

THE ROLE OF LIBRARIES IN IMPARTING INTERNATIONAL UNDERSTANDING

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A documentação internacional, definição e seu reconhecimento como uma nova disciplina e fonte de informação. O desenvolvimento da informação e sua influência nas relações internacionais; seu impacto no planejamento de bibliotecas e atividades de documentação.

A qualidade da informação com propósitos educacionais e compreensão internacional.

It is a great honour for me to take part in your Congress and to join in your efforts in the consideration of such an important subject as the role of libraries in educational activities. My pleasure is increased by being in the company of Brazilian librarians, representatives of one of the most attractive countries in the world who enrich the United National with noble and valuable contributions.

The Brazilian spirit of international co-operation has been transmitted regularly by the eminent representatives of your country who have participated in a most active way in the Organisation of the United Nations.

In front of you today I have two aims:

- a) To plead for international documentation as a fundamental source of information;
- b) To plead for the study of world problems as an integral part of national education.

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International documentation: its definition and its recognition as a new discipline

At the international Symposium on the Documentation of the United Nations and other Intergovernmental organisations held in Geneva in 1972, 270 expert librarians and documentalists recommended that steps be taken to insure full acceptance of international documentation and improve conditions of its use. The deplorable state of many collections of international documents was found to be caused mainly by the lack of specialized librarians, and the absence of basic principles for the organisation and utilization of these documents. An examination of study programmes of library schools throughout the world, published by UNESCO in a volume entitled "World Guide to Library Schools and Training Courses in Documentation", established the fact that international documentation is not yet generally taught. Exceptions are, in practice, made by a few library schools, the best example being the Ecole de Bibliothécaires in Geneva, Switzerland, which, being located near a number of international organisations, and often supplying staff for their libraries and information centres, has traditionally taught this discipline.

The International Institute of Bibliography, founded at Brussels in 1895, was the first body to use the term "international documentation". The first international organisations, of course, appeared much earlier, particularly after the Congress of Vienna of 1815 (of Union of International Associations: Past, Present and Future). Between 1815 and 1849 six international organisations were established and fourteen international congresses held. From 1850 to 1869 twenty-nine international organisations were created and there were twenty-two international congresses. By 1904 there were more than one hundred international congresses a year. In 1914 the number of international organisations had reached 500. At present there are more than 4.000, of which ten percent are intergovernmental and over 5.000 international congresses are now held every year.

Historically, international documentation has been shaped by each new international organisation and linked to its new institutional structure. This documentation appeared as a distinct phenomenon after the First World War with the creation of the League of Nations, and has now become an enormous and highly complicated working tool of the United Nations, its specialised agencies and all other inter-governmental and non-governmental organisations. Today, in order to serve the constantly growing system of international organisations, international documentation is proliferating at a staggering rate and has now reached figures of immense proportions. A glimpse into the future can be unnerving: It is forecasted that by the year 2,000 there will be 13,00 international organisations and no less than 30,000 international congresses will be held annually.

International documentation has achieved maturity and requires service corresponding to its quality and volume. Beginning 1972, as a result of the work and recommendations of the Geneva Symposium, this documentation received definition and universal recognition as a discipline in its own right. The specific features, contents, form and impact of this documentation cover peaceful relations among peoples which are of an economic, social political, cultural or scientific nature in the traditional diplomatic context or in a system of international organisations. These relations involve variable degrees of tension among nations including hostile relations, i.e., war in its different forms. International documentation pursues the aims of serving a) the international organisations themselves, b) the national governments of the Member States, and c) the international scientific community. Since this service is based on a flow of information received from governments and from the scientific community, and on internationally planned and executed research, it has a synthetic character. It gathers and summarizes the existing information on the social sciences, the exact sciences and technology for use in international co-operation. It is not confined to the presentation of isolated facts and events, but treats problems in their widest perspective. Its main features are the comparison and analysis of data, the introduction of an element of standardization into the application of new methods, and universality. Since it is intended to promote action that will affect the life on mankind, it reflects what has become known as the second technical revolution, in which knowledge conveyed by information is directly linked to production. It is accessible to all, and must serve all countries of the world especially those which need it most. The immense mass of original research done in international organisations and yielding new results, new concepts and new generalisations, extends the boundaries of human knowledge. Close scrutiny also reveals its scientific character, and the objectivity with which it is prepared. In this it fills two main functions: a) it is a working tool for each organisation, and b) it summarizes the results of the theoretical and practical research carried out by the international organisations.

