ETHICAL REFLECTION ON 21ST CENTURY INFORMATION WORK:
an address to teachers and librarians

by TONI SAMEK

UNESCO's statement on Human Rights Research emphasizes "the promotion and protection of economic, social and cultural rights, especially the right to education, the right to take part in cultural life and the right to enjoy the benefits of scientific progress and its applications." In essence, it stresses "the indivisibility, interdependence, interrelation and equal importance of all human rights (civil, cultural, economic, political and social)."[2]

My main intention for this address is to ask education students to consider re-conceptualizing their understanding of librarians in schools and in society. Of course, the library students present can also benefit by, for example, being open to such topics as inquiry-based learning, democratic education, curriculum reform, the politics of the textbook, and human rights education. My message is simple: the partnership of educators and librarians is a fundamental step in the path towards the development of education for human rights and global citizenship.

Alberta Learning is currently promoting inquiry-based learning, "a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support

a position or point-of-view. The knowledge is usually presented to others and may result in some sort of action."[3]   The benefits to students, community, and society are numerous, including: treatment of authentic/real-life problems within the context of the curriculum and/or community; promotion of student curiosity; active use and interpretation of data and information; teacher/students/teacher-librarian collaboration; connection of community and society with learning; and student ownership of learning.[4]   Furthermore, these benefits support UNESCO's Human Rights Education (HRE) Program (1945-), which identifies the following as conditions to education for human rights and global citizenship:[5]

- Teacher-student society connections
- Advocacy
- Meaningful authentic learning experiences
- Engagement of students in knowledge construction
- Instructional accommodations to social transformations
- Access to education
- Quality education that addresses cultural diversity, multilingualism, intercultural understanding and exchange
- Curriculum reform
- Democratic school management
- Community involvement

However, as is the case with human rights, inquiry-based learning is difficult to achieve for a variety of reasons. For example, it requires: articulated administrative vision; commitment despite competing pressures; champions; resources and space; teacher collaboration; teacher-librarian cooperation; teacher, librarian, student, parent trust; small interdisciplinary teams; and intrinsic value for problem solving throughout the school/school system. In other words, "success with inquiry-based learning often requires a change in school culture [and the role of the library therein]."[6]   Furthermore, it is difficult to imagine how teachers can effectively build a culture of inquiry without embracing some of the basic tenets promoted by the library community, such as access to information and intellectual freedom. Vice versa, the efforts of teacher-librarians and school library media specialists (and ultimately librarians in general) are at risk of being stymied within school culture, without broad teacher support for critical inquiry-based learning.

Christine Hopkins refers to this two-way street as "mutual political advocacy." In a recent e-mail posting to the PLGnet-l listserv under the subject line "Librarians & Teachers?" Hopkins wrote: "Teachers' unions, we all know, are extraordinarily powerful organizations with real political clout. Isn't there some way librarians can get more connected with teachers' unions and educate teachers to refer students to libraries and librarians and come out to support library bonds and staffing, etc. Couldn't there be some kind of *quid pro quo* of mutual political advocacy?"[7] That is where we come in!

Introduction

Even in Canada, a free country by world standards, books and magazines are banned at the border. Books are removed from the shelves in Canadian libraries, schools, and bookstores everyday. Free speech on the Internet is under attack.
                    Excerpt from Canada's Freedom to Read Week Kit, 2004.

The theory and practice of intellectual freedom are essential underpinnings of critical inquiry and informed citizenship, both important goals of our education system. However, our teachers are hard-hit by related sensitive social issues, such as book challenges, Internet access and child protection, principles of intellectual freedom in the aftermath of terrorist attacks, the impact of cutting teacher-librarians, and working with community leaders to deal with concerns about school resources. English language arts teachers are the hardest-hit of our educators for a number of reasons:

- the resources and curriculum they use are challenged regularly,
- the intellectual works they choose are subject to broad interpretation,
- the students they teach represent every level and age group, and
- they are rapidly losing their best professional consultants on intellectual freedom issues – teacher-librarians. (Alberta currently employs only about 70 professional teacher-librarians; down from 500.)

