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Sanchez: Philippine School Libraries

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him in a rather long search for the meaning of human life and its potential." Let this word to the wise be sufficient.

If this work reveals itself as somewhat of a mystery to the reader, one reason may be that it is so immersed in God's saving Word and so concerned about a Reality so rich that only after much sustained reflection can one really appreciate the fullness of this work. But perhaps even an initial encounter with it will prove enriching.

RENATO C. OCAMPO

PHILIPPINES SCHOOL LIBRARIES: Their Organization and Management, by Concordia Sanchez. Manila: MCS Enterprises, 1971. xi, 172 pp.

Philippine librarianship suffers for lack of an adequate home-grown literature, and the book under review supplies valuable applications to the Philippine milieu of the author's knowledge of theory from abroad and of her long experience in library work at home.

As a text for undergraduate classes and as a handy manual for the beginner in the field, this book will be useful. Not least of its values is that on a larger scale it illustrates many of the dilemmas of the library profession in the Philippines today. Presentation of so many clerical operations as part of library management, for example, could well be held against the profession. The situation is, however, that even by college time, many librarians-to-be have not experienced standard library practices. And so, librarianship itself looks like little more than special clerical operations. If in fact, as noted by the author more than once, final authority in selection, disposition and most administrative provisions is reserved to some other official, v.g. the principal, the librarian can be seen only as an underling. Yet the latter must not only be *the* expert on books and the use of books; the school librarian must also know the curriculum, child psychology, teaching methods, advertising, public relations and a host of arts in dealing with faculty, parents, businessmen, students and volunteer workers!

Other dilemmas stare out from the book. The expectation is that each is an expert from the beginning and there are no specializations within librarianship. Librarians do not do enough if they specialize in one line, v.g. readers' counselling; they must be expert in everything. Usually, too, only one librarian is provided, when specialists of several types are essential from the beginning. Again, "standards" in library practice can only be "suggested" and yet everyone knows that even these are not met in practice. This book makes it clear that only the courageous should choose librarianship as their career!

The format is very plain, the style and expression are frequently awkward, with quite a number of misprints. The dilemma is that no publisher thinks he can publish anything more expensive than ₱7.50, and that only a new publisher would take that risk.

The book would be more exactly named as a manual for Philippine Public School libraries, for regulatory provisions and frame-work are exclusively from the Bureau of Public Schools. The terms "Secondary" and "Elementary" might be more precisely distinguished. Still, there is much in the book that is useful for private school libraries on all school levels.

ROBERT J. SUCHAN

FATHER JOSE BURGOS UNIVERSITY STUDENT, by Fidel Villarroel, O.P.
Manila: University of Santo Tomas, 1971. xvii + 121, (127) pp.
Illustrations, Appendix.

There are indications that we are perhaps on the threshold of a new era in Philippine historical writing. New titles continue to appear with some regularity, and happily these for the most part are serious attempts at scholarly research.

One such effort is the present monograph on Father Burgos who was one of the three Roman Catholic priests executed for alleged complicity in the Cavite mutiny of 1872. Originally a doctoral dissertation submitted to the Graduate School of Social Sciences of the University of Santo Tomas, it is a study of Burgos when he was a student at Letran and the University of Santo Tomas.

Based on the academic records preserved in the university archives, Father Villarroel analyzes university life in Manila during the latter half of the nineteenth century—the class schedules, the curriculum, the textbooks, the system of examinations, the teachers, the doctoral investiture, etc. It was a world of intense book learning and mental discipline, where the student came to grips with the method and the content of scholastic philosophy and theology, and canon law. Father Burgos, as the author emphasizes, was at home there, winning academic honors and growing up to be an erudite and respected priest, with a bright future ahead, had death not cut him short within a year after he had won the doctor's degree in canon law—his third, the first two being doctorates in philosophy and in theology. In the absence of authentic information about him, this well documented study can serve as some kind of a biography, especially since Father Burgos never had the opportunity to exercise his priestly ministry as his life did not last beyond his career in the university.