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From the President

It seems like just yesterday when I was reading the president’s messages of different issues of JEAL as a junior librarian. Now, with the swift passage of the years, I am writing the president's message myself. It brings me a sense of both evolution and obligation.

In the years since I was a junior librarian, East Asian Librarianship has been evolving, CEAL has been evolving, and JEAL has been evolving. Reviewing the contents of this issue of JEAL, I see a mixture of new and traditional topics such as data curation and collection development, global collaboration on improving access to digital resources, special libraries, archives, and Web-based collections, rare book descriptions, donated collections, and new technology applications. I remember the past topics of articles in JEAL such as Card Cataloging, Shelf Listing, Paper Indexes, MARC Records, OPAC, and others, and expect to see topics like Crowdsourcing, Web-archiving, Digital Scholarship, 3D Imaging, Linked-data, and more Global Collaborations in future issues of JEAL.

Witnessing the evolution of topics of articles published in JEAL reminds me of our historical obligation. Looking back, we remember how past generations of East Asian Librarians dedicated their talents and knowledge to this journal to benefit their peers and prepare the future generation of librarians (I was one of them). Looking forward, we are all obligated to continue the evolution of East Asian Librarianship and to contribute to JEAL.

Evolution advances our knowledge, empowers our profession, and changes the world. Recalling our obligations keeps our memories fresh, continues our tradition, and reminds us of our commitments to our past and future.
I hope you will enjoy this issue of JEAL as much as I do.

Jim Cheng
President of CEAL
Killing Two Birds with One Stone: Data-driven Storage Selection and Collection Analysis

Yao Chen
University of Minnesota

Abstract
This article investigated how to use holding data, circulation and interlibrary loan (ILL) statistics to analyze the East Asian collection at the University of Minnesota. Data from multiple sources was divided along Library of Congress call number classification to help explore what was collected, utilized, and what should be grown or de-emphasized. These three sets of data are readily available in most libraries, and they can serve as a powerful tool to help subject librarians to assess the collection in their subject fields. With these data, a librarian can also make informed decisions about collection management, including remote storage selection and budget reallocation.

Introduction
Despite the fact that academic libraries have increased their acquisitions in electronic formats in the recent years, they continue to face the problem of the continually growing physical collections. This is especially true for East Asian collections, due to the fact that many resources are available in print format only and librarians have been primarily acquiring print collection in addition to non-ebook databases. For these reasons, the use of storage facilities for library holdings to relieve space pressure has become a common practice in the academic libraries, especially print-heavy collections, such as East Asian collections. In Fall 2015, the East Asian library at the University of Minnesota experienced severe space issues and materials had to be transferred to storage to make space for new acquisitions. While it is very common to use circulation data to make storage selection decisions, I also investigated ILL data, with the dual intent to make deselection decisions and assess the current East Asian collection for potential improvements.

Literature Review
The Council on East Asian Libraries statistics data showed that from FY2010 to FY2014, the percentage of Chinese, Japanese, and Korean (CJK) budgets spent on electronic resources slightly increased every year; however, CJK budgets were still primarily spent on non-electronic resources. On average, in FY2010, the percentage of budgets spent on non-electronic resources of Chinese, Japanese, and Korean collections were 80%, 90%, and 87% respectively. In FY 2011, the numbers were 74% for Chinese, 91% for Japanese, and 86% for Korean collections. In FY 2012, the numbers were 77% for Chinese, 92% for Japanese, and 80% for Korean collections; in FY 2013, 76% for Chinese, 89% for Japanese, and 83% for Korean collections; and in FY2014, 72% for Chinese, 88% for Japanese, and 80% for Korean collections (as shown in figure 1).
In a study published in 2012, Yoon Jee Cho and Hyokyoung Yi surveyed Chinese, Japanese, and Korean studies librarians about their e-book acquisition. The results revealed that e-book acquisition equaled five to ten percent of the total budget for Chinese acquisition; close to zero percent for Japanese acquisition (except for e-books available in a certain Japanese database); and zero to three percent for Korean acquisition (2012, 38–40). These numbers indicated that the East Asian collection in North America is still largely in print format. Shelving space will be a lasting issue faced by East Asian libraries and collections.

Studies regarding storage selection have switched from personal experience based guidelines to data-driven institutional decision-making. Circulation data has been widely used for libraries to decide items, which need to be transferred to storage facilities. However, as the findings of a survey given to 108 Association of Research Libraries university library collection development officers indicated, some respondents considered circulation data was not the most important factor in collection development; in-house use and ILL statistics were also important (Carrigan 1996, 435–436).

The use of both circulation and ILL data in collection development and analysis is not new. As early as 1986, William Aguilar (1986) recommended using the readily available holding data, circulation records, and ILL statistics to assess libraries’ collections. He suggested that the relative use of the collection was more meaningful than the absolute use of the collection and said “circulation should be considered vis-à-vis the corresponding holdings” (17). He further stated that this relative use “takes on greater significance as refined by Mills,” as it was multiplied by 100 percent and became the “percentage of expected use” (Mills 1982, 6). Similarly, Aguilar introduced “ratio of borrows to holdings” (20) to compare the percentage of ILL transactions against the percentage of holdings. John Ochola (2003) employed Aguilar’s methods at Baylor University libraries and used monograph circulation statistics and fulfilled ILL requests to assess if the library collection met the needs of their students.
was unfortunate that unfulfilled ILL requests were excluded from his study, since unfulfilled requests can indicate what might be needed. Ochola suggested that Aguilar's methods could be used for collection weeding and remote storage selection. Based on the studies of Aguilar and Ochola, librarians from the University of Colorado at Boulder used holdings, circulation, and ILL data to assess their library’s English-language monograph collection. The authors did not explain how the gathered data was used at their library in detail, but they did mention that this data was used in an off-site storage project (Knievel, Wicht, and Connaway 2006).

Method

The East Asian library at the University of Minnesota primarily holds materials written in CJK scripts. Non-CJK materials about East Asian regions are housed outside the East Asian library with the general collections. This study used three sets of data for the off-site storage selection and collection assessment: holdings data for the collection currently shelved in the East Asian library, circulation data for the same collection, and ILL data of East Asian faculty, staff, and students from the Department of Asian Languages and Literatures and the Department of History. CJK materials that were previously transferred to the remote storage were excluded given the fact that there was a pressingly immediate need to release shelving space by sending items to off-site storage. Affiliated East Asian faculty, staff, and students beyond these two selected departments were also excluded due to the difficulty in gathering their ILL data.

A list of holdings with circulation data of about the past decade was generated on 8/6/2015. Unfortunately, due to the limitations of our tracking software and a recent change of the integrated library system, it was not possible to determine the date of the earliest circulation data. Audio-visual materials were excluded from this study. Altogether, 944 on-order titles were also excluded due to the insufficient item information that was generated from the library system. The machine generated list included data for every single volume of a multi-volume set and every bound copy of a periodical. As the number of titles owned may more accurately reflect the coverage of the holdings, and a large amount of multi-volume sets or periodicals could skew the results, I further refined the list by counting one title only once. I combined the loans of every volume of a multi-volume set and treated it as the loans of this particular title. Similarly, for periodicals, I counted the number of loans of all bound copies of a certain periodical and used it as the loans for this particular periodical. The modified title holdings were categorized according to the Library of Congress call number classification to provide an overall picture of our holdings by subject. Subject fields with more than 500 titles were further divided into smaller units to better understand the coverage by either the geographic locations or fields of more focused subjects.

Similarly, a list of materials requested through ILL between 1/1/2010 and 12/1/2015 was generated and categorized according to the Library of Congress call number classification and further divided into smaller units as necessary. Ideally, both circulation and ILL data would be gathered for the same period of time. However, due to limitations of our ILL tracking software, the earliest data that could be retrieved was 1/1/2010. Both East Asian library title holdings and ILL materials were categorized using the Library of Congress Classification. Other libraries that would like to replicate this study can make modifications to the categorization based on the focus of their own collections and local needs.
Results and Discussion

Overall holdings and circulation

Modified title holding and circulation data were collected and presented in Table 1 and Table 2. Monographic and periodical titles were separated because these two sets of data were not comparable. For monographs, the top three subject collections with more than 5,000 titles were P (Language and Literature), D (History), and H (Social Sciences). Titles of these three subject fields accounted for 71% of the whole collection. On average, 66% of the titles had been circulated. The application of the well-known 80/20 rule in the library transactions suggests a small percentage of items results in a large percentage of circulations. While academic libraries now are pursuing a higher usage rate as more libraries are implementing the purchase on demand model, this data is encouraging. Although it is a specialized collection in a library for a relatively small number of targeted users, East Asian holdings were extensively used.

The average circulation per title demonstrated the use of the collection in a particular subject area despite of its size. The overall average circulation per monograph title was 2.4, and every title from the top three subject fields circulated 3.1 times on average. The top four subject fields that had an average loan of more than 3 times were P (Language and Literature), 5.3 times; A (General Works), 4.7 times; E and F (History of the Americans), 3.4 times; R (Medicine), 3.4 times; and T (Technology), 3.3 times. The four subject fields with the lowest average circulation were J (Political Science), 1.1 times; V (Naval Science), 1.3 times; H (Social Science), 1.5 times; K (Law), 1.6 times and M (Music), 1.6 times. High average circulation suggested either a strong collection such as P (Language and Literature), with close to 30,000 titles, or a popular small collection, such as E and F (History of the Americans), with fewer than 300 titles.

It was also interesting to examine the percentage of circulated titles in each subject field. Generally speaking, the percentage of circulated titles was directly proportional to the average circulation per title. Many numbers, as shown in Table 1, confirmed the current East Asian collection profiles were still largely valid. For example, according to the profile, social sciences acquisition should be secondary to language and literature acquisition. Within the field of social sciences, we primarily collected scholarly works about women’s studies. On average, 60% of H (Social Sciences) titles circulated compared with 74% P (Language and Literature) titles. For the women’s studies collection, 79% of the collection had been circulated, which was higher than the 74% of P (Language and Literature). This finding confirmed that women’s studies should continue to be a major collecting area, as this collection has been actively used in the past decade. However, it was a bit surprising to see that E and F (History of the Americans) had 87% of the titles circulated, the highest among all subject fields. One possible explanation is that international students from East Asian regions who are not enrolled in East Asian programs preferred learning more about America and found it easy and convenient to read books in their native languages. I used to have a Japanese graduate student who frequently requested Japanese language books that were originally published in English and were owned by the library. The student explained that he could read the translated books faster than the original English books. Another slightly surprising finding was that 74% of N (Fine Arts) titles had been circulated. The East Asian
art history faculty position at the University of Minnesota has been vacant for years, and currently there are no art faculty who focus on East Asian arts. As the only East Asian library in Minnesota, the library also serves researchers from other local institutions. Several East Asian arts faculty from nearby institutions are very active researchers, and the high transaction rate might result from their requests via ILL services.

Percentage of expected use, according to Mills (1982), was calculated by dividing the percentage of circulation by the percentage of holdings of a given subject and then multiplied by 100. Subjects that are over 100 percent, including A (General Works), P (Language and literature), and R (Medicine), may be considered overused locally. The rest of the subjects might be underused. However, the percentage of expected use of HN (Social History and Conditions. Social Problems. Social Reform) was 650% compared with that of the general H (Social Sciences) at 44%. This percentage of expected use together with the percentage of circulated titles could serve as helpful indicators to adjust the acquisition. If the budget continues to decrease in the future, subjects with a smaller percentage of expected use might be considered as good candidates to cut in order to guarantee the collection could meet the core user needs. What is more, subjects with a lower percentage of expected use could be better candidates to transfer to remote storage, making sure heavily used items can be easily accessed onsite.

Table 1: Monograph collection correlated to circulation statistics

<table>
<thead>
<tr>
<th>LC classification</th>
<th>Total titles</th>
<th>% of total titles</th>
<th>Total circulation</th>
<th>Average circulation per title</th>
<th>% of total circulation</th>
<th>% of circulated titles</th>
<th>% of expected use</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (General Works)</td>
<td>855</td>
<td>1.2%</td>
<td>4006</td>
<td>4.7</td>
<td>1.7%</td>
<td>56%</td>
<td>141%</td>
</tr>
<tr>
<td>AC (Collections. Series. Collected Works)</td>
<td>636</td>
<td>0.9%</td>
<td>3458</td>
<td>5.4</td>
<td>1.5%</td>
<td>54%</td>
<td>166.7%</td>
</tr>
<tr>
<td>B (Philosophy. Psychology. Religion)</td>
<td>4182</td>
<td>6.1%</td>
<td>8042</td>
<td>1.9</td>
<td>3.4%</td>
<td>67%</td>
<td>55.7%</td>
</tr>
<tr>
<td>B (Philosophy general)</td>
<td>1465</td>
<td>2%</td>
<td>2414</td>
<td>1.7</td>
<td>1%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>BL (Religions. Mythology. Rationalism)</td>
<td>942</td>
<td>1%</td>
<td>1905</td>
<td>2.0</td>
<td>0.8%</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>BQ (Buddhism)</td>
<td>705</td>
<td>1%</td>
<td>1692</td>
<td>2.4</td>
<td>0.7%</td>
<td>73%</td>
<td>70%</td>
</tr>
<tr>
<td>C (Auxiliary Sciences of History)</td>
<td>650</td>
<td>0.9%</td>
<td>1305</td>
<td>2.0</td>
<td>0.6%</td>
<td>70%</td>
<td>66.7%</td>
</tr>
<tr>
<td>D (History)</td>
<td>14790</td>
<td>6.1%</td>
<td>36313</td>
<td>2.5</td>
<td>15.3%</td>
<td>62%</td>
<td>72.9%</td>
</tr>
<tr>
<td>DS (Asia)</td>
<td>14244</td>
<td>21%</td>
<td>35431</td>
<td>2.5</td>
<td>14.9%</td>
<td>62%</td>
<td>71%</td>
</tr>
<tr>
<td>E &amp; F (History of the Americas)</td>
<td>296</td>
<td>0.5%</td>
<td>1092</td>
<td>3.4</td>
<td>0.25%</td>
<td>87%</td>
<td>50%</td>
</tr>
<tr>
<td>G (Geography. Anthropology. Recreation)</td>
<td>1254</td>
<td>1.8%</td>
<td>2421</td>
<td>1.9</td>
<td>1%</td>
<td>70%</td>
<td>55.6%</td>
</tr>
<tr>
<td>H (Social Sciences)</td>
<td>7154</td>
<td>10%</td>
<td>10421</td>
<td>1.5</td>
<td>4.4%</td>
<td>60%</td>
<td>44%</td>
</tr>
<tr>
<td>HC (Economic History and Conditions)</td>
<td>1356</td>
<td>2%</td>
<td>1785</td>
<td>1.3</td>
<td>0.8%</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>HD (Industries. Land Use. Labor)</td>
<td>1385</td>
<td>2%</td>
<td>1429</td>
<td>1.0</td>
<td>0.6%</td>
<td>52%</td>
<td>30%</td>
</tr>
<tr>
<td>HN (Social History and Conditions. Social Problems. Social Reform)</td>
<td>528</td>
<td>0.8%</td>
<td>998</td>
<td>1.9</td>
<td>0.4%</td>
<td>64%</td>
<td>50%</td>
</tr>
<tr>
<td>HQ (Family. Marriage. Women)</td>
<td>1168</td>
<td>0.2%</td>
<td>2968</td>
<td>2.5</td>
<td>1.3%</td>
<td>79%</td>
<td>650%</td>
</tr>
<tr>
<td>I (Political Science)</td>
<td>1605</td>
<td>2.3%</td>
<td>1830</td>
<td>1.1</td>
<td>0.8%</td>
<td>53%</td>
<td>34.8%</td>
</tr>
<tr>
<td>IQ (Political institutions and Public Administration)</td>
<td>920</td>
<td>1.3%</td>
<td>961</td>
<td>1</td>
<td>0.4%</td>
<td>50%</td>
<td>30.8%</td>
</tr>
<tr>
<td>K (Law)</td>
<td>855</td>
<td>1.2%</td>
<td>1345</td>
<td>1.6</td>
<td>0.6%</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>KN (Asia and Eurasia)</td>
<td>616</td>
<td>0.9%</td>
<td>1048</td>
<td>1.7</td>
<td>0.4%</td>
<td>71%</td>
<td>44.4%</td>
</tr>
<tr>
<td>L (Education)</td>
<td>1642</td>
<td>2%</td>
<td>2757</td>
<td>1.7</td>
<td>1.2%</td>
<td>68%</td>
<td>60%</td>
</tr>
<tr>
<td>LA (History of Education)</td>
<td>671</td>
<td>1%</td>
<td>1312</td>
<td>2.0</td>
<td>0.6%</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>M (Music)</td>
<td>696</td>
<td>1%</td>
<td>1136</td>
<td>1.6</td>
<td>0.5%</td>
<td>69%</td>
<td>50%</td>
</tr>
<tr>
<td>N (Fine Arts)</td>
<td>2939</td>
<td>4%</td>
<td>6962</td>
<td>2.4</td>
<td>2.9%</td>
<td>74%</td>
<td>72.5%</td>
</tr>
<tr>
<td>P (Language and Literature)</td>
<td>28466</td>
<td>41%</td>
<td>15354</td>
<td>5.3</td>
<td>64.7%</td>
<td>74%</td>
<td>157.8%</td>
</tr>
</tbody>
</table>
According to our circulation policy, only bound periodicals can be checked out, while current periodicals are non-circulating. The circulation data may not reflect the real use of periodicals as the in-house usage was not collected, but it provided some helpful information for librarians to make acquisition and cancellation decisions. Different from monographs, the top four subject fields among bound periodicals that had the highest average loans were S (Agriculture), 26 times; C (Auxiliary Sciences of History), 17.9 times; K (Law), 14.4 times; and B (Philosophy. Psychology. Religion), 9.4 times. The four subject fields with the lowest checkouts were M (Music), 1.8 times; T (Technology), 3.3 times; R (Medicine), 5 times; Q (Science), 5.6 times; A (General Works), 6.1 times and G (Geography. Anthropology. Recreation), 6.1 times. In the case of the periodicals, high average circulation suggested a popular small collection. For example, the S (Agriculture) category with the highest average loans only included two periodicals. The high checkout rates do not necessarily suggest that there is a need to expand the agriculture periodical collection.

The data related to the periodical collection was not comparable with the monograph data due to two major reasons. First, the nature of these two types of resources was different. What's more, periodicals had a different loan period compared with monographs, which might influence the number of loans.

Table 2: Periodical collection correlated to circulation statistics

<table>
<thead>
<tr>
<th>LC classification</th>
<th>Total titles</th>
<th>Total percentage</th>
<th>Total circulation</th>
<th>Average circulation per title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (General Works)</td>
<td>124</td>
<td>10.1%</td>
<td>762</td>
<td>6.1</td>
</tr>
<tr>
<td>B (Philosophy. Psychology. Religion)</td>
<td>31</td>
<td>2.5%</td>
<td>290</td>
<td>9.4</td>
</tr>
<tr>
<td>C (Auxiliary Sciences of History)</td>
<td>9</td>
<td>0.7%</td>
<td>161</td>
<td>17.9</td>
</tr>
<tr>
<td>D (History)</td>
<td>317</td>
<td>25.9%</td>
<td>2718</td>
<td>8.6</td>
</tr>
<tr>
<td>E (History of the Americas)</td>
<td>2</td>
<td>0.2%</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>G (Geography. Anthropology. Recreation)</td>
<td>35</td>
<td>2.9%</td>
<td>212</td>
<td>6.1</td>
</tr>
<tr>
<td>H (Social Sciences)</td>
<td>276</td>
<td>22.7%</td>
<td>2127</td>
<td>7.7</td>
</tr>
<tr>
<td>J (Political Science)</td>
<td>13</td>
<td>1.1%</td>
<td>117</td>
<td>9</td>
</tr>
<tr>
<td>K (Law)</td>
<td>18</td>
<td>1.5%</td>
<td>260</td>
<td>14.4</td>
</tr>
<tr>
<td>L (Education)</td>
<td>22</td>
<td>1.8%</td>
<td>139</td>
<td>6.3</td>
</tr>
<tr>
<td>M (Music)</td>
<td>12</td>
<td>1%</td>
<td>22</td>
<td>1.8</td>
</tr>
<tr>
<td>N (Fine Arts)</td>
<td>42</td>
<td>3.4%</td>
<td>282</td>
<td>6.7</td>
</tr>
<tr>
<td>P (Language and Literature)</td>
<td>267</td>
<td>21.8%</td>
<td>2331</td>
<td>8.7</td>
</tr>
<tr>
<td>Q (Science)</td>
<td>8</td>
<td>0.65%</td>
<td>45</td>
<td>5.6</td>
</tr>
<tr>
<td>R (Medicine)</td>
<td>4</td>
<td>0.3%</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>S (Agriculture)</td>
<td>2</td>
<td>0.2%</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td>T (Technology)</td>
<td>12</td>
<td>1%</td>
<td>40</td>
<td>3.3</td>
</tr>
<tr>
<td>Z (Bibliography)</td>
<td>38</td>
<td>3.1%</td>
<td>258</td>
<td>6.8</td>
</tr>
</tbody>
</table>
Materials requested via Interlibrary loan

A total of 2,592 non-article items (primarily monographs) and 195 journal articles were requested via ILL in the past six years. Among the 2,592 non-article items, 738 were requested by faculty, 1,698 by graduate students, 136 by undergraduate students, and 20 by staff, as shown in table 3. The numbers indicated that faculty requests have been steady in the past years; so were those for undergraduate students and staff. Requests from graduate students grew much more rapidly. In the past three years, five students joined the East Asian PhD programs. Except for the newly admitted five students, all graduate students were at some stage in the dissertation process. The admission of new graduate students and dissertation writing are two main reasons that may explain why ILL requests have peaked suddenly since 2013. Another possible explanation is acquisition budget cuts and an acquisition shift to electronic databases. In the past two years, four major databases were acquired. This shift was due to the fact that East Asian journal articles might be more difficult to acquire via ILL services due to the strict license agreements of East Asian vendors; consequently, subscribing to databases became more important than monographs, which could be borrowed easily in North America.

On average, 37% out of the 2,592 requested items were written in English, and the rest of the items were in Chinese (38%), Japanese (16%), and Korean (7%) languages, with a few in European languages (2%) other than English. This may suggest that the East Asian language collection does not meet the needs of our users as well as our English collection does. East Asian faculty and students pay as much attention to the East Asian language collection as the English language collection, if not more. The East Asian language collection is a vital part of their research, teaching and learning.

Table 3: Non-article interlibrary requests

<table>
<thead>
<tr>
<th>Year</th>
<th>Total requests</th>
<th>Total requests by user type</th>
<th>Total requests by language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Faculty Graduate Under-gr</td>
<td>English Chinese Japanese Korean Others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>graduate graduate</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>209</td>
<td>146 (70%) 54 (26%) 6 (3%)</td>
<td>6 (1%) 68 (33%) 33 (16%) 57 (27%) 43 (21%) 8 (4%)</td>
</tr>
<tr>
<td>2011</td>
<td>322</td>
<td>135 (42%) 148 (46%) 24 (7%)</td>
<td>15 (5%) 156 (48%) 75 (23%) 58 (18%) 22 (7%) 11 (3%)</td>
</tr>
<tr>
<td>2012</td>
<td>319</td>
<td>112 (35%) 193 (61%) 12 (4%)</td>
<td>1 (0%) 99 (31%) 111 (35%) 67 (21%) 38 (12%) 4 (1%)</td>
</tr>
<tr>
<td>2013</td>
<td>515</td>
<td>126 (24%) 359 (70%) 30 (6%)</td>
<td>0 (0%) 156 (30%) 276 (54%) 58 (11%) 12 (2%) 13 (3%)</td>
</tr>
<tr>
<td>2014</td>
<td>514</td>
<td>100 (19%) 362 (70%) 52 (10%)</td>
<td>0 (0%) 249 (48%) 215 (42%) 33 (6%) 3 (1%) 14 (3%)</td>
</tr>
<tr>
<td>2015</td>
<td>713</td>
<td>119 (17%) 582 (82%) 11 (2%)</td>
<td>1 (0%) 214 (30%) 406 (57%) 71 (10%) 16 (2%) 6 (1%)</td>
</tr>
</tbody>
</table>

The publication year of the requested non-article items is also worth some attention. Unlike some other disciplines that heavily rely on new scholarship, East Asian scholars value older scholarship just as much as newer. The ILL data revealed that 16% of the requests were published within the five years from 2011 to 2015; 40%, between 2001 and 2010; 34%, between 1960 and 2000; 10%, between 1900 and 1959; and 1%, before 1899. This suggests that only collecting newly published scholarly works may not be sufficient. Some collection time devoted to discovering collection gaps of older publications might be necessary due to
the unique needs of the patrons. It would be interesting to compare data from other institutions to see if this is a pattern for East Asian scholars across the country and compare subfields of East Asian studies to discover some trends.