In a nation where such cuts to our school systems have reached the point of national crisis, I cannot think of a greater threat to intellectual freedom and cultural democracy. For this reason alone,

teachers and librarians need to support one another all the more. Teachers need the library community's help with school policy, curriculum, resources, community relations, and media response in the context of sensitive community climates. And for the kids you will be working with, and who will grow up (we hope) to vote and participate in civic engagement, we need to come together to ask such questions as:

- What happens to intellectual freedom in an era of intense privatization and heightened legalistic atmospheres?
- What happens to the public's "right to know" in the context of society's competing political, economic, and ideological agendas?
- What happens to the notion of informed citizenry when informed consent is dubious?

These questions are not indicative of safe professional ground for any of us. Within librarianship, for example, Canadian Library Association (CLA) President Stephen Arbram recently described information professionals as "subversives."[8] This activist interpretation of the librarian in society is rooted in what pre-eminent American library activist E.J. Josey calls "positive aggression." So while you may have come here today thinking of librarianship as a quiet feminized profession, I hope you leave knowing that it is an outspoken vehicle for principled engagement – and at times, positive trouble-making. In this view, librarians self-identify as activists, freedom fighters, agents of democracy, watch-dogs of government, providers of space and place for public sphere, promoters of authentic opinion and the right to know, educators for literacy (in all its forms), advocates of cultural democracy, facilitators of active transparency (information meeting you fully at the time of need), preservers of cultural and civic identities, providers of access from all points-of-view – and at the core – supporters of human rights including the rights of the child and the girl-child.

Librarianship, Information Ethics, and Human Rights

Libraries have emerged in different forms over the course of human history, yet their significance has never been more strongly felt than in the last twenty years with the increased central role of information technology and the explosive growth of the Internet. As a result, many

individuals feel lost and misguided among what seems to be a ceaseless flow of information, resulting in a social demand for librarians and information professionals. These professionals service the public by demonstrating the proper usages for information technology, providing order to the array of informational media, and accepting the responsibility of cultural preservation that the library traditionally maintains. By fulfilling these duties, librarians and information professionals become "*cultural warriors*" capable of defending the professional integrity of the industry amid profiteers of information technology, while simultaneously creating cooperative efforts between the technological productions of technologists and the public service unique to librarianship.[9]

Librarianship is a profession that, at its core, works in the foundation, organization, preservation, access, and control of cultural records.

Information ethics prompts library workers to be mindful of "unfettered cultural records" for all peoples, ethical and related issues, and implications for social change and the development of human rights.

Intercultural information ethics addresses social and political development, cultural development, and economic development. In each aspect, there is contestation and threats to social justice, especially in the contexts of pluralism, heightened legalistic atmospheres, and competing political, economic, and ideological agendas. The Internet, for example, has great potential for resistance, counter-dominance, and empowerment, but also serves as a powerful conveyor and perpetuator of flat culture, standardization, homogenization, consumption, colonialism, toxic trade, and perhaps most importantly deafening silence.

The international, intercultural ethics community is largely committed to an optimistic vision for an Internet culture that is grounded in public sphere, authentic opinion, community, human welfare, and ultimately human development at the local level. It embraces intercultural information ethics as a tool for bringing to light value choices in the power struggle over human need versus profit. It views cultural distinctiveness as a priceless foundation for a so-called knowledge society.

The direct implication for teachers is to be extra mindful, in general, of the contexts (e.g., historical, epistemological, political, social, ideological, legal, economic) of information and resources used

both formally and informally, both consciously and unconsciously, in schools. Examples of current related issues that impact on the daily work of educators include, monopolies in educational publishing, Internet filters, diversity, family-values/community values, hate speech, pressure groups, censorship, literacy (in all its forms), and imposed technology in schools. Emergent issues in the latter category include the experimental, imposed student wearing of radio frequency IDs:

> A February 22, 2005, *L.A. Times* article reported that in the Northern California farm town of Sutter (population 2,885), "every student at Brittan Elementary School had to wear a badge the size of an index card with their name, grade, photo — and a tiny radio identification tag. The purpose was to test a new high-tech attendance system…Known as radio frequency identification, RFID for short, the technology has been around for decades. But only lately have big markets blossomed. Radio identification has been embraced by manufacturers and retailers to track inventory, deployed on bridges to automatically collect tolls and used on ranches to cull cattle. The microchips have been injected into pets. But applying that technology in conjunction with people prompts an outcry from civil libertarians and privacy advocates. Proposals to use the high-tech ID tags in U.S. passports, Virginia driver's licenses and even San Francisco library books have drawn sharp fire… *Add schoolchildren to the list*. [10]

