

## Great Expectations

### 大いなる期待

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ロバート・L・ギトラー

#### 要 旨

慶應義塾大学図書館学科発祥の由来を簡単に記し、この大学レベルの図書館学科のカリキュラムの発展の状況を述べ、さらに、学生の応募状況、学科主催の現職者訓練のための研究集会、図書館界に対するコンサルタント的サービス、図書館学教員の輩出、図書館専門職のレベルアップなど、学科のこれまでの成果を述べている。さらに今後の課題として図書館学科のあり方を論じ、学科主任はその教員に対して何を期待しているか、図書館学科の教員は学科主任に対し何を期待しているか、図書館学科の学生は学科に何を期待しているか、また、図書館界の人々は図書館学科とその卒業生に対して何を期待しているか、などの点について論じ、現代の変遷しつつある、かつ複雑化しつつある図書館界の実情を指摘すると同時に、この複雑な状況にかなう人材を輩出することに大きな期待を寄せている。(T.S.)

In the Prologue to the second act of William Shakespeare's gripping historical play, *King Henry V*, there is a magnificent and moving invocation with which he prepares his audience for the exploits of Harry's (King Henry) forthcoming campaign in France. It reads—"For now sits Expectation in the air..." With this he sets his audience, or the reader, on edge, tingling with anticipation of what may follow. Such was the keen anticipation experienced by this writer when, on a crisp, cold but brilliantly sunny morning in January 1951, he first found himself on Mita Hill to explore the possibilities, the prospects for establishing in Keio Gijuku what was to be-

come the first university level library school in Japan.

Sometimes one wonders as to the impact of symbolism—along with other factors such as timing, personalities, serendipity—in the decision-making process. There had been a rather heavy snowfall on the days preceding that visit to the Mita Campus. The visit was to be but one of five to other leading universities to ascertain the degree of mutual interests, concepts and resources that were evident in the respective institution visited. This visiting library educator had been advised prior to his arrival in Japan that for a variety of reasons and practical factors to be considered, the

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library school undoubtedly would be established at an institution where there long had been a rich and strong collection of Library Science materials, and which was, as well, a prestigious seat of learning. But the option was given to him, nevertheless, to visit and study certain other institutions which also merited consideration were they to evince interest of a kind conducive to and compatible with long range planning, forward looking concepts from a pedagogical, philosophical standpoint.

Thus it was he set out, bundled up against the cold on that January morning, to meet with the Keio representative at Mita. Although it had snowed, the morning cleared the sky and the sun shone brilliantly, with Fuji-san visible from certain vantage points in Tokyo. The white cover on the campus sparkled, but narrow paths had been cleared so that foot traffic was possible in the triangular paths walked that day with Kiyooka Sensei between the Library, the Administration-classroom building which then housed the International Department of which Kiyooka Sensei was Head, and Gogokan—the old woodframe building where the School ultimately was to find itself located. During this visit the discussions between the Sensei and the Gaijin library educator were of a most general, exploratory nature. But plans were made for future meetings with President Ushioda and the Standing Directors; for this day, the Tenth of January, was not only at the close of the New Year Holiday which finds most activity in Japan only beginning to again resume its pace, but it was a very special day besides for Keio. For it, the Tenth of January, is the birthday of Fukuzawa Yukichi, the remarkable and courageous founder of Keio Gijuku University. Of course this was not known to the Gaijin visitor. Had he realized that the day was a very special one for Keio and all connected with it, and most certainly a University Holiday, never would he have suggested the initial appointment for that day. But although the University offices were to be closed, Professor Eiichi Kiyooka, without a murmur that the morrow or sometime soon thereafter

might be preferable, graciously agreed to the meeting so that the unwittingly brash (and considerably younger than now) librarian might adhere to a very full and close scheduling of visits to other universities both in and out of Tokyo.

On leaving, at the end of the day's conversations with Kiyooka Sensei this visitor was presented with his English translation of *The Autobiography of Fukuzawa Yukichi*. After supper he opened the book, planning to dip into it here and there and retire early, for the next morning's schedule called for an early rising in order to catch the morning "Hato" train to Kyoto, where visits to two more universities had been planned. So he opened the volume, read Dr. Koizumi's introduction, which more than whetted his appetite to continue. Quite sometime later—in the wee small hours of the morning—this librarian turned the last leaf of that volume, closed the cover of the book highly stimulated, and with not a little excitement. For on his return from Kyoto and subsequent visits to certain other university campuses in Tokyo, he found himself ruminating after each visit on the substance of the man, Fukuzawa, his life and work, and the promise and prospects that Keio University might hold for the location of the projected Toshokan Gakko. "For now sits Expectation in the air," so eloquently phrased by Shakespeare, may well have characterized his state of mind as he pondered the decision to be made as to the Library School's location.

