

Libraries in Ireland
Lessons from the Past and Lessons
for the Future

アイルランドの図書館；過去からの
教訓と将来への提言

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要 旨

著者は、アイルランド共和国の Queen's University の図書館長である。著者は、アイルランドにおける図書館事情を、歴史的推移と将来への展望の二つの観点からまとめている。歴史的推移は、当然のことながら、イギリス本土における図書館行政の影響を密接に受けている。アイルランドにおける最初の公共図書館法（1855）は、イングランドおよびウェールズにおける公共図書館法（1850）の原則を、ほとんどそのまま踏襲したものである。この図書館法は、1894 年、1902 年に部分的な改訂が行なわれたが、Andrew Carnegie によるアメリカおよびイギリスに対する図書館寄贈が、アイルランドにおいても、近代的な公共図書館の基盤を築いている。少なくとも Dublin と Belfast の二大都市における公共図書館活動の基礎となったのは事実である。しかしながら、1921 年における共和国独立は、イングランドの図書館法を基本的には採用しながらも、図書館行政の実際面において、アイルランド共和国（カトリック）、北アイルランド（プロテスタント）の両者とも、イングランドと微妙な差異を見せはじめる。共和国においては、（1）1925 年 Local Government Act が、地方自治体に図書館設立の権限を与え、（2）1940 年 County Management Act が、地方行政の専任者の採用と権限を規定し、（3）1947 年公共図書館法が、アイルランド中央学生図書館の財源支出を法制化したのである。ちなみに、この中央図書館は、1923 年に、Carnegie United Kingdom Trust により設立され、1947 年共和国に移管されたものである。北アイルランドにおいては、1924 年に公共図書館法が施行された。

共和国および北アイルランドにおける図書館の発展は、イングランドにおけるそれと較べて、非常に早く、イングランドおよびウェールズにおける Roberts Committee の報告の影響があって初めて積極的な動きを見せはじめるのである。例えば大学図書館振興委員会、国立図書館委員会などの設置が見られる。さらに、北アイルランドにおいては、高等教育振興委員会が政府によって任命され、1964 年、「北アイルランドにおける公共図書館の発展と、他種図書館との関係」に関する調査委員会が設けられるなどである。これらの委員会活動の結果得られた一つの方向は、ロバーツ委員会報告の基準の原則でもあった地方自治体の行政下にある健全な図書館の発展であった。アイルランドにおける図書館基準は、イングランドおよびウェールズとの財政的基盤の相違から、量的にはやや下回るものとはいえ、基準の設定は、図書館の発展の具体的指針として大きな役割を果たすことになる。

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この公共図書館基準は、大学図書館の基準設定に大きな刺激を与えることになる。大学自体の規模、学問的水準その他の個別差が基準設定の障害とはなるものの、大学予算の6%が、図書館予算となるという大筋においては一致を見るに至る。総合大学における基準および図書館のパターンは、工業大学をはじめ他の単科大学における図書館基準の基本的要素を示すことになる。

いずれにしてもアイルランドの図書館発展の様相は、イングランド、アメリカ、カナダ等の先進国のパターンを追うことになるのだが、これら高度に工業化された産業国家と比較して、依然として天然資源および農業を主とするアイルランドの立国条件は、図書館に対しても厳しい状態を示さざるを得ない。北アイルランドにおける公共図書館振興の助言委員会は、「図書館振興こそ工業国、農業国、輸出国としてのアイルランドの地位を保つ力を有する国民を育てる方策である」と、強調する。

著者は、さらに、代表的大学図書館の例を若干紹介し、結論において、イングランドとアイルランドは、同種の図書館基準によりながらも、人口、地理的条件、その他により、実際面における基準の適用は、実情に即して行なわれるべきであると強調する。さらに、地域的な総合協力体制の強化、国際協力、利用者分析、図書館員の教育、図書館員の視野の拡大、機械化への柔軟性などが、これからの発展に必要な要素として、とりあげられている。(S. W.)

