

# OLAQ

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# OLA

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## Quarterly

### International Librarianship



Lobby of the Fujian Provincial Library (July 2000).

*Part 1 of 2*

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A Librarian's Passage  
to India

Three Irish Journeys

Keep the Stories Alive

International Librarianship:  
Resources for Further  
Exploration

The Oregon Fujian  
Library Connection

*and more...*

*Winter 2000  
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**Spring 2001**  
*International Librarianship Part II*

**Summer 2001**  
*TBA*

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# OLA QUARTERLY

## International Librarianship, Part I

International. Librarianship. Two concepts that together form an intriguing and significant area of library endeavor. All over the world, the importance of literacy and the dissemination of information are recognized, and the crucial role of libraries and librarians in accomplishing those goals is incontestably acknowledged.

We eagerly seized the opportunity to share with *OLA Quarterly* readers the wide range of experiences available to librarians beyond our borders, not only as visitors, but as participants in library programs as well. We hope, too, to accent the benefits of international experiences, as well as inform an understanding of similarities and differences in library services in different locales.

This issue, one of two on this topic, includes an article by Kathy Greey, Rosalind Wang, and Frances Lau that summarizes the history of the Oregon State Library-Fujian Provincial Library exchange, and also one by Brian Williams who offers a personal perspective on his exchange in Fuzhou and Quanzhou, China. Faye Powell's experiences working with Indian libraries, and enticing visits to libraries in Ireland by Bonnie Hirsch, in Germany by Carol Reich, and in Kenya and Scotland by Heather McNeil are also detailed and described in this issue.

Richard Sapon-White has written a bibliographic essay that details excellent sources for more information on international librarianship programs and more, as well as an article about Pamoja, an intercultural, library-focused, simulation game. And, as an example of an international experience that doesn't require a passport, Paula Germond has written a poem based on her work with Middle Eastern students attending Marylhurst College.

We hope that reading this issue will inspire you to have an international library adventure of your own and that you will come away with a heightened awareness of the challenges faced by the international and multicultural users of our libraries.

Faye Powell and Kris Kern, *Guest Editors*  
Portland State University

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# A Librarian's Passage to India

by *Faye Powell*  
*Social Sciences Librarian*  
*Millar Library, Portland State University*

Twelve years ago a small item in *American Libraries* caught my eye:

*Library/Book Fellow positions open ... Hyderabad, India. American Studies Research Centre; nine to twelve months, assist in development of the social sciences collection ...*

Thus began what has become my lifelong relationship with that endlessly fascinating and sometimes baffling country of many cultures, languages, topographies, and climates. I had no idea where Hyderabad, India, was, but I was a social sciences librarian, and I knew English was the lingua franca of the country; therefore I thought at least I would not be linguistically challenged. (This was before I had tried to accustom my ear to the Indian accent.) Not for one minute did I hesitate before applying.

After what seemed like an interminable wait, I received notice that I was a finalist, and then, after a daunting interview in Washington, D.C. with a committee of six or eight



American Studies Research Centre library.

ALA-USIA staff members, I got the exciting news: I had been accepted. In October 1989 the greatest adventure of my professional life began when I left Portland for India.

The Library/Book Fellow program was initiated in October 1986, as a joint venture between ALA and the United States Information Agency (USIA). U.S. librarians were placed in host institutions around the world to work on a variety

American Studies Research Centre library.



of types of projects, depending on the needs of the host. In addition to India, the 1989-90 Library Fellows were assigned to projects in Swaziland, Norway, Taiwan, Ireland, New Zealand, Jamaica, and Syria. Without exception, the experience proved to be a highlight of everyone's career. Sadly, the program was defunded in 1998.

I was assigned to the American Studies Research Centre (ASRC) in Hyderabad on the campus of Osmania University, a large public institution. Hyderabad, India's fifth largest city, is located in the south central part of the country on the Deccan Plateau. Its diverse population of primarily Muslims and Hindus is one of its unique characteristics. Long a center of culture and learning, Hyderabad has seven universities and various research institutes along with cultural attractions such as the Salar Jung Museum, which houses the magnificent art collections of the former Nizam of Hyderabad. The Persian influence is evident in the architecture, food, clothing (especially of the women who wear the *burka* that covers them from head to toe), and historical sites such as the Qutab Minar Complex, which dates to the 12th century C.E. and includes the first mosque built in India.

When I arrived in India, ten time zones away from Oregon, I immediately went into sensory overload. The sights, sounds, and smells of the crowded streets of Delhi, my point of entry, were overwhelming. I soon realized that the concept of driving lanes was very fluid, if, indeed, it even existed. The number of "lanes" seemed to be determined not by stripes painted on the road, but by the size and number of vehicles that would fit into the space. And every imaginable type of vehicle—and some pretty unimaginable ones too—converged, moving forward, left, right, or stopping without warning, honking horns, somehow avoiding man, woman, beast, motorist, bus, bicyclist, scooter, auto-rickshaw, and buffalo-drawn carts. I gawked at everything—the cows that lounged complacently in the middle of the street, the goats and donkeys that wandered in and out of traffic, the elephant being led, and the camel being ridden, all along India's capital city thoroughfares.

As if choreographed by some unseen director, humans, animals and machines all moved with a rhythm and skill that can only be described as miraculous.

As odd as it may seem, within a relatively brief period of time the apparent mayhem of the streets became familiar, though there remained many other cultural adaptations I had to yet to master. As anyone who has spent much time abroad can testify, the difference between living in a foreign country and merely traveling there is vast. Once you have recovered from sensory shock, you realize that you must also learn how to perform the daily tasks of living, such as learn where the market is, how to get there, how much things cost, what isn't available, and what you can live without.

I soon discovered that the most efficient and least expensive way to get around the city was via the ubiquitous three-wheeled auto-rickshaw. Flagging one down was infinitely easier than hailing a taxi in the U.S. The fact that you and the driver did not share a common language proved to be a non-issue. The driver simply drove until he spotted a man by whose appearance he judged to speak English. This man then served as the impromptu interpreter between us, and off we went again. And I always arrived at my correct destination.

For me, one of the most difficult adjustments (which I never made successfully) was becoming comfortable with my own conspicuousness every time I went out. Being fair-skinned, blonde and a head taller than nearly everyone else, I attracted attention and stares everywhere, especially in Hyderabad where few Westerners were seen. I longed for anonymity. One morning, to my dismay, I found that my alien paleness could even create terror in children. While walking along the road near where I lived, a small child, probably only two or three years old, looked up at me, screamed in horror, and ran to her sister, who was only a few years older, for protection. Most encounters were not so traumatic, thank goodness. In fact, as a foreigner, I was generally greeted with friendly curiosity and extended much needed and greatly appreciated assistance.

My library project goals were first to assess ASRC's social sciences collections and make recommendations for purchases that would bring it up to graduate level, and then to train staff in the use of new reference materials. The first of these goals was met, but, because the funds for purchasing new materials never arrived, I was unable to complete the second goal.

However, there were various unexpected "opportunities" that proved to be quite challenging, such as the dubious opportunity to write and present a paper on African American women's views on feminism for an American Women Writers Conference, presented to me simply because I was the only available American woman. Never mind that I could not, and would not, presume to be able to speak from an African American woman's point of view. Never mind that my resources were limited to ASRC's collection as interlibrary loan was not an option. However, using the

sources available to me, I wrote and presented a paper that was well received and subsequently published in *The Indian Journal of American Studies*.

ASRC is an institution for graduate and postgraduate research. It does not grant degrees, but, in addition to providing library resources to scholars, it serves as an intellectual center for speakers and symposia on many topics related to American studies. To my chagrin, I met many Indians there who were much more knowledgeable about American history and other disciplines than I. ASRC was an intensely energetic and stimulating environment in which to work.

While in India, I also had the opportunity to attend the All-India Library Conference in the "Pink City" of Jaipur, visit the Taj Mahal in Agra and the incredible erotic sculptured



Hyderabad Street scene.

temples of Kajuraho, spend many hours on hot, dusty buses, tour public and university libraries, attend a Hindu wedding, learn how to wear a sari, expand my previously limited repertoire of Indian foods, and make many wonderful friends. The hospitality and generosity of everyone was invaluable to me as I strove to learn how to survive in this fascinating, and utterly different, cultural milieu without committing too many unpardonable faux pas.

In 1996 I returned to India. I flew into Delhi and visited old friends at the American Library and met the recently-appointed new Library Director, Henry Mendelsohn. The American Library in Delhi is funded by USIS, as USIA abroad is called. In addition to operating a library of American books and journals, USIS also sponsors educational programs within its host countries on a variety of topics. By e-mail, Henry had asked me to make presentations to Indian librarians and library science students on information technologies used in American libraries at three north Indian universities in Delhi, Chandigarh, and Patiala.

At each location I found that the audience—numbering usually around 80—was hungry to hear how computers and the World Wide Web were impacting library services in the United States. In my presentations, I discussed CD-ROMs, the then-fledgling Web, networking among libraries, and the impact these technologies were having

both on our libraries and on librarians as we tried to keep abreast of the many fast-moving changes in our profession. I found that Indian librarians were well informed about information technology but generally had little or no access to it in their personal work. In addition to limited funding resources, the telecommunications infrastructure at that time was insufficient to support the Web and e-mail. However, it was evident that India was on the brink of the Information Revolution that was already transforming American libraries.

