

Keio University School of Library and Information Science :
Its Past, Present and Future

慶應義塾大学図書館・情報学科： その過去，現在，将来

Takahisa Sawamoto

澤 本 孝 久

要 旨

慶應義塾大学図書館情報学科は昭和26年4月に図書館学科として設立されて以来，今年20周年を迎えることになったが，本文では本学科の歴史的変遷の跡を辿り，教授団，カリキュラム，学生および卒業生，資料設備等について，過去から現在に至るまでの発展の様相を検討し，さらに現在行なわれつつあるカリキュラム検討委員会等の研究成果に基づいて起こるべき近い将来の変化を予測したものである。

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I. General Background

Although there had been libraries in Japan for centuries, and in them now and then some exceptionally able librarians, social and economic circumstances until recent times hindered the evolution of a professional concept of librarianship, without which the full potentialities of libraries in our national life could not

be realized. The need for corrective action was clear, important and urgent, and it was to proclaim such a concept and provide the training required by it that the School of Library and Information Science of Keio University, then called the Japan Library School, came into being as of 1 April 1951.

Dr. Robert B. Downs, of the University of Illinois, has written of the School's "prehistori-

Takahisa Sawamoto, Professor and Director, School of Library and Information Science, Keio University.
澤本孝久： 慶應義塾大学文学部図書館・情報学科主任教授。

cal" background as follows:

In Japan, the original stimulus for developing a library school came from SCAP (Supreme Command, Allied Powers) during the Allied Occupation. The Army's Civil Information and Education Section had set up information libraries in the larger Japanese cities and had plans for establishing others. Except for the head librarian, the personnel was to be all Japanese. Qualified people, however, were almost impossible to find. It was then that the Army became convinced of the need for a library training program, to provide assistants for the information libraries and, incidentally, for other libraries in Japan.

Unsure of how to go about organizing a professional school, the Army turned to the American Library Association for help. After some Pentagon conferences, it was decided that the Army would contract with the ALA to administer the school. Preliminary to its establishment, the present writer [Dr. Downs] was sent to Japan for conferences with Occupation personnel and officers of the Japanese Ministry of Education, the National Diet Library, and the leading universities of the country.¹⁾

On the recommendation of the Association, plans were adopted and funds granted for a school to be guided originally by an advisory committee of the Association chaired by Dr. Downs and staffed by well qualified American instructors, just as other Japanese professional schools in their first years had been staffed largely by foreigners with the required new knowledge.

At the establishment of the School, it aimed:

- To recruit promising young men and women to the Keio program of library studies,

- To provide a comprehensive program of professional courses in Library Science as a part of the over-all four-year program leading to a degree,

- To provide, through workshops and institutes at Keio and elsewhere in Japan, training opportunities for in-service librarians,

- To serve as a Library Science consultant center for library workers in the field,

- To develop corps of teaching personnel as potential library school faculty, and

Through accomplishing the foregoing, to enrich the substance of librarianship and its functions in the land, and generally up-grade the profession and its status.²⁾

Professor Robert L. Gitler, then Dean of the University of Washington School of Librarianship at Seattle, presently University Librarian of the University of San Francisco Library, accepted appointment as director of the new School. After his arrival in Tokyo at the end of 1950, it was he who made the final decision that among the universities desirous of incorporating the School the most suitable, because of its basic principles, traditions and intentions, was Keio University.

Professor Gitler described the reasons:

It is logical and appropriate, in an historical sense, that Keio University was chosen by the American Library Association as the University in which to establish the first professional library school, nation-wide in its scope, with its curriculum as a part of the regular university course of study leading to a professional degree...

This still new venture is in the true Keio spirit and tradition of its revered founder, Fukuzawa Yukichi, one of the first truly modern men of Japan. He was liberal and progressive in his thoughts and action in a time when it took great courage to stand apart from the crowd as an individual with new and creative ideas. His aspirations for Keio were high and farseeing. It is in this forward-looking tradition of Fukuzawa that the Japan Library School was founded and is being continued today within the framework of the Faculty of Literature on the Campus of Keio Gijuku.³⁾

From the beginning, it was intended that Keio University in time would assume full financial responsibility for the School. Outside assistance still was required, however, when the United States Government's funds had to cease early in 1952 with the coming into effect of the San Francisco Peace Treaty. The Rockefeller Foundation, favorably impressed by the objectives, performance and prospect of the School, then made in the summer of 1952 its continuance possible with emergency assistance and a grant for five years, in each of which

the Foundation's funds decreased in accordance with the plan for development for the School while the proportion of its budget assumed by the University increased. From 1 July 1956, the University was able to take over smoothly full financial responsibility for the School. By this time it was firmly established, and it was evident that it would endure and expand.