That the School was placed at Keio is now history—a record of twenty years of growth, development, productivity and exploration. For this achievement the vision of the Keio Administration and the continuing directorship and faculty of the JLS (now SLIS—School of Library and Information Science) are to be congratulated.

There were some doubts, some disappointments, some displeasure in certain Japanese library quarters when the announcement was issued that a Library School, to be known as the Japan Library School, was going to be established at Keio. There are Cassandras the

world over. But there also were great expectations. With this in mind let us look at what were the objectives of the School's founders and initial faculty, with an eye to measuring Keio's achievements.

### **1. The development of a library school curriculum—a professional school—at the university level**

The Library School at Keio was not the first program in education for librarianship in Japan. For some twenty-five years before the Keio School's establishment the Monbusho Institute of Library Science, popularly known as the Ueno Library Training School, existed. But although it began under distinguished leadership and with high goals, within the first few years of its existence, it found itself at a pedestrian level. And despite the fact that it had produced some good library personnel, it had been without influence during that quarter of the century. It is interesting to note, parenthetically, that one of the "spin-offs" or by-products of JLS has been the strengthening of the Ueno School in many ways, both direct and indirect. A direct asset has been the appointment of JLS graduates to its faculty.

Although the curriculum of the Keio School has developed tremendously since its beginning in 1951, it was not static even during its early formative years. For where it was first a separate and isolated program from the rest of the Keio curriculum in its first two years at Mita, it soon became better balanced, better scheduled, and was made a genuine, integral part of the Keio pattern of the Faculty of Literature by the end of its fourth year. Moreover, the program continued to be enriched and in 1962 the first its special, three year programs, under a grant from the Rockefeller Foundation, for the preparation of librarians in the biological, life sciences was begun.

In that same year this writer, speaking before a group of librarians at an American state library association meeting on the topic of Library Education in Japan, stated that within five years it was probable that a

time will by then have come for a re-evaluation of the JLS program with an eye to developing a graduate program consonant with the undergraduate base, and related to the fast growing field of Information Science. Five years later, in 1967, this came to pass and we have today at Keio a highly sophisticated graduate program leading to the Master's degree, with emphasis on the handling of information. This, together with a further revision of its undergraduate program, is enabling the Keio School of Library and Information Science to keep abreast of the changing needs of Society and the advances of Science and Technology.

### **2. Recruitment and preparation of promising young people for the field of Librarianship**

It can be said that Librarianship is known today in Japan as it never before was. This is due in part to the fact that Keio is a university of great prestige in Japan. Just as Harvard developed one of the first schools of Business Administration in the United States and became prominent early in the day of specialized university business education, so Keio surely has given prestige to Library Science; so has its faculty who travel the length of Japan and are available as consultants when called upon. In its formative years approximately six hundred inquiries were received annually. Of this number about twelve to fifteen percent were processed, with but eight to ten percent clearing the final hurdles of screening and examination for admission.

### **3. Provision of institutes and workshops for in-service Librarians**

The holding of these sessions for the purpose of assisting in-service Librarians to qualify pragmatically as well as legally for their jobs proved to be a tremendous boon to the Library School in the public relations. Many unexpected dividends accrued. It gave the new School and its faculty in its early days entre to and rapport with the then conservative and on occasion adamant job holding group, some

of whom entertained no small reservations as to just what the purpose and goals of the School were. But gradually as they themselves became workshop and institute alumni they experienced, much to their own surprise, the feeling of "belonging"; and as time went on they accepted with less reservation Keio's university level Library Science graduates. Furthermore, the workshops as developed by Keio proved to serve as models for others elsewhere throughout Japan; and out of them, in turn, have developed the many Library Science course offerings as part of the regular curricula of numerous Japanese colleges and universities.

#### **4. Serving as a consultant center for advice and guidance of Librarians in all types of libraries**

This consultant function mushroomed beyond the founding director's widest expectation. The faculty of the School, at the time of its founding, received—this writer honestly believes—only one strict manifesto or order; one of which they were never to lose sight. This he called "the principle of constant availability." The faculty functioned as a team and they did apply themselves wholeheartedly, never losing sight that they were at Mita to serve, to be available for consultation at all times, over and above their class teaching assignments.

