

The Education of a Librarian and Educator: Professor Satoru Takeuchi of Japan¹

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The early life and professional career of Dr. Satoru Takeuchi, a noted Japanese librarian, educator, and author, are explored here within the context of Japanese library education since World War II. Professor Takeuchi, now retired from the University of Library and Information Science (ULIS) in Tsukuba, Japan, has been an influential educator, administrator, and author in Japan for well over 40 years. He has written and translated books on children's literature, storytelling, library architecture, ethics, and comparative study of libraries and librarianship. His recent analyses of the work of S. R. Ranganathan have been very influential among library education faculty and students throughout the world. This article provides a brief look at a different cultural situation for LIS education, one that is both similar to but still different from the North American centric view. It shows how one individual was greatly influenced by the North American model but made his own adaptations based on Japanese traditions and culture.

The development of libraries and library education is primarily the result of larger social and cultural influences within a society or nation-state. However, sometimes specific individuals may have significant leadership capabilities that exceed what might be expected. If those leaders have a good understanding of how different cultures impact libraries and library education then their work may have even greater significance. This article tells the professional story of one of these cross-cultural leaders, Satoru Takeuchi of Japan, who has had exceptional influence as a scholar, library educator, teacher, and leader in his home country of Japan and internationally. He is also a personal friend and professional colleague of more than 50 years, so the story is from those two perspectives as well as detailing his

impact on Japanese libraries and library education. The larger context, however, is the development of library education in Japan.

In January, 1964, I was a second semester graduate student in the School of Library Training and Service (SOLTAS) at Florida State University, Tallahassee, Florida, when a new student, Satoru Takeuchi of Japan, joined our class. Thanks to a fellow student, Dorothea Johnson, who had spent several years in Okinawa and Japan while her U.S. Air Force husband served there, we soon became good friends. Thus was launched a 50 year friendship with a remarkable scholar, educator, and international librarian that continues to the present day.

The Early Life and Education

Satoru was born in 1927 in a suburb of Tokyo. His father was educated as a Zen Buddhist priest who also studied religious education at the University of Southern California in the early 1920s and received

¹Much of the documentation for this article is based on extensive correspondence that Dr. Martha Jane Zachert and I have had with Satoru over the 50 years of our friendship. His correspondence with Dr. Zachert is in her papers, which are in the Zachert Collection at the University of South Carolina, Caroliniana Library. Special thanks to Dr. Zachert for her assistance with this paper.

both bachelor's and master's degrees from the school. His father then became a professor of religion and education at a Japanese university, a position he held until 1947. By the second grade Satoru became an avid reader, learning both Japanese and Chinese characters from newspapers. By the fifth grade he had read most of the entire 100-volume set of books in the famous Japanese Library for Children. This obsession with reading unfortunately led to serious eye strain. By the first grade he already had a prescription for very thick lens in his glasses, a necessity that has troubled him all his life.

Because an uncle worked for the Japanese-dominated government of East Mongolia in Manchuria, Satoru became fascinated with the history and customs of Mongolians, and in February 1944, he left Japan with plans to complete his secondary education there. Because of a wartime shortage of teachers he soon began teaching in a primary school in East Mongolia. He also learned the Mongolian language, expanded his Chinese reading ability, and discovered that he had an incipient talent for language, an ability that would serve him well in later years. The future international librarian was becoming well prepared.

The invasion of Mongolia by the Russian army in late 1945 was a time of great change and shifting loyalties for Satoru, who had been planning to become a full time student there. Instead, he joined with a group of Japanese who were allied with the Chinese Nationalists with hopes for establishing a new government. For a while his work was similar to that of a secret agent since he had to deal with the various factions, all while simultaneously being held as a war refugee in Manchuria. Towards the end of 1946, he and the other Japanese were returned to Japan. He left Manchuria with plans to eventually return there to study the history and culture of the region and work with the people.

