

LIBRARIES OF
ROVIGNO/ROVINJ
ISTRIA/ISTRA, CROATIA:
EUROPEAN BORDER CULTURES

Since the September 2001 attack on the New York City Twin Towers, many U.S. post-secondary institutions have made an effort to increase the number of study abroad programs to countries beyond the typical Western European ones (England, France, Germany, Italy, and Spain) for undergraduate language majors (i.e. junior year abroad). In November 2005, a bipartisan group of senators including Durbin (D-IL) and Feingold (D-WI) among others have authored Resolution 308 declaring 2006 as the “Year of Study Abroad.” The seven senators resolved that U.S. citizens (including librarians and study abroad programs directors) should support initiatives to promote and expand study abroad opportunities (S. Res. 308). To this end, summer programs and short-term interims have attracted a new clientele. The latter has a theme and may be conducted in English or another language and is open to the general student population. Moreover, they are often the first opportunity for young students to study abroad. Therefore, not only do they introduce students to a country, language, and topic, but they also challenge them to examine their beliefs about other cultures and U.S. foreign policy. As a result, many of the activities include experiential learning in addition to traditional classroom instruction and requirements.

At major U.S. research universities, there is an area studies librarian responsible for disseminating information about Eastern Europe. At the University of Wisconsin (Wisconsin), for example, the U.S. Department of Education has awarded it seven area studies grants from the Higher Education Act to promote language and culture among which is Eastern Europe. In addition, these grants require an area studies bibliographer to maintain a research collection and to facilitate research for students and faculty in the targeted area (NCASA 1991).

Preparing for a study abroad program is limited since these programs are not attached typically to a graduation requirement. Both directors and students usually are busy with end-of-semester activities. Although there may be an orientation program, it deals more with logistical information rather than subject content. Even when there is a list of books to read or Internet sites to view, students rarely have the time to do so.

This article will put forth the idea that librarians should play an integral part not only in the state-side orientation and follow-up but more importantly in the in-country activities. Specifically, this paper will examine library resources available in Rovinj, Croatia for students as a venue for intellectual discussion and as a gateway to further research.

Literature Review

Several topics were important for background reading in preparation of this study. In addition to the director's list of general histories on Croatia and border cultures, I conducted searches on libraries in Croatia, Istria/Istra, and Rovigno/Rovinj using several databases.

Croatia

Despite a few books about Croatia that are becoming available in English, these books typically focus on Croatia east of Fiume/Rijeka with the concentration on the former Ottoman area along the borders with Bosnia, the Orthodox Catholic area of Serbia (Grazi 1973; Halpern & Kidekel 2000; Lendvai 1969; Tanner 1997). Slavic people did migrate into the peninsula beginning in the 7th century. They were serfs on farms until 1848. In contrast, the coastal Istrians were traders and fishermen like their Venetian cousins. These coastal people were very much a part of the Mediterranean region (Matvejevic 1999). Many of the Slavs who moved to

coastal towns with the departure of Italians after World War II were Croats and Slovenes from the interior of Istria. In addition, south Slavs who came from outside of Istria repopulated the area. West (1969) describes her travels to Dalmatia, a series of islands and coastal area south of Istria; however, only Zadar/Zara was actually under the Italian state formed in 1861. Only a few parts of this coastline become part of Italy from 1920 as a result of the Treaty of Rapallo.

Despite Istria/Istra's Italian and Slav heritage, for the most part this area of present day Croatia is not part of discussions except by recent Italian authors. Darko's (1998) comprehensive study of Istra is translated into several languages but English is available only online.

Border Cultures

Borders between countries typically have conflicts and misunderstandings. Istria is no different. It is not unusual to meet older people who have held five or six citizenships without moving from their house (Strassoldo & Zotti 1982). In the case of Istria, the colonizing or majority languages (Germanic, Romance, Slavic), religions (Protestant, Roman Catholic, Orthodox Catholic, Sunni Muslim), and heritages were and are often different from their own. For example, one could have been born under the Austro-Hungarians (Hapsburg), then become Italian during World War I, in the 1940s then become German (Nazi occupation), followed by Yugoslavian citizenship (Croatia, Serbia, Slovenia), then Italian, followed by Yugoslavian, and now Croatian. Fortunately, for Istria, the coastal population was not under the Ottoman Turks nor did they participant in the recent homeland/civil/independence war. Consequently, it has not experienced extensive devastation as has the eastern portion of Croatia. Nevertheless, Istrians have been attacked by Italian fascists, German Nazis, Yugoslavian socialists, and Croatian nationalists in their effort to secure territory.