The founding director, Professor Gitler, retired from the School in September of 1956 to assume the position of Executive Secretary of the Library Education Division and Secretary of the Board of Education for Librarianship of the American Library Association. Before he left Japan, on 21 July 1956, he was awarded by Keio University the Honorary Degree of Doctor of Philosophy for his pioneering work in the science and teaching of library service for all Japan and his demonstration of very high educational practices in the University.

From 1 October 1956, Professor Takashi Hashimoto took over administrative direction of the School. In his address to the faculty at the time of appointment, he expressed desire to enrich the School's curriculum and to establish a Master's program in the not distant future. Convinced that it could be of further assistance, the Rockefeller Foundation made a second grant, not to maintain the School but to extend and enrich its program. In each of the next five years, beginning in April, 1957, this second grant enabled the School to invite an outstanding American library expert—successively in the fields of college and university, public, school, special librarianship and education for librarianship—as a visiting faculty member for several months both to teach courses in the School's curriculum and to conduct workshops and/or seminars for in-service librarians. The same grant made it also possible to award scholarships to the two most promising of the students enrolled in the School each year for five years and to send abroad each year for a full year of library study a young librarian or teacher of librarianship chosen from candidates in all parts of Japan. This five-year enrichment program not only strengthened the School

but also contributed much to the advancement of Japanese librarianship.

As the final year of this enrichment program coincided with the decennial of the School, Dr. Gitler was invited to return as the 1961 visiting professor. He also participated in the decennial ceremony held on the Mita campus on 1 July, which was attended by more than two hundred persons, including many Japanese and foreign friends of the School. After he left Japan, on 7 November 1961, the Japanese Government conferred on him the Fourth Order of Merit with Cordon of the Rising Sun in recognition of his outstanding contributions to the development of library services and education for librarianship in Japan.

With a view to possible revision of the curriculum, which required great caution, the faculty members of the School began to spend considerable time in gathering data on the demands of libraries and information agencies and in studying the curricula of advanced foreign schools. It had been noticed by the end of the 1961-62 academic year that there was a trend toward increased requests for employment of graduates of the School from special and research libraries and information agencies especially in the fields of science and technology. Cognizance of this demand was taken into account by the School in re-examining and revising its curriculum. Beginning with the 1962-63 academic year, new courses on the administration of academic and special libraries and on scientific and technological literature were provided, and the contents of other courses were adjusted and rearranged.

As a special step in broadening and improving its instruction, the School gave special attention to training for life sciences librarianship as well as provision of in-service training for life sciences librarians. This was done under a three-year grant from the Rockefeller Foundation which made it possible to invite from abroad a distinguished specialist in life sciences librarianship for about five months each year, beginning in 1962, to teach courses in this specific field and to conduct workshops each summer. This grant also provided scholarships

for both students and in-service librarians taking courses in life sciences librarianship.

For the first ten years, the School was housed in old temporary quarters on the Mita campus. The University Administration, however, decided to move it into the new West Building, which was completed in May of 1962. This allowed it to be equipped in a manner which greatly facilitated both teaching and study.

In the academic year of 1966, the School celebrated the fifteenth year of its birth. A special ceremonial program was held on the Mita campus on 24 June 1966, and congratulatory addresses were contributed by Dr. Tatsuo Morita, President of the Japan Library Association, Dr. Charles B. Fahs, then Minister-Counselor for Cultural Affairs, Embassy of the United States, and Dr. Robert L. Gitler, then Director of the Peabody Library School.

On that occasion, Director Hashimoto announced the intention of the School to initiate a graduate program leading to a Master's degree, with emphasis on the handling of information.⁴⁾ As planned, this graduate program, epoch-making in Japanese library and information science, was opened in the spring of 1967. Because of this expansion, the School decided to reorganize its undergraduate program and to change its name to the School of Library and Information Science as of 1 April 1968.

It was during the academic year of 1967-68 that the School succeeded in inviting Mr. Everett T. Moore, Assistant University Librarian of the University Research Library of the University of California at Los Angeles. His earlier experience at the School and his current administrative responsibilities for his university library enabled him to contribute not only to improvement and enrichment of the School's curriculum but also to development of Keio University's plan to establish a total information system to improve education and stimulate research.

Professor Hashimoto retired as Director of the School on 31 March 1969, having reached the age limit set by the University. Though released from full-time responsibilities, he has

continued to serve the University as Academic Advisor and Professor Emeritus and has been perpetuating his long affiliation with the School by acting as its esteemed Advisor and with the Mita Society for Library and Information Science as its President. Upon his retirement, the writer of this paper succeeded to the School's directorship.

II. Comparisons of Past and Present

In this section the writer wants to compare the faculty, curriculum, students and graduates, library collections and physical facilities of the past with those of today.

A. Faculty

The faculty of the School started with five full-time American faculty members, one full-time American librarian, and two part-time Japanese lecturers.