In 1996 I also took an overnight train to Dharmasala, north of Delhi in the foothills of the Himalayas. Dharmasala is the home of the Tibetan Government-in-Exile and the residence of the Dalai Lama. While I did not get to see the Dalai Lama, I did have a meeting with his sister-in-law, Mrs. Rinchen Khando Choegyal, the Tibetan Minister of Education, who told me about the education and training programs they provide for Tibetan refugees. I also toured the Tibetan Library which houses an extensive collection of contemporary books about Tibet, as well as many ancient Buddhist texts that were smuggled out of Tibet. When the Chinese military invaded Tibet in the 1950s and in subsequent years, the Chinese military destroyed many Buddhist temples and sacred writings, and killed or imprisoned many Buddhist monks and nuns. The Library attracts Buddhist scholars from around the world and is engaged in a huge project to preserve the valuable manuscripts that were smuggled out of Tibet.

In 1999 I was invited to Guwahati, Assam, to give a paper at the International Conference on Educational Culture in the 21st Century. I eagerly accepted, particularly because Assam is one of India's northeastern states rarely visited by foreigners. Its borders touch Bhutan on the north and Bangladesh on the south, with only a narrow corridor to the west connecting it to the larger Indian subcontinent. Two of India's wildlife reserves are in Assam, including Kaziranga National Park, home of the endangered one-horned rhinoceros. A high point of this trip was my pre-dawn elephant ride out into the savanna to see these magnificent animals. I did discover, however, that an hour or so straddling an elephant is quite long enough.


Faye Powell in her ASRC office.



I also wanted to see what changes had occurred in libraries in the three years since my previous visit. They were astounding! Internet connections and e-mail communication were widely available. More libraries had or were developing computerized catalogs. CD-ROM databases were much more prevalent. Just as the Internet has revolutionized libraries elsewhere, so it is doing in India.

As personally enriching as my travels to India have been, these experiences have also been of enormous benefit to me professionally. Of course, I care more about what happens to India and its people in a personal, rather than an abstract, way, having spent time there. From on-going exchanges with Indian library colleagues, I have learned much about how and why Indian library systems work the way they do in order to support an educational system that differs in many ways from the American one. For example, because educational success, at least at the undergraduate level, relies more on mastery of textbook and lecture materials than on individual research products, libraries provide comprehensive textbook collections and reading rooms for students to use and less reference service as we know it. And at Osmania University, books in fifteen languages must be originally cataloged, as there is no cooperative cataloging network.

Having been a foreigner myself for a while has certainly increased my own empathy with the cultural challenges faced by international students and visitors to our country. International students often bring expectations about how libraries function and what they offer based on experience with the libraries of their native countries. By understanding these expectations, librarians are in a better position to tailor instructional and outreach services in order to meet their particular needs.

Each region of India is unique, almost like its own country. No wonder India continues to beckon me. I am continually reminded of how much of this amazing country I still have not seen, and of how much my relationships with Indian colleagues have enriched both my personal and professional life. Now, let's see, where is that travel agent's number ... 



Hindu god and goddess, Krishna and Radha.

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# Three Irish Journeys

by *Bonnie Hirsch*  
*Eugene Public Library*

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To quote John Lennon, “Life is what happens to you while you’re busy making other plans.” A corollary is that a good journey consists first of the pleasures of planning it, but then also of what actually happens on the trip.

While dreaming of an eventual international work exchange, I did not pass up a chance for a packaged tour to Ireland. I knew exactly what to do with the “half day at your leisure” in Dublin. I wanted to see Marsh’s Library.

A plaque at Archbishop Narcissus Marsh’s grave says he “first conceived the idea of founding a library when he came to Dublin as Provost of Trinity College. Twenty years later [1701] he spent 500 Pounds on building and establishing the first public library in Ireland.”

Today Marsh’s Library is one of the few 18th century buildings in Dublin still used for its original purpose. It contains about 25,000 volumes, most of which date from the 16th or 17th centuries. The library also contains about 300 early manuscripts, including both music by composers from the first half of the 17th century, and incunabula.

The library is located next to St. Patrick’s Cathedral. Jonathan Swift, author of *Gulliver’s Travels*, was Dean of the Cathedral from 1713 to 1745. Other material I read in preparation for the trip explained that the section of Dublin around St. Patrick’s was a slum area in Swift’s day, and that the Cathedral had been quite rundown. This indicates that Ireland’s first public library was established in what became an impoverished area. I had also read that this was a library where the rare books are chained to their shelves, and scholars did their research in “elegant” alcove “cages” which were locked to prevent the loss of any materials.

The most intriguing prospect of all was the possibility of meeting the ghost of Dr. Marsh himself. He is said to wander the library, seeking a family document that he placed inside a book but cannot find. Libraries serving impoverished areas, security issues, impromptu bookmarks! The more libraries change, the more they stay the same.

Marsh’s Library is generally closed on Sundays and Tuesdays. The day we were in Dublin was Monday. It was also August Bank Holiday, the equivalent of a U.S. National holiday. Therefore, this week the iron gates to the library were locked on Monday instead of Tuesday. So much for the journey planned.

There was also, however, the journey experienced. Trinity College Library draws long lines of tourists, even on Bank Holidays, because it houses the ancient and famous *Book of Kells*. This work is actually four volumes of the Gospels, illuminated by four monks about AD 800. The book is famous for its colorful, intricate Celtic designs into which are woven images of animals and Latin text.

Before our “leisure time” in Dublin, we had a half-day tour of the City, which included a stop to see *The Book*, of which only two volumes are on display. I had no high expectations, having experienced other famous art exhibits. These expectations were met by an exhibit winding through one room full of enlarged illustrations on panels of explanations too lengthy for anyone to read, leading the crowd of tourists into a darkened chamber containing the main event.

In the center of the dim room, a glass display case held four ancient books, including the *Book of Kells*. Tourists—tall tourists—crowded six-deep all around the case. On tiptoe I managed to see the lovely little *Book of Mullen*, a smaller, soft-edged, gray-paged book open to a friendly-looking Saint facing a page of text. A card next to the book presumably explains something about the book; you’ll have to ask a tall tourist what it said. Oh yes, I got a glimpse of the *Book of Kells*. It looked just like its pictures.

The tour books that said I must see the *Book of Kells* also said things like, “While you are visiting the *Book of Kells*, take time to see the Long Room of the library.” In the Inner Sanctum of *The Book*, a sign points the way to the Long Room. Obedient tourist to the end, I followed the sign.

Wow. Here was the unexpected knock-your-breath-out experience of the kind that keeps me addicted to travel-



The Long Room, Trinity College Library Dublin.

See *Three Irish Journeys* page 19



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# Keep the Stories Alive

by Heather McNeil-Nix  
Youth Services Coordinator  
Deschutes Public Libraries

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It is impossible to remember a time in my life when I was not passionate about Kenya. There has always been a calling to that continent for me, a connection that lures me to the rhythm of her music, the beauty of her people, the untouched richness of her savannas and deserts and forests. Beginning with Joy Adamson's *Born Free*, which I read when I was eight, I have read any literature that described what it is like to live in the country of lions, Samburu warriors, and Jomo Kenyatta. I dreamed of and yearned for Africa, until one evening, at a Christmas dinner where I chatted with strangers, a woman said to me, "Heather, the only way you will ever get to Africa is to just go." She was right, and so I went. I was forever changed.

It is also impossible to remember a time in my life when I was not passionate about Scotland. Home of my ancestors, Scotland calls to me through bagpipes, mystical stories of kelpies and selkies, legends of the missing heart of Robert the Bruce, the midnight escape of Bonnie Prince Charlie through the Hebrides, and the stolen Stone of Scone. My father told me of the 600-year-old Kisimul Castle that belongs to our clan, and I dreamed of and yearned to walk its halls, following the footsteps of my ancestors. So I journeyed to that country, too, and walked not only the halls of Kisimul, but also raked cockles, "lifted tatties" (dug up potatoes), and visited a cemetery lined with tombstones engraved with my last name. I was forever changed.

The purpose of both of these adventures was not only to fulfill a dream, but also to collect stories. I wanted to sit by a peat fire, or inside a mud and dung hut, and hear the tales that have been told by the people, one generation to the next, in the language of their creation. I wanted to see and feel and hear and touch the worlds in which the stories were born, so that I could pass them on to my listeners in libraries in the United States. So now I have been to Kenya twice, Scotland twice, and Greece and New Zealand once each, and all for the purpose of listening to, and passing on, stories. I have written about these experiences in several other journals, as well as in my books, *Hyena and the Moon: Stories to Tell from Kenya* (Libraries Unlimited, 1995) and *The Celtic Breeze: Stories of the Faery World from Scotland, Ireland and Wales* (Libraries Unlimited, 2001). For this article I would like to answer some of the most frequently-asked questions I have heard from students and adults over the years.

*Is it difficult for a woman to travel alone in Kenya?*

What is difficult is the perception that Americans always travel in clumps, hanging out of Land Cruisers with their cameras and binoculars aimed at the people or the animals. The Kenyans were puzzled by the fact that I was not part of an organized safari, and that I had no problem with making my own time schedule so I could visit with them in their homes. My translator, Gitema Kagathi, who was Kikuyu and a master of diplomacy, always accompanied me. He explained what I needed, arranged a price, translated the stories, and made the people comfortable with "Mama Mzungu," white (or European) woman.