Ninety-seven out of the 195 article requests were made by faculty, 70 by graduate students, and 28 by undergraduate students. The low demand of journal articles compared with monographs may indicate that our current print periodicals and journal article database subscriptions generally meet the current needs of our users. The huge difference between the requested number of monographs and that of journal articles also confirmed previous studies that reported monographs remained the most valuable means of scholarly communication in the field of arts and humanities (Currie and Monroe-Gulick 2013; Thompson 2002; Williams, et al 2009). Among 195 requested articles, 101 (52%) were written in East Asian scripts, two (1%) in western languages other than English, the rest of the 92 (47%) were in English. Very similar to the monograph requests, the East Asian language collection serves as an indispensable source for research, learning and teaching.

Among the 2,592 non-article requests, 372 (14%) were cancelled. The top reasons for cancellations were: locally owned (109), not available through ILL (100), duplicated items (45) requested on the same day, cancellations by patrons (44). Unpublished theses and dissertations turned out to be difficult to borrow, and requests were often cancelled. Many older items requested were non-circulating. In some cases, patrons failed to provide accurate citation information of older items. Among 195 article requests, 160 were fulfilled and 35 were cancelled. Nineteen (54%) articles were cancelled because the library already owned the requested content. Similar to the monograph requests, other reasons were: not available through ILL, patrons’ cancellation, duplication, and not yet published. One possible reason for requesting already available content is that the patron accessed databases off campus without authenticating as affiliated users, and that led to the failure to access. Library authentication is a quite complex process, depending on various factors, such as IP range, license terms, software, devices (e.g. mobile devices), and so on. I often receive complaints about failure to access databases off campus. It usually turns out that the users did not use proper authentication methods. It will be helpful to periodically send reminders to users about how to access electronic resources off campus properly. Another possible reason is that our library copy was on loan and the patron chose to ILL rather than recall the item (our library catalog gives the option to recall or ILL an item). A third possible explanation is that our book was on order, and patrons wanted to access the book immediately and requested it through ILL. Due to our longer shipping period compared with some other libraries, users may tend to ILL East Asian script materials. For article requests, patrons may still request locally owned print contents to be delivered electronically for their own convenience due to the fact that our library provides the on-demand digitalization service.

Fulfilled ILL requests were borrowed from 194 libraries around the world. Data showed 59% of the non-article requests and 50% of the article requests were fulfilled by university libraries affiliated with the Big Ten Academic Alliance (BTAA), a regional consortium formerly known as the Center for Institutional Cooperation (CIC). Our ILL local practice is to fulfill ILL requests among BTAA institutions before reaching out to other non-BTAA
libraries. The fulfill rate suggested that about 41% of requested items might be out of the collecting scope of BTAA East Asian libraries and collections. It would be useful to see other BTAA libraries’ ILL data for East Asian materials to find better ways to collaboratively acquire materials to meet the diverse groups of East Asian scholars and students among BTAA institutions.

Similar to the general monograph holdings, the requested non-article items were divided based on their call numbers. Duplicated titles were only accounted once for categorizing purposes. As shown in Table 4, the top requested categories D (History), H (Social Sciences), and P (Language and Literature) accounted for 71.5% of the total number of requests. The comparison of ILL materials and current holdings confirms that the collecting scope of the East Asian collection is still valid; however, some adjustment is needed to make the collection suit the current research and teaching needs. For example, the heavy loans of history materials might suggest that the time period in which the library is currently collecting may be inaccurate. One example is that our library used to have a strong Ming collection for Chinese history. But a modification was made recently to collect materials about the late Qing and the Republic of China period based on user feedback.

Table 4: Comparison of ILL non-article loans and holdings

<table>
<thead>
<tr>
<th>LC classification</th>
<th>ILL total titles</th>
<th>ILL % of total titles</th>
<th>Holding total titles</th>
<th>Holding % of total titles</th>
<th>Ratio of borrowings to holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (General Works)</td>
<td>63</td>
<td>2.9%</td>
<td>855</td>
<td>1.2%</td>
<td>2.42</td>
</tr>
<tr>
<td>AC (Collections. Series. Collected Works)</td>
<td>51</td>
<td>2.3%</td>
<td>636</td>
<td>0.9%</td>
<td>2.56</td>
</tr>
<tr>
<td>B (Philosophy, Psychology, Religion)</td>
<td>141</td>
<td>6.4%</td>
<td>4182</td>
<td>6.1%</td>
<td>1.05</td>
</tr>
<tr>
<td>B (Philosophy general)</td>
<td>47</td>
<td>2.1%</td>
<td>1465</td>
<td>2%</td>
<td>1.05</td>
</tr>
<tr>
<td>BL (Religions. Mythology. Rationalism)</td>
<td>19</td>
<td>0.9%</td>
<td>942</td>
<td>1%</td>
<td>0.9</td>
</tr>
<tr>
<td>BQ (Buddhism)</td>
<td>15</td>
<td>0.7%</td>
<td>705</td>
<td>1%</td>
<td>0.7</td>
</tr>
<tr>
<td>C (Auxiliary Sciences of History)</td>
<td>19</td>
<td>0.9%</td>
<td>650</td>
<td>0.9%</td>
<td>1</td>
</tr>
<tr>
<td>D (History)</td>
<td>476</td>
<td>21.5%</td>
<td>14790</td>
<td>21%</td>
<td>1.02</td>
</tr>
<tr>
<td>DS (Asia)</td>
<td>420</td>
<td>19%</td>
<td>14244</td>
<td>21%</td>
<td>0.9</td>
</tr>
<tr>
<td>E &amp; F (History of the Americas)</td>
<td>30</td>
<td>1.4%</td>
<td>296</td>
<td>0.5%</td>
<td>2.8</td>
</tr>
<tr>
<td>G (Geography. Anthropology. Recreation)</td>
<td>88</td>
<td>4%</td>
<td>1254</td>
<td>1.8%</td>
<td>2.22</td>
</tr>
<tr>
<td>H (Social Sciences)</td>
<td>282</td>
<td>12.8%</td>
<td>7154</td>
<td>10%</td>
<td>1.28</td>
</tr>
<tr>
<td>HC (Economic History and Conditions)</td>
<td>54</td>
<td>2.4%</td>
<td>1356</td>
<td>2%</td>
<td>1.2</td>
</tr>
<tr>
<td>HD (Industries. Land Use. Labor)</td>
<td>57</td>
<td>2.6%</td>
<td>1385</td>
<td>2%</td>
<td>1.3</td>
</tr>
<tr>
<td>HN (Social History and Conditions. Social Problems. Social Reform)</td>
<td>36</td>
<td>1.6%</td>
<td>528</td>
<td>0.8%</td>
<td>2</td>
</tr>
<tr>
<td>HQ (Family. Marriage. Women)</td>
<td>44</td>
<td>2%</td>
<td>1168</td>
<td>0.2%</td>
<td>10</td>
</tr>
<tr>
<td>I (Political Science)</td>
<td>48</td>
<td>2.2%</td>
<td>1605</td>
<td>2.3%</td>
<td>0.96</td>
</tr>
<tr>
<td>JQ (Political institutions and Public Administration)</td>
<td>7</td>
<td>0.3%</td>
<td>920</td>
<td>1.3%</td>
<td>0.23</td>
</tr>
<tr>
<td>K (Law)</td>
<td>12</td>
<td>0.5%</td>
<td>855</td>
<td>1.2%</td>
<td>0.42</td>
</tr>
<tr>
<td>KN (Asia and Eurasia)</td>
<td>6</td>
<td>0.3%</td>
<td>616</td>
<td>0.9%</td>
<td>0.33</td>
</tr>
<tr>
<td>L (Education)</td>
<td>32</td>
<td>1.4%</td>
<td>1642</td>
<td>2%</td>
<td>0.7</td>
</tr>
<tr>
<td>LA (History of Education)</td>
<td>6</td>
<td>0.3%</td>
<td>671</td>
<td>1%</td>
<td>0.3</td>
</tr>
<tr>
<td>M (Music)</td>
<td>16</td>
<td>0.7%</td>
<td>696</td>
<td>1%</td>
<td>0.7</td>
</tr>
<tr>
<td>N (Fine Arts)</td>
<td>114</td>
<td>5.2%</td>
<td>2939</td>
<td>4%</td>
<td>1.3</td>
</tr>
<tr>
<td>P (Language and Literature)</td>
<td>601</td>
<td>27.2%</td>
<td>28466</td>
<td>41%</td>
<td>0.66</td>
</tr>
<tr>
<td>PL (Language and Literature of Eastern Asia)</td>
<td>240</td>
<td>10.9%</td>
<td>24543</td>
<td>36%</td>
<td>0.3</td>
</tr>
<tr>
<td>PN (Literature General)</td>
<td>226</td>
<td>10.2%</td>
<td>3293</td>
<td>5%</td>
<td>2.04</td>
</tr>
<tr>
<td>Q (Science)</td>
<td>16</td>
<td>0.7%</td>
<td>455</td>
<td>0.7%</td>
<td>1</td>
</tr>
</tbody>
</table>
The ratio of borrowings to holdings, according to Aguilar (1986), equals percentage of borrowings divided by percentage of holdings. Similar to the percentage of expected use, which is more accurate in describing the use of a collection, this ratio is more accurate in comparing the loans relative to existing holdings. Subjects with ratios closer to zero suggested that our existing holdings could well meet user needs, and those are subjects that might be de-emphasized or even given up when the budget becomes critically insufficient. The converse is, the higher the numbers are, more effort might be needed to strengthen that subject. The actual number of loans should also be taken into consideration. For example, subject V (Naval Science) had a ratio of 2, which is greater than many other subjects, however, due to the very small number of ILL requests, this subject will still be a good candidate to abandon when budget becomes an issue.

**Non-data factors**

In addition to the data, there are other aspects that librarians will need to consider before making deselection decisions. Support from faculty and graduate students is key to decision-making. We may not want to relocate the in-house frequently used items to storage. Communication and explanation of the process are important. Always remember to update users about major developments.

Periodicals are natural targets for removal to off-campus storage due to the large amount of space the move will make available relatively easily; however, metadata librarians need to be consulted in the decision making process. Most of our journals are active subscriptions, and moving them to storage means that catalog records will be split, and it may not be easy to modify each individual record manually. Multi-volume sets are also attractive but troublesome candidates for the same reason of the periodicals. Duplicated items and dated materials and formats are also good candidates. For example, library catalog books, older editions of dictionaries, and VHS tapes were selected either to withdraw or relocate to remote storage for this project.

**Lesson learned**

Periodicals are at first sight cost effective but problematic candidates for storage, especially active periodical subscriptions. Much manual work by cataloging staff is involved in order to clean up the records, and location information can be troublesome to display in the library system and confusing to users. If not coordinated well, it will cause a lot of trouble for the transfer project.

Always remember to communicate with all parties involved. Getting faculty and graduate students’ support is crucial. Keep them in the loop so their research, teaching and learning will not be disturbed by the transfer. Reinforce to users how to request items and how long
it takes. Assure faculty and graduate students that a transfer from storage back to the East Asian library is possible if items are later found to be needed onsite for easy and frequent access. Always ask for feedback for any withdrawal decisions. Communicate and coordinate with necessary library units to work out a best plan for the project.

Limitations

Circulation statistics cannot accurately reflect the actual use of the collection. In-house usage statistics were not collected at our library due to lack of staff capacity. The library started a digitization service to scan and send requested pages electronically. This usage was not collected either. The monograph collection for this study included both circulating and non-circulating items. Actual usage of the collection might be higher than the calculated circulation rate. Due to the reason explained in the methodology section, ILL data was for a limited period of time, which was not ideal for comparison with the holding and circulation data.

In addition to the time period, ILL data had several other limitations. First, faculty and students who might utilize East Asian materials but were not affiliated with the Department of Asian Languages and Literatures and the Department of History were excluded due to the difficulty in data gathering. Second, the ILL data showed 31 undergraduate students enrolled in the Department of Asian Languages and Literatures had requested items via ILL service. This number is far smaller than the number of undergraduate students who either majored or minored in East Asian studies. This may be because the East Asian studies undergraduate students were satisfied with the library’s collection and tended to use materials available in the library. Another possible explanation is that many East Asian studies undergraduate students did not declare their affiliation with East Asian department and programs when they initially set up their ILL account, which made their ILL data not retrievable under the department and programs. Data from undergraduate students will give a fuller picture of how different levels of users interact with the East Asian collection. That data will help guide acquisition to consider the needs of undergraduate students.

Conclusion

Data from multiple sources created a relatively objective and useful picture of our East Asian collection and helped make decisions for a storage transfer project. Circulation data revealed the East Asian collection in general has been extensively used. On average, each title was checked out 2.4 times. Most and least popular checked out subjects were identified. Percentage of circulated titles and percentage of expected use in each subject were calculated to examine how well the collection has been used. ILL data further helped complement the findings generated from holding and circulation data by confirming the subjects that needed strengthening and subjects that might be over-collected. It also revealed the need of filling the collection gap of older publications. Both circulation and ILL data proved the importance of East Asian script collections in research, learning and teaching. Furthermore, this study shed some light on collection collaboration among local consortiums. In addition to library system automated data, other factors were considered to make storage transfer decisions, such as consulting the metadata librarian. Holding, circulation, and ILL data combined can provide a practical guideline for librarians to make informed assessment
choices about their collection. Similar studies could be carried out in the next five years to help examine if the collection development improves over the time and if actions need to be taken to make necessary amendments. Data related to East Asia-related materials written in Western languages could also be included in the analysis to give a more comprehensive review of the East Asian collection as a whole regardless of the language. Furthermore, data could be separated by languages to allow a more focused analysis and comparison of trends of local research across geographic regions. Studies across institutions may help decide the focus on each library’s specialty and pave the way for the possible collaborative acquisitions in the future.

References


Harnessing the Power of the Cooperative:  
Improving Access to the JapanKnowledge E-Resource Collection

Yukari Sugiyama  
Marlene van Ballegooie  
Fabiano Takashi Rocha

Introduction

In today’s digital age, library users expect to access the majority of content in electronic format. Japanese language resources are no exception. Although the number of full-text online Japanese resources has been relatively small compared to Chinese and Korean counterparts, the availability of Japanese language e-resources is gradually increasing in the marketplace.

One of the most indispensable e-resource collections for Japanese studies is the JapanKnowledge collection provided by NetAdvance. Despite its broad utility, this collection was largely unfindable within the library’s discovery interfaces due to the fact that a set of MARC records that conformed to North American quality standards was unavailable. Stopgap measures, such as the creation of brief MARC records from e-resource knowledge base holdings, also produced unsatisfactory results and left the JapanKnowledge collection underutilized by scholars. This paper documents a pilot project that aimed to improve the discoverability of the JapanKnowledge collection.

The project originated at the University of Toronto Libraries and was joined by Yale University Library, and subsequently expanded to include Stanford University Libraries and the University of Washington in St. Louis Libraries to become a collaborative effort. Using print bibliographic records created by the OCLC cooperative as a foundation, a team comprised of cataloging and metadata librarians worked to source catalog copy, perform record enhancements and create original catalog records where necessary.

The outcome of this process was the creation of a set of e-resource records for the JapanKnowledge collection that met North American quality standards. In addition to creating a set of bibliographic records to facilitate discovery, the project participants also established a global e-resource collection within OCLC’s WorldCat knowledge base. By creating a customized sharable collection within the knowledge base, this provided a mechanism for project collaborators to minimize the duplication of effort and improve access to this important Japanese e-resource collection at a global level.

About the JapanKnowledge Collection

JapanKnowledge is an essential resource for Japanese studies covering ancient, modern and contemporary periods. It is comprised of encyclopedias (both in Japanese and English), dictionaries (Japanese, English, bilingual, European languages and specialty), and reference books on history, biography, geography, religion, culture, science, and law. In addition to
the numerous reference titles, JapanKnowledge has added over a thousand non-reference titles and reprinted magazines, both fiction and non-fiction.¹ Some of the most notable resources within the JapanKnowledge collection include large volume series such as the Tōyō Bunko 東洋文庫 (692 volumes), Shinpen Nihon Koten Bungaku Zenshū 新編日本古典文学全集 (263 volumes), and Bunko Kuseju 文庫クセジュ (354 volumes). The Tōyō Bunko 東洋文庫, or the Eastern Library Series is a collection of oriental classics that covers the history and culture of Asia: Japan, China, India, and Islamic countries from the ancient to the modern periods. The Shinpen Nihon Koten Bungaku Zenshū 新編日本古典文学全集 is a collection of Japanese masterpieces that includes ancient and medieval literature with notes and detailed explanations about the texts that are based on the best originals available. Finally, the Bunko Kuseju 文庫クセジュ is the Japanese version of a selection of titles from the Collection “Que sais-je,” a series of books published by the Presses Universitaires de France (PUF) that aim to provide an accessible introduction to a field of study by an expert in the field.²

**Challenges in Providing Access to JapanKnowledge**

Several of the challenges in providing access to the JapanKnowledge collection can be attributed to the fact that e-resource discovery is almost entirely dependent upon metadata that is supplied by parties outside of the library. Since e-resources are often purchased in large packages and metadata pertaining to these resources is dynamic and changeable, most libraries rely on content providers to supply MARC records to enable e-resource discovery within local systems. To further assist libraries in managing and facilitating access to their electronic resource collections, there is also an expectation that content providers will supply knowledge base vendors (such as Proquest, EBSCO and OCLC) with information pertaining to the availability and accessibility of resources. Thus, libraries now work in an environment where there are more interdependencies than ever; the successful provision of access to electronic resources is fully dependent on the transmission of high quality metadata throughout the e-resource supply chain.

One of the key factors hindering the discoverability of the JapanKnowledge collection was the unavailability of quality MARC records. Presently, NetAdvance supplies MARC data for the contents of its collection in NACSIS CAT-P format and also in MARC21, which is available upon request. Despite the availability of MARC21, these records did not conform to North American standards. Some of the typical issues demonstrated in the MARC records include lack of Library of Congress Subject Headings (LCSH) and name authority headings that correspond to the Library of Congress Name Authority File (LCNAF).

Additionally, several of the key fields within the bibliographic records were either inaccurate, missing or improperly coded. For example, the MARC leader and fixed fields contained minimal and sometimes erroneous data. All personal authors were coded by default as personal name added entries in the 700 field. For translated titles, particularly in the Bunko

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¹ Detailed information about the contents of the JapanKnowledge collection can be found on the JapanKnowledge’s website: http://japanknowledge.com/en/contents/.

Kuseju series, the bibliographic records were missing the 240 field for uniform title, the 041 field for language and a note field indicating that the title was a translation. Since there were numerous errors contained within the records, few libraries loaded the record set into their library catalogs.

In addition to content errors, the MARC records were also problematic because they did not conform to the ALA-LC Romanization Rules. Within the MARC record set, it appeared that the transliteration was achieved through an automated process, resulting in titles containing erroneous transliterated terms and inaccurate word division. In the Table 1, some of the improper transliterations are illustrated.

**Table 1. Comparison between NetAdvance transliteration and ALA-LC Romanization transliteration**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>NetAdvance Transliteration</th>
<th>ALA-LC Romanization Transliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ファシズム</td>
<td>Fuashizumu</td>
<td>Fashizumu</td>
</tr>
<tr>
<td>シェイクスピア</td>
<td>Shieikusupia</td>
<td>Sheikusupia</td>
</tr>
<tr>
<td>フェミニズム</td>
<td>Fueminizumu</td>
<td>Feminizumu</td>
</tr>
<tr>
<td>ヴェトナム</td>
<td>Buetonamu</td>
<td>Vetonamu</td>
</tr>
<tr>
<td>ヴェネツィア史</td>
<td>Buenetsuiashi</td>
<td>Venetsia shi</td>
</tr>
</tbody>
</table>

The ALA-LC Romanization Rules dictate that proper names and titles of books must be written separately from modifiers or words modified by them. In the final example in the table above, it is noted that a space should be inserted between Venetsia (the proper name) and shi (the modifier). As a result of the inaccurate word division and improper transliteration, the visibility of these resources within library discovery systems is compromised.

Since the vendor supplied MARC records were not useable without significant modification, some libraries have explored alternative avenues to provide item-level discovery for the JapanKnowledge collection. For example, within the University of Toronto’s e-resource management context, the Library employs a service that supplies MARC bibliographic records, coupled with electronic holdings information, to enhance discovery within the library catalog. Typically, the delivered records meet the Library of Congress quality standards, but in the absence of an appropriate catalog record, system generated brief records are created as a stopgap measure to provide title level access. In the case of the JapanKnowledge collection, the metadata contained in the electronic resource management system was minimal, in original script only and did not match any available catalog copy. As a result, the MARC records provided through the MARC record service were system generated brief records. Although the records were made available to users for discovery, they clearly did not meet the quality standards that the Library aims to provide to users.

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Poor quality metadata can be attributed to several possible factors. There may be difficulties in communication between libraries, content providers and knowledge base vendors across language and cultural boundaries. It is possible that content providers do not fully understand the importance of quality metadata in providing user access and discovery. It is also conceivable that content providers do not have the expertise on staff to supply adequate metadata to libraries and knowledge base vendors. In the case of the JapanKnowledge collection, it is also important to note that North American institutions are a minority customer group for the product. Therefore, these libraries are in a weak negotiating position to demand MARC records that are compliant with North American standards.

**Cooperative Cataloging and the OCLC’s WorldShare Collection Manager**

Given the challenges in providing suitable access to the JapanKnowledge collection, colleagues at the University of Toronto Libraries and Yale University Library decided to explore options for improving the discoverability of this important collection. One technology which held promise for collaboration and sharing is OCLC’s WorldShare Collection Manager. Available to all libraries with a cataloging subscription to OCLC, the WorldShare Collection Manager is a service that enables cooperative management of contents contained in the WorldCat knowledge base. Through the WorldShare Collection Manager, participating libraries have the ability to approve or deny proposed changes to the knowledge base, make corrections to existing knowledge base records, create new e-resource collections and share them with other libraries. Furthermore, since it is backed by the world’s largest database of bibliographic records, the WorldShare Collection Manager is capable of exporting bibliographic records for e-resource collections.

With a collaborative knowledge base that can export MARC records from the OCLC WorldCat database, and with Japanese cataloging librarians on staff at both institutions, the project collaborators believed that significant improvements could be made to the JapanKnowledge e-resource collection. Using print bibliographic records as a foundation for the creation of quality e-resource records and connecting these records to a customized JapanKnowledge package within the knowledge base, the team envisioned using the system as a vehicle to share enhanced bibliographic descriptions back to the larger community. Also, considering that the majority of libraries with CJK collections use the OCLC Connexion record editing tool to create their bibliographic records, the WorldShare Collection Manager seemed like an ideal platform for the community to get access to the collection without unnecessary and complicated processes.

**The JapanKnowledge Cooperative Cataloging Project**

**1. Preliminary Metadata Preparation**

As a first step to the cooperative cataloging project, it was necessary to create a comprehensive list of all the resources contained within the JapanKnowledge collection. Using the MARC21 metadata supplied by NetAdvance, data elements such as the title, ISBN

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and URL were extracted from the source file. These ISBNs were subsequently batch searched against the OCLC database. Once a set of records was obtained from OCLC, the basic metadata elements, such as title, ISBN and OCLC number, were extracted from the MARC file and imported into a MySQL database where matches were made between the OCLC print records and the electronic resource metadata provided by NetAdvance. After the print and electronic data was combined into a single database, the metadata was exported to a spreadsheet. This preliminary list of JapanKnowledge titles provided the foundation to begin the process of improving the metadata for the e-resource collection.

2. Record Assessment

Once the initial title list was complete, it was necessary to determine the appropriate method for cataloging the resources. The project team decided to use a separate record approach to catalog the JapanKnowledge contents based on the local cataloging practices at the University of Toronto and Yale University. Although there was a difference in preferred descriptive cataloging standards, such as AACR2 and RDA, both the University of Toronto and Yale University preferred to keep e-book and print versions of the records separate.

For both institutions, the separate record approach was deemed more efficient and practical for managing e-resources, ensuring that batch loading, editing and deleting e-resource data would not unduly impact the equivalent print records. Unlike the records supplied by content providers, where each volume of a multivolume set is cataloged separately with a different URL, all records in this project were cataloged at the title level and multivolume monograph titles were treated as a set with all URLs combined on a single record. Not only was title level cataloging efficient, reducing the number of records to be cataloged from 1182 to 872, it was also practical as the records for the print equivalents were most often cataloged at the title level. Once the matching work was complete, all titles were sorted into four main categories.

