ACCESS TO ARCHIVES AND THE CHANGING ROLE OF REFERENCE SERVICES IN DIGITAL ERA
(SELF-REFLECTION OF THE SHIFTING ROLES FROM CLASSICAL TOWARD MODERN REFERENCING) Robert Parnica

47

Robert Parnica[1]

ACCESS TO ARCHIVES AND THE CHANGING ROLE OF REFERENCE SERVICES IN DIGITAL ERA (SELF-REFLECTION OF THE SHIFTING ROLES FROM CLASSICAL TOWARD MODERN REFERENCING)

Abstract

This article investigates how external and internal factors affect the activity of reference services in a microenvironment that very often remain under the radar. The author inquires how the continuous internal dynamic of a constant and complex interaction between researchers and reference archivists changed both users' habits and reference archivists.

The case study presents results of one private and University archive. We use quantitative and qualitative methodologies to analyze and describe statistical data in 17 years to ascertain external and internal factors affecting reference services. Observation and self-reflection proved useful from the institutional point of view and the societal, educational, and even political.

The statistical data encapsulated in the institution's Researchers Database traced crucial moments such as political, educational, or pandemic that affected reference activities such as numbers of new researchers, visits, the total number of requested materials, and digital reproductions. The author ascertains a vital shift in users' intellectual assessing archival records, which does not happen in the research room but outside of it. Such a change in research strategy caused difficulties to archive and retrieve a mass quantity of data. Finally, reference archivist is expected to acquire new reference knowledge and apply emotional intelligence in daily communication with users, especially when conducting entry-interviews.

Reference services are under a constant process of gradual transformation, mirroring macro events on its micro-community. The archival research rooms became not just physical places where reference archivists are knowledge mediators between archival records and their users but also an area of lively intellectual interaction and sophisticated mediation with the ultimate goal of creating a new knowledge. Although ambitiously designed, this study is a modest attempt to indicate a complex nature of change that considerably affects the interaction between users and reference archivists.

Keywords: *Reference services, reference knowledge, reference interaction, knowledge creation*

1 INTRODUCTION

The benefits that researchers enjoy today concerning physical access came from a long and not always easy process of the historical development that came with dominant

---

1   Robert Parnica, M.Phil., Senior Reference Archivist, Vera and Donald Blinken Open Society Archives at Central European University, Budapest; Second year Ph.D. candidate at Alma Mater Europaea – European Center Maribor; robertparnica@gmail.com, parnicar@ceu.edu

societal, intellectual, and political currents in history.[2] Today, public access to information represents a fundamental human right that creates favorable conditions for a free exchange of ideas in a democratic society. This paper partly reflects on the importance and the value of the archives for the community and how society, too, impacted archives and their access policy. Thus, each historical epoch created a set of societal values and norms that archives encapsulated within their holdings.[3] The article analyzes past 17 years of reference services in one private and University archives.[4] It is a self-reflective observation and the analysis of the dynamic of transformation. The article is ambitious because it reflects three research themes; societal impact to access to archives, reference services as the mediating point, and reference archivist with archival reference knowledge and skills.

2 LITERATURE REVIEW

Caused by the postmodernist inquiry into the archival field, and supported by the advance of new technology, decades after the "archival turn" were marked by the emergence of new concepts and paradigms that embraced archives and archival science in general. Archives became dynamic places where records were reassessed and re-contextualized, which created new possibilities for a new type of users who strived to create new scientific knowledge by re-evaluating old records and using new methodological lenses (Cook, 2001; Yakel, 2000; Duff & Fox, 2006).

The interest in archives and archival science was continually growing over the past several decades, so is the number of studies (Cox, 1992).[5] In the first part of the 20th century, there were two important works of a Dutch and British writer who focused on archives, archival theory, and recordkeeping (Jones, 2002). As the European recordkeeping system differed from that in the US, Schellenberg published his set of lectures to develop new archival principles and practices (Schellenberg, 2003). Whalen's book on reference services compiled practical reference experiences from various cultural heritage institutions such as museums, galleries, and other institutions (Whalen, 1986). The state of the art of the 1990s is described by Mary Jo Pugh's in her classical work in which she analyzed commonly accepted standards for archival reference services in the United States (Pugh, 2005). Although written in 1993, this book today does not entirely fit the criteria caused by the fast technological transformation.