A library spin on the same technology:

> A March 22, 2005, *Berkeley Daily Planet* article stated: "Facing growing anger from residents and librarians over plans to lay off workers and implement tracking devices on materials, the Berkeley Public Library Board of Trustees has selected a veteran of local political battles to join its ranks…Ying Lee, 73,…said she is opposed to the board's decision last year to install radio frequency identification devices (RFIDs) on the library's 500,000 volume collection. RFIDs are expected to make checkout more efficient, but opponents fear that they could be used by government authorities to track patrons."[11]

Getting Down to Human Rights

Ideologically, the international, intercultural information ethics community finds strong support in self-identified activist segments of the library community who share a special commitment to the protection of civil liberties and civic identities. But even in less activist contexts, such as basic library advocacy, from the umbrella organization, the International Federation of Library Associations and Institutions (IFLA), down to national, provincial/state, and

local associations around the world, library rhetoric and policy on intellectual freedom recognizes the inherent relationship between human rights and freedom of expression. This powerful connection is embedded in Article 19 of the *Universal Declaration of Human Rights*, which states that:

> Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. http://www.un.org/Overview/rights.html

Building on this, by virtue of our set of contemporary library core values (e.g., Access, Confidentiality/Privacy, Democracy, Diversity, Education and Lifelong Learning, Intellectual Freedom, Preservation, The Public Good, Professionalism, Service, Social Responsibility),[12] it is librarianship's responsibility to contribute critically to the global discourse regarding information ethics, as it pertains to the following articles of the *Universal Declaration of Human Rights* which are of particular relevance to information work (noted by International Center for Information Ethics):

- Respect for the dignity of human beings (Art. 1)
- Confidentiality (Art. 1, 2, 3, 6)
- Equality of opportunity (Art. 2, 7)
- Privacy (Art. 3, 12)
- Right to freedom of opinion and expression (Art. 19)
- Right to participate in the cultural life of the community (Art. 27)
- Right to the protection of the moral and material interests concerning any scientific, literary or artistic production (Art. 27)

This emphasis reinforces UNESCO's statement on Human Rights Research. And in the library community (and elsewhere), these human rights have received increased attention since the events of September 11, 2001, which

> triggered the adoption of legislation, policies, and practices in the United States and around the world, including Canada, the European Union, China, Russia and various African countries. The consequences of such initiatives are relevant not only to individuals and institutions in those countries but have broader and more far-reaching impacts as well. In particular, such legislation, policies, and practices have tremendous

implications for such issues as access to information, privacy, civil liberties, and intellectual freedom.[13]

The upcoming special issue of Government Information Quarterly (GIQ), for example,

> focuses on how these recent security policies and practices affect research, publishing and generally how information can be used and shared in modern times. In the United States, for example, trade embargoes have affected the scientific community through the publication ban of authors living in embargoed countries, who are involved in certain types of research (e.g., the use of potentially harmful materials and technologies). In a broader sense, however, the global tightening of information and border controls affect many spheres of society (public sector, private sector, civil society) and have major implications for academic and intellectual freedom, freedom of the press, civil liberties and other democratic principles. As such these issues are of concern to all.[14]

The call for papers for this issue of GIQ states: "we seek articles that address any of the above issues as well as related concerns such as transborder data flow, information resource control, and professional moral and ethical issues."[15]

In check, I am currently representing a group of approximately 60 Canadian and American library and information studies educators who, in March 2005, proposed the creation of a new special interest group on information ethics for the Association for Library and Information Science Education (ALISE). The idea behind the proposal is to give critical attention to "ethical reflection" in the context of LIS education. At this point in our Association's history, there is a strong interest in creating a consistent, formal, dedicated space in the conference program for information ethics and related areas. The proposed charter (to be discussed at the April 14-15 ALISE Board meeting), identifies the interest group's charge to:

- Promote the study of information ethics in the LIS curriculum.
- Support pluralistic dialogue about ethical considerations both within the global LIS community and with partner communities (education, journalism, computer science – informatics, philosophy, law, management, and so on).
- Serve as a clearinghouse for teaching, research, and service resources in information ethics.