During his term of office, 1951-56, the founding director, Dr. Gitler, invited the following faculty members from abroad to teach at the School as visiting professors:

1951 Spring—1952 Summer :

Prof. Frances Neel Cheney, then Professor of the Peabody Library School, George Peabody College, Nashville, Tennessee.

Prof. Bertha Frick, then Professor of the School of Library Service, Columbia University, New York.

Miss Hannah Hunt, then Young People's Librarian, Rockford Public Library, Illinois.

Mr. Edgar Larson, then Bibliographer-Searcher, Order Division, Library of Congress, Washington, D. C., presently at the Naval Postgraduate School Library, Monterey, California.

Mrs. Jean Taylor Boucher, then Reference and Circulation Assistant, Territorial Library of Hawaii, Honolulu, T. H.

1952 Autumn—1953 Summer :

Miss Norma Cass, then Head, Reference Department, University of Kentucky Library, Lexington, Kentucky.

Mr. Everett T. Moore, then Reference Librarian of the University of California Library, Los Angeles, California.

Mrs. Jean Macalister Moore, then Associate Reference Librarian, Columbia University Library, presently Librarian of the Art Library of the University of California, Los Angeles, California.

Miss Georgia Sealoff, then Librarian of the West Seattle High School Library, Seattle, Washington.

1953 Autumn—1954 Summer :

Miss Georgia Sealoff, for the second year.

Miss Anne M. Smith, then Reference Librarian at the University of British Columbia, Vancouver, British Columbia, Canada.

Dr. Ruth French Carnovsky, then Professor of the Denver University Library School, Denver, Colorado, presently Professor and Dean of Students at the University of Chicago Graduate Library School, Chicago, Illinois.

1954 Autumn—1955 Summer :

Mr. George S. Bonn, then with the Science-Technology Division, New York Public Library, New York, presently Professor of the University of Illinois Library School, Urbana, Illinois.

Prof. Mabel A. Turner, then Professor of the University of Washington School of Librarianship, Seattle, Washington.

Under the enrichment program of the School from 1957 through 1961, Director Hashimoto invited the following visiting faculty members from the United States.

1957 April—July :

Prof. Guy R. Lyle, Librarian of Emory University Library, Atlanta, Georgia.

1958 April—July :

Mr. John M. Cory, then Deputy Director of the New York Public Library, New York.

1959 May—August :

Miss Alice Lohrer, then Assistant Professor of the University of Illinois Library School, Urbana, Illinois.

1960 May—July :

Miss Helen M. Focke, then Professor of the Western Reserve University School of Library Science, Cleveland, Ohio.

1961 April—September :

Dr. Robert L. Gitler, then with the America

Library Association.

Under this five-year program, each visiting faculty member had, in addition to teaching courses in the curriculum, responsibilities for conducting a workshop and/or a seminar in his specific field, as will be described later.

During the succeeding 1962–1964 enrichment program, concentrating on life sciences librarianship, the following visiting faculty members were invited :

1962 March—July :

Dr. Estelle Brodman, Professor and Librarian, School of Medicine, Washington University, St. Louis, Missouri.

1963 March—July :

Prof. Thomas P. Fleming, Professor, School of Library Service, and Librarian, Science Libraries, Columbia University, New York.

1964 March—July :

Mr. J. R. Blanchard, Librarian, University of California, Davis, California.

Each year two one-week workshops on life sciences librarianship were conducted by the visiting faculty member, one in Tokyo and the other in a Kansai city.

From October of 1967 to the following February, Mr. Everett T. Moore, Assistant University Librarian, University Research Library, UCLA, revisited the School under a Fulbright Fellowship.

The Japanese faculty members, started with two part-time lecturers, Prof. Mikinosuke Ishida, Professor of Nihon University, and Mr. Shigeyoshi Doi, Associate Librarian of Tokyo University Library, gradually increased by the academic year of 1956–57 to a total of four full-time members and two part-time lecturers while visiting faculty members from abroad decreased.

For the academic year of 1971–72, the faculty of the School consists of eight full-time faculty members and eight part-time lecturers, all Japanese, of whom five hold Ph. D. degrees, eight have Master's degrees in library science or some other field, and twelve have backgrounds in pure or applied science. Many of them are in demand as consultants or committee members for new library and information

systems.

The roster of the faculty of the School as of 1 April 1971 is as follows:

Full-time Faculty

Takahisa Sawamoto, *Ph. D., M. S. in L. S.*,
Professor and Director of the School

Yutaka Kobayashi, *M. S.*, Professor

Hatsuo Nakamura, *Dr. rer. nat.*, Professor

Yoshinari Tsuda, *M. S. in L. S.*, Professor,
and concurrently Associate Director of the
Keio Medical Information Center

Shigeo Watanabe, *M. S. in L. S.*, Professor

Toshio Hamada, *M. S. in L. S.*, Associate
Professor

Masao Nagasawa, *M. A. in L. S.*, Associate
Professor

Kimio Hosono, *M.S. in Engineering and M.S.
in L. I. S.*, Teaching Assistant

Part-time Lecturers

Ryuichi Abe, *Ph. D.*, Professor, Institute of
Oriental Classics, Keio University

Shinji Hosoya, Associate Professor, Institute of
Documentation Center for Japanese Eco-
nomic Statistics, Hitotsubashi University

Sakari Ide, Technical Information Specialist,
Toray Industries, Inc.