---

2   From its emergence, archival records and documents were carefully preserved since the origin of the first civilization. Ernst Posner wrote a classical piece, "Archives in the Ancient World," in which he analyzed ancient cultures from Egypt, Sumer, and Persia to India and China (Postner, 2003). His main argument is that the records were accessible only for the privileged members of the ruling elite, administration, priests, and rulers. Written documents described microcosms and historical events without any explanation of their causality. Their world was perceived not as linear time passing but rather a cyclic - a constant repetition of divine principles and laws as the universal solution for all epistemic questions that anybody could not challenge (Valge & Kibal, 2007). According to Le Goff, cities became "the center of a politics of memory" (Le Goff, 1992, 59-60). First, the creation and control of memory led to the control of history, mythology, and finally to – power (Cook, 2001). This dominant paradigm of archives and power became a central topic in the works of many intellectuals and philosophers, M. Foucault, E. Ketelaar, and others. Michel Duchein offered linear chronology for the history of archives and access to archival institutions: from the early civilizations up to the beginning of the 19th century; 19th century up to World War II, and access to archives from the end of WWII up to the 1980s (Duchein, 1983). The technological and digital transformation from the early 1990's up to nowadays requires new and revised views (Klasinc, 2019).
3   Recent writings on state of the art in archival science and access to archives see Novak, 2016 and 2019; Rajh et al., 2013; Gilliland & Mckemmish, 2006; Duff, 2006; Klasinc, 2019; Katelaar in edit. by McKemmisch, 2017; Kecskemty & Szekely, 2005 and others.
4   The description of the case study was conducted by analyzing statistical data in the past 17 years (2003-2020)
5   Frequently archival and library reference services were understood interchangeably, or the library reference was favored by the authors because there were more ordinary people visiting and using libraries than archives.

In this article, reference services are considered an integral part of the "access" to archives concept, a service developed during past 200 years to facilitate access to users by establishing precise rules and regulations for the protection of records (Schellenberg, 2003). Today reference services are shifting from providing physical access to records toward mediation between archival holdings and users increasingly focused on obtaining information from and about the record in the process of acquiring new knowledge (Yakel, 2000)

3 RESEARCH DESIGN

"Access" to archives and "reference services" are two terms that are inseparable from each other and which are used interchangeably in this text. The term "access" possesses at least two sets of meanings, firstly, it includes rules and regulations that govern access into the research room and use of records, and secondly, it contains the whole set of concepts and theoretical paradigms developed throughout history (Duranti, 1989; Eastwood, 1994; Bloiun, 1999; Cook, 2001; Gilliland & Mckemmish, 2006; Yakel, 2011).

The historical analysis of literature proves how then, but also today, societal and other external factors can cause changes in access policy's dynamic. The author selected the case study analysis of one private and University archives in Hungary, where the dynamic of social and political events reflected considerably to access. The analysis of the last 17 years of the archives' reference activities is primarily based on the available statistical data from the Researchers Database and official Annual Reports. The author tries to detect external and internal impulses that caused oscillations and disturbance in reference services. The parameters used as a reference and object of analysis include numbers of newly registered researchers, number of visits, archival materials served, and number of reproduction made in this period (See Table 1).

The section continues with observing the activities inside the research room while analyzing users' research techniques and how they changed over time. Reference archivists became cognizant of adopting new communication techniques with users who became much more knowledgeable of archival fonds. The last part of the paper is a self-reflection on the process of creating trust between users and archivists based on the Archival Reference Knowledge Model suggested by Duff, Yakel, and Tibbo (Duff et al. 2013). They defined three significant types of knowledge inherent to a reference archivist: a. collection knowledge, b. research knowledge, and c. interaction knowledge. For the researcher, the essential knowledge is 'collection knowledge' that derives from familiarity with catalog and is structure and fonds' standardized descriptions. It can also be accumulated by processing archival collections and curating digital collections. Contextual knowledge is the intrinsic part of the 'collection knowledge' and, in many cases, more important than folders' content. Research knowledge represents a set of skills and characteristics about how to conduct research. It comprises 'domain knowledge' (profound knowledge of the research theme) and research methodology to 'artificial literacy,' a skill of understanding how to read records as objects among various genres and interpret them. 'Interaction knowledge' presupposes knowledge of people inside and outside the institution, organization of the institution, and access systems with all rules, standards, and procedures. (Duff et al. 2013:86).