Ireland is an island west of Great Britain, approximately the size of the Japanese island of Hokkaido. For centuries under the domination of England, it won its independence in 1921, and the Irish Free State, later the Republic of Ireland, consists of twenty six counties, while Northern Ireland (the six northern counties) choose to remain within the United Kingdom. Ireland has a long and entangled history which need not detain us here, but had it received its independence thirty or forty years later, been situated off the African coast, and been more sharply differentiated from their neighbours, the English, Scottish and Welsh, it might have qualified for the title of a 'developing country'. Over the past fifty years, accommodations have had to be made on both sides of the border (between the Republic and Northern Ireland): in the south, the problem of recreating a new middle class to run the country, replacing the remnants of the English Ascendancy; in the north the problem of recreating a new society which could live with itself, taking in the meanwhile some of those eased out economically from the Republic. Of course, the two states are still evolving, solving, problems but also finding new ones. In association with countries the World over, they are facing an inordinate expansion of education, together with the trappings in

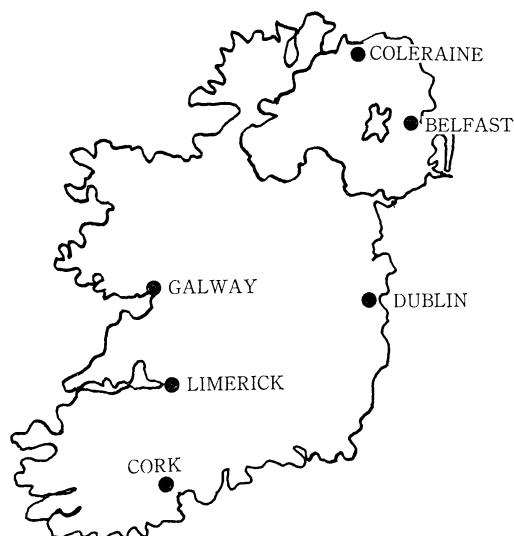
terms of information and publication giving rise to the libraries and documentation centres of developing industrial societies. Both governments have made great efforts to attract foreign industries in order to provide the kind of occupations necessary in a modern industrial society, in a country which appears to be singularly bereft of mineral resources. It is thus difficult to keep up with the demands of a modern society which must, to remain economically viable, develop institutions of higher education and of research. Libraries which cater for both these functions, together with the recreational needs of the workers in a developed society, have not, when arranged on the pattern traditional in the neighbouring island of Great Britain, been altogether able to keep up with the demands of modern education and culture. The purpose of this essay is to indicate how they have arrived at this stage of development, and what may be the evolution of library services in the future.

Like any dependent country, Ireland has legislation which reflects the legislation of the 'mainland'. In the field of library legislation, the first public libraries law for England and Wales is dated 1850. This allowed councils of towns with populations of not less than 10,000 persons to 'adopt the Act', i.e. decide whether or not they would found a library or not.

They could, if they wished, spend up to a $\frac{1}{2}$ d. rate (i.e. local tax) on the provision of a library, though not on books, which it was thought, would be provided by magnanimous benefactors of the community! The Public Libraries Act (Ireland) 1855 followed the same general principles as the English Act, though in the case of Ireland, town councils with populations of more than 5,000 (and not 10,000) were eligible to found libraries. They were able to levy a rate of not more than a 1d. for library purposes. In order to get the requisite consent of the population, it was necessary to convene a meeting of all the householders who had to agree with a two-thirds majority of those present and voting before action could be taken. In an authoritative article on 'Legislation on Public Libraries in the Republic of Ireland' Mr. R. J. Casey points out that—

The 1855 Public Libraries Act was received in Ireland with a fair show of enthusiasm. Newspapers of the day urged local authorities and ratepayers to bring it into operation. But, despite enthusiasm, adoptions of the act were few in number.¹⁾

This was the case, first, because the country was poor, and the product of a penny rate was very small; secondly, because the country was in any case getting over the appalling potato famine of the 1840's and thirdly, merely because of the cumbersome mechanism required to introduce adoption of the act. It is one of the many instances of applying legislation in one country which even then was highly populated into one where conditions were vastly different, and where the population per square mile was far smaller. Further laws relating to libraries were passed during the last years of the century but it was not till 1894 that a town council could adopt the act (i. e., agree to establish a library service) without first holding a meeting of townspeople, and do it merely by a majority resolution of the council. In 1902 the power to establish public libraries was extended to rural district councils. This was an important provision since Ireland was, and still



is, primarily an agricultural country and a large part of the population lived in country districts. In the same year, the Irish Library Association was formed, which indicates the growing interests in library matters. And in the year following began the decade in which grants were made by Mr. Andrew Carnegie, the Scottish American, for library buildings in Ireland (as well as in Great Britain, the United States and countries of the British Empire). While not all his gifts were successful, the foundations of a public library service were laid at least in the two major cities of Dublin and Belfast (the metropolitan areas of which now include each over 600,000 inhabitants).

