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# OLA

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# Quarterly

International  
Librarianship



France's Bibliothèque Nationale.

*Part 2 of 2*

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Quality School Libraries  
for Every Child: An  
International Concern

East Meets West in Paris

*and more...*

*Spring 2001  
Vol 7 • No 1  
Oregon Library  
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# OLA QUARTERLY

## International Librarianship, Part II

Someone once said that librarianship is the one profession where the more you give away, the richer you become. Wherever librarians go in the world—and their travels seem boundless—they find their counterparts and discover endless joy in exchanging information and points of view. In this issue, more globetrotting librarians share with you what they have seen and learned from their international experiences.

Who goes to Paris and visits libraries? Well, Cyril and Mary Oberlander did and have written about the trials, travails and treasures of France's new Bibliothèque Nationale. So does Kris Kern, who shares her experience visiting the little known Interuniversity Library of Oriental Languages. Ye Xu (also known to her colleagues as Diana Ye) has written a fascinating account of her rare opportunity to read and research in the famous Bailin Temple Library in Northeastern Beijing. And Remy Agudelo describes the trip and library visits she made to her native Philippines, including information on the history of librarianship in this island nation.

For over ten years, the Oregon State Library and the Fujian (China) Provincial Library have engaged in a mutually fruitful exchange program. (See "The Oregon Fujian Library Connection," *OLA Quarterly* Winter 2000.) In this issue, two Chinese librarians write of their Oregon library visit in the fall of 2000, providing us with observations of some of the differences between American and Chinese libraries.

Librarians are active in various international library associations. Debra Bogart gives us background information about IFLA, the International Federation of Library Associations. Laurel Jizba describes the activities of ALA's International Relations Round Table. And Paul Gregorio writes about school librarianship internationally and the various international organizations that promote school libraries throughout the world.

For seekers of information about intercultural communication, a good resource to know about is the Intercultural Communication Institute Library, described in an article by Faye Powell. Also included are two poetry contributions by Paulette Switzer and Paula Germond, both of Marylhurst University, who were inspired by the intercultural contacts they had right there on their own campus.

And, finally, there is an article we would rather not have written because it means we have lost a loved and valued colleague, Kathy Greey. Kathy died—with her librarian's boots on, we might add—while on a trip to China recently. This issue of the *OLA Quarterly* is dedicated to Kathy.

—Kris Kern and Faye Powell, *Guest Editors*

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# In Memory of Kathy Greey

May 8, 1937–December 27, 2000

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This issue is dedicated to Kathy Greey, who exemplified the best of librarianship both at home and internationally. On December 27, 2000, in Hong Kong, Kathy died after battling meningitis for nearly a month. She had retired from the Portland State University Library faculty in 1997 after a career as Education Librarian that spanned thirty years. Since her retirement, in addition to volunteer work with the Multnomah County Library bookstore and other organizations, she had indulged regularly in one of her passions—traveling. Whenever any of her friends or colleagues ran into her, the first question usually was, “Where are you off to next?”

When Kathy was hospitalized in Fuzhou, China, she had just completed a Portland State University tour of China and was making a brief side trip with her friend, Jackie Bell, to visit Chinese librarians she knew as a result of her work with the Fujian-Oregon Library Exchange Program. The Winter 2001 issue of the *OLA Quarterly* published an article written by Kathy and Rosalind Wang about this program. Retirement never stopped Kathy from being a librarian.

When we leave on a trip, we have every reason to think we will return home. Some of us are better travelers than others, but no matter how careful our planning, every trip brings its own surprises, some delightful, some not. One day, though, we won't return, but each of us will leave our own unique footprints. Kathy left her footprints in the lands of her travels and in the hearts and minds of those who knew her. She affected many lives and made many lasting contributions to the library profession as the following remarks only begin to illustrate.

## “Kathy's last trip” by Jackie Bell

Traveling with Kathy anywhere was a joy for me. Not only was she an interesting companion with her guidebook at the ready, but she also provided wonderful organizational skills. I am looking at the *China Itinerary for Jackie Bell and Kathy Greey* prepared, of course, by Kathy. The itinerary gives a day to day description of airline flights and times, cities to be visited, hotel names and points of interest. Kathy had toured China with a PSU group in 1980, and she was astounded by the changes in the Chinese cities she visited again on our 2000 PSU tour.

The city of Guilin, on the Li River, was one spot she had not visited in 1980. The itinerary read “November 17: Guilin, Li River Cruise.” This area has been a favorite subject for painters and poets for centuries, and the river cruise was the highlight of Kathy's trip to China. She spent most of the day standing on the boat deck soaking up the scenery.

Under “Section 2: Private tour of Fujian Province,” Kathy listed the events for our last week in China. “November 22: Visit to Xiaman University Library.” We toured the campus and the library and were hosted to a wonderful luncheon. When our Chinese hosts revealed that they were fans of the Portland Trailblazers, I was able to make a contribution to the conversation, as Kathy had no interest in sports.

“November 24: Tour Wuyi Mountains.” While I was climbing the steep path to Paradise Peak, Kathy sat at the tea house helping our charming young guide with the English to be used in a pamphlet he was hoping would appeal to English speaking tourists.

“November 25-28: Visit with friends from Fujian Provincial Library.” In Fuzhou we were met by an enthusiastic delegation led by the library Director, Mr. Zheng. On Saturday and Sunday, Kathy's friends treated us to visits to interesting sights, a tea ceremony, wonderful food and good conversation (sometimes in English and sometimes with smiles, hand movements and laughter). One of our hosts was a wonderful man, Mr. He, who had met Kathy when he visited Oregon in 1989. They exchanged Christmas cards for ten years. On Monday we toured the library from top to bottom. In the Oregon Section, Kathy and the librarian, Mr. Shaoning Ke, beamed as we took their pictures. Kathy was instrumental in securing the books for this section. Several years ago she hosted a weekend at the Oregon Coast for several Chinese librarians, including Mr. Ke.

On Tuesday we toured Quanzhou with Ms. Xu and Mr. Xu who visited Portland last Fall. This interesting city was the origin for the Maritime Silk Route. At Kathy's insistence, we toured the Quanzhou library. I'm a CPA, and I was surprised at how interesting library tours can be if taken with the proper people.

Kathy became very ill on our car trip back to Fuzhou. Via cellular phone from our car, Mr. Zheng evaluated our situation and made arrangements for Kathy to be admitted to the Fuzhou University Hospital. The library staff waved our car through the front gate of the hospital, had a wheelchair ready and transported Kathy to a hospital room where Mr. Cheng quickly assembled doctors and staff. I went back to the hotel that night thinking Kathy had the flu and was exhausted by our trip. On Wednesday morning she was tested for meningitis, and the results came back positive. On Thursday, Mrs. Cheng (Julia)

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and I had a wonderful conversation with Kathy. She was smiling and wanted to know what was happening. I was elated; I thought she was close to recovery. That night she suffered seizures and fell into a coma.

As I waited for the life flight that would take her to Hong Kong, I sat alone with Kathy, held her, and stroked her face. I think people in a coma can sometimes hear so I talked to her about the life flight, how I felt that her recovery was imminent, that her cousin Charlotte was waiting for her in Hong Kong, and about many other things. A little later Mr. Zheng arrived with about six members of his staff. We waited together while the life flight crew prepared Kathy for the journey. We watched as she was transported into the ambulance. I felt like I was surrounded by a warm and loving family. We wished the crew God's speed.

While I feel deeply saddened by the death of my friend Kathy, I feel enriched by the affection she shared with her Chinese friends and the affection they shared with me, a stranger.

**Jim Scheppke, Director, Oregon State Library**

Kathy Greey was a valuable and devoted member of the Oregon-Fujian Book Exchange Committee. She served as co-chair of the Committee in the early 1990s at the height of our activity. She led the team that collected and sent 17,000 surplus library books to Fujian in 1993, and she contributed her own resources to this effort. I will always remember Kathy for her sunny disposition, even on the grayest Oregon day, and for her fondness for Chinese tea and dim sum (perquisites of the Oregon-Fujian Book Exchange Committee). I admired Kathy for her quiet intelligence and her conscientiousness. Kathy, you will be greatly missed by your colleagues.

**Tom Pfingsten, Director,  
Portland State University Library**

When I arrived at the Portland State University Library in 1980 as director, it quickly became apparent that Kathy Greey was one of the most influential members of the library faculty. Kathy was a person whose views and opinions were listened to and even sought out because of the respect that she commanded across the campus. Never aggressive or confrontational, Kathy always took a calm, reasoned approach that-together with her winning smile-was impossible to resist. Early on I found myself relying on Kathy as a source of advice and counsel and, over the years she helped me deal with many difficult issues of major importance to the PSU Library. I can honestly say that Kathy Greey was a very important part of my education as library director at PSU. She helped me understand issues and provided important insights, all in a gentle and positive way. Her perspective was always based on the welfare of the PSU Library, not on a personal agenda. After Kathy's retirement we continued to discuss ideas for improving the PSU Library, and she

agreed to join the board of the Friends of the Library. It is sad to be deprived of Kathy Greey's help and support.

**Lynne DeMont, PSU Public Access Services Supervisor**  
With Kathy as manager, mentor, role model, and mother confessor, the Education staff answered endless reference questions, battled floods in the basement, and managed the Education/Social Sciences collections. But no matter what the challenge, Kathy and her staff always put their patrons' needs first. "May I help you?" was almost a mantra, Kathy's personal standard of appropriate public service.

As secretary of the Phi Kappa Phi Honor Society, Kathy worked long hours, before and after her retirement, in service to this organization. As a result, many recipients of Phi Kappa Phi scholarships owe their awards directly to Kathy's personal efforts.

I think that Kathy would like to be remembered for all those times in her distinguished life when she said, "May I help you?" And meant every word of it.

**Mr. Xu Zhaokai, Director,  
Quanzhou Municipal Library, China**

I greatly deplore Ms. Kathy's passing. All of my colleagues who had ever met her are also plunged into deep sorrow at the sad news ... she left me her beautiful image when she visited Quanzhou. Even though Kathy was not a high government official, her death is not like a "feather"—so light that it will be blown away. On the contrary, her contribution to the library world is significant and substantial. It is as heavy as the Tai Mountain (the biggest mountain in China), and it is going to stay there forever. It cannot be moved away. Please remember me to Ms. Kathy's family with my deepest sadness. 🇨🇳



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# Books Under Glass: the Bibliothèque Nationale de France

by *Mary Oberlander*  
*Linfield College*  
and  
*Cyril Oberlander,*  
*Portland State University*  
Photos by *Mary Oberlander*

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As we left the Paris metro station in the 13th arrondissement, we looked around excitedly for the Bibliothèque Nationale de France (BNF). We had heard that France's new national library was an incredible sight—graceful towers of glass surrounding a sunken garden. We had also heard that aesthetics and symbolism, rather than strict adherence to traditional library design, dominated the structure. This seemed a very typical French approach to creating a grand monument, and admiring as we do the French aesthetic sense, we were prepared to be amazed.