Instead, at the urging of his father, the Zen Buddhist priest, he enrolled at a col-

lege that specialized in the preparation of future priests and Satoru considered the possibility of succeeding his father as temple priest. Money to live on was the major problem so while attending classes he did a variety of different jobs: delivering newspapers, office work, and, especially, running a print shop. A more pressing problem, however, was the decision on what to study. He had begun to think that he was not suitable to succeed his father as temple priest and his idealism about helping the Mongolians to achieve independence was destroyed by events in that country. His college experience inspired him to study comparative philosophy and early Buddhist scriptures. For income, he continued to operate a print shop. Another professor, knowing of his interest in books, suggested that he apply for a position as librarian at a school library. Despite his reservations about working with 11 to 16 year olds, he began this position in April 1954. A new national School Library Law required certified librarians so he began a short course at Toyo University in library science. This opened up a new world for him, one that he immediately liked.

The Library Law of 1950 for staffing of public libraries, and the School Library Law of 1953 formalized what had been an informal system of education for librarians in Japan. The Japan Library Association had offered a short training institute in 1903 and a few years later the Ministry of Education sponsored additional short training institutes on an irregular basis. A revision of the Library Ordinance of 1899 in 1933 established a requirement that each library should have a "keeper of books" and administer a certificate examination. (Takeuchi, 1984) Kazu Norisugi, head of the Social Education Section of the Ministry of Education, influenced by an American Library Association poster promoting "read to win" during World War I, established an informal training institute that became known as the Ueno Library Training Institute, and offered a one year program at the secondary level. From

1922 to 1944, it produced 537 graduates, most of whom became the library leaders of the post-World War II period. Ultimately, however, the informal training institutes approach to library education would give way to more formal educational programs offered in two-year and four-year colleges and universities. By 1977 there were 140 schools offering the Teacher-Librarian diploma and 137 offering the keeper of books diploma. However, there were vastly different educational requirements for the graduate of these programs, which would later cause problems of quality and staffing. The Library Law of 1950, while a step forward in promoting library education, was far from what was needed since it emphasized technical education instead of a broad-based approach (Takeuchi, 1984).

The demands of a full time job as school librarian, continuing to operate the print shop business, and taking classes in library science were too much stress and led to a need for Satoru to take sick leave. During this leave, a vacant position at Rissho University Library opened which he accepted while also continuing his short course in library science. These events were building a scholar-librarian with a particular interest in cataloging and classification. Satoru also began his study of English, aided by careful study and his own translation into Japanese of the classical English language texts in cataloging. He became a member of the Japan Library Association's Catalog Code Revision Committee, an experience that led him to realize that catalog rules should be revised to meet the user's needs as well as the cataloger's needs. Attempts to change this viewpoint were not welcomed by the committee and led to his realization that if he were to advance his understanding of library science, it would have to come through study overseas.

Japanese librarians had the opportunity for exposure to American librarianship through the Japan Library School (now the Keio University School of Library and Information Science), which was established

in 1951 under the auspices of the American occupation. This was the first, and for many years the only, college level program comparable to a U.S. library school. It was taught entirely in English with Japanese translations as needed. However, this school was primarily for academic and special librarians, thus not open to Satoru. The school, mostly taught by American librarians, had a significant impact on Japanese librarianship and library education, graduating over 1,000 students in the first 25 years, first as an undergraduate program then, in 1967, as a graduate program (Gitler, 1999). Eventually the American faculty was completely replaced by Japanese teachers. Despite its success, the school did not break down the resistance in Japanese higher education to library science as a reputable academic field of study and many Japanese librarians felt that the American approach to library education operated in a "different world" than the Japanese library world (Takeuchi, 1984, p. 254).