*Were you ever frightened in Kenya?*

Yes. I was frightened when Kagathi was "arrested" by soldiers because we had supposedly gotten too close to a family of cheetahs in one of the reserves. Other tourists were there as well, but for some reason they chose Kagathi to harass. They threatened to take away his license as a safari guide, and to send me back to the United States. Kagathi walked away with them into the bush, and after about fifteen very long minutes, he had them laughing and slapping him on the back. I'm sure there was also an exchange of money. I was also frightened when a black-maned lion charged us. He came up out of the grass, roaring and running straight at our van. It was, shall we say, memorable.

*What is your favorite memory of Kenya?*

There are so many. Looking into the eyes of a leopard at sunset, as he lolled in the branches of an acacia tree, not more than six feet away. Listening to stories told by Samburu warriors as we sat around a bonfire, while off in the distance we could hear a lion and a hyena arguing over their feast for the night, and the sparks of the fire melted into the canopy of stars. Sitting in a Samburu hut with a child on my lap, while the blind mzee (elder) grandfather told stories. Having a picnic surrounded by wildebeest. Watching a Maasai warrior and his cattle appear from out of the early morning fog. Watching a baby elephant smack himself on the forehead as he tried to figure out how to get a trunk full of water into his mouth. But I think the most powerful memory of all was walking up Mt. Kenya with Kagathi. This is where Ngai, their god, created First Man and First Woman. It is a holy place, and Kagathi's reverence for the wildlife, the plants, and the legends was a gift he gave to me.

*Are you going back?*

I definitely want my daughter, Jamie, to experience Kenya with me. But Kagathi was killed in a car accident the year my book was published, and somehow I cannot imagine Kenya without Kagathi, so I have not returned.

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*Did the MacNeils in Scotland welcome you?*

Och, aye! I had the serendipitous luck of staying in a bed and breakfast on the Isle of Barra called Ceol Mara (song of the sea), which was run by Mary Sara MacNeil. She was like a mother hen, calling around the island if I was late for tea to make sure I hadn't been washed out to sea, and making arrangements with the appropriate storytellers. It is such a small island that word quickly traveled about me, and before long I was given the nickname, "Pack o' Lies."

*Did you visit the castle?*

I had the great fortune of getting a personal tour from John Allen MacNeil, the keeper of the keys. Since I was there during the off-tourist season, he had plenty of time to walk me through Kisimul Castle, and tell me—you guessed it—stories about its history. The castle has been rebuilt, but not furnished, which makes it cold and damp and very, very lonely. I liked it that way, for it gave me the chance to listen for the ghosts.

*Speaking of ghosts, did you see any?*

Whenever I visited with a storyteller, I asked if they knew stories about the faery folk. They would generally scoff at that, saying those were stories for children, and children don't listen anymore because they would rather watch television. "But have you heard about the haunted house?" They would proceed to tell me, in great sincerity, a legend about a house that was built on the graves of three sailors. "No one has ever stayed in the house more than one night. You can hear the oilskins of the sailors." I was dared several times to stay in the house, but their adamant belief in the existence of the ghosts gave me pause.

*What is your favorite memory of Scotland?*

Again, there are so many. Finally having the chance to walk the ancient halls of Kisimul Castle. Watching seals watch me as I sat on the rocks and waited for a selkie to appear. Spending an afternoon on Roddy Nicholson's wee boat, so he could show me the Piper's Cave and tell me the story of the piper who was lured into the Otherworld by the music of the faery folk. Dragging my suitcase across a muddy cow pasture to view the site of Flora MacDonald's birthplace. Walking the fields of the Culloden Battlefield, which is truly haunted by the spirits of those who were massacred by the Duke of Cumberland and his troops. Visiting every bookstore I could find in order to purchase obscure (and very heavy) books about Scottish folklore and the Highland Clearances. But the most vivid memory is listening to Kirsty Mackay tell me the story of "The Changeling Child." Ms. Mackay was very old and frail, but her memory of the stories she used to tell as a teacher was impeccable. She dictated the stories in Gaelic to her son, the island priest, and he kindly translated them for me in writing. She said to me, over and over, "You should have the Gaelic. The stories are meant to be told in the Gaelic."

*What will your next book be about?*

When I visited the Greek Islands in 1997 I promised myself I was not going to collect stories, I was just going to be a tourist and relax. But the Isle of Crete is a storyteller's paradise, and I knew when I visited the Temple of Knossos I would have to tell the story of Ariadne and the Minotaur. So that's the one that is waiting to be born. And I want to write about my experience of adopting my daughter in Vietnam.

*What have you learned from your experiences of collecting stories?*

The good that I have learned is that people around the world are generous with their stories, and honored to be asked to share them. Storytelling transforms strangers into friends in no more time than it takes to say, "Long and long ago there was . . ." When we tell a tale we give from the heart, and we give what we love.

The bad that I have learned is that the stories are being forgotten. "Oh, I used to tell stories but no one listens anymore." I have heard that more often than I wish to remember. We cannot understand others if we do not know their stories, and we cannot know ourselves if we do not know our own stories. We must tell stories to bridge the many gaps in our lives—religious, ethnic, generational, gender, historical, and personal. We must tell stories to heal and grow and laugh and cry and learn. We must tell stories so our hearts can sing, one to another.

We must keep the stories alive. 

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# International Librarianship: Resources for Further Exploration

by *Richard Sapon-White*  
*Oregon State University*

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“International librarianship” is a term that embraces many different, though related, topics. These include international exchanges of librarians, cooperation between libraries and librarians in different countries, and the development of library services in Third World countries. Because the term covers so much territory, the literature on the subject is extensive. An exhaustive bibliography could not be published in the confines of this journal, and even an extensive one would surely be overwhelming to the reader.

Nevertheless, the Oregon librarian who wants to learn more about international librarianship may need some direction as to where to go next for more information. Consequently, I have chosen to highlight a handful of print monographs and periodicals, as well as some useful Web sites, which can provide practical background and cogent discussion of issues in international librarianship. Many of these resources can also serve as stepping-stones to further learning on the topic through their extensive bibliographies and hypertext links.

In constructing the bibliography, searches were made in *Library Literature*, WorldCat, and the ALA and OLA IRRIT Web sites. Only titles and sites that were well written, current, and that provided in-depth coverage of their topics were selected. Resources were also chosen to give a mixture of both background information and pragmatic tips.

## Books

Bonta, Bruce, and James G. Neal, Eds. 1992. *The Role of the American Academic Library in International Programs*. Greenwich, Conn.: Jai Press. (Foundations in library and information science; v. 27)

This tome consists of ten invited papers plus an introduction covering many different kinds of international connections that exist in American academic libraries. These include: the involvement of academic librarians in international library organizations, librarians as overseas consultants, educating librarians from developing countries in American universities, services for international students, and the impact of area studies programs on academic libraries. The article on the “African book famine” should be required reading for anyone concerned about library development in Third World countries.

The wonderful part of this collection is that it draws together so many seemingly unrelated aspects of academic librarianship, showing how the internationalization of higher education has impacted our work. As a complement to *Libraries: Global Reach, Local Touch*, which tends to focus on specific countries, this work emphasizes the multiple roles that academic librarians already play in the global information structure.

Hary, Nicoletta Mattioli, and Francesca L. Hary, 1995. Hosting an international librarian. *College & Research Libraries News*, 56 (3): 162-164.

Although written originally in response to the author’s experience with the ALA Library Fellows Program (currently in hiatus), this succinct three-page document does provide a good, practical overview of what hosting a librarian from overseas is all about. It covers training the visitor, helping him/her feel integrated in the local community as well as in the library, housing, acculturation, and assigning a mentor. Hosting involves a great deal of coordination and a time commitment from both the mentor and the library administration. Knowing what is involved and preparing for the visit are critical steps in insuring a good experience for the host library and the exchange librarian.

Kidd, Tony, and Karen Roughton, 1994. International staff exchanges for academic libraries. *Journal of Academic Librarianship* 20 (5/6): 295-299.

This research article reports the results of a survey of library directors and exchange participants in the U.K., Ireland, Canada, and the United States. The article can give aspiring exchange participants an idea of the nature of exchanges, including financial and housing arrangements, responsibilities of the host institution, length of time needed to arrange the exchange, professional and personal benefits for participants, and disadvantages and drawbacks.

Interestingly, most exchanges were arranged through personal contact, although library associations did facilitate in some cases. The length of time needed for planning the exchanges ranged anywhere from six months to over a year. Both directors and participants mentioned improved motivation of participants once they returned to their jobs.

McCook, Kathleen de la Peña, Barbara J. Ford, and Kate Lippincott, Eds. 1998. *Libraries: Global Reach, Local Touch*. Chicago: ALA.

If one were to choose the best place to start learning about international librarianship, this book would probably be it. Approximately two-thirds of the chapters discuss libraries in particular countries or regions of the world, with representation from Latin America, Africa, Asia, Eastern Europe, and Oceania. Many of the chapters discuss the library history and current conditions in a specific country, which can provide insight to those preparing to visit that country or who are looking for a place in which their skills could be best utilized. While providing a very broad overview on

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international library development, the book is not intended to be comprehensive. There are also thematic chapters that discuss issues of importance around the globe, such as information technology in developing countries, freedom of expression, and women in librarianship.