Ayako Inaba, *Ph. D.*, Chief, Technical Coordi-
nation Office, Japan Information Center of
Science and Technology

Tamiko Matsumura, *M. S. in L. S.*, Assistant
Librarian, Medical Information Center,
Keio University

Hiroshi Nakai, Researcher, Japan Information
Center of Science and Technology

Yukio Nakamura, Managing Director, Nippon
Telecommunication Consulting Co.

Shoji Ura, *Ph. D.*, Professor, Faculty of
Engineering, Keio University, and concur-
rently Associate Director, the University's
Research Institute for Computer Science

B. Curriculum

The curriculum of the School was, at its
initial stages, organized like that of a typical
American library school, and it did not change
very much for more than ten years.

The level of the students enrolled in the
School at that time were generally junior or
senior college students. For a Bachelor's de-

gree, they were required to complete a total
of not less than 64 units, plus practice work,
divided as follows, in addition to their general
education course requirements:

a. At least 36 semester units of courses in
library science as a "major".

b. At least 28 semester units of courses in
the pool of approved courses as a
"minor".

c. Four (4) semester units of practice work.

Over the first ten years, the courses of in-
struction were fundamentally those as listed
below (the courses with asterisks are elective, and
the figures in parentheses are the course units):

Libraries, Librarians and Society (2)

Adult Education and the Library (2)

*The Organization, Administration and Man-
agement of Libraries* (2)

Classification and Cataloging of Library

Materials: Fundamentals (4), *Advanced* (3),

Japanese and Chinese Materials (3)

*Informational and Bibliographic Sources and
Methods, I & II* (4 each)

Japanese and Chinese Library Materials (2)

**Book Selection and Readers Advisory Ser-
vice* (2)

**The School Library and Its Management* (2)
*Library Work with Children and Young People,
I & *II* (2 each)

**A-V Materials in Library Service* (2)

**Library Extension* (2)

**The History of Books and Libraries* (2)

**Education for Librarianship* (2)

During the period of the enrichment grant
given by the Rockefeller Foundation from 1957
through 1961, the contents of courses were
improved and strengthened in line with
examples, suggestions and advice given by visit-
ing faculty members.

Because of the increasing requests for grad-
uates from special research and academic
libraries and/or information agencies, especially
in the fields of science and technology, from
the academic year of 1962-1963 the School
shifted from a curriculum slanted toward
education for public librarians to one which
gave some weight to special and science
librarianship and had more flexibility with re-

gard to new courses.

For the benefit of comparison, the courses given in 1962-1963 are listed below (those with asterisks are elective, and the figures in parentheses are the course units):

- Libraries, Librarians and Society* (2)
- Readings and Colloquium of Basic Library Literature* (2)
- The Administration of Libraries* (2)
- The Public Library and Social Education* (2)
- College and University Libraries* (2)
- The Special Library* (2)
- The Organization of Library Materials*, I (6), II (4), **Special Collections* (2)
- Informational and Bibliographic Sources and Methods* (4)
- Japanese and Chinese Library Materials* (2)
- Literature of the Humanities* (2)
- Literature of the Social Sciences* (2)
- Literature of Science and Technology* (2)
- **Special Resources for Special Libraries* (2)
- Selection of Books and Materials* (2)
- **School Library Service and Management* (2)
- Library Work with Children and Young People*, I & *II (2 each)
- **Audio-Visual Media* (2)
- The History of Books and Libraries* (2)
- **Education for Librarianship* (2)
- **Seminars on Aspects of Librarianship* (2 each)
- **Special Seminar* (3)

The opening of the graduate program made necessary the establishment of an appropriate curriculum, and the undergraduate curriculum was adjusted one year later. The following lists show the courses given currently in both curricula (the figures in parentheses are units of credit):

1. Undergraduate Program:

For a Bachelor's degree, the undergraduate student enrolled in the School is required to complete not less than 72 units as noted below plus 8 units of "Practice Work and Senior Thesis" over and beyond the general education course requirements:

- a. At least 46 units of courses in library and information science as a "major"
- b. At least 26 units of non-library courses from the pool of approved courses as

a "minor"

- c. Eight (8) units of "Practice Work and Senior Thesis"

