt-am-Main. Fifty-four cataloguing experts, representing 32 countries, met in July 2003, immediately prior to the IFLA General Conference in Berlin (August 2003). The goal for this meeting was to increase the ability to share cat-

aloguing information worldwide by promoting standards for the content of bibliographic records and authority records used in library catalogues.

Drafts of a Statement of Principles were discussed during the conference and afterwards by e-mail. The final text was approved by all participants in December 2003. It can be found at www.ddb.de/news/ifla_ conf_papers.htm in many different languages.

This event was intended to be the first in a series of regional meetings worldwide to discuss a new statement of cataloguing principles with the rule makers around the world, the second was scheduled to be held in Buenos Aires in August 2004.

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.

From Other Organizations

Conference of Directors of National Libraries (CDNL)

The CDNL meeting in Buenos Aires elected the following people to replace the outgoing executive team:

Chair, 2005–2008: Dr Celia Ribeiro Zaher, Fundação Biblioteca Nacional (National Library of Brazil)

First Vice-Chair: Mr Erland Kolding Nielsen, Det Kongelige Bibliotek (Royal Library, Denmark)
Second Vice-Chair: Dato' Zawiyah Binti Baba, Perpustakaan Negara Malaysia (National Library of Malaysia).

Congratulations to the new officeholders, and I'm sure they look forward to seeing you in Oslo in 2005.

Further information:

Sandra Henderson, Manager, Research, Coordination Support Branch, National Library of Australia, Canberra ACT 2600, Australia. Tel. +61 (2) 6262 1481. Fax +61 (2) 6273 2545. E-mail: shenders@nla. gov.au.

Other Publications

Kingo Mchombu's Sharing Knowledge 2

In October 2002, Oxfam Canada published Kingo J. Mchombu's *Sharing Knowledge for Community Development and Transformation: a Handbook*. It was translated into Amharic and Arabic by the Horn of Africa Capacity-Building Programme, supported by the Canadian International Development Agency (CIDA). More

recently, the text was translated into French by the UNESCO Bureau for the Mahgreb in Rabat.

Following an evaluation of the manual by Oxfam Canada partners in the Horn of Africa, Dr. Mchombu has updated and expanded the text of *Sharing Knowledge*. It now has two additional chapters on HIV/ AIDS resource centres and case studies on community information

resource centres in Ethiopia, as well as updates in a number of the original chapters.

The 2004 text is available in PDF format at: http://www.oxfam.ca/ publications/SharingKnowledge.htm.

Further information: Gwynneth Evans, Chair, IFLA Reading Section. E-mail: gwynnethevans@sympatico. ca

INTERNATIONAL CALENDAR

2005

February 1-3, 2005. Sydney, Australia.
Information Online 2005, 12th Conference and Exhibition.
Further information: Mary Anne Kennan, 4 Tahlee Street, Burwood, NSW 2134, Australia. Website: http://conferences.alia.org.au/online2005/.

February 2–4, 2005. Kochi, India.
12th CALIBER (Convention on Automation of Libraries in Education and Research Institutions).
Theme: Multilingual computing and information management in digital networked environment.
For more information: Dr. (Mrs.) M.D. Baby, Organizing Secretary, CALIBER-2005, Librarian, Cochin University of Science & Technology, Cochin University. PO Kochi - 682 022, (Kerala) India. Phone: +91-484-2577595. E-mail: caliber2005@cusat.ac.in or ul@cusat.ac.in.

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.

June 15–19, 2005, University of Victoria, British Columbia, Canada
ACH/ALLC 2005. International Conference on Humanities Computing and Digital Scholarship. 17th joint conference of the Association for Computers and the Humanities (ACH) and the Association for Literary and Linguistic Computing (ALLC).
Further information: Alejandro Bia (PC Chair): alex.bia@ua.es.
Conference website: http://web.uvic.ca/hrd/achallc2005/

6–8 July 2005. Barcelona, Spain.
7th ISKO-Spain Conference. The human dimension of knowledge organization.
Further information: Technical Secretariat of the Conference, Departamento de Biblioteconomia i Documentació de la Universitat de Barcelona, Edifici UB-Sants Melcior de Palau, 140, 08014 Barcelona, Spain. Tel. +34 (93) 403 57 67. Fax: +34 (93) 403 57 72. E-mail: isko2005@ub.edu. Website: http://bd.ub.es/isko2005/.

August 11–13, 2005. Oslo, Norway.
6th 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 14–18, 2005. Oslo, Norway.
World Library and Information Congress: 71st 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.

September 20–23, 2005. Tallinn, Estonia.
9th Interlending and Document Supply Conference.
Theme: Making library collections accessible locally and worldwide.
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.
Conference website: www.nlib.ee/ilds

2006

August 22–28, 2006. Seoul, Korea.
World Library and Information Congress: 72nd 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: 73rd IFLA Council and General Conference.
Theme: Libraries: dynamic engines for the knowledge and information society.
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

These abstracta may be reproduced without charge.