In general, we aim to promote ethical reflection on 21st century information work to spark interest in and support of librarianship's responsibilities to the better attainment of human rights in the context of knowledge society. In specific, we care to promote pluralistic ethical reflection in LIS education with special emphasis on the following goals for ethics for information specialists, as outlined by the International Center for Information Ethics (ICIE):[16]

- to be able to recognize and articulate ethical conflicts in the information field,
- to activate the sense of responsibility with regard to the consequences of individual and collective interactions in the information field,
- to improve the qualification for intercultural dialogue on the basis of the recognition of different kinds of information cultures and values, and
- to provide basic knowledge about ethical theories and concepts and about their relevance in everyday information work.

Meanwhile, the subject of ethics is gaining momentum elsewhere in the library community. In the United Kingdom (U.K.), for example,

> at its meeting on 1 March 2005, The Professional Practice Committee of CILIP (the Chartered Institute of Library and Information Professionals) confirmed the appointment of Margaret Watson, former President of CILIP in 2003/2004, as the Chair of the new Ethics Panel…The main purpose of the Panel will be to provide confidential advice to CILIP members who are facing ethical problems…In addition…the Panel will keep the "Ethical Principles and Code of Professional Conduct," passed by CILIP's governing Council last year, under review and will oversee a project to develop a database of ethical cases for inclusion on the CILIP website…As well as the Ethics Panel, the Professional Practice Committee also considered the setting up of the new Disciplinary Committee.[17]

But while the subject of library ethics is on the rise around the world no sanctions are emposed when professional ethics are violated. A recent study by Pnina Shachaf indicates that only three places (Portugal, Sri Lanka, and the U.K.) have formal sanctions on their books for librarians who violate their code of professional ethics.[18] Furthermore, library associations, such as our CLA and its American counterpart ALA, "have no authority over library administrations."[19]

Likewise, in the broader human rights picture, as Marti Smith noted, "although UNESCO seeks to influence members, it does not exert governing enforcement or authority, therefore persuasion and consensus building are its primary tools."[20]

Persuasion and Consensus Building

Persuasion and consensus building within librarianship are basic characteristics of the critical library movement (also known in North America as progressive librarianship, activist librarianship, socially responsible librarianship, and radical librarianship).[21] This movement has a network base in such nations as Argentina, Austria, Germany, Mexico, South Africa, Sweden, the U.K., and the U.S. It is emergent in Canada through the online face of the website http://www.librarianactivist.org/. (Of audience note: this website draws attention to school library issues.) The critical library movement dates back to the 1930s in the North American context. Since then, it has had a slow and steady global evolution with occasional brief accelerations, but there is little doubt that the movement is building unprecedented momentum in the 21st century.

The newly minted August 28, 2004 manifesto *Declaration from Buenos Aires on Information, Documentation and Libraries* recognizes that

> information, knowledge, documentation, archives, and libraries are communal cultural goods and resources. They are based upon and promoted by democratic values, such as: freedom, equality, and social justice, as well as tolerance, respect, equity, solidarity, communities, society, and the dignity of individuals.[22]

Yet historically, it has been argued, marginalized populations, such as indigenous peoples, women, oral communities, and political radicals (i.e., "the least socially and politically favored"[23]) have not been "represented" by the world's cultural and civic identities. In this critical view, cultural workers, such as educators, publishers, librarians, archivists, and documentalists have both consciously and unconsciously participated in tasks and policy elaborations that have resulted in absences, omissions, and negations (e.g., misrepresentation of racialized and immigrant cultures).

These records are not (until very recently in some cases) fully apparent in the cultural and literary canons, the subject headings of the Library of Congress, the Universal Decimal, or the Dewey Decimal Classification systems (which, critical library and information workers worldwide acknowledge, continue to discriminate by "sex, race, ethnicity, ideology, economic status, social class, disabilities, migration, sexual orientation, religion, and language"[24]), the mostly middle-class library systems worldwide that organize their collections by these knowledge systems, the epistemological foundations of these knowledge systems, global information policies informed by the discourses of capital, community value/family value based school curricula, propagandistic textbooks of political regimes, or the ashes of cultural destruction brought about by violence.