Table 2. Summary of record assessment

<table>
<thead>
<tr>
<th>1. E-records / provider neutral records available in OCLC Connexion</th>
<th>426</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Good quality records for print equivalents available in OCLC Connexion</td>
<td>98</td>
</tr>
<tr>
<td>3. Poor quality records for print equivalents available in OCLC Connexion</td>
<td>336</td>
</tr>
<tr>
<td>4. No records available in OCLC Connexion</td>
<td>12</td>
</tr>
</tbody>
</table>

As an initial step, the project team worked to create provider neutral records from print version records when they were available in OCLC Connexion. It was advantageous that nearly half of the contents of JapanKnowledge were already cataloged as e-records or provider neutral records. The majority of them were created as provider neutral records by University of California San Diego. However, since the records were created prior to the availability of volume level linking, the majority of records contained obsolete URLs that
linked to the landing page of the JapanKnowledge platform. To improve the quality of the linking, the project team used MarcEdit’s OCLC Connexion Bib File Reader plug-in and Merge Records tool to update the existing records as a batch, replacing the old database level URL with individual volume URLs.5

In addition to the e-book/provider neutral records, 98 good quality print version records were identified by examining the cataloging agency codes in the 040 field of each MARC record. Most of the records created or modified by North American institutions contained adequate descriptions, Library of Congress call numbers, name and subject authority headings that correspond to the LCNAF and LCSH.

The remainder of the records were either unavailable in OCLC or were inadequately described for the purposes of the project. As noted previously, some of the problems identified included inadequate transliteration, word division, missing fields and lack of authority control. In addition, 12 items in the collection required full original cataloging, as they were born-digital titles that had not yet been cataloged and made available through the OCLC database. Not surprisingly, the records in category 3 and 4 were the most time consuming to enhance and required a much more manual approach.

3. Creating Provider-Neutral Records Using MarcEdit’s Task Manager

Using the MarcEdit suite of tools and referring to the Program for Cooperative Cataloging (PCC) Provider-Neutral E-Resource MARC Record Guidelines, the project participants converted the matching print version records into new provider neutral records. MarcEdit’s Task Manager was especially useful for creating a series of processing tasks to add, modify and delete fields. For example, the Task Manager was used for adding mandatory 007, 336, 337, 338 and 588 MARC fields, creating a 776 field based on data extracted from the 010 and 245 fields, and modifying the leader and 300 field.

The MarcEdit heading validation tool also created efficiencies for validating 1XX, 6XX and 7XX fields. Figures 1 and 2 illustrate the transformation from a print record to a provider neutral e-resource record using the MarcEdit Task Manager. Once new provider neutral records were created, they were imported into OCLC Connexion. Although local holdings were automatically added when new records were created in the WorldCat database, the project participants opted to delete the holdings afterwards to comply with local policies regarding holdings for licensed electronic content. After OCLC numbers were assigned to the new provider neutral e-resource records, these identifiers replaced the OCLC numbers for the matching print records in the original spreadsheet.

Figure 1. Original print version record

| LDR 01706cam a2200469la 4500 |
| =001 ocm38177397 |
| =003 OCoLC |
| =005 20161013011449.0 |
| =008 980109s1997b\\jaab\\bik\\000\0jpmld |
| =040 \$aOSU$beng$cOSU$dUMC$dTRCLS$dCUY$dOCLCG$dOCLCQ$dOCLCO$dOCLCF$dOC |
| =020 \$a4096680058 |
| =020 \$a9784965680059 |
| =043 \$aa-ja--- |
| =050 \$4aDS8222$b.K63 1997 |
| =082 \$4aDB918 |
| =084 \$a9182$b.9j/9 |
| =130 01\$6880-01$aKofudoki. |
| =245 10\$6880-02$aKofudoki /sckōchū, yaku Uegaki Setsuya. |
| =250 \$6880-03$aDai 1-han. |
| =260 \$6880-04$aTōkyō :$bShōgakukan,$c1997. |
| =300 \$a629 pages :sillustrations, maps ;$c23 cm. |
| =338 \$atext$bxt$2rdacarrier |
| =338 \$aunderlined$bn$2rdamedia |
| =490 11\$6880-05$aShinpen Nihon koten bungaku zenshū ;$v5 |
| =504 \$ancludes bibliographical references. |
| =651 \$aJapan$xDescription and travel. |
| =651 \$aJapan$xHistory, Local$xSources. |
| =655 \$7aTravel.$2fast$0(OCOOLC)$fst011556568 |
| =651 \$7aJapan.$2fast$0(OCOOLC)$fst01204082 |
| =655 \$7aLocal history.$2fast$0(OCOOLC)$fst01411631 |
| =655 \$7aSources.$2fast$0(OCOOLC)$fst01423900 |
| =700 11\$6880-06$aUegaki, Setsuya,$d1927- |
| =830 \$6880-07$aShinpen Nihon koten bungaku zenshū ;$v5. |
| =880 01\$6130-01$a古風土記. |
| =880 10\$6245-02$a風土記 /$c校注・ 訳 植垣節也. |
| =880 \$6250-03$a第1版. |
| =880 \$6260-04$a東京 :$b小学館,$c1997. |
| =880 \$6490-05$a新編日本古典文学全集 ;$v5 |
| =880 \$6500-00$a文献:p616-618. |
| =880 \$6700-06$a植垣節也,$d1927-. |
| =880 \$6830-07$a新編日本古典文学全集 ;$v5. |
4. Expanding the Team to Enhance and Revise MARC Records

Although print version records were used to create provider neutral e-resource records, many of these bibliographic descriptions were considered incomplete because they lacked Library of Congress subject and name authority headings, LC call numbers and ALA-LC Japanese Romanization. As these records required time-consuming manual enhancement and subject analysis, colleagues from Stanford University and Washington University, St. Louis volunteered to assist with the project. To ensure that the same quality standards were
applied consistently by all participating institutions, it was deemed necessary to develop a set of quality control processes and a schedule to keep the project on track.

Cataloging guidelines were created and a timeline was established by the project members at the initial teleconference meeting (see Appendix). Prior to assigning records to each cataloger, the project lead used the MarcEdit suite of tools to enhance and convert print version records into provider neutral records. Upon receiving a file of 20-50 MARC records, each member then edited the records in OCLC Connexion. To facilitate the editing process, detailed instructions on how to edit records in OCLC Connexion and batch-export them in MARC format were also prepared by a lead member of the project. Since many of the titles requiring enhancement were Japanese translations of titles in the French language series “Que sais-je”, the members were able to consult the records of the original French titles for guidance. This was particularly helpful in assigning subject headings and call numbers. Once all of the enhanced records were returned to the project lead, they were reviewed and batch-imported to OCLC Connexion and the new OCLC numbers for the e-resources were updated in the spreadsheet.

The number of JapanKnowledge titles that required original cataloging was surprisingly small. Within the collection, only twelve records were unavailable in OCLC Connexion and required more comprehensive treatment. As with the edited MARC records, once the newly created records were added to OCLC Connexion, their OCLC numbers were updated in the master spreadsheet.

5. Contributing the Collection to the knowledge base

With the cataloging and record enhancement complete, the next step was to create the JapanKnowledge collection in the WorldShare Collection Manager. To add a collection to the WorldCat knowledge base, the collection must be first created locally. On behalf of the project team, Yale University Library created the JapanKnowledge collection in the WorldShare Collection Manager. As described above, the team had been using a spreadsheet to track progress throughout the project. The spreadsheet contained data such as title, URL and OCLC number of each record. A KBART (Knowledge Bases and Related Tools) file was created based on the data from the spreadsheet and was uploaded to WorldShare Collection Manager to add titles to the local JapanKnowledge collection. With the local collection in place, actions were taken to make the collection global so that it could be shared with the wider community.

Managing the global JapanKnowledge collection within the WorldShare Collection Manager was more complicated than expected. After the collection was established, the project team cataloged an additional 100 titles. Since there is currently no mechanism to make changes to a global collection in a batch, the project participants were required to manually add individual titles to the global collection. Moreover, since the WorldCat knowledge base supports collaborative management of e-resource collections, each time a user made a change to a global collection, the change would not take effect immediately.
For each update to the knowledge base collection, libraries that subscribe to that collection had five days to review the changes and approve or deny them before the changes were reflected in the global knowledge base. If an update was denied by the libraries, the collection would not be updated and a support ticket would be opened with the OCLC data team to investigate the issue. If the update was approved by the libraries, the changes would take effect. Finally, if no libraries voted on the data update during the five day window, the changes would automatically be accepted. Working within this collaborative framework, it took about three weeks for the project team to properly add the new titles to the global collection. In hindsight, the process would have been simplified if the local collection was complete prior to its submission to the global knowledge base.

The JapanKnowledge collection is now available in the WorldCat knowledge base and any library with an OCLC cataloging subscription can use the WorldShare Collection Manager to download the set of MARC records. Alternatively, if libraries prefer to download MARC records directly from WorldCat, a list of the OCLC numbers can be obtained by contacting the Yale University Library.

**Project Challenges**

Throughout the collaborative cataloging process, project participants faced several challenges. In the initial record harvesting, searching by ISBN often retrieved multiple records from the OCLC database. Due to the fact that many of the resources within the JapanKnowledge collection are part of a multivolume set, the records that were retrieved from WorldCat were a mixture of series title level records and monographs described at the individual volume level. Multiple records led to some difficulty in automating the matching of records to the NetAdvance metadata and in determining the best match for each title. The necessity for quality control in the matching process led to a somewhat more manual approach than was desired.

Another challenge for the project was some unexpected limitations with OCLC’s WorldShare Collection Manager. As noted above, a large number of resources in the JapanKnowledge collection were part of multivolume sets. Although the project participants determined that cataloging at the title level was more practical and helpful for users, it was later discovered that the MARC record sets output from WorldShare Collection Manager could not support the provision of multiple links for a single title as represented by multiple instances of the same OCLC number in one collection. What this meant for the project was that outputting MARC records using the WorldShare Collection Manager would not provide the optimal record output for discovery and access to the resources. To make up for this shortcoming, the project participants recommended an alternative to their colleagues. Exporting records directly from OCLC using a supplied list of OCLC numbers would provide more comprehensive coverage of the collection.

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The ever-changing nature of electronic resource collections also poses a challenge for the project participants. The contents of electronic resource collections can grow and platforms and URLs can change through time. To ensure that the records continue to point to the appropriate targets, the catalog records require monitoring and ongoing maintenance. For this collaborative cataloging project, team members had the benefit of the availability of print records for the resources within the JapanKnowledge collection. If the collection incorporates more born-digital resources, this could result in the need for more original cataloging which is more time consuming and requires manual effort. If an e-resource collection becomes too difficult to catalog and maintain, libraries will not be able to provide good access.

Although the introduction of collaborative knowledge base management in the WorldShare Collection Manager provides a mechanism for libraries to share the burden of maintaining e-resource collections, the success of this venture will only work if libraries participate in the process.

Conclusion

Prior to the cooperative cataloging project, the JapanKnowledge collection was largely absent within the library’s discovery services and tools. The only way researchers could access the collection was by searching or browsing the database interface directly. Through the work done by the JapanKnowledge cooperative cataloging team, a set of MARC records that meet North American quality standards is now available to be discovered in online public access catalogs. The minimum guidelines established by the cooperative cataloging team included the provision of Japanese characters for records that were missing original script. Additionally, the transliteration of titles in accordance to the ALA-LC Romanization rules addressed issues such as erroneous transliteration and word division.

As a result of the project, titles included in JapanKnowledge are now accessible and users are able to search either in Japanese or transliterated forms. The URLs contained in the records give direct access to the titles and free users from having to take the extra step of initially connecting to the JapanKnowledge database prior to accessing a resource. This improved access to the JapanKnowledge collection not only benefits users, it also profits the library by providing a greater return on investment since the value of resources are often measured by the frequency with which they are used.

The JapanKnowledge cooperative cataloging project was a success and provides a model for future collaborations. As electronic resources continue to proliferate, the need for these types of collaborative efforts will only increase. Particularly for collections in non-Roman scripts, where quality metadata is much needed in knowledge base and discovery interfaces, the expertise of language experts is required to enhance the discovery and access to these resources. Through cooperative cataloging projects and the use of collaborative systems, such as the WorldCat knowledge base, librarians can reduce the duplication of effort and share the burden of the work in bringing to light hidden resources in our online discovery environments.
Appendix: Minimum guidelines for new provider neutral records

- Check for Japanese Romanization and typographical errors.
- Provide Japanese script when records lack 880 fields.
- Trace series titles (490 and 830 fields) if applicable.
- Catalog in either AACR2 or RDA (the records in mrc file were already massaged and formatted in RDA by the organizers).
- Call number (050 field) is optional.
- For a translation, supply 240 field if no original language title is given elsewhere in the record.
- Assign at least one LCSH per record (Except no LCSH needed for fiction).
- Remove non-LCSH subject headings and 653 fields (Non-LCSH/653 fields were left in the original mrc file records as they might be helpful to assign LCSHs).
- Verify 1XX/7XX fields. If the name is not authorized, leave it as is. No need to establish new names in LCNAF.

References


Introducing *Shengjing lu cheng tu* 盛京路程圖: A Tentative Study of a Manuscript Chengtu 程圖 in the Mu Collection

Lucy Gan, East Asian Information Services Librarian
University of Toronto

In the Mu Collection of Chinese rare books (慕氏藏书)\(^1\) at the Cheng Yu Tung East Asian Library, University of Toronto, a mysterious set of two-volume manuscript maps catalogued under the title, “*Shengjing lu cheng tu*" 盛京路程圖, has been a puzzle for librarians. Information about it is scant and the volumes do not carry hints concerning its author or intended use. A recent investigation looks into the volumes’ cartographic and textual details in hope of resolving the mystery surrounding the set. By comparing the information with historical records, librarians now believe that the hand-drawn maps, as a rare sample of *cheng tu* 程圖 or route maps, are primary documents related to the trip taken by Emperor Jiaqing 嘉慶 (reigned AD 1796-1820) in 1805 from Beijing to Shengjing 盛京, the auxiliary capital of the Qing dynasty (AD 1644-1911), to pay respects at the Three Imperial Mausoleums there.\(^2\) This article will summarize the recent findings and provide a succinct introduction about *cheng tu* as an indigenous cartographic genre.

**Background: Route Records and Route Maps as a Genre**

In ancient China, route information was collected and compiled into volumes to provide geographical guidance to travelers. Such information could be conveyed in maps or textual forms, which were respectively known “route maps” (程圖 cheng tu) and “route records” (程錄 cheng lu). Typically, the organization of such route books followed the geographical flow of *cheng* 程, referring to the successive phases of a trip that were carefully planned and charted out in advance to guide travelers methodically from one place to another.\(^3\)

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\(^1\) The Mu Collection of Chinese rare books was originally a private library compiled by a Chinese scholar, Mu Xuexun 慕學勤, which was purchased and transferred to the University of Toronto by an Anglican bishop, the Rev. William C. White in the mid-1930s. On the history and scope of the Mu Collection, refer to Anna Liang U, “The Ever Beckoning Horizon: The East Asia Collection at the University of Toronto,” in *Collecting Asia: East Asian Libraries in North America, 1868-2008*, ed. Peter Zhou (Ann Arbor: Association for Asian Studies, 2010), pp. 136-151.

\(^2\) The Three Imperial Mausoleums near Shengjing (盛京三陵, Shengjing san ling) refer to the three early imperial tombs of the Manchus located in the areas surrounding Shengjing. These are the Yongling 永陵 Tomb, the Fuling 福陵 Tomb, and the Zhaoling 昭陵 Tomb.

\(^3\) See Timothy Brook, “Guides for Vexed Travelers: Route Books in the Ming and Qing,” *Qing shi wenti* 清史問題 4, no. 5 (1981): 32-76.
The origin of route records and maps can at least be traced to the Song dynasty (AD 960-1279), but its full maturity as a practical travel genre came about after the late sixteenth century, when urbanization and commercialization of the economy led to unprecedented levels of spatial mobility of people and goods. According to previous research, in the prime days of commercial woodblock publishing in late Ming, different route publications were compiled catering to needs of different groups of travelers, most typically merchants and officials. However, despite their popularity and ubiquity, not many route books have survived to the present day. This rarity is partly to be explained by the fact that such books had been used as pocket references by travelers and hence were exposed to all sorts of mishandling and damage, leading naturally to a high attrition rate. Furthermore, the mundane nature of the genre might have also worked against their long-term preservation. For they, as practical handbooks, would have been deemed “vulgar” and despised by literary elites who were often book selectors and collectors for private or government libraries. Likely, the literati had chosen to turn a neglectful eye towards this segment of pragmatic literature in order to avoid compromising their literary or aesthetic tastes. These and many other factors may have combined to make production and circulation of route books a shining but transient phenomenon in Chinese book history.

**Shengjing lu cheng tu 盛京路程图** at the Cheng Yu Tung East Asian Library

The two volumes of *Shengjing lu cheng tu* at the Cheng Yu Tung East Asian Library are thread-bound and covered in blue silk-cloth. The volumes measure 14.5 centimeters in height and 9.2 centimeters in width, which makes them “dwarfs” compared with most wood-block prints of the Ming and Qing period. The contents of the set present a continuous *tu* — a hand-drawn map with accompanying textual information recording places and landmarks passed by a traveler on a trip from Beijing to Shengjing, and then back. Except the *tu*, no other information inside the volumes indicates its origin, purpose or intended use. The single clue of

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6 Timothy Brook, *Confusions of Pleasure*, p. 35. According to Brook, the earliest route book remaining today is *Yi tong lu cheng tu ji* (Comprehensive Routes in Maps and Notes), a text-based route book published during the late Ming, in 1570.

7 The version of “*Shengjing lu cheng tu*” at the East Asian Library is later referred to in this article as “the/this Tu”.

8In classical Chinese, *tu* refers to visual records and materials such as pictures, illustrations, maps, or diagrams. It exists as the opposite of the category of *wen*, or written accounts and records.

9 Shengjing is the former name of present-day Shenyang. It used to be the capital of the Manchus during the early seventeenth century. In 1644, Emperor Shunzhi (reigned 1644-1661) transferred the Qing capital to Beijing, but Shengjing was retained as the auxiliary or secondary capital of the Qing dynasty. For a history of Shengjing, see Ding Haibin, *Qingdai peidu Shengjing yanjiu* 清代陪都盛京研究 (Beijing: Zhongguo shehui kexue chubanshe, 2007).
the title is available from a line of Chinese characters reading “盛京路程圖” that shows only when the two volumes are stacked upon each other (Fig. 1).

While information directly pertaining to the origin and use of the set is not available, librarians at the East Asian Library are now able to link the set to the traditional cheng tu, in particular one that might have been created by the Qing court to be used for emperor Jiaqing’s ritual trip in 1805. Some of the evidences and findings are presented below.

- **physical form**

The title of the set, which is to be literarily translated into English as the “Shengjing Route Maps”, serves a telltale clue to relate it to the cheng tu genre. Adding to that, the two volumes are of a comparatively small size (14.5 * 9.2 cm), which is also typical of the measurements of the genre,\(^{10}\) as route books were intended to be handy portable references for travelers.

- **cartographic representation**

Like other traditional maps of China, this Tu does not have any geographic coordinate system to indicate direction or distance. It was an abstract “approximation” of the route based on the visual observation of its creator. The route itself has been represented by a continuous dotted line that runs straight across in the middle of the page throughout both volumes (Fig. 2), indicating a traveler-centered perspective "anchored" in his subjective observation. This unique angle makes all other geographic elements relative. Because of this, Shengjing lu cheng tu does not convey direction in the conventional sense of east, west, north and south, as is typical of the Western cartographic tradition, but only ambiguously directs forward or backward, depending on the direction of the traveler’s footsteps. Such characteristics set the Tu distinctly apart from Western cartographs, and thus attest to its indigenous nature as a type of Chinese cartographic making.

- **accompanying textual information**

\(^{10}\) Refer to Table 1, in which all the court route maps are of a small, portable size.
A closer look at the textual information of the maps shows that this Tu was devoted to a particular trip — the one between Beijing and Shengjing: the first volume illustrated the route and recorded the progress of the traveler from Donghua Gate 東華門, or the east gate of the Forbidden City, to Shengjing, and the second volume the return route from Shengjing to Donghua Gate – such geographical names unmistakably relate the maps to the Qing dynasty and the Forbidden City.

In addition, the Tu is accompanied by a variety of other textual information. The text typically mentions names of villages, towns and travelling camps. Sometimes, succinct commentary was made about landmarks of interest to the traveler, such as “法輪寺有塔” (Falun Temple - has a pagoda), ”土台” (flat-topped hill), and “塌堤” (breached levee). Most interestingly, like a travel diary, the texts successively tracked daily progress of the trip by noting the date, the “station” (站 zhan) the traveler reached and stopped each day, the distance counted in li 里 between stations, and the jiao ban 轎班 11 information (Fig. 3). Such textual information and explanations have been supplemented to make up for the lack of cartographic accuracy.

Fig. 3 The traveler’s diary, showing the date, name of the station, distance travelled, and the jiao ban 轎班 information.

Fig. 2 “Shengjing lu chenu tu”, volume one and two placed side by side – both showing the same section of route, albeit traveling in opposite directions. The dotted line going through the middle of the pages represents the route of the traveler.

A close reading of the textual details reveals a consistent link to the Qing court’s tradition of travelling to Manchuria for the ritual ceremony of ye ling 謁陵, namely paying respects to the Three Imperial Mausoleums of the early Qing emperors in Shengjing. Also known as dong xun 東巡 (Tours of the East), such ritual trips undertaken by Qing emperors were among the most important state

11 Jiao ban 轎班 refers to the laborers who carried the jiao 轎, or official litters, of the emperor, the imperial families and high court officials.
rites of the Qing court. According to historical records, there were only four emperors who
took ten such tours that brought them to Xingjing and Shengjing in Manchuria during the Qing
dynasty; and each of the tours took the emperor away from Beijing for approximately two to
five months.\textsuperscript{12} Through a systematic comparison (refer to Appendix I for details) of the
itinerary information gleaned from the \textit{Cheng Tu} with existing Qing court records, especially
the \textit{Da Qing shilu} \textit{(Veritable Records of the Qing Dynasty)},\textsuperscript{13} it is found that the trip
recorded in the “Shengjing lu cheng tu” perfectly matches the particular \textit{ye ling} trip of Emperor
Jiaqing in the tenth year of his reign (嘉慶十年, 1805). Based on this comparison, “Shengjing lu
cheng tu” is not only a rare \textit{cheng tu}, but also a primary court record directly associated with
Jiaqing’s trip in 1805.

\textbf{Discussion:}

Route maps as cartographical sources and visual records of ancient Chinese travelers’
observations about their traveling experience are important research materials for
researchers. But as \textit{tu}, they were usually created in manuscript format because of the
technological difficulty of reproducing them in print. Compared with text-based route records
and travel writings, many of which were printed as individual books or included in other genres
of printed books, far fewer \textit{cheng tu} manuscripts have managed to be preserved to the present.
Those still in existence are usually collected in museums or private collections. So far, few
Ming-period route maps are known to be still in existence. Current understanding about the
form and format of early route maps is mostly inferred from a few extant Qing examples.\textsuperscript{14} In
our case, given the court origin of this “Shengjing lu cheng tu”, there are only a few copies of
similar \textit{cheng tu} with possible links to the Qing \textit{ye ling} trips. Table 1 lists a summary of the
information on these various editions of Qing \textit{cheng tu}. By grouping information about these
sporadic editions of \textit{cheng tu}, we hope to gradually piece together a fuller context made up of
comparable reference points, in order to further understanding of this type of court-made
\textit{cheng tu} of late imperial China.