The 14-page bibliography includes serials, monographs, articles, and Internet resources. It is probably the most extensive and current bibliography on international librarianship in print.

Seidman, Ruth K. *Building Global Partnerships for Library Cooperation*. 1993. Washington: Special Libraries Association.

Seidman interviewed six librarians and information specialists about their international experiences. In some cases, the librarians traveled overseas to work on a specific project while others remained at home in the U.S. but cooperated long-distance with someone in another country. Treating each as a case study, she draws conclusions from their experiences about how to get started, defines the characteristics of successful projects, and outlines the direct and indirect benefits of such endeavors. She also discusses factors that support and work against international cooperation. This short book (only 73 pages) is an easy read and still provides an excellent analysis of these international experiences. It also has a good, although perhaps slightly dated, bibliography that covers international development in general, as well as international librarianship and trends in management and information technology.

### Internet Resources

Council for International Exchange of Scholars (<http://www.iie.org/cies/>)

The Council is the organization that administers the Fulbright Program, which provides grants to academic faculty and others for a variety of international educational activities (principally university-level lecturing and research, but also including elementary and secondary school teaching). The site describes the various subprograms, their eligibility requirements, and much more. A look at its FAQ on commonly held myths about Fulbrights reveals that Fulbright scholars are not all college professors or administrators; exchanges last anywhere from a few months to a year; and proficiency in the language of the host country is not necessarily a prerequisite. Librarians from many venues do get Fulbrights, so this is a good resource to keep in mind.

IFLANET (<http://www.ifla.org/>)

IFLANET is the Web site for IFLA, the International Federation of Library Associations and Institutions. Since IFLA is *the* preeminent international library organization, this site is one of the best for information about current international cooperation on a wide variety of library issues. Whether one is interested in the international exchange of bibliographic records, the advancement of librarianship in the Third World, or worldwide cooperation in library material

preservation, this site provides the background as to what IFLA members are doing around the globe. Users can also find the table of contents and English abstracts for issues of *IFLA Journal*, as well as full text of some IFLA sections' and round tables' newsletters. The full texts of some conference papers from past IFLA conferences are also here. Finally, the site has information on future IFLA conferences, the next one being in Boston in August 2001.

International and Comparative Librarianship Web Site (<http://www.shore.net/~amery/intindex.htm>)

This site is a compilation of links to other Web sites. Sites are divided into six categories: country information, foundations and organizations, sources, education, journals, and listservs. Look under "Country information" for links to about forty national libraries and background on countries everywhere. Or click on "Foundations and organizations" for links to nearly every imaginable library association. "Education" can link you to SLIS sites around the globe, from New Zealand to the Czech Republic. The strength of this site clearly rests in the breadth of links it contains and its well-organized presentation.

International Relations Office of ALA (<http://www.ala.org/work/international/>)

ALA's International Relations Office, International Relations Committee, and International Relations Round Table form a triumvirate of organizational bodies watching over the international activities of the largest library association in the world. The office's site is undoubtedly the international librarianship site par excellence as it is filled with useful information in many different areas. It includes information on a variety of ALA policies and initiatives, such as the Sister Libraries Initiative, the ALA International Agenda for 2000-2005, and the Guadalajara Book Fair Free Pass Program. Also look to the site for its "Checklist for Preparing for an International Exchange" and "Guidelines for Short Term Visits to the U.S. by Foreign Nationals." There is an international job exchange bibliography, links to sites for international travelers, and a list of foundations and organizations supporting international exchanges and/or short-term travel. The calendar of international events in library science is a good place to look for conferences overseas (and includes hypertext links to conference sites for more information), and useful for figuring out how to submit presentation proposals for international meetings.

The World Library Partnership, Inc. (<http://rtpnet.org/~wlp/>)

The World Library Partnership (WLP) is a nonprofit organization dedicated to "building global understanding by promoting literacy, learning and access to information." It accomplishes this by sponsoring a number of programs. The WLP Inform the World Program sends librarians and library science students to developing countries to provide training and technical assistance. The WLP Book Certificate Program enables libraries in developing countries to purchase locally written and published books, thereby supporting

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booksellers and publishers and providing the libraries with current, new books (rather than donated, outdated ones). Also, WLP publishes *Pamoja*, a simulation game to teach librarians and others about international information flow and development (see accompanying article in this issue for more information); *Libraries for All: How to Start and Run a Small Library*, designed for non-librarians; and the *On-line Library Resource Database*, which provides information on starting and running a library, sources for books, funding, and much more.

In addition to information about WLP and its programs, the Web site has the full text of *Libraries for All* in English, French and Spanish, as well as the WLP newsletter, the *Agbale Record*. The *On-line Library Resource Database* is also available. It has an extensive directory of organizations around the globe that are involved in library development, including book donation programs, library associations, and funding sources. The directory can be accessed by category, region, or keyword.

### Periodicals

The periodicals below are useful in gaining an understanding of current events and research in the areas of international cooperation and library development. A brief description provides some background on the nature of each publication. All but the first are indexed in *Library Literature*.

*Focus on International and Comparative Librarianship*. London: Library Association International & Comparative Librarianship Group, Library Association, 1967-

Published three times a year and indexed in *Library and Information Science Abstracts*. This is the official publication of the International Group of the Library Association (IGLA). In addition to news of the group's activities, there are articles on libraries and librarianship in other countries.

*IFLA Journal*. Munchen: K.G. Saur, 1975-

This scholarly journal is published six times a year. Contents cover issues and research in international librarianship as well as IFLA news. Abstracts and tables of contents are given at the Web site mentioned above, with full text of some articles from older issues available.

*International Cataloguing and Bibliographic Control: Quarterly Bulletin of the IFLA UBCIM Programme*. London: The Programme, 1988-

This journal "provides an international forum for the exchange of views and research results" in cataloging and bibliographic control with a distinctly international flavor. It includes conference reports and papers as well as commissioned and unsolicited research articles.


*International Information and Library Review*. San Diego: Academic Press, 1992-

The journal publishes articles on progress and research in international and comparative librarianship, documentation, and information retrieval. Contributions to the journal come from international organizations as well as librarians in national, academic, public, industrial, and research libraries and information centers. The journal "focuses on three issues: the ways in which information is used as a resource within organizations; the impact that information use is making on societies throughout the world; and the legislative and regulatory implications of an information intensive community." Available on the Internet through OCLC FirstSearch Electronic Collections On-line.

*International Leads*. Madison, Wis.: International Relations Round Table, American Library Association, 1957-

The quarterly newsletter of this ALA round table contains announcements of IRRT activities, ALA news of international note, articles on libraries and librarianship in other countries, and blurbs on opportunities for exchanges and study trips.

*World Libraries* (formerly *Third World Libraries*). River Forest, Ill.: Rosary College, 1990-

This peer-reviewed, semiannual journal publishes articles on any topic concerning libraries and information services in developing countries. It also publishes studies on "the impact of library services on governmental decision making in the context of any country." 

# Fujian Adventure: Final Report

by *Brian Williams*  
*Multnomah County Library*

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## Background

Early in 1999, Multnomah County Library was chosen to participate in an exchange program to send one librarian to the Fujian Provincial Library (FPL) in China in the fall of 1999, and to host two Chinese Librarians from Fujian in the fall of 2000. The exchange program is run by the Oregon State Library and funded with Horner funds in recognition of the Fujian Province as a sister province to Oregon. Multnomah County Library solicited for interested and qualified librarians to go to Fujian and I was fortunate enough to be selected. The Fujian Provincial Library indicated that they wanted someone with automation and reference background. I was at the time the Multnomah County Library Automation Manager, and previously had worked as a reference librarian.

## The Visit to Fuzhou

I left for Fuzhou, China on October 5, 1999. The FPL had arranged for me to have a room at the Min Jiang Hotel in downtown Fuzhou, not far from the library. I took my meals in the hotel, if some event was not scheduled, and was driven by a library driver to the library and back every day. In the hotel, most of the staff did not speak or understand English, but were very considerate and helpful. The FPL arranged for a meal allowance that sometimes had to be supplemented. Laundry was included in the hotel cost, but not items like postage and phone calls. I was scheduled to work in the FPL for almost 3 weeks and then to go to another public library located in Quanzhou, a Fujian Province city about 100 kilometers south of Fuzhou, for another 3 weeks. In Fuzhou I was expected to: 1) meet with all the FPL sections to learn about the activities of that

section and to answer questions that the section had about related activities at Multnomah County Library; 2) give three lectures: Library Automation, Library Networks (computer networks), and Reference Services to library staff of FPL and other invited libraries; and 3) review the automation applications and network installation at the FPL and provide suggestions for improvements to the library director and deputy directors.

In addition to meeting with the staff of the FPL, the library also arranged for me to visit other local libraries and many of the area's cultural attractions. For almost all the time spent in the libraries and other sites, a translator was provided. Generally speaking, although most of the staff could understand some English, it was necessary to have the conversations and lectures translated—I speak little or no Chinese. The translators were usually either Mr. Ke, head of the Foreign Language Section of the FPL, or Miss Chen, who works for Mr. Ke. Both of them are quite proficient in conversational English, although not previously so familiar with technical automation terms.