All areas of Librarianship in those early days came within the faculty's province; building plans were drawn; pilot projects for story telling sessions, reading guidance, were worked on and carried out; card catalogs were revised; classification schemes were explored and revised; extension programs were analyzed, criticized, expanded, retrenched; standards of education for Librarianship were developed. These and other areas were served—and today are being served—by the Keio School and its faculty.

#### **5. Preparation and development of Library School faculty**

Possibly one of the most important functions

the Library School had in its beginning was to develop its first regular full-time Japanese faculty. This called for selecting from among its graduates outstanding candidates for further graduate study abroad. This was done. Today the Keio School of Library and Information Science can boast a faculty who hold degrees not only from Keio and other Japanese universities, but also from more than six foreign university library schools as well. It is a faculty that this writer, as a former head of three American Library Schools, would evaluate as being far more cosmopolitan and varied in its professional preparation than the faculties of many library schools in America and elsewhere. It is a faculty with which he would be both proud and honored to be associated.

Today, many of the teachers of Library Science courses in other Japanese colleges and universities can point to their having studied at the Japan Library School now known as the (Keio) School of Library and Information Science.

#### **6. Upgrading the profession of Librarianship**

In achieving the five objectives already noted, the Library School at Keio—through its substantive contribution and the prestige acquired by the School resulting therefrom—has given strength to the field of Librarianship and Information Science. Granted that much more work is still to be carried on in further establishing these fields in Japan at a level with other long recognized and acknowledged professions, it has become attractive to many students as a course of study and potential lifetime career.

Today it is known generally among professional and business men of Japan. In traveling by plane about the United States to professional library meetings this writer frequently finds Japanese travellers on board—usually company or university representatives. He always endeavors to start conversation with such fellow travellers and he has only to mention the Library School and program at Keio

and immediately there is recognition and understanding indicated by the Japanese colleague. A case in point was this writer's coming upon a young Japanese gentleman last summer, when en route to the Detroit Conference of the American Library Association. Both had boarded the plane in San Francisco. The young man turned out to be a communications specialist from the Toshiba Company who was being sent abroad for further graduate study at the University of Chicago. Lo and behold! As we spoke it developed he had been doing some special work in the Computer Science field with none other than Yoshinari Tshda of the Keio Faculty at Kitasato. This could not have happened or would it have been so fifteen or twenty years ago!

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Indeed, there were great expectations at the time the Japan Library School began. Its objectives clearly set forth in the beginning, they have been and are continuing to be realized and accomplished. So much, then, for the broad, over all expectations of and for the Library School as a whole. But there are other, more specifically focused expectations, with reference to library schools and library education on the whole, we should consider before closing this essay.

For example, what are the expectations of a library school dean or director of his faculty? Similarly, what should a faculty member expect of his dean? All important, too, is what may the library school student expect of his library school and its staff? And finally, what may a library administrator expect of a library school? There is enough to be said about each of these expectations to provide chapter length treatment of each. For the space allotted to this paper, however, it must suffice to touch but briefly only the salient relating to each area, leaving full development of each topic for another piece. But your writer here suggests the following for the reader's consideration.

*What does the library school administrator*

*(dean or director) expect of his faculty?* What are the qualifications he expects a faculty member to bring to the library school? The administrator seeks faculty who will bring to it substantive strength in the areas for which he is being recruited, as well as a personal characteristics inventory of high order. This calls for individuals with:

1. Well rounded, liberal education plus depth in one or more subject areas other than Librarianship, so that he may better relate his Library Science instruction to cognate fields of learning.
2. Professional study and specialization in depth of one or more particular areas of library activity and services; the highest terminal degree or its equivalent is a desideratum.
3. Inclination, even zeal, as well as ability for teaching, and an appreciation for standards of scholarship.
4. Interest in people and books and an understanding of their interrelationship.
5. Experience in one or more areas paralleling those for which teaching responsibilities are assigned.
6. Understanding of human nature, variation in personalities, so that they may better cope with a wide variety of students whose values or "thing" are bringing new "scene" to today's society the world over.
7. Imagination, judgment; a sense of the fitness of things; capacity for growth.
8. Cooperative spirit, a sense of the team aspect, and the related need for close coordination among the several members of a library school faculty and staff.
9. Intellectual awareness; an interest in extending the horizons of Librarianship either through their own research, their stimulus of student research, or both.
10. Sense of professional responsibility as evidenced by:
  - a. Membership and participation in local, state, regional and national professional library organizations.
  - b. Contributions to the field through pub-

lishing when there is worthwhile subject matter to present.