The study has several limitations, from practical and conceptual points of view such as 1. The case study data observed relates only to a private and University archive. 2. The study could not reflect on all external and internal factors that can make an impact on access. 3. Due to different geographic, political, intellectual, and cultural differences, this micro observation might not always follow general trends in the national context.

50

ACCESS TO ARCHIVES AND THE CHANGING ROLE OF REFERENCE SERVICES IN DIGITAL ERA
(SELF-REFLECTION OF THE SHIFTING ROLES FROM CLASSICAL TOWARD MODERN REFERENCING) Robert Parnica

4. Not all statistical data will be analyzed, including qualitative. Data presented are also not in absolute numbers because of some inconsistencies.[6] 5. Study will neither cover the digital component nor focus on the analysis of archival procedures and regulations. 6. The study only partly elaborates on users' habits.[7] Some of these issues will be in focus in the future.

4 RESULTS

4.1. RESEARCH ROOM AND INTERNAL AND EXTERNAL IMPULSES

The Researchers Database (2003 – 2020) and Annual Reports (1995 – 2020) identified four turning points in trends when reference services faced disruption and a decline in the number of visitors (Table 1).[8] There was one point when these numbers started to change upwards, illustrating a positive moment. The first remarkable decrease in visits we see in 2006, when archives moved from the central University to a new location (Table 2). From 1995 to 2005, the research room was an intrinsic part of the University library and its reading room (OSA Annual Report, 2006).[9] The University students could easily switch from one reading room to another, even during short breaks between classes. The new location forced students to change their research strategy and adjust visits according to their schedule. Instead of frequent and short visits before, they had to plan a visit and spend more time at the new location - less frequently. From 2006 till 2010, the number of new researchers steadily grew, and in 2011 it reached figures before the move (Table 2). A vital contribution to the increase in numbers of new researchers and their visits was in establishing the Visegrad scholarship that was founded in 2010 by the International Visegrad Fund (OSA Annual Report, 2010).[10] The scholarship provided 15 places for the scholars from the region to spend up to 2 months at archives researching. This scholarship has secured a constant flow of researchers up to today.[11] Since 2017, the University experienced unprecedented political and media pressure, which also affected the number of visitors (OSA Annual Report, 2018).[12] Due to the legal acts that prevented the University's functioning in Hungary, a decision was made to partially move University teaching to Vienna in the academic year 2018/19 and entirely in the academic year 2019/20 (OSA Annual Report 2017).[13] The archives, i.e., Blinken OSA, as an integral part of the University remained in Budapest. Finally, the last turning point happened in 2020, and it has been continuing with the global pandemic of Covid-19. It caused mass closure and a drastic reduction of international travel. 2020 is regarded as the worst year in the history of archival reference services of Blinken OSA ever (Table 2).

---

6   One example, reference archivists trust researchers to report an approximate and not precise number of their digital images. The researcher's input is added into the Researchers Database.

7   Due to the lack of time and the paper's prescribed length, I cannot reflect on other issues.

8   Data from the early period 1995-2003 are not complete. That was the reason not to include them in the statistics for analysis. All administration was kept manually and by administrative staff without knowledge of English. 2003 was a turning point when a new, access based database for registration and monitoring was introduced. It simplified the process, reduced the mistakes, and helped reference archivists to locate archival materials.