- Library and Information Science, Introduction* (2)
 - Library and Information Science, Readings and Colloquium* (2)
 - Information Systems, Introduction* (2)
 - The Administration of Library and Information Systems*, I (Academic) (2), II (Specialized) (2), III (Public) (2), IV (Schools) (2)
 - Organization of Recorded Materials*, I (3), II (3), III (4)
 - Information Storage and Retrieval, Introduction* (2)
 - Reference and Information Service* (2)
 - Reference and Information Sources* (2)
 - Japanese and Chinese Classic Materials* (2)
 - The Literature of the Humanities* (2)
 - The Literature of the Social Sciences* (2)
 - The Literature of Science and Technology*, I & II (2 each)
 - Children's and Young People's Literature*, I & II (2 each)
 - Audio-Visual Materials* (2)
 - Selection of Recorded Materials* (2)
 - Special Courses*, in 1971-72 on:
 - Professional Education* (2)
 - Library Facilities* (2)
 - Japanese and Chinese Classic Materials, Advanced* (2)
 - Children's Literature* (2)
 - Information Service* (2)
 - Seminars*, in 1971-72 on:
 - Administrative Problems of Science Research Libraries* (2)
 - Indexing Systems Design* (2)
 - Literature Searching* (2)
- #### 2. Graduate Program:
- For a Master's degree, the graduate student enrolled in the School is required to have completed some prerequisite courses in the undergraduate program, to be on the campus for at least two years, to complete not less than 32 units from the courses listed below, to submit a Master's thesis, and to pass final examinations:
- Information Science, General* (4)

Structure of Information, I, II & Seminar
(2 each)

Information Systems Analysis and Design
(4), *Seminars I & II* (2 each)

*Research Methods in Humanities and the
Social Sciences* (4)

Research Methods in Science and Technology
(4)

Information Storage and Retrieval (one of 4
units, five others of 2)

Mechanization in Information Handling (4)

The curriculum for undergraduates provides a total of 66 semester units in library and information science and that for graduates provides a total of 44 semester units more slanted to information science and technology.

Although the changes in the School's curriculum have been made gradually in two or three stages, the principal changes may be

seen clearly by comparing the original courses of instruction and the current ones. Fundamentally they reflect an effort to unify traditional librarianship and non-conventional techniques for the handling of recorded information. They also show the School's response to demands for a new type of graduates from various fields, especially the fields of science and technology.

C. Students and Graduates

By April of 1951, when the School was opened, the School had received 595 inquiries, processed 113 applications, and enrolled 63 regular, non-matriculated students and auditors. The applicants and admittees gradually decreased to a low of 23 regular students enrolled in 1957, and then gradually increased for the next four years. In 1962, the system of student entrance and transfer to the School was changed,

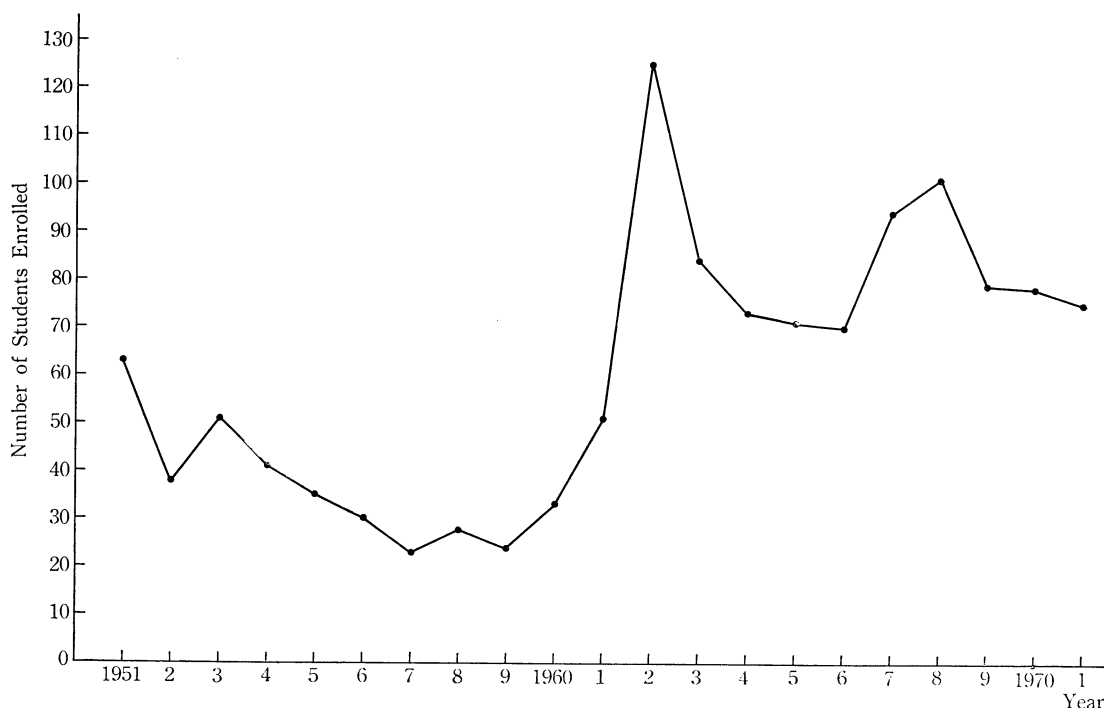


Fig. 1. Annual Number of Enrollments

- 1) Regular students in both the junior and senior classes were admitted in 1951 and 1952, but only junior students from 1953.
- 2) Regular students on the sophomore level also have been admitted since 1962.
- 3) Graduate students have been admitted since 1967.