Before leaving Oregon, I shipped two medium-sized boxes of printed material and gifts to the FPL. Those arrived safely before I got there, one to the library and the other to the post office where I had to pick it up and pay a small amount for having had it there so long. The boxes took about 2 weeks to get there. The luggage weight restriction in China is 20 kilos per person, and only one checked bag, so it is necessary to arrange to ship things if you are going to be carrying more. (No limit to carry-ons.) One thing I shipped was the Chinese version of the Multnomah County Library (MCL) ILS user guide. That was extremely useful.

While at the FPL, I had a desk in the Automation Section and they provided me with an e-mail account on their e-mail server. I had brought a laptop that broke soon after my arrival, and while the staff there fixed it, I had access to whatever other PCs I needed. I was able to arrange to have e-mail with my staff back at MCL, and I sent reports and pictures back to be put up on a Web site that is accessible to the public. The address for that site is <http://www.multnomah.lib.or.us/lib/products/china/>. That site contains several reports submitted while I was in China giving details and pictures of my visit. Information is still being added to that site, and it will be kept up as long as it seems to be serving a purpose. Besides the reports, it has questions and answers that provide dialog between the libraries in China and MCL. While visiting with library staff in China, if I did not know the answer to questions they had, I e-mailed the questions back to MCL and both the questions and answers were posted on the Web site. The site also has other interesting postings.

In Fuzhou, the library has a projector that can be used with a PC, so I was able to use my laptop to project the outline and graphics as needed in my lectures. They don't have widely distributed local area network ports, and access to the Internet is pretty slow, so using the Internet in presentations would not have been productive. I brought copies of both the Library's main Web site and intranet



The Fujian Staff meeting me at the airport when I got there October 5, 1999. Mr. Zheng, Director of the Fujian Provincial Library is on the right, his daughter next to him, Mr. Ke next to her.

site on CD-ROM, so I could show examples of the work that the reference staff has done at MCL, and many other examples from the Web sites. I had several copies made of these Web sites and left copies of these CDs with both libraries.

### The Visit to Quanzhou

On October 26 I transferred to Quanzhou. There I stayed at the Zaitun Hotel, also just down the street from the library, named for a tree which is common in Quanzhou. In Quanzhou, they asked me again to give the three lectures that I had given in Fuzhou, all in one day, and to help them with their local area network, their Web site, and to provide an "Automation Plan" for the library. A translator from FPL, Miss Chen, traveled with me to Quanzhou.

In Quanzhou, I spent time with the library staff in the various sections, but also visited libraries in surrounding cities and other cultural sites. The lectures were given to about 100 library staff from many different area libraries in the lecture room of the Transportation Museum, which was next to my hotel. The lecture hall had no projection equipment so these lectures had to be illustrated with a white board, making them a little less effective.

The lectures given in Quanzhou had the benefit of my having gained experience with automation installations in several more libraries. They were focused more on what seemed to be the real needs of the audience, and also provided outlines translated into Chinese. On the other hand, they suffered by not having projection equipment, and the graphics could not be shown. But the most difficult aspect of the lectures was the translation of the computer terms into Chinese.

The library's access to the Internet was via dialup and a networking device that would manage simultaneous access through the dialup connection for a few PCs at the same time. They had the 10 PCs for the public on this system and it worked well, but it wasn't used very much because, for one, they really didn't have any staff trained to support it. They were applying for a dedicated data line to the Internet, and they had a router for that connection. But there was very little of a local area network installed and they hadn't prepared for a Web server. So, there was

not much that I could do to help them with their Web site. I did leave copies of the Web sites I brought on CD with documentation that would help them use them. One of the CDs had the support documentation that MCL provides Web page developers here at Multnomah County. My recommendation would be that they copy the Library's Web page as a template for theirs, which is quite easy to do from the CD-ROM.

I did spend some time working on an Automation Plan with lots of details covering local area networks and other infrastructure necessary for supporting library automation. A copy of the Plan on disk was left with the Quanzhou library and another with the FPL. It would be best if they distributed it widely because it has information that would benefit many of the libraries I saw there.

About halfway through my time at Quanzhou, my wife joined me. She accompanied me on many of the excursions. A description of the libraries and more of a day-to-day description of our activities is on the Web site, <http://www.multnomah.lib.or.us/lib/products/china/>.

At the end of our time in Quanzhou, my wife and I were driven back to Fuzhou where the staff there helped us ship two boxes of gifts to the U.S., helped us contact the travel agents for the next part of our trip around China, and gave us a going away dinner. The FPL presented MCL with a set of paper cuttings done by the library staff and friends of the library. After the visit to the libraries, we had planned a two week tour of China: flying to Shanghai from Fuzhou, visiting Suzhou, Hangzhou, Beijing, Xi'an, Guilin, Guanzhou, and Hong Kong. We arrived back in the U.S. on November 27.

### Observations

The libraries I visited all fell somewhere on an automation continuum, from having a cataloging and a circulation module but still using the card catalog, to being almost finished with retrospective cataloging, to having the catalog on the Web and providing PCs for the public. None of the libraries had done away completely with their public card catalogs, and they seemed surprised that MCL had. In some libraries I even had to explain the benefits of an automated catalog. The only access to shared bibliographic records seemed to be a CD-ROM of the Beijing National Library holdings they could get every month or so. Most of the libraries were doing original cataloging, using CIP extensively when it was available. The FPL was just beginning a project to create a shared catalog of the libraries in the Fujian Province.

The local area networks were invariably installed incorrectly, at least by our standards. And almost every installation was done differently. The lack of professional training and standards was obvious from the work that was being done. The cabling will probably work, but it lacks the flexibility to adapt to future needs and the modularity we feel is important in our networks. The connections to the Internet are also slow. The libraries most commonly had 64K DDN lines to their Internet provider, the local phone company. To use our own installations as an example, we



Brian Williams presenting a wall hanging from Multnomah county Library to the Director of the Quanzhou City Library, Mr Xu, who is visiting Multnomah County Library this fall.

might use this bandwidth in a branch library with text terminals to connect the branch to our main server, but send a few graphics sessions over that bandwidth and response time gets very slow. The libraries don't have much choice, of course. The government controls cost and availability of more bandwidth. There are signs that the government recognizes the need of libraries to have better bandwidth, and even between the time I arrived and the time I left, the FPL had improved their Internet access.

The staffs of the libraries I visited were often enthusiastic about projects to create databases on the Web for their customers. Many had several databases already on the Web, such as a database of publications on economic reform, local products and commerce. The reference departments seemed to be aggressively providing information to industry in their areas. Several of the libraries were interested in digital libraries, and some were beginning to provide access to digital material on their Web sites or from their local area networks. Most libraries had some public PCs. Many times these were in "multimedia" reading rooms and provided access to CD-ROMs, but in addition there were rooms with PCs for access to the Internet. E-mail did not seem to be provided for the staff of the libraries in general, but the director and heads of the sections typically had e-mail accounts. E-mail, listservs, and newsgroups are not used as much in China as they are in the U.S.

### Lessons

Anything taken to China in Chinese that describes the library or library activities will make the visit more worthwhile. Try to get the library descriptions translated and reproduced in some quantity before you go. This will take time, so plan months ahead.

Even though the emphasis of my visit was on automation, the real interests of the Chinese staffs ranged across all areas of librarianship in the U.S. They want to know about the library staffing, what is done in each section, the size of each building—just about everything. Much of that can be prepared ahead of time. Ship your handouts, books, and gifts before you go. Having resources, documents, and Web pages burned to CD is very convenient. A pictorial description of MCL and local sites would have been valuable to take. A picture is worth a thousand words—ten thousand if you don't speak the language. A digital camera is essential.

The laptop proved invaluable for preparing lectures and reports and for giving lectures. And it is important to have enough hard drive space to store several gigabytes of pictures and software. I would try to get one that weighs less if I did it again. Three pounds is about right. Make sure that projection equipment is going to be available and prepare graphics ahead of time, if needed. I could have taken a small projector with me. Having to lug around a heavy transformer is not ideal, but you will need to bring one if your equipment is not battery powered or needs U.S. voltage. Laptops will usually run at 220 volts. Try to plan for not needing a transformer, but don't count on being able to get one there. You can only get them in the larger cities on the tourist routes.

### Thanks

My wife and I owe Multnomah County Library and the Oregon State Library a big thank you for the opportunity to participate in the librarian exchange, and the Chinese a big debt of gratitude for all the hospitality they provided us. The hosts went out of their way to make sure that we had whatever they needed and we well taken care of. The experience and opportunity was invaluable. **Q**

### To Know

by Paula Germond  
Periodicals Assistant  
Shoen Library, Marylhurst College

You *know* libraries—deepwood silence,  
dry-muffle scent, magic carpet words,  
pixelated cyber-tunnel lights  
to everywhere.

You know,  
Do you know sandalwood rush,  
doorblast whirlwind,  
desperate shadows spilling desert  
from their shoes, dark eyes  
to the closing sundog,  
begging with their hands  
and two broken words—  
sanctuary?