For example, the Progressive African Library & Information Activists' Group (PALIAct),

> recognises the right to relevant information as a basic human right. This right must be enshrined in the constitution of all African countries and be endorsed as an active programme by the African Union. The struggle for a relevant information service is intimately linked with the political struggles of the people for organising a society that ensures that material, social, cultural and political needs of the people are met. PALIAct believes that the opportunity for making fundamental changes created as a direct result of political victories in the early period of struggle for liberation was lost. The opportunity that history had brought to our doorsteps to provide a people-orientated information service was lost. Instead of challenging the very basis on which library and information services were built, we allowed ourselves to be manipulated into making merely quantitative changes in library services, but failed to make any qualitative changes. The classes who were served by the colonial library service continued to be served and the needs of working people who had always remained outside the remit of such services remained unmet. Their experiences, their cultures, their very language remained outside the walls of impressive library buildings. Thus the advantage gained in the early period of struggle for a society and an information system which served the needs of all its people was lost. The struggle for such an information service continues to date. (February, 2005)[25]

Thus, the following questions deserve our special attention:

- What are the implications (epistemological, institutional, societal, historical, political, economic, and legal) of the forgotten, buried, and contaminated memories of individuals, societies, and institutions? Of a flattened

cultural record that reflects standardization, generalization, and homogenization?

- How can opportunities provided by communications technologies, interconnectivity, and the global digital network be applied to improve upon discriminatory knowledge practices (collection, organization, access, preservation, and control) to make them for everybody, not just for some? To what extent can improved practices redress the failed promotion of cultural distinctiveness, cultural literacy, cultural democracy, and democratic education?

- Most importantly, how can people working in the information and communication technologies fields (and sharing the principle that knowledge and information access is free, open, and egalitarian for everybody), consciously improve knowledge practices to facilitate human rights conditions, such as: critical and free inquiry, freedom of expression, authentic opinion, free decision making, free dissent, the democratization of information and knowledge, and the prerequisite promotion of literacy (in all its forms)? Note: this is of great significance to the rapidly expanding online education providers.

Strategies, of course, are both apparent and emergent. One concrete example (and there are many) is the direct collective scholarship based on the creation of free electronic databases, multimedia encyclopedias, and other resources to support critical, pluralistic, and egalitarian knowledge and inquiry – reflecting complex collaborative processes, in which social bonds, generosity and self-organization are conditions.[28] For example, the Latin American Council of Social Sciences' (CLACSO), under the UNESCO umbrella, innovation of knowledge works (such as RAECpedia) contribute to the rethinking of social problems from critical and pluralist perspectives in the context of global interconnectivity (e.g. governance, urban life, sustainable development, women and gender, the struggle against discrimination, indigenous populations, and multicultural and multi-ethnic issues.) This solution, and its wrinkles (e.g., the European Union attempt to enforce the 1992 directive to tax libraries to lend books[29]), interplay with the growing international interest in open access journals and open access online

archives (for scientific and scholarly publications) that "can be read by anyone free of charge and without restrictions on the internet."[30] But there are threats on the horizon. CLACSO's RAEC Coordinator Gustavo Navarro warned,

> outside the software's domain, open source projects remain relatively marginal and novel. Thus comes the question of how projects like RAEC and Wikipedia (an international project managed by volunteers, with the scope of creating a free and gratuitous encyclopedia) will be maintained in the future. To what extent will the generosity that is inherent in the domain of these networks at present become wealth in the future?[31]

Thus, the long-term success of such strategies depends upon the development and sustainment of virtual communities that support social change. For instance, the coalition and action of information ethics and global information justice groups worldwide – via cyber-activism/Internet activism, electronic citizenship, e-democracy/ digital democracy, and other new forms of social movement, civic engagement, and community building – strive to accommodate social transformations and aim to harness knowledge to compel action rather than inaction. For example:

> Dear colleagues,
>
> I have endorsed the [following] letter to call UN-WIPO for substantial Reforms in its work: for TRANSPARENCY, PARTICIPATION, BALANCE and ACCESS. And I strongly invite you to endorse it and promote it too, since WIPO's policies also have devastating effects for users and workers of libraries and other public repositories of information and knowledge, for the public domain and the cultural commons.
>
> <div align="center">Sincerely, Zapopan Martín Muela Meza
Mexican librarian.</div>