The site of the BNF had been chosen to revitalize the area of the Seine Rive Gauche (Downey, 1995), and this was clear to us as we slowly found our way to the library. Without the help of directional signs to guide us, we followed the only path to the BNF—a narrow sidewalk along a busy street that took us over rows of train tracks and past towering construction cranes, old warehouses, long-abandoned factories, and empty buildings covered in graffiti.

As we approached the library our first sight was a tall bank of gray wooden stairs that surrounded the site. Symbolically considered the “podium” of the site, this is the raised platform from which the glass towers soar. Reaching the top of the stairs, we had our first full view of the complex. The podium was a vast and empty plain, covered in weathered wooden planks, and anchored on four corners by L-shaped towers. These glass towers, meant to resemble open books, were designed to hold the valuable 500-year-old collection of French literature. In this way, the written word would symbolically rise above the people.

Our first challenge in this tour was to find the entrance to the library. After discovering a small silver tower with directional signs, we followed the arrows we hoped would lead us to the main entrance, near the beautiful river Seine. However, after trekking across the slick wooden planks of the windswept complex, we found

this entrance to be mysteriously closed. So, we doubled back and followed the arrows in the opposite direction. Here we came upon an escalator entrance adjacent to the lush sunken garden we had heard so much about. Glad to see the police barricades around it were meant to guide foot traffic, rather than to deter it, we began our descent to the main entrance. Once inside, we found ourselves in a long hall, covered in red carpet and surrounded by mysterious doors and pathways. With no one to guide us, we looked for directional signs, but eventually simply followed other library users as we acquainted ourselves with the library's layout.

We soon learned the vast 21-story library was built around a 600 meter garden of a transplanted Normandy forest. This forest is a garden courtyard, sunk 6 stories into the ground, and surrounded on all sides by the massive rectangle of the library itself. The “haute de jardin” on the entrance level is open to the general public, while the lower “res-de jardin” is strictly reserved for researchers. The four glass towers divide the collection into subject areas of: (1) philosophy, history, social sciences; (2) law, economy, political science; (3) science and technologies; and (4) literature and art. A complex system of trolleys on 400 kilometers of conveyor belts (Shaw, 2000), connects the towers and is used to transport the books from one location to another.

We soon learned that the BNF was quite different than the libraries we had visited during our previous travels.



The Bibliothèque Nationale de France (BNF).

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For example, as we started to quietly take pictures of the interior design, we were quickly approached by security guards who sternly prohibited us from using our cameras. Although there was no sign to indicate that photography was "interdit," we apologized and continued on our tour. We soon learned that the majority of the library was not open for our visit, the glass towers were closed to users, and a fee was required to use most other areas. We hoped at least to find our way to the garden, but quickly realized this "jardin sacre" was designed to be sacred, symbolic of the fragility of a rare book. It was not open to people of any rank, but meant to be regarded and contemplated from afar, through the shining glass of the courtyard windows.

Although we had different expectations for our tour of this library, we also understood that as tourists, our experience was likely to be more confusing than that of usual patrons. We greatly admired what had been accomplished in this library, and we understood it was a different type of library with a different purpose. We assumed the differences we noted must fit more the French sensibility of a library. We decided to learn more about the French view of this library, its form, and its functionality. Shortly after returning home, we researched the literature on the BNF and found that our experience was not unusual. For it seems the BNF has been widely criticized in the press for a multitude of problems, primarily associated with attention to form over function.

We noted that many of the problems cited in the press seem to stem from the valuing of architectural form over the practicalities of library function. The most prominent example of this is putting areas for people below ground, and storing precious intellectual artifacts in towers of glass where they are subject to the damaging rays of the sun, excessive heat in summer and moisture in winter. Large wooden panels were eventually installed behind the glass, destroying the transparent effect sought by architect Dominique Perrault (Downey, 1995). Other basic design problems included dividing the closed stacks collection into four narrow towers separated by inconvenient, 300 meter long corridors (Sancton, 1998). Soon after opening, other problems arose—water leaking into the basement, the automated shelves crushing precious books, and the complex trolley system for retrieving materials damaging larger, non-standard sized books (Lottman, 1991).

Another problem seems to be a lack of consideration of the needs of library users as well as library staff. Often noted are the slippery wooden planks that cover the barren complex, the lack of wheelchair access, and obscure directional signs (Fenster, 1998). And once library users make their way to the library, they are faced with further obstacles. Many have had to wait long hours to receive the items they were assured would take only 20 minutes to retrieve (Sancton, 1998). On other occasions, users were not allowed to leave the library because the computer system mistakenly noted that they had not returned items (Masters, 1998). Other staff complaints focus on

working conditions, including cramped and windowless work areas with harsh fluorescent lighting and bare concrete walls. In addition there are no staff lounges, places to put one's belongings or areas for staff to simply meet (Laushway, 1999). Staff are also prohibited from putting up pictures of their children in their work areas in order to maintain the austere visual impact of the interior (Fenster, 1998).

Many complaints also seem to stem from the design of the computer system and the lack of training that the staff has received. This highly centralized computer system was designed by France's Cap Gemini for a cost of \$90 million (Sancton 1998) and controls everything from electronic entry cards to air conditioning, from the online catalog to the flushing of toilets (Masters 1998). On October 13, 1998, the total system crashed only four days after the research section was opened. This crash sparked an 18 day strike by library workers, protesting the new library's lack of functionality as well as the lack of staff training and poor working conditions. As a result of the





strike settlement, nine committees have been created to examine the problems and propose improvements. (Sancton, 1998)

While staff went on strike to be heard, users organized petitions. A petition was presented to President Mitterand with the signatures of over 750 university professors and researchers from many countries, outlining needed modifications. A committee was formed in response to this petition, but the modifications were reported to be minor (Wenzel, 1999). Ideally, the design process would have involved users and staff from the beginning of the process. Librarians and users certainly could have assisted architects by clearly articulating their operational and future needs. This seems essential, since architects are often unfamiliar with the operations of a library and the latest trends in library services. In a perfect world, of course, librarians would have this option, but in the case of the BNF, we see that politics greatly affected the process.


Considering the political context of this project seems to help explain why librarians were not included in the design of the library. President Francois Mitterand was dying of cancer when he ordered the project (Master, 1998) and had a great deal invested in the creation of a grand and innovative library. French presidents often build grand monuments in Paris to “leave a concrete mark on the capital city, and thus the nation,” and this library was to be the last cultural “grand dessien” of Mitterand (Wenzel, 1999). This can be seen in Mitterand’s letter to Michel Rocard, Premier Ministre: “I should like my second term



Cyril Oberlander and the Bibliothèque Nationale de France.

to see the development and completion of the project ... and to go a step further still, by creating a very large library, of an entirely new type ...” (Perrault, 1995) Accordingly, the BNF was to be a “glorious monument to mark the final phase of [Mitterand’s] long reign.” (Laushway, 1999).

This political context also created a discrepancy between those who would be planning the library and those who would be providing the funds. The Secretary of State for large projects was in charge of the building process, rather than the Ministry of Culture, who paid for it (Wenzel, 1999). Overall, the project cost about \$2 billion to build, and a further \$250 million a year to operate, which is about 15 percent of the Ministry of Culture’s budget (Shaw, 2000). Also, there was great pressure from Mitterand to finish the project hastily. The ailing president insisted on dedicating the library himself before leaving office in May of 1995 (Sancton, 1998). Because the builders were on such a tight schedule to finish, there was little time for reflection, alterations, or course corrections once ideas were adopted. Understanding these political forces helps explain why librarians were not consulted in the design of the building, resulting in a library that focuses on the ideals of aesthetics and symbolism, rather than addressing the practicalities of library function.

Certainly any grand project will have its critics, and, despite the problems attributed to the new library, one must note that the BNF is an amazing accomplishment. It was completed in a mere 10 years, it accommodates 2,000 readers, and provides access to 11 million printed and media items as well as thousands of books and images online (Sancton, 1998). It has proved to be one of the world’s premiere research libraries and, with the help of librarians and library users, will certainly overcome these initial glitches, proving it is worthy of the popular label, TGB—“Tres Grande Bibliothèque.” As the architect Perrault explains, “Nothing is finished, but everything is described in the present state, thus inscribing the trace of the work in action.” (Perrault, 1995). The process of post-construction fixing, then, is probably familiar to most every library building project, and we look forward to touring future iterations of the impressive BNF. 

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# A World of Information: The Intercultural Communication Institute Library

by *Faye Powell*

*Social Sciences Librarian*

*Millar Library, Portland State University*

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Nestled among shady trees in a small, quiet West Slope business complex in southwest Portland is the Intercultural Communication Institute (ICI), a private nonprofit foundation founded by an endowment from international businessman, S. D. Bennett. Janet and Milton Bennett, former Peace Corp volunteers, well-known theorists, authors, and trainers in the field of intercultural communication are the Institute's directors. The multicultural, multiethnic faculty represents various academic disciplines, business, and intercultural training organizations throughout the United States and is dedicated to the mission of the Institute: "to foster an awareness and appreciation of cultural difference in both the international and domestic arenas." (ICI Mission Statement)

Originally located at Stanford University, the Institute moved to Portland in the mid-1980s. For over twenty years it has sponsored the Summer Institute for Intercultural Communication which provides professional development and training for persons working in multicultural environments. In addition, the ICI offers an Intercultural Certificate Program and a Master of Arts degree in Intercultural Relations through an affiliation with Antioch University. Located on the Pacific University campus, the Summer Institute includes single-focus workshops in both foundational intercultural topics and cutting edge issues over a three-day or week-long intensive, interactive forum

Of particular interest to librarians, the Institute has an extensive, one-of-a-kind library. In August, 2000, Kris Kern, Portland State University Preservation Librarian, and I received a tour of the Institute by Kathryn Stillings, Executive Assistant, who was filling in for the librarian, Sandra Garrison, on leave at the time. The reception area, located on the second floor, provides a warm welcome, enhanced by the friendly staff, colorful Latin American wall hangings, ethnic figurines, a nursery-size collection of African Violets and other greenery, and a bowl of Hershey kisses.