It was in 1921 that the histories of the Irish Free State and of Northern Ireland diverged. In the former, the government took over all the British legislation up to that date, but legislative development (as well as other kinds of development) has naturally differed from the pattern in the United Kingdom and indeed the legislation in Northern Ireland does not remain in step with that for England and Wales. (Scottish law is also different even though formulated by the Parliament in London.) The laws relating to libraries either directly or indirectly in the Irish Free State

(later the Republic of Ireland) are three in number:

(1) in the terms of the 1925 Local Government Act, county councils were empowered to establish libraries:

(2) the 1940 County Management Act provided for the appointment of a full-time salaried County Manager for each county council, who would be responsible for the executive functions of the authority while the function allocations of money out of the income provided by the rates would be reserved for the approval of the county council.

(3) the Public Libraries Act 1947. This really provided for the financing of the Irish Central Library for Students which had been established by the Carnegie United Kingdom Trust in 1923 and which was presented to the nation by the Trustees in 1947. But this law also had a number of clauses which were to have considerable consequences for the development of public libraries in the Republic. The Act set up a Library Council whose purpose was to administer the Central Library (which organizes the inter-library loan system in the country); but the Council was also enabled to 'consult with and advise local authorities as to the improvement of public services... assistance given may, with the consent of the minister make arrangements with other library bodies for the mutual extension of library services'. By a curious irony most of the members of this Council are representatives of the universities. Grants have been made available since 1961 and provide for capital development (acquisition, erection or reconstruction of buildings; new developments in book-stock; the purchase of vehicles, e. g. book-mobiles).

In the northern part of the country, the development has been somewhat different. A Public Libraries Act (Northern Ireland) 1924 enabled county councils in the north to set up county libraries. Like the Republic, the Northern Ireland legislature removed the amount that could be spent on libraries in 1946. Nevertheless both north and south, there was long a tendency to think of financing libraries with

a notional limitation in mind. For this reason, development of the public library system in the country as a whole has been slow and in general slower in the Republic than in Northern Ireland. However, there is always 'big brother' across the water, i. e. in England. In 1927, for instance, was issued the report of the Kenyon Committee on public libraries in England and Wales and in 1929 the Praeger Committee's report on libraries in Northern Ireland was published. In 1958, the report of the Roberts Committee on library development in England and Wales was published. This has had a considerable and stimulating effect on thought about library provision not only in England and Wales, but also in Scotland and in Ireland. With the developing demands of education, too, a number of government-sponsored committees have considered problems of education at all levels from primary education to university education. While these have not always paid attention to library provision in the field of education, they have also stimulated thought about library provision because they have *not* mentioned it. The outstanding case is perhaps that of the Robbins Report on University Education which mentioned libraries curiously three or four times, but with its sweeping recommendations for the expansion of university education, created more problems than it solved for university and other libraries. This led to the establishment of the University Grants Committee on Libraries, and this in turn to the Committee on National Libraries.

These various reports have had their corresponding fellows on the other side of the Irish Sea. The Northern Ireland Government appointed a committee under the chairmanship of Sir John Lockwood to enquire into the development of higher education in Northern Ireland.²⁾ The Irish Government appointed a Commission under the chairmanship of Mr. Justice Daly to inquire into the state of higher education in the Republic and to make recommendations. In the field of library provision, the Northern Ireland government set up a committee in 1964 'to consider the Public Library Service in Northern Ireland and to

make recommendations for its development, having regard to the relationship of public libraries to other libraries'.³⁾ Among its recommendations were the following:

- (1) The Ministry of Education should provide and administer grant-aid and ensure the maintenance of standards;
- (2) A statutory Advisory Council consisting of representatives of local authorities, professional librarians and the universities, together with Ministry of Education nominees, should be set up to supervise and encourage the development of the public library service and the formulation, attainment and maintenance of required standards.
- (3) A co-ordinated service should be provided to all sections of the community: children, adults, students, the old, the handicapped and those in hospitals and institutions...
- (4) Public libraries should act as agents of education committees in a service to schools and there should be close co-operation between public libraries and schools
- (5) Co-operation should be actively encouraged with library regions in Great Britain and between library authorities in Ireland.