allowing admission of students from the sophomore level. Increased enrollment followed. The changes in the numbers of enrollees are shown in Fig. 1.

As of 1 April 1971, the School had a total of 234 enrollees, of whom 77 sophomores, 66 juniors, 70 seniors and 4 special students were in the undergraduate program and 11 Master's degree candidates and 6 special students were in the graduate program.

As for graduates of the School, as of 1 April 1971, a total of 883 undergraduate students had been graduated from the Bachelor's degree

course or completed the non-matriculated students' program and a total of 15 graduate students had completed the graduate program.

Graduates of the School are highly esteemed in library and information service, and almost all graduates wanting jobs have been placed in various organizations, not only in public, school, college and university libraries, but in various kinds of special libraries.

The breakdown of the placements of the 488 matriculated students graduated from the School's undergraduate program in the past eight years is shown in Table 1.

Table 1. Placements of Graduates of the Undergraduate Program

Year of graduation	1964	1965	1966	1967	1968	1969	1970	1971	Sum
Public Lib.	0	0	1	1	2	0	0	2	6
Coll. & Univ. Lib.	22	19	18	22	21	25	10	20	157
Jr. coll. Lib.	2	1	2	0	2	1	0	1	9
School Lib.	1	2	1	4	3	2	0	0	13
Special Lib.	23	14	20	14	21	23	28 ¹⁾	37 ²⁾	180
Non-Lib.	4	6	6	2	3	2	9	5	37
Further studies	0	2	1	4	1	2	3	1	14
House-keeping	7	11	5	5	15	13	6	10	72
No. of graduates	59	55	54	52	68	68	56	76	488

1) Includes 2 employed by systems analysis departments.

2) Includes 3 employed by systems analysis departments.

Table 2 shows the placements of graduate students from the new Master's program.

Table 2. Placements of Graduates of the Graduate Program

Year of Graduation	1969	1970	1971	Sum
Coll. & Univ. Lib.	3	1	2	6
Special Lib.	3 ¹⁾	1 ²⁾	3 ³⁾	7
Teaching	1	0	0	1
House Keeping	1	0	0	1
No. of Graduates	8	2	5	15

1) Includes 2 employed by systems analysis departments of companies.

2) Working in the management information service section of a company.

3) Working in systems analysis departments.

Of a total of 503 graduates of the both programs, 379 have been placed in various libraries and information departments of organizations. The breakdown of their placements is shown in Table 3.

Table 3. Distribution of Recent Placements in Librarianship.

Types of Lib.	No. of grad.	%
Public Lib.	6	1.6
Coll. & Univ. Lib.	163	43.0
Jr. Coll. Lib.	9	2.4
School Lib.	13	3.4
Special Lib.	187	49.3
Teaching	1	0.3
Total	379	100.0

It is obvious that in recent years both undergraduate and graduate students have been placed mostly in academic and research libraries and special libraries including systems analysis and design jobs, and in several recent years placements in special libraries have exceeded those in college and university libraries.

D. Library Collections and Facilities

When started in 1951, the School was given temporary quarters for its office and a classroom with a capacity of 80 seats in an old wooden building called the "Gogokan" on the Mita campus and a small space for stacks with a little reading area in the Main Library of the University. The collection of the School's library was started with nearly 2,000 volumes of library science literature.

Moved in 1962 from the temporary quarters and the Main library, the School now occupies the entire second floor of the north wing of the West Building on the Mita campus. Its facilities include one classroom with 100 seats, another classroom with 20 seats, an A-V laboratory, a graduates' laboratory, space for eight faculty offices, administrative and secretarial offices and a 48-seat library. The library now has a collection of about 12,700 volumes of books, about 80% of which are on library and information science and more than a half of which are in Western languages, and 180 titles of serials and periodicals in library and information science or related fields, of which about a half are in Western languages, principally English. The A-V laboratory has study space for 25 students and is provided with audio-visual equipment for demonstration. The graduates' laboratory has study space for 20 students and is equipped with a TANAC mark-sense card selector, an IBM card punch, an IBM sorter, an IBM collator, etc. For student practice, data punched on IBM cards are converted to tapes and processed by systems using the computers TOSBAC 3400 or IBM 7040, provided by the Keio Research Institute for Computer Science located on the Hiyoshi campus of the University.