Satoru's growing professional awareness was advanced by his use of the library of the American Cultural Center in Tokyo. Attending occasional lectures at the Japan Library School (established in 1951) during the 1950's and early 1960's led to further acquaintance with American librarians and library science as practiced in the United States. His experience as a printer led him to devise a new method of reproducing catalog cards on the Japanese version of the mimeograph (a combination of mimeograph and facsimile) and to his first article in the *Japan Library Journal* [Toshokan Zasshi] (Takeuchi, 1964a).

In 1963, after several attempts at trying and failing to pass the English language exams for Rockefeller Foundation, Fulbright, and British Council scholarships, Satoru applied for and received a Fulbright Scholarship for traveling expenses for one year. He was 36 years old! Rissho University gave him a one-year leave of absence with the proviso that he would collect information on new academic library

buildings and come back in one year. After applying and being accepted at seven library schools in the United States, he chose Florida State University because of its emphasis on reference service, its large faculty, and its location in a small town.

Florida State University: A New World and New Friends

The one-year leave of absence from Risho University initially kept Satoru from officially being enrolled as a Master's student because he did not think he could complete the degree in one year. However, with encouragement from the FSU faculty, improvement in his English, and the realization that the degree could be completed in one year, he changed his status to that of a degree-seeking student. Satoru had to overcome several culture shocks, such as multiple-choice exams, the variety of accents spoken by the faculty, the informal lecture style by faculty, and the social hierarchies of the faculty, staff, and fellow students. The famous American maxim that "everyone is equal" was very disconcerting to a Japanese person used to rigid social hierarchies and statuses. Several characteristics of American graduate schools, however, were a good counterbalance to the culture shocks: good syllabi, availability of student course assistants, close cooperation between faculty and the departmental and main library staffs, quick feedback from faculty on assignments submitted, student evaluations of faculty, and a strong emphasis on the nature of being a professional librarian.

Perhaps the greatest shock for Satoru was seeing Americans in a new light: friendly, helpful, socially connected, serious students. The Americans he had known in Japan generally exhibited the opposite of these characteristics. In his written memoir, he says that S.R. Ranganathan had a similar experience noting that the British in Great Britain were not all like the British when they were in India (Takeuchi, 2011, p. 29)! These experi-

ences soon led him, despite the difference in his and fellow students' ages, to participate in student activities, particularly the student association of the school.

When Satoru began his new educational program at FSU he was partially supported by his salary from Risho University and his Fulbright traveling expenses grant. However, when he requested an extension on his year's leave of absence in order to complete the degree it was strongly suggested that he return in the stated time. Fortunately, Florida State University offered him a \$100 per month graduate assistantship in cataloging, which not only enabled him to stay in school but also gave him valuable experience in cataloging and classification.

Satoru completed the master's degree in Library Science in April 1965, exactly 40 years after his father had completed his master's degree at the University of Southern California not, however, without an extra terror regarding taking the required comprehensive exams. He passed them successfully after discovering the relaxing effects, particularly when trying to read in English, of Charlie Brown and the Peanuts books! The Charles Schulz books became a lifelong diversion for him. He also had to deal with a problem very characteristic of foreign students who come to study in the United States: the temptation to stay. He was offered a job to work for an East Asian library in the United States, and was further tempted by an offer to enter a doctoral program. His advisor was urging him to accept one of these opportunities when a visiting British professor interjected: "You American professors educate foreign librarians and then keep them in the United States. They have no chance of contributing to developing librarianship in their home country! How selfish you American librarians are!" (Takeuchi, 2011, p. 33).