These are five out of a total of thirty recommendations. They represent an attempt to provide a soundly based library service within the limits of local government administration as it is practised in the United Kingdom, influenced by the standards proposed by the Roberts Committee in Great Britain. It is, incidentally, most unfortunate that the Hawnt Committee (as it is called from the name of its chairman, Dr. J. S. Hawnt) was appointed just at that time, because proposals have since been made for a substantial change of the structure of local government in Northern Ireland. What were these standards?

For public libraries, they were standards formulated by Working Parties which were set up by the English Minister of Education to examine the various proposals put forward by the Roberts Committee. With regard to book provision they made recommendations based on the proportion of recently published British books which could reasonably be expected to be found in a library service offering a minimum satisfactory service. This

amounted to an annual intake of 7,200 volumes (out of a total annual production the Great Britain then of 24,000 volumes). The 7,200 included 2,000 adult non-fiction and 300 volumes to fill gaps in an already existing collections; 3,000 volumes of adult fiction (half of which should be duplicates); 1,500 volumes of children's books (again some would be duplicates) together with not less than fifty periodicals and 100 volumes of foreign material. This in the view of the Working Party⁴⁾ would offer only the basic service and further comment is offered with regard to more developed services. At the present time, revision of the standards is under consideration by the Advisory Library Councils for England and Wales. Other standards are offered: for instance, those for staff. The Working Party proposed one member of staff for every 2,500 of the population, and of these 40% should be qualified librarians. They also included in an appendix, the building standards for public libraries recommended by the International Federation of Library Associations and while they did not accept these as they stood, they did accept them in broad principle and offered a considerable amount of comment on them.

This preoccupation with standards has been characteristic of British librarianship in the sixties. The proposals for public libraries have been followed by attempts to define standards for other kinds of library, particularly libraries in the field of education. The immense worldwide expansion in education has made administrators and those who provide the money extremely conscious of the needs to set standards in order to get the best value for money and to keep down costs. It is important in this connection to state what one means by standard. The Shorter Oxford Dictionary defines it as 'a definite line of excellence, attainment, wealth or the like, or a definite degree of any quality, viewed as a prescribed object of endeavour or as the measure of what is adequate for some purpose'. This indeed is what one is trying to achieve in setting standards for any form of activity, but it is easier said than done. In Appendix 8 of the Report

of the Committee on Libraries, you will find an attempt to formulate financial standard for university libraries.⁵³ It is difficult to arrive at standards for institutions, such as universities, whose individuality is so marked, and whose members are excessively resistant to figure in figures. Even discussions about subjects are difficult: what is history? Ecclesiastical, ancient, mediaeval, modern, Asian, European, American, political, social or economic—or any or all of these? The findings of the Sub-Committee on financial standards in university libraries, however, enabled the Parry Committee to arrive at some at some standards of financial provision, however general these might be, e.g., that in the British pattern of university provision, 6% of the total university budget should be devoted to library service. The Canadian Association of College and University Libraries in a report of 1965⁵⁴ was able to be much more explicitly quantitative. They stated that there should be one librarian to every 300 students and that a minimum of 31% of the whole staff should be professional. They proposed 2,500 titles ordered *per annum* per member of the ordering staff, and a monthly average of 250 titles per professional in the cataloguing division. With regard to the library grant, the amounts per student to be spent on the library vary (after allowing for inflationary increases) from about £50 to £235. The corresponding English proposal (on the same basis) worked out at about £60. Various minima are suggested for working book collections, but 100,000 seems generally acceptable, to be increased according to the Canadian standards by 200 per graduate student until the norm of 75 volumes per full-time student becomes operable. This is a modest standard on the whole exceeded in Britain. At Oxford the figure is 339, at Manchester 107, Queen's Belfast 100, Sheffield 73 and Reading 99.