On the occasion on the 30th Anniversary of the United Nations, celebrated this year, renewed effort is being made to find the reasons for the Organisation's existence and to define more clearly its functional and tasks. In approaching our subject, shall we seek to prove also that the informative function, raised to a level at which it will shape the future, is destined to become the Organisation's first, deepest and most genuine function? This unique role is fulfilled through documentation with the purpose of guiding humanity by the light of science and thereby transform international society.

International documentation as a fundamental source of information

One is tempted to stress the informative value of international documentation in a number of spheres in which it is the only competent authority for im-

parting information. A few of the periodical publications known throughout the world for their value and usefulness are the annual "Report on the World Social Situation", the "Statistical Yearbook", the "Demographic Yearbook", the Economic Bulletins of the regional commissions, the "United Nations Treaty Series", the "World Economic Survey", the "Yearbook of International Trade Statistics", the "Yearbook of National Accounts Statistics" and the "Commodity Trade Statistics". Some of the spheres in which international documentation is taking on a new dimension in a form accessible to all, and is supplying extensive data to every country in the world, are the social, demographic and economic conditions of contemporary society, its structure and development: problems of health and demography such as infant mortality rates, life expectancy, number of inhabitants per doctor, nutrition and daily calorie intake per inhabitant, education, illiteracy percentage, housing, information and communication, transport and social services, agriculture, industry and commerce. In some regions or countries such information cannot be obtained from national sources and the United Nations itself carries out surveys and missions to fill the need.

The Conference of the Committee on Disarmament, in which the main countries of the world are represented, meets regularly at the Palais des Nations. Since it was established, it has been a unique source of information on this problem of capital importance to humanity. The difficult and sensitive problem of chemical and bacteriological (biological) weapons is discussed at the highest political, social and military level. The problems of the establishment of denuclearized zones, the economic consequences of disarmament, non-proliferation of nuclear weapons and the treaties for the prohibition of nuclear weapons in certain zones are dealt with in the important CCD/PV series of the Conference's records. No study of these problems at any level can dispense with this information.

The International Law Commission, which since 1949 has been formulating rules of international law and thus framing the structure of international legal relations, is also a unique source of information. Aggression, arbitration, the right of asylum, consular and diplomatic relations, international criminal jurisdiction, the law of the sea, the law of treaties, nationality, the most-favoured-nation clause, offenses against the peace and security of mankind (a draft code), relations between States and international organisations. State responsibility and succession of States and governments are among the problems covered by the series A/CN.4. The Yearbook of the International Law Commission and the United Nations Juridical Yearbook also deal with those problems.

Some publications, such as the "Statistical Yearbook for Asia and the Far East", are a rich source of knowledge about population, manpower, national accounts, agriculture, industry, transport, foreign trade relations, salaries and prices, finance and social statistics, in the world's largest continent, on which there are few sources of information.

Information on multilateral aid in financing the economic development of developing countries, international flow of capital, loans, regional co-operation, the brain drain from developing countries, food problems, development of natural resources, the application of science and technology to development, the use of computers for development, international tourism, the co-ordination of national economic plans, assistance in natural disasters such as earthquakes in Peru, is provided in exhaustive studies and information papers prepared for the Economic and Social Council (ECOSOC) and bearing symbols beginning with E/.

One specialized agency which has conducted outstanding research in its own sphere is FAO, endeavouring to harness the power of the "green revolution" by expanding agricultural production, particularly in developing countries. This international multidisciplinary research has produced valuable results for agriculture in general.

At the present stage an impressive programme of research and information is being carried out by the United Nations Industrial Development Organisation (UNIDO). Its documentation programme covers studies and reports on industrial development in general and its specific problems, such as those of machine-tools in developing countries, ship-building and repair facilities in the Western Pacific, standards of cast-iron foundries in developing countries, manufacture of cement and sulphuric acid from calcium sulphate, price trends in the world sulphur market, production of pesticides and fertilizers, and others.