*What may a library school faculty member expect of his dean or director?* At the 1965 session of the Association of American Library Schools convened in Chicago, one of the agenda items was concerned with the nature of faculty and administrators of library schools. One of the panels dealt with the faculty's view of the library school administrator. Faculty panelists indicated their expectations, suggesting that a dean should:

1. Assure himself and each member of his faculty and staff that they know what is expected of them as individuals, as teachers, or staff assistants as members of the university community.
2. Relate to and recognize his faculty as individuals with their particular human interests, special abilities and qualifications; and consider these factors as he builds his faculty, delegates responsibilities.
3. Accept the personal and administrative responsibility for keeping his individual faculty members happily busy, positively and academically progressive at all times during the period of the teacher's term of assignment.
4. Understand that the faculty are a group of peers and as such they should participate in the planning and shaping of the library school's goals, curriculum and methodology.
5. Endeavor to keep communications between himself and his faculty open at all times both through formal and informal contacts, meetings, conversations.
6. Review from time to time with each faculty member individually the teacher's work, progress, problems, achievements.
7. Make every effort to keep the affairs of the library school open and free from any appearance of secretiveness.
8. Make certain that all his faculty are apprised well in advance of any public announcements of changes in objectives, courses, new plans for the school, etc.
9. Share with his faculty and staff all direc-

tives, proposals, notices, etc., that are forwarded from the University President or appropriate administrative officer for the university.

10. Make every effort to see that faculty and staff of the school are introduced and have opportunity to meet visiting colleagues or important dignitaries which the university may be hosting and taking to the several campus departments for courtesy calls.
11. Aid and abet his faculty in their individual efforts toward academic advancement and further self development, professionally.

*What may the library school student expect of his library school, its faculty and staff?* In the beginning of university life the world over students came to the halls of learning to gain knowledge, wisdom, understanding, and to demonstrate their ability to absorb such learning and become "educated" in the traditional sense of the word as it may have applied in their respective part of the world. And to a great extent this was true in the emerging days of academe in America. Later one finds the beginnings of specialized, professional education developing in the American university, with Librarianship being among the more recent professional programs to emerge. A standard Library Science curriculum came into being ultimately at the graduate level, available to students upon completion of a Liberal Arts baccalaureate degree.

Students came to a library school expecting they would receive the basic professional preparation needed to equip them for satisfactory performance as librarians in technical and public services in the several areas of library activity—public, school, academic and special libraries. Between the 1930's and the 1950's the content and curricula of most library school programs were similar and comparable in scope, varying for the most part in quality and in the reputation of the university of which the school was a part, and the stature and/or reputation of its faculty.

The last decade and a half has seen a change in the educational scene the world over. Few are the universities that have not felt the

impact of the student challenge, the ferment, reflecting the restlessness of society as a whole. Today, the library school student no longer simply enrolls in the graduate school and passively endures the prescribed curriculum of the library school—or even the medical school, for that matter.

The student now has a voice. All of us who are or have been associated with colleges and universities either as teachers, administrators or both are aware—or most assuredly should be aware—of that student voice. There are many questions being raised by students in professional library schools today. They are indicating what their expectations are. But regardless of what the specifics of their expectations may be, they all come under the heading of *relevancy*. True, this has become a much overworked word; almost a cliché. But library school students are demanding as they never have before and are expecting that their curriculum and their instructors will be *relevant*; that the substance of the courses they study, the projects they undertake will relate to today's *scene*.

In order to realize this they have a very special expectation; namely that they and their peers will have a voice in the development of the courses in which they are studying; that they will be positive and active participants, reacting to the stimulus of a *relevant* instructor, and not absorb in a docile sponge-like manner outmoded concepts, theories and techniques, no longer applicable to the *scene*. Of course they must receive the basics, the traditions and foundations. But their expectations call for those areas of professional learning to be presented in a meaningful, *relevant* way by a professor who has updated the substance of his course to be consonant with the times, the conditions and the needs of contemporary society.

Whether we, as faculty or administrators are prepared for this or no, today's students expect to have at least a consultative voice in the way in which a library school is operated. True, some may question the extent to which students are qualified for this role. Much of

course will depend upon the type and calibre of graduate student admitted to the library school.