Tomás Eloy Martínez, **The Book in Times of Globalization.**
IFLA Journal 30 (2004) No. 4, p. 277–283

Keynote address delivered at the World Library And Information Congress, 70th IFLA General Conference, Buenos Aires, 20–27 August 2004. Personal observations on the history of the book and its changing role in an age of globalization. Comments that "The battles in times of globalization are no longer fought to conquer new readers or to create them, but to prevent the market from *uneducating* them, and to prevent readers from giving up the habit of regarding the book as way of looking at themselves too. Globalization, together with oceans of information to process and books to read, has engendered, at the same time, abysses of inequality which before had been impossible to imagine, because what is globalized is the market, not people. … One thousand three hundred million people live on less than a dollar a day. How can they think of buying books?"

Adolfo Pérez Esquivel. **The Walls of Information and Freedom.**
IFLA Journal 30 (2004) No. 4, p. 284–287

Plenary address delivered at the World Library And Information Congress, 70th IFLA General Conference, Buenos Aires, 20–27 August 2004. Personal reflections on information and freedom. Notes that globalization reflects hegemonic policies and control and exclusion of the majority of the peoples 'of the Third World'; while more than 950 billion dollars a year are spent on armaments worldwide there are more than 880 million illiterate people in the world, most of whom live in impoverished countries in the South, and 43 million in Latin America. The fall of the Berlin Wall engendered new hopes for peace, but the world has become more intolerant and unsafe. "Other walls exist in various parts of the world", many of which "aim to hide the truth or separate the lives of peoples … Many barriers have been put up, walls of intolerance and manipulation based on open and covert censorship. … the objective that libraries are at the service of peoples and that the book is an asset to share must never be lost."

Mempo Giardinelli. **The Library in the Life of a Writer.**
IFLA Journal 30 (2004) No. 4, p. 288–292

Personal reflections on the influence of books and libraries in the author's life and work as a writer, including the influence of family members at his home in Chaco, Argentina, the burning of books – including his own first novel – during the military dictatorship of the 1970s and his flight into exile in Mexico. Describes how, on returning to Argentina after the fall oft the dictatorship, he founded the literary magazine, *Puro Cuento*, and a foundation of the same name devoted to the promotion of books and reading. Concludes that "The fact that a person does not read is a stupidity, a crime that he will pay for for the rest of his life. But when it is a country that does not read, that crime will be paid for with its own history, all the more so if the little material read is rubbish and, on top of that, rubbish is the rule in the great systems of mass media."

Margarita Vannini. **The Memory of the World Program in Latin America and the Caribbean.**
IFLA Journal 30 (2004) No. 4, p. 293–301

Plenary address delivered at the World Library And Information Congress, 70th IFLA General Conference, Buenos Aires, 20–27 August 2004. Outlines the nature of the Memory of the World Program and describes the development and activities of its Latin America and Caribbean Regional Committee, resulting in the creation of 20 National Committees in the region and the inclusion of ten documentary collections in the international Memory of the World Register. The Committee's activities in terms of outreach and awareness raising and training and professional formation are described and projects such as the creation of a regional register of documentary heritage in Latin America and the Caribbean are outlined.

Frank Soodeen and Allison Dolland. **An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine.**
IFLA Journal 30 (2004) No. 4, p. 302–309

Reports on the development of an information commons (IC) environment at the Main Library of The University of the West Indies (UWI), St. Augustine Campus, in the Republic of Trinidad and Tobago. The perceived rationale for this type of library and information service is reviewed, and the relevant models of service delivery adopted thus far are examined. The case study focuses on the logistical and operational challenges faced, the strategies used to solve the problems associated with implementation, and the impact that the advent of the ICs have had on organizational transformation and service delivery. Methods of data collection included document review, participant observation, and semi-structured interviews. Results of the case study suggest that the different incarnations of the information commons at the UWI have been well received by both clients and library staff, and that the provision of access, particularly to electronic information sources on a wide range of subjects, has been significantly enhanced.

Jürgen Krause. **Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution.**
IFLA Journal 30 (2004) No. 4 p. 310–318

Abstracts

Solutions for the problems of building up information services go beyond the hitherto conventional way of thinking about information centers and libraries. The disputed guidelines of 'Standardization from the view of the remaining heterogeneity' and the paradigm of 'Web publishing' clearly characterize the change. It is not just technological, but content-conceptualized. Both guidelines taken together are an answer to the new technological and user demands in the changing setting of the Web, and a clear sign that the traditional methods of standardization are no longer sufficient to keep the desired interoperability and data consistency that should be maintained.

Ian M. Johnson. **Writing for the Profession: an editor's perspective.**

Briefly explains why you should write for professional newsletters, journals and conferences. Outlines the preparatory stages – selecting a topic and a potential publication; provides some hints on actually doing the writing; and indicates what editors look for in their contributors.

SOMMAIRES

Les sommaires analytiques peut être reproduites sans frais.