The provision of a world meteorological service for aviation and of a co-ordinated world meteorological service have been thoroughly studied in a number of technical information papers in the CAEM-V/Doc. series of the World Meteorological Organisation (WMO).

Certain information documents, when they appear, create a sensation and are widely demanded: for example the Jackson report, entitled "Study of the Capacity of the United Nations Development System". Chapter 6, in the second part of this report, deals with the concept of information systems and formulates the new United Nations information policy.

The problem of telecommunications has been examined by the International Telecommunication Union (ITU) and its series of publications contains complete information concerning such matters as international credit cards for telegraph services the list of international monitoring stations, call signs used by maritime mobile service, radiodetermination, and international telephone routes.

The hundreds of technical assistance projects carried out in Africa and Latin America, and the bold transport and communication projects which have taken shape in Asia with the construction of gigantic roads such as the Trans-Asian

Highway, which is now linked with the European road system, have become symbols of the unity of peoples.

**Educational crisis and World problems:
their impact on planning library and documentation activities**

The most eminent experts in the field of education produced, under the auspices of UNESCO, many volumes on the subject, a huge undertaking for radical influence on man's destiny. All structures, logistical means and processes are to be envisaged. The extensive reconsideration of the relations of man and his development and the interaction with the environment is the subject for documentalists and librarians with the aim of defining the role which libraries and documentation services should play in educational crises and re-organisation. More and more educational models and systems should conform to universal norms.

Efforts to further education for international understanding have been encouraged by the United Nations system for many years. It is recognised that these matters should find a place in school programmes in order to prepare pupils and students for responsibility in the world community. In 1970 the following statement was made by specialists in education for international understanding:

"In general, young people today receive more information about the contemporary world outside educational institutions than they receive within them. Because of mass media, the earth as a whole has become their common environment. They are aware of world events and concerned about them. Education should help them to view these in perspective and to interpret them on the basis of knowledge tempered with judgement, to orient themselves between the superordinate goals of humanity. At present the educational process is not effectively discharging these tasks". (UNESCO document ED/MD/17 paras 9-10).

The world problems of today will be the problems of the year 2000. Recently at a training course on international documentation conducted in Geneva, we had an exercise trying to define these fundamental problems. The Union of International Associations in Brussels is soon to produce a Yearbook of World Problems. The inventory of these problems amounts to more than 2000. The definition of a world problem is facilitated today by a general approach when searching for a solution. If there are more than 2000 world problems to be solved we could try to concentrate on what could be called fundamental world problems, and the Geneva exercise after long meditation and discussions, brought to a conclusion the following four fundamental problems which all start with the letter 'D':

- Development;
- Disarmament;

- Democracy;
- Demography.

No doubt these problems will be on the agenda of various conferences organized by the United Nations and other international organisations in the year 2000.

The role of education is decisive and it appears in the solution of any world problem, even though at various congresses on education, a great number of experts have put education under fire. Some are the days when those fortunate enough to secure a place in school found it a passport to success. More and more educators realise that education means a preparation for unemployment. The percentage of those leaving school and universities without finding a job is important. The criticism provoked by this situation is addressed to education and educational myths. A fight for “de-schooling” the society and creation of conditions where people are able to educate themselves certainly will have an impact on library and documentation activities.

Education is put to the test because it means education in a changing world: it means re-nationalisation and modernisation. It has to face youth in revolt, youth refusing the adult world. The psychological profile of teacher and those being taught changes. The subject of education – the human being – can be defined today as mass media man and those in charge of education, librarians and documentalists, have to know how intelligence develops. The results obtained by scholars who form the Geneva school headed by Professor Jean Piaget show that the development of the intelligent and cognitive structures have made considerable progress marked by three main tendencies: a) the first pursues empirical associationism which assigns an exterior origin to all knowledge, deriving it from experience, or verbal, or audio-visual representations; b) the second tendency is characterized by a return to factors of innateness and internal development: here education consists in training an innate reason; c) the third tendency is of constructivist nature; it recognises neither external preformation (empirism) nor imminent preformations (innateness), but rather affirms continuous surpassing of successive stages. These tendencies applied in the field of library and documentation activities define what the role of libraries and documentation centres should be. We cannot consider from this point of view education only in the interest of economic development. Nor can we accept on-sided psychological approaches to education. The continuous constructivist nature of education, should give us an interpretation of education in the most complex social context.