The library is located on the first floor of the two-story building in a well-lit area with comfortable furnishings and audio-video playback equipment. The library contains 15,000 to 20,000 books, training manuals, theses, manuscripts, and files of articles and other publications as well as a small collection of training videotapes. Most of the books are shelved in the large main room along with rows of file cabinets, but other parts of the collection, including the culture-specific collection and some donated scholarly research files, have spilled over into several adjacent "annexes." The Institute receives research materials and publications from retiring faculty members. Librarians can readily relate to the myriad issues and problems involved with categorizing and housing such a diverse collection.

Much of the collection is derived from personal donations of the directors, faculty, staff and others. In addition, the Institute purchases books and subscribes to journals in its field. An important source of training materials on many countries, including every country in Africa, has been the Peace Corps.

The library's classification system and record formats have also evolved over time which, according to Stillings, are not as suitable as they once were when the collection was smaller. For example, books are classified under 78 broad headings such as Adaptation/Adjustment, Culture Shock/Reentry, Gender, Intercultural Theory, Living Abroad, Perception, Semantics, and Values (Cultural) as well as by country and geographic region. The file collection is similarly arranged under 111 categories. At this time the library has a book catalog only.

Catalog records have their own unique format as well, with location codes that are not readily apparent to the untrained user. Books are arranged on shelves by broad headings and are color-coded. Like many specialized collections that have started small, it has now outgrown its original catalog and classification systems that do not provide the in-depth access now needed. The staff's first step to upgrade their system is planned for Fall, 2000, with the conversion of all of the book records to MARC format.

The ICI Library is an excellent resource for teachers and trainers in the area of intercultural communication as well as for business people and others who plan to travel or work abroad. The public is welcome to use the library in-house (except during the months of July and August when the Summer Institute is in session) by contacting Sandra Garrison, ICI Librarian, or Kathryn Stillings, ICI Executive Assistant, by phone at 503-297-4622 or by email at [ici@intercultural.org](mailto:ici@intercultural.org). The Institute is located at 8835 SW Canyon Lane, Suite 238, Portland, OR 97225. ☐

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# The Dynamic International Relations Round Table of the American Library Association

by Laurel Jizba  
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In 1999 the International Relations Round Table (IRRT) of the American Library Association (ALA) marked its 50th anniversary. To celebrate, IRRT sponsored a commemorative conference at the 1999 ALA annual meeting featuring speakers who discussed the past, present and future of international librarianship. Today the IRRT's major goals include promoting interest in library issues and librarianship worldwide, coordinating international activities within the American Library Association, developing programs and activities of the ALA, providing hospitality and information to visitors from abroad, and serving as a liaison body between the International Relations Committee (a separate group).

The group's executive meetings are quite educational in and of themselves. Many reports on international topics are presented to the Round Table's Executive Committee on Sunday mornings at both annual and mid-winter ALA conferences. For example, in July 2000, at the ALA annual conference in Chicago, those in attendance learned that there were some 330+ on-site international registrations with over fifty countries represented, including a large group from China sponsored by the U.S. State Department. Also, reports were given on the Carnegie Corporation Program on African Libraries, the Joint Committee on International Exchanges, and the Sister Libraries Initiative, which is becoming an official subcommittee of IRRT.


The IFLA 2001 conference is coming up soon in Boston. The IRRT has begun taking a leadership role in planning and preparing for this much-anticipated event. Round Table members will coordinate and serve as hospitality volunteers for visitors from beyond the U.S. borders. IRRT will be enlisting anywhere from 200 to 300 people to assist international visitors in navigating the conference

area in Boston. There are plans for two volunteer training programs. Tasks will include meeting visitors at the airport and staffing the information desk. For more information, contact Michael Dowling at the International Relations Office at ALA headquarters in Chicago. (Call ALA via their main information number: 1-800-545-2433.)

As far as other specific activities, the International Relations Round Table is always involved with program presentations held at annual American Library Association meetings. For example, it has sponsored: ALA preconferences such as the *State of American Librarianship* preconference Lounge; the International Poster Sessions (in 1999 representative countries included Haiti, Hungary, Russia, and Switzerland, among others). It also co-sponsors programs with other groups, such as *Intellectual Freedom: A Global Perspective*. And last but not least, IRRT plays host for the gala International Visitors Reception at every annual (summer) ALA meeting. The International Visitors Reception is usually a large event with many networking opportunities for librarians from the U.S. and abroad. Sponsorship comes in part from library vendors such as the Gale International Group and the library automation vendor VTLS, Inc.

One of the proposed major goals for IRRT over the current five-year period (2000–2005) is to help ALA remain an internationally aware organization, supported through activities focused on cross-cultural awareness training for ALA leadership and staff. Another set of primary goals is to help ALA maintain an internationally aware and involved membership and to support an effective, far reaching international program through work with IFLA and other library organizations.

This very active ALA organization gets its message out to interested librarians through more than one publishing effort. First, *International Leads* is an approximately 8-page newsletter of the IRRT, featuring articles and editorials on topics of interest to librarianship at the international level. All regions of the world have been featured in past issues. Second, the IRRT has a current Web site at <http://ala8.ala.org/irrt/>. Featured on the site are IRRT's membership form, the IRRT mission, organizational chart, a list of its nine committees, the IRC/IRRT International Exchange Commission bylaws, and a listing of international activities at ALA. Also included is the full draft of ALA International Relations Agenda for the years 2000–2005.

For those interested in participating in ALA's IRRT as an active member, IRRT membership dues are only \$10 annually, but this must accompany a personal American Library Association membership. It's a great organization to join for all librarians interested in learning about the great variety of ways to make connections with library people and library events beyond U.S. borders on a global scale. 

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# Quality School Libraries for Every Child: An International Concern

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The movement toward the creation of school libraries grew dramatically during the last half of the twentieth century. Spurred on by the spread of compulsory education for all children and the goal of universal literacy, an effective school library with trained staff that could provide library and information services came to be viewed as central to the mission of the school.

## International Advocacy

At the heart of the international school library movement is a deeply-felt concern for the child. Principle 7 of the United Nations Declaration of the Right of the Child states: "The child is entitled to receive education which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his moral sense of social responsibility, and to become a useful member of society." Adopted unanimously by the General Assembly of the United Nations in 1959, this statement served to boost the growth of universal education as a right for children in both industrial and developing countries.

School libraries soon became a focus of educators. After the World Confederation of the Teaching Profession assemblies in the late 1960s, delegates interested in school libraries met to discuss their concerns. These meetings led first to the creation of an ad hoc committee and then, in 1971, to the founding of the International Association of School Libraries.

## International Association of School Libraries

The International Association of School Libraries (IASL) is the main organizational, educational, and advocacy association devoted exclusively to the school library. The IASL position statement on school libraries focuses the challenge for both government and public support around the globe: "The establishment of good school libraries can demonstrate that public authorities are fulfilling their

responsibilities to implement education that will enable children to become useful members of the global society and develop each child's individual potential. A good school library with a qualified school librarian is a major factor in developing quality education."

## School Library Manifesto

Working with the International Federation of Library Associations (IFLA) and UNESCO, the School Library manifesto was ratified by the 39th UNESCO General Conference in 1999. In a manner similar to the philosophy stated in the American Association of School Librarians' 1998 publication, *Information Power: Building Partnerships for Learning*, it states: "The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens."

In reaffirming the school library as integral to the educational process, it focuses on the following goals:

- a. Supporting and enhancing educational goals of the school's mission and curriculum
- b. Developing and sustaining in children the habit and enjoyment of reading and learning and in the use of libraries throughout their lives
- c. Supporting all students in learning and practicing skills for evaluating and using information in all formats
- d. Organizing activities that encourage cultural and social awareness and sensitivity
- e. Advocating for intellectual freedom and access to information
- f. Promoting reading, resources, and services of the school library to the entire community.

These goals are applicable both to industrial countries with a history of school libraries as well as to countries that are currently establishing library services to students.

## IASL Activities and Services

IASL encourages these goals through their publications and conferences. *School Libraries Worldwide* is a journal published twice yearly. Annual conferences are held around the world and sponsored with other associations. I attended the 1998 IASL conference, *Education for All: Culture, Reading and Information*, in Ramat-Gan, Israel, in 1998. I was immediately aware of the similarities of activities and issues facing school libraries regardless of country. Discussions revolved around the need for teacher-librarian collaboration, successes in literature promotion efforts, the challenges of teaching information literacy skills, and the need for library advocacy. Much of this is captured in A

See *Quality School Libraries* page 24

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# East Meets West in Paris

by *Kris Kern*

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Last year found my family and me in Paris amidst the crowds, French and foreign, gathered for the festivities celebrating the start of the year 2000. Since I cannot resist the temptation to visit libraries wherever I go, even on vacation, I had arranged to spend a morning in early January at a special academic research library: La Bibliotheque interuniversitaire des Langues orientales, or the Interuniversity Library of Oriental Languages (BIULO). Because of my work as an Arabic cataloger at Portland State University, my primary interest was visiting the library's Middle East collection. A listserv that Middle East librarians subscribe to provided a possible contact. Nathalie Rodriguez heads the library's African and Middle East Section. Nathalie also serves as the secretary for MELCOM, the Middle East Studies association in Europe, and she sends MELCOM e-mail notices, which I had seen, to complementary listservs. Before leaving Portland, Nathalie, and I had communicated by e-mail, fortunately in English, to schedule a time for a tour of the library.

Located on the Rue de Lille, a few blocks east of the Musee d'Orsay on the Left Bank of the Seine, the library is housed in the Institute of Oriental Languages and Civilizations. The Institute's facade is imposing, but unremarkable, and I spent a few moments deliberating on which of two doors to enter. Having chosen the most likely entrance, I took a flight of stairs and entered the library's small, plain reception area, where I seemed to be expected. Nathalie was notified of my arrival and came out to meet me. Welcoming and friendly, she made me feel immediately at home.

The Library's holdings today cover the geographic areas of the Middle East, Oceania, Asia, Central, Eastern and Nordic Europe, the Slavic nations, Africa, and Native American civilizations. More than 70 languages are represented in the nearly 600,000 monographs and 11,000 serials and periodicals the library owns. Some of the languages collected here are not found in other French libraries. Disciplines covered significantly by the collection are history, ethnography, literature, linguistics, exploration, social sciences, and humanities. The oldest treasures of the library include over 100,000 pieces from the 13th to the 19th century, and one thousand manuscripts. Additions to the collection continue systematically through purchases, gifts, and exchanges at the rate of approximately 11,000 per year.