Finding Melvil Dewey in Florida

Mr. Fujio Mamiya, a pioneer in Japanese library development in the area of

furniture and equipment and a friend of Satoru's, asked him to find out where Melvil Dewey had died in Florida. Only one faculty member at FSU knew about Dewey's establishment of the Lake Placid Club South, a winter retreat for wealthy northerners, in central Florida in the 1920s. Checking a map of Florida showed that there indeed was a Lake Placid near Lake Wales, Florida. On his own initiative, Satoru decided to visit this Lake Placid. The more famous Lake Placid in upstate New York was Dewey's summer club and the Lake Placid in Florida was Dewey's winter club. In this first visit to Lake Placid in Florida, Satoru was able to find and talk to a Mr. Devane, a Florida native who had helped Dewey locate the club site, had worked on the construction crew, and knew about the club when it operated in the 1920s. Later, Satoru made a second visit to Lake Placid where he continued interviewing Mr. Devane and took photographs of the club buildings that still existed. Because Satoru had limited experience driving in the United States, I accompanied him on this visit to Lake Placid, me in my VW bug and he driving a gigantic DeSoto nicknamed the "Aircraft Carrier." We had a good time visiting, taking photographs, and imagining what the place looked like when Dewey had lived there. Dr. Martha Jane Zachert, SOLTAS faculty member and editor of the newly established *Journal of Library History*, learned of these visits, the tape recordings, and photographs and encouraged Satoru to write an article about the experience (Takeuchi, 1964b). Later, he would publish an article about the experience in a Japanese journal (Takeuchi, 1968).

Home to Japan

Before returning home to Japan Satoru had two remaining responsibilities: evaluating the best ideas for new academic library buildings and furnishings, and compiling a list of the best reference books on Buddhism. To accomplish the

first objective, he visited 105 libraries in the United States and Europe and talked to the staff about the good and bad aspects of their buildings and furnishings. In addition, Satoru would regularly measure the height, size, etc. of tables and chairs in each library visited. The list of reference books on Buddhism was never completed because when he returned to Risho University he was immediately assigned the responsibility of managing a new research center and planning a new four-story library building.

Satoru spent the next two years working with the architect and a furniture maker to design and build the new library and its furnishings. Two basic ideas guided his thinking on both: an open and flexible building that could be easily modified for changing times and services, and a variety of heights of chairs and tables to suit the varying physical sizes of users, along with different identifiable colors so users could choose a size they liked. Users later wanted to know the name of the furniture maker so they could order their own chairs for home use. Soon after this experience, Satoru entered an essay contest sponsored by the Japan Library Association on library equipment and furniture and won the first prize two different years (Takeuchi, 1972).

Satoru's reputation for helping to design library buildings and furniture soon spread in Japan. In 1969 he accepted a position at Senshu University as a lecturer in Library Science. He was the only Library Science lecturer at Senshu for some time, but there he was able to utilize what he had learned in his master's program at FSU. An opportunity to revisit the United States came in 1970 when a furniture maker asked Satoru to accompany him to the United States and Europe for help as an interpreter. The trip gave Satoru time to visit FSU and see old friends and former professors. He also visited Lake Placid North and met Melvil Dewey's son, Godfrey. In a moment of good fortune, he discovered the son of Dr. S.R. Ranganathan, the eminent library

scholar, sitting beside him on the airplane trip from Tokyo to the United States. This new friendship with Ranganatha Yogeshwar would have significant consequences for Satoru's later work on S.R. Ranganathan and library development. This was the second of more than 25 trips Satoru would make to the United States over a period of 50 years.

Doctoral Study at the University of Pittsburgh

In March 1972 I was visiting the University of Ibaden in Nigeria as part of my responsibilities as Records Services Manager and Archivist for the Ford Foundation. I was consulting on records management for the International Institute of Tropical Agriculture, a grantee of the Ford Foundation, just outside Ibaden. Also visiting the University of Ibaden as a guest lecturer was Dr. Harold Lancour, Dean of the Library School at the University of Pittsburgh. I knew that Satoru was very interested in doctoral study and knew that Pittsburgh had a good reputation for working with international students interested in comparative librarianship. When I told Dr. Lancour about Satoru he urged me to write him and encourage him to apply to the school. Satoru was quickly accepted and given a leave of absence from Senshu University, but he had very little money for study abroad. Gifts of money from his friends and former students in Japan were helpful but not nearly enough for this expensive private school. He did find a part-time assistantship with the East Asian Library at the University of Pittsburgh and eventually he received an assistantship to work in the Library School library. Nevertheless, the 18 months in Pittsburgh were financially tenuous for him and I clearly recall his telling me that for these months he had to use the same tea bag twice a day!