The ethnic cleansing of Italians from Istria between 1943 and 1956 has only recently come to light to U.S. scholars (Ballinger 2003) often through translation (Petacco 2000). Following World War II and the transfer of power to the Yugoslavian government, Italians were encouraged to leave and did so with the result that only about 20,000 Istrian Italians (*rimasti*) remain (Ballinger 1996; Ryan 2001). Many of these emigrants self-identified as Italians using the Italian labels. Most accounts claim that over 350,000 Istrian Italians (*esuli*) fled to Italy. Tomizza's novel *Materada*, translated into English in 1999, illustrates this period. The Istrian Italians argued that the peninsula had been occupied by Romans as evident of the Colosseum at Pola and the world understood the boundaries as stated by Dante in *Inferno* (Ballinger 2003). However, for the few Istrian Italians who remained, Tito allowed minimal Italian schools, classes in Italian at the University of Pola/Pula, newspapers, periodicals, and radio and television broadcasts (Ryan 2001). Although the emphasis is on the Istrian Italians, the Istrian Slovenes and Croats also emigrated during this period.

Libraries in Croatia

Several articles were found that dealt with issues concerning libraries in Croatia. They included topics on reading rooms, youth usage, cataloging, and the role of library professionals.

Stipcevic describes the evolution of libraries in Croatia. The Illyrian reading rooms began during the Austro-Hungarian occupation in the mid-eighteen hundreds (Stipcevic 1989). Most clubs served elites from the Italian and German-speaking populations. The Italian-language clubs populated the Istrian and Dalmatian coasts. Following the Treaty of Rapallo in 1920 in which Istria became part of Italy, all Slavic (Croatian) schools were closed. Italian school officials mandated that Italian was the medium of instruction (Ryan 2001). Priests were

forbidden to use Croatian for religious activities, periodicals were suppressed, and use of Croatian was forbidden in public. Consequently, between 1926 and 1943 the Trieste Tribunal pronounced over 200 sentences against Croatian and Slovenian nationals (Petacco 2000, 15). Place names and family names became Italianized. (Appendix C) Nevertheless, by the beginning of the 20th century, over 180 reading rooms existed in the area of Croatia. Clubs selected books which reflected their constituency; therefore, those in Istria were written in Latin script and reflected the recommendations of the *Index* from the Roman Catholic see at the Vatican.

Following World War II, Croatian patrons of reading rooms were very hostile toward German and Italian book sellers (Halpern and Kideckel 2000, 91). They insisted that reading rooms include more Croatian titles which could be written in Latin rather than Cyrillic script of books authored by Serbs. The "Matica Ilirska" evolved into Croatian cultural centers. Between 1967 and 1971 Croatian nationals tried to suppress all other languages (Kadic 1979; Petrovic 1986). Among the 37 libraries and holdings Stipcevic (1975) mentioned, only the Pula Research Library, the Rijeka Research Library, and Rijeka Town Library are located in Istra (1975). By the 1980s, many scholars and booksellers had become thieves and were selling rare books from the National and University Library (Halpern and Kideckel 2000, 101). Finally, libraries stopped buying foreign books and professional journals (see Centre for Marine Studies). These "Matica Ilirska" (Matica Hrvatska) became the current public libraries. This situation was the case for Rovinj, a town known for its leftist tendencies.

After independence in 1991, Tudjman's party officials imposed censorship on library holdings. For example, all works of Serb writers such as Nobel winner Ivo Andric and Branko

Copic along with U.S. writers such as Oscar Wilde, Jack London, and Mark Twain among others were censored by the Croatian government (Ryan 2001). The party officials sought purity in Croatian literature.

Libraries have also played an important political role. Independence has provided an impetus for exiled Istrian Italians to seek restitution for property taken by Croats during the exodus. Libraries have become a critical component in locating deeds and other documents indicating ownership (Ballinger 2003).

In four articles, librarians deal with the current Croatian situation. The examples originated in Zagreb or eastern provinces which had endured great hardships during the civil war. The Croatian youth suffered greatly during the war and for that reason libraries have been viewed as a source of peace. Librarians describe various projects in Rijeka/Fiume (Tibljak, 2005) and Zagreb (Sabljak, 2003; Stricevic, 2004) for promoting library use through clubs. The "Teen for Teens" project at the Rijeka City Library collaborated with teens at the Oton Zupancic Library in Ljubljana, Slovenia in preparing workshops. Neither of these towns like Rovinj experienced much impact from the civil war.