The concept of life-long education implies that learning neither begins nor ends with the school. The learning of world problems and their interpretation is linked with all social activities of young people and adults. The experience of teaching international understanding in the classroom was experienced through

the system of associated schools which have applied education programmes since November 1953. The main objective of these associated schools is to organise programmes and learn world problems, international co-operation, to develop international understanding by the study of other peoples and cultures, to learn respect for the principles of human rights. There are at present at least 33 schools in 15 member states of the United Nations. There are more than 1000 educational establishments in 62 member states which are associated with the project. Recently in a report addressed to UNESCO, the Director of a Viennese school reported on an exercise conducted with Austrian pupils on a subject: Brazil. The whole class studied geography, history, biology, social affairs and religion in Brazil and pupils went to various libraries, institutes and embassies to search for the answer to their questions. This exercise was combined with a collection of films, slides and photographs of Brazil. One of the pupils invited his uncle who lived for many years in Brazil to tell of his experience in this country. The children were fascinated by this country and organised an exhibition which was visited by the whole school. (Bundesgymnasium und Bundesrealgymnasium 6. Rahlgasse 2-4, A-1060 Vienna. Organisers: Dr. Maria Jacot and Dr. Christiane Russ).

If the planning in education, formal or informal, or incidental, attempts to answer the following questions: (here I refer to the World Bank's definitions when loans are granted for educational programmes).

- how can education systems be re-shaped to help the poorest segments of society?
- how can education contribute to rural conditions and does it respond to the needs and aspirations of the vast majority of the poor living in the villages?
- how can educational opportunities be made more equal in order to promote social mobility in countries where education favours only urban dwellers and the relatively rich, the libraries and documentation centres have to follow the same patterns.

The Intergovernmental Conference on the Planning of International Infra-structures for Documentation, Libraries and Archives held in Paris in 1974 and the regional meetings of experts on planning in Latin America (1966), Asia (1967) and in Africa (1970) produced a number of recommendations which systematically deal with the problems relating to the planning in libraries and documentation services. Among these recommendations there are a number of resolutions formulated on the basis of the needs of education. The principles to be observed in building up a documentation and library infrastructure, the types of needs to be met and their planning have been elaborated in detail by the experts of UNESCO and the advice concerning the constitution of collections, the various forms of acquisitions, the creation of union catalogues has to be followed. This infrastructure is in relation to the population growth and the level of development. The size of the country is considered to decide total centralisation or de-centralisation by functions, knowledge sectors and regions.

The technical aspects of planning stages of library and documentation services have been treated by several authors and I wish to cite C.V. Penna and his manual published by UNESCO in which these stages are indicated and analysed: a) a review of acquired; b) diagnosis; c) determination of requirements and the financial implications; d) programming; e) publicity; f) execution and evaluation.

The study on requirements of users is one of the criteria to properly plan the activities of a library or documentation service. There are several schemes of users. Let us mention that elaborated by G.H. d'Olier, Deputy Director, documentation centre of the Centre National de la Recherche Scientifique (France).

1. Children at primary and secondary level;
2. Illiterates;
3. The artificial reader category who read for culture and leisure, vocational training and general life long training and re-training;
4. Medium level and high managerial staff: engineers, civil servants, teachers, works managers;
5. Retired people;
6. Students;
7. Research workers.

For each category a forecasting model can be elaborated to determine the respective requirements.

The process of democratisation of international relations through the development of information

The study of information in the field of international relations should consider the existing world order in which co-habitat 3.5 milliards of individuals in different social, economic, political and cultural contexts, divided into about 140 national territories, impregnated by complex ideologies or by proliferating religions. That means to study relations among human beings having annual revenues which vary, on the average, from \$3.600 to \$80 per capita, i.e. a world where are of different nature and in spite of this cultivates relations between its components.