University libraries have tended to set the pattern for other kinds of educational library. In the United Kingdom, a relatively new development has been of Polytechnics, working mainly to a first-degree standard and without

the large commitment to research which is characteristic of universities. A parallel development is taking place in Australia, Ireland and New Zealand. In Britain, the function of the polytechnic library is seen as a 'learning resource centre' containing not only books, periodicals, but also 'records, tapes, films, teaching machines, and their programmes, and facilities for their use'. It is also a general library with adequate journal holdings, abstracts and bibliographies teaching 'students the effective use of libraries and information services'. It was considered that a basic minimum collection of 150,000 volumes with 3,000 periodicals and a budget of £80,000 was needed. While standards are also formulated for other colleges concerned primarily with technical and further education, it is more difficult to propose specific standards since the aim and size of institutions vary so greatly. Nevertheless *College Libraries* have been of considerable assistance to librarians in colleges of technical and further education. Teachers' Colleges have received some attention too. The Association of Teachers in Colleges and Departments of Education together with the Library Association have laid down standards of provision in terms of books, buildings and staffing which has influenced the government department responsible considerably; and while the standards are ahead of practice, the response of the Department of Education and Science has been heartening to those concerned with the future of these libraries. These standards have been, most of them, produced in highly industrial societies, in which librarians and others are already aware that with the greatly increased rate of publication which is rising year by year that it is becoming increasingly difficult even in societies with highly developed library services to cope with the output which continues to mount. In Britain, there has recently been published the Report of the Committee on National Libraries; in the United States, the American Council of Learned Societies also sponsored a Committee to look into the overall provision of books and information on a national scale. If highly

developed and wealthy societies are looking at libraries in this way, what about the other countries? For one cannot opt out. The introduction to the Report of the Advisory Committee on the Public Library Service in Northern Ireland contains the following:

Northern Ireland must develop and maintain library and information services which are not less advanced than those in the remainder of the United Kingdom. Only in this way can it maintain its position as an industrial and agricultural producing and exporting community in which its citizens, whether they live in urban or in rural communities, have the opportunity to develop their interests and potentialities by reading.

This statement could be made of Ireland as a whole, and it could be made of any country in the world. In a technological age, where economic progress must depend very closely on the handling of information (to avoid duplication of effort and the wastage of valuable time which could be more profitably used in some other direction) books and information are vital not only to managers and scientists and engineers, but equally to workers for whom levels of education are gradually rising and who need to capitalize on the education they have already received.

From the point of view of the state, education through a library is the cheapest form of education available, and is worth investing in to the benefit of the greatest number. The question is how to do it to the best advantage. It is at this point that the Irish experience becomes of interest not to countries with highly developed library services, but to those who still have the option of deciding what form a fully developed service will take. This is because a great deal of thought over the years—indeed since the beginning of the century—has gone into problems of library planning. It is also true as Mr. R. J. Casey points out in his article that with the birth of a new state, and the establishment and development of the basic services and of government, preoccupations have lain elsewhere and libraries

have not always had the financial resources which they would have needed to become one of the world's leading systems. On the other hand, Irish librarians have had a great deal of ability, imagination and sheer tenacity to achieve services which offer much to communities throughout the island. The effect of the Hawnt Committee's report in the North has been to raise the amount spent on libraries from nearly £550,000 in 1964/5 to nearly £1,000,000 in 1970/1, an increase of 80%. The government grants in the Republic have also had a tonic effect on the extension of library services. School library development has also been speeded up through library grants made for collections in the schools.

Nevertheless, it still remains true that one is conscious that one is fighting a losing battle. I have mentioned nothing about university and learned libraries. The library of Trinity College, Dublin (a university in itself) founded in 1591 has had the benefits of legal deposit since 1801 and is now a collection of over a million volumes. Since 1967 it has had a new library building which though an architectural masterpiece has several limitations as a library, particularly when one looks to the needs of the future. Indeed plans are afoot to build a science library and an undergraduate library in order to cater for the needs of this growing university.