In Zagreb where young patrons did or could have experienced war, librarians designed programs to address their psychological, social, and intellectual needs. The "Step-by-Step to Recovery" was a bibliotherapeutic approach to reading and self-actualization (Sabljak, 2003). Special departments for young adult patrons have been created at libraries in Zagreb. Croatian librarians have had to adapt skill and learn new techniques to serve this population. Although not mentioned specifically, many Istrians (Italian and Croat) fought on the front lines in the

“homeland” war and thus, they too have similar psychological and physical traumas to their Zagreb counterparts.

One article in *Library Management* dealt with the technology used by catering services in Istra. Sehanovic and Zugal (1997) did an analysis of the changes in technology for the promotion of tourism in Buji, Labin, Porec, Pula, and Rovinj between 1971 and 1990. Although libraries were not addressed specifically, one could interpolate from the data that computer technology was becoming a growing importance for libraries.

It is evident that libraries have been a center for intellectual discussion and political activism. Arranging for U.S. students to utilize Istrian librarians may provide a greater understanding of the issues of border cultures.

Methodology

The summer interim comprised 15 students and the director (a Serb who had spent summers in Rovinj between 1960-1985). The interim topic reflects the director's research on Serbo-Croatian, Slavic critical theory including border cultures, and Eastern European literature.

The students comprised three men and twelve women. Several students were recent graduates and some had taken Serbo-Croatian or an Eastern European literature class with the director. One student was a Serb by ethnicity while several others had eastern European heritages. Several students had no specific knowledge of the area; however, they were international studies majors. Although few of the participants used the various Rovinj libraries, they could have done so during their free time before and after class during the weekdays. The interim class met for three hours over the lunch hour from 11:00 to 2:00. One student utilized

resources at the Center of Historical Research to do background reading on the Venetian economic trade. To become familiar with the city resources, the author visited seven libraries.

Rovinj/Rovigno and two off-shore islands are an Adriatic resort community halfway south on the western coast of the Istrian Peninsula. Austrian aristocracy and royalty during the 19th century used the town for their summer vacations. In addition, the Austrians built a cigarette factory which continues to operate in the middle of the town and a former fish-canning plant that operated by the docks.

Tourism is the second most important industry. During the Yugoslav Regime, the Serbs from Belgrade and other large cities built holiday camps or bought houses from departing Italians for summer homes (Ryan 2001). The winter population is around 12,000 inhabitants; however, during the summer, the town explodes to around 24,000. In May, many schools in Hungary, Slovenia, Austria, Serbia, and eastern Croatia organize a trip to Rovinj. It is not unusual to see 15 huge tour buses parked near a hotel. Perhaps this change explains why *The Rough Guide* (2003) contains an extensive section on Rovinj.

Data were collected by interview and site visits. Photographs were taken to provide a visual record. Several librarians provided additional materials in the form of articles, brochures, and guides. In addition, some of the lecturers who were in Rovinj conducting their own research on different topics discussed their use of local library resources and U.S. research library collections.

Research questions were informal but generally included the following topics:

1. Staff
2. Staff's educational training

3. Number of years as librarian
4. Circulation policy, patrons
5. Classification system (Dewey Decimal, Library of Congress)
6. Acquisition policy (targeted materials)
7. Catalog system (online, card, other)
8. Reference service (online, web site)
9. Instructional activities
10. Professional development (associations, service, articles)

Discussion

During the period of this study, several scholars came to Rovinj to conduct research or to give a lecture. Only two of the researchers utilized the Center for Historical Research. One knew of the collection at the Circolo Italiano. They both were aware of the Centre of Marine Research and the public library; however, they had never been in the facilities.

As for the libraries available in Rovinj, their services were quite remarkable. Yet, few citizens knew of them or used them. For instance the library of the Monastery of San Francesco was closed to the public. Unfortunately, few of the librarians talked to each other or collaborated on projects.

Croatian-Language Libraries

1. Rovinj Public Library (Bibliotekara Rovinj)

The public library is located in an old Austria-Hungarian villa and shares space with the Croatian Cultural Center. The library was created under the Yugoslavian government in 1985.

It is a two-story facility with the director's office on the second floor. The three male staff hold degrees in history, archaeology, and literature. The director, Boris Biletic, is completing a doctorate in Croatian literature, edits a literary journal *Nova*, and writes poetry in his spare time. Prior to this position, he taught several languages in elementary and high schools. All the librarians are trilingual with English and Croatian as commonly spoken languages. This proficiency is reflected in the collection with holdings not only in Croatian but also in English, French, German, Italian, and Spanish. The Ministry of Culture, the city of Rovinj, and patrons fund the library services.