We began by touring the simply-furnished reading rooms. Shelved here are basic works classified by language groups. Most of the collection is housed in the stacks or at other locations in or around Paris. A patron wishing to secure items from the stacks must complete a request form, for no more than three to five pieces in a half-day period. The wait for materials stored elsewhere can be as



Kris and her husband Michael on the Pont de Sully (view to the left bank).



Kris and Michael in front of the Eiffel Tower.

long as a week. There are plans for constructing a new, larger building in three or four years that would house the entire collection in one place. This would make it easier for patrons and library staff alike to use the library.

The library is accessible to all interested students and researchers. As an interuniversity library, it serves students from the Institute of Oriental Languages and Civilizations, and three University of Paris branches with the presentation of a student identity card and photo identification. Other readers are required to present an identity card and photo ID in order to use the library. Students may check out newer materials, primarily monographs, for a renewable two-week period. Librarians determine items that may be photocopied or microfilmed. In general, the most fragile, rare pieces are not permitted to circulate or to be copied. The library is normally open during university terms on Monday, 1 p.m. to 9 p.m.; Tuesday to Friday, 9 a.m. to 7 p.m.; and Saturday, 10 a.m. to 6 p.m.

One rather archaic feature of the library for those of us accustomed to integrated online catalogs is the use of several catalogs to list works in the collection. For example, Arabic script works can be found in four catalogs. The oldest card catalog lists material by author until September 1976, with many of the entries handwritten; a succeeding author card catalog lists items from September 1976; a subject catalog has works entered since 1967;

and, since last summer, the online catalog exists now that catalogers use the OCLC-Arabic software for producing records. The CD-ROM catalog AUROC contains all works in Western European languages entered since 1960, modern Turkish entries, and all works written in Roman characters recorded since 1989. Also found in AUROC are records for transliterated works in some non-Roman script languages entered in the last few years. The rest of the collection is recorded in card catalogs that vary in their coverage. For some language areas, such as Southeast Asia and China, both author and title catalogs exist for works recorded since 1967; for others, such as Eastern and Central Europe, there is a subject catalog of works entered since 1967. For good reason, researchers are encouraged to ask the librarians for assistance in finding material they want.

The library provides a number of useful CD-ROM research tools for its users: the French bibliographic databases MYRIADE; a national serials publications catalog that includes foreign serials received by French libraries and document centers; FRANCIS, a social science and economics article database covering periodicals, books, proceedings, reports and theses issued since 1972; and DOC-THESES, a catalog of theses defended in France since 1972. In addition, the National French Bibliography and the general catalog of the National Library of France both identify books published or printed in France. Intriguingly, a Hindi-English dictionary is also available on CD-ROM.

Some of the resources accessible through the Internet were familiar: LOCIS and First Search, including Books in Print, Social Science Abstracts and World Cat. PANCATALOGUE is a catalog listing works held by French university and interuniversity libraries. BN-OPALE is the online catalog for the National Library of France.

After we inspected the catalogs, electronic resources and public areas of the BUILO, Nathalie invited me to follow her into the stacks. So many antique and rare books to admire! Among the unique items representing the first Arabic printed texts found in the library are *Quatre Evangiles* in Arabic with a Latin translation published in Rome for the Medicis in 1591, and *Psaumes de David* printed in Aleppo in 1706, and reprinted in 1735 by Chouwair in Lebanon.

The original establishment of the library coincided with the foundation by Colbert in 1669 of a language school at the Capucin monastery of Pera in Constantinople to prepare young men as translators, who were indispensable for developing commerce with eastern nations. In 1700, another school began under the aegis of the Jesuits in Paris. Lacking the educational resources for teaching languages, teachers in Paris attempted to fill the gap by composing grammars and bilingual dictionaries. In the 19th century, newspapers from Constantinople and Egypt were acquired to introduce students to affairs of the Levant. For a number of reasons, both pragmatic and political, the results of these educational efforts were disappointing. At



the same time, at the end of the 18th century, a parallel entity, a special school of Oriental languages, was established by law and located within the national library near the oriental manuscripts. This institute taught literary and spoken Arabic, Turkish, Tartar, Persian and Malay. Over the next seventy years, with one exception, the school administrator was simultaneously the manuscript department conservator. Here also, students lacked books, the educational emphasis being on the classical rather than the contemporary world. In 1868, as the new head of the school, Charles Schefer enabled the transport of the school and its few books to the College de France and soon after to 2 rue de Lille, the present location of the library. The distance from the national library necessitated the immediate founding of a school library. The Ministry of Foreign Affairs moved the library from the original school for young men to the new location. A great period of development ensued, so that by the end of the century the library counted more than 50,000 volumes.


In the 20th century, supplementary space was procured at 4 rue de Lille, specialized librarians were appointed, and in the 1930s, the catalogs were entirely revised, favoring treatment in the native languages. An idea proposed 60 years earlier but erroneously abandoned, to classify books by languages, was adopted. After a slowdown caused by World War II, reconstruction and acquisitions resumed. In the 1960s a new phenomenon appeared in the growth of the number of students, not only at the Institute, which took its present name in 1975, but at universities which developed Oriental studies programs. After a period in which libraries established for satellite teaching sites diffused the library, in 1978 the library joined in the foundation of a group of large interuniversity libraries in Paris, such as the Sorbonne. The Bibliotheque des Langues Orientales became a communal service for three University of Paris branches and the Institut nationale des langues et civilisations orientales. In 1981, internal reconstruction allowed the reorganization and additions to the collections while preserving the classic façades and roofs of the building.

After perusing several floors of stacks, Nathalie introduced me quickly to the Arabic cataloger. Technical service areas tend to have many similar characteristics regardless of the size, location, or endowment of the library. I felt comfortable in the familiar clutter of computers, books to be cataloged, cataloging records, manuals and dictionaries.

Nathalie then ushered us into the office of the librarian responsible for overseeing the conservation work in the library. Before coming to Paris, I had expressed to Nathalie an interest in seeing the library's conservation efforts, and was most grateful for their thoughtfulness in preparing for my visit. A packet they had assembled for me included pictures taken of a badly worn Koran (19th century edition?) before it had been restored. The packet also held a copy of the restorer's description of the book's covers, cover flap, text, broken binding, evidence of water, dirt, stains, wrinkling and previous restoration. A brief

list of the restoration procedures followed this summation. Two additional pages in the packet consisted of photocopies displaying the entry for the Koran in the antique catalog book. One of my deepest regrets was my inadequate ability to speak with the preservation librarian during our discussion. Nathalie translated as well as could be expected, despite our mutually handicapped knowledge of the corresponding terms for binding structures and preservation concepts. Nevertheless, between the three of us speaking in two languages, we managed to carry on a stimulating conversation around the issues of restoration versus conservation, referring to the restored Koran before us, and the overall importance of preservation for this inestimable collection.

Before saying our farewells, we passed through to the Institute for Oriental Languages next door. Where the library is rather plain and functional, the Institute's reception areas and stairways are adorned with lovely Oriental motif frescoes; and the building is constructed around a charming open courtyard. After the brief look at the Institute, it was time to say "au revoir" to Nathalie, and to a fascinating visit.

The magnificent fireworks at the Eiffel Tower, the carousels on the Champs Elysees and the elegant Parisian cuisine remain delightful memories of our winter vacation. For me, meeting an engaging colleague with kindred interests and touring her remarkable library are also extraordinary highlights of our stay in Paris. 

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Ritual manuscript en Arabe Contenant Diverses Prières et Surats du Coran from the Bibliotheque des Langues orientales.

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# Bailin Temple Library:

## Rare Glimpses of a Unique Institution

by Ye Xu

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I had long wished to visit the Bailin Temple library. It is considered to be one of China's national treasures. It is located in Northeastern Beijing, in the Temple of Bailin, on Learned Men Street (Guozhi Jian). The library's collections consist of rare books, manuscripts, block-printed editions, monographs of famous writers, original tortoise shells and bones with inscriptions, books of rubbings, atlases, paintings, etc. Many of the items in Bailin Temple are believed to be the only copies in the entire country. It has been said that in 1966, when the Cultural Revolution had just started, Premier Zhou Enlai moved troops in to protect the library because the Red Guards were burning books. Many times when walking down Learned Men Street, looking at the eaves of the temple over the surrounding wall, I wished I could change myself into a little bird so that I could fly inside the temple to see the treasures.

In order to gain entry to the library, one must first undergo a background check, a process that can be extremely complicated. The patron must demonstrate that he or she is qualified to touch the materials. The first thing I had to do was visit the library to find out what documents I needed to prove my qualifications for studying there. I then went to my Institute to get a certificate to verify my identity and the purpose of my research. Next, I went to get a reference letter from China's Ministry of Higher Education to prove that my research project was for a textbook that was being sponsored by the Ministry. I then went to the Beijing Municipal Government to get the certificate. I also visited the National Library of China to get a credit certificate. Beijing's winter was windy and very cold, and it took me two weeks on bicycle to collect all the certificates. I had to visit the same agency several times to get one thing done.

My second visit to the Bailin Temple library was interesting. The guard took my six certificates and my work ID and then gave me a token. I used the token to enter the reading room outside the temple. At one end of the reading room, there was a long, wooden table stretching across the entire width of the room, which served as both reference desk and circulation desk. Four or five circulation librarians working at the desk took order forms and went into the temple to retrieve the items. There was a wall behind the door leading to the temple that only librarians were allowed to pass beyond. Thus, I have no idea

how far the temple was from the reading room. The reference librarian sat behind the desk at the right end as one faces it. There were no computers, and no reference books. What the reference librarian had was a chair, scratch paper, and a pen. In order to avoid fires, no electricity was allowed in the library. Each librarian held a large flashlight to search for materials in the temple. There were no open shelves at all.

The card catalog was located on the other side of the room opposite the desk. The card drawers were scattered all over the shelves, the tables—even on the floor. I had to look everywhere for the right drawers, and sometimes I had to wait for others to finish their searching. After hours of searching the card catalog, I filled out three forms with my personal information and the information about the items I wanted. The librarian took the form and my token; she then gave me another token for the items I borrowed. I waited about half an hour to get my first book. By that time, my stomach was already rumbling with hunger so I had to return the book in order to go to lunch. The librarian carefully checked the book to make sure there was nothing wrong with it, and then returned my ID token. I ran to the reception room to get all my certificates back and then ran to lunch. I had to go through the same process again after lunch. After this experience, I always brought lunch with me.