You *know* what is holy  
and not to be judged.  
Do you *know* where you stand,  
the converge that  
now makes this sacred ground?  
Northwest of Mecca,  
under wet shining maples,  
you see against the window stain  
last echoes of the call to prayer?  
It's all a degree of sun and side-slant  
of light through bookdust  
in spite of rain.

Above the closet oasis,  
your 200s say nothing.  
The wolf of failed prayers makes  
a fire-escape exit, tail down low.  
Salvation pools  
in the closet with The Faithful, pours  
out from under the door.  
Evening's thin thread  
blesses you  
with Something  
you had not known before.

*Paula's poem was inspired by visitors to Marylhurst from the Middle East. In addition to writing poetry, she also writes and illustrates children's books.*



# The Oregon Fujian Library Connection

by *Kathy Greey*

*Associate Professor Emerita  
Millar Library, Portland State University*

and *Rosalind Wang*

*Professor and Education/Social  
Sciences Librarian  
Millar Library, Portland State University*

*With assistance from Frances Lau  
Director, Library Services, Far East Section  
Blackwell North America*

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The Oregon Fujian Library connection can be traced back to 1984, when Governor Vic Atiyeh of Oregon and Governor Hu Ping of Fujian Province, People's Republic of China, signed a sister state relationship agreement. By 1986, the Oregon State Library Foundation and the Northwest Regional China Council were sponsoring a project, the Oregon-Fujian Book Exchange Project, to supply books for the Fujian Provincial Library in Fuzhou. An appeal letter signed by Frances Lau, Chairperson, and Richard Nokes, Secretary, sought financial donations for a book purchasing fund. Donations of books were also to be requested from agencies and publishers. The Project was designed to provide substantive books about Oregon, by Oregon authors, or published in Oregon "as a means of providing English language material to our friends in China, and at the same time, giving them an opportunity to learn about our state."

The Oregon State Library was to select the titles and prepare the orders under the direction of the State Librarian, Wesley Doak. Guidelines for the type of books to be included were prepared and revised. The original goal was to send the first shipment by December 31, 1986. As is usual with such a project there was a delay, but the ten cartons containing 194 books, 18 pamphlets, 38 college catalogs, 5 college information booklets and 1 video cassette arrived in Fuzhou in June 1987. Each item bore a bookplate that read "To the People of Fujian Province Presented by the Oregon-Fujian Book Committee." The books were shipped courtesy of Percy Loy of Kubla Khan Food Co., Seaport Shipping Co., Nippon Cargo Airlines, and Fujian Enterprises Co. of Hong Kong. Committee members included David Bean, Wesley Doak, Terry Hill, Huang Jianhua, Jane Larson, Frances Lau, Paul Morris, J. Richard Nokes, Michael Powell, and Marge Wright.

In March 1987, Rosalind Wang, Education Librarian at Portland State University, was invited to Fuzhou to conduct a week-long workshop for the librarians, library workers, and information retrieval officers of the Fujian Province. The workshop was co-sponsored by Fujian Provincial Library and Fuzhou University. Since not many people could speak and understand English at the time, Rosalind was able to give lectures, conduct discussion forums and share her experiences in Mandarin Chinese. Workshop topics included: Personnel Management, Bookmobile and Outreach Services, Library Automation, Public Library Programming and Reader's Services, and Bibliographic Instruction in College/University Libraries. The attendees were very eager to learn and full of enthusiasm. Later on, Fujian Library Association honored and awarded Rosalind a lifetime membership.

After the workshop, the library director and associate directors requested that Rosalind Wang assist in the establishment of the sister library relationship between Oregon State Library and Fujian Provincial Library. Carrying this mission back to Oregon, Rosalind contacted Frances Lau concerning the request from our friends in Fujian. They worked diligently with other Book Exchange Committee members to promote this significant endeavor.

In June of the same year, a letter was received from Jian Ji, Director of the Fujian Provincial Library, inviting Frances Lau and Wesley Doak to visit Fujian Province in September as guests of the Province (excluding trans-Pacific transportation). Frances Lau was unable to accept the invitation, but Wesley Doak, accompanied by his wife, visited the Fujian Provincial Library in December. Frances Lau visited Fuzhou in August 1988. At this time, the Fujian Provincial Library presented The Proposal On The Cooperation Between Fujian Provincial Library and Oregon State Library: Two Sister Libraries. (Frances Lau was responsible for bringing the two libraries together by helping Jian Ji draft a letter in English to Wesley Doak during a previous visit to Fuzhou.) This proposal called for book exchanges, mutual assistance with reference work, and staff and technology exchanges, among other topics. "We hope that through correspondence, we will be able to form an initial agreement. Next year when we meet



Rosalind Wang (center), Portland State University Education and Social Science Librarian, with Fujian Provincial Library administrators at the Book Donation Ceremony, October 23, 1993.

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in Oregon, we can discuss the details and sign our sister libraries agreement.”

Despite the political unrest in China, Mr. Shen Yang, Acting Director of the Fujian Provincial Library, and Mr. He Dingfu, Deputy Director, arrived in Portland on July 17, 1989, where they were hosted by Frances Lau, Rosalind Wang, and several area families. They visited local libraries, such as Multnomah County Library, the Oregon Historical Society, and book-related companies (Blackwell North America, Inc. and Powell's Bookstore). They also visited the new Silver Falls Library. On July 20, a formal agreement for a sister relationship was signed at a public reception at the State Library in Salem. Rosalind Wang and Frances Lau translated the Chinese version of the Agreement. Together with Sam Lin, they also served as the interpreters for the visitors. This visit had a lasting impact on many of those who were involved. Mr. He Dingfu sent greetings on the 10th anniversary in 1999 in which he mentioned the increase in library cooperation between Oregon and Fujian Province, and the mutual friendships that resulted from the trip.

In the next few years, small shipments of primarily reference books were sent from Oregon to both Fujian Provincial Library, which serves as a public library for the Province, and to Xiamen University Library. The membership of the Oregon-Fujian Book Exchange Committee shifted over the years, with additional librarians joining the group. Jim Schepke, new State Librarian, replaced the previous State Librarian. Plans grew from shipping cartons of books to shipping a container of books. Frances Lau met with Sun Jinhua and Chen Jiannan of Xiamen University and Ke Shaoning of Fujian Provincial Library on April 14, 1992. This was followed by a Memorandum of Understanding which was signed in October by the Director of Fujian Provincial Library, Mr. Zheng Yi-Xian, and the new Co-chairpersons of the Committee, Kathy Greey and Rosalind Wang, both of Portland State University Library. This document provided for the distribution of the books within Fujian Province. Again, Rosalind Wang provided the translation work and was responsible for all the communication written in Chinese between the two entities.

An application for a Meyer Memorial Trust grant was rejected leading to more creative approaches to meeting the costs of a larger shipment. Jim Schepke sent a persuasive appeal to the libraries of Oregon, which resulted in an estimated one hundred libraries across Oregon packing surplus books in boxes and sending them to the State Library for shipment to China. On October 29, 1993, an appropriate public ceremony was held on the steps of the Oregon State Library in Salem. The gift of 17,000 books, five microfiche readers, and two microcomputers was accepted by the visiting Fujian Economic and Trade Delegation headed by Mr. Chen Guang-yi and accompanied by State Senator Mae Yih. The bookplates accompanying the books read:

TO: the People of Fujian Province  
FROM: the Libraries of the State of Oregon

WITH ASSISTANCE FROM: Oregon-Fujian Book Exchange Committee of the Northwest Regional China Council, Academic Book Center, Blackwell North America, Coutts Library Services, Danzas Corporation, Kathy Greey, Frances Lau, Oregon Economic Development Department, Oregon State Library, and Paul Y. Wong

A separate bookplate for Xiamen University Library also acknowledged the contribution of the Friends of Xu Yaoping (a deceased Xiamen alumnus).

At the same time, Rosalind Wang and her husband, David Wang, led a 10-person environmental group from the State of Washington on a visit to Fujian Province. Among the events of a busy schedule, Rosalind attended an official Acceptance of Book Donation ceremony in Fuzhou. During the ceremony, she presented books donated by the student body of Highland Park Intermediate School (Beaverton, OR) and her own folktale picture books. High officials of the Department of Culture, as well as directors and deputy directors from various city and county libraries of the Fujian Province were present. Television, radio, and newspapers gave rave reports of this special event. *World Journal of North America*, a Chinese language newspaper, also provided good coverage of it. Following the ceremony, friends in Fujian gave Rosalind a warm reception to show their appreciation for the book donation from Oregon libraries. Up to that time, it was very difficult to purchase foreign language books from abroad due to the lack of hard currency and the high cost of English-language books in China.

During her short visit, Rosalind Wang was able to persuade the then Deputy Director of the Culture Department, Mr. Zou Wei-zhi, to appropriate extra budget funds for Fujian Provincial Library's book collection and funding for an automation system for the new building. The new Fujian Provincial Library building broke ground in 1991 and the project was completed in 1993. Phyllis Lichenstein, chair of the then Board of Trustees of the Oregon State Library, was our representative at the dedication of the new library on October 1, 1995.

After the send-off of the books, a celebratory dim sum luncheon was held on January 20, 1994. Members of the Oregon-Fujian Committee at this time were: Mary J. Brown, Robert Felsing, Kathy Greey, David Kennedy Jr., Jan Larson, Frances Lau, Dana Levesque, Phyllis Lichenstein, Angela Mei, Richard Nokes, Harold Otness, Michael Powell, Jim Schepke, and Rosalind Wang.