9   https://www.osaarchivum.org/files/page/420/587/rferep2006.pdf (28.01.2021)

10   The Visegrad scholarship offered 15 grants annually with the design to provide access to the Archives for scholars, researchers, artists, and journalists. The grant covers travel to and from Budapest, modest subsistence, and accommodation in Budapest for a maximum research period of two months. https://www.osaarchivum.org/work-with-us/fellowship/visegrad-scholarship/report-2010-2019 (21. 01. 2021.)

11   https://www.osaarchivum.org/work-with-us/fellowship/visegrad-scholarship/winnners-and-reserves (21. 01. 2021.)

12   https://ar2018.osaarchivum.org/ (28.01.2021)

13   http://ar2017.osaarchivum.org/ (28.01.2021)

4.2. OBSERVING THE RESEARCH ROOM AND USERS

Compared with the late '90s and early 2000s, careful observation can distinguish significant transformation inside the research room. The portable computers were rare, and a majority of users took notes on paper. As the technology progressed and archives moved to a new location, new hardware and software replaced the old one. The research room was equipped with audiovisual and TV sets together with microfilm readers. The archives introduced PC stations for the electronic catalogs in 1999 and the first scanner in 2005. In 2000 archives decided to stop producing Xerox copies and thus transferred all copy reproduction responsibility to the researchers (OSA Annual Reports, 2000, and 2006).[14]

The emergence of digital cameras in the research room also brought to a profound transformation of users by adopting new research strategies to make digital reproductions and the research process. Facing unlimited possibilities for digital copies, researchers spent more time ordering and dealing with the number of boxes and folders rather than studiously analyzing their content (Table 3). Instead of working with one archival box at a time, users requested maximum archival boxes.[15] Users also completed their work in a much faster fashion. The introduction of digital photo cameras brought to some notable effects: a. users became more interested in the quantity of entire body of related resources applying 'holistic' approach to check 'everything possible'; b. the accumulation of a significant number of digital images takes considerable time for archiving and retrieving; c. the cognitive process of reading and critical assessing of records is happening outside the research room. Users spend less time analyzing and taking notes but instead creating metadata of their archived files; d. while searching for materials, users often got the inspiration for a new project and worked simultaneously.[16]

4.3. INTERVIEWING RESEARCHERS – ESTABLISHING THE TRUST

This first communication between researcher and archivist is crucial to obtain information important for placing research question in the historical context and context of archival fonds. Archival praxis (OSA Annual Report, 2017),[17] proved that there are several types of introductory interviews. The first type is for the 'first time visit' users. Their research topic is neither clearly defined nor research question - crystalized. They neither know the structure of archival collections nor are they familiar with online finding aids. These users require extra time and attention because they need guidance throughout the process, from finding online call numbers of an archival container to completing a request form. They are instructed how to use search engines and to navigate throughout the archival fonds, sub fonds, with an ultimate goal to make them fully independent. Besides, researchers are informed about the basic research room Rules and Regulations and how to fill in and complete the Registration Form and the Request Form. The second type of interviews pertains to researchers familiar with the institutional web site, who possess solid knowledge of archival fonds, and whose research question is unique and very specific. They might also acquire contextual knowledge but still miss a piece of in-

---

14 Researchers are encouraged to bring their cameras to produce as many digital images as they want without restriction. The permission to make digital images was granted after they signed the Researcher's Statement by which they were obliged to use them only for academic and educational purposes. https://www.osaarchivum.org/files/page/420/587/rferep2006.pdf (28.01.2021)

15 http://ar2015.osaarchivum.org/ (28.01.2021)

16 Besides institutional Visegrad Scholarship, several researchers mentioned financial constraints in their institution, receiving fewer funds for shorter research periods. A few foreign researchers came on their using vacation days and financing entire stays.