In the center of the reading room, there was a huge coal-burning stove. There was always a big kettle of boiling water on top of the stove, and all kinds of bread, cake, and dumplings brought by librarians and patrons. The first time I wanted to make a cup of tea, I walked around the stove on my toes trying to figure out how to reach the kettle. Some patrons came to help and told me to feel free to ask for assistance whenever I needed the water. Most patrons were men, who are taller.

I felt my heart warm as I went to Bailin Temple library in the frozen winter. I spent my whole winter vacation there in 1985. Today I still remember how happy and excited I was when I first touched the items I had dreamed about for years and saw them with my own eyes. Those were the happiest times of my life.

There were so many rare books I wanted to read, some Chinese classics, criticism, historical geography, and inscriptions. Some of these books are incomplete manuscripts, but each is the only one of its kind. I was also interested in some books that had been officially banned in the past. For example, the famous prohibited book, *Ming Shi Ji Lue* (Ming Dynasty History), which was published in 1661, caused a horrible massacre. According to historical account, the case implicated seven hundred families, with more than one thousand people being killed in 1663. The Qing rulers killed all those involved with the book, including printers, binders, deliverers, sellers, buyers, and all of their family members, relatives, and friends. Because people would not dare to record the case in those years, there was not much written about it. I could read indirect descriptions about the book, but I would rather read the book myself at the library.



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Study in the Bailin Temple library can always offer unexpected gains. One day, I borrowed a poetry anthology written by Su Shi of the Song Dynasty. I found the book had a lot of postscripts written by Weng Tonghe, the famous tutor of Qing emperor Guang Xu. I was told that Weng was a great calligrapher, but had never seen his handwriting. It was an amazing moment when I recognized what a valuable book I was holding. Chinese scholars enjoyed writing commentaries while they were reading. Notes and commentary at the top margin of a page were called *mei pi*, “eyebrow commentary.” Weng wrote a lot of “eyebrow commentaries.” At the end of each volume, he also wrote hundreds, even thousands of words of postscript. His style was regular script, very beautiful. I guess Weng’s family owned the book, and somehow the library acquired it. I found a lot of Bailin Temple collections have *mei pi*. Therefore, I did not read the books alone. I read the books together with previous readers. Some *mei pi* made me happy, some didn’t. Some commentators are great, and I can never forget them. They were my teachers, even though I do not know all of their names. A lot of time has passed since I experienced reading at the library; still I have a strong feeling of gratitude to the library’s collection. Previously I had only been able to read fragments of these works in other books, but now I could read the original books.

Besides enjoying the books I had dreamed about, the most exciting thing was to visit the reference librarians. Two senior librarians took turns at reference services, and they were wonderful paleographers. In order to describe how great they were, I have to tell you several stories. My first question for the librarian was about ancient Chinese astronomy. Astronomy is the oldest science in China. In ancient times, it was intimately connected with government and civil administration. It was believed that people and the universe were closely related and that events happening in the heavens directly affected events on earth, or more particularly, the destinies of kings, princes and the countries they ruled. It is difficult to mark the boundaries between early Chinese religion, history, literature, medicine, astrology, and astronomy as in other cultures—the subjects were interrelated. Therefore, the reference librarians are expected to have a thorough knowledge of all the subjects discussed above within the ancient books.

For example, one planet that appears many times in *Zuo Zhuan* (*Zuo Commentary*, Spring and Autumn period, 722-481 B.C.) is the planet Jupiter (year star in Chinese). The text frequently uses Jupiter’s location as a chronograph. However, if we carefully examine the *Zuo Commentary*, Jupiter did not always appear to follow its expected revolution of 11.86 years. It caused me to wonder how I was going to understand this text. Which part of the text should I believe? Is there any authoritative research to outline the ancient event in the Gregorian calendar?

When I brought these questions to the reference librarian, he smiled, “This is a big question, young lady. You have asked a very important one, which is how to understand ancient texts. In fact, there are many unsolved questions in the study of the *Zuo Commentary*. Scholars from China and all over the world have debated many of these issues for years. So if you really want to gain a clear idea about which part of the text you should believe, you have to read all those research books as well.” He then started writing a reading list for me. His list included thirty-seven important titles as well as the names of forty-two authors. When he wrote the list, he kept describing the major features of the books, the authors’ personal anecdotes and their characters. He also described some of the debates among these scholars. In the end, he had written a five page reading list for me! I was amazed.

I asked him, “Since you have finished reading these books, how do you evaluate the authenticity of the *Zuo Commentary*?” He did not answer my question directly. Instead, he asked, “Do you remember what Gu Donggao said in his *Chunqiu Dashibiao* about astronomy?” I answered, “I don’t remember him mentioning Jupiter.” “That’s about right,” the librarian said with a smile. When we talk about solar eclipses, the chronologists take it as normal science; however, the ancient Chinese took it as an abnormality, a disaster, and a sign of change, a change for the emperor, and for the ordinary person. Therefore, the author of the *Zuo Commentary* tends to record all the solar eclipses he has seen, particularly the abnormal ones. When we read ancient texts, we have to remind ourselves to be sure not to judge ancient people by modern ways of thinking. The *Zuo Commentary* recorded a total of 36 solar eclipses; 35 of them are exactly the same as those determined by modern astronomical research. You can see how great our ancestors were. As for the one or two mistakes, there could be many reasons for errors. The author may simply have missed one, or he may have seen no need to record Jupiter at the times when there were no human changes accompanying the star. It was an amazing experience to visit this librarian. He helped me a great deal in searching for reference books, and also by sharing his research methodology with me.

One might ask how a librarian could talk to me for so long. Didn’t he have other patrons? The situation at the reference desk at this library is quite different from most other libraries. There was always a group of well-educated patrons standing in front of the reference librarian. They got together as a study group, and the librarian played a leadership role while others participated in the discussion. It was a wonderful chance to meet the first rate paleographers, and it also opened my eyes to the real characteristics of these scholars. Sometimes the discussion required looking at dozen of books to resolve an argument. The reference librarian would go and get the books, and we would look through them for the information we needed. Such books were only available at

the library. The debate among the scholars could be no less serious than a debate among senators and congressmen. Sometimes it could be fun too. Once when we talked about how knowledgeable some of the ancient scholars were, the librarian told us a story. Jiang Yingke of the Ming dynasty wrote a book called *Xuetao Xieshi*, which told about a scholar in Feng Fang named Nan Yu. Because Nan Yu was famous for his knowledge of literature and traditional Chinese medicine, the head of Ningbo County sent a lower rank official to Nan Yu's house asking for a prescription. Nan Yu wrote a poem consisting of four items of herbs as the prescription:

Take the pit out of a Chaulmoogra seed,  
Add another half of a fig,  
Use three wolfberry barks,  
Get one piece of guisqualis fruit.


大枫子去了仁,无花果多半边。  
地骨皮用三粒,史君子加一颗。

However, when the head of the county read the prescription, he knew that Nan Yu used a rather unique method to write the poem. Each line of the poem was a hint to the reader to disassemble the characters into parts and reassemble them to get one new character. The reader should compose the four new characters to get a new line that the author really intended. When the head of the county finished his homework, he got the meaning, "A gang of crafty officials!" When we appreciate Nan Yu's talent, we cannot help bursting into laughter. With the passing of the centuries, we can still see, through their poetry, something of the emotions that stirred people in ancient China.

Study in the Bailin Temple library was a rare chance to get some idea of how splendid the Chinese paleographers are. The two reference librarians I saw were also experts in determining the authenticity of cultural relics. Some patrons brought their private collections to the library and asked the reference librarian for appraisal. The patrons asked the librarian to share his tips for discerning the false from the genuine. He said that most imitators were book dealers who used to color the paper to make it look ancient. They cut out the publisher's record and falsified the seal, attributed the wrong author to the work, and forged ancient literature. You can see genuine copies, reproductions, transcripts, and genuine seals impressed on false scrolls. Some of them make fake annotations on a picture or its mounting. It was a common phenomenon that the old wood blocks for printing changed hands from one publisher to another. Some publishers were honest in stating the true origin of the book. Others used the pretext that the old wood blocks were

worn for misleading book buyers about a book's source. The greatest scoundrels were the book dealers who played tricks and changed the appearance of data, prefaces or postscripts. One book dealer, Gao Shiqi, the owner of Qingyin Tang (Qingyin publisher) collected calligraphy and paintings. He was one who dared to deceive the emperors by selling a lot of his fake collections to the imperial palace. He had a confidential book, which recorded all his collections in two categories, authentic works and fake works. The librarian made a joke, "You know, the emperors were not easy to cheat. There were many marvelous paleographers working for them. The reason that Gao Shiqi dared to gamble with his life in fooling the emperor was because his tricks were very hard to see through. Determining the authenticity of ancient works is an art."

According to the librarian, the skills of rare book identification come from practice. Read more, read with your heart, and you will get the idea. However, for those who hardly get a chance to touch rare books, one method is to examine the names that appear in the text. In the old society, the emperor's name could never be uttered. Those whose names were the same as the emperor's faced castigation and sometimes execution. Changes in names reflect the times and history of China. On the one hand, the phenomenon of changing names helps us to identify the time. On the other hand, it adds more work for librarians because Chinese names themselves are a big problem. Intellectuals usually have a number of names including their given name, ideal name, studio name, nickname, honored name, name given by emperor after their death, etc. The librarians at Bailin Temple library were experts on name authority records. Whenever we were discussing names, the librarian could count them as if enumerating their family valuables. I admire their capacity for memory from the bottom of my heart.

I was lucky to study in the Bailin Temple library. Its collections, and especially its librarians, are national treasures. 

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#### Acknowledgments

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# Libraries in Oregon, USA

by *Ke Shaoning*  
*Chief of Foreign Language Section*  
and  
*Zheng Zhiminmg*  
*Director Assistant*  
*Fujian Provincial Library, China*

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As a result of the staff exchange agreement signed by Oregon State Library (OSL) and Fujian Provincial Library, we came to Salem, Oregon, USA, in October 1998, for a six-week visit. During our stay we visited all of the major departments of OSL and 16 other public, special and academic libraries in Oregon. Wherever we went, we were warmly received by our American colleagues. During our visit we listened, observed, and participated in some of their activities. Their efficient management, advanced equipment, and dedication to librarianship impressed us deeply.

## Library System and Management

The types of libraries in Oregon are basically the same as those we have in Fujian. The State Library, however, is classified not as a public library; rather, it is more like a government agency. It acts on behalf of the government in the promotion and planning of library development in Oregon and the assignment of state and federal grants. These functions are generally undertaken by the Bureau of Culture in Fujian and other provinces in China. A Chinese provincial library generally provides only operational assistance to city or county public libraries.