III. Extra-curricular Activities

Over and beyond regular classroom teaching and other curricular activities, the School has held extension programs such as workshops and seminars to give opportunities for further training to in-service personnel in libraries and other agencies handling recorded information. It also has been putting emphasis on publishing proceedings of its workshops, reports on the seminars sponsored by it, and a professional journal, to stimulate and direct research in library and information science.

A. Extension Programs

In the early stage of the School, two series of workshops concerning various fields of librarianship were given as listed below:

Workshops in Library Service: Held on the Mita campus, 23 July—5 August, 1951. A total of 100 library leaders were enrolled in four workshops led by visiting faculty members, Mrs. Cheney, Miss Frick, Miss Hunt and Mr. Larson, under the direction of Professor Gitler.

Library Science Workshops were held on the Mita campus, 27 July—5 August, 1953. A total of 65 participants from all types of libraries were enrolled in four workshops led by visiting faculty members, Mr. Moore, Miss Sealoff, Miss Cass and Mrs. Moore, under the direction of Professor Gitler.

The School held three workshops on school librarianship:

Tokai District School Library Workshop was held in Nagoya, under the joint sponsorship of the School, the local boards of education, the District's School Library Association, and Chubu Nippon Press, 1-3 August, 1956. A total of 70 teacher-librarians, school administrators and some children's librarians attended these workshops led by Professor Gitler and Japanese instructors.

Tokai District School Library Administration Workshop, held in Okazaki, 27-27 July, 1959, was also jointly sponsored by the School, the local boards of education, the

District's School Library Association, and the Chubu Nippon Press. A total of 54 teacher-librarians, principals, and boards of education officials attended it under the leadership of Visiting Professor Lohrer.

School Library Leaders' Workshop was given on the Mita campus, 4-5 August, 1959, under the sponsorship of the School with the Rockefeller Foundation grant and under the auspices of the Japan School Library Association. A total of 68 school library leaders participated in it under the leadership of Visiting Professor Lohrer.

Only one workshop on public librarianship, *Public Library Workshop*, was given on the Mita campus, 14-16 July, 1957, by the School under a Rockefeller Foundation grant, led by Visiting Professor Cory and attended by 36 participants.

In the same year, the *A-V Seminar*, May-June, 1958, was held with support of the Asia Foundation under the leadership of Mrs. Patricia Cory with the assistance of Professor Cory as consultant. The seminar was attended by 25 participants from public and college libraries.

Concerning academic librarianship, the School sponsored the following workshops:

College and University Libraries Workshop was given under a Rockefeller Foundation grant on the Mita campus, 15-18 July, 1957, led by Visiting Professor Lyle and participated in by 72 librarians.

Academic and Research Libraries Workshops were held in Osaka, 20-22 November, 1967, and Tokyo, 18-20 December, 1967, under a grant of the Asia Foundation, both led by Visiting Professor E. T. Moore and attended by a total of 87 participants.

A workshop and a series of seminars on education for librarianship were held in 1961. The *Workshop on Education for Librarianship* was given on the Mita campus, 13-15 July, 1961, with a grant given by the Rockefeller Foundation, under the leadership of Dr. Gitler, then visiting the School for the second time. This workshop was attended by 30 teachers

of librarianship. Under a grant of the Asia Foundation, *Field Seminars on Education for Librarianship*, a series of fifteen seminars led by Dr. Gitler, were given in Kyushu, Shikoku, Kinki, Hokkaido, Tohoku and Chubu from 17 July to 13 August. A total of some 600 librarians participated.

In the fields of special and scientific librarianship, first the *Seminar on Documentation* was held on the Mita campus from May through July, 1960, with Visiting Professor Focke as leader and with 30 special librarians as participants, and then the *Special Library Workshop* was given by the School also under leadership of Professor Focke with a Rockefeller Foundation grant on the Mita campus, 13-16 July in the same year.

Other remarkable workshops were *Life Sciences Librarianship Workshops*. Under the three-year program on life sciences librarianship supported by the Rockefeller Foundation, two one-week workshops were held each year in Tokyo and Osaka or Kyoto. The first series was held 9-13 and 22-26 July, 1962, under the leadership of Visiting Professor Brodman, the second, 8-12 and 22-26 July, 1963, led by Visiting Professor Fleming, and the third, 6-10 and 20-24 July, 1964, conducted by Visiting Professor Blanchard. Each of these workshops was attended by 60 medical and agricultural librarians and documentalists.

In summary, a total of sixteen extension programs were carried out by 1967 and attended by a total of about 1,500 librarians and/or documentalists.

B. Publishing

Among the activities of the School, publishing is one of the most important. Up to now, seventeen titles have been published, most of them proceedings or reports of seminars sponsored by the School.