17 http://ar2017.osaarchivum.org/#cbp=/staff-subjective/ (28.01.2021)

formation to complete their findings. Interviews with such researchers are demanding and require full attention from the reference archivists. In many cases, archivists also need to demonstrate emotional competence, i.e., willingness to find the answers. Users' questions became increasingly complicated, often bringing archivists to a new level of granularity of maybe unknown microhistory. Reference archivists demonstrate an ability to listen carefully and simultaneously to draft the answers that match the user's expectations - mentally. The third type of interviews makes a group of researchers who are rarely in archives or come once in their lifetime. These could be students who came to complete their seminar paper or elderly to find genealogical connections or some professions outside the academic milieu. They are unaware of the record's context or provenance, and if it is a forgery and reliable document, they primarily seek an answer to their current inquiry.[18]

Interviews with users play a significant role in the building of mutual trust. The archivist must demonstrate full intellectual and professional capacities that include demonstrating archival reference knowledge (Duff et al., 2013). Reference archivists should use diplomatic methods to evaluate and estimate the user's research topic and dedication to complete the task. Based on this, archivists can structure the conversation almost instantly. Interview thus helps in a mutual process of creating the trust for common collaboration, which is crucial for completing the research. This process of building professional trust seems to be underestimated because of its complex nature. Interpersonal and emotional competence vary from one to other reference archivists, and it is difficult to 'measure' or prescribe. To sum up, reference archivists must carefully assess the researcher's request, based on specific criteria and apply the interview strategy accordingly.[19] Archival research rooms became places where reference archivists also became significant intellectual mediators and active collaborators in stimulating the knowledge production process.

5. DISCUSSION

Access to archives can unpredictably be affected by external social, political, and internal factors. Among internal factors, it could be interesting to investigate further how a change in academic curriculum stimulates or diminish interest in particular topics. Table 1 offers different data for other types of examination.[20]

The archival reference knowledge model proposed by Duff et al. This author would enrich with additional thoughts and suggestions. The principal remark lies in underestimated ethical principles in which the archival reference knowledge operates. Although principles could not be associated with 'knowledge,' I would suggest a term that combines ethical and interpersonal behavior - 'emotional intelligence' – the basic principle of empathy and a positive attitude toward the users' needs.[21]

The 'emotional intelligence' could comprise the following elements: a. willingness and commitment to help and provide information even if archival materials are not available or information is incomplete. It also includes human and democratic approaches

---

18 Every interview is unique in its way. For this text, I limit interview taxonomy on these three major groups. However, I could distinguish more groups by applying different parameters.

19 To exit an archive physically presupposes an 'exit interview.' With this, researchers gave feedback on their findings and express satisfaction with the quality of services. The most visible proof of this satisfaction is the acknowledgment in published works.

20 The number of requests and the average per month, but also many produced digital copies.

21 Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to others' emotions. https://www.verywellmind.com/what-is-emotional-intelligence-2795423 (25.01.2021)

ACCESS TO ARCHIVES AND THE CHANGING ROLE OF REFERENCE SERVICES IN DIGITAL ERA
(SELF-REFLECTION OF THE SHIFTING ROLES FROM CLASSICAL TOWARD MODERN REFERENCING) Robert Parnica

53

toward on-site and 'invisible,' off-site researchers seeking information; b. responsibility to check if the researcher understands the rules and procedures; if he is properly using archival finding aids; responsibility to check if researchers exhausted all similar fonds for his/her research question; to share the knowledge about the information at other similar institutions; to demonstrate responsibility by checking if the researcher applies appropriate research strategy; c. commitment to share archival reference knowledge and thus to enlighten them with broader archival context. This activity also includes giving lectures and presentations, mentoring students, etc. Reference archivists must at any time be conscious of their responsibility toward researchers and always help them in finding and discovering new knowledge. Archivists, too, via researchers, establish responsibility toward community and society. Reference archivist listens and observes, acts and demonstrates, creates and provides, mentors and navigates – for the benefits of users. Archivists are increasingly exposed to users' questions and queries on access to online resources and digital platforms as never before during these pandemic days.[22]

Archival reference knowledge, including archival emotional intelligence, are uniquely acquired during a more extended period. Because of these qualities, reference archivists became active players in designing outreach campaigns and in academia. Their activities include a. keeping contact with educational and research institutions, organizing lectures off and online, organizing pre-session events, open days, etc.; b. writing blogs, articles, and newsletters, designing website pages, promote social platforms, give interviews and prepare podcasts; c. mentoring researchers, interns, and volunteers; d. giving offline and online lectures and presentations, mentor university students to cooperate with faculty, and e. participate in public programs and similar events such as the exhibitions, etc. (OSA Annual Report, 2010).[23]