It is very possible that students today may have greater expectations than their talents and wisdom warrant. Yet, the times are such that their expectations must not go unheeded. True, Cicero, writing in his *De Senectute*, states, "Rashness attends youth, as prudence does old age." On the other hand there is Benjamin Disraeli's estimate of youth as set forth in his novel, *Coningsby*, when he says, "Almost every thing that is great has been done by youth." And there is much in history to support this!

Thus far we have looked at the library school, the library school's dean or director, the library school's faculty, and its students and have considered their expectations. There remains yet another element or segment of this milieu of Librarianship—the library school's clientele, the consumer, the library administrator.

*What are the librarian's expectations of the library school and its graduates?* In the first library schools such as that begun by Melvil Dewey, the early Pratt Institute and University of Illinois schools, the training was almost entirely aimed at the pragmatic aspects of work in the library—much of which was routine and clerical in nature. The employing librarian was satisfied that the personnel he engaged were adequately equipped, through what they had learned in library school, to carry on the detailed tasks of the then traditional library duties. And this obtained through the 1930's.

But, in keeping with the times, libraries began to change, becoming more complex institutions. with the earlier, simpler and in many ways more humane aspects vanishing; with tensions of various forces and influences becoming evident. Though still concerned with the humanistic aspects of civilization, the library found itself challenged by the technological advance on all fronts, the increasing flood of printed materials, together with the new and expansive development of non-book

media of various kinds. Moreover, the library—whether public, school or academic—was (and is) no longer serving only the substantial “average middle class” citizen with average middle class wants.

The tensions and stresses of the post World War II world have increased the divergence and dissimilarities in the library’s clientele. Prior to World War II but few public libraries in the United States, for example, concerned themselves with the foreign born, non-English speaking immigrants from low social and economic strata. Concern for or attention to the disadvantaged and minorities was not a library priority. Today the library administrator in the public, school and academic library is daily made aware of this segment of the community he serves. All kinds of media he must endeavor to use to reach as many as he can. The materials are diversified—books, periodicals, films, records, tapes, microforms of all types, with the necessary reading machines; dial-a-story (or lecture) carrels, listening booths, community and/or campus lecture and exhibit series and many other accoutrements for both general or specialized departmental units. Hence the library administrator of today’s vital information reservoirs must of necessity staff his library with personnel who are thoroughly prepared to meet the library’s demands if the librarian is going to direct a library program that is meaningful and beneficial to the community his institution serves.

The library administrator looks to the library school and expects to find graduates who, first of all, have been selected not only on the basis of their strong undergraduate academic preparation, but also because of the excellence of their personal qualifications. In short, the library school selects persons of character, integrity and professional idealism. He will expect that this idealism will encompass their belief in the importance of books and other learning materials, and a keen desire to make instruments the means of enrichment for users at all levels of the social and economic strata.

The library administrator will of course ex-

pect the library schools to provide their graduates with the necessary “know how” of the techniques which are so much a part of library activities. But more and more the professional librarian today is not necessarily engaged in routine matters, albeit he will be responsible for these processes being effectively performed by the overall corps of supportive staff who are a part of the library personnel roster.

Increasingly the library administrator will expect and demand of the library school graduates who not only are prepared to perform effectively in a library’s ongoing program, but who have been exposed to the trends in new technological developments; have gained understanding of what the future implications may be for the type of library in which they find themselves. In this connection it may be said that the library administrator expects the library school to be a center for research, development—a consultant headquarters for librarians and the profession.

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In the twenty years that Keio University has made available its program of Librarianship, and most recently Information Science, it has recruited students to this ever expanding field of endeavor. It has placed its graduates, professional librarians now approaching the one thousand mark in number, in all types of libraries. It has also produced teachers of Library Science. The School, itself, has become a center for further, experimental research with its library, with its faculty and staff serving in consultant capacity both in Japan and abroad.

So we reflect, thinking back over the years 1951–1971 as we measure the Keio thrust. In beginning this essay, this contributor recalled his thinking, his feelings on the occasion of his first visit to Mita Campus on that morning of 10 January 1951 with the quotation from Shakespeare, “...For now sits Expectation in the air.”<sup>1)</sup>

It may be no less appropriate, he believes,



to close this appraisal of the Keio enterprise, this twenty years of achievement, with another, most fitting quotation—also from the pen of that peerless Bard of Avon:

“He hath indeed better bettered expectation

than you must expect of me to tell you how.”<sup>2)</sup>

- 1) *King Henry V*, Act II, Prologue, 1. 8
- 2) *Much Ado About Nothing*, Act 1, sc. i, 1. 16