The information in the field of international relations follows the same principles as the process of communication in general. The formula

1. who
2. says what
3. in what form and through what channel
4. to whom
5. with what aim and what are the effects,

is entirely valid for international relations. In this process we have the first element represented by the source of information (2) the message of communication con-

cerning international relations, 3) forms of transmission, media or channels of transmission, 4) audience or receptor of the message, 5) effects of the information on the audience and on the initial emitter.

The message of today's international relations received new dimensions from the point of view of the volume, the richness of the contents and the events forming contemporary universal history, and from the point of view of the means of communication employed by informatics and technology. This message is grave by its nature: it touches on the life and destiny of peoples. It is complex by its political nature and is subject to multiple interpretations. It is exploited for well-determined and various aims and interests. This message, falsified or represented in a way to play a role in conformity with the principles of the foreign policies of the states, realises the information moment while in reaching the knowledge of the receptor and the formulating of a new message or decision for action.

Presently, the attention of researchers is fixed on the array of effects which the message could exercise not only on a given audience but also on the transmitter of the message. This research gives new dimensions to the study of information.

Four general methods exist to transmit this human knowledge:

1. Transmission of knowledge through education, i.e., teaching;
2. Transmission of knowledge through consultation; in some disciplines as medicine, this is the principle method;
3. Transmission of knowledge through the communication mass media; the whole world is exposed to the information flow transmitted by journals, radio, television, etc.
4. Transmission of knowledge through work of reference, i.e., individual extraction through reading of a book or any document in a way to assimilate knowledge accumulated by persons unknown to the reader.

The examination of parties interested in the process of information in the field of international relations will allow us to identify the actors and the social forces in international relations. On this occasion we shall defend the thesis that with the means of communication and with the realisation of valuable information on a world-wide scale the international relations became democratic as never before in human history. The traditional approach concerning actors in international relations was limited to the relation "State-State" involving reciprocity of action and reaction. The states are represented by governmental actors in the various branches of the state structure. Historically only after the wars of Napoleon, the image of princes and kings acting as actors and decision makers of world events changed. After that the states as nations assured the action to distribute power to conduct colonial expansion and all problems of war and peace. The states as actors of international relations were interpreted as an economic supra-structure and after the se-

cond world war the human being was placed in the centre of the scene reserved until now for the state.

The approach of individuals as actors in international relations was theoretically formulated by what is called in international politics "minds of men". Such an approach is supported by a decision making practice which considers human beings as the central problem. These theories are trying to go to the other extremes and the emphasis of the human role trying to substitute the abstract notion of states by the alive reality of human beings engaged and acting politically.

These new theories reflect the results of ideological movement which appeared in the era of media when the means of information rose to a new scientific and technical level, destroying all barriers of secrecy.

Man in the past was a victim of international relations. Today through the information he becomes an actor and a master in the process of decision making in politics and international relations. Today, citizens from all countries are aware of current events, thanks to the information media, and their behavior and participation could be demonstrated under various forms and at different levels.

At last, following the path laid down by Vico and Michelet, we have to recognise the people as creators of history and the decisive force in the social development. This principle is valid also for foreign policy and international relations which are the continuation of internal policies and social relations existing within the states. No international event today could be analyzed and understood without considering the role of organized human communities.

We are continually witnessing the contradictory relation between international events, and news or information sources which refer to them. Since the number of actors in international relations today is more than 100,000 and still growing, it is difficult to expect a reduction of the volume of documentation produced. At the end of the 1960's the mathematic variables of communication between international documents, librarians and users were almost non-existent; today it is possible to control this relationship. It must still be regretted that the quantity and quality of information produced on an international Level is not fully used in decision-making either on the national or the international level. Thus, we face an open field which affords a possibility of increasing the efficiency of international documentation. Its selective use is still the subject of narrow approaches. Today we have arguments based on the idea that in science and technology, economic development, and international relations generally, international documentation can provide the necessary data to achieve sound and humane solutions. We are also witnessing the extraordinary phenomenon whereby one type of information is destroying another. May I suggest that international documentation possesses particular qualities, which all of us, through the years have tried to

define; these play a fundamental role in the struggle to destroy nationalist and unilateral motivation.