The School's current emphasis in publishing is on assisting the Mita Society for Library and Information Science to publish its journal, *Library and Information Science*, the first issue of which came out in 1963 under the title *Library Science*. The Mita Society for Library and Information Science is a professional or-

ganization composed mostly of graduates of the School but is open to others who are professionally interested in investigations and research in the new discipline of library and information science. The journal has been contributing to the advancement of this new discipline and is regarded as the best journal of its kind in the nation.

IV. Prospects

Since its inauguration at Keio in 1951, the School under the excellent direction of first Dr. Gitler and then Professor Emeritus Hashimoto has steadily grown in strength and influence and now has reached the "age of adult", celebrating the twentieth anniversary of its founding in the academic year of 1971-72. It is believed to be a proper time to review all of its performances, re-examine the curriculum, re-evaluate its staff and facilities, and consider its future.

Since the beginning of the current academic year, a committee consisting of faculty members has been examining the curriculum and the contents of each course of instruction. The School has been endeavoring to collect information and data, such as course outlines, syllabi, bulletins, etc. of other schools for purposes of comparison.

To avoid self-satisfaction, the School desires to go beyond such self-examination and to have objective investigations carried out by visiting experts who are thoroughly acquainted with worldwide developments in library and information science.

In his congratulatory address at the fifteenth anniversary of the School, Dr. Charles B. Fahs put his queries to the School in the following way:

What will the Japan Library School be able to accomplish in the fifteen years? Will it be able to develop a graduate program which will serve graduates of other library schools as well as those from Keio and which will be able to raise the professional standing of Japanese librarians? What can it do to promote better cooperation between Japanese professional librarians and the non-professional administrators

and scholars who play such an important role in Japanese library systems? Can it, in cooperation with other library schools, library associations, or public and private university library directors, contribute leadership in a campaign to educate the Japanese public on the importance of libraries and librarianship?⁶⁵⁾

In response to part of his challenge, the School has been working closely and cooperatively with administrators and scholars as well as librarians of Keio University, which as a result of cooperative work has developed a new recorded information system for education of students and research by scholars. There is, however, still need to work more closely with institutions other than Keio, although from time to time faculty members of the school have been invited to act as consultants for other institutions. Faculty members have also been active in various professional organizations as committee members and/or advisors. More such efforts, however, are desirable.

As a timely answer to Dr. Fahs' second question, the School was able to open in April of 1967 a Master's program which, as described in the Section II. B, is slanted toward information science and technology. Is the scope of the present graduate studies appropriate or not? Are there needs to prepare for its upgrading to a doctorate program? Many other such questions about the activities of the School must receive careful attention.

Until the studies by the faculty's curriculum committee are finished and the objective investigations by visiting experts are accomplished, it perhaps is premature to speculate on what changes should be made. The writer, however, would like to point out a few of the difficulties and deficiencies of the School.

Curriculum: To improve the present curriculum, the aim must be to establish well-balanced and flexible programs on both the undergraduate and the graduate levels. The present programs should be carefully examined and reorganized so that a graduate program leading to the Doctor's degree can be developed eventually. It may take at least three years to accomplish comprehensive revision because

the present programs have a three-year undergraduate basis.

Library Collections and Facilities: It is recognized that the School's collections must be expanded to include more in the fields of information science and technology and that it should be provided with modern instruments to be used in demonstrations. Mainly due to lack of financial resources, the School at present is short in this category.

Personnel: It is difficult, indeed, to recruit a perfect faculty and staff. The School may have to manage with less than perfection in its personnel. The mean age of the present faculty members seems to the writer to be above the desirable average. The School should continue every effort to improve the situation by recruiting young and promising faculty successors. Should the School want to develop a Doctor's program, which the writer would like to see in the five years, it ought to recruit too the faculty persons who are not only strong in practical aspects in library and

information technology but also capable of guiding doctorate candidates in research and theoretical aspects of library and information science.

- 1) Downs, Robert B. "ALA sponsorship of library schools abroad; how to start a library school," *ALA bulletin*, vol. 52, June 1958, p. 399-400.
- 2) Gitler, Robert L. *Education for librarianship in Japan*, a manuscript prepared in August, 1963. p. 19 (Mimeographed) Also in Harold Lancour and J. C. Harrison, eds., "Education for librarianship in selected countries," *Library trends*, vol. 12, October, 1963, p. 284.
- 3) Keio University. Faculty of Literature. Japan Library School. *Announcement Catalogue, 1953-1954*, p. 5.
- 4) Hashimoto, Takashi. "On the occasion of the fifteenth anniversary of the Japan Library School," *Library science*, no. 4, 1966, p. x.
- 5) Fahs, Charles B. "Congratulations to the Japan Library School on the occasion of its fifteenth anniversary," *Library science*, no. 4, 1966, p. iv.