The next major university library is that of Queen's University, Belfast, with just over 600,000 volumes, and particularly strong in medicine, and the sciences. It too has had a new main library building since 1967; this, however, was only the first half of the building, which will be completed within the next five years or so. There is also a substantial science library for 1,000 readers and 200,000 volumes which was completed in 1969. A new library for the agriculture faculty and for the research divisions of the Ministry of Agriculture will be completed next year. There is a new growing library at the New University of Ulster, situated at Coleraine. The libraries of the colleges of the National University of Ireland range from 100,000 to 300,000 volumes.

The University College at Dublin already has a new science library, and a new main library is shortly to be completed. A new library building for the University College at Galway is also being planned. In addition there is the National Library of Ireland with about 500,000 volumes and numerous special libraries, especially in and around Dublin, which is also rich in resources of rare books. Finally, a new polytechnic is being planned at Limerick; this will also be a centre of higher education.

Here are considerable resources. But each year more is being published not only in the form of books and periodicals but also as reports—very important in the field of science and technology—microforms, government publications besides the various forms of ‘new media’ film strips, film-loops, video-tapes, etc. How is a small country going to cope with all this enormous production? I have earlier suggested that institutions in Ireland have been taken over from Great Britain. Counties which are administrative areas for instance have a totally different connotation for the organization of libraries (and other community services) in England and Ireland. One may highlight this by comparing the coverage of population in the two countries: few counties in England for instance have populations of less than 150,000; few Irish counties have more than this. Compare again the population per square mile: 600 per square mile for England, 106 for the Republic of Ireland, 174 for Scotland, and 272 for Northern Ireland. Ten counties only in England have rateable values of less than £10 million: the six counties of Northern Ireland together have a rateable value of only £12 million. Consequently the wealth of each of the counties in Ireland is minimal compared with that of the counties in England—the original model on which they were based.

Ireland is not remarkable in this respect. Many countries in the world have similar coverage of population, and a corresponding lack of finance to meet the escalating costs of providing library (and other educational) services. What does this lead to? It seems to me that the thinking of the Library Associa-

tion of Ireland should give a lead to many others. Generally, thinking is towards the establishment of regional library services. This is not of course new. France, with her *bibliothèques-centrales de prêt*, New Zealand’s National Library Service, Ghana’s Library Board, Australia’s state library organizations, and the Jamaican library service all stand as models. There are, however, certain principles which need to guide us in the development of future services. One is that groups of professionals provide a more effective services than isolated professionals spread over the country. Where, owing to the area involved, professional staff have to be isolated, the tours of duty should be taken in turn by different members of staff, so that they benefit (a) from discussion with their colleagues when at headquarters; (b) from experience in the field. Secondly, a central book-stock organized into balanced loan collections and distributed to branches throughout an area makes better sense than a series of relatively self-contained isolated collections. Thirdly, the provision of central services makes good political sense as well as professional sense in providing an economical service. But does this go far enough?

Several of the countries of Western Europe, together with the United States and Japan, must be now producing well over £50,000 worth of publications per year. Of course, not all of this production is worth purchasing on the international market—a great deal of it is for home consumption—but in a world so dominated by technology, and the interchange of ideas from nation to nation, the acquisition of foreign material has become an important factor in any acquisition programme which it was not in the same way before the Second World War, for instance. The United States with its Farmington Plan (whatever the criticisms of this may be) has made a real attempt to try to cope with the problem; and the more recent developments with Public Law 480 represents a stepping up of this effort. The Scandinavians, with the Scandia Plan and the scheme organized in the Federal Republic of Germany by the Deutsche Forschungs-