\textbf{Table 1} A list of \textit{chengtu} possibly made by the Qing court\textsuperscript{15}

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{12} In the approximately 160 years between the 1670s and the 1820s, four Qing emperors, namely Kangxi 康熙 (reigned 1661-1722), Qianglong 乾隆 (reigned 1736-1795), Jiaqing 嘉慶 (reigned 1796-1820) and Daoguang 道光 (reigned 1821-1850), made ten \textit{ye ling} tours from Beijing to Shengjing. For a summary about the Qing \textit{ye ling} tours, see Yang Yulian 楊余練, ed., \textit{Qingdai Dongbei shi} 清代東北史 (Shenyang: Liaoning jiaoyu chubanshe, 1991).
\item \textsuperscript{13} The \textit{Da Qing shilu} \textit{(Veritable Records of the Qing Dynasty)} is the official diary tracking the daily activities of the Qing emperors.
\item \textsuperscript{14} For more information on the general rarity of \textit{tu}, see Emma Teng, “Texts on the Right and Pictures on the Left: Reading the Qing Record of Frontier Taiwan,” in \textit{Writing and Materiality in China}, ed. Judith Zitlin and Lydia Liu (Cambridge: Harvard University Asia Center for Harvard-Yenching Institute), pp. 451-54.
\item \textsuperscript{15} Except the two versions of “Shengjing lu cheng tu” and “Shengjing cheng zhan tu”, information about the other \textit{cheng tu} included in the list is based on that provided by Timothy Brook in his article, “Guides for Vexed Travelers: Route Books in the Ming and Qing”.
\end{itemize}
\end{footnotesize}
<table>
<thead>
<tr>
<th>Title</th>
<th>Owner Information</th>
<th>Binding</th>
<th>Physical Notes</th>
<th>Year of Creation</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>盛京路程圖/ Shengjing lu cheng tu</td>
<td>Formerly belonged to the Manchukuo-Japan Cultural Association (滿日文化協會).</td>
<td>Folded manuscript (折本); landscape paintings, with huangqian 黃簽 notes (Fig. 6).</td>
<td>12.7*6.5cm</td>
<td>1778 / (乾隆四十三年)</td>
<td>Manuscript route map mentioned in the article by Kuroda Genji 黑田源次 16.</td>
</tr>
<tr>
<td>西陵細路程/ Xiling xi lu cheng</td>
<td>Toyo Bunka Kenkyujo 東洋文化研究所</td>
<td>manuscript with printed cover label, bound in imperial yellow</td>
<td>46 pages; 12*8.5cm</td>
<td>after 1850</td>
<td>Manuscript route map from Donghua Gate of the Forbidden City in Beijing to the Western Qing tombs, and back.</td>
</tr>
<tr>
<td>东陵細路程/ Dongling xi lu cheng</td>
<td>Toyo Bunka Kenkyujo 東洋文化研究所</td>
<td>manuscript, bound in imperial yellow</td>
<td>33 pages; 12.5*9cm</td>
<td>after 1850</td>
<td>Manuscript route map from Donghua Gate in Beijing to the Eastern Qing tombs, and back.</td>
</tr>
<tr>
<td>東華門到興京路程圖/ Donghua men dao Xingjing lu cheng tu</td>
<td>Toyo Bunka Kenkyujo 東洋文化研究所</td>
<td>manuscript, bound in four fascicles</td>
<td>142 pages, no author, preface, or date; 13.5*11cm</td>
<td>--</td>
<td>Manuscript route map from Donghua Gate of the Forbidden City in Beijing to Xingjing.</td>
</tr>
<tr>
<td>盛京路程圖/ Shengjing lu cheng tu</td>
<td>Cheng Yu Tung East Asian Library, U of T (加拿大多大鄭裕彤東亞圖書館)</td>
<td>manuscript, bound in blue silk-cloth covers</td>
<td>14.5*9.2cm</td>
<td>1805 (嘉慶十年)</td>
<td>Manuscript route map from Donghua Gate of the Forbidden City in Beijing to Shengjing, and back.</td>
</tr>
</tbody>
</table>

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These various *cheng tu* listed in the table all appear to be related to the Qing’s *ye ling* practice, but had apparently been created in various formats at different times during the seventeenth and eighteenth centuries. Many of the other *cheng tu* in the table appear to be more exquisitely prepared and bound. This may indicate that this modest *Tu* in the Mu collection was not intended for the sight of the emperor or senior court officials, but more likely had been prepared as a functional copy for lower-level officials who needed the *Tu* for its pragmatic information rather than aesthetic appreciation or ritual significance.

Another interesting observation is concerning the uneven quality of ink used and the inconsistent styles of handwriting in the daily itinerary sections when recording information about the date, the counting of distance, and the porter information (Fig. 4). Such “consistent inconsistency” leads to the speculation that the daily itinerary information was not part of the original *Tu*, but was added in later on. The hypothesis is that, when the *Tu* was drawn, the routes and stations had been planned ahead of time and were indicated in the manuscript by its original creator, possibly the Qing court; and on that basis, additional notes concerning the dates, distances and porters might have gradually been “compiled in” later on by its actual user, who might be an official or court servant participating in the *ye ling* trip and who might have used the *Tu* as his workbook to record details of the trip as it happened along the way. A comparison between such daily itinerary information and the official records of the Qing Veritable Records (Appendix I) has shown that the information of the *Tu* is rather reliable and accurate, possibly attesting to its “primacy” as a historical travel record of the Qing court.

**Conclusion:**

The present article is the result of a preliminary study of the “*Shengjing lu cheng tu*” in the Mu collection in order to understand its origin, nature, and age. This particular *Tu* at the Cheng Yu Tung East Asian Library not only provides a valuable example for route maps of the late Qing period, but also allows a glimpse into the design and possible use of ancient *cheng tu* in general. As a historical artifact, it exemplifies traditional Chinese cartographic representation from the perspective of traveler. Such an indigenous tradition of map-making was later weakened and

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17 For instance, at least two of the *cheng tu* in Table 1 are bound in imperial yellow which was the restricted imperial color reserved exclusively for the emperor, empress and high-ranking consorts.
replaced by Western cartographic techniques in the late nineteenth and early twentieth centuries. This “Shengjing lu cheng tu” in the Mu collection also adds to the few extant copies of Qing court-made cheng tu. We hope that the set will contribute as a source document to the further understanding of traditional Chinese route books and map-making in future.
Appendix I: A date-by-date comparison of the stations recorded in the "Shengjing lu cheng tu" in the Mu collection with corresponding information from "Renzong Rui Huangdi shilu"

<table>
<thead>
<tr>
<th>日期</th>
<th>驻蹕</th>
<th>仁宗睿皇帝實錄 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>七月十八日</td>
<td>燕郊行宮</td>
<td>嘉慶十年乙丑七月丁卯 “上以詣盛京恭謁祖陵，先期袛告奉先殿。”</td>
</tr>
<tr>
<td>二十一日</td>
<td>陳新莊大營</td>
<td>仁宗睿皇帝實錄卷一百四十七</td>
</tr>
<tr>
<td>二十二日</td>
<td>八里鋪大營</td>
<td>辛未 “是日駐蹕八里鋪御營。”</td>
</tr>
<tr>
<td>二十三日</td>
<td>柳新莊大營</td>
<td>仁宗睿皇帝實錄卷一百四十八 (Volume 147)</td>
</tr>
<tr>
<td>二十四日</td>
<td>夷齊廟備用房大營</td>
<td>嘉慶十年乙丑八月戊申 “是日駐蹕五里河村御營。”</td>
</tr>
<tr>
<td>二十五日</td>
<td>天台山大營</td>
<td>丙子 “是日駐蹕深河村西御營。”</td>
</tr>
<tr>
<td>二十六日</td>
<td>深河村西大營</td>
<td>丁丑 “是日駐蹕文殊庵行宮。”</td>
</tr>
<tr>
<td>二十七日</td>
<td>文殊庵備用房大營</td>
<td>戊寅 “是日駐蹕中前所東御營。”</td>
</tr>
<tr>
<td>二十九日</td>
<td>周家村西大營</td>
<td>己卯 “是日駐蹕周家村西御營。”</td>
</tr>
<tr>
<td>三十日</td>
<td>沙河所東大營</td>
<td>庚辰 “是日駐蹕沙河所御營。”</td>
</tr>
<tr>
<td>八月初一日</td>
<td>五里河大營</td>
<td>嘉慶十年乙丑八月辛巳 “是日駐蹕五里河村御營。”</td>
</tr>
<tr>
<td>初二日</td>
<td>杏山東大營</td>
<td>王午 “是日駐蹕杏山東御營。”</td>
</tr>
<tr>
<td>初三日</td>
<td>興隆屯大營</td>
<td>戊辰 “是日駐蹕興隆屯御營。”</td>
</tr>
<tr>
<td>初四日</td>
<td>金剛屯北大營</td>
<td>甲申 “是日駐蹕金剛屯御營。”</td>
</tr>
<tr>
<td>初五日</td>
<td>廣寧大營</td>
<td>乙西 “是日駐蹕廣寧城南御營。翼日如之。”</td>
</tr>
<tr>
<td>初六日</td>
<td>常家屯大營</td>
<td>丙戌 “是日駐蹕常家屯御營。”</td>
</tr>
<tr>
<td>初八日</td>
<td>蘇家店大營</td>
<td>戊子 “是日駐蹕蘇家店御營。”</td>
</tr>
<tr>
<td>初九日</td>
<td>黃旗堡大營</td>
<td>己丑 “是日駐蹕黃旗堡御營。”</td>
</tr>
<tr>
<td>初十日</td>
<td>老邊大營</td>
<td>庚寅 “是日駐蹕老邊御營。”</td>
</tr>
<tr>
<td>十一日</td>
<td>大臺大營</td>
<td>辛卯 “是日駐蹕大臺御營。”</td>
</tr>
<tr>
<td>十二日</td>
<td>喻布諾西大營</td>
<td>王辰 “是日駐蹕喻布諾御營。”</td>
</tr>
<tr>
<td>十三日</td>
<td>鏡花館大營</td>
<td>癸巳 “是日駐蹕鏡花館御營。”</td>
</tr>
<tr>
<td>十四日</td>
<td>上夾河西大營</td>
<td>甲午 “是日駐蹕上夾河西御營。翼日如之。”</td>
</tr>
<tr>
<td>十五日</td>
<td>夏園大營</td>
<td>乙未 “是日駐蹕夏園御營。”</td>
</tr>
</tbody>
</table>

18 Da Qing shilu 大清實錄(The Veritable Records of the Qing Dynasty). Reprinted in 94 volumes under the title 大清歷朝實錄 (Taipei: Taiwan huawen shuju, 1964). The citations included in the appendix are excerpted from volumes 147-150 of this work, which is organized by the individual reign titles of Qing emperors (in our case, Rende rui huangdi shilu 仁宗睿皇帝實錄).
<table>
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<th>仁宗睿皇帝實錄</th>
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<td>丙申</td>
<td>“上恭詣永陵，行大饗禮……詣昭佑宮關帝廟拈香，閲興京城……遣官祭奠。各王公衙門亦及附近之覺羅等先祖。”</td>
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<tr>
<td>丁酉</td>
<td>“駐蹕尚家河西御營。”</td>
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<tr>
<td>戊戌</td>
<td>“駐蹕蓮花廟御營。”</td>
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<tr>
<td>己亥</td>
<td>“諭內閣，朕詣盛京，親至克勤郡王，及揚古利、費英東、額亦都等墳園賜奠……是日駐蹕馬關橋御營。”</td>
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<td>庚子</td>
<td>“上恭詣福陵，臨宏毅公額亦都墓，賜奠……是日駐蹕馬關橋御營。”</td>
</tr>
<tr>
<td>辛丑</td>
<td>“上恭詣福陵，行大饗……至盛京，詣太廟尊藏冊寶前行禮……詣天壇，地壇，堂子行禮。詣文明廟瞻禮。臨克勤郡王岳讬墓，賜奠……是日駐蹕馬關橋御營。”</td>
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<td>壬寅</td>
<td>“上恭詣昭陵，行大饗……至盛京，諭太廟尊藏冊寶前行禮……詣天壇，地壇，堂子行禮。詣文明廟瞻禮。臨武勳王揚古利，直義公費英東墓，賜奠……是日駐蹕馬關橋御營。”</td>
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<td>甲辰</td>
<td>“上諭清寧宮祭神……詣昭陵，行大饗……至盛京，詣太廟尊藏冊寶前行禮……詣天壇，地壇，堂子行禮。詣文明廟瞻禮。臨克勤郡王岳讬墓，賜奠……是日駐蹕馬關橋御營。”</td>
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<td>乙巳</td>
<td>“上諭崇政殿……行大饗禮。禮成，即詣昭陵……是日駐蹕馬關橋御營。”</td>
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<td>丙午</td>
<td>“諭內閣，朕詣盛京，親至克勤郡王，及揚古利、費英東、額亦都等墳園賜奠……是日駐蹕馬關橋御營。”</td>
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<td>丁未</td>
<td>“是日駐蹕盛京舊宮，至丁未皆如之。”</td>
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<td>戊申</td>
<td>“上自盛京廻蹕……是日駐蹕馬關橋御營。”</td>
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<td>己酉</td>
<td>“是日駐蹕黃旗堡御營。”</td>
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<p>| | 卷二百五十 |
| | 嘉慶十年 |
| 乙丑九月 | | (Volume 140) |
| 庚戌 | “是日駐蹕馬關橋御營。” |
| 辛亥 | “是日駐蹕馬關橋御營。” |
| 王子 | “是日駐蹕馬關橋御營。” |
| 癸丑 | “是日駐蹕馬關橋御營。” |
| 甲寅 | “是日駐蹕馬關橋御營。” |
| 乙卯 | “是日駐蹕馬關橋御營。” |
| 丙辰 | “是日駐蹕馬關橋御營。” |
| 丁巳 | “是日駐蹕馬關橋御營。” |
| 戊午 | “是日駐蹕馬關橋御營。” |
| 己未 | “是日駐蹕馬關橋御營。” |
| 庚申 | “是日駐蹕馬關橋御營。翼日如之。” |
| 辛酉 | “是日駐蹕馬關橋御營。翼日如之。” |
| 王戊 | “是日駐蹕馬關橋御營。” |
| 癸亥 | “是日駐蹕馬關橋御營。” |
| 甲子 | “是日駐蹕馬關橋御營。” |
| 乙丑 | “是日駐蹕馬關橋御營。” |
| 丙寅 | “是日駐蹕馬關橋御營。” |</p>
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<td>丁卯</td>
<td>“是日駐蹕八里貫御營。”</td>
</tr>
<tr>
<td>十九日</td>
<td>隆福寺行宮</td>
<td>戊辰</td>
<td>“是日駐蹕隆福寺行宮。”</td>
</tr>
<tr>
<td>二十日</td>
<td>桃花寺行宮</td>
<td>己巳</td>
<td>“是日駐蹕桃花寺行宮。”</td>
</tr>
<tr>
<td>二十一日</td>
<td>白澗行宮</td>
<td>庚午</td>
<td>“上恭謁昭西陵，孝陵，孝東陵，景陵，裕陵，是日駐蹕白澗行宮。”</td>
</tr>
<tr>
<td>二十二日</td>
<td>燕郊行宮</td>
<td>辛未</td>
<td>“是日駐蹕燕郊行宮。”</td>
</tr>
<tr>
<td>二十三日</td>
<td>東華門</td>
<td>壬申</td>
<td>“上還宮。”</td>
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</table>
The Seto Collection in the UBC Asian Library:
Its Usefulness to Scholars and Students

Jing Liu, Allan Cho & Phoebe Chow

Abstract

The purpose of this research study is to paint a clearer picture of one of the pioneers of Canada, Seto More (also known as Seto Ying-Shek). As secondary literature on him is sparse, we look at the primary source materials and the resources that are available in drawing a portrait of this important figure. This paper builds on his life as a resource guide and offers researchers an important opportunity to build on the work laid out by librarians.

1. Background

Despite the occasional newspaper article by or about Seto More 司徒旄, also known as Seto Ying-Shek 司徒英石, the larger framework of his story remains little known to the world. For anyone who has examined Chinese Canadian history, this should come as no surprise. Traditional Canadian scholarship has excluded the country’s marginalized aboriginal and ethnic peoples outside the extent of its French-Anglo population. As a result, pioneers such as Seto More have remained relegated to the margins of national history.

Thanks to Mr. Brandt Louie 雷震瀛, Mr. Seto’s grandson, who asked about his grandfather’s collected books and their usage at the University of British Columbia (UBC) Asian Library, we are able to paint a much clearer portrait of this important figure. The donation, made in 1967, consists over 2,200 items of Chinese books, journals, pamphlets, photos and archival materials collected by Brandt’s maternal grandfather. Believing that the collection is fairly significant, Louie wanted to see for himself how the collection is being used in its current environment. He brought family members from both the Seto and Louie branches to UBC on May 21, 2015 in the hopes of understanding more about their grandfather. The visit request encouraged us to take a journey in excavating research materials, showcasing the donations and their usage. What we found was a moving and humbling understanding of a critically important person in not only Canadian, but also Chinese history. Mr. Louie invited us to his home and shared his personal memories of the struggles and successes of his pioneer family. He also encouraged us to investigate further how his grandfather was able to navigate freely in both western and eastern societies in early Canada, when discrimination against the Chinese became a hallmark of the White citizens of B.C. The Seto collection itself, though it lacks detailed analytical cataloguing, offers clues and information. Seto More’s life and work sheds light on the deeper causes and conditions of the trans-Pacific world in which we now live.
2. Seto More

Although Seto More was born in Victoria, B.C. on January 15, 1889, he was not recognized as Canadian and did not hold official citizenship. Seto More’s father, Seto Fangin 司徒范珍, emigrated from the historic town of Chikan, Kaiping of Guangdong Province 廣東開平赤坎鎮 in China to San Francisco in 1860 and found his way north to Victoria, British Columbia, in 1865 before Canada became a nation in its own right. This territory became the sixth province of Canada six years after he settled down in British Columbia. Fangin raised his family there, establishing a successful tailor business, Sam Kee 深记, making and selling sails and tents as well as top quality Western style clothing. Seto More grew up in this Chinese Canadian merchant family nurtured in traditional Chinese culture and values. He was especially close to his elder sister, Seto Chang’an 司徒長安 who married Lee Mong Kow 李夢九, the first Chinese hired by the Canadian government as the chief interpreter for the Department of Customs in 1889. Mr. Lee was a founder of the first Chinese Benevolent Association in Canada in 1884 and also established a Chinese School (Le Qun Yi Shu 樂群義塾) by donation in 1889. He helped Kang Youwei 康有爲, Liang Qichao 梁啟超 and Li Hongzhang 李鴻章, when they came to North America.

Despite being an intellectual and Canadian-born, Seto More did not have the right to vote and was unfairly restricted in life because of his Chinese heritage. Since the Chinese were excluded from civic voting, people like Seto could not enter into a professional career as a lawyer, accountant or pharmacist as such professions required one to be a voting citizen. In addition to the humiliation that China had been suffering at the hands of Japan and western powers, the events of his youth may have influenced and inspired him to take a part in building a new China. Among his scholarly friends from China, Huang Yuansheng 黃遠生, (1886-1915), the very first modern reporter of Republican China, left us with a vivid description of the young Ying-Shek. Huang recounts that Seto More’s words and his pride of his Chinese heritage had inspired his own work as a reporter. Huang’s biography mentions that the young Ying-Shek was often mistaken for Japanese, and that this upset him whenever it happened, prompting Ying-Shek to wear a Chinese flag whenever he traveled.

Learning his classical Chinese at home and from the Chinese school that his brother-in-law was running, Seto More gained extensive knowledge of Chinese history and culture. He spoke many Chinese dialects and was good at literary writing, calligraphy and painting. He collected books by reformists, and by cultural and political leaders with various views. He met many of them in person who, while empowered by traditional Chinese wisdom, also pursued knowledge from Western advanced countries, leaving a legacy for him to follow.

Excluded from Canadian and B.C. politics, Seto More used his knowledge and skills in both English and Chinese in finding employment and building his wealth. He worked for the Canadian Pacific (CP) Steamship Co. for almost four decades. As a well-known and well-connected Asiatic passenger agent, Mr. Seto had intimate knowledge of the villages and family histories of the Chinese who immigrated to Canada as he had booked passages for them on the legendary Empress ships that linked Canada with the Far East. The Seto Collection shows how much he enjoyed the cultural activities in town: newspaper articles,
poetry competitions, Cantonese opera, modern plays, etc. He made many significant Chinese friends when they stopped by B.C., such as the Peking Opera performer, Mei Lanfang 梅兰芳, the head of the Bank of China, Zhang Jia’ao 张嘉璈, as well as a leader of the New Culture Movement and Ambassador to the U.S., Hu Shi 胡适. Mr. Seto not only arranged their trips in North America but also introduced these honored guests to local communities, interpreted for their speeches and promoted their visits in local newspapers. In return, he learned from the visitors the latest developments in his ancestors’ homeland.

Mr. Seto carried substantial influence and weight due to his contributions in politics, education, Chinese cultural and philanthropic activities. In 1907, he founded a political society to support the Republican revolution, which helped Dr. Sun Yat-sen 孫中山 gain support from overseas Chinese. The early 20th century witnessed Ying-Shek’s intensive involvement in fighting racial discrimination, head tax (1885-1923) and the Chinese Exclusion Act (1923-1947). Well-known to the Chinese community for his Chinese and Western learning, Mr. Seto More represented the intellectuals and elites among early Chinese Canadians. He was often invited to UBC and community events to talk about astronomy and Chinese art and culture. He was a well-respected community leader and power broker, representing the Chinese community opposing segregation and The Chinese Exclusion Act. He successfully led numerous fundraising activities for Dr. Sun, Chinese schools, and in time of war and disasters for The United Way and The Red Cross. Mr. Seto More passed away in 1967, the year Canada implemented a new immigration policy based on points rather than race. After his death, his daughter and son-in-law, Geraldine Seto and Tong Louie kindly donated his private library to UBC. Noteworthy as the largest private donation made to the Asian Library in the twentieth century, it was instrumental in the development of the Chinese collection and services to the public at UBC, particularly in light of the challenges of acquisitions from China during the time.

3. The Seto Collection

Mr. Seto collected an impressive library covering publications from China, Japan and Canada from the beginning of the twentieth century. Most books are on the humanities, such as philosophy, religion, history, literature, rubbings, and calligraphy. Among them, many collections of poetry, Chinese textbooks, local histories, journals and individual selections were published with his direct support or printed in British Columbia. He treasured the books on cross-cultural studies, such as the works by Liang Shuming 梁漱溟.

The collection includes various intellectuals’ works, such as original editions by Kang Youwei, Liang Qichao, Lin Yutang 林語堂 and Zhang Taiyan 章太炎. Mr. Seto even made notes and comments in them as well as small corrections in Liang’s Xin da lu you ji 《新大陸遊記》. He was consulted by the grandson of Kang Youwei, Dr. Jung-pang Lo 羅榮邦, when Lo was writing Kang’s biography.9 Besides books by the reformists and nationalists, the collection also includes books on Marxism and works written by Chen Duxiu 陳獨秀 and Mao Zedong 毛澤東, both Chinese Communist leaders. Mr. Seto made several notes on October 1, the new National Day of the People’s Republic of China. One is in a book by a Japanese author on
Chinese mathematics. He wrote in 1949 that he pulled out this book to review on this special day. On the same day in 1953, Mr. Seto recorded that he read People's China, the first international journal published by the Communist Chinese government, multiple times on October 1. These notes reflect his consistent love towards China and his Chinese identity beyond any political party or regime.

Curious by nature, the usually calm and moderate Mr. Seto could get thrilled and behave like an overjoyed school boy by any human technological development or advancement. He once left a remarkable note of excitement in his texts when the first satellite was launched by the Soviet Union. He did collect scientific books but only those representing Chinese heritage or wisdom, such as traditional Chinese medicine, the invention and spread of gunpowder, and Chinese astronomy works by Kang Youwei.

The UBC Asian Library processed and rebound the books upon receipt to better protect them, adding a special collection stamp and gift plate to the title page. The items in Seto Collection have only very brief romanized cataloguing records without Chinese scripts, and not showing their belonging to this special collection. The books were dispersed before the Louie-Seto family came to visit. Although most of the items were traced back to the Asian Library based on the physical donor plate, due to lack of Chinese library staff, the collection has not been fully catalogued or promoted. Thanks to the Hidden Collections Project funded by the Council on Library and Information Resources (CLIR), some of the collection’s unique items are being revealed online. Phoebe Chow, the Program Services Assistant, gave a presentation on the Seto Collection at the WCILCOS 6th International Conference in October 2015 in Xiamen. This paper is another effort to tell the scholarly world of this hidden treasure at UBC. After all, The UBC Asian Library has been a major hub of Chinese scholarship for both local and foreign scholars with its special collections and primary resources like the Seto Collection. We need to do further research on Chinese Canadian pioneers, and we invite scholars to work with us along the trail that the pioneers like Mr. Seto blazed for future generations to follow.

4. Samples from the Seto Collection

A hand-written note was discovered inside a Chinese classical ritual book printed in and brought from Japan. The note and poem were written by Huang Zhuotang 黃灼棠 in 1927: “Mr. Ying-Shek, an old friend of Mr. Yat-sen ... advocating revolution and awakening an immigrant community ...”
As intellectuals in favour of modernizing China in 1907, Mr. Seto banded together with other Chinese youths in Victoria, B.C., and established the Striking Oar Society (击楫社, Jijishe in Pinyin, or Chi-chi She in Wade-Giles). Not only was the Society radical in nature, but also it threatened the established order in the Chinese community, which was comprised mainly of older male labourers and merchants who looked to imperial China as their motherland to worship and respect, not to criticize or rebel against. The Society supported the anti-Qing Republican Revolution led by Dr. Sun Yat-sen, who favoured British Columbia as an important location for fundraising and for advocating revolution. Seto More and his Striking Oar Society distributed *Min Bao* 民報 in Chinatowns throughout British Columbia. This handwritten note and poem by Huang Zhuotang revealed that the Society may have had other members already, and that they probably took a group photo before they went their different directions at the beginning of the Republic China, although that photo was not found in the collection. Some of the members such as Wu Shangying 吴尚鹰 and Xu Zile 徐子樂 became lifelong friends of Ying-Shek and important historical figures. Wu returned to China and became the secretary of Dr. Sun and later a minister in the Republic of China and a professor in the United States. Xu was the editor of *Chinese Times* 大漢公報, a director of Chinese schools and a well-known Chinese poet in North America. The Seto Collection includes his friends’ books with their autographs and the revolutionary journals that their Society distributed. These items, related to Dr. Sun and to the Republic of China's foundation, have been heavily requested and used by scholars locally and from China, especially around 2011, the centenary of the revolution.