In December 1973, Satoru returned to Japan and to his former teaching position at Senshu University. Before leaving Pittsburgh he was able to pass the doctoral

qualifying exams and to get approval for his dissertation research topic. However, because of full time duties at Senshu it was not until March 1979 that he was able to defend the dissertation, entitled "Education for Librarianship in Japan: A Comparative Study of the Pre-1945 and Post-1945 Periods" (Takeuchi, 1979). His dissertation committee chair was Dr. Richard Krzys. Immediately after his defense, his family (wife, Teruko and daughter, Naoko, now 10 years old,) met him in Los Angeles for a tour of the west coast of the United States. Satoru published at least two articles based on the dissertation (Takeuchi, 1983b, 1984). However, according to his memoir, the most influential aspect of his historical study of education for librarianship in Japan was the finding that when people are determined to have good reading and good libraries for themselves and their children they will work diligently to that end, and they recognized the importance of having well trained librarians to help them achieve these goals.

Teaching and Administration at the University of Library and Information Science (ULIS)

While Satoru's work teaching at Senshu University was satisfying, it did not offer, in his view, the kind of complete education needed by professional librarians. His students were mostly undergraduates choosing library science as a fallback career to a teaching career. In 1979, the University of Library and Information Science (ULIS) opened in the new Tsukuba Science City of Research and Education, with the intention of offering undergraduate, master's and doctoral degrees in library and information science. Thanks to the support of his Japanese mentor, Professor S. Katoh, Satoru was offered a position. He was surprised, but decided that this might be the best way for him to work toward improved professionalism for the field. He began there in 1980, first as a part-time lecturer, and received an appointment as professor

in 1981. For a number of years he also simultaneously taught as a part-time library science lecturer at Tokyo University.

The establishment of ULIS brought significant changes in library education for Japan: first time recognition by the Japanese government of the importance of library education as a part of higher education; adoption of a broad perspective for library and information science education at undergraduate and graduate levels; considerable increases in funds for library education; a systematic attempt to match recently adopted standards (first adopted in 1954 and revised in 1977) for library education with the curriculum of ULIS; and an emphasis on the importance of research in library and information science education.

The existence of ULIS did not, however, resolve the growing problem of the oversupply of qualified librarians (*shisho*) and assistant librarians (*shishoho*) for public libraries and teacher librarians (*shisho-kyouyu*) for schools. In 2003 more than 10,000 received the *shisho* certification, but there were only 15,000 jobs in all of the libraries in Japan. In addition, there were 296 different universities and colleges who provided these certification courses in 2004 (Miwa, *et al.*, 2005). A 2005 survey of the instructors at these institutions showed important differences in objectives of the programs, quality of the facilities, and degree of library experience by the teaching faculties (Tsuji *et al.*, 2006). A 2006 report on the Library and Information Professionals Education Reform (LIPER) project reemphasizes these issues in the context of Japanese library education and its relationships with international library education by noting that “the LIS education system in Japan is complicated” (Nemoto, 2006, p. 1). It points out that LIS education is isolated from both international library education and Japanese higher education, which tends to be very bureaucratic. The report recommends stricter control of LIS education in Japan by librarians, greater em-

phasis on information science, and a more rigorous certification system. The need for a body similar to Association for Library and Information Science Education (ALISE) or the coordination and critique of LIS education in Japan is strongly advised (Nemoto, p. 47). A related report (Miya, Kasai, & Miyahara, 2011) exploring cooperative potential with other Asian library education programs makes many of the same points.