> WIPO Manifesto for Transparency, Participation, Balance and Access
>
> Dear Colleague: The following open letter will be sent to WIPO, the World Intellectual Property Organization, calling for TRANSPARENCY, PARTICIPATION, BALANCE and ACCESS in its work. Prior to a large and ambitious publicity campaign, your sign-on to this letter is essential. WIPO is locking NGOs out of its negotiations, using tactics to isolate those governments who stand up for you, and hiding the evidence by deleting it from their website. The mentioned letter goes into great detail on this. If you are a computer programmer or politician; if you are ill, if you have an audio/visual or motor impairment, if you are a student,

academic, information or knowledge worker, librarian, or citizen concerned about access to information and knowledge and the absence of balance between rightsholders and the public interest within developed countries and mainly in developing/least developed countries, please take a moment to read this and consider signing into it.

Things you can do:
1. sign onto the open letter (now available in English and Portuguese) by visiting this link: <http://www.petitiononline.com/wipo/petition.html>, and
2. spread it all over the world by sending e-mails and putting in your webpage a link to the online petition.[32]

Our Canadian Library Association's Statement on Intellectual Freedom directs that "Libraries should resist all efforts to limit the exercise of [our] responsibilities while recognizing the right of criticism by individuals and groups."[33] In my reading, the phrase "should resist" implies an activist agenda in which the library is a point of resistance.[34] It is here, for example, that librarians (in consultation with partners) can conceptualize and re-conceptualize their core values, issues, alliances, and where and how they can take stands on policy development for issues that are, not incidentally, of serious concern to teachers:

- negotiating corporate sponsorships,
- threats to library access,
- censorship,
- self censorship (or inside censorship),
- alternative catalogue entries and descriptors,
- public access to government information,
- small and alternative presses,
- meeting room policies and the politics of public space,
- Internet access and child protection,
- attacks on fair use copying,
- legislation,
- information rights
- right to read anonymously,
- impermanent and restricted access to purchased electronic records,
- academic freedom,
- freedom of expression on professional and policy issues,
- one voice,
- public forum,
- systemic racism,
- international relations,
- labour,
- outsourcing,
- GATS,
- cutting of teachers-librarian positions,

- intellectual property,
- serving the poor, homeless, and people living on fixed income,
- media conglomeration,
- socially responsible investing,
- anonymity, privacy, and confidentiality,
- humane library space,
- human security,
- national security policies,
- the global tightening of information and border controls,
- transborder data flow,
- library disaster relief,
- and so on.

In closing, Will Weaver (Professor of English, Bemidji State University, Minnesota) recently posted the following to the SRRT listserv:

> The Bemidji, Minnesota, school board hearing on *Plainsong* was held last night. A packed house, a three hour meeting, lots of passionate testimony. It was a general victory for free access to reading, though with some loss: the book was removed from the 9th grade classroom but retained for 10-12. Its place in the school library was secured as well. However, the book challenge was a wake up call to those of us in this community who take good books – and freedom to teach them – for granted. Nowadays everything is political and ideological. Past freedoms that we assumed must be re-visited and re-articulated. This whole incident has had a galvanizing effect on we who write and teach. We will be increasingly watchful of candidates for ANY elected office – especially school and library boards.[35]

Weaver's words bring us full circle to the opening of this address. The work of teachers and librarians share overlapping ethical ground and are inextricably linked, as are "*the indivisibility, interdependence, interrelation and equal importance of all human rights (civil, cultural, economic, political and social).*" [36]

Librarians and teachers co-exist front and centre in life, not on the margins of society. Librarians and teachers in Canada (and elsewhere) are in the midst of post 9-11 surveillance, the firebombing of the United Talmud Torah School library in Montreal, and other forms of cultural destruction, hate speech, pornography, Internet access and child protection, family values, pressure groups, censorship, imposed technologies, access to government records, privatization, and, of course, just recently the case of "Vancouver gay bookstore Little Sisters Book and Art Emporium" and its challenge of the censorship powers of Canada's Customs department.[37] The list goes

on and there is much work to be done in the attainment of education for human rights and global citizenship.