School segregation appeared many times in B.C. history, known as “Yellow and White in Separate Schools.” Seto More’s brother in-law, Lee Mong Kow, established the very first Chinese School in Canada in 1899. Seto was heavily involved in the work of the school, fundraising, teaching, and helping the teachers hired from China. Many items in the collection showed his enthusiasm and productivity. The textbook that Seto More and his wife compiled from their family correspondence states on the cover by the printer or
In his twenties and early into his career as a travel agent, Mr. Seto noticed the neglect of the northern Chinese language of Mandarin among his fellow immigrants in North America, and recognized its importance based on his own work experience. He advocated instructing school-age children how to pronounce Chinese characters in Mandarin. The Chinese School teachers and students worked on pronunciation tools and printed them as a text book: 《廣話國語一貫未定稿》. Mr. Li Danyu 李澹愚 noted in this book that he and the school were really “compelled” by Mr. Seto to adjust the curriculum and produce the book in a timely fashion.

The forward looking and open-minded Seto More won respect among people beyond B.C. communities. Besides leading the Anti-Segregation Association (ASA) and challenging the separate schools policy, he also led a study group to repeal the Federal Exclusion Act and lobbied on Capitol Hill. This is one of his legacies in the early twentieth century. Not only was he a role model for many Chinese in Canada, he was equally respected by prestigious scholars from China whom Mr. Seto made an extra effort to help. In return, he was mentioned by the most prestigious writers in their works, such as Huang Yuansheng 黃遠生, Hu Shi 胡适 and Wu Mi 吳宓. A photo dated in 1930 recorded his friendship with Mr. Zhang Jia’ao 張嘉璈, to the left in the photo below.
5. Scholarly Usage of the Collection

The Seto Collection fills an important gap in the Library’s collections and serves the teaching, learning and research needs of students, faculty and researchers. With the enlarged Chinese collection and growing presence of the Asian Library, UBC hired Professors Zhang Foquan 張佛泉 and Ye Jiaying 葉嘉瑩 in the 1960s to teach Chinese culture and literature. Their presence in academia helped elevate the status of Chinese studies in Canada. This treasured collection has already supported UBC scholars in the past, and is now benefiting newly established programs, such as the minor program of Asian Canadian and Asian Migration Studies and the Cantonese Program. We can easily name a few examples of the collection’s usage below:

Dr. Laifong Leung 梁麗芳 did extensive research at the Asian Library on Chinese Canadian literary interactions. In her work, she explored the incorporation of images in order to show the transformation of Chinese classical poetry in the Chinese diaspora. For several decades, classical poems appeared almost daily in the literary pages of the *Chinese Times* 《大漢公報》. They published an anthology of their poetry in 1957 that included 1,000 poems by Chinese literary elites in Vancouver and beyond. From its worn out cover, we can tell it has been a popular book at the Asian Library. The poems tell us about Chinese intellectuals’ lives, experiences and their spiritual pursuits in Seto Ying-Shek’s time. Seto was usually the one who would start a poem at the beginning of social events, with his friends completing the remainder of the poem. Most of his own poems were responded to or followed by others as well, expressing admiration towards Seto as one who exemplified values "between Chinese and Western erudition." Seto and his friends continued to write classical poetry, even though the form was quickly falling out of favour in China soon after the May Fourth Movement in 1919. Dr. Leung thinks that intellectuals like Seto clung to the classical form not only because it was something with which they were familiar but also because it was symbolic of their cultural identities. Seto’s poems reflect his knowledge of Chinese history and literature, record his efforts and struggles, and display his proud feelings towards Canada’s natural beauty and its surrounding Canadian Rockies environment.
Students and professors from different departments have examined the textbooks that the Seto family produced or Ying-Shek used when he taught and directed Chinese schools in Victoria and Vancouver. Professor Duanduan Li 李端端 presented a paper entitled *The Construction of Chinese Identities and Ideologies in Textbooks for Chinese Heritage-Language (CHL) Learners* on behalf of co-authors Dr. Patricia Duff, Hong Jiang, and Lorita Chiu at the 2014 World Congress of Applied Linguistics in Brisbane, Australia. Her research was largely based on the special collection of old Chinese textbooks at the UBC Asian Library. The presentation attracted more scholars from Australia and Japan to use the same books in 2015, a reflection on the high level of overseas Chinese education.

Professor Chen Zhongping 陳中平 from the University of Victoria and the independent scholar Mr. Chang Chi Jeng 張啓礽 have been working on the Kang-Liang association. Mr. Chang was excited to see Mr. Seto’s hand-written notes in Liang Qichao’s book, which pointed out Liang’s error and provided crucial details to Prof. Chang’s current research.

Community leaders and writers such as Ms. Winnie Cheung, Mr. Rudy Chiang and Mr. Hopland Seto also went through the Seto Collection and discussed with us their impressions and findings. They shared the same vision to promote this treasured collection and the remarkable man who built it and who contributed so much to the two countries.

Scholars from China did research on Chinese Canadians’ contributions to relief efforts during the Sino-Japanese war. *Yusheng yuekan* 《禺聲月刊》, one of the journals published by Chinese community leaders including Mr. Seto, was highly valued. His calligraphy of this journal’s title was on the cover of its inaugural issue and many others. The journal was just one of many methods that Mr. Seto used to gather support from Canada for China. He led the
impressive war relief fundraising activities and thus left the most important documentation about that time in the Seto Collection.

6. Between Chinese and Western Erudition

Mr. Seto More was well respected and was regarded as an expert on the history, art, language and culture of China. The great irony is that even though he had never set foot in the land of his ancestors, China came to him, as he often received a steady stream of illustrious visitors—university professors, politicians, and diplomats—who beat a path to his door to meet him. He also maintained a lively interest in art and natural history. He served on the Vancouver Art Gallery Association and as the Vice-President of the Royal Astronomical Society of Canada. A sensitive artist, he painted in water colors and was a fine calligrapher. Recognized as a scholar, Mr. Seto was invited to UBC as well as to numerous community events to deliver workshops and lectures. Seto More is remembered as a knowledgeable grandfather who loved China in spite of its political struggles. He led the war-relief fundraising efforts in the 1940s and was an active and moderate community leader. As such, Mr. Seto enjoyed a level of respect and acceptance by mainstream white society that was nearly unparalleled at the time. He loved Vancouver, B.C., and its natural surroundings, left with us his poetry on hiking in the Rockies and walking by English Bay. He gave himself a pen name as 狮门鱼侣 (A Companion of Lion's Gate Fish). Seto More passed away on January 26, 1967. His final wishes, to advocate donations to the B.C. Heart Foundation and to have his ashes sprinkled on English Bay, were fulfilled by his descendants.

We believe that we are obliged to share Mr. Seto’s life journey and his proud dual identity as a Canadian-born Chinese navigating freely in both societies. We look forward to connecting his collection to more scholars around the world.

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1 Jing Liu is the Chinese Language Librarian, Allan Cho is the Community Engagement Librarian and Phoebe Chow is the Program Services Assistant. All three authors work at the University of British Columbia Library and they wish to thank Mr. William B. McCloy for his great help in proofreading.


4 Seto Shengwu, Situ Fanzhen, in *Kaiping wen shi*, No. 22, August 1989, p. 68.

10 Mikami, Yoshio. Zhongguo suanxue zhi tese, translated by Lin Keqiang, Shanghai: Shangwu yin shu guan, 1933.
13 Mr. Seto’s children felt that they held a rightful place in Canadian society although they both faced racial discrimination. The controversy started with WWII, over whether Chinese-Canadians should volunteer to fight for a Canada that did not even give them the right to vote. Wilfred (Bing-tang) Seto served in the Canadian military during the war and became one of the first Chinese who received Canadian citizenship in B.C. in 1947. Mr. Seto’s daughter, Geraldine, and son-in-law Tong Louie were among the first Chinese Canadians to move out of Vancouver’s Chinatown into the White westside neighbourhood. Despite a demonstration and the media’s outcry, they refused to back down and they held on to their vision of a multicultural Canada. They were both UBC alumni and attended UBC at a time when Chinese were not permitted to study or work in the professions. Their son, Brandt Louie, is one of Canada’s most respected entrepreneurs and philanthropists.
15 Shi ci huike, Chinese Times, 1957.
The Rise of the Innovation Commons:  
A Conversation with City University of Hong Kong’s Candy Lau

Allan Cho  
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Abstract: Founded in 1984 as the City Polytechnic of Hong Kong, it became a fully accredited university and was renamed the City University of Hong Kong in 1994. It became a public research university located in Kowloon, Hong Kong and is uniquely situated in the vicinity of the Festival Walk Mall.

City University of Hong Kong, which is globally recognized as a top institution of higher learning and research, is currently ranked #57 in the world in the QS World University Rankings and ranked #2 in Asia by the U.S. News & World Report. Although not a large space, how the Innovation Commons was creatively repurposed using existing library space into a collaborative learning environment is a model worthy of a closer examination.

Established collaboratively between the university library, the School of Law, the Knowledge Transfer Office, and the Education Development and Gateway Education, the Innovation Commons serves as a one-stop resource center physically located inside the university’s Run Run Shaw Library. In short, the Innovation Commons is a unique draw for students and the campus community as the hub for community engagement, entrepreneurship, and innovation.

A: Could we begin this interview by first introducing yourself and your role at the City University of Hong Kong, especially within the Innovation Commons?

C: My name is Candy Lau. I’m the Education Development Officer, and my office is the Office of Education Development and Gateway Education (EDGE). My role for the Innovation Commons is to oversee the space, including its daily operations, its organization of activities, and providing the coaching for the students.

A: Could you briefly describe the Innovation Commons?

C: We are a one-stop resource space for City University students where they can have one place to find all the information about innovation competitions, both on campus or off campus, and this includes funding opportunities as well – funding for scholarship or projects. The purpose of the Innovation Commons is to promote and nurture students in innovation, entrepreneurship, and intellectual property. This is quite unique because our Innovation Commons links these three aspects together. The other centers in other Hong Kong universities stay mainly focused on the
business side, mainly on entrepreneurship. They do not really pay a lot of attention to international property. At the Innovation Commons, these three are integrated so that once the students have their inventions, they can file the patent because it is much more efficient for them to file the patent before they lock themselves into any project.

A: What is the size of Innovation Commons in terms of space within the City University library?

C: The Innovation Commons is 51.75 square metres. We have a co-working space adjacent to us. It is about 36 square meters. We also have plans to convert existing office space close by into meeting space for the Innovation Commons.

A: Could you tell us more about the Innovation Commons? What would you say are the highlights of the Innovation Commons?

C: The Innovation Commons was established by four stakeholders, including the Run Run Shaw Library, the Knowledge Transfer Office, the School of Law, and the Office of Education Development and Gateway Education (EDGE). The university created the Innovation Commons because it really wanted to promote interdisciplinary ideas for its students, particularly for projects or start-ups, so that it does not necessarily need to focus on one discipline or any one school. Although a student may be a business or engineering major, he or she would not be labeled as such in the real working world as all organizations are comprised of people with different backgrounds. The Innovation Commons simulates an actual working company by combining the talents of different disciplines, just like when a company requires expertise in accounting, technology, and design, just to name a few, when creating a product or project.

Thus, the reason why we want to establish the Innovation Commons in the library is to encourage the students to work cross-discipline. Not only working with their own peers who they are familiar with, but also to have a chance to work with students from all disciplines.

A: Could you describe in more detail about this collaboration between the library, the School of Law, the Knowledge Transfer Office, and the Education Development Gateway Education (EDGE) in operating the Innovation Commons? How does this collaboration work?

C: Each stakeholder contributes in its own way. The Library provides its space to us, as well as all the fixtures and the furniture—it takes care of everything concerning the Innovation Commons’ physical facility. In addition, the Library provides the patent search databases which the Innovation Commons staff assist the students in using. As the purpose of our space is to nurture the student to better understand intellectual property for entrepreneurship, the software and databases are critical for patent searching; thus, the students come here and use the service provided by the library.
The School of Law, on the other hand, provides an internship program in which students from the School of Law come as peer advisors to the Innovation Commons. We usually have law school students volunteer as part of the program and assist as advisors to students who want to do a patent search. It is a mutually beneficial program because both law students and undergraduate students can obtain hands-on experience in learning from each other and from intellectual property law. At the end, our undergraduates learn how to properly file a patent as well. So the School of Law plays an effective role in the Innovation Commons.

For the Office of Education Development and Gateway Education (EDGE) – my particular portfolio – the role is educational. We liaise with City U’s undergraduate students and give them coaching until the project is mature enough to find a patent. Whenever students have projects they want to further develop, or they want to join a competition, we will provide consultation and advice, such as what kinds of competition they can join and how to modify their proposals. When they come to our office we will tell them whether they are ready to file a patent or not because some of their inventions or distributions are not patentable. If their invention is patentable, we guide the students through the entire procedure and what other options they have in taking their project to the next level. We also help our students obtain funding through grants.

Once this is completed, we then pass the case to the Knowledge Transfer Office and it will do the patent filing and all necessary procedures for the student. The role of the Knowledge Transfer Office is to deal with the actual patent filing for the whole school. The office seeks to maintain a good network with the business world so that it can link our students with the business world.

What is the funding like with collaborations such as this? How is the funding? Is it equal funding development or is it one that leads the rest? How does the budget work? I’m just interested in terms of a unique collaboration such as this between four partners, what are the operation costs?

We have an Innovation Commons committee that meets regularly to discuss all the issues pertaining to the space. The university allocates a budget specifically to the Innovation Commons, and how it is spent depends on the needs and interests of the space. For example, if there is a need to replace a lighting fixture, the Run Run Shaw Library will take care of this since it handles the physical space. Another instance is the programming part, which the university encourages students to come up with their own inventions. So in that case, the Knowledge Transfer Office would offer the funding for students to encourage them to further develop what they discover as they develop their proposals and presentations at the Innovation Commons. The School of Law offers the expertise of its law students, who volunteer their time for legal advice on patent issues. Funding in the budget is also used to invite guest speakers to come here to give a talk or a workshop at the Innovation Commons. So as you can see, it’s really a committee-driven process in which the funding is allocated and
decided by a committee comprised of these different units within the university, depending on the unique needs of the Innovation Commons.

**What is the discovery-enriched curriculum? And how does the innovation commons facilitate this new curriculum?**

Since 2012, the City University of Hong Kong incorporated a new curriculum across its campus, called Discovery-enriched Curriculum (DEC). The goal of the DEC is to give all our students the opportunity to make an original discovery while at CityU so that they learn what it means to create new knowledge, communicate it, curate it, and cultivate it to benefit society. In terms of the course structure, City U encourages its students to create their own project and discover, rather than learning from traditional exams. In encouraging students to have their own discovery during their four-year study at City U, the Innovations Commons supports the DEC by providing resources for students to make their own discoveries and to develop themselves in this field.

In the past, prior to the Innovation Commons, a student’s formal learning happens after the final presentations in a course. But now with the DEC, we want students to make the final presentation the beginning of their journey. What we do, my colleagues and I, attend the final presentation of some of the courses and act as the judges of the final presentations. We try to target the DEC presentations and pick out projects with potential to further develop. That’s where the Innovation Commons comes in. We want to have the students further develop their discovery in terms of joining the competition or getting the funding.

We are currently entering the second phase, called DEC 2.0. We want to set a target: every undergraduate student will have his or her own DEC project. Eventually, we will replicate this DEC model for post-graduate courses, so that for the Masters course students can also have a chance to develop their own discovery during their two years of post-graduate study at City University.

**Who are the majority of the Innovation Commons’ users? That is, who comes to see you about your services? Are they mostly professors, or students from City University, or people from outside the post-secondary sector, mainly the public?**

Most of the users of the Innovation Commons are undergraduate students. They are our primary main targets because Innovation Commons is the extension of the DEC, which is embedded in the undergraduate curriculum. But of course we still serve the alumni—particularly new alumni who graduated one or two years ago and who participated in the DEC curriculum. We have the Innovation Common’s Knowledge Transfer Office taking care of the knowledge mobilization so that in some of the events that we organize, we have students from other universities, like Hong Kong University of Science and Technology (HKUST) or Hong Kong Polytechnic University (PolyU) join us. The Innovation Commons also hosts talks on how to get funding from
the Hong Kong Cyberport Management Limited, and we encourage City University students to let their friends from the other HK universities to join and take part in that.

**Does the Innovation Commons serve faculty who have a project in mind that they think has potential as a patent?**

The Innovation Commons' focus is on students, particularly so that they won't have to go through the Knowledge Transfer Office and then back to us. We handle the process from beginning to end. However, if a professor wants to get the funding, they would need to go back to their own faculty. But if the professor wants to nominate or wants to refer the student to get started on a patent, they can refer the students straight to us.

**So it's truly a student driven, led and curated service. Could you give us an example of a typical research project by a student or scholar from your recent past, perhaps, that you can remember at the Innovation Commons?**

Interestingly, a majority of student projects right now at City University aim to develop applications on mobile phones. A typical example is a group of engineering students (they graduated in 2014) who developed an application called E-[x] (it means “Electronic [x]”). They received four years of financial funding from the Hong Kong Cyberport Management Limited, a fund called the Cyberport Creative Micro Fund.

These students received $100,000 Hong Kong dollars in cash on projects, and that funding supported them in their development of the idea into a prototype within six months. After graduation from their programs, the students applied to the incubation program at the Cyberport. They will move to Cyberport to have their own office as well as other financial support later this year. For those not familiar with Cyberport, it is a creative digital innovation and technology hub that is managed by Hong Kong Cyberport Management Company Limited and owned by the Hong Kong SAR Government with a goal of nurturing digital industry start-ups and entrepreneurs. The Innovation Commons plays an important role in making this connection.

**The Innovation Commons is an emerging trend in higher education, but it is often physically located in professional schools such as engineering or business faculties. What is the decision or rationale for the Innovation Commons to be situated in the City University of Hong Kong's Shaw Library instead of another area of the university?**

The Run Run Shaw Library is the main library on campus for all the City U students, so that location is easily accessible by our students from all kinds of backgrounds. So that is one of the reasons why we selected it as the location. As a space, the library is traditionally a place where students go to meet up and have group discussions, so it
is quite natural that we situate the Innovation Commons in the library as an inviting space for group work and discussion. As mentioned earlier, we really encourage interdisciplinary collaboration between students and for joining competitions, especially as we want to get funding for the student projects. The Innovation Commons also strives for an interdisciplinary focus that reflects the diversity of the real work world. There needs to be subject expertise for a good project team to flourish. A project shouldn’t overvalue one field over another. For instance, a technology based project can’t just have all technical people to apply for funding because if you want to get funding for a startup to do your business, you definitely need people with a marketing background from the business world. That’s why we encourage the collaboration among students from different backgrounds and also why we’re not located in any one particular faculty.

I’m sure there similar initiatives (like an Innovation Commons) in a faculty like a business school which has a centre for its own students to join competitions, but this is not our purpose because we encourage a diversified team structure. The Innovation Commons is located in a library because it strives to serve the whole university. We don’t want to focus on one particular group of students. I think these are the main reasons we are located in the common area that the students can get access to.

So it is truly an interdisciplinary initiative. How do you evaluate or assess the successes of the Innovation Commons? What tells you that it’s successful?

We just have a couple of a key performance indicators to assess and measure success, like the number of users during the day and during the annual year. We have a Facebook and the number of posts or the number of followers. On an operational level, whenever a student has a project proposal to submit, they need to submit a form to us to disclose the details of the project so that we would know the level of support to offer. So the number of disclosure forms is an indicator of the success of the Innovation Commons as well. Finally, the number of patents founded by the students, number of start-ups, and the amount of project funding received from external funding. They are all the key components indicated to access our performance.

What types of technology does the Innovation Commons provide? Types of computers, mobile technologies—what does innovation commons provide?

We provide computers in the Innovation Commons for students who want to do patent searches. Because students might want to further develop their projects from the idea to the prototype, we can help them out by providing 3D printing for them. So students can come to the Innovation Commons to use our 3D software, do the modeling, and produce a prototype that is made by paper or plastic in an inexpensive and accessible way. The Innovation Commons also has a large digital screen TV that students can use for practicing their presentations and hold group discussions with remote users off campus.
The Innovation Commons also relies heavily on social media for communications and promotions. We use our Facebook in addition to direct email as it’s a very direct line of communication—the quickest way to communicate to our student users. So we use social media to communicate and promote our events through Facebook.

It sounds like it’s a very social space both on the web, which use social media, and also social space, as in physically discussing and having group work. Do you have librarians who work with you in managing the Innovation Commons?

The Innovation Commons is managed by EDGE, Education Development and Gateway Education office, and by any particular librarian. However, the Library does manage the physical building for things such as fixtures. So the Innovation Commons works closely with the librarians because the space is located right inside the library. We also work closely with the Library on programming. For instance, there’s one librarian who joins us for a monthly meeting for things such as promotions and art exhibitions in the main entrance of the library.

The librarians support the Innovation Commons, particularly using their subject expertise. When there’s a competition and is related to the student’s own project, the librarians promote and introduce the Innovation Commons materials on topics relating to innovation, obtaining funding, and business startups. They also highlight monographs related to these topics at the front of the library in the display cases. This is the relationship between the librarians and our Innovation Commons.

What are some challenges you face in the Innovation Commons?
I think the main challenge that we face is space. As you know, space is limited and in demand in Hong Kong, and the campus is no different. We want to have a good place for our students to do their creative and innovative brainstorming and planning. Not surprisingly, those who want to start their own business and want their own offices to work in often can’t afford to rent office space in Hong Kong because it is expensive. So the Innovation Commons definitely wants to have more space so we can provide a bigger co-working space for our students to do their project or business work.

Another challenge we face is providing assistance for project proposals. As we encourage collaboration between students from different subject backgrounds, one of our jobs is to do team matching, or team building. If a business school student has a great idea for an online technology project, but has no technical background, he will eventually need partner or a teammate to work on the technical side of the project.

So when this students look to the Innovation Commons and comes to me for support, I do a referral for him, and I will contact the Engineering school to help recruit from its department students who also want to start the business and may want join the proposal. We’ve had real success in matching business school students from other technology-based backgrounds.
But of course, at the end of the day, we can match subject backgrounds, but we can’t match team dynamics. The trouble is that even though they match the criteria, the real success of a team depends on its people—their personalities or the way they think. This is something that is hard to control. It still depends on the chemistry of how they work with each other.

**Are there other academic institutions in Hong Kong or elsewhere in the world that you know of that also have an Innovation Commons?**

As far as I know, we can claim that we are a unique venture in terms of promoting innovation, entrepreneurship, and intellectual property. For the other universities in Hong Kong, they mainly focus on the business side. That’s why they’re often called entrepreneurship centers. At Polytechnic University or HKUST, for instance, they focus mostly on business, but at the Innovation Commons, we promote intellectual property as well. We link intellectual property to innovation.

As Hong Kong is establishing itself as a hub for intellectual property, we try to promote the concept and to talk to students to protect their own discoveries by filing a patent or raising the awareness about copyright. Because when our students do their research on inventions, they inevitably deal with some IP issues—from downloading an image from the Internet to wanting to copy something from the web. It all involves IP issues. So we believe the Innovation Commons is unique in Hong Kong in that we promote these three concepts – innovation, entrepreneurship, and intellectual property – to the students in one space.

**This is all entrepreneurship for profit-making. How about for the nonprofit? If I had an idea for a business for sustainability or for a greener environment that doesn’t necessarily have a goal for a traditional business proposal, how might the Innovation Commons be of value to me?**

The Innovation Commons not only supports projects that make money, it also helps those students who are interested in social enterprise. We encourage those types of students to come to the Innovation Commons and make a pitch for a proposal and eventual competition for funding. So it depends on the students’ needs and what they want. If they come and tell us we want to do a social enterprise, the Innovation Commons will look to support all their particular needs in that area. We’re not only focused on the business of making money, or the technology side.

**How about for art based projects, visual arts that also deal with some aspect of the non-profits social enterprise sector. Have there been recent projects or projects at all that have approached the innovation commons? Have there been students from the fine arts and visual arts that have applied to the innovation commons?**

We have had students from the School of Creative Media who has come to the Innovation Commons for advice. These students from the School of Creative Media
were interested applying their artistic side in order to commercialize their unique ideas. There’s one student who made a jacket called One Man Band. You can make drum sound by just tapping on the jacket and you can make your own performance because everything you need is on the jacket. The students from the School of Creative Media used their art sense and turned the One Man Band jacket a real product. The Innovation Commons helped them to commercialize the idea, by suggesting how to get the funding for further development. Another student’s project from the School of Creative Media is a jacket from LED lights. The idea is to use the smartphone in order to control the patterns on a jacket. You create your own patterns. It’s not pre-programmed patterns, however – it’s done in real time. You put the pattern on your app, on the smartphone, and then it will display on the t-shirt. The University actually filed that patent for that particular project. It’s a good example of a success story.