Satoru’s full time teaching at ULIS lasted seven years. He taught courses on library materials, children’s materials, history of libraries in Japan, and a comparative study course on human information seeking behavior. For an additional six years he was appointed as one of two Vice Presidents for ULIS, a time-consuming and politically sensitive job that greatly reduced his attention to teaching and research in library and information science. He was able to set up an exchange program with the University of Pittsburgh, not only in library and information science, but also across several academic fields. The exchange program involved both faculty and students and lots of tours and visits back to the United States and other countries. One of the more notable accomplishments of these years was as a committee member developing the first ethics statement for Japanese libraries and librarians. It was closely modeled on the American Library Association (ALA) and Library Association (UK) codes of ethics. Later he would reflect in print on what he was thinking during this process (Takeuchi, 1983a). In 2002 ULIS was merged into the University of Tsukuba.

One of the distinguishing marks of Satoru’s teaching at ULIS, particularly in a famously rigid professor/student social structure like Japan, was his ability to interact with students. They frequently asked him to arrange tours and study groups, and he accompanied them on many of these trips. They also formed an unofficial group known as “a group with S. Takeuchi,” and met at least annually for conversation and

sharing. This group still meets on a regular basis. On some of the international tours Satoru would ask the host librarians to include his group as part of a children's program and they would present Japanese children's books, demonstrate how they were used in Japanese libraries, and discuss with the host the differences in approaches.

Retired: What Now?

After 13 years as a professor and vice president, Satoru describes himself as "exhausted," and says his mind was "dried up just like a desert." He resigned from ULIS and retired in 1993. He was hoping for a restful time and for a chance to explore new directions. One of these new directions came when he became entranced with the work of Dr. Spencer Shaw, a world famous storyteller and professor of library science at the University of Washington. Shaw's storytelling style struck Satoru as similar to Japanese storytelling, so he accompanied Shaw on library visits in Japan, translated for him, and later translated three of Shaw's books as they related to storytelling in Japan (Shaw, 1995–1999).

Satoru's interest in the areas of children's reading and children's libraries led to considerable focus on the BUNKO movement (Takeuchi, 1978). This effort by parents in many towns and villages in Japan to create mini-libraries for the children of the community, was particularly compelling and he focused considerable effort before and after retirement working with the leaders and communities where these libraries were developing. This led to intensive study of the movement, many speeches, and several articles (Japan Library Association. BUNKO Research Committee, 1995). This work over the years would lead to translations of children's books, some privately printed pamphlets by him, and a strong interest in school libraries. In 2004 he compiled and published his speeches and papers relating to the BUNKO movement, children's

literature, and school libraries (Takeuchi, 2004).

Closely related to Satoru's work on the BUNKO libraries and children's literature was his desire to expand the consciousness of the Japanese as they confronted and dealt with multiculturalism. In the last 300 years, Japan had become a mostly monocultural country and had little regard and awareness of other cultures, despite a historically strong Chinese influence and a milder Dutch influence. In a typical approach for Satoru's way of thinking and acting, he thought this situation could be improved by providing the Japanese public with a library of books that showed different cultures. He developed what he called his "Migratory Library," a collection of books that he owned and lent to anyone or any group with an interest in knowing about other cultures. Satoru paid the outgoing freight costs and asked the borrowers to pay the return costs. He began this effort in the 1990s but discontinued it in 2003 because of his age. The collection is now preserved at the International Library of Children's Books, a branch of the National Diet Library, Tokyo. Use of these books, particularly by the BUNKO libraries, has been high. He told me that sometimes the books came back to him for re-circulation and sometimes they did not. He was happy either way.

Throughout his career, Satoru was always trying to improve his English; translating articles and parts of books from English to Japanese became a lifelong pursuit. The Shaw books were a good experience, and soon after that he was translating publications of the ALA that he thought would be useful to Japanese librarians. His *Objectives of the Library*, a translation of three ALA articles ("12 Ways Libraries are Good for the Country," "Equity on the Information Superhighway," and "A Library Compact,") was published in 1997 and became a bestseller of the Japan Library Association (JLA). A new edition was published in January 2014.