gemeinschaft all point to the efforts being made by countries which already have developed library systems. But what about countries with library systems which are not so developed and which cannot possibly afford the expenditure on library resources which is spent by the library authorities of the United States? In my view, few countries can afford the conventional library services based on a division of function to which we have been accustomed. No longer shall we be able to divide library services into county, town, university, national, if we are to keep up with the output of international publishing. Stocks of books will have to be made to work for different clienteles, and this will mean a great deal more analysis of book use—a neglected area at present. This will also affect library planning; new facilities will be required for readers from outside the university institution, additional accommodation will be needed for information staff, and the relation of the various components of the building will need rethinking. One of the propositions that has been put forward in Ireland is that the libraries of the university colleges in Cork and Galway (Dublin is a separate problem of its own) should serve as regional reference libraries. This would mean a reorientation of these libraries aims and objectives which would be revolutionary in character, though this dual role is known already in Germany and Scandinavia. The change from a library catering for the known demands of an academic community would involve the provision of reference and information services on a scale at present not known, though certainly on the science side there is a demand for a more active kind of library service, which should help towards the kind of change which I am suggesting. This kind of view is already consonant with the suggestion put forward by various conferences organized by UNESCO⁷⁾ though these do not go as far as I am suggesting towards a fully integrated library service. I am proposing a university and regional reference library, with an information department which would cater not only

for the information needs of the university itself, but which would provide services for industry, trade and commerce of the region. This requires a different sort of organization from that to which we are accustomed: separate facilities need to be provided so that service to the university faculty and students is not impaired. A service based on the headquarters suggested, with a network of small centres catering for small towns and villages (with their surrounding countryside) would give the best service in a country of sparse population, though it would also be essential to provide strong channels of communication between the branches and the populations they might serve by instituting 'users' advisory committees' which could express their views on the service provided and also make suggestions for its improvement.

The consequences of this kind of organization for the education and training of librarians is momentous. It would be a very open question as to whether the present trend towards specialization is altogether satisfactory. A high level of education both academic and professional would seem to be essential for the leaders in an integrated library service, for they would have to be able to deal with the problems of public, academic, school and special library problems. To hold their position in the community, they would have to have high academic qualifications (with at least a master's degree) and at least a general knowledge of the various forms of library service, with special knowledge of one or more types of library. This would argue for the kind of two year course which is now being proposed by the Canadian library schools, in which a general 'core' curriculum would be followed by more specialized elective courses chosen by students following their special interests. This should not only include what is now considered to be 'library science' but also information science and archives in a degree which might be called a 'master of documentation' (indicating its wider scope than the traditional M.L.S.). The number of people in the profession with the ability

to go as far as this—and the resources of authorities to be able to pay them—will necessarily be limited. If the profession can attract librarians of outstanding ability who have a wide sense of vision and managerial ability of high order, it will also have to face training at various levels to provide personnel who can hold posts under those of regional directors and their deputies. Of course the service must provide a ladder for the ablest people but there must be training for those whose horizons are more limited, and the development of first degrees in library science (or more broadly based, in documentation) for departmental heads and branch librarians, and non-graduate library technicians will also be essential for the proper staffing of a nationwide service. The ‘closed-shop’ mentality of librarians will also have to change. The development of sound, comprehensive services will depend not only on librarians, but also on scientists, computer men, educationists and sociologists. The development of the various technologies alone will ensure this—from computer applications to reprography, from slides to learning machines. The future for libraries is exciting: new forms of learning material are being added to the book and the manuscript. Libraries are developing not only as educational centres but also as centres of culture and arts: note, for instance, the growth of print and gramophone record libraries. The importance of information as well as books and other sources of information is also adding a new dimension to the services which libraries offer. Not least in the modern world is the contribution being made to the develop-

ment of profession thinking by the library schools. The opportunity they offer to students to learn the basic requirements of this expanding profession (and to try out new conceptions without the tiresome necessity of actually putting them into practice) together with the possibility for teaching staff to look objectively upon the development of the profession (and sometimes make what seems to the practitioners wildly adventurous proposals) has over the past twenty years and more added a new dimension to professional thinking. The next twenty years will not be less exciting—nor will the future of the School of Library Science of the Keio University, which has already done so much for the development of Japanese librarianship.

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- 3) Northern Ireland. Ministry of Education. *The public library service in Northern Ireland*. Belfast, H.M.S.O., 1966. (Cmd. 494).
- 4) Great Britain. Ministry of Education. *Standards of public library service in England and Wales*. London, H.M.S.O., 1962.
- 5) Great Britain. University Grants Committee. *Report of the Committee on Libraries*. London, H.M.S.O., 1967.
- 6) Canadian Association of College and University Libraries. *Guide to Canadian University Library Standards*. 1965. 53 p.
- 7) *Inter. Lib. Rev.* (1969) 1, p. 317-332.