There is a Board of Directors in every state library and public library in the U.S.A. that supervises the management of a library. Some boards even have the power to make decisions on the development of the library, evaluate the performance of the director, and decide on the appointment or removal of the director. For example, the Board of Oregon State Library is composed of seven people. All except the State Librarian come from different institutions. Any citizen in the state may apply to become a member of the Board. It is a voluntary organization and plays an important role in the management of a library. The Library Board embodies democratic management and is an inspiration for us.

We were interested to find that the governance of public libraries in Oregon varies from area to area. There are

consolidated county libraries administered by counties or a special library district, as well as libraries administered by cities, by school districts, or by non-profit corporations under contract. Different districts adopt different modes of governance depending on what suits their situation best. As the financial and personnel resources also vary significantly among different areas in Fujian, we think we may make use of this pattern of governance in the development of our local libraries.

## Quality Services to Users

Libraries in Oregon have done a great job in satisfying people's need for education and information, which is the goal and objective of a library. All of the library workers we met showed great love to their jobs, and we saw how enthusiastically and patiently they handled users' requests. They actively apply new and advanced equipment, so as to make information searches and book borrowing easier and friendlier to users. For example, the Online Public Access Computer (OPAC), 24-hour automatic renewal telephone system, telephone claiming system, and automatic lending machines are widely used. Due to the library workers' excellent service and the American people's love for books, the rate of turnover for the public libraries in Oregon was nearly 400 percent in 1997.

One of the characteristics of the reference service in American libraries is that they put their reference desks in the front or the center of reading rooms. Reference librarians at the desk were always ready to give help to patrons and answer their questions. Compared with American colleagues, reference librarians in China mostly work in their own offices and pay more attention to bibliographic work and the needs of organizations and enterprises rather than those of individuals. Answering questions on the phone is another major reference service for public libraries in Oregon. At the Multnomah County Public Library, there is a team that specializes in telephone reference service. They answer more than 1,000 questions every day. Telephone reference service provides people a very handy means of obtaining answers to their reference questions. As of the end of 1999, the total capacity of the telephone switchboard in China reached 155 million; that is, there were about 12 lines for every 100 persons, or one line for every 8.3 persons. The fixed number of total telephone sets was 130 million, or about one telephone for every 10 persons. Because of this increased telephone access, we have every reason to strengthen telephone reference service for our patrons in China.

During our visit in Oregon, we were touched to see that libraries there paid special attention to the needs of the handicapped. To enable handicapped to have equal to books and information, libraries have made unremitting efforts and achieved great results. The Talking Book & Braille Services (TBABS), a service for the blind in OSL, is particularly worth mentioning. It has a collection of over 200,000 items of recorded books and Braille materials. They provide tape players, recording books, and cata-

logs of new books to the blind. All of the services are free. Everyday about 1,300 items are checked out.

The development of interlibrary loan and resource sharing is a success story in Oregon libraries. As early as 1960, OSL began compiling the Oregon Union List of Serials. Interlibrary loan was already very active at that time. With the development of computer and telecommunication technology in the 1980s, interlibrary cooperation reached a new level. There were 14 automated resource sharing systems in Oregon by 1998. Library staff and users can easily get the location and status of a particular book on a terminal. Users themselves can even request a book from another library with some library systems. Every resource-sharing system has its own mail system for the interlibrary loan. It usually only takes two to three days for an item to be delivered to the requesting library. Public libraries loaned 450,000 items and borrowed 480,000 items in 1997.

#### Automation and Electronic Resources

By visiting 17 different libraries, small and large, public and academic, we found that the computer had become a common tool for all libraries in their daily operations. What's more, they have also made a remarkable achievement in the development of networks. Based on local area networks, dozens of wide area networks were established, like CCRLS, DYNA, PORTALS, and ORBIS, which connect libraries in the same region or system and greatly promote resource-sharing among them. Access to these networks is available for both library staff and the public via dial-in telephone or Internet. Users can easily locate items they want on OPAC. Traditional card catalogs are no longer produced, and some libraries discarded the card catalogs after they finished retrospective work. In some libraries, catalog cases were kept just for decoration.

Electronic resources have become an important part of the collections of Oregon libraries. In addition to online bibliographic databases, every library is trying to provide more electronic information for their users. They purchase databases on CD-ROM or subscribe to online information services, such as DIALOG, OCLC, CARL/UNCOVER, SEARCHBANK, and CAS. These electronic resources include bibliographic information, abstracts and, in some cases, full text. As it is usually not affordable for a single library to subscribe to an online information service, many libraries in Oregon join together in the subscription and bargain with the information company for a lower price. We think the method is also suitable for Chinese libraries.

There are many other things that we found interesting and inspiring, such as the team management in the State Library, story time and puppet shows in children's libraries, activities of the societies and friends of library, the Internet librarian conference, and so on. In a word, the visit was a valuable experience for us. We personally saw how libraries operate in the U.S.A., and we learned a lot from our American colleagues. During our stay,

librarians at OSL and the other libraries we visited gave us a lot of directions. We are grateful for their help and hope that the exchanges between libraries in Oregon and Fujian will continue to be even more fruitful. ☺

## You Know Libraries

by Paula Germond  
Periodicals Assistant  
Shoen Library, Marylhurst College

Kneedeep in the darkwood silence  
dry-muffle magic carpet words  
pixelated cyber-tunnels of light  
to everywhere  
worn bricks Oregon-washed  
by wet maple leaves  
Guarding what is too sacred to be censored  
day folds close, leans toward sunset  
imagination closes out the books  
Before key and lock can meet  
the stolid doors blast in,  
sandalwood rushes your nose,  
a pair of desperate shadows spilling  
desert from their shoes,  
dark eyes terrored to the closing sundog,  
begging with their hands and  
two broken words-sanctuary.  
In the sudden—one clear grace  
against the window stain-  
last echoes of the call to prayer ...  
You find them space  
You find yourself on point  
at the sacred converge  
6000 miles NW of Mecca  
Its all a degree of sun and side-slant  
of light through bookdust  
in spite of rain  
Above the closet oasis,  
your 200's do not speak  
The wolf of failed prayers makes  
a fire-escape exit, tail down low  
Salvation pools in the closet with The Faithful,  
pours out from under the door.  
Evening's thin thread blesses you  
with Something you had not known before

Editors' Note: *An earlier draft of this poem was inadvertently published in the Winter 2001 issue of the OLA Quarterly. This is the completed version.*

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# IFLA and Its Role in International Policy Making

by Debra Bogart, M.L.S.  
Springfield Public Library

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*Throughout history the mission of the library ... remains unchanged although change is constantly occurring in the ways in which librarians fulfill the library's mission.* (IFLA, 1999)

The International Federation of Library Associations began in 1927 as an association consisting mostly of national library groups and academic libraries. One of the very first international non-profit and non-governmental associations, IFLA was organized with a focus on international discourse between librarians. Although in its first decade membership was centered mainly in European and Western nations, by 1940 IFLA had association members from China, India, Mexico, Egypt, and Japan Today, new technology both enables and empowers more than 1600 members from 140 countries to work toward common goals. IFLA members share not only a dedication to library service, but also a commitment to the idea that the library is an evolving force that has the power to inform, influence, and impact all cultures, including the evolving global culture. Current membership includes 61 industrialized and 85 Third World nations. The U.S. has seven library associations and 150 institutions that participate actively in IFLA.

Just as IFLA has grown in membership over time, its focus has been broadened, both from within by new perspectives introduced with each new culture that joins the Federation, and from without by revolutionary changes and technological progress. IFLA's stated objective is "to promote international understanding, cooperation, discussion, research and development in all fields of library activity, including bibliography, information services and the education of personnel, and provide a body through which librarianship can be represented in matters of international interest." (IFLA, 1999) IFLA provides libraries and librarians with a powerful network for shaping and guiding international policies in a time of rapid technological, cultural and political change.

## A Brief Overview of IFLA's Structure

IFLA consists of two categories of voting members: Association members, open to associations of libraries, librarians and library schools, and associations of biblio-

graphic and research institutions; and Institutional Members, which include libraries, library schools, bibliographical, and research institutions. IFLA is based on democratic principles, and the President and Executive Board are elected. The current Executive Board has members from France, Russia, U.S.A., U.K., Germany, Botswana, China, and Norway. Members have voting rights in all matters. The General Council of Members is the "supreme governing body." Two other categories are not allowed votes: personal affiliates, and sponsors. Since 1993 IFLA has allowed institutions not involved in librarianship to join as sponsors.

Another body, the Professional Board, oversees the five Core Programs' eight divisions (three for different types of libraries, four for different library activities, and the Division for Regional Activities, with this eighth division focusing on libraries and information specialists in developing countries in Asia, Africa, Latin America, and the Caribbean). Each section is steered by an elected, expert-based standing committee.

## Programs

All members are active in the IFLA core programs. The very wide spectrum of concerns is revealed in the list of core programs: Preservation and Conservation; Universal Availability of Publication; Universal Bibliographic Control and International MARC; Universal Dataflow and Telecommunications; and Advancement of Librarianship in the Third World. New round tables are created as needed as outgrowths of working groups. In addition to the work done in the core programs, IFLA also hosts an annual international conference, which is the largest conference of library professionals in the world. IFLA also publishes *IFLA Professional Reports*, which includes reports on professional meetings and bibliographies of conference papers. The *IFLA Publication Series* is a series of monographs. Sales from these publications help support IFLA. Other funding comes from sponsors, grants, government subsidies, UNESCO, and other funding agencies, contributions from several national libraries, and membership fees.