The collection consists of 20,000 titles including children's picture books and young adult novels. Books are copy catalogued from the listing of the National and University Library of Zagreb using an on-line catalogue system. The Crolist uses UNIMARC language for coding entries. The cataloging rules follow "Knjiznica Medvescak." The on-line catalogue is synchronized with other public libraries to facilitate interlibrary loans.

Circulation is limited to citizens with membership cards. Approximately 10 percent of the population are members. Patrons may borrow two books for two weeks. However, during the summer, many tourists make use of the special language collection that includes tourist guide books and of the computers in the air conditioned facilities. The director has arranged several programs in area schools to promote library literacy. Unfortunately, the facility is too small to host classes there.

2. High/Technical School Library (Srednja Skola Zvane Crnje)

In 1947, the Yugoslavian government created the Croatian high school after assuming authority in Rovinj. To reduce duplication of materials and resources, the library serves both the

high school (375 students) and technical school (100 students). The facilities are in a large room on the first floor of a shared building with the Italian high school.

The librarian Branimir Prica holds a library degree from the University of Zagreb with a specialization in museum and archives. His bachelor's degree is in political science. He is a member of several library organizations: one for school librarians and the other for librarians in general.

Acquisitions are provided by the Ministry of Education. They are cataloged by a centralized staff in Zagreb using the Universal Dewey Decimal system. Cards (subject, title, and author) are sent to be included in the local card catalog since the on-line catalog continues to have major problems for school librarians. With the 650 Euros each year for purchases, he typically buys fiction and periodical subscriptions. Every December, he joins other school librarians at the book fair in Pula for discounted educational books. Leisure reading books are available; however, the major collection comprises non-fiction and textbooks. There are no school fund-raisers for books or equipment. Weeding does occur as new textbooks are processed.

Instruction is a major part of his duties. He meets with new students by class for 45 minutes to familiarize them with the system and rules. Then he works with individual students as needed for projects. The librarian also has collaborated with the staff at the public library. To educate students in librarianship, he recruits students to help with circulation and shelving.

Italian-Language Libraries

1. Center for Historical Research (Centro de Recherche Storiche di Rovigno)

Established in 1968 (Ballinger 2003) by the Unione Italiana or Unione degli Italiani del l'Istria e di Fiume [Rijeka]) and operational by 1971 (Ballinger 2003), the Center for Historical Research (CHR) strives to clarify and to specify the history of Istria. The Center is situated in the old city of Rovigno/Rovinj in an Italian villa just off the main piazza of the old city.

The CHR is the only representative organization of Italian national minority for Croatia and Slovenia. Center scholars have only been free to discuss the Italian exodus (1946-1953) since 1991. For examples, researchers have identified over 209 cemeteries and have assembled a photographic record of over 16,700 Italian tombs in Istria (Ballinger 2003). It collaborates with the Istituto Regionale per la Cultura Istriana (IRCI) and the Università Popolare di Trieste) both located in Trieste, Italy and the Slovene Research Institutes in Trieste and Gorizia, Italy.

The CHR focuses on five areas: general history, ethnography, dialectology, history of the worker's movement, and the resistance. Although the majority of books are in Italian, the CHR collects anything and in any language pertaining to the five research areas. Consequently, they have books in English which U.S. students might use during their stay. Since 1996, the CHR has provided Internet connectivity in order to collaborate with the Popular University in Trieste. This service is also useful for the U.S. students in online research.

Researchers assume the library-related duties. Staff has developed an online catalog for the collection which has resulted in requests from international scholars. Researchers are reference librarians for their specialization. In the past, the librarian Silvano Zilli was also the deputy mayor (Ballinger 2003). Giovanni Radossi, the director, founder, and previously history teacher in the Italian high school, is responsible for most of the acquisitions. Since there are no catalogs for many of these books, the director works with jobbers to identify titles through stores,

estate sales, and families willing to sell. Because Trieste is the center for Istrian used books and documents, Radossi spends a great amount of time on the Italian, Slovenia border and at the Università Popolare. In addition to these materials, the CHR became a depository for the Council of Europe in 1996.

The library is a non-lending, research collection of over 100,000 items. The first of three floors comprises general information while the second floor houses materials dealing with Istria. A textbook collection in Italian is also shelved on the second floor. The archives are on the third floor and include a pamphlet and map collection. There is no weeding of materials. As a result, the CHR plans to expand to accommodate new acquisitions. It has computers, scanners, and printers for scholars who conduct research on site.