**Which part of your job in running the Innovation Commons do you find most interesting and rewarding?**

I spend a lot of time with our students, and one thing that is quite rewarding is talking to and getting to know our students. Because my background is in business, I provide advice on how to write a good business proposal when students apply for funding. If the students or the group can get funding from the government or from the Cyberport fund, I think it’s very encouraging. It’s all very rewarding. I remember once at 12 o’clock (midnight) a student sent me a Whatsapp saying, “Hey, thank you so much for your help—I got funding: $100,000 cash.” Now that’s really a lot of money, especially since it’s all in cash. I really enjoy helping our students.
Long Way for Hong Kong to Achieve Democracy: Urgent Call for the Archives Law to Protect Valuable Government Records

Informational Interview with Cyd Ho, JP (何秀蘭議員) (Former) Legislative Councilor of Hong Kong

by

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Abstract

Cyd Ho is a former member of the Legislative Council of Hong Kong (LegCo). She is a founding member of the Labour Party and currently holds the position of vice-chairperson. Since 2006, she has been a founding councilor of the World Future Council. She has a reputation for promoting the legislation for equal opportunity and the advancement in the interests of women and minority groups. In this interview, Ho explains the pressing issues of not having an archives law in Hong Kong and her work with the Archive Action Group (AAG) to fight for this.

Patrick Lo (PL): I understand you are a current member of the Legislative Council of Hong Kong (LegCo)¹, could you briefly introduce yourself, and why and how did become a member of the Archive Action Group (AAG)²?

Cyd Ho (CH): I have been a member of the Labour Party³ in Hong Kong since December 2011, and I currently hold the position of Vice-Chairwoman. I was first elected to the Legislative Council of Hong Kong (LegCo) in 1998. From 2004 to 2008, I resigned from my position. In 2008, I was elected into the LegCo again. I remember when I first met Simon Chu (the current President of the Hong Kong Archives

¹ Legislative Council of Hong Kong (LegCo) – Homepage. Available at: http://www.legco.gov.hk/
² Archive Action Group – Homepage. Available at: http://archivesactiongroup.org/main/
³ The Labour Party (Hong Kong) – Homepage. Available at: http://labour.org.hk/
Society\textsuperscript{4}) at a public forum on the advocacy of the archives law in Hong Kong back in 2008. After retiring from his position as the Director of the Government Records Service\textsuperscript{5}, Simon Chu has made it his life’s work to advocate for an archives law for Hong Kong.

Simon Chu’s dedication and passion in advocating for the archives law undoubtedly made a deep impression on me. At this public forum, Simon Chu and I discussed how we could address the urgent needs for implementing the archives law during our regular LegCo meetings. At our Council meetings, Dr. Margaret Ng (吳靄儀大律師)\textsuperscript{6}, local Hong Kong politician and barrister, and I are the two active LegCo members who keep addressing the issue – the pressing need for the city of Hong Kong to implement this archives law – a law that would safeguard public records from being lost under the maladministration of different government departments in both short and long runs. As stated repeatedly by Simon Chu over the mass media for many years, “If the documents are not properly archived, the general public will not be able to retrieve anything precious under the Code on Access to Information. Because of the absence of this piece of law, it is not necessary for the departments of the Hong Kong Government to create records during the policymaking process.”

Despite our undying dedication, continuous hard work and repeated petitions over the years, Margaret [Ng] and I both found it extremely difficult to rally support and generate interest amongst the general public, as the issues concerning this piece of law are simply too far remote from the daily concerns of most people in Hong Kong.

Unfortunately, it is only when major political scandals or government maladministration are revealed that the general public might then begin to see the importance and urgency of having a proper archival system of public records management. For example, a pregnant woman was killed by falling tree in 2014; the Lamma Island ferry collision occurred in 2012, which caused the tragic loss of 39 lives, including children. If there is a good system of records, then we can certainly achieve accountability of the Hong Kong Government. This is the most basic for accountability, and of course, we also have sealed packets since the local political appointees and Government officials are not used to record keeping, and naturally they will resist efforts to archive their records. Indeed, when these public records are not in use on a daily or regular basis, it could easily be seen by many government officials as extra, unnecessary, as well as consuming in terms of time, manpower and resources, etc.

\textsuperscript{4} Hong Kong Archives Society – Homepage. Available at: http://www.archives.org.hk/en/
\textsuperscript{5} Government Records Service of the Government of the Hong Kong (SAR) – Homepage. Available at: http://www.grs.gov.hk/ws/english/home.htm
\textsuperscript{6} Dr. Margaret Ng (吳靄儀大律師) – Homepage. Available at: http://www.siroswald.com/MembersDetails.aspx?id=43
PL: Would you not agree that it would require the Hong Kong Government a great deal of manpower and resources to maintain a properly-run centralized government archives?

CH: That is unquestionably true! However, we must all be able to see its long-term benefits, and not just the short-term cost-savings. Taking the 2012 Lamma Island Ferry Collision tragedy as an example – we need to find out who was responsible for the gross negligence of this particular incident. We need to first find out the laws that were broken – who made such and such decisions – who was in charge of monitoring the conditions of maritime safety concerning this particular ferry? Why were there no children’s lifejackets on-board this ferry? – thereby ascertaining the causes of the incident and make appropriate findings accordingly. Furthermore, there might be some people who have been corrupt... By doing so, it would enable the responsible governmental departments to rectify the situations by make recommendations on safety measures, if any, required for preventing similar incidents or tragedies from happening in future.

In short, because the Hong Kong Government continues to refuse the need and the importance to enact the archives law that would protect our public property, public funds, public employees, as well as the rights and safety of the fellow citizens, high-level policy-making bureaus in the Hong Kong Government destroyed more than 1,000 linear meters of documents without following their own procedures for expert appraisal. As pointed out repeatedly by Simon [Chu], “the government records could help finding the responsible party and taking action accordingly. Unfortunately, this action was not put in law, so departments can skip this work without having any consequences, and it was not needed to hire professionals to manage the archive. Thus, tracing for accountability became difficult. Since there is no legal protection of the documents, the governmental departments could easily dispose them or refuse to disclose them to the public. This would make the government less credible in taking responsibility.”

PL: After the Archives Action Group (AAG) was first established, did Simon [Chu] and William [Waung] invite you to become one of their [AAG] members? In addition, do you know why Simon Chu was invited to join the AAG as a member?

CH: I was invited by them to join the AAG as a member. I think a lot has to do with my role and my capacity in the LegCo, as well as my exposure and influence in the public media, which we all agree would be very beneficial for advocating public awareness of the archives law in Hong Kong. In short, my participation in the AAG and its subsequent activities would unarguably be useful for raising public concerns towards all matters related to the Hong Kong archives law.

In fact, the AAG has been writing to the local government for a number of years – urging them to consider the sample legislation drafted by us (the AAG), with the hope

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7 Archives Action Group (AAG) – Homepage. Available at: https://www.facebook.com/
that they would enact the archives law as soon as possible. Unfortunately, their responses continue to be evasive and dubious.

**PL: In addition to the ICAC (Independent Commission Against Corruption), which other governmental departments have begun to transfer documents to central Government Records Service (GRS) because of your joint efforts with the AAG?**

CH: I dare not say that many governmental departments in Hong Kong have started transferring documents to the central GRS. However, it is true that because we have been urging via LegCo for the formulation of the archives law for a number of years, different governmental departments have begun to feel the pressure exerted by us, and they have definitely become more alert of the situation. In terms of my contributions to the AAA, there are several ways that the AAG and I can collaborate together. For example, during LegCo’s annual budget meetings, instead of asking them “when” the government would enact the archives law, I would ask them:

1. What is the number of government records that have been appraised by the Government Records Service (GRS)?

2. How many government records have been transferred to the GRS for the appraisal exercise?

3. What is the number of records transferred to GRS for retention, and destroyed with the consent of the GRS Director, by various policy bureau and government departments, etc.?

4. What are the current staffing and backlog situations at the GRS, and is the GRS functioning effectively, given its current staffing structure, standards and professionalism?

5. Which and how many governmental bureaus and departments have been transferring documents to the GRS?

As an AAG member, my presence in the LegCo is to encourage the Council members to debate a motion on enacting an archives law. In reality, the governmental departments and bureaus have been very reluctant to turn over their records for selection and preservation by the GRS. Our continual efforts to press them to release the information on the number of records that ended up being destroyed and/or by individual government bureaus or departments were meant to pressure the government to take active actions to carry out the archives law. Regrettably, the current atmosphere inside the government is still very much unfavorable for legislating this archives law.

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PL: According to your understanding and observations, people of what of kind of social class and background would be more concerned about the archives law?

CH: I do not know because it is really difficult to attract attention of the general public. People who keep asking and writing about the archives law are mostly journalists and academics. For the general public, they are usually more concerned about Universal Retirement Protection Scheme than the need of an archives law. For this obvious reason, the archives law or other issues related to its management and professionalism are difficult to become a stand-alone issue to be addressed at our LegCo meetings.

PL: Having witnessed a series of unfortunate incidents, including: our former Chief Executive Donald Tsang (曾蔭權) being charged for failing to disclose plans to lease a luxury flat in Mainland China, a pregnant woman killed by falling tree in 2014, and the tragic loss of 39 lives caused by the Lamma Island ferry collision occurred in 2012 – what are the Government’s responses to the pressure exerted by you and the AAG for enacting the archives law at the LegCo meetings?

CH: The Government’s responses to the archives law have been most evasive. As mentioned earlier, the general public are far more concerned with the Retirement Protection Scheme in comparison to the presence of the archives law or the lack of it. By comparison, the archives law is something that is really too distant from the general public’s daily concerns. The only concerns amongst the general public have been raised, but unless the Government finally feels pressure, no process will be undertaken by them to enact this law.

PL: According to my understanding both William Waung (王式英) and Simon Chu (AAG) want to see Leung Chun-ying (梁振英) 9, before he was elected to become our current Chief Executive of Hong Kong – proposing to him to enact the archives law, for the long-term benefits and welfare of the Hong Kong society as a whole. Leung’s response to both William and Simon at that time was, “I will seriously consider it once I am in charge.” However, once he became our Chief Executive, his answer became a “No!” Given your capacity and experiences at the LegCo, can you understand the hidden agendas behind Leung’s decision?

CH: I will not speculate Leung’s personal agendas. I can only analyze the situation objectively. Public records and safekeeping of them is one way of monitoring our government’s operations. In countries where an archives law is in force, government officials will have the legal obligation to account for their failures and/or other misconducts. For so many years, the local government has continued to refuse to support the archives law – it is obvious that our Hong Kong (SAR) Government is not used to, and is also not comfortable with the idea of being monitored – which could

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easily become a fatal oversight. In reality, no single government officials in charge or with powers wish to be monitored by the people. It is obvious that Hong Kong still has a long way to go in achieving democracy, despite Hong Kong people’s effort for many decades. The lack of an archives law is one of the best examples.

Cyd Ho
The Library of Hong Kong Society for the Blind

By

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Introduction
The Information Accessibility Centre (IAC) of the Hong Kong Society for the Blind (HKSB) is the only library that provides information and library services to the visually impaired people in Hong Kong. It plays a vital role in helping its HKSB members to obtain information and reading materials, thereby fulfilling their recreational reading needs, as well as to explore the world, while the supports provided by the local public libraries are very limited. In the following interview, Fung-kam Chung (Senior Library Assistant, HKSB) explains in detail, the unique collections, services, as well as other recreational activities that are tailor-made for the visually impaired people, as well as the hard work and patience that is involved for working as a library professional for the HKSB.

Could you introduce yourself, such as what did you study at university, and how long have you been serving as a librarian for the Hong Kong Society for the Blind Library?

My name is Fung-kam Chung. I am currently serving as the Senior Library Assistant at the Hong Kong Society for the Blind (HKSB, 香港盲人輔導會)\(^1\). In fact, I have been working for the HKSB since 1992; that is over 24 years.

Could you give a brief introduction of the HKSB Library, including the history of the HKSB?

The library of HKSB was first established in 1965. It was named the Communication Department and was later renamed the Information Accessibility Centre in the year 2007. The current HKSB headquarters building in Shamshuipo was established in 1986, and the library was then relocated to the building together with many other service centres.

The library is dedicated to serving people who are visually impaired. The main sources of funding for the library come from the Social Welfare Department of the Government of the Special Administrative Region (SAR) of Hong Kong. The library is one of the many operating / service units under the HKSB. As of 2015, the total number of HKSB Library members is around 2,900, and the ratio between male and female users is about 55/45. All of our service users are certified by ophthalmologists as visually impaired.

What are the opening hours of the HKSB Library?
From 8:45 am to 5:35 pm from Mondays to Friday; and 8:45am to 1:00pm on Saturdays. We are closed on public holidays and Sundays.

When are the peak seasons of the HKSB Library?

Summer, July and August, is usually our peak season because it is a summer holiday for students -- they usually make good use of our library's services for leisure reading when they are on school holidays. Our library tends to receive more senior citizens on weekdays. We provide a room for our users, and they can make reservations free of charge. The room serves as a physical meeting place for social gatherings / networking for our members. Quite a number of them will use the room for singing karaoke.

In the past few years, did you witness an obvious increase or decrease in number of users of the HKSB Library?

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Based on our recent statistics, there are around 10 new members joining the HKSB Library per month. The in-born blindness members (people who cannot see anything since birth) made up the biggest group amongst our HKSB Library members, and there are many different leading causes of blindness. Visual impairment can be caused by different illnesses, such as diabetic retinopathy, glaucoma, cataract, or retinitis pigmentosa, and such illnesses could seriously affect a person’s vision.

I heard some of the reasons were caused by the fever in childhood but cannot afford the required medicine, such as the poor level of medical treatment in Mainland China. In Hong Kong, the level of medical treatment is high and the welfare to citizens is good. It should result in a decreasing number of blindness. Isn’t this the case?

If you are talking about the congenital group, that is true. Such number is decreasing. However, I don’t agree that the acquired group is smaller. It’s because there are many reasons to cause the visual impairment.

Do you know the reasons why the HKSB decided to set up its own in-house library? What purpose did the HKSB want to achieve and what benefits would the library bring to the HKSB members?

All the members we are serving at the HKSB are visually impaired, but they also have the desire to read. They also have their own unique information and reading needs and interests. It is easy to obtain the reading materials and other information for those who are able to see. Whereas for our HKBS members lacking the ability to see, where and how could they obtain information and reading materials? It is not like they could just go to pick up a book or magazine from a regular library, bookstore or convenience store. Thus, I think the HKSB wants not only to provide the rehabilitation services, but also to take care of their information needs, as well as providing materials to fulfil their recreational needs.

Given the convenience brought by the Internet connectivity, has the HKSB Library undertaken any major changes in terms of its setup and the daily operations during the past decade?
Given our limited staffing and modest facilities, the most significant changes lie in the fact that the HKSB Library is also going increasingly digital, that is, a large amount of audio tapes (audio CDs, cassette tapes) are gradually being replaced by different digital media – for the ease of circulation amongst users, daily operations and ongoing maintenance on the side of the library staff, and most importantly, saving a great deal of shelving space.

*With reference to the audiotapes that you mentioned earlier – where did these audiotapes come from? What are the contents and nature of these audio-recordings? Were they purchased from a regular bookstore or they were in-house produced by the HKSB staff?*

The HKSB has its own recording studio, for the purpose of tailor-making our own audio books to cater for the needs and interests of our HKSB members. The Finer Taste of Life 100 《細味人生一百篇》 – is one of our most popular in-house-produced audiobook titles in the HKSB collection, and this single audiobook title consists of four physical cassette tapes in total. I believe we used this cassette-tape format for [in-house-produced] audiobooks since the HKSB Library was first established. But, we already stopped producing audiobooks in cassette-tape format since last year. One single cassette tape can only store 90 minutes of content in total.

*Since these audiobooks are in-house-produced by the HKSB, how and where does the HKSB recruit voice actors or narrators for recording your in-house-produced audiobooks? In addition, what are the criteria for selecting the volunteers to serve as voice actors for recording your audiobooks? As you know, some voices, regardless how attractive they sound in person, are not suitable for recording at all. So you are selecting voice actors for recording your audiobooks, what are your decisions based on?*

All of our readers are volunteers. They are required to read the texts precisely and clearly. Although they are not professional actors, they are expected to make the books alive in an authentic, vivid way. Some volunteer readers would utilize different voices and dramatization, in order to make the reading an engaging and pleasurable experience for the listeners. However, some of our service users preferred the readers not put too much emotion in their reading, so as to leave room for their own interpretation and imagination.
Besides, we want to readers to read aloud at a constant speed for purpose of easy listening. For the same reason, we tend to choose our volunteer readers carefully to ensure the overall sound quality. Some people tend to have lazy tones and are not acceptable for recording. We ceased to produce audio books in cassette format since April 2014. Now, we only produce audio books in CD format.

*Nowadays, given there is an overwhelming number of audiobooks, and other audio materials for pleasure listening so easily available on YouTube, have you witnessed a decrease in the need for in-house produced audiobooks at your Library?*

Even though there is a lot of high-quality materials might freely available on YouTube, however, it is hard to find audiobooks in Cantonese. Therefore, the HKSB Library still needs to produce our own audiobooks. Due to limited manpower, we could only produce 12 to 13 audiobooks every month by ourselves. Indeed, it costs a great deal of our staff time, resources and manpower to convert the books from textual to audio-recording format. Besides, there is still a high demand for our in-house produced audiobooks amongst our elderly members as they are not used to going online or using computers.

*Would you please introduce your collection in library, and what it includes?*

Our library collection consists of audiobooks and braille books. For the braille books, service users have to read by the sense of touch.

*Do braille books have different language versions?*

Sure. Using this blue book as an example, it is in English, written by a Nobel Prize author. First, we have to purchase the book in print and we convert the content into braille. This is the first one of five. This braille version has two sides on each page. And the Chinese version is in red. Our books are mainly translated into Cantonese phonetics. Cantonese has its own phonetics, and usually we can speak but most of us are not able to translate it into phonetics. This is because Cantonese has nine tones, with prefix and suffix tones, while Putonghua only has four. Based on these different characteristics, we make our own braille version.

*How long do they need to learn for understanding Braille?*
If they have inborn blindness, most of them can understand braille. May I introduce one of my members wearing yellow cloth, he suffers from inborn blindness. He must understand therefore braille because he needs to study, do homework, and take examinations at school.

**Do they need to study?**

Of course, but some of them did not develop blindness until later in life. For example, some of our members become blind when they were forty or fifty. It is hard for them to learn braille. But some of them have successfully learned braille.

**Could you tell me about the size of the HKSB Library’s collection?**

In our library collection we have about 11,900 titles of Braille books, 6,400 items of audio books, 6500 items of audio CD and another 8,200 items of DVDs, VCDs, etc.

**Could you tell me about the social backgrounds of your HKSB members?**

We have members from all levels of Hong Kong society. I think the average age of our members at the HKSB is getting higher and higher over the years. Based on our understanding, over 50% of our members are over age of 50. In fact, because of their physical and health conditions, some of them are either retired or unemployed and dependent on social welfare provided by the local Hong Kong Government.

Because of their disabilities, some of them are working as blind masseurs. Some of them are performing clerical work in an office as secretaries. Some of them are working in sales.

**What are the major differences in terms of serving the visually impaired members here at the HKSB, in comparison to the users at a regular public library?**

The sighted versus the visually impaired – I don’t think there are any major differences in terms of their information needs, and scope of reading interests between these two groups. For this reason, they like to ask for books about their hobbies and personal interests.
Since many of these hobby books use a great deal of photographs, drawing, as well as graphics to illustrate certain techniques, we as in-house audiobook producers [at the HKSB Library] need to spend a great deal of time, efforts and creativity to translate such graphics and photographs into verbal information which could be captured in the form of an audiobook. For this same reason, we try to avoid comic books or graphic novels, since it is almost impossible to translate a book that is predominantly filled with colourful graphic pictures into an audio-recording.

**What are the mental state and psychological needs of a majority of the HKSB members? As a Library Staff, what are the major differences in terms of serving the HKSB and users of a regular public library?**

I think a lot of patience is required to work as a Library staff here. Because of their physical disabilities, many of our members might experience difficulties in searching our online public access library catalogue (OPAC). Since we have thousands of books here at the HKSB Library, in order to help them to find what they want, we first need to spend time talking to them -- understand the range of topics that they are interested in reading and their needs – we then help them search the OPAC – to find out whether their desired materials in their preferred formats are actually available in our library or not. Too often, blind people feel lonely or feel like no one understands them.

Furthermore, they are often bullied, not welcomed or even rejected in society. There is this Chinese saying, “Bad luck will come to you, if you are touched by a blind person's cane…” Because of nature of our job at the HKSB, we have a better understanding of their needs and emotions. For this reason, many of our members would often come to just ‘chat’ or socialise with our staff members and each other, even when are not making use of our facilities and services. In addition to visiting the HKSB in person, many of them would call us by phone regularly. Some of them might even call us a few times per day – as they really want to have somebody to talk to or just listen to them.

*Do you have any interesting stories or rewarding experience, which you would like to share with the readers?*
I have previously worked for a local academic library as a part-time library assistant. By comparison, it is very rewarding to be working for the HKSB Library, because it allows me to understand the reading interests, information needs, as well as their physical and psychological needs amongst the visually-impaired people as library users. Because of the aging population, there is an increasing number of elderly people losing their sight as they age, and it has become increasingly difficult for them to learn new skills to acquire information, such as using the Internet. For such reasons, there is still a big demand for our special library materials, e.g., books that have large print and braille, as well as audiobooks, etc. However, because of convenience brought by Internet technology, an increasingly number of HKSB members have become frequent users of the multimedia materials [provided by our library], which they could easily locate over the Internet, instead of traveling all the way to the HKSB Library in person. Having said that, it is truly rewarding to be able to work as a Library Staff at the HKSB Library -- helping our members to find books and thereby fulfilling reading and information needs.

*Does HKSB Library also conduct the special activities, such as theme-oriented seminars or book talks, as a way to showcase or promote the circulation of your book collections?*

We also function in many ways like other regular public libraries, and we do organise book talks or other reading-related activities on a regular basis. Recently, we cooperated with an external organisation named, Read-cycling (書送快樂); via their connections, we invited some famous and popular authors to conduct seminars to promote reading and circulation of our collection amongst our HKSB members. We have invited Tai-chong Cheung (張帝莊), author of *World History* (juvenile literature) 《一本讀通世界歷史》, Steve Chung (鍾樂偉), author of *The Crazy Popular Korean Culture* 《韓瘋：讓世人瘋狂的韓國現象》 and Tin-chi Lau (劉天賜) to come to our HKSB and serve as speakers at our seminars. All our seminars and events were also open to the general public and received extremely high attendance rates.

In addition to book talks, author talks and seminars, we have music workshops and medical seminars too. Since 2009, we have been using audio-description services to enhance their level of enjoyment and understanding.
Since March 2009, we introduced audio description to film screenings to help our service users enjoy the wonder of watching films. Audio description is the art of making images accessible to those who are blind or with low vision.

**How about action movies?**

We also provide audio descriptions for action movies, e.g., *The Last Tycoon* 《大上海》 and *Ip Man* 《葉問》 etc. Fortunately, we found very capable audio describers who are able to describe the images precisely. Our service users spoke highly of these services.

Very often, the intervals between dialogues could be very short, but we still try our very best to describe all the actions and interactions between the actors onscreen.

Another centre of HKSB, the Rehabilitation Centre, organised martial arts classes, such as Wing Tsun (詠春), Tai Chi (太極), and social dance as well. Our members are joining these classes actively on a weekly basis. Thus, our HKSB Library also holds few titles related to Wing Tsun and Tai Chi.

*If a young LIS graduate is aspired to become a librarian for the HKSB, what kind of professional advices would you give to him or her?*

We are a special library, providing services catered for people who suffering from disabilities. People with disabilities tend to have special needs, and definitely require more love and care, as well as patience in comparison to other healthy people. My daily work as a Library Staff at the HKSB includes handling members’ enquiries via telephone, asking about our book-borrowing services. Very often, they may just call in for chatting (to socialise); we have to be patient in listening to them. Besides, they may not have many family members or friends to talk to, especially the people who really care for them and have good understanding of their physical as well as psychological needs. Others may not be able to understand their problem as much, but since we are in this service sector catered specially for the blind and the disabled, we are trained to have better understanding of their needs and difficulties.
From Bullets to Biographies:
Informational Interview with
Tony Banham
Hong Kong War Diary

by

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Introduction

The rapid growth of Internet technology has led to an incredible change in information dissemination and information communication, providing challenges and opportunities to the construction of digital archives. The Hong Kong War Diary (HKWD) is a born-digital archive of Hong Kong, centering around World War II (WWII). In the following interview, Tony Banham, the founder and maintainer of HKWD, discusses his unique experiences as a writer and research of WWII as well as his understanding of the traumatic war experiences and psychiatric symptoms among WWII veterans.