Studying library activism worldwide has taught me that our "mutual advocacy" depends upon such conditions as:

- intention,

- ability to publicly finance our work,

- freedom of expression within our own ranks,

- increased support for teacher and librarian employees who take risks in the defense of academic freedom and intellectual freedom,

- respect for cultural distinctiveness, cultural literacy (in all its forms), and cultural democracy,

- desire to redress omissions, absences, and negations in history, memory, human legacy, and cultural and civic identities, and

- progress in opposing commodification of information, "corporate globalization, privatization of social services, monopolization of information resources, profit-driven destruction (or private appropriation and control) of cultural artifacts and the human record."[38]

That said, it is evident that librarians have two "highly loaded" challenges:

- our action, coalition, and alliances in a profession that is largely guided by an ethical framework that carries no sanctions when violated, and

- our ability to negotiate the enduring dilemma about what constitutes library work.

In her November, 2004, plenary at the at the "Shared Dialogue and Learning: International Conference on Educating for Human Rights and Global Citizenship," Ratna Ghosh (McGill University) firmly

cautioned that access to education is not enough, if the message of education is not what it should be. The message of inquiry-based learning is a good one – but only if educators and librarians share in the telling.

Footnotes

1 http://www.ualberta.ca/~hre04/
2 http://portal.unesco.org/shs/en/ev.php-URL_ID=3515&URL_DO=DO_TOPIC&URL_SECTION=201.html
3 Jennifer Branch and Dianne Oberg. *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning*. Edmonton, AB: Alberta Learning, 2004, 1.
4 Ibid, 4.
5 http://portal.unesco.org/shs/en/ev.php-URL_ID=3516&URL_DO=DO_TOPIC&URL_SECTION=201.html
6 Branch and Oberg, *Focus on Inquiry*, 2.
7 From: "Christine Hopkins" ch2yes@yahoo.com. To: <plgnet-l@listproc.sjsu.edu>Subject: Librarians & Teachers?.
8 Stephen Abram. "President's Message – Influence: It takes A Fine Hand." *Feliciter* 50,5 (2004): 173.
9 Save Library and Information Studies: Research and Rescue, a non-profit organization in the state of Georgia, U.S.A, was recently created "to support and uplift one of humanity's most important social institutions— the library." http://www.savelibinfostudies.org/index2.htm
10 From: "Dana Lubow" danalubow@hotmail.com.To: SRRT Action Council srrtac-l@ala.org.Subject: [SRRTAC-L:15950] RFID's in the schools.Date: Fri, 25 Feb 2005 06:35:50 –0800.from the *LA Times* http://www.latimes.com/news/local/la-me-sutter22feb22,1,1317634.story. CALIFORNIA Town Gives Brave New World an F. When an elementary school required students to wear radio frequency IDs, some parents saw the specter of Big Brother. By Eric Bailey. Times Staff Writer. February 22, 2005.
11 Date: Wed, 23 Mar 2005 13:58:13 –0500. To: SRRT Action Council srrtac-l@ala.org. From: Mark Rosenzweig iskra@earthlink.net. Subject: [SRRTAC-L:16189] Berkeley Fighter against RFIDs.
12 ALA Core Values Task Force II Report (Summer 2004). [Has direct influence on Canadian librarianship.] http://www.ala.org/ala/oif/statementspols/corevaluesstatement/social
13 Dr. Nadia Caidi, Faculty of Information Studies, University of Toronto. Call for Papers: Special Issue of Government Information Quarterly on "National Security Policies and Implications for Information Flow".
14 Ibid.

15 Ibid.

16 http://icie.zkm.de/research#3.%20Ethics%20for%20Information

17 Date: Wed, 9 Mar 2005 16:32:21 –0000. From: Tim Buckley Owen tim.buckleyowen@CILIP.ORG.UK.Reply-To: Chartered Library and Information Professionals LIS-CILIP@JISCMAIL.AC.UK. To: LIS-CILIP@JISCMAIL.AC.UK. Subject: Margaret Watson appointed as Chair of CILIP's new Ethics Panel. CILIP: the Chartered Institute of Library and Information Professionals 7 Ridgmount St, London WC1E 7AE. News from CILIP. Wedesday 9 March 2005. For immediate release (Please copy to online discussion lists).