Publication of research results is another major activity of the Center. Several staff members also edit articles for Center journals: *Atti*, *Collana degli atti*, *Quaderni*, *Monografie*, *Documenti*, *Fonti*, *Acta Historica Nova*, *Ricerche Sociali*, *Etnia*, *La Ricerca*. This operation involves editors, reviewers, and writers.

Since U.S. students of Eastern European history know little of Italians in Istria, this CHR has a wealth of information and great facilities for classes and meetings. The only restriction is that the daily hours are limited by breaks and long lunch hours; however, it is also open the first two Saturdays of each month. The Wisconsin students used this facility twice for class.

2. Circolo Italiano (Comunita degli Italiani della Citta di Rovigno)

Although the Circolo is primarily a social and political venue (Ballinger 2003), it provides a library of books, journals, and newspapers in Italian to its members. There is a substantial collection of materials about Istria. The books are shelved by subject matter followed

by author's name and title. The library housed in a small, but pleasant room on the third floor of the Circolo also has three computers, a printer, and scanner. The Internet connectivity enables members to conduct searches in Italian on a variety of topics and most likely read their email. A volunteer maintains the collection several evenings a week. When the volunteer is not around, the secretary graciously allows members to use the library as a reading room. The staff also speaks English. The director of the Circolo is also the principal of the elementary Italian school. Because the Wisconsin course utilized the facilities for class, students were able to use the facilities as members. In addition, the bar and patio attract many members throughout the day for informal discussion with U.S. students.

3. High School

The Austria-Hungarian government built the Italian high school (grades 9-12) in 1913. Until World War II, it was the high school for the community with Italian as the medium of instruction. In 1945 for economic and political reasons, the Italians community agreed to divide the building with the increasing Croatian community. As a result of "ethnic cleansing" between 1946 and 1953, the Italian student population plummeted to 150 students. Gianfranca Blandini, the teacher of English, also serves as the librarian.

The library collection comprises non-fiction, fiction, and journals. Italian authors and books translated into Italian are featured. For example, the collection has a set of "Harry Potter" series. There are two computers and a printer. Library also serves as a work room for teachers and a storage room for textbooks and class sets of books. The space is not as large as that for the Croatian High/Tech. School. However, its resources include a variety of non-textbooks.

The Wisconsin students visited the high school and spent a morning and evening with students of English discussing politics and society. The principal and the English teacher were eager to have their students practice English. This relationship could expand as a follow-up activity through the librarian, principal, and program director.

4. Elementary School

The elementary school (grades K-8) collection is part of the teachers' workroom and conference room. Most of the collection is the result of donations from parents, Italians, and withdrawn titles from other libraries. Most teachers have their own collection in the classrooms. Since this school is an Italian immersion school, Croatian students are expected to study and read in Italian. The librarian, Gianfranca Blandini, has a split appointment with the high school.

Since some of the Wisconsin students were completing degrees in education, they indicated an interest to spend time in English classes. In the future, such a service might be arranged such as reading picture books to young students or volunteering after school programs.

English-Language Libraries

1. Centre for Marine Research

The Center for Marine Research is an excellent example of "border crossing" and collaboration (Zavodnik, 1995). In 1891, Dr. Hermes of the Berlin Aquarium founded the Center for Marine Research as part of a zoological station on the Mediterranean Sea. As different countries governed Istria/Istra, different organizations administrated the center:

Austria-Hungary -- Berliner Aquariums Dir. Hermes	(1891-1907)
Dr. Otto Hermes and heirs	(1907-1911)
Kaiser-Wilhelm-Gesellschaft	(1911-1918)

fur Forderung der Wissenschaften

World War I Treaty

(Rovigno remains Italian)

Italy -- Reale Comitato Talassografico Italiano (1918-1931)

Italy-Germany -- Kaiser-Wilhelm-Gesellschaft... (1931-1945)

Dir. Steuer & Hammerling

Reale Comitato Talassografico Italiano

Dir. Sella

World War II Treaty

(Division of Istria 1945-1947, Institute closed)

Yugoslavia -- JAZU (Jugoslavenska Akademija

znanosti i umjetnosti (1948/53-1991)

Homeland War Treaty

Croatia -- Ruder Boskovic Institute, Zagreb (1991-)

In 1920, the Zoological Station at Trieste was closed and the library was moved to Rovinj. Over 3000 books and journal volumes along with the reference materials constituted the founding collection. It holds materials from the 19th century to the present in a variety of languages. For example, during the period 1907 until 1911, researchers investigated plankton and reported their findings in the *Zoologischer Anzeiger*, *Archiv fur Protistenkunde*, and *Sitzungsberichte der k.k. Akademie der Wissenschaften*. During the "Italian" period between the two world wars, the scientists published their findings on taxonomic and ecological data of marine flora and fauna in *Memorie del R. Comitato Talassografico Italiano*.

