

The Diffusion of Library Education Since World War II

第二次大戦後の図書館学教育の普及

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要 旨

第二次大戦後発当時は、公式の充実した図書館学教育は主としてヨーロッパと北米大陸で行なわれていたが、30年程前から事態は一変し、前記2大陸以外の地域の24か国ではじめて図書館学校が設立され、今では1つも公式の図書館学校のない地域は南極大陸のみとなった。アルゼンチン、ブラジル、インド、フィリピン、南ア連邦等の国々は、現在6校またはそれ以上の図書館学校をもっている。

ヨーロッパでも、ノールウェー、フィンランド、フランス、オランダ等の国々で図書館学教育