## Communication

To facilitate communication and cooperation among IFLA's members, IFLANET was established in 1994. As the "virtual IFLA," IFLANET provides an international listserv for librarians that also links listserv members to IFLA headquarters' IFLADOC, a document server, and provides links to over 1000 external resources. Each core program, division and section also has a page/link. IFLANET HOME is supported by The National Library of Canada, and its mirror site, IFLANET MIRROR (EUROPE), is maintained by the National Library of France. IFLANET MIRROR (ASIA and PACIFIC) is hosted by the National Library of Canada. More mirror sites are being recruited in Third World countries. The goal of IFLANET is to provide a "worldwide communications network for libraries and librarianship that will transcend the barriers of time, place and level of development." (Wedgewood, 1995)

## Goals

IFLA's stated objectives are:

- To represent librarianship in matters of international interest.
- To promote continuing education of library personnel.
- To develop, maintain and promote guidelines for library services. (IFLANET, 1998)

These stated objectives do not reveal the true breadth of IFLA's work. Besides sponsoring regional workshops and conferences, IFLA's annual conference and exhibition is the largest international event for professionals in the library and information field. A good example of the true scope is reflected in a description of the IFLA Conference 2001 theme: *Libraries and Librarians: Making a Difference in the Knowledge Age*. The theme was chosen in the belief that "The power of technology supports sophisticated systems for connecting people to new forms of knowledge and creates linkages between the expanding physical and intellectual universes. By harnessing rapidly developing technology with a reaffirmation of the historical values and contributions of librarianship, the chaos and experimentation of the Information Age transforms into a new era of human development—the Knowledge Age." (IFLA, 2000)

IFLA 2001 will be held in Boston, the first annual conference to be held in the U.S. since 1985. Many workshops will be available via satellite. The sub-themes will emphasize and advance the notion that librarians need to take a leadership role in the Information Age, and by forming a collaborative partnership, help in developing policies. Ongoing work groups, regional meetings and conferences, scholarly studies and publications allow for the dissemination of current research and responsive policy making.

IFLA serves as a major resource for libraries worldwide to harness the potential revolutionary power of the Internet. If new service paradigms are created to take advantage of the Internet, libraries worldwide can become more vital community institutions. The broad impact of the Knowledge Age is affecting the policies of libraries worldwide in widely disparate ways. The global focus of IFLA provides both a force and a mechanism for divining and designing empowering responses for libraries and librarians. The list of contents in the IFLA Journal (v.24, no.4, 1998) gives a glimpse of the diverse foci. Articles include *Libraries in Cambodia: Rebuilding a Past and a Future*; *Libraries and Cultural Heritage in Africa*; *Memory of Iberoamerica: Reading 19th Century Latin America Newspapers*; *Towards a Networked Community of Africans in the Diaspora: Problems and Prospects*; and *Women As Managers of Libraries: A Developmental Process in India*. Reports from meetings held in March of 1998 include the regional meeting on the UNESCO Public Library Manifesto, preservation training for Anglophone

Africa, and the expert meeting of educators from library and archives schools in Africa, Nairobi and Kenya.

It is clear that IFLA does not limit its priorities to structural and social technological factors, although exploration of their impact upon libraries in both developing and industrialized nations remains the priority. IFLA also maintains a presence in the global debate over intellectual freedom. In 1998 The Freedom of Access to Information and Freedom of Expression office opened in Copenhagen. Both the promotion and the prevention of intellectual freedom are being dramatically affected by Internet technology and IFLA hopes to provide a forum and a voice in the development of related policy decisions. IFLA's status in such organizations as UNESCO and WIPO ensures that its voice will be heard.

New and ongoing initiatives focused on the creation of digital libraries and the transformation of library services that will occur through its creation are also primary areas of interest to IFLA's members. Much work is

See IFLA and Its Role *page 24*

## Working

by Paulette Switzer  
Circulation Manager  
Marylhurst University

Working in a small college library  
Speaking English every day, and nights  
Dreaming in Arabic and Welsh, seeded  
Phrases racing through my  
Deeply sleeping body, resting  
On a raised bed of buried impressions,  
Like rhizomes, like initiations  
Into another culture, some new garden soil.

Cross-pollinating phrases resonate  
More than books over the counter, life  
Experience checking in and checking out:  
Hello, we say, *llyfrgell*, the library of our souls;  
A grateful diolch and thanks again for  
Bringing your mind, your heart  
And blooming here  
*Alhamdulillah*, yes, God is with us—  
We are working to translate living,  
Growing dreams.

*Paulette Switzer has worked in the Shoen Library of Marylhurst University since 1993. She has studied Welsh and French, and her travels have included Ireland and Wales. This poem was originally written in 1996, when Marylhurst had many United Arab Emirate students.*

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# Journey of Purpose: Reflections on Philippine Libraries and Librarianship

by Remy Agudelo  
Multnomah County Library

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The first time I traveled after so many years of absence had a sad note. I was going to attend the last rites for my grandmother. I promised myself that the next time would be a joyful occasion. Well, the dream finally came true.

The dreamed-of vacation came during the passage of Republic Act No. 6966, otherwise known as the "Philippine Librarianship Act." We arrived at the Manila International Airport to a beautiful day of sunshine, delightful greetings and smiling faces. Morning is the best time to arrive when you can look at everything around and delight at the scenery you have not seen for a long time. The old airport had been replaced by a new one with shiny polished floors, air-conditioning, and numerous seats for waiting passengers. There were lots of shops, local and foreign, catering to the traveler. Manila has been the principal city of the Philippines for four centuries. It is the center of industrial development as well as the international port of entry, and is situated on one of the finest harbors of the Far East about 700 miles southeast of Hong Kong. The harbor makes it an excellent site for access to inland agricultural areas by way of rivers.

Not too far from the airport is the Nayong Pilipino theme park which showcases this country of 7,107 islands enlivened by the astonishing diversity of 111 linguistic, cultural and racial groups. Found in the 46-hectare parkland are replicas of six major regions in the archipelago and the Museum of Ethnology, with exhibits of ethnological objects and artifacts of the Philippines' rich and diverse cultural history.

Along the way from the airport, we passed the Philippine Cultural Center, an institution mandated by Philippine laws to preserve, promote and enhance the Filipino people's cultural heritage. Nearby is the Folk Arts Theater used for popular performances, which draw large audiences. Within the Cultural Center complex is also the Coconut Palace, which displays regional Filipino artistry in the use of the coconut tree. Over seventy percent of the structure is made from different parts of this tree.

A ten-minute ride from the Center takes us to the foremost outdoor recreational area, Rizal Park, named after the national hero, Jose Rizal. Within Rizal Park are a Japanese garden, a Chinese garden, an open-air theater, a

playground, a grandstand, and a long promenade adjacent to Manila Bay. About a stone's throw from the park is the National Library of the Philippines. It is located on the southeast side of Rizal Park with a total of 26,400 square feet of ground space and a total floor space of 198,700 square feet.

The National Library is comprised of several divisions: Administrative; Asia and Oceania; Bibliographic Services; Catalog; Collection Development; Filipiniana; Library for the Blind; Public Libraries; Publication and Special Services; and Reference. Library collections include monographs, rare books, government documents, films, microforms and other audio-visual materials. The library also operates fourteen bookmobiles and 785 public libraries. There is an Online Public Access Catalog with GUI-based library software.

## PAST

The Philippine library system may have originated at the time of Spain's colonization of the area. The King of Spain had dictated that no secular literature was to go into the new colonies. The King wanted no distraction for either conquerors or natives, so only religious books brought by the missionaries found their way to the island. King Phillip II complied with this dictate in the conquest and control of the archipelago for the spreading of the faith and the establishment of a closed trading port in Manila.

The first book collections came with the Spanish missionaries, one of which was owned by Bishop Domingo de Salazar. Other collections, mostly academic, followed but were gutted by fire. To enrich their collections, the missionaries engaged in book trading with the Chinese merchants and brought books from Europe. The introduction of printing was a result of the missionaries' zeal for learning. Printing skills were borrowed from the Chinese, and the first printer was a Chinese convert named Juan de Vera. The first printed book was the *Doctrina Christiana*.

The root of the modern Philippine library may be traced to the so-called Age of Enlightenment during the time of King Charles III. He introduced a number of initiatives, which resulted in the creation of Sociedades Economicas in every subject field known at that period of time, in Spain and in the colonies.

In the Philippines, Sociedad Economicas were started by Governor Jose de Basco y Vargas. A Sociedad's function was mostly the free distribution of books. The creation of the Sociedad signaled the start of a new beginning in Philippine library history. The Spanish government in 1858 defined public libraries as the national library, university libraries, provincial libraries, and all those which addressed public education in general. Combining these different types of public libraries gave rise to the concept of popular libraries in the Philippines in 1871. Information and educational materials would be the main holdings of these libraries, and management was entrusted to the teachers. Group reading and the circulation of materials was encouraged and allowed. Funding would come

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from the local and the central government. It was not until 1887 that the Museo-Biblioteca de Filipinas was established under the Department of Civil Administration. It was a true public library as it received public funding, had a Filipino scholar as director, and utilized a minimum of professional staff. This institution was the beginning of the Philippine National Library until the war broke out in 1898.

The Philippine War of Independence, which started in 1896 against the Spaniards, turned against the Americans and ended in September of 1902. The collections of the Museo were damaged during the war and were initially donated to the American Circulating Library, a private association. However, because the association could not assume responsibility for the expenses of the library, the collection was donated to the American Military government in the Philippines.

The American government was committed to the establishment of a strong public educational system and public service in the Philippines through which democratic ideas were introduced. The restructuring of society was to be accomplished by the addition of a large number of American teachers. These newly arrived teachers endured difficult conditions and limited resources. The resulting effort culminated in the development of the first Philippine school library system. The number of school libraries increased, and the number of books acquired tripled.

The American pioneers introduced modern library standards while Filipinos contributed to the collection, scholarly support and leadership. The foundation of Philippine librarianship was forged by Lois Osborn, Mary Polk, and James Robertson in 1914 through the establishment of library courses at the University of the Philippines and the Philippine Normal School. Scholarships from the U. S. government to train selected students in professional schools outside the country were obtained. Four students continued their studies at the University of Wisconsin. This trend became the norm for those who would become teachers of the field at the state university. Library students were free to choose which United States university to attend, and all were granted scholarships from U. S. benefactors, mostly the Ford and Rockefeller Foundations.

The Second World War devastated the country again. The almost total destruction of the libraries severely depleted the country's scholarly resources. Post-war rehabilitation endangered the libraries' already depleted collections. The first initiative included a collection of materials from the United States Information Service; however, books distributed among the public libraries did not suit the needs of the readers. The University of the Philippines also obtained large shipments of materials from the University of Michigan and the University of Southern California at Los Angeles. The libraries relied heavily on donations from public and private institutions from other countries, especially from the United States. Rehabilitation programs also included training and other types of cooperation between agencies and universities of higher learning.

From 1950 to 1970, the Philippines developed library training programs and courses patterned after those of the United States with master's degree studies from abroad. As the programs grew, nonprofessional staff in post-war libraries were replaced by professional librarians.