At the beginning of the 1930s, the Chapel of St. Gothard built in the 18th century and adjacent to the laboratory building, aquarium, and gardens of the campus became the library. Summer students from Vienna and Breslau and visiting scientists utilized the library. For a period of 12 years, the scientists published their results on zooplankton, hydrography, and benthos written in German or Italian in *Thalassia*, *Note*, and *Memorie* in addition to other journals. The library collection had grown to 15,000 documents and a reference collection of 1000 items. In 1945, the Italians moved the library to Italy and closed the institute.

Following World War II for a short period (1945-1948), the Yugoslavians struggled to keep the institute in operation. Several organizations administered its activities. The new scientists requested the return of the library collection even though most of the materials were in Italian or German. In 1961, after years of negotiation, 1300 books and journal volumes were returned bringing the book count to 2100. Many efforts were made to enlarge the collection through journal exchanges for *Thalassia Jugoslavica* (1922-1991 vol. 23). However, the Institute ceased its publication as a cost cutting measure during the civil war of the 1990s..

In late 1991, the Croatian director of the Institute negotiated for renovations including the library. The collection was now 15,000 similar in size to the collection during the Italian administration. In addition, the library received over 300 journals on marine science from worldwide sources. Compressed shelving on the balcony allowed for new acquisitions and journals. The library is rich in original, old expedition reports among the 16,000 documents. Moreover, this scientific collection is becoming one of English-language materials.

A formally trained librarian, Danijela Erman, manages the collection and responds to reference questions. Erman, a native of Rovinj and trilingual, earned a bachelor's degree in

history and in library and information studies from the University of Zagreb. She is actively involved in library organizations for special oceanology collections. The Center's collection is maintained through donations and purchases. She has an on-line list of journals and participates in interlibrary loan services at cost. However, she has not formally cataloged the journals. Neither the Library of Congress nor the Universal Dewey Decimal classification systems meet the specifications of this marine collection. Rather journals are shelved alphabetically by title. A portion of her time is taken for instruction of and collaboration with 35 scientists and 20 technicians from three laboratories: ecology and systematics, physics, chemistry, and primary production, and ecophysiology and toxicology. These employees conduct research utilizing databases that index articles on hydrography, marine flora and fauna, ecology of benthic communities, phytoplankton, pollutions, marine microbiology.

Although several of the Wisconsin students were interested in international environmental issues, none utilized this library. In the future, they might be able to meet some of the researchers, shadow a researcher, and read the results of their studies.

2. University of Wisconsin-Memorial Library (Eastern European Collection)

The Eastern European collection is an important feature of University of Wisconsin Memorial Library (HEA, Title VI National Resource Centers). Like the Center for Historical Research, this U.S. library has a full-time bibliographer, Andrew Spencer, who focuses on Eastern European humanities and social science content. Since his services are rarely integrated into course activities, few undergraduate students know that he exists. Nevertheless, in the case of the summer interim, the librarian would be willing to discuss resources and databases necessary for specialized searches. He agreed that being involved prior to departure and for

follow-up activities would be a good idea. In fact, he would like to connect with the Center for Historical Research and the Centre for Marine Research since the cost of acquiring materials through bookstores and jobbers is nearly prohibitive.

Conclusion

This article sought to identify libraries in Rovinj, Istra (Croatia) where U.S. students might find materials useful for research projects. Seven libraries were identified: Centre of Marine Research, Circolo Italiano, Center for Historical Research, Rovinj Public Library, Croatian high/tech. school, Italian high school, and Italian elementary school. At each location, the librarians and staff spoke English. Even if the library did not have materials in English, librarians were knowledgeable in obtaining necessary documents via the Internet, databases, or through interlibrary loan. Although most libraries required a membership card to borrow materials, librarians welcomed U.S. students and researchers to use their facility and materials.

The majority of library staff was highly educated. Most librarians had two degrees and were graduates of the "Library School" at the University of Zagreb. Despite their education, most of the librarians focused their attention on the library to which they worked. Therefore, they expressed little knowledge of other local library collections or services. This situation was most noticeable of the two high school libraries located in the same building. However, it was the Croatian high school librarian who provided a list and locations of libraries in Rovinj.