Could we begin this interview by first introducing yourself, for example, your education background and your professional training? How long have you been working in Hong Kong?

My name is Tony Banham. I have been living here in Hong Kong since 1989, so for over 25 years. My background before coming to Hong Kong was research and development. I previously worked for Shell [Oil Company] and the European Space Agency (ESA). My original degree was in Computer Science from a British university. I decided to come to Hong Kong when I was traveling soon after I left

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1 Shell Oil Company – Homepage. Available at: http://www.shell.us/

2 European Space Agency (ESA) – Homepage. Available at: http://www.esa.int/ESA
the ESA. When I visited Hong Kong, I found it fascinating, so I wanted to move here, despite the fact that there were no R&D jobs in Hong Kong in those days. So I ended up working for commercial software companies ever since. I am currently working for Oracle in Hong Kong.

What made you begin this kind of online image database centering on the theme of the wars and other battles that took place in Hong Kong?

Well, I have been keeping a lot of information online about every single military defender of Hong Kong, as well as other non-Chinese people who fought in these battles during World War II (WWII). My interest in the period started when I was a child, when I was still living in Norfolk, in the UK. I was born 14 years after WWII. In fact, it sometimes feels that the whole county of Norfolk was used for training military forces during WWII, or for air force operations. So when I was a small boy, I was used to walking around these small towns in Norfolk, picking up things like rifle cartridges, or bits and pieces of crashed planes. Over time, I became interested in anything and everything concerning WWII. And as I became older, that gradually developed into a general interest in history. Prior to coming to Hong Kong, I spent some years living and working in both Holland and Italy. When I was there, I studied the wartime campaigns in both countries – Arnhem and Anzio in particular. When I came to HK, I wanted to read about what happened in Hong Kong during WWII. I knew absolutely nothing about that when I first arrived here. So I started reading books concerning Hong Kong during the period. Unfortunately, I couldn’t find any really detailed books, but it struck me that with only 14,000 defenders (and the total number of Japanese attackers perhaps double that) it would be possible to take a much more granular approach and study each individual. That’s really what I set out to do.

For this reason, I started collecting information, and the first thing I thought of doing was visiting local archives. Twenty-five years ago, people in Hong Kong would always tell me, “There’s no chance of finding such information. Everything is simply gone! All the important documents were burnt during the Japanese occupation. All the WWII survivors are now dead.” It was basically very discouraging. But surprisingly, I managed to find quite a number of survivors still living (in Hong Kong and abroad) and I began interviewing them -- gradually making this information available on the Internet for public sharing.

My Hong Kong War Diary (HKWD) website started in either 1999 or 2000. At that time, it was the only historical resource about Hong Kong in WWII available in digital format. The end result was that anyone who used search engines (e.g., Alta Vista in those days, or Google, Yahoo, etc.) to search about “Hong Kong” and “WWII,” would all be automatically directed to my website, Hong Kong War Diary.
because there was almost nothing else available on the Internet at that time.

So ever since then, I have been gradually building up a website with content centring on that theme. Initially, the contents of this website were about the WWII survivors themselves. But as time goes by, I have managed to find much more information concerning the survivors’ children and their grandchildren as well.

Even more surprisingly, I found that many of the survivors (and their children) have preserved records such as letters, photographs, and an amazing number of diaries written during wartime. And all of these materials were totally unintegrated before, for the reason that every [WWII survivor] family was separated, and there was simply no network for linking or gathering them together. Every piece of material that I found was absolutely unique, and the survivors typically had not donated them to local archives. In a way I was surprised to find that nobody else had done this research in such a comprehensive manner before me, but of course because of the convenience of the Internet, it has become much easier to find people, and link people together, and form networks to encourage the sharing of information. In other words, I managed to unearth a great amount of materials concerning Hong Kong during WWII that was never known to anyone else.

The materials I discovered include a large number of photographs, but mostly text. And when people sent me information about Hong Kong during WWII, they tend to send me images, that is scanned images, though not necessarily photographic works. In fact, many of them are personal letters, photographs of telegrams, and of course, quite a large number of personal diaries as well. So I put all these all materials together, and make them available via my website and books.

In addition, I would also put the names of the individuals online to go with the images. The end result is that when somebody searches the keywords online, they would also be directed automatically to my website – to continue browsing for relevant information or images. And very often when they found something there, they would contact me, asking about their fathers and/or grandfathers. I would answer them, and in return, I would ask, “Do you have more photographs, letters and whatever?” To my initial surprise, almost all people responded positively, and sent me information in a variety of formats.

Despite the fact that there are tens of thousands of images on my website and computer, I have almost no documents or images that are original. Every now and then someone sends me something original, for example, original drawings done by someone who was held at a POW (prisoner of war) camp. But I actually
discourage people from doing that because I simply don’t have facilities to handle (preserve) that kind of thing. I know what the Hong Kong climate is like, and it is simply not good for preserving paper-based documents. So even when I get a document like that, I tend to scan it in with high resolution, and then make it available online – as a way to preserve the original documents.

In which year did you actually start this Hong Kong War Diary project? Or did you start the data collection much earlier, but only until recently began to put materials online for sharing?

I started reading about Hong Kong during WWII in the year I arrived - 1989, and I started putting things online in 1999, or 2000, that is about ten years afterwards. Currently, there are about ten websites on Hong Kong in WWII floating around the Internet; many of them are set up by individual amateurs, while some are set up by organizations. None of these are really comprehensive, even those by organizations.

What is so unique about my site? I think it has to do with the fact that I write the monthly updates on my website myself. But these monthly updates come from the emails I receive. So on the website I make my email presence very visible, and I sometimes have email conversations with people months or years. At the end of month, I write up those email conversations with the interesting parts, presenting them in a form of an online blog on my website. But that blog also becomes the index into my emails, so actually I use the emails themselves as the database. Meanwhile, the blogs tell me exactly when I received each piece of information from whom, and on what date. And in total that blog/index is now over 250,000 words and 65,000 emails.

When people send you textual documents to be contributed to your website, are these documents mostly in Chinese, English, or Japanese?

Almost entirely in English, to about 99.99%. Occasionally, I receive a document that includes some Chinese. Some of the guys in the British Forces in those days were Chinese or Eurasians – and they would produce some sort of scrapbooks made during their time spent at the war camps (which could be in Chinese). And a surprising number of regulars and volunteers even though European, spoke Japanese or Chinese. But I have not yet once received anything from a Japanese veteran or the family of a Japanese veteran. In almost all cases, it has been the families of the British garrison, including many Canadians, and of course some of the people who were local Chinese. And occasionally, not very often, families of

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3 Hong Kong War Diary – Homepage. Available at: http://www.hongkongwardiary.com/
the Indian parts of the garrison as well. But the numbers of emails I received from the Indian families is probably only 10 or so.

I am sure we have received images and documents of varying nature, format, and complexity donated by a people coming from different cultural and ethnic backgrounds. So how do you catalog these materials or provide a theme to them together – so that materials could be presented to the users in a coherent and logical manner?

This could get really complicated. This is exactly the problem, which I faced since day one. What I decided to do was to use my books as the central focus – in order to catalogue the information with a central theme – for presenting specific topics. The first book I wrote was about the battle itself Not The Slightest Chance. The second book was The Sinking Of The Lisbon Maru – investigating the 2nd October 1942 sinking of the Japanese vessel Lisbon Maru at the hands of SS-214 (USS Grouper) off Zhoushan, China. This ship was carrying almost 2,000 British ex-Hong Kong POWs. The reason why I wrote the second book was because so many people contacted me after I wrote the first book as they had ancestors on board the Lisbon Maru, and they wanted to learn more about it. In addition, I had contact with more than a dozen survivors who had been on board. Back in 2003 or earlier, there was a window of opportunity that I had to take, when I could still talk to the veterans who had been on board this particular ship. Clearly I had access to all these people and a lot of information that would probably not be available in the future.

The third book, about the POWs (We Shall Suffer There), took care of all the other information I gathered about prisoner war camps and prisoners of war. So, that became the next focus for the same reason because in the earlier two books, I made contacts with so many people who had either been prisoners of war, or were the children or grandchildren of prisoners of WWII. When I started focusing on that book, I reached out to all those contacts again and said, “This is what I am focusing on now. Please send me any other information you have about that,” and I have already catalogued what they sent me before.

That became the focus there, and I pulled all that information together into writing that book. The fourth book – not yet published - which was my Ph.D. dissertation (Reduced To A Symbolic Scale), came again from analyzing conversations I have had, because I noticed early on that a surprising percentage of the emails I received actually came from Australia. Initially, I didn’t realise why, because I was dealing primarily with a British garrison, Canadian forces, and with Hong Kong people. It made sense to get emails from the UK, Canada, and Hong Kong, however, around half of the emails I was getting were from Australia. It took me a while to realise
this was all due to the evacuation of British women and children from Hong Kong to Australia in 1940, that is not just women and children of the garrison troops, but the women and children of British society in Hong Kong in general. Most of them were sent against their will to Australia in July 1940, and had not been allowed back so they were unable to return to Hong Kong in the year and a half between July 1940 and the Japanese invasion.

Well, it was actually even worse than that because once the Japanese invaded, they weren’t able to come back until after WWII. What happened was that when France fell in June 1940, the British Government thought that the Japanese would take over Vietnam and then maybe would attack the other European colonies along the coast as well. They thought Hong Kong was under serious threat. Hence, they decided to pre-emptively evacuate the women and children from the garrison for their own safety. Having evacuated them, although the immediate danger went away, I think that belatedly they just felt it was too risky to let them back, because they thought the Japanese would attack at some point. If they let them back, then of course they would be blamed.

There had been other evacuations in China before. The British population in Shanghai evacuated to Hong Kong in 1937, but then they drifted back because they knew the danger had gone. The British women and children who had been kicked out wanted to come back, but after the Japanese took over Hong Kong in 1941 it was no longer possible.

**Why did the British not choose to return to UK?**

Some of the evacuated British did return to the UK, but a lot of them just kept waiting and waiting and waiting. After December 1941, at that point, some of them decided to go back to the UK, but many of them decided to stay in Australia, so that became the focus of my fourth book, *Reduced to a Symbolical Scale.*

**You have collected a large number of images depicting Hong Kong during WWII. The images you have collected, after putting them together, do they give you some sort of account describing the social and living conditions of Hong Kong and its neighbors, such as Macau and Guangzhou during war times?**

Well, it is rather difficult to say because there is a black hole in the records. These were the very dark times. The records and documents I have are primarily up to 8th December, 1941, and then they start again in August 1945. In other words, there is a four-year gap in my collection. The period between 1941 and 1945 -- that middle bit is the most interesting part, because all I have for that little bits and pieces from the newspapers and personal letters to and from prisoners of WWII.
And by the way, very few letters got through during the war years, so every soldier probably sent and received just a dozen of letters or so. However, these war diaries of prisoners don’t really tell you much about the ordinary life in Hong Kong during that period. They just tell you about the prisoners of WWII. It is such a very interesting point, because I don’t think anybody has done any high-quality research [in English] to date about Hong Kong itself during WWII, though Philip Snow’s book is good. What I have collected is very incomplete.

Are there any online Chinese resources out there documenting Hong Kong during WWII?

Maybe there are some Chinese ones that I am not aware of, and that could be true. But I have asked some of my Chinese friends in Hong Kong, “How many people do you think died in Hong Kong during WWII?” They simply have no idea. My calculation, and I think it’s conservative, is between 215,000 and 250,000 ordinary Hong Kong citizens perished during WWII, and yet there is no monument dedicated to their deaths, which I think is very disappointing. I mean Singapore has their own monument dedicated to Singaporean civilians lost in WWII, but there is nothing in Hong Kong -- so clearly, it was a very bad period. People starved and the Japanese wanted to get rid of the local Chinese population, because they were considered just a major burden for them. Because the Japanese army had to feed the Chinese civilians in Hong Kong, as well as to keep them in order.

The war against Japan was a war of attrition, so there was minimal shipping for bringing food into Hong Kong, so the Japanese simply wanted to clear Hong Kong of its civil population. But the main focus of my research is on the non-Chinese people in Hong Kong during WWII, so I don’t have a credible mass of information about the local civilians.

Comparing Hong Kong against Nanjing, do you think one could locate a lot more information on Nanjing during the Japanese occupation and its massacre?

Well, I’m not sure that is possible, because if you look at the actual documentation about the attack on Nanjing and the subsequent massacre, there isn’t a huge amount either. Iris [Chang] wrote that book, The Rape of Nanjing, but if you look at her [primary] source materials, they are not that impressive. There were quite a few photographs taken, and there were accounts from some Americans and Europeans who were in the city of Nanjing at the time but honestly speaking, there is not a huge amount of primary materials that I have come across. Some of the Japanese people involved in the massacre have written about it more recently, but
then not a huge amount of information (I mean primary sources). Again, there could be more in Chinese, but I don’t know if there was any programmatic attempt to garner oral histories or other information on the massacre.

**Who are the majority of users of your Hong Kong War Diary website?**

I can tell you, approximately 95% of the visitors to my website are people doing research on family history. They want to know what their fathers and grandfathers did, and what they went through during WWII. From day one, the most common email I receive says something like: “My father just passed away. He never spoke about WWII. Can you please tell me what he went through?” And that is interesting because so many of the veterans couldn't talk about their experiences afterwards because it was so traumatic. But they didn't mind talking to me, because there was no emotional connection.

They did not call it post-traumatic stress disorder in those days, but that was what they were all suffering from. I remember interviewing one particular old British gentleman who came over to Hong Kong, and I said to him at one point in our conversation, “Of all the veterans I have spoken to, you seem to be the only one who came out of it without any sort of mental problems.” And he said, “Yeah, I never had any mental problems apart from my nervous breakdown!” So even he had suffered a nervous breakdown. A lot of the WWII veterans did suffer from the same tragic fate.

Typically, when these veterans got to their 50s and 60s, nightmares about what they went through during WWII would gradually come back.

**Was this British gentleman also a prisoner of war?**

Yes, he was a prisoner. Almost all of them were POWs. I discovered that most war prisoners would suffer mentally from what happened, and this led to a lot of relationship issues. Marriages broke down, some committed suicide; children were often brought up in broken households.

Having gone through such traumatic experiences simply made having healthy relationships with their loved ones challenging. Well, nightmares were one thing. Again, so many children of these WWII survivors have asked me quite directly, “Why did my father wake up screaming every night?”

Many of these people who were once war prisoners started drinking heavily. As I said, suicides, if people got to about the age of 60, there was a rash of suicides -- absolutely typical of PTSD (post-traumatic stress disorder) -- just as you see today,
with young soldiers coming back from Afghanistan. Except in those days, initially at least, it wasn’t really treated or recognized as a specific identifiable problem.

What have I learned from it? Well, my initial interest was pretty much walking up in the hills, picking up bullets, and then I started talking with veterans and I found them very interesting. My focus these days is much more about the families of the WWII survivors, and what these families went through. I suppose that is because I am getting older, and my children are growing up, and I am therefore able to see it from a different perspective. This is also the reasons behind my fourth book, because the evacuation of British families from Hong Kong during WWII, that is a story about families. And again, at the end of evacuation, many of those families did not get back together, or did but then ended in divorce soon after facing such harsh political and social realities of disruptive change.

There is another website out there called Gwulo: Old Hong Kong, set up by another British expatriate living in Hong Kong. The website is also known for having a large collection of images describing what the old Hong Kong looked like during the colonial era. Could you tell us how is the Hong Kong War Diary (HKWD) different from the Gwulo website? In addition, the users of your HKWD website, are they similar to the ones using Gwulo: Old Hong Kong, in terms of their content coverage and use groups?

I would say that Gwulo.com (which is very good) is much broader in terms of subject contents, one part of which is covering Hong Kong during wartime. The major difference I would say is that Gwulo.com collects information, but they do not necessarily disseminate information the same way I do, through books collating information around specific topics.

How can you disseminate information via your Hong Kong War Diary website?

Because people would send me emails asking about what happened to their fathers during WWII. And I would write back to them with at least a few paragraphs, saying this is where he was -- this is where he was during fighting -- this is where he was wounded -- this is where he was captured -- this is when he got back to UK. And whatever they send me, in return, I archive in case it can answer questions from other people.

Are you saying that your work is very much similar to an information provider working under a voluntary basis?

Pretty much so. As least I try to be so.
Would you say your work is very much similar to that of a reference services librarian?

Well, in a way, yes. But really it is a trade. Because when somebody asks me a question, I would then send them back two or three paragraphs telling them what they wanted to know. And then I would say, by the way, do you have any photographs? Do you have any letters written by your father during that particular period of time? And they would gladly give them to me if they have any. So the reference service I provide is very much a living and growing one.

Setting up an online platform for information exchange and sharing is how Hong Kong War Diary website works in practice. In some cases, putting families together, because sometimes, somebody will contact me asking me about their father, and I will reply saying (for example) “By the way, I had the same question from your brother” And sometimes they reply: “I have not seen my brother for many years. So could you put him back to touch?” I was really surprised the first time that happened.

In one case I had an email from Australia from a lady saying, “My father just passed away, can you tell what happened to him?” So I wrote back, copying the same information I had sent her brother from the UK a year earlier. And she wrote back saying, “But I don’t have a brother.” And it turned out that her father had been married in pre-war UK. After WWII was over, because of the trauma of his experience, he couldn't go back to the UK. He couldn't face going back. So he went to Australia, and started a new family. The two families didn't know each other existed. I put the two in touch, and the following year, all the Australian members of his family went to England to meet each their 'new' relatives. And that worked out well. It doesn't always work out quite nicely, but that particular case was very satisfying.

All the work that you have been doing for the Hong Kong War Diary project, are you doing it as a serious hobby / pursuit? Or all these are meant to be the background work for supporting the research of your final Ph.D. dissertation?

Well, the Ph.D. was a later idea, because I already wrote three books prior to starting it. Whether you call it a hobby or a serious pursuit, I think the answer is both. Obviously, it is not for the purpose of moneymaking. It is a big drain on my resources and energy. If I had put that much energy into business, I might be a millionaire by now! But I am very satisfied. Being able to answer people's questions, and giving them information about their parents that they have never had before – this gives me great satisfaction and comfort. It makes me laugh that
sometimes the real millionaires I meet are quite envious of what I do!

**Is this the part of your work that you find most rewarding?**

Yes, it is. As you know, sometimes people have asked me, “What happened to my father? He just disappeared during WWII.” And in some cases I am able to find out what happened to them. As you can see, I am dealing with people, if they were born during WWII, they are in their 70s at least. They have been worrying about these things their whole lives. What I am doing for the Hong Kong War Diary website might give them some kind of mental closure.

**How did you become interested in war-related things when you were a young child? What particular part of WWII interests you so much?**

Well, that is a big question. When I was a kid, it was definitely the hardware. Kids, particularly boys, love guns and bullets, fast planes, and so forth. So, as a boy, there is no doubt that war was my keen interest. But then over the years, I suppose I just matured a bit; that interest never died, but it morphed into the human story.

**Do you mean you were fascinated with the power of destruction behind the military weapons and equipment?**

No. I was only fascinated with them just as toys. What Tim Page says, I can’t remember exactly. Tim Page, a British photographer in Vietnam, said the war was sexy, all the toys were sexy, and there was nothing sexier than helicopters in Vietnam. You know, just the whole image of being crazy about wars. I was never quite like that back then. But I became interested in the history of warfare, and war as a sort of case study in the process of decision-making amongst humans. And I started to develop a better understanding of why people make those decisions, and how people make decisions, what these decisions are based on – their knowledge, experience, and motivations. And now, of course, I realize that war is just a special example of the way humans behave in general.

**You mean that ‘humanity’ side? But would you agree that war could expose the extremely dark side of humanity?**

Well, it is not always that extreme. People always think of warfare as about killing each other; and of course, that did happen in Hong Kong. The British people in Hong Kong were living together in the camps, and (from the outside) that was a fascinating experience. People were being killed, of course, and a lot of people did die from diseases. But the majority of experiences were about boredom --
the boredom and the lack of food, and people grating on each other, because they are just trapped together whether they liked it or not. So it became much more about the human side, and some stories turned out to be quite dramatic. Due to evacuation, families were separated for six years, and it had such unimaginable effect on human relationships. European women who had been totally looked after by servants in Hong Kong, being suddenly evacuated with their children from Hong Kong, fled to Australia, getting a job, looking after the kids, doing all the washing, doing the shopping, doing the cooking. Many of these British women hated it, while some of them thought this was fantastic, because they didn’t have or need a husband any more. They had found freedom. Some British couples did manage to return to UK together, of course, but in other cases, the British women just said thank you, but goodbye.

Why did these British couples separate, and choose not to return to UK together after the war was well over? Did these British couples not marry for love in the first place?

I think some of them married for protection, and some of them had never been independent in their lives. Some of them hated it, and couldn’t wait to get back to their previous lives with servants in Hong Kong, or to return to UK. But some of them just thought it was great to stay in Australia. Sometimes these families split up, with the husband taking one kid, while the wife took another. One side might choose to stay in Australia, the other perhaps returning to the UK. Sometimes, the wives and husbands would return to UK together, but leave their kids behind (grown up now, over the six years) in Australia – so it was every single different combination of situations you can think of. But essentially, the war had changed them. They weren’t the same people they had been six years earlier.

Part of the fun for me to maintain this Hong Kong War Diary website is ‘escapism’ – it is a thing I do when I don’t have to worry about work, and I want a break from working with other people. I just sit down, relax, and focus on working on the things that interest me. It’s just a hobby. If I were paid for it, it would become just another job.

Do you have any researchers, scholars and academics approaching you, asking you to provide information to support this research? Could you give a few examples?

Basically, pretty much everybody who writes a book about Hong Kong during WWII comes to ask me to provide information. And those books may be general history books, or they may be books for children. And in many cases, they are fictional, and these writers want to make sure they got basic facts correct, so all
those people reach out to me. I also get a lot of requests from TV documentary makers, filmmakers, etc.

**Do you charge them a small service fee for providing them with the information they seek from your Hong Kong War Diary site?**

No, I’ve never been paid, but again, I don’t do this for money. If I retire from my real job, then I might change that, and start charging people for fees for using my website! But at the moment, I do it 100% free. Except for one thing, the Hong Kong University Press (HKUP)⁴, and some other formal publishers asked me to serve as their reader (manuscript reviewer), that is to evaluate their incoming manuscripts and make suggestions for improvements. And the HKUP pays me for that, because there is standard rate for paying book reviewers. So every year, I receive two or three manuscripts from HKUP to review.

**Do these users also ask you to provide them with scanned images or photographs from your Hong Kong War Diary website?**

Images yes! But more often they would ask me for details, for example, “What happened in this battle?” “What happened to this person?” “Where did this happen?” “Can you describe what this area was like during the time of WWII?”

They do sometimes ask for photographs. But most of the photographs I have on the Hong Kong War Diary site, I don’t actually own their copyrights. Because these photographs were given to me by other people, but I am happy to put the photo-requesters and the photo-owners together.

To be honest, I am not that interested in using photographs that are already kept safely in an archive. I see my role is unearthing and adding materials that are not already in the archives. My goal is to discover things that are not yet in the archives and still in private hands, thereby making them available to other people.

So the main book I am working on at the moment (the fifth one) is about the people who escaped from Hong Kong during WWII, and what they did afterwards. So the people who left Hong Kong, whether they escaped the POW camps or just evaded, like those Chinese people who got through the lines of war; and then rejoined British forces in mainland China. So now I am working on how they escaped, how they were brought together; where they fought afterwards, and the kinds of impact on the broader war. And another project I am currently working on is to build a dictionary of wartime biographies for Hong Kong. So you hear the same names all the time, for example, Major-General Christopher Maltby, Brigadier Cedric Wallis, etc. I write a formal, approximately 1,000-word

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⁴ Hong Kong University Press – Homepage. Available at: http://www.hkupress.org/
biography for each person for what will hopefully be this dictionary of national wartime biography in Hong Kong. This dictionary will feature about 200 or more of the most interesting people here in Hong Kong during WWII. I can write many of these simply because I am still in touch with those families. So I can bring the information together: their education, their families, what they did during and after the War, etc. That will be a big job, but a valuable one for future researchers. And perhaps a good note to end on!

Hong Kong War Diary

Image 1. Tony Banham.
2. Image 2. Tony Banham and Canadian veterans.


5. Image 5. Bowen Road Hospital.
Dr. Hwa-Wei Lee, recipient of
2016 CALA Outstanding Library Leadership Award
In memory of Dr. Margaret Chang Fung

Judy S. Lu
Former Head, Collection Services
Asian Division, Library of Congress

Dr. Hwa-Wei Lee, an outstanding library administrator for nearly five decades, was presented with the 2016 CALA Outstanding Library Leadership Award in memory of Dr. Margaret Chang Fung at the CALA Annual Awards Banquet on Sunday, June 26, 2016 during the ALA Annual Conference in Orlando, Florida.