18 http://ella.slis.indiana.edu/~shachaf/ALISE%202005.ppt

19 Shirley Wiegand, "Reality Bites: The Collision of Rhetoric, Rights, and Reality, and the Library Bill of Rights. *Library Trends* 45(1), 83.

20 Marti Smith, Global Information Justice: Rights, Responsibilities, and Caring Connections." *Library Trends* 49(3) (Winter 2001), 534.

21 To learn more about this subject, see: Toni Samek, "Internet and Intention: An Infrastructure for Progressive Librarianship" published in the online journal International Journal of Journal of Information Ethics (IJIE) 2(11/2004).

22 *Declaration from Buenos Aires On Information, Documentation and Libraries*. August 28, 2004. The attendees at the First Social Forum on Information, Documentation and Libraries: alternative action programs from Latin America for the information society, held in Buenos Aires from August 26-28, 2004, was called by the Social Studies Group on Library Science and Documentation (Argentina) and the Study Circle on Political and Social Librarianship (Mexico).

23 Ibid.

24 Ibid.

25 PLGNET-L Digest 2056. Fwd: RE: AFRICA LIBERATION LIBRARY PROJECT - EXPRESSION OF INTEREST. by Mark Rosenzweig iskra@earthlink.net. From: "Shiraz Durrani" shiraz.durrani@blueyonder.co.uk. To: "'edward addo-yobo'" eddyobp2000@yahoo.co.uk. Subject: RE: AFRICA LIBERATION LIBRARY PROJECT - EXPRESSION OF INTEREST. Date: Sat, 19 Feb 2005 16:33:15 –0000.

26 *Declaration from Buenos Aires On Information, Documentation and Libraries*. August 28, 2004.

27 Ibid.

28 Gustavo Navarro, Self-organization in Open Source Communication Networks. Red Académica Electrónica de CLACSO -RAEC- (CLACSO's Electronic Academic Network -EANC-) case. *IJIE* Vol. 2 (11/2004), 6.

29 http://www.fesabid.org/federacion/gtrabajo/bpi/publiclending.pdf)

30 To: Lib InfoSociety <lib-info-society@yahoogroups.com>,Progressive Library International Coalition lib-plic@yahoogroups.com. From: Zapopan Martin Muela-Meza zapopanmuela@yahoo.com. Date: Tue, 22 Mar 2005 14:22:13 -0800 (PST). Subject: [lib-plic] Finnish government endorses Open Access scientific publishing Reply-To: lib-plic@yahoogroups.com.

31 Ibid.

32 X-Sender: zapopanmuela@yahoo.com. To: Lib InfoSociety <lib-info-society@yahoogroups.com>,Progressive Library International Coalition <lib-plic@yahoogroups.com>,Union Public Domain <upd-discuss@lists.essential.org>,ubmls list ubmls-l@listserv.buffalo.edu. From: Zapopan Martin Muela-Meza zapopanmuela@yahoo.com. Date: Thu, 10 Mar 2005 07:14:46 -0800 (PST). Subject: [lib-plic] Request for endorsement: Open Letter to the United Nation's (U.N.) World Intellectual Property

Organization (WIPO).

33 http://www.cla.ca/about/intfreed.htm

34 Mark Rosenzweig, "What Progressive Librarians Believe: An International Perspective." *INNOVATION* 22 (June 2001): 1.

35 From: Jgehner23@aol.com. Date: Tue, 15 Mar 2005 12:26:56 EST. Subject: [SRRTAC-L:16117] Report on Bemidji PLAINSONG Challenge. To: SRRT Action Council srrtac-l@ala.org. Reply-To: srrtac-l@ala.org. Sender: owner-srrtac-l@ala.org.

36 http://portal.unesco.org/shs/en/ev.php-URL_ID=3515&URL_DO=DO_ TOPIC&URL_SECTION=201.html

37 http://www.indexonline.org/en/indexindex/articles/2005/1/canada-gay-bookshop-denied-court-funds.shtml. Date: Wed, 23 Feb 2005 10:42:28 –0600. From: "Don Wood" <dwood@ala.org> . To: Intellectual Freedom Action News ifaction@ala.org. Subject: [IFACTION:9704] Vancouver gay bookstore Little Sisters Book and Art Emporium has abruptly had its legal funds denied.

38 Rosenzweig, "What Progressive Librarians Believe," 5.