In April 1997, together with many other library directors, Mr. Zheng Yi-Xian (Director of the Fujian Provincial Library) was invited by the United States Information Service (USIS) to visit libraries in New York, Boston, Washington, D.C., Chicago, and San Francisco. Mr. Zheng made a special arrangement to visit Oregon. He brought us the good will and greetings from our friends in Fujian Province. His visit also further strengthened the sister library relationship.

*See The Fujian Connection page 20*

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# Pamoja: Learning About International Li- brary Issues Through A Simulation Game

by *Richard Sapon-White*  
*Oregon State University*

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The timeworn cliché that our world is shrinking is, nevertheless, a truism. Internet access is increasing in less-developed nations, and communication between people on opposite sides of the globe is commonplace on some discussion lists. Political, economic, and social events continually underscore just how interconnected all of us on our small, blue planet truly are. It should not come as a surprise, therefore, that library work is also affected by international events and that it, too, has a global aspect to it.

Recognizing this, two librarians with many years of international experience have developed a simulation game to train librarians and others about the factors influencing international library and information resource development. Wendy White, Director of the Division for International Organizations and Academy Cooperation at the National Research Council, and Gail Wadsworth, a U.S. Peace Corps administrator, created the game *Pamoja* and began marketing it in 1999 through the World Library Partnership, Inc. In their preface to the *Pamoja* facilitator's guide, the creators state:

Different cultures value and share knowledge in different ways. Both culture and policy influence access to information. Information resources are not equitably distributed around the world, or even within countries ... We created *Pamoja* to give librarians, teachers, students ... and others with an interest in international activities a vehicle for teaching and learning about information resources and cross-cultural activities.

Taking its name from the Swahili word for "together," *Pamoja* has been used by librarians, teachers, cross-cultural trainers and trainees, international consultants, exchange students and host families, and others. It has been played "in diverse settings, from professional conferences to village classrooms."

*Pamoja* accomplishes its goals by creating a fictional world of countries with varying degrees of financial resources, each country possessing its own cultural characteristics. The game is designed for twelve to thirty-six participants,


split into teams of three to five players each and constituting three to eight countries. Briefing materials describe each country's four distinctive geographic regions. Country teams decide on some characteristic of their country's culture, and then create a set of clues, called "InfoFacts," that are based on this single characteristic. As play proceeds, teams learn about the facts and characteristics of each other's cultures. Each country has financial resources in the form of play money, called "mojas," with which to build information centers.

In order to build the information centers, players take on specific roles on their team. For example, Ambassadors go on information searches to other countries. While there, they negotiate with the Country Representatives in order to collect InfoFacts. Gatekeepers control borders, allowing entry according to criteria created by each country. Donors establish criteria for funding projects and parcel out mojas for them. Storekeepers/Bankers sell information centers, pay Ambassadors, and validate information searches.

Play takes about three hours, including orientation, play, and debriefing. Facilitators provide set-up, orientation and play coordination. Instructions and photocopying masters are provided in the facilitators' 150-page manual. Following play, participants debrief by discussing their countries' cultural characteristics, their roles, and analyzing how the game played. A variety of topics can be discussed, including cross-cultural relations, sustainable library development, cooperation and competition, teamwork, negotiation, and equitable access to information. *Pamoja's* creators state that the game plays differently each time, and that it is possible to explore different topics depending on the intention of the sponsoring organization, the players, and how the game unfolds.

Significantly, although *Pamoja* focuses on important (and in the real world sometimes divisive) issues, the play is done in a relaxed, fun atmosphere. This enables participants to enjoy learning just how interdependent the peoples of the world really are.

The game sells for \$44, including shipping and handling. The packet includes a binder of instructions which the facilitator(s) needs to read in advance for preparation, as well as a list of other materials (pens, markers, poster board, playing pieces, etc.) which need to be purchased or prepared in advance.

OLA's International Relations Round Table (IRRT) recently purchased a copy of the game and, by the time this issue comes out, a group of its members will have had a chance to practice playing *Pamoja*. The round table plans to offer opportunities to play the game this winter for a fee in an effort to both increase OLA members' awareness of international issues, and to raise funds for its ongoing activities. IRRT also hopes to facilitate play of the game for Oregon libraries and others requesting it in the future. 

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# Die Stadtbüchereien: A Tourist's View of Germany's Libraries

by Carol Reich  
Head of Youth Services,  
Hillsboro Public Libraries

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Just before I left for a month's vacation in Germany the call for submissions from the editors of this edition of the *OLA Quarterly* caught my eye. Since I had enjoyed visiting several libraries (along with touring a great many fire stations with my husband—but that's another article) during my previous visit to Germany in 1997, I decided to make it a point to visit several more libraries during this trip and share some of my impressions, starting with one of the country's most impressive and famous libraries, the Herzog August Bibliothek. This library was established in Wolfenbüttel in 1572 by Duke Heinrich

One interesting feature of this renowned library is the Bücherrad, or book wheel. The device most closely resembles modern mechanized jewelry display racks which rotate trays of items in gift shops. Constructed over 300 years ago, the Bücherrad's large display shelves support historic, handwritten catalog books and provide access to their indexing of Duke August's famous collection. In the main exhibit room housing the Duke's books, the arched ceiling stretches high above the bookshelves, and a graceful spiral staircase in the corner provides access to the three open tiers of shelves lining the walls. But what is most intriguing about this museum collection is the filing method: the books are arranged by size, as Duke August preferred. Large folios dominate the bottom tier and the collection gradually decreases in height, with books only a few inches high stored along the topmost shelves. Making the collection even more striking are the books' bindings. The Duke had all of his acquisitions purchased throughout the world in quires (unbound) and shipped to Wolfenbüttel in barrels. There they were bound in cream-colored parchment, giving the collection a very pleasing appearance.

A more typical German library would be the Stadtbücherei (city library) in Krefeld, which is completely modern and recently celebrated its first 100 years of service. It offers



This is the public library in Nordlingen.



This is the most ornate library I saw, located in Würzburg.

Julius, but it obtained a worldwide reputation under his successor, Duke August the Younger, who devoted his time and money to purchasing scholarly volumes from a wide variety of countries. A hundred years after its founding, Wolfenbüttel contained 130,000 items, had become the largest contemporary library in Europe, and was considered the eighth wonder of the world. Today the library offers its users contemporary medical and legal works, modern scientific journals, daily newspapers, and recent novels. It also contains items dating back to the fifth century, with some volumes still dangling the chains that used to securely fasten them to a wall. In addition, there are many special collections, including illuminated medieval manuscripts, historic globes and hand-painted maps, 3,000 Bibles from Gutenberg's time to the mid-eighteenth century, and "livres de peintres," works which emphasize type and illustration equally with the text, some illustrated by Matisse, Picasso, Dali and Chagall.

circulating DVDs and videos, CD-ROMs, CDs, and public Internet access. Internet access is much more expensive throughout Europe than in America, so this service currently costs patrons and travelers 3 DM, or roughly \$1.50 for each 30 minutes. The two public Internet terminals are situated in an open reading room near a display rack of current newspapers, including the International Herald Tribune for English readers, four or five small tables, and a cappuccino vending machine. Users obtain the PC key from the checkout desk, turn on the terminal at a wall lock, log on, and then pay the total owed upon returning the key. American typists discover that in Germany, the X and Y are reversed on the keyboard, the apostrophe is on the "wrong" key and only accessible in combination with the Shift key, the "@" sign must be accessed by holding down a command key and then pressing another key, and there are several additional keys for "ü," "ä," etc. where Americans' fingers are trained to find the Enter button.

Other than these difficulties, international e-mail access goes smoothly.

Next to the reading/Internet area is the main body of the library, with a staffed information desk. As is common in Germany's public libraries, there is a substantial Fremdsprache (foreign language) section. In Krefeld there are the omnipresent Stephen King and Agatha Christie titles, plus a poster advertising the availability of Harry Potter in English. Amidst the 28 shelves of English titles, users will also find some audio books and everything from Shelley's poetry to Sidney Sheldon. In the Fremdsprache section are also six shelves of French books, and six shelves containing a variety of other languages such as Russian, Turkish and Italian.

The nonfiction collection is large, taking up most of the library's bottom floor as well as a partial basement. It includes many bound volumes of periodicals, as well as over 100 feet of bound volumes of the National Union Catalog, which gives the library the look of an American academic institution. This look is enhanced by the fact that most library holdings are hardcovers and the remainder have been prebound. Fitness and health, art, and do-it-yourself projects are popular topics, but the most intriguing collection is a spinner rack labeled "Esoterik Taschenbücher" (esoteric paperbacks) offering a browsing collection on topics such as UFOs, Scientology, understanding body language and Nostradamus. The library also contains a typically large collection of graphic novels for adults featuring a wide array of titles not available in the U.S., along with the more familiar *StarTrek*, *Star Wars* and superhero graphic novels.