As many professional librarians and scholars know, Dr. Lee has a world-wide reputation for being an exceptional library administrator and leader, a scholar, and is an ambassador for East-West cultural exchanges.

Born in China, Dr. Hwa-Wei Lee traveled to the United States from Taiwan in 1957 to pursue graduate studies at the University of Pittsburgh.

In the years following the completion of his M.Ed. and MLS degrees in 1961, Dr. Lee worked as the first assistant for acquisitions at the University of Pittsburgh Library and then as head of technical services at Duquesne University Library. After the completion of his Ph.D. in 1965, he was appointed, consecutively, as the Head librarian at Edinboro State College of Pennsylvania; Director of the Library and Information Center at the Asian Institute of Technology in Bangkok, Thailand (under the sponsorship of the U.S. Agency for International Development); and Associate Director of Libraries and Professor of Library Administration at Colorado State University.

In 1978, Lee joined Ohio University (OHIO) as director of University Libraries. Soon after taking office, he made it a top priority to build the research collection to ensure that the library would meet the necessary requirements for membership in the Association for Research Libraries (ARL), an organization established to address issues that affect libraries, research facilities, higher education and scholarly communities to build the research collection to ensure that the library would meet the necessary requirements for membership into the Association for Research Libraries (ARL), an organization established to address issues that affect libraries, research facilities, higher education and scholarly communities. Ohio University Libraries earned its place among that elite group of research libraries when it joined ARL in 1996—a true testament to the strength, size and quality of the libraries' research collection.
In the early 1980s, Lee was able to recognize the great potential for expanding upon the libraries’ services with the acquisition of the Virginia Tech Library System (VTLS), an automated system which enabled staff to download the machine-readable cataloging records (MARC) from the Library of Congress, do on-line cataloging, and complete circulation tasks. The system, which was named “Alice,” enabled library users to search the libraries’ materials online. Throughout the years, the system has evolved to accommodate the library services such as automated acquisitions, serial records and reference services.

Lee’s legacy also includes the libraries’ reputation as a diverse and internationally-connected resource institution. The library received international attention when the Dr. Shao You-Bao Center for Overseas Chinese Documentation and Research was founded in 1993.

During his 21-year tenure at OHIO, Hwa-Wei Lee was instrumental in organizing the International Librarians Internship Program, enabling librarians from around the world to learn about the current librarianship practices of Ohio University. This unique informational exchange was reciprocated when OHIO librarians visited the home countries of prominent librarians to facilitate a mutual understanding of library practices.

Throughout his extensive career, Lee remained active in various areas of librarianship. Lee’s expertise was shared through honorary and consulting professorships, advising, and speaking at libraries, universities, businesses and research institutes in China, Hong Kong, Indonesia, Japan, Korea, Malaysia, Singapore, Taiwan, and the Philippines, as well as many other countries.

In March 2000, Hwa-Wei Lee worked in collaboration with OHIO’s Dr. Shao You-Bao Center for Overseas Chinese Documentation and Research to direct the first World Confederation of Institutes and Libraries for Overseas Chinese Studies (WCILCOS) conference. The conference, an astounding success, attracted representatives from over 50 research institutes, libraries, universities, academic societies, museums and archives from around the world. Since then, five WCILCOS conferences have been held worldwide. In recognition of his many contributions, he was awarded an honorary doctor of letters degree by Ohio State University during the June 2012 commencement ceremony.

Immediately after retiring as dean of Ohio University Libraries, Lee was invited by the world renowned OCLC Online Computer Library Center to serve as a visiting distinguished scholar and consultant for three years.

Dr. Lee was the Dean Emeritus of Ohio University Libraries before he was selected to be the Chief of the Asian Division, the Library of Congress (LC) in 2003. He reorganized the structure of the Asian Division, emphasizing cooperation and harmony. During his five-year tenure at LC, Dr. Lee encountered many difficult work-related situations, which he solved through creativity and insight. He also improved the employees’ productivity, expanded the readership to the Asian communities, and improved collection management.

Among many projects and programs that were completed during Dr. Lee’s tenure (2003-2008) four are considered to be the most noteworthy. They were: (1) Establishing the Asian Division Friends Society as an organization reaching out to the Asian communities for their
support of scholarly activities; (2) Creating the Florence Tan Moeson $300,000 Fellowship and Collection Preservation Fund to provide fellowships for library patrons to use the Asian collections and to provide funds for library training; (3) Conversion of East Asian serials online check-in procedure in order to allow readers to view the Asian serials globally; and (4) initiate efforts to reorganize the book decks and have the un-cataloged books, periodicals, rare materials and other resources cataloged and digitalized.

Dr. Lee also reorganized and revitalized the Asian Division. He implemented state-of-the-art improvements for personnel management, administrative procedures, and the preservation of the unique collections in various Asian languages. He worked to fill vacant positions according to the needs of the Division. He publicly recruited the most capable candidates and initiated awards for employees who performed above and beyond their regular duties. Ten of his most notable initiatives are listed below.

1. He revised acquisitions plans in order to acquire the efficient online databases in the Chinese, Japanese, and Korean languages.
2. He revised acquisition methods and procedures, using the financial support of the Luce Foundation.
3. He improved the communication and contact between the Asian Division and LC field offices in the South Asia and Southeast Asia areas.
4. He opened the Asian Reading Room on Saturdays in order for more readers to use the Asian collections.
5. He used the Asian Division Friends Society to increase scholarly activities and to promote the Division's collections and services.
6. He increased fundraising in order to set up more research fellowships.
7. He improved the Asian collections and also established a new Asian American Pacific Islander Collection.
8. He oversaw efforts to reorganize the book deck and to send out un-cataloged periodicals for cataloging.
9. He oversaw the updating of the serial check-in system from a manually-operated procedure to an online check-in system.
10. He fostered collaboration with the national libraries of the People's Republic of China, Japan, Korean, and the Republic of China to digitize the unique rare materials in each library in order to make this information available to readers in all of these libraries.

Immediately after his retirement Dr. Lee continued his efforts to preserve culturally and historically important Asian materials by providing advice upon request from the LC Asian Division staff. As a result, many unique collections and materials were brought to the library after many significant programs were initiated. Thousands of historically important documents were preserved because of Dr. Lee's influence.
Dr. Hwa-Wei Lee was one of the founders of the Chinese American Librarians Association (CALA). CALA members celebrated the fortieth anniversary of the organization by issuing a special issue of their Spotlight publication in his honor and producing a video on his life. This was followed by a series of CALA fortieth anniversary events during the ALA Annual Conference in Chicago in June, 2013.

Recently, Lee was announced as the recipient of the 2015 Melvil Dewey Medal on February 12, 2015, and the American Library Association (ALA) honored him with this prestigious award on June 28, 2015. This award recognizes the achievement of the most innovative leaders in the fields of library management, training, cataloging and classification, and tools and techniques of librarianship.

Lee is an extremely skilled and accomplished professional in every aspect. From the legacy he built at OHIO Libraries. The Library of Congress to the many universities, institutes and facilities that he has consulted, partnered and led; he continues to be celebrated for nearly five decades of unparalleled dedication to the advancement of the field of librarianship. Dr. Lee is the most deserving individual for the 2016 CALA Outstanding Library Leadership Award in memory of Dr. Margaret Chang Fung.
IN MEMORIAM

Weiyi Wan

Weiyi Wan of Ann Arbor, MI, age 83, passed away peacefully on Thursday, March 3, 2016 at Arbor Hospice in Ann Arbor. Born on May 21, 1932, in Tianjin, China, Weiyi was the second of three sons of Hsin-Chuan Wan and Mei-Hsu (nee Hu) Wan. The Wan family was from Jiujian in Jiangxi province. For many generations they had served in the civil service, and his father was a county magistrate.

Despite the disruption of Sino-Japanese and Second World Wars, Weiyi developed a passion for books and literature. The family moved to Taipei, Taiwan in 1949 and he graduated in 1952 from the Chinese Department of Taiwan Normal University. After completing compulsory military service, he joined Tamkang College as a lecturer in Chinese and English. In 1955, the Ministry of Education of the Republic of China announced the first government scholarship program for graduate studies abroad. After placing first in the exam for the field of library science, he studied at the University of Minnesota and completed a Master's Degree in 1957. He then worked briefly for the Detroit Public Library system from 1957 to 1959 while studying for a second MA at Wayne State University in public policy and administration.

In 1959 he returned to Taipei to work at the National Central Library as the chief assistant librarian to Dr. Fu-Tsung Chiang, the founding director. In 1961 he moved to the newly formed Department of Library Science at the National Taiwan University as an associate professor of library science. During his tenure at National Taiwan University he taught courses on the history of books and printing, library science fundamentals, and was a faculty student advisor. In 1964 Weiyi accepted an invitation to become the curator of the Chinese collection at the University of Michigan.
The connection of the University of Michigan with East Asia dates back to 1880, when university president James B. Angell was asked to serve as the plenipotentiary minister to China on behalf of the United States government. The University of Michigan's commitment to East Asian scholarship has existed ever since, and in 1941, the Association for Asian Studies was founded in Ann Arbor. The Asia Library was formally established until 1948. In 1961 the Center for Chinese Studies was created, and the first director, Prof. Albert Feuerwerker, wanted to enhance the Chinese studies program by systematically building up the collection of primary sources held by the library. He had met Wei-ying at conferences in Taiwan during the 1960s and offered him the position as curator of the Chinese collection in 1964. A large-scale plan of expansion of the Chinese language materials was initiated to support the ambitious research and instructional programs. This expansion drew the notice of Profs. Arthur and Mary Wright of Yale University, who convinced Wei-ying to join them in New Haven in 1966 until 1969 as head of the East Asian Collection. During this time he was elected a Fellow of Davenport College.

In 1969, the University of Michigan enticed Wei-ying Wan back to Ann Arbor to be the head of the Asia Library. The return allowed him to complete the original plan of systematic development of the collection, and soon the resources were in place to allow in depth primary research in all of the major fields of social science and the humanities. The opportunity to acquire the critical primary sources for research across such a broad scope was a bibliophile's dream. Notable additions included a microfilm copy of the Peiping Library Rare Book Collection and the National Central Library microfilm copy of over a thousand titles from its rare book collection. Two thousand reels of files from the Yu Lien Research Institute in Hong Kong, microfilm copies of 19th century British diplomatic archives from the British Public Records office, a nearly complete back file of all major Chinese newspapers both national and provincial on microfilm and rare private collections from Taiwan and Hong Kong all were acquired. This collecting effort was honored in 1978 with the first of a 25 volume series issued by GK Hall reproducing the Asia Library catalog holdings in book format. The Asia Library was now not only one of the nation’s major collections but one of the few that were specifically created for primary research needs.

In addition to building up the Asia Library, Wei-ying served as a member of the Executive Committee of the Center for Chinese Studies until his retirement in 2003. In 1976 he was a member of the University of Michigan delegation to visit China, one of the first to visit after President Nixon's trip in 1972. In 1981 he again was part of the official University of Michigan delegation and provided consultation with the Chinese Ministry of Education to develop cooperative exchange programs with major Chinese institutions. Wei-ying's expertise and experience led to invitations to serve as an evaluator and consultant on East Asian collections for major libraries such as the Hoover Institute at Stanford University (1968, 1985), Columbia University (1968, 1986), Claremont Graduate School of Claremont Colleges (1990), University of Wisconsin at Madison (1995) and the Committee on East Asian Studies, Harvard University Board of Overseers (2000 to 2003). He was also active in the professional library association serving as Chair of the Association for Asian Studies Committee on East Asian Libraries (1970-1971).
During his career that saw many technological changes, Wei-ying Wan eagerly embraced innovation. The Asia Library was a founding member of the Research Library Information Network Chinese Japanese Korean database (RLIN CJK). The conversion of the card catalog into machine-readable form made the records available through the University Library online catalog. Recognizing the potential of then nascent Internet, the Asia Library was among the first to have its own web page, the first to have multi-lingual content, and first to hire as librarians staff whose primary training and expertise was in computer science and technology.

In addition to his love of books and reading, Wei-ying enjoyed cartoons, especially the work of New Yorker cartoonists Charles Addams and Peter Arno, Jingxi (Peking opera) and Chinese and American movies. He is survived by his wife Ching (nee Chao) Wan of 61 years, sons Bertram and Julian, and his younger brother Wei-Chun Wan of Taipei. A private burial was conducted through Muehlig Funeral Chapel, Ann Arbor, MI. Contributions may be made to Arbor Hospice, 2366 Oak Valley Drive, Ann Arbor, MI 48103, or the Wei Ying Wan Book Fund care of the Asia Library, 920 N. University Avenue, Ann Arbor, MI 48109

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IN MEMORIAM

Yong Kyu Choo
1927-2015

Yong Kyu Choo, former Librarian for the Korean Collection at the East Asiatic (later “East Asian”) Library, University of California, Berkeley, passed away after a long illness, at his home in Lafayette, California, on November 25, 2015.

Yong Kyu Choo was born in Chongsŏng-gun, Hamgyŏng-pukto, in what is now North Korea, in April 24, 1927 and graduated from Kyŏngsin High School, in Seoul, in 1945. He received his bachelor’s (1952) and master’s (1955) degrees from the College of Law, Korea University. He subsequently taught English at Chemulp’o High School, Inch’ŏn-si, for eleven years. In 1963 he crossed the Pacific to pursue an advanced degree at his father’s alma mater, the University of Michigan, and eventually obtained a second master’s from Michigan’s Department of Library Science in 1964. His first professional position as a librarian was at Berkeley’s East Asiatic Library, where he would remain for more than three decades. He retired from the full-time position in June 1998, and retired altogether in June 2001.

Up to the mid-1960s, only the Library of Congress and Harvard University had Korean specialists on their staffs. Yong Kyu Choo’s arrival in Berkeley therefore marked a change in the direction of Korean studies in North America. Not only was he proficient in Chinese and Japanese as well as Korean, and in possession of a wealth of knowledge of all three countries and their respective cultures; he assumed his position at a time when research and teaching in Korean studies was expanding, both on campus and across the country. With his arrival, the Library accordingly initiated an ambitious and systematic expansion of its Korean language collection. One of Yong Kyu Choo’s outstanding accomplishments in this regard was the acquisition of approximately 2,300 rare and antiquarian volumes from antique dealers in Seoul during the 1960s, including 1,500 volumes of the Korean Tripitaka, *P’alman Taesanggyŏng* printed in the ’60s from blocks originally carved at Kanghwa Island in the thirteenth century and housed at Haeinsa since the late fourteenth century. Berkeley’s is one of only twelve sets reprinted, and the only set in North America.

In 1967-68, Yong Kyu Choo took leave from Berkeley for ten months to help the University of Hawaii build its Korean collection. (He returned in spite of Hawaii’s efforts to retain him.) With the creation of the Asian Branch of the Oakland Public Library, in the 1970s, he began to serve as a member of its Advisory Committee. In that capacity, he established the Korean section and for ten years provided instruction to staff on acquisitions and technical processing of Korean language materials.

As Head of the East Asian Library’s Technical Services unit, Yong Kyu Choo was engaged in the effort to develop automated solutions to cataloging problems in East Asian collections, even going to the length of studying computer science. As a leader in the profession, he was also involved in implementation of retrospective conversion of the catalog to machine-readable format, revision of Korean romanization and word division, and installation of bibliographical utilities such as RLIN and OCLC, and local systems like GLADIS and INNOPAC.
From 1989 to 1993, he served as Chair of the Subcommittee on Korean Materials within the Committee on East Asian Libraries. During his service, he played a critical role in establishing the Korean Collection Consortium of North America. The consortium represented the first systematic attempt at cooperative acquisitions on a nationwide basis. From an original membership of six university libraries, the Consortium now encompasses fourteen libraries and is widely considered a successful model for developing and sharing collections. During the 1990s, Yong Kyu Choo also sat on the Subcommittee on Technical Processing, the Research Library Group’s Committee on East Asian Libraries, and the East Asian Academic Librarians of California’s Committee on Collaborative Acquisitions.

In 1994, Yong Kyu Choo completed his *Union List of Korean Serials in East Asian Libraries in the United States* (Ann Arbor, 1994), which he had been working on over a period of ten years. The work included 1,575 titles and presented a comprehensive inventory of Korean serials issued since 1945. It was the first reference work devoted to Korean collections to be published in North America.

His death is a loss for all colleagues, but especially for junior librarians in the field of Korean studies in North America. Yong Kyu Choo was born during the Japanese colonial period, grew up during a time of hardship, and experienced the Korean War. And yet he was able to complete his education in Korea, further it in the United States, and lay a firm foundation for the future of Korean studies and Korean collections in North America. As a member of the succeeding generation of Korean studies librarians, I have benefitted from his work, as future generations of students and scholars will benefit. I have also been inspired by his dedication and accomplishments.

*Jae Yong Chang, Librarian for the Korean Collection, C. V. Starr East Asian Library, University of California, Berkeley*

Yong Kyu Choo at his desk in the East Asian Library (then in Durant Hall) in 1966.
NEW APPOINTMENTS

Xiuying Zou joined the Claremont Colleges Library as the Head of the Asian Library on July 1, 2016. Before coming to Claremont, Xiuying was East Asian Studies Librarian at the University of Pittsburgh from 2005 to 2016. In her tenure there, Xiuying specialized in Chinese and Korean collection development and research services, was the primary liaison to the Asian Studies Center and the Korean Program, and was involved with digitizing unique Asian Studies resources.

Xiuying holds an MA in English from Sichuan International Studies University, an MA in Political Science from the University of Pittsburgh, and an MLIS from the University of Pittsburgh. She has held numerous committee appointments on the Council on East Asian Libraries and in the Chinese American Librarians Association.

(From an Eastlib posting by Carrie March, Claremont Colleges Library)

Hana Kim was appointed Director of the East Asian Library, The University of Toronto effective April 1, 2016. Hana rejoined the University of Toronto Libraries from the University of British Columbia, where she was Head of their Asian Library, which houses collections in eleven major Asian languages. During her time there, she led a variety of projects, including a joint CLIR grant initiative, entitled “Hidden Collections Cataloguing of Rare Chinese Materials,” with the University of Washington, and the Puban Collection Digitization project with Sun Yat-Sen Library of Guangdong Province. She worked with faculty in the Department of Asian Studies and the wider community to develop events and programs such as a Lunar New Year Celebration and the UBC Library Centenary Anniversary. Her fundraising initiatives included the development of a “learning commons” renovation for the Asian Library. Hana worked at the University of Toronto as Korean Studies Librarian for many years with outstanding results and assumed the Acting Director role several times between 2012–2014.

(From an Eastlib posting by Julie Hannaford, University of Toronto Libraries)

Sachiko Iwabuchi was appointed the first full time Okinawan Studies Librarian in the Asia Collection Department at The University of Hawaii at Manoa Library effective August 15, 2016. Asia studies will now include China, Japan, Korea, Okinawa, South Asia, Southeast Asia, Philippines, and Northeast Russia.

Sachiko has three Master’s degrees: Master of Science in Library and Information Science from Drexel University; Master of Arts in History from University of Virginia; and a Master of Laws from the University of Hokkaido School of Law, as well as a Bachelor in Laws from Hokkaido University. Prior to her appointment at Hawaii she worked as a Library Assistant at C.V Starr East Asian Library, UC-Berkeley. Before working at UC Berkeley, she was Print Resources Coordinator at the Prange Collection at University of Maryland, and a Research Associate at the Center for Pacific and American Studies at the University of Tokyo. She was
also the coordinator of the University of Virginia Library Japanese Text Initiative Project, one of the first publicly accessible digital scholarly archives of classical Japanese literature, for six years.

Sachiko’s office telephone number is 808-956-2311 and her email address is siwabuchihawaii.edu.

(From an Eastlib posting by Tokiko Y. Bazzell, University of Hawaii at Manoa Library)

Shirin Eshghi Furuzawa was appointed Head of the Asian Library at the University of British Columbia on July 4th, 2016. Shirin has worked at UBC as the Japanese Librarian since 2007 and served as Acting Head of Asian Library in 2013 and 2014. Prior to joining UBC, she worked as a librarian in Popular Reading and Multicultural Services at Vancouver Public Library.

Shirin received an MA in Asian Studies (Modern Japanese Literature) in 2013, and a Master in Library and Information Studies degree in 2005, both from UBC. She completed the Managing at UBC program in 2014 and is currently working towards her PhD at UBC in Asian Studies (Modern Japanese Literature). Shirin recently completed a study leave as a Visiting Research Student at the London School of Economics and Political Science and as a Visiting Fellow within the London Middle East Institute’s Centre for Iranian Studies at the School of Oriental and African Studies. In January 2016 Shirin was seconded to a yearlong position in Scholarly Communications. In her new role, she will continue to assist with scholarly communications activities through December 2016.

Shirin Eshghi Furuzawa can be reached by telephone at 604-822-5905 and by email at shirin.eshghi@ubc.ca.

(From an Eastlib posting by Lea K. Starr, The University of British Columbia Library)

Lawrence Hamblin has been appointed to the position of Japanese Studies librarian at Emory University effective September 1, 2016. Lawrence received his BA from Amherst College in Massachusetts in Biology. He joined Emory Libraries in 2011 as an East Asian Studies library specialist. In this position he gained experience in collection management and participated in professional conferences and training workshops related to Japanese Studies, at the same continuing Japanese language study. In May, 2016, Laurence was awarded his MLIS degree from Syracuse University.

Lawrence may be reached by email at Lawrence.p.hamblin@emory.edu and by telephone at 404-727-8026.

(From an Eastlib posting by Guo-hua Wang, Robert W. Woodruff Library, Emory University)
Dr. Wu Yang arrived in July to take up a two-year residency as ninth Librarian-in-Residence at Hesburgh Libraries of the University of Notre Dame. Dr. Yang completed his Ph.D. in modern Chinese history at the University of British Columbia and his MLIS at the University of Alberta. During his residency he will rotate among the branches of the Hesburgh Libraries and the Law Library and will participate in developing print, digital, and special collections in East Asian Studies and in providing reference and instruction services. Dr. Yang’s email address is ywu11@nd.edu.

(From an Eastlib posting by Hye-jin Juhn, Hesburgh Library, University of Notre Dame)

Tianni Wang began a one-year appointment at the East Asian Library, University of Pittsburgh in August 2016. Tianni completed her Master in Library and Information Science at the University of Pittsburgh, and her bachelor degree in Library Science at Wuhan University in China. Tianni will provide reference and instruction services and participate in EAL projects. Her email address is tiw32@pitt.edu.

(From an Eastlib posting by Haihui Zhang, East Asian Library, University of Pittsburgh)

Jia Xu joined Yale University as Chinese Technical Services Librarian in September, 2016. Before coming to Yale she was the East Asian Catalog Librarian for fourteen years at the University of Iowa, where, in addition to cataloging Chinese material, she also cataloged Korean audio and video recordings as part of a special collections project. She has experience in authority control procedures and non-MARC metadata standards, metadata creation and authority control for digitized and archival materials.

Jia's professional activities include participation on several national committees, including the Committee on Cataloging: Asian & African Materials (ALCTS/ALA), where she is the East Asian Specialist. Jia is also a member of the Subcommittee on RDA of the Committee on Technical Processing of CEAL, where she is a member of the Geographic Name Study Group. Jia has also been a member of the PCC Standing Committee on Automation, and other PCC task groups.

Jia received her M.S. in Information and Library Science degree from Clarion University of Pennsylvania. She also has a B.A. in Library Science from Nanjing University and a B.S. in Plant Pathology from Nanjing University.

Jia Xu may be reached by email at: jia.xu@yale.edu.

(From an Eastlib posting by Michael Meng, Yale University Library)

Karen Yu has been appointed Head of East Asian Technical Services at the University of Chicago East Asian Collection, effective October 2016. Karen holds a B.S. degree from China University of Geosciences in Wuhan, China, and received her MS in Library and Information Science from Syracuse University.
Karen previously worked from 2004 to 2007 as an original cataloger in the Texas A & M University Libraries followed by nine years, from 2007 to the present, in the East Asian Library of the University of California at Berkeley. At the EAL, she was first Chinese Materials Cataloger, then East Asian Metadata Librarian, and most recently Chinese Cataloging Librarian. In addition to her extensive experience in cataloging materials in various formats including books, serials, maps, and audiovisual materials, she also helped implement outsourcing cataloging with various Chinese vendors, served as resource person on RDA implementation for the EAL at Berkeley, led the EAL’s NACO participation, and was a CJK NACO Reviewer at the national level.

Karen can be reached by email at Karen4@uchicago.edu or by phone at 773-702-8435.

(From an Eastlib posting by Yuan Zhou, East Asian Collection, The University of Chicago Library)