6. CONCLUSION

The case study analysis showed that the institutional Reference Service of the Blinken Open Society Archives (OSA), since its formation in 1995, was playing a prominent role in assisting numerous students and researchers to obtain archival records needed to address their research questions. However, by servicing researchers the reference archivists actively participated in the knowledge production process that happened in the research room. The statistical data analysis illustrates the trend of constant development with important moments caused by external and internal factors that accelerated or slowed down free access to archives. Reference archivist meets users who pose sophisticated questions seeking precise and accurate answers. Also, a reference archivist needs to show archival and emotional intelligence, demonstrate competence over many professional areas, show stable orientation in historical periods, have good knowledge of archival fonds, and finally, to demonstrate skills inherent to a reference archivist.

Thus, archival research rooms became not just physical places where reference archivists are knowledge mediators between archival records and their users but also an area of lively intellectual interaction and sophisticated mediation. From inside the institution, reference archivists maintain a considerable archival knowledge of analog and

---

22 Research Cloud is a new online tool designed in 2020 for our students who study at the Viennese campus and who cannot come to research in Budapest's archives. Thus, the OSA Research Cloud provides remote access to digitized archival materials, which are usually available for examination only in Blinken OSA's physical Research Room and cannot be put online for copyright or privacy reasons. The Research Cloud Platform is designed at Microsoft Office 365 SharePoint platform.

23 https://www.osaarchivum.org/files/page/420/583/rferep2010.pdf (28.01.2021)

digital collections. However, at the same time, they actively participate in the process of the creation of new knowledge by active collaboration with historians and other users. Reference archivists have an essential role in directing users to the area of their research interest. They suggest sources because archivists are interested in their researchers' results as they are in the formation of new knowledge and cognition.

REFERENCE LIST

SOURCES:

Blinken OSA, Institutional Research Database 2003-2020

Blinken OSA Annual Reports: 2000; 2006; 2010; 2017; 2018, Retrieved January 27, 2021, from https://www.osaarchivum.org/about-us/annual-reports

Duchein, M. (1983) *Obstacles to the Access, Use and Transfer of Information from Archives: A RAMP Study.* Paris: United Nations Educational, Scientific and Cultural Organization.

LITERATURE:

Blouin, F. X. Jr. (1999). Archivists, Mediation, and Constructs of Social Memory. *Archival Issues, 24*(2), 101–112.

Cok, R. J. (1992). Researching Archival Reference as an Information Function: Observations on Needs and Opportunities. *RQ, Spring 1992, 31*(3), pp. 387–397.

Cook, T. (2001). Archival Science and postmodernism: new formulations for old concepts. *Archival Science 1*, 3–24.

Cook, T. (1997). What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift". *Archivaria 43*, 17–62.

Cook, T. (2013). Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms. *Archival Science 13*, 95–120.

Duff, W. (2006). 'You're a Guide rather Than an Expert': Archival Reference from an Archivist Point of View. *Journal of the Society of the Archivists, 27*(2), 129–153.

Duff, W. M., Yakel, E., & Tibbo, H. (2013) Archival Reference Knowledge. *The American Archivist, 76*(1), 68–94.

Duranti, L. (1989). Diplomatics: New Uses for Old Science. *Archivaria 28 (Summer 1989)*, 7–27.

Duranti, L. & Michetti, G. (2015). The Archival Method. In: A. J. Gilliland, S. McKemmish & Andrew Lau (Eds.), *Research in the Archival Multiverse*. (pp.75–95). Melbourne: Monash Publishing. Retrieved January 25, 2021, from https://library.oapen.org/handle/20.500.12657/31429

Eastwood, T. (1994). What is Archival Theory and Why is it Important? *Archivaria 37*, 122–130.

Gilliland, A. & McKemmish. S. (2004). Building an Infrastructure for Archival Research. *Archival Science 4*, 149–197.

Gilliland-Swetland, A. (2000). *Enduring Paradigm, New Opportunities: The Value of the Archival Perspective in the Digital Environment*. Washington, D.C.: Council on Library and Information Resources.