Teaching about international-organisations and their documentation

The need for training is created by pressure from users of international documentation as a fundamental source of information. The old scheme of information sources must now be modified and completed. In considering government documents as a basic official source, and reviewing everything produced by the scholarly community, one cannot ignore international documentation which, on a different level, recognising no information barriers, is an element in the search for solutions to world problems.

Methods of teaching international documentation

Training could be offered at a national level in three different ways:

- a) specialized programmes in international documentation within general courses in librarianship;
- b) specialized programmes in international documentation within general training courses for careers of an international character;
- c) training programmes in the use of international documentation organized at a depository or other large library.

Today the selection of librarians in charge of international documentation is made according to the following principles:

1. Improving the qualifications of traditionally-trained librarians;
2. Selection of candidates to receive this new specialization from administrative staff of Ministries of Foreign Affairs, Permanent Mission, and research centres.
3. Appointment of qualified librarians in the field of international documentation.
4. Engagement of personnel qualified in modern information systems by producers of international documentation.

It is possible to make an approximate evaluation of the number of persons working in this field of documentation who need training. This figure can be broken down into several levels.

- a) the number of those who need elementary training amounts to 350;
- b) the number of those having satisfactory training and facing difficult problems raised by international documentation is about 500;
- c) the number of users showing interest in such training is more than 1.200.

These figures could be helpful in understanding the global network of international documentation and its limits in distribution, organisation and use.

Methodological formulae should be devised according to needs of participants at several levels. The future is encouraging, since we have already seen a number of our participants become experts and teachers of international documentation.

Is it really necessary to teach all techniques for the treatment of international documents? We should like to imagine a situation where this will all be centralized, and all working instruments of bibliographic control will become available to depository libraries and to all other research centres together with the documents. When that time comes, we shall have but a single part in our study programme: utilization of international documents. We hope that the efforts of our colleagues from international libraries and, in particular, the efforts of the Dag Hammarskjöld Library in New York, will make this a reality. For the time being, we are obliged to accept the technical treatment of international documents as done in depository, parliamentary and scientific libraries. Thus, all methods of treatment should be presented and studied in the training courses. These methods come from international libraries as well as from national libraries. Certainly, this double and parallel work is the subject of comment and criticism. Our present task is at least to achieve common methods in a standardized treatment of international documents which will facilitate information transfer and library cooperation. Therefore, this special part of the present training programme should be considered as provisional, and in future we hope it will be suppressed. The most important training problem will be how to use the output of centralized treatment and control of international publications and documents.

The experience of the first advanced training course may be compared with the experience of a few training courses organized for Permanent Missions in New York and Geneva. This comparison has made possible two methodological formulae applied to the management on these courses:

1. The formulation of library-oriented courses with programmes involving a large number of lecturers and including discussions, research work and practical exercises;
2. The formulation of user-oriented courses conducted in an informal atmosphere; their programme could be a series of working sessions during which training in problem-solving is carried out.

The Image of the International Documents Librarian

The image of the international documents librarian is not yet complete. Among the eminent colleagues who started this admirable work I must first men-

tion Miss Florence Wilson, the first woman library director in Europe who created the library of the League of Nations in 1919, and whose professional life illustrates what an international librarian should be. The subsequent former Directors of the same library, Messrs. Sevensma and Breycha-Vauthier defended the role of the international library in times of peace and war. Another brilliant example is the President of honor of this Congress Mr. Rubens Borba de Moraes. In June 1966, the Association of International Libraries undertook various activities to accomplish this fundamental task: the making of international libraries.

The requirements for an international documents librarian are to conceive and concretize 1) the role of information in the development of today's society, 2) the fundamental information services which he provides, 3) assistance to users through a correct determination of user's needs, 4) possession of existing information resources and links with information networks, 5) on the basis of economic considerations, capacity to solve problems of acquisition data, technical treatment of documents, classification or indexing, use of retrieval and reference systems, contents analysis and bibliographical description of documents, 6) knowledge of operational information systems and existing communications technology, bibliographic control of documents, 7) improvements of existing methods, and 8) obligation of problem-solving/creativity innovation.