The growing number of librarians became members of the Philippine Library Association, the Association of Special Libraries of the Philippines, and the Philippine Association of School Libraries. The quest for status began in earnest when librarians from the University of the Philippines successfully secured for themselves academic status. Members of the Philippine Library Association sought the help of Senator Eva Kalaw who, in 1966, introduced Senate Bill 916, "An Act to Regulate the Practice of Librarianship in the Philippines and for Other Purposes." This bill started the seemingly endless fight for status recognition like that of other professions.

Various associations coordinated their efforts to lay the foundation to raise the standards of practice of librarianship and competencies. Their suggestions for improvement covered the areas of continuing education and training of members through seminars and workshops, formulation of standards, and undertaking of projects to produce materials that would be useful for students and teachers of library science.

This struggle for identity was slowed by controversies and political upheavals in 1972 and 1986. Then in September of 1990, Republic Act 6966, known as the "Philippine Librarianship Act: Regulating the Practice of Librarianship and Prescribing the Qualifications of Librarians in the Country" was enacted. The Filipino librarian has the distinction of being the first librarian in the world to be professionalized through the legislative process.

Provisions of Republic Act 6966 included the meaning of the term "librarian." The scope of practice of librarianship is defined in section 2(b) of the law as (1) "the holding out of self as skilled in the knowledge, art, and science of the organization, dissemination, preservation, and conservation of recorded information;" (2) "the rendering, furnishing, and contracting of professional services such as consultations and advice on the organization and management of libraries, data banks, research and information centers to clients on a fee basis or otherwise;" (3) "the teaching of subjects in the library and information sciences;" and (4) "the signing or authenticating for clients of documents of reports when called for."

#### **PRESENT**

The practice of librarianship in the Philippines requires a certificate of registration that constitutes a license granted by the Board for Librarians to qualified applicants. Qualifying examinations consist of a general information test and a professional test. The general information test is an assessment of general knowledge, while the professional test seeks to evaluate competence in the various skills and competencies of librarianship such as (1) the selection and acquisition of library materials; (2) cataloging and classification; (3) indexing and abstracting; (4) organization and



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management of libraries and information centers; (5) information technology; and (6) other subjects that the Board for Librarians may deem necessary. Candidates may sit for the qualifying examinations three successive years. If they fail for the third consecutive time, they can try again provided they take a refresher course from a duly accredited school or its equivalent.

The Board for Librarians is responsible for issuing the certificate of registration or license to those who have successfully passed the qualifying examination. The Board is also responsible for sanctions both administrative and penal to its members. Punishment is by payment of fines or by imprisonment of not less than one month or not more than two years depending on the severity of the offense. Suspension or revocation of certificate will also accompany offenses.

On June 2, 1992, the Board for Librarians promulgated Resolution 01 entitled "Rules and Regulations Implementing Republic Act 6966: Philippine Librarianship Act." On August 4, 1992, the legal body promulgated the "Code of Ethics for Registered Librarians." This document consists of a preamble and 32 sections grouped into six articles. The preamble emphasizes the librarian's mission as a professional "imbued with lofty ideals of service to people through books and other records of knowledge, a service they believe is their best way to serve humanity, enrich people's lives, and attain self-actualization"

From the National Library we proceeded a short distance toward Intramuros, a walled city containing fifteen churches and six monasteries. Manila Cathedral and the San Agustin Church, one of the oldest stone churches in the Philippines, are located within Intramuros. The ruins of Fort Santiago are now used as a public park and the location for the Rizal Shrine Museum. The Museum is dedicated to the memory of the national hero, Jose Rizal.

As we traveled on toward Quezon City, we saw a mixture of residential, commercial and military buildings. The different rooftops signify the different architectural styles prevalent in the city. One of the most noticeable is the building of the Asian Development Bank, an international organization making the Philippines its home.

#### **Asian Development Bank Library**

The Asian Development Bank Library has a collection of 200,000 volumes. The collection is housed in open shelves and is mainly for use of the ADB staff. It has a depository program for country and economic studies, technical papers, annual reports of member banks in other countries of Asia and Europe, and technical assistance projects and other informational materials. The bank library is one of the most well furnished libraries in the area.

#### **Ateneo de Manila Library**

One other library we visited was the Ateneo de Manila Library. Ateneo is one of the private universities managed by the Catholic Church's Society of Jesus. The Library building was built with the help of a well-known

American foundation. Its library collection is broad in scope, covering adequately the fields of law, business and computer science. It has an excellent reference collection, historical books on Philippine jurisprudence, databases, and CD-ROM collections. The library operates on an open stock system. It uses two distinct systems of classifying book collections: the Library of Congress classification system for business and computer books, and the Los Angeles County Law Library Classification scheme for law books. Law journals are simply arranged by title.

Access to the collection is provided through a local area network. The basic guide to the collection is the Library Online Public Access Catalog (OPAC). The circulation system is computerized and contains information on all books on loan to faculty and students. An in-house index is used to retrieve local periodical literature and the theses collection. The library also stores foreign materials on compact discs such as NAFTA, United States Supreme Court Cases from 1793 to June 1999, World Trade Organization documents, and the Asia Pacific Economic Cooperation papers.

#### **University of the Philippines Library**

The last stop for the day was the University of the Philippines Library. Like the Ateneo, the University of the Philippines has one of the best-run libraries in the Philippines. Its funding source is mainly the Philippine government. Foreign countries and foreign institutions give donations for the improvement and addition to its collection. The collection is housed in a five-story building located in the middle of the huge tree-lined campus, and is cataloged by the Library of Congress classification system. It serves students as well as researchers from all areas of the country and the world.

The next day was a day for relaxation with old friends and relations. After two days we continued to the province to visit other relatives and enjoy rural scenery. We flew to Bacolod, one of the regions south of Manila. Bacolod is the known as the 'City of Smiles' and boasts old churches that date back to Spanish times.

In Bacolod we visited a public school library, a small room in a public building, the same kind of library building I used to frequent as a child. The books were old and showed signs of overuse. I am so spoiled with all the new books I handle in our library here. The library here is somewhat improved as the collection is organized by a teacher who is also the librarian. The conditions are similar to those described by the assistant librarian of the Notre Dame High School of Belmont, California in *School Library Journal* (May 2000: 50-52). Collections are meager, and funding is nonexistent. Donations are very much appreciated.

#### **FUTURE**


Going digital is the trend these days, and Philippine libraries are not about to be left behind. Many of the materials to be digitized are part of the libraries' Filipiniana collections. For instance, the Filipinas Heritage Library,

operated by the Ayala Foundation, is currently working on the digitization of its library collection to be made available through the Internet and CD-ROMs. Ms. Almario, the library director, said the digitization of the collection is part of their "service to researchers." She referred to the collection as an electronic resource center that tries to appeal to the younger generation through information technology and telecommunications.

A random check of libraries in Metro Manila indicates that computerization of library system is in its infancy stage, as stated by some librarians interviewed by *Business World Online*. Many libraries are automated in the sense that they use electronic access tools like CD-ROM databases and the OPAC. In most Philippine libraries, however, researchers still need to go physically to the library to access their collections. Only a few have bibliographic databases accessible via the Internet.

Financial problems are shared by librarians nationwide, noted R. Tarlit, President of the Philippine Library Association, Inc. He told *Business World Online* that members are aware of the need to computerize but generally agree that funds are lacking to do so. Lack of expertise in

automation likewise hinders the implementation of computerization. Librarians do not have a negative attitude but are concerned about the lack of a government policy to support the implementation of automation.

*Can Philippine libraries keep themselves up-to-date?* This is a question that everyone is asking. Only the future can tell. Filipino librarians are certainly trying. 



The Philippine National Library.

## Books Under Glass

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Library Facility Planning Resource  
<http://www.slais.ubc.ca/resources/architecture/Index3.html>

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## Quality School Libraries

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*Day in the Life ...*, a themed issue of *School Libraries Worldwide* (Vol. 6, No. 1, January 2000.) Here school librarians from Sierra Leone, Korea, Australia, Botswana, Canada, and Japan, as well as other locations share a typical day. The authors of these stories represent a worldwide profession that has much in common regardless of whether they work in a busy, urban center or miles from another population center. They all relate busy, sometimes unorganized and even chaotic days in which they respond to the needs of students and teachers as they arise. They would all agree that the school librarian should be active in the school and community. The languages and demographics vary, but all librarians seem dedicated to literacy and developing information accessing skills for their students.


School librarians in developing countries face many problems, such as low literacy rates of parents, the need to purchase books in many languages, and often very little funding or administrative support. These concerns, as well as similarities, are shared in an ongoing manner on the School Libraries listserv, IASL-LINK.

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## IFLA and Its Role

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being done in Third World countries, especially in Africa. In 1998, IFLA's Regional Section for Africa launched a staff development program to increase staff competency, professionalism and professional growth in African countries whose people are some of the most isolated in the world. IFLA recognizes the socio-economic barriers that must be overcome in less-developed countries to enable them to access the benefits brought through the GII. International literacy is also a key issue that IFLA hopes to impact through initiatives and policy recommendations. One of the fastest growing round tables is women's issues (RTWI), which has focused on wide-ranging issues such as the status of women librarians in various countries, the need to target women in developing countries, and providing service to community women. A recent RTWI conference drew speakers from the International Information Center and Archives for the Women's Movement in Amsterdam; the Korean Women's Development Institute in Seoul; the Center for Women in Ekaterinburg, Russia; Bulawayo, Zimbabwe; and Rabat, Morocco. Issue papers on emerging concerns such as the international forum on copyright law, the decline of government funding, and outreach to latchkey children, reflect IFLA's total commitment to world betterment through libraries. One member, Duane E. Webster, summed up that commitment clearly when he stated that "We face an exciting era where new technology must be viewed as a precious public asset to be leveraged for the benefit of society as a whole, not as an exploitable economic commodity for the monetary gain of a few." (Wedgeworth, 1995) 

### International School Library Day

International School Library Day, a celebration of school libraries, started in 1999 and is held annually on the third Monday in October. People involved in school librarianship are encouraged to celebrate and advocate for school libraries on that date. Librarians are encouraged to organize an activity in their school library for parents, students, teachers, and community members to celebrate the role that school libraries play in education. And in a continuation of the *A Day in the Life ...* activities, librarians and others are invited to send an electronic message to the Web site describing their local International School Library Day activities. These efforts aim to promote a sense of community among people who are involved in school librarianship around the world. 

Future IASL conferences will include New Zealand in 2001 and Malaysia in 2002. Contact information for IASL in the U.S. is: IASL, Suite 300, Box 34069, Seattle, WA 98124. The Web site is <http://www.iasl-slo.org>.

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