Jones, H. G. (2003). Introduction to 2003 Reissue. In: T. J. Schellenberg (Ed.), *Modern Archives: Principles and Techniques* (pp. xi-xiii). Chicago: The Society of the American Archivists.

Kecskemeti, C. & Szekely, I. (2005). *Access to Archives*: *A handbook of guidelines for implementation of Recommendation No R (2000) 13 on a European policy on access to archives.* Strasbourg: Council of Europe.

Ketelaar, E. (2015). Archival Turns and Returns, Study of the Archive. In: A. J. Gilliland, S. McKemmish & Andrew Lau (Eds.), *Research in the Archival Multiverse*, (pp. 228–268). Melbourne: Monash Publishing. Retrieved January 25, 2021, from https://library. oapen.org/handle/20.500.12657/31429

Klasinc, P.P. (2019). Archival Science – Today. *Atlanti+, 29*(1), 10–18. Retrieved January 28, 2021, from https://doi.org/10.33700/2670-4579.29.1.10-18(2019)

Klasinc, P.P. (2020). An Overview of Selected Historical Periods in Archiving Up Until the Foundation of IIAS Institute and Atlanta Journal All the Way to the Present Day. *Atlanti, 30*(1), 10–31.

Le Goff, J. (1992). *Memory and History*. New York: Columbia University Press.

McCausland, S. (2011). A Future Without Mediation? Online Access, Archivists, and the Future of Archival Research. *Australian Academic & Research Libraries, 42*(4), 309–319. Retrieved January 24, 2021, from https://www.researchgate.net/publica-tion/284494984_A_Future_Without_Mediation_Online_Access_Archivists_and_the_Future_of_Archival_Research

Novak, M. (2019). Teorijski i praktični aspekti upravljanja relacijama u suvremenoj arhivskoj teoriji i praksi. *Arhivski vjesnik 62*, 47–61. Retrieved January 25, 2021, from http://arhivskivjesnik.arhiv.hr/index.php/arhivski_vjesnik/article/view/104/89

Novak, M. (2014). Metode stručnog istraživačkog rada u suvremenoj arhivskoj teoriji i praksi. *Arhivska praksa 14*, 213–227. Retrieved January 25, 2021, from http://www. arhivtk.ba/wp-content/uploads/2014/06/ARHIVSKA-PRAKSA-14.pdf

Posner, E. (2003). *Archives in the Ancient World*. Chicago: Reprinted by the Society of the American Archivists.

Pugh, M. J. (2005). *Providing Reference Services for Archives & Manuscripts*. Chicago: The Society of the American Archivists.

Scellenberg, T. J. (2003). *Modern Archives: Principles and Techniques*. Chicago: The Society of the American Archivists.

Semlič Rajh, Z., Šabotić, I., & Šauperl A. (2013). Research in Archival Science: Characteristics of Two Research Methods. Znanstvenoraziskovalno delo v arhivistiki: značilnosti uporabe dveh raziskovalnih metod. V: N. Gostenčnik (Ed,), *Tehnični in vsebinski problemi klasičnega in elektronskega arhiviranja: arhivi in ustvarjalci gradiva: stanje in perspektive*, 125–144. Maribor: Pokrajinski arhiv Maribor. Retrieved January 28, 2021, from http://journal.almamater.si/index.php/atlantiplus/article/view/241/224

Tener, J. (1978). Accessibility and Archives. *Archivaria 6*, 16–31.

Valge, J. & Kibal, B. (2007). Restriction on Access to Archives and Records in Europe: A History of the Current Situation, *Journal of the Society of Archivists, 28*(2), 193–214.