Satoru had been a longtime member

of JLA and a frequent contributor to its journal but had never been involved as an officer. JLA was established in 1892 and, as noted earlier, had a role in early library education but had never been a significant actor. Thus, it was a surprise when in 2001 Satoru was asked to stand for election as Chairman of the Board of Directors of JLA, i.e., President. He initially declined the offer since he did not care much for administrative work but eventually accepted. The JLA Chairman was responsible for all activities of JLA: cooperative work with both national and international library associations and for maintaining the cultural value of libraries. JLA was in deep financial and political trouble in 2001 and member groups were fighting amongst themselves. The first two-year term was a struggle, particularly in terms of restoring the confidence of members in the future of JLA. By the end of his second two-year term in May 2005, the conditions had drastically changed and important initiatives were making headway. He initiated five different strategies for change: a series of meetings with members and JLA staff to discuss existing problems and jointly agreed solutions; creating a library/librarian security/safety policy manual to make these policies obvious and to get them implemented; creation of a multi-cultural series of library services that were publicized and made available nationwide; improving cooperation and relations with other national library associations, particularly with China; establishment of a museum of Japanese library equipment and supplies.

He served two two-year terms as Chairman, ending his last term in 2005. He left the JLA a greatly improved association. The culmination of that work came when he agreed to help the Korean Library Association organize and publicize the 2006 International Federation of Library Associations (IFLA) conference in Seoul. He urged the planning committee to be sensitive to both the historical cultural conflicts and the shared influences between China, Japan, and Korea to and recognize them.

The planning committee then asked him to prepare a presentation for the IFLA satellite conference that depicted these exchanges over time. The result was that he became a keynote speaker for the conference where he presented his "Early Book Paths as Preface to Library Cooperation," later printed in the conference proceedings (Takeuchi, 2007). He also made several presentations in Japan based on the article.

Thus retirement for Satoru only led to more work, many presentations (he told me over 300), a continuing relationship with his former students, more published articles, and especially, work on S.R. Ranganathan and his five laws of library science. As noted earlier, he had met Ranganathan's son, Ranganatha Yogeshwar on one of his many flights to and from the United States, Europe, and India, and they had formed a lasting friendship. Satoru had always been fascinated with the value of the five laws as philosophical underpinnings of library science. Thus, between the years of 2005 and 2010 he began a lengthy monographic treatment of the five laws and how they would be especially useful to librarians in Southeast Asian countries. He also formed discussion groups in Japan about the five laws. His book was published in 2010 as *A Commentary of the Five Laws of Library Science—What I Have Learned from Dr. Ranganathan* (Takeuchi, 2010). A Korean version was published in 2012. He is currently working on a translation of Ranganathan's reference services book.

The books on Ranganathan and the five laws were natural extensions of the many specializations Satoru mastered during his years as a librarian, teacher, and scholar. His teaching specialties were children's services in public libraries, cataloging and classification, the history of books and libraries, and comparative librarianship. At the time of this writing, he continues to do research and write on these topics, leads discussions on the five laws, and meets with some of his former students, an active group now exceeding 90 for many of the

annual gatherings. And when he can make it, he revisits his old friends in the United States. I hope to see him again soon.

The story of Satoru Takeuchi is a remarkable one, illustrating how his own cultural background and education in Japan and North America formed a teacher and scholar of LIS and created a genuinely international librarian and educator. It is written from a personal perspective so the reader can see how what began as a casual friendship blossomed into a long term friendship that had significant influences on both of us and our careers as teachers of LIS education. In my own career I adopted comparative/international librarianship as a specialization and research area and authored a number of articles on the topic and taught courses in that area. Satoru and I have both retained an interest in the history of libraries and library education and often compare notes and exchange helpful notes on our draft articles in these areas. It has, indeed, been a journey in friendship.

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