There is a large children's room on the upper balcony level. As is standard both in Germany's bookstores and in libraries, there are very few paperbacks in the juvenile collection. Even series books comparable to Nancy Drew are published in inexpensive hardcovers for children that retail for about \$6.00. Once again, there is a graphic novel collection, this time featuring *Asterix*, *Tintin*, and a large quantity of Disney titles I have never seen offered for sale in America, all in hardcover. A large number of board games are available for check out, and it is not unusual for libraries to offer game-playing evenings for their patrons. Dorling Kindersley (DK) books are prominent in the nonfiction displays and familiar authors such as Lois Lowry, Enid Blyton and Astrid Lindgren line the shelves. As in the adult portion of the library, the shelving is openwork and quite tall. There are no backs to the freestanding shelving, which helps the crowded rooms seem more open.

Outside the doorway of the children's area, in the passageway leading to the music/video/DVD room, is a very small teen area divided into five sections: "Probleme," "Fantasy," which includes graphic novels, "Liebe (life), Sex and Co," "Pop," and "CD-ROMs and videos." Two of the new books on display require no translation and would look perfectly at home in an American YA section—*Go, Cyberspace!* and *Body-Art*.

In the DVD/video/music room is another staffed service

desk and a large collection of audio-visual materials. Much of the display is face-out and many of the holdings are Hollywood productions. One of the interesting things about the library is the casual public display of erotic content, typical of Europe and so restricted in the States. For example, near the downstairs check-out desk is a display rack featuring new DVDs. Alongside *Dante's Peak*, *The Santa Clause*, *South Park* and *Pocahontas 2* is a DVD case with a category label of "Erotik-Film" featuring a photo of a bare-breasted woman. This much more casual and public acceptance of nudity is also obvious in the magazine displays in kiosks and store racks, where *Penthouse* and other hardcore magazines are featured in face-out displays beside the home improvement, women's and juvenile publications. American patrons who express concern about art photos of semi-clad supermodels on the covers of library magazines such as *GQ* and *Esquire* would be shocked.

To an American librarian the pace of the German libraries seems slow, the facilities uncrowded and the shelves preternaturally tidy. The overall feel is in contrast to the American library, which seems to constantly strive to be at the center of the community's activities and to attract ever more users. Only one of the libraries visited was busy, with perhaps two-dozen patrons and a tour group of fifth-graders; the rest were quiet, with only handfuls of users and few children or families in evidence. And, of the dozen families we have stayed with during our visits to Germany, most are readers who regularly purchase books, but only three households are library users. Patron statistics provided by the library in Wendlingen am Neckar reflect this low-use pattern as well, with 2,500 registered borrowers from a service population of 16,000 (only 16 percent).

Libraries are supported by city taxes, but patrons of quite a few libraries pay additional fees, such as a 1 DM charge for each video rental, and many libraries charge an initial user fee of 15 to 20 DM (\$7 to \$10) with an annual charge of 10 DM when patrons' cards are renewed. Staffing can be quite minimal; the smaller libraries generally only have a circulation desk and clerical staff, with reference desks reserved for the larger city libraries.

Like most of the public libraries in Germany, the facility in the city of Krefeld is open only five days a week, being closed Sunday and Monday. No businesses are open on Sunday in Germany, so German library staff are taken aback that America's libraries offer this service. Hours are much more limited than in the states, as well, with an average of 21 open hours a week. Of the libraries I recently visited, Kirchheim was open the longest, offering 32 hours a week:

10 a.m. to 6 p.m., Tuesday and Wednesday  
10 a.m. to 7 p.m., Thursday  
2 p.m. to 6 p.m., Friday  
10 a.m. to 1 p.m., Saturday

The smallest libraries, called Zweigstellen, are often only open seven to eleven hours a week. One example is Zweigstelle Zizishausen, which offers hours only from

3 p.m. to 5:30 p.m. on Tuesdays and Thursdays, and from 10 a.m. to 11:30 a.m. on Fridays. But the library in Wendlingen am Neckar was probably most typical with 24 open hours:

10 a.m. to noon and 2 p.m. to 6 p.m., Tuesday  
2 p.m. to 6 p.m., Wednesday  
3 p.m. to 7 p.m., Thursday  
10 a.m. to noon and 2 p.m. to 6 p.m., Friday  
8 a.m. to noon, Saturday

Handicapped access is limited. For example, in Köngen the library for a population of 10,000 is housed in a renovated historic grainery that used to store the grain tithes which paid the farmers' taxes. To enter the building, patrons must climb two staircases, with no elevator option. In Baden-Baden the library is an intricate warren on three floors of what appears to be a renovated residence. Patrons meander through a series of tiny rooms crowded with shelving and featuring a hodgepodge of collections. It's a browser's delight, but hardly handicapped-accessible.


## Three Irish Journeys


*(Continued from page 5)*

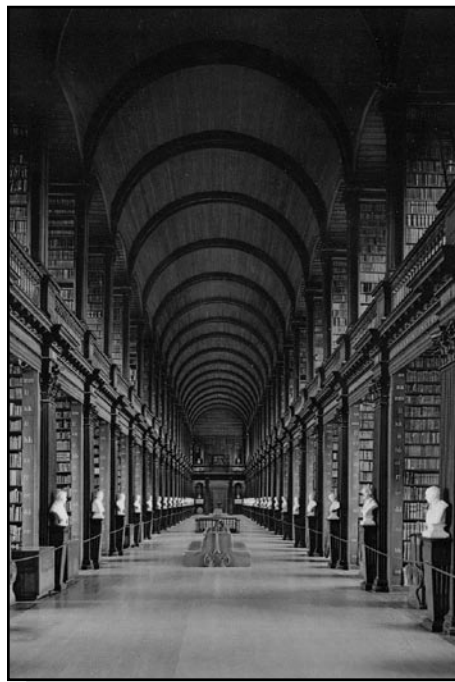
ing. Here was a huge—yes, long—room with an incredibly high arched ceiling, lined with arches which led to alcoves of 15- to 20-foot high stacks of old leather-bound books. Ladders in each alcove give access to the top shelves, if you are not a tourist confined to the center hall by thick red cordons.

High above these alcoves are galleries leading to more 20-foot alcoves of book stacks. The room smelled of old wood and leather. I could feel the presence, in the far upper reaches, of ghostly students who had not yet learned everything they wanted to know when their bodies had failed them.

The Long Room, built in 1712, is a cathedral, built to worship knowledge as contained in books. All libraries share that ancient reverence for knowledge. Our own little shrines in Oregon may lack some of the age and grandeur of that cathedral. But they serve the same purpose, perhaps, as the icons and shrines that dot the Irish landscape and result in such institutions as Our Lady Crowned Credit Union. They are daily reminders of the importance of preserved knowledge.

There is a third part to every journey, after the planning and the experience. After your return home comes the research, and sharing, of new interests opened by the experience. In the research for this article, I was reminded that even 300-year-old institutions change with the times. I did not get to see Marsh's Library in Dublin. You and I both, however, can access the catalog of Marsh's library at <http://www.kst.dit.ie/marsh/>. 

Of course, in some ways Germany's libraries and reading habits are much like America's. Harry Potter is everywhere in Germany—in the bookstores, in the libraries and featured in dinner table conversations in many households. Germans evidence surprise that Harry is known in America, however, despite the fact that English editions of Rowling's titles are easy to come by. In a typical bookstore browsers can choose from German hardcover editions, British hardcover editions with either the juvenile covers or the more discreet black-and-white adult covers, and British paperback editions. Bookstores are quite prevalent in Germany and seem to be on every other street corner. Many are small and have limited offerings but occasionally travelers will find a Borders-type store, complete with calendars, a coffee bar and even a fountain burbling in the sitting area. So if you're traveling in Germany, rest assured that bibliophiles are definitely willkommen. 



The Long Room, Trinity College Library Dublin.

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## The Oregon Fujian Library Connection

*(Continued from page 15)*

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From these beginnings, the current staff exchange program evolved. In August 1997 the Oregon State Library entered into an agreement with the Fujian Provincial Library to establish the Homer Library Staff Exchange Project, with the purpose of exchanging expertise in library and information science between library professionals in Oregon and Fujian. This effort was made possible through a generous gift from the late William Homer. Early in 1998, the State Library sent Ernest Perez to the Fujian Provincial Library for six weeks. In return, the State Library hosted Ke Shaoning, Head of the Foreign Literature Department, and Zheng Zhiming, Director of Library Automation at the Fujian Provincial Library. This was followed by a visit to two libraries in Fujian Province by Brian Williams of Multnomah County Library in 1999. Two librarians from Fujian, Mr. Xu Zhao-kai (Director of Quanzhou Municipal Library) and Ms. Xiao Hong (Head of the Audio-visual Department of Fujian Provincial Library), arrived in Oregon in early October and completed their six-week visit on No-

vember 10. An additional staff exchange program is under discussion. In November 2000 Kathy Greey, the Co-Chair of the Oregon-Fujian Book Exchange Committee, traveled to China and visited the Fujian Provincial Library.

The Oregon Fujian Library connection has benefited not only the patrons who have utilized the materials received under the program and the libraries who received new information, but most especially the staff members who have had personal contact with their opposite numbers from abroad. In Portland's new Classical Chinese Garden, one of the buildings is called "Painted Boat in Misty Rain". According to the Chinese designer, this represents a boat coming from China to dock here in Oregon with a cargo of friendship. The Oregon Fujian Library connection can be likened to this boat with the connection going both ways. **Q**



Fujian Provincial Library.