Whalen, L. (Ed.). (1986). *Reference Services in Archives*. New York: Routledge. Retrieved January 28, 2021, from https://www.taylorfrancis.com/books/reference-servic-es-archives-lucille-whalen/e/10.4324/9780429353055

Yakel, E. (2000). Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century. Archivaria 49, 140–160. Retrieved January 25, 2021, from https://archivaria.ca/index.php/archivaria/article/view/12742/13927

Yakel, E. (2011). Who Represents the Past? Archives, Records, and the Social Web. In: T. Cook (Ed.), *Controlling the Past, Documenting Society and Institutions* (pp. 257–278). Chicago: The Society of the American Archivists

Table 1: Research Room Statistic 2003 – 2020, - Blinken OSA, Statistical data from the Researchers Database

A	B	C	D	E	F	G	H	I	J
2003		213	1537	7,5	4,50			23800	6060
2004	223	323	1554	6,9	3,51	1446	6,5	11710	3740
2005	163	305	1326	6,7		624	4	9080	2889
2006	191	253	733	3,72		651	3,18	36918	2772
2007	181	231	590	3,08		514	2,75	22282	5655
2008	199	277	745	3,72	3,51	674	3,54	57033	2391
2009	204	286	693	3,41	3,39	627	3	26768	2844
2010	200	302	812	3,75	3,51	652	3,25	30850	22185
2011	219	340	1143	4,91	4,29	859	3,91	34442	2674
2012	215	362	1280	5,72	4,06	998	4,27	61504	3055
2013	208	379	1155	5,54		819	3,7	66856	3804
2014	219	430	1468	6,45	3,47	980	4,54	96792	3088
2015	217	416	1419	6,54	3,55	1022	4.72	67919	3420
2016	212	389	1373	6.18	3,57	935	4.09	53404	2934
2017	211	403	1361	6,36	4,07	1119	5,27	113290	5240
2018	212	415	1344	5,83	5,05	1071	5	74950	2312
2019	202	319	1161	5,7	4,37	924	4.1	99270	2937
2020	119	137	380	3.25	3:53	225	2.1	18657	884

Source: Blinken OSA's researchers Database, 2003-2020; OSA Annual Report, 2012.
A - years; B – days open in a year; C – new registered researchers; D – visit to research room; E – visits per year; F – average hours spent per researcher; G – # of requests; H – average # of requests per year; I - # of digital images produced; J - # of archival units/containers served. Empty space – data unavailable

Table 2: Number of New Registered Researchers and Number of Total Annual Visits in the Research Room, 2003 – 2020, Sources: Researchers Database, Blinken OSA
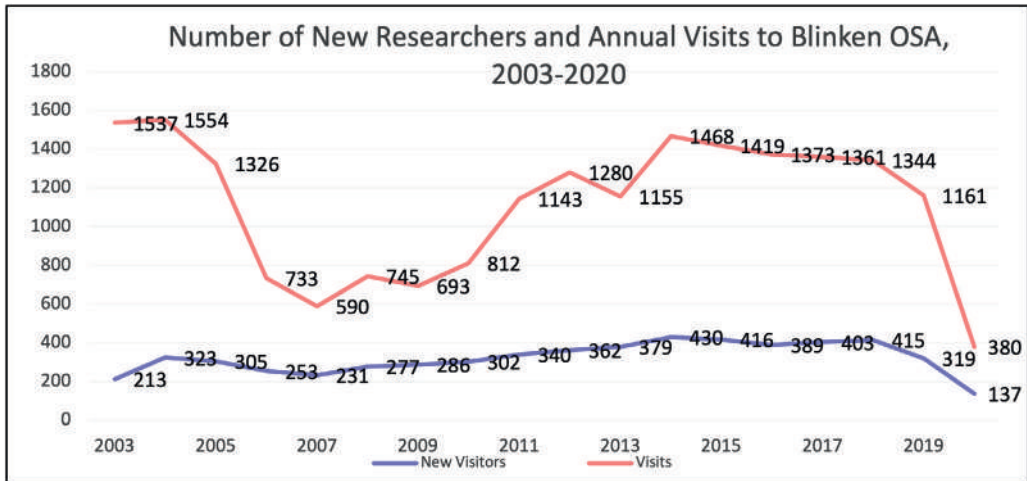

Table 3: Number of Registered Archival Units and Total Number of Reproductions (Xerox and Digital) Research Room 2003 – 2020, Sources: Researchers Database, Blinken OSA