We can state today that all depository libraries are in the process of reorganization and the full utilization of their collections is a decisive factor. The quality of work done by the international documents librarian depends on the degree to which these collections are complete or incomplete. He may be in a position to furnish complete information if the collections are complete; but partial collections can only furnish partial information. When the collections are seriously incomplete and in disorder, one can doubt the utility of the services provided by the librarian. Nevertheless, in all cases, there is one practical rule for an international documents librarian: never to answer in the negative.

His particular place and his tasks determine his image.

1. He can play an indispensable role as a liaison officer between international libraries and the international activities of the depository, parliamentary and scientific libraries;
2. The internationalization of documentation activities requires that he find the solution to difficulties resulting from fowing internationalization.
3. The international documents librarian should be able to apply uniform methods of work and standards for international documents: afterwards he should expand these methods to any other type of documentation;
4. The international librarian should have an open mind for all innovations and methodological progress in library science and documen-

tation:

5. He should know at least two working languages of international;
6. The international librarian is confronted with national practices; he should be up-to-date on the most advanced ideas of his time through the international documents;
7. Being international by their origins and responsibilities, the international documents librarians are rather interpreters of documents than keepers; this makes them very close to their users;
8. The international librarian should have a fundamental knowledge of organisations whose documents he handles; he must keep up with the practices and development of constitutional rules;
9. In 1961 at Oxford University, Dag Hammarskjöld defined the qualities of the international civil servant, who cannot "serve two masters"; the function of the international librarian is comparable with that of the international official and, despite the fact that on the national level international documents are used as determined by the foreign policy of each State, there is a common cause, that of peace and international cooperation, which the international librarian should serve;
10. The international librarian has a special position from the point of view of governmental decision-making, because of the crucial material he is able to provide.
11. The international librarian provides direct contact, between national and international research;
12. From the professional point of view the international librarian is able to follow and participate in comparative librarianship. This allows him to find the common denominator of various national and international systems through which he can achieve the most rational and efficient documentation practices.

The quality of information for educational purposes and international understanding

The role of libraries and documentation centres in educational process should be considered in the first place on the quality of information supplied. On what basis should the quality of information be judged? Among many criteria, let us mention at least two which are basic:

1. The objectivity of information, and the example of international documentation is eloquent;
2. The impact of information on decision-making processes.

The quality of information depends on the fact of it being complete or incomplete. Any message concerning international relations could be the subject

of different interpretations, in relation with the susceptible receptors. We can formulate three situations.

- a) situation of complete information;
- b) situation of partial information;
- c) lack of information

Those in charge of deciding international relations should possess the most complete information concerning international interests which will help them to find adequate solutions to problems.

The analysis of information and its evaluation should assure the control of public opinion on any political decision of international nature. As a working instrument, information should project the future international relations. It should give the scientific prognosis for the future peace or war. If the history of international relations in the past was marked by international conflicts, if today co-existence marks the most important actions which influence the integral world system and social organisation, the information has its place to orient human decisions and actions with the aim of avoiding the absurdity of belligerent acts.

In cases of international conflict sometimes information is reduced to a war of press releases. Since the last war there have been about fifty international conflicts during which information has had the task of deceiving public opinion. There are many examples when public opinion could, however, find the truth and severely condemn adventures in international relations.

In conclusion, I would like to stress two aspects of our work as information workers or documentalist in charge of international documentation. Our activities should be impregnated by the idea that the people of our world are of the same nature and there is meaning in the fight against any racial discrimination and nationalism.

The diversity of human cultures could be explained in establishing an inventory of various juxtaposed societies in space and time, revealing the forms of social life which succeeded one another. The conception of human unity which we find constantly in the fundamentals of ancient religions and mythology is revalued. The human unity has disappeared during the geographic, cultural and political separation from which we are breaking away only today, in face of the nuclear menace which awakens in us the reality of identity.

Another conclusion is that our work should be sub-ordinated to the cause of peace; a condition without definition or with definitions built-up on its anti-thesis, but vital for our present and future.

Abstract

The International documentation, a new discipline and a source of information. The development of information and its influence to the international relations. The quality of information for educational purposes.