Tomás Eloy Martínez, **The Book in Times of Globalization. [Le livre à l'heure de la mondialisation.]**
IFLA Journal 30 (2004) No. 4, p. 277–283

Discours-programme prononcé au Congrès Mondial de l'Information et des Bibliothèques, la 70ᵉ Conférence Générale de l'IFLA à Buenos Aires, du 20 au 27 août 2004. Remarques personnelles sur l'histoire du livre et le changement de son rôle à l'heure de mondialisation. Remarque que « L'enjeu des batailles à l'heure de la mondialisation n'est plus de conquérir ou de créer de nouveaux lecteurs, mais de prévenir que le marché les *déséduque*, et de prévenir que les lecteurs cessent l'habitude de considérer les livres comme un moyen de poser un regard sur eux-mêmes. La mondialisation, avec ses océans d'informations à traiter et de livres à lire, a engendré en même temps des gouffres d'inégalité que l'on ne pouvait imaginer auparavant, puisqu'il s'agit de la mondialisation du marché et non pas des personnes ... Un milliard trois cent millions de personnes vivent avec moins d'un dollar par jour. Comment peuvent-ils envisager d'acheter des livres ? »

Adolfo Pérez Esquivel. **The Walls of Information and Freedom. [Les murs d'information et de liberté.]**
IFLA Journal 30 (2004) No. 4, p. 284–287

Discours prononcé devant l'assemblée plénière au Congrès Mondial de l'Information et des Bibliothèques, la 70ᵉ Conférence Générale de l'IFLA à Buenos Aires, du 20 au 27 août 2004. Réflexions personnelles sur l'information et la liberté. Remarque que la mondialisation reflète des politiques et pouvoirs hégémoniques et l'exclusion de la plupart des peuples « du Tiers monde » ; tandis qu'au niveau mondial on dépense plus de 950 milliards de dollars par an pour l'armement, il y a plus de 880 millions de personnes illettrées dans le monde, dont la plupart vivent dans les pays appauvris du Sud, ainsi que 43 millions de personnes en Amérique latine. La chute du mur de Berlin a engendré de nouveaux espoirs de paix, mais le monde est devenu plus intolérant et l'insécurité a augmenté. « D'autres murs existent dans d'autres parties du monde », dont la plupart « ont pour but de cacher la vérité ou de séparer la vie de personnes ... Beaucoup de barrières ont été érigées, des murs d'intolérance et de manipulation fondés sur la censure ouverte et cachée. ... L'objectif de mettre les bibliothèques au service des gens, et de considérer le livre comme un atout à partager, ne devrait jamais être perdu. »

Mempo Giardinelli. **The Library in the Life of a Writer. [La bibliothèque dans la vie d'un écrivain.]**
IFLA Journal 30 (2004) No. 4, p. 288–292

Réflexion personnelle sur l'influence des livres et des bibliothèques dans la vie et l'œuvre de l'auteur en tant qu'écrivain, évoquant l'influence des membres de sa famille chez lui à Chaco, en Argentine, la destruction de livres par le feu – y compris son propre premier roman – au cours de la dictature militaire des années 70 et sa fuite en exil au Mexique. L'auteur relate comment, à son retour en Argentine après la chute de la dictature, il crée le magazine littéraire *Puro Cuento* et une fondation du même nom consacrée à la promotion des livres et de la lecture. Il conclut en disant : « Le fait que quelqu'un ne lise pas est une stupidité, un crime qu'il paiera le reste de sa vie. Mais lorsque c'est un pays qui ne lit pas, il doit payer ce crime de son histoire, d'autant plus si le peu de matériel lu est médiocre, la médiocrité étant la règle dans les grands systèmes de mass médias. »

Margarita Vannini. **The Memory of the World Program in Latin America and the Caribbean. [Le programme « mémoire du monde » en Amérique latine et dans les Caraïbes.]**
IFLA Journal 30 (2004) No. 4, p. 293–301

Discours prononcé devant l'assemblée plénière au Congrès Mondial de l'Information et des Bibliothèques, la 70ᵉ Conférence Générale de l'IFLA à Buenos Aires, du 20 au 27 août 2004. Expose la nature du programme « Mémoire du Monde » et décrit le développement et les activités du Comité régional en Amérique latine et dans les Caraïbes, résultant en la création de 20 Comités Nationaux dans la région et l'inclusion de dix collections de documents dans le Registre international de la Mémoire du Monde. Décrit les activités du Comité en ce qui concerne l'extension et la prise de conscience, la formation et l'éducation professionnelle et expose les projets tels que la création d'un registre régional du patrimoine documentaire en Amérique latine et dans les Caraïbes.

Frank Soodeen et Allison Dolland. **An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine. [Un 'information commons' dans un contexte des Caraïbes : les paradigmes naissants dans la livraison de services électroniques dans la Bibliothèque principale, à l'University of the West Indies, à St. Augustine.]**
IFLA Journal 30 (2004) No. 4, p. 302–309

Présente le développement d'un 'information commons' (IC) [accès généralisé et universel à tous les outils informatiques] dans la bibliothèque principale de l'Université des Antilles (UWI), sur le campus de St. Augustine, dans la république de Trinidad-Tobago. Passe en revue le raisonnement que l'on perçoit par rapport à ce type de bibliothèque et de service d'information, et étudie les modèles significatifs de services fournis qui ont été adoptés jusqu'à présent. L'étude

de cas se concentre sur les défis logistiques et opérationnels auxquels on fait face, les stratégies utilisées pour résoudre les problèmes liés à l'instauration, et l'impact que l'arrivée des IC a eu sur la transformation de l'organisation et la fourniture de services. Les méthodes de collection de données comprennent la revue de documents, l'observation des participants et des interviews semi-structurées. Les résultats de l'étude de cas semblent indiquer que les différentes incarnations de l'espace d'information à l'UWI ont été bien accueillies par les clients et le personnel de la bibliothèque, et que la fourniture d'accès, particulièrement aux sources d'information électroniques sur une large gamme de sujets, a été améliorée de manière significative

Jürgen Krause. **Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution. [La standardisation, l'hétérogénéité et la qualité d'analyses de qualité : le conflit fondamental des bibliothèques digitales et sa solution.]**
IFLA Journal 30 (2004) No. 4, p. 310–318

Les solutions pour les problèmes en matière de création de services d'information dépassent la façon de penser, conventionnelle jusqu'ici, sur les centres d'information et les bibliothèques. Les principes directeurs contestés de la « Standardisation du point de vue sur l'hétérogénéité restante » et le paradigme de la « Publication sur le Web » caractérisent clairement ce changement. Il ne s'agit pas seulement d'un changement technologique, mais aussi de la conceptualisation du contenu. Les deux principes directeurs ensemble forment une réponse aux nouvelles exigences technologiques et aux exigences des utilisateurs dans la composition changeante du Web, et un signe évident que les méthodes traditionnelles de standardisation ne suffisent plus pour garder l'interopérabilité souhaitée et la consistance des données qu'il faut maintenir.

Ian M. Johnson. **Writing for the Profession: an editor's perspective. [Ecrire pour la profession : une perspective éditoriale.]**
IFLA Journal 30 (2004) No. 4, p. 319–322

Explique brièvement pourquoi vous devez écrire pour les lettres d'informations professionnelles, les journaux et les conférences. Expose les étapes de préparation – la sélection d'un sujet et la publication potentielle ; fournit des conseils sur l'écriture effective ; et indique ce que les éditeurs recherchent chez leurs collaborateurs.

ZUSAMMENFASSUNGEN

Diese Zusammenfassungen können gebührenfrei vervielfältigt werden.

Tomás Eloy Martínez, **The Book in Times of Globalization. [Das Buch im Zeitalter der Globalisierung.]**
IFLA Journal 30 (2004) Nr. 4, S. 277–283

Hauptansprache anlässlich des Weltkongresses Bibliothek und Information: 70. IFLA Generalkonferenz, 20.–27. August 2004 in Buenos Aires. Dieser Vortrag enthält persönliche Betrachtungen zur Entwicklungsgeschichte des Buches und seiner wechselnden Rolle im Zeitalter der Globalisierung. Der Autor kommentiert, dass "die Bemühungen zu Zeiten der Globalisierung nicht länger darum gehen, neue Leser zu gewinnen oder überhaupt Menschen zum Lesen zu animieren, sondern den Markt daran zu hindern, die Menschen zu *„ungebildet zu machen"* und die Leser daran zu hindern, sich abzugewöhnen, das Buch als ein Weg zum Selbstverständnis zu betrachten. Gleichzeitig hat die Globalisierung, zusammen mit Unmengen zu verarbeitender Informationen und einer Fülle an Büchern zum Lesen, Abgründe der Ungleichheit hervorgerufen, die man sich vorher kaum vorstellen konnte, denn schließlich wird der Markt globalisiert, nicht die Menschen. ... Eintausenddreihundert Millionen Menschen leben von weniger als einem Dollar am Tag. Wie können diese Menschen überhaupt daran denken, Bücher zu kaufen?"

Adolfo Pérez Esquivel. **The Walls of Information and Freedom. [Die Mauern der Information und Freiheit.]**
IFLA Journal 30 (2004) Nr. 4, S. 284–287

Plenarvortrag anlässlich des Weltkongresses Bibliothek und Information: 70. IFLA Generalkonferenz, 20.–27. August 2004 in Buenos Aires. Persönliche Betrachtungen zum Thema Information und Freiheit. Der Sprecher weist darauf hin, dass die Globalisierung gewisse Hegemonialstrategien und Kontrollen sowie den Ausschluss der Mehrheit der Völker der 'Dritten Welt' mit sich bringt. Während weltweit mehr als 950 Billionen Dollar im Jahr für die Aufrüstung ausgegeben werden, gibt es mehr als 880 Million Analphabeten in der Welt. Die meisten davon leben in ärmeren Ländern im Süden, 43 Millionen allein in Lateinamerika. Mit dem Fall der Berliner Mauer kamen neue Friedenshoffnungen auf, aber in der Zwischenzeit haben sich in der Welt immer mehr Intoleranz und Unsicherheit verbreitet. "Heute gibt es andere Mauern in diversen Teilen der Welt", wovon viele "darauf abzielen, die Wahrheit zu verschleiern oder das Leben der Völker zu trennen ... Es sind unzählige Barrieren aufgebaut worden, Mauern der Intoleranz und Manipulation, die sich auf eine offene und verdeckte Zensur stützen. ... die Zielsetzung der Bibliotheken, die den Völkern zur Verfügung stehen, und das Konzept, dass das Buch ein von diversen Menschen zu teilendes Gut ist, darf niemals verloren gehen."

Mempo Giardinelli. **The Library in the Life of a Writer [Die Bibliothek im Leben eines Schriftstellers].**
IFLA Journal 30 (2004) Nr. 4, S. 288–292

Dieser Beitrag enthält einige persönliche Betrachtungen über die Rolle der Bücher und Bibliotheken im Leben des Autors und auch im Hinblick auf seine Arbeit als Schriftsteller. Dabei geht es auch um den Einfluss weiterer Familienmitglieder in seinem Haus in Chaco in Argentinien. Zur Sprache kommt ebenfalls die Bücherverbrennung während der Militärdiktatur in den siebziger Jahren des vorigen Jahrhunderts – der auch sein erster Roman zum Opfer fiel – und seine Flucht ins Exil nach Mexiko. Nach dem Fall der Diktatur kehrte der Autor nach Argentinien zurück und gründete die Literaturzeitschrift *Puro Cuento* sowie eine Stiftung gleichen Namens zur Förderung der Bücherkultur und des Leseverhaltens. Der Autor gelangt zur Schlussfolgerung, dass "fehlendes Leseverhalten eine Dummheit ist, ein Verbrechen, für das eine nicht lesende Person für den Rest ihres Lebens bezahlen wird. Wenn aber ein ganzes Land nicht liest, dann wird dieses Verbrechen in die eigene Geschichte eingehen. Dies gilt umso stärker, wenn das wenige, was gelesen wird, nur Unsinn ist und zudem dieser Unsinn in den großen Systemen der Massenmedien auch noch zur Regel wird."

Margarita Vannini. **The Memory of the World Program in Latin America and the Caribbean. [Das Memory of the World Programm in Lateinamerika und der Karibik.]**
IFLA Journal 30 (2004) Nr. 4, S. 293–301

Plenarvortrag anlässlich des Weltkongresses Bibliothek und Information: 70. IFLA Generalkonferenz, 20.–27. August 2004 in Buenos Aires. Die Autorin geht auf das „Memory of the World"-Programm ein und beschreibt die Entwicklung und die Aktivitäten des diesbezüglichen Regionalkomitees in Lateinamerika und der Karibik. Auf dieser Grundlage sind 20 Nationalkomitees in der Region entstanden; zudem wurden zehn Dokumentarsammlungen im internationalen „Memory of the World Register" einbezogen. Zur Sprache kommen die Aktivitäten des Komitees im Sinne von Outreach und Awareness Raising sowie Schulung und professionelle Bildung, zudem kommen Projekte wie beispielsweise die Erstellung eines regionalen Registers des dokumentären Erbes in Lateinamerika und der Karibik zur Sprache.

Frank Soodeen and Allison Dolland. **An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine. [Ein Information Commons im karibischen Kontext: Neue Paradigmen bei der Erbringung elektronischer Dienstleistungen in der Haupt-**

bibliothek, Westindische Universität, St. Augustine.]
IFLA Journal 30 (2004) Nr. 4, S. 302–309

Die Autoren berichten über die Entwicklung einer Information Commons (IC)-Umgebung in der Hauptbibliothek an der Westindischen Universität (University of the West Indies, UWI), St. Augustine Campus, in der Republik Trinidad und Tobago. Dabei werden auch die subjektive Argumentationsgrundlage für diese Art von Bibliotheken und Informationsdiensten betrachtet, und die bisher verwendeten relevanten Modelle bezüglich der Serviceangebote werden untersucht. Die Fallstudie konzentriert sich auf die logistischen und betrieblichen Herausforderungen, die Strategien zur Lösung der Probleme im Zusammenhang mit der Implementierung sowie die Auswirkungen der ICs auf die organisatorische Umgestaltung und die Serviceangebote. Zur Datenerfassung wurden Analysen von Dokumenten, Beobachtungen von Teilnehmern sowie halbstrukturierte Interviews herangezogen. Die Ergebnisse der Fallstudie legen nahe, dass die einzelnen Inkarnationen der Information Com-

mons an der UWI sowohl bei den Kunden wie auch bei den Bibliotheksmitarbeitern großen Anklang gefunden haben, und dass die Zugangsmöglichkeiten, insbesondere zu Informationsquellen über eine breite Palette an Themen, sehr erheblich verbessert worden sind.

Jürgen Krause. **Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution. [Standardisierung, Heterogenität und die Qualität der inhaltlichen Analyse: Ein Schlüsselkonflikt der digitalen Bibliotheken und die entsprechende Lösung.]**
IFLA Journal 30 (2004) Nr. 4 S. 310–318

Moderne Lösungen für die Probleme im Zusammenhang mit dem Aufbau von Informationsdiensten übersteigen die bisher verwendete konventionelle Denkweise zum Thema Informationszentren und Bibliotheken. Die diskutierten Richtlinien der 'Standardisierung aus dem Blickwinkel der verbleibenden Heterogenität' und das Paradigma des 'Web-Publishing' charakterisieren diesen Wechsel deutlich.

Und das nicht nur in technologischer Hinsicht, sondern auch mit inhaltlichem Konzept. Beide Richtlinien zusammen ergeben eine Antwort auf die neuen technologischen und benutzerseitigen Anforderungen im wechselnden Setting des Web. Dies ist ein deutliches Zeichen dafür, dass die traditionellen Methoden der Standardisierung nicht länger hinreichend sind, um die gewünschte langfristige Kompatibilität und Datenkonsistenz zu erhalten.

Ian M. Johnson. **Writing for the Profession: an editor's perspective. [Schreiben für Fachblätter aus der Perspektive eines Herausgebers.]**
IFLA Journal 30 (2004) Nr. 4 S. 319–322

Der Autor erläutert kurz, aus welchen Gründen man für professionelle Rundbriefe, Fachzeitschriften und Fachkonferenzen schreiben sollte. Dabei geht er kurz auf die vorbereitenden Maßnahmen ein – Wahl eines Themas und einer potenziellen Publikation; zudem bietet er einige Hinweise darauf, wie man ganz konkret schreibt; und er zeigt auch auf, worauf die Herausgeber bei den Autoren achten.

RESÚMENES

Se puede reproducir estas resúmenes sin gastos.

Tomás Eloy Martínez. **The Book in Times of Globalization. [El libro en tiempos de globalización.]**
IFLA Journal 30 (2004) Nº 4, p. 277–283

Discurso de presentación pronunciado en el 70º World Library And Information Congress (Congreso mundial de las Bibliotecas y la Información), en Buenos Aires, del 20 al 27 de agosto de 2004. Opiniones personales sobre la historia del mundo y su nuevo papel en una época de globalización. Se comenta que "Las batallas en tiempos de globalización ya no se combaten para conquistar nuevos lectores ni para crearlos, sino para evitar que el mercado los inculturice y que los lectores pierdan la costumbre de ver los libros como una forma de mirarse a ellos mismos. La globalización, junto con una inmensidad de información por procesar y libros por leer, ha engendrado, al mismo tiempo, abismos de desigualdad que antes hubieran sido imposibles de imaginar, porque lo que está globalizado es el mercado, no las personas ... Mil trescientos millones de personas viven con menos de un dólar al día. ¿Cómo pueden pensar en comprarse un libro?"

Adolfo Pérez Esquivel. **The Walls of Information and Freedom. [Los muros de la información y la libertad.]**
IFLA Journal 30 (2004) Nº 4, p. 284–287

Discurso plenario pronunciado en el World Library And Information Congress (Congreso mundial de las Bibliotecas y la Información), 70º IFLA General Conference (Conferencia General de la IFLA), en Buenos Aires, del 20 al 27 de agosto de 2004. Reflexiones personales sobre la información y la libertad. Se explica que la globalización refleja políticas hegemónicas, y el control y la exclusión de la mayoría de las personas "del Tercer Mundo"; mientras que en todo el mundo se gasta al año más de 950 mil millones de dólares en armamento, todavía hay más de 880 millones de personas analfabetas

en el mundo; la mayoría vive en países pobres del Sur, 43 millones en Latinoamérica. La caída del Muro de Berlín despertó nuevas esperanzas para la paz, pero el mundo se ha vuelto más intolerante e inseguro. "Existen otros muros en distintas partes del mundo", la mayoría "se proponen ocultar la verdad o separar las vidas de las personas ... Se han levantado muchas barreras, muros de intolerancia y manipulación basados en una censura abierta y encubierta... el objetivo de que las bibliotecas están al servicio de las personas y que los libros son un bien para compartir nunca se debe perder."

Mempo Giardinelli. **The Library in the Life of a Writer. [La biblioteca en la vida de un escritor.]**
IFLA Journal 30 (2004) Nº 4, p. 288–292

Reflexiones personales sobre la influencia de los libros y las bibliotecas en la vida del autor y en su trabajo como escritor, incluida la influencia de los miembros de su familia en su casa de Chaco, en Argentina, la quema de libros – entre estos su primera novela – durante la dictadura militar de la década de 1970 y su exilio en México. Describe cómo, al regresar a Argentina tras la caída de la dictadura, fundó la revista literaria *Puro Cuento* y una fundación con el mismo nombre dedicada a la promoción de los libros y de la lectura. Concluye afirmando que "Si una persona no lee comete una estupidez, un crimen que pagará el resto de su vida. Pero cuando es el país el que no lee, ese crimen lo pagará con su propia historia, más aún si lo poco que lee son estupideces y, por si fuera poco, la estupidez es la norma en los grandes sistemas de medios de comunicación."

Margarita Vannini. **The Memory of the World Program in Latin America and the Caribbean. [El Programa de Memoria del Mundo en Latinoamérica y el Caribe.]**
IFLA Journal 30 (2004) Nº 4, p. 293–301

Discurso plenario pronunciado en el World Library And Information Congress (Congreso mundial de las Bibliotecas y la Información), 70º IFLA General Conference (Conferencia General de la IFLA), en Buenos Aires, del 20 al 27 de agosto de 2004. Explica la naturaleza del Programa de Memoria del Mundo y describe el desarrollo y las actividades de sus Comités Regionales de Latinoamérica y el Caribe, que han dado lugar a la creación de los 20 Comités Nacionales en la región y a la inclusión de diez colecciones documentales en el Registro internacional de Memoria del Mundo. Se describen las actividades del Comité en lo que se refiere a planificación, concienciación, educación y formación profesional y se explican proyectos como la creación de un registro regional de patrimonio documental en Latinoamérica y el Caribe.

Frank Soodeen and Allison Dolland. **An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine. [Un 'Information Commons' en un Contexto Caribeño: los paradigmas emergentes en la prestación de servicios electrónicos en la Biblioteca Principal de la Universidad de West Indies, St. Augustine]**
IFLA Journal 30 (2004) Nº 4, p. 302–309

Informes sobre el desarrollo de un 'Information Commons' (IC) [combinación los recursos de la biblioteca tradicional con una serie amplia de tecnologías y servicios informáticos] en la Biblioteca Principal de la Universidad de West Indies (UWI), Campus de St. Augustine, en la República de Trinidad y Tobago. Analiza los motivos de la creación de este tipo de biblioteca y servicio de información, y examina los modelos relevantes de prestación de servicios adoptados hasta la fecha. Este caso de estudio se centra en los retos logísticos y operacionales afrontados, las estrategias utilizadas para solucionar los proble-

mas relacionados con la implementación, y el impacto que ha tenido la creación de los IC en la transformación de las organizaciones y en la prestación de servicios. Los métodos de recopilación de información incluyen revisión de documentos, comentarios de los participantes y entrevistas semiestructuradas. Los resultados del caso de estudio sugieren que las diferentes formas de 'Information Commons' en la UWI han sido bien recibidas tanto por los clientes como por el personal de la biblioteca, y que el acceso, especialmente a los recursos de información electrónica en una amplia variedad de temas, se ha mejorado considerablemente.

Jürgen Krause. **Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution. [Estandarización, heterogeneidad y la calidad del análisis del contenido: un conflicto clave en las bibliotecas digitales y su solución.]** IFLA Journal 30 (2004) Nº 4, p. 310–318

Soluciones a los problemas que presenta la creación de servicios de información que van más allá de la manera de pensar convencional hasta la fecha sobre los centros de información y las bibliotecas. Las polémicas pautas de "Estandarización desde la perspectiva de lo que queda de heterogeneidad" y el paradigma de la "publicación en Internet" describen el cambio con claridad. No es sólo tecnológico, sino conceptualizado en el contenido. Ambas pautas consideradas juntas son la respuesta a las nuevas exigencias de la tecnología y de los usuarios en el variable entorno de Internet, y una señal evidente de que los métodos tradicionales de estandarización ya no son suficientes para mantener la interoperabilidad y la consistencia de información deseada que debería mantenerse.

Ian M. Johnson. **Writing for the Profession: an editor's perspective. [Escribiendo para la profesión: el punto de vista de un editor.]** IFLA Journal 30 (2004) Nº 4, p. 319–322

Explica brevemente por qué se debería escribir a boletines, revistas y conferencias profesionales. Describe las fases preparatorias: seleccionar un tema y la posible publicación; ofrece algunos consejos sobre la redacción real; e indica lo que buscan los editores en sus colaboradores.

Рефераты статей

Tomás Eloy Martínez. [Томас Элой Мартинез.] **The Book in Times of Globalization. [Книга в период глобализации.]**
Журнал ИФЛА 30 (2004) № 4, с. 277–283

Основная речь, которая была представлена на Всемирном конгрессе библиотекарей и информационных работников 70-ой сессии Совета и Генеральной конференции ИФЛА, Буэнос-Айрес, Аргентина, 20–27 августа 2004. Личные наблюдения за историей книги и ее меняющейся ролью в эпоху глобализации. Комментарии о том, что «Борьба в эпоху глобализации не ведется с целью завоевать новых читателей или создать их, а чтобы предотвратить необразованность и ситуацию, при которой читатель откажется от привычки рассматривать книгу как возможность взглянуть также на самих себя. Глобализация, сопровождающаяся океанами информации, которую необходимо перерабатывать, и книгами, которые необходимо прочесть, породила пропасть неравенства, которое до этого времени было невозможно представить, так как процессу глобализации подвергается все, что угодно, только не люди … Тысяча триста миллионов человек живут менее, чем на доллар в день. Как они могут думать о покупке книг?»

Adolfo Pérez Esquivel. [Адолфо Перес Эскивел.] **The Walls of Information and Freedom. [Стены информации и свободы.]**
Журнал ИФЛА 30 (2004) № 4, с. 284–287

Пленарная речь на Всемирном конгрессе библиотекарей и информационных работников 70-ой сессии Совета и Генеральной конференции ИФЛА, Буэнос-Айрес, Аргентина, 20–27 августа 2004. Личные замечания по вопросам информации и свободы. Глобализация отражает господствующую политику и надзор, не принимая во внимание большинство народов «третьего мира». В то время, как более 950 миллиардов долларов в

год расходуются на вооружение, в мире более 880 миллионов неграмотных, большинство из которых проживает в бедных странах на юге, и 43 миллиона человек проживает в Латинской Америке. Падение берлинской стены породило новые надежды на взаимопонимание, но мир стал более нетерпимым и небезопасным. «Другие стены существуют в различных частях мира», многие из которых «имеют целью укрывательство истины и разделение людей … Создано большое количество барьеров, воздвигнуты стены отсутствия толерантности, стены манипуляции, основанные на открытой и скрытой цензуре … Целью библиотек является служение народам и сохранность книги как наследия, которое не должно быть утрачено».

Mempo Giardinelli. **The Library in the Life of a Writer.** [Мемпо Гиардинелли. **Библиотека в жизни писателя**].
Журнал ИФЛА 30 (2004) № 4, с. 288–292

Личные соображения по поводу влияния книг и библиотек на жизнь и работу писателя, включая влияние на него членов семьи в его родном городе Чако, Аргентина. Сожжение книг (в том числе и его собственного первого романа) во время военного диктаторского режима 1970 -ых годов и побег в Мексику. Автор описывает, каким образом по возвращении в Аргентину после падения диктаторского режима он основал литературный журнал *Пуро Куенто (Puro Cuento)*, а также фонд под таким же названием, призванный рекламировать книги и процесс чтения. Заключение автора "Не читать – это глупо, это преступление, за которое придется расплачиваться до конца жизни. Если это нечитающая страна, то за это преступление она будет расплачиваться собственной историей, особенно, если люди немного читают и читают ерунду, ведь печатать ерунду стало системой средств массовой информации."

Margarita Vannini. [Маргарита Ваннини.] **The Memory of the World Program in Latin America and the Caribbean. [Память мировой программы в Латинской Америке и странах Карибского бассейна.]**
Журнал ИФЛА 30 (2004) № 4, с. 293–301

Пленарная речь на Всемирном конгрессе библиотекарей и информационных работников 70-ой сессии Совета и Генеральной конференции ИФЛА, Буэнос-Айрес, Аргентина, 20–27 августа 2004. Определяет суть Программы Мировой памяти и описывает развитие деятельности ее Латино-Американского комитета и Комитета Карибского региона, результатом чего явилось создание 20 национальных комитетов в регионе и включение десяти документальных коллекций в международный реестр программы Мировой памяти. Описывается охват деятельности комитета, расширение информированности, проведение курсов и формирование профессионализма, также намечаются проекты, такие как создание регионального регистра документального наследия в Латинской Америке и странах Карибского бассейна.

Frank Soodeen and Allison Dolland. [Франк Соден и Алисон Долланд.] **An Information Commons in a Caribbean Context: emerging paradigms in electronic service delivery at the Main Library, The University of the West Indies, St. Augustine. [Создание общедоступных информационных услуг в Карибском регионе: создание образцов в сфере оказания услуг в области электроники, Университет в Вест Индии, Св. Августина.]**
Журнал ИФЛА 30 (2004) № 4, с. 302–309

Доклады освещают создание атмосферы общедоступных информационных услуг (IC) в Главной библиотеке Университета в Вест Индии (UWI), университетского городка Св. Августина, в республике Тринидад и

Тобаго. Пересмотрена рациональная цель и информационный сервис для библиотек этого типа и приняты релевантные проверенные способы оказания услуг. Рассмотрение примеров сфокусировано на возникших проблемах, связанных с логистикой и проведением программы в жизнь, на использованных стратегиях с целью решения проблем, связанных с нововведениями, а также на влиянии IC на организационные изменения и оказание услуг. Методы и объем информации включали просмотр документов, наблюдение участника и семи-структурные интервью. Результаты исследования примеров показывают, что разные виды общедоступных информационных услуг в университете UWI были положительно восприняты как клиентами, так и персоналом библиотеки и что обеспечение доступа, особенно к источникам электронной информации по широкому спектру тем, было значительно улучшено.

Jürgen Krause. [Юрген Краусе.] **Standardization, Heterogeneity and the Quality of Content Analysis: a key conflict of digital libraries and its solution. [Стандартизация, несравнимость и качество анализа содержания: ключевой конфликт дигитальных библиотек и его разрешение.]**
Журнал ИФЛА 30 (2004) № 4, с. 310–318

Решения проблем создания информационных услуг выходят за рамки обычного образа мышления относительно информационных центров и библиотек. Оспариваемые направления «Стандартизации и несравнимости» и образец «Публикаций в сети Интернет» четко характеризуют изменение, являющееся не только технологическим, но и учитывающим концепции содержания. Оба направления, вместе взятые, являются ответом на новые технологические требования и запросы потребителя в постоянно меняющемся положении на Интернете. Это четкий знак того, что традиционные методы стандартизации больше не являются достаточными для того, чтобы удерживать желаемый уровень действенности и постоянства данных.

Ian M. Johnson. **[Иан М. Джонсон.] Writing for the Profession: an editor's perspective. [Профессия писатель: точка зрения редактора.]**
Журнал ИФЛА 30 (2004) № 4, с. 319–322

Дает краткое объяснение, почему есть необходимость писать профессиональные письма с сообщением новых данных, писать для журналов и конференций. Выделяет подготовительную стадию – выбор темы и потенциальной публикации, дает советы по процессу написания и оговаривает, на что обращается внимание, и что редакторы ищут в авторах.

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