Although the three-week interim for the U.S. students is short in Rovinj, it might be worthwhile considering projects that involve using the facilities of the various libraries. There are many issues involving border crossings. Talking with librarians of Croatian and Italian or

German ancestry on a social basis might be insightful. The public library staff has spent a great deal of time studying different aspects of Istrian culture for their degrees. Meeting high school students and their families arranged by school librarians or principals for a meal could help U.S. students understand the culture and the immediate political scene.

Madison provides a great avenue for orientation and follow-up activities. In addition to the multiple levels of Serbo-Croatian instruction, the University of Wisconsin offers various levels of Italian at the campus and at off-campus facilities. Students not familiar with Italian might seek to take a non-credit, leisure course for eight weeks prior to departure. For students involved in education, they might want to build relationship or give a presentation in one of several Madison school Italian classes. Students in these classes could focus a unit on Rovinj and be assigned to email pals in the Italian schools. The school librarians in Madison and Rovinj could help to facilitate the activities.

Regardless of what is done in the future with this program, contact with librarians for technical and secondary sources is critical both in Madison and Rovinj. The practical application of border crossing strategies might enlighten students about theoretical and historical border crossings.

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see also: "Istria" (151-190) and "History" (403-434). *The Rough Guide to Croatia*, 2nd ed., 2003.

Croatian Research Librarians

Buzleta, Nadia

(Pula)

Lazzarich, Lea

(Rijeka)

Lukezic, Irvin

(Istra)

Appendix A

INTERVIEWS

Speakers

Ballinger, Pamela	Researcher (10 June 2005)	Istria (anthropology) Bowdoin College
Biti, Marina	Researcher (10 June 2005)	cultural studies Univ. of Rijeka
Friedman, Andrea	Researcher (6 June 2005)	conflict resolution Zagreb Open Society
Longinovic, Tomaslav	Researcher (2 June 2005)	Slavic literary theory Univ. of Wisconsin
Petkovic, Nikola	Researcher (31 May 2005)	cultural studies Univ. of Rijeka

Contacts

Biletic, Boris	Librarian (9 June 2005)	Public Library
Blandini, Gianfranca	Librarian (25 May & 7 June 2005)	Italian schools
Erman, Danijela	Librarian (6 June 2005)	Centre for Marine Research
Marsetic, Raul	Researcher (26 May & 9 June 2005)	Centro Recherche Storiche
Prica, Branimir	Librarian (31 May 2005)	Srednja Skola Zvane Crnje (High & Technical School)
Radossi, Giovanni	Director (25 May 2005)	Centro Recherche Storiche
Spencer, G. Andrew	Bibliographer (20 August 2005)	Eastern Europe & Central Asia University of Wisconsin

Appendix B

LIBRARIES

Croatian

Public Library (Bibliotekara Rovinj)

Domenico Pergolisa

Librarian - Boris Bilgtic

<http://nskrolist.nsk.hr/cgi-bin/unilib.cgi> (online catalog)<http://www.knjizmed.hr><http://www.nsk.hr><http://www.gradpula.com/nova-istra><http://boris-bilgtic.iz.hr>

High/Technical School (Srednja Skola Zvane Crnje)

G. Carduccijska & Circonvallazione Fratelli Lorenzetto

Librarian - Branimir Pica

English

Centre for Marine Research, Rovinj (Ruder Boskovic Institute)

Giordano Paliaga 5, Rovinj

Librarian - Danijela Erman

<http://nippur.irb.hr/eng/rovinj/index.html>Italian

Center for Historical Research (Centro de Ricerche Storiche di Rovigno)

Piazza Matteotti 13, Rovigno, Istria (Croatia)

Director - Giovanni Radossi

Cataloguer/webmaster - Raul Marsetic

Quaderni (ISSN 0350-6746)*Ricerche Sociali* (ISSN 0353-474X)*La Ricerca: Bollettino del Centro di Ricerche Storiche di Rovigno*<http://www.crsrv.org> info@crsv.org

Circolo Italiano

Piazza M. Capitelli

Dir. Elio Privileggio

Librarian - volunteer

<http://ci-rovigno@pa.htnet.hr>

Italian High School (Scuola Medea Superiore Italiana Rovigno)

G. Carduccijska & Circonvallazione Fratelli Lorenzetto

Librarian - Gianfranca Blandini "English teacher"

Italian Elementary School (Scuola Elementaire Italiana Bernardo Benussi)
Viale della Gioventu
Principal - Elio Privileggio
Librarian - Gianfranca Blandini

Appendix C

GLOSSARY

Place Names

<u>Latin</u>	<u>English</u>	<u>Italian</u>	<u>Croatian</u>
	Croatia	Croazia	Hrvaskem
	Venice	Venezia	
	Triest	Trieste	Trest
Illyria	Illiria	Istria	Istra/Istre
		Abbazia	Opatija
		Albona	Labin
		Buie	Buje
		Capodistria	Koper
		Cattaro	Kotor
		Cherso	Kres
		Citanova	Novigrad
		Curzola	Korcula
		Dalmatia	Dalmazia
		Dignano	Vodnjan
		Fiume	Rijeka
		Gorizia	Gorica
		Lussino/Lussinpiccolo	Losinj
		Orsera	Vrsar
		Parenzo	Porec
		Pirano	Piran
		Pisino	Pazin
		Pola	Pula
		Portole	Oprtalj
		Rovigno	Rovinj
		Ragusa	Dubrovnik
		Sebenico	Sibenik
		Sicciole	Secovlje
		Spalato	Split
		Zara	Zarda

Family Names

Andretti	Andretich
Bubbi	Burich
Pulli	Pulich
Volci	Volcic
Vidali	Vidalich

Marshal Tito

Valiani

Weitzen
Josip Broz

Famous, elite families

Cosulich
Suvic
Bisiach
Illic

Appendix D

Timeline of Rovinj

Illyrian

Rome 177 BC
Pola naval port

Ostrogoths

Byzantine Empire 700 AD Slavs migrate south into eastern Croatia

Holy Roman Empire Charlemagne

Venetian City State 13c-19c
Balbis dominate Rovigno 17c (9,000 pop.)

Austro-Hungarian (Hapsburg) 1797-1918
Istria ruled from Vienna (Fiume ruled from Hungary)
French Napoleonic Empire 1805-1813

Italy 1918-1945 Mussolini
Treaty of Rapallo 1920
Istria, Trieste, Zara
German Nazi control 1940-43
Italian Armistice 1943
Istria (Not Pola, Fiume under Germans)

Socialist Federal Republic of Yugoslavia 1945 (10,000 pop.)
Italians flee Istria 1945-53 (8,000 pop.)
Allied Military Government leaves 1953
Treaty of Osimo (Trieste free trade zone) 1975

Republic of Croatia 1991
Franjo Tudjman 1991-2000 (14,000 pop.)
Albanian immigrants in Rovinj

Appendix E

Rovinj Libraries

	Centre for Marine Research	Circolo Italiano	Center for Historical Research	Public Library	High/Tech School	Italian High School	Italian Elem. School
Employees	1	0.2	14	3	1	0.5	0.5
Library training/degree	B.L.S.			workshops	B.L.S.		
Librarian gender	Female	Female	mixed	Males	Male	Female	Female
Lib. Assoc. Mem.	Science Lib.			Cro. Lib. Assoc.	Cro. Lib. Assoc., Istra		
Language of materials	English, German, Italian	Italian	Italian	Croatian E,F,G,I,S	Croatian	Italian Croatian	Italian
Funding	Ministry of Science (Croatia) grants	Members	Ministry of Culture (Italy, Slovenia, Croatia)	Ministry of Culture (Croatia)	Ministry of Education. (Croatia) 650 Es.	Ministry of Education (Croatia)	Ministry of Education (Croatia)
Collection	oceanology marine biology	fiction & non-fiction	archives, books, textbooks journals, dissertations, maps Istra	general adult & children video reference	multiple sets of textbooks leisure reading	supplement materials	limited collection

	Centre for Marine Research	Circolo Italiano	Center for Historical Research	Public Library	High/Tech School	Italian High School	Italian Elem. School
Circulations	internal upon request	YES	NO	YES, 2bks/2wks	YES, 15 days +	YES	YES
Classification	alphabetical	subject, author	subject, author	Universal Dewey Dec.	Universal Dewey Dec.	Universal Dewey Dec.	?
Catalog	on-line list	List	on-line catalog	card catalog, National Library	card catalog	card catalog	card catalog
Items	16,000 1,000 ref.	2,000 book	92,000 books 950 journals 430 newspaper 60,000 other				
Depository Stat.			Council of Europe				
Hours	9-12; 13-16	T 20-22	by appt.	M-F 8-18	acad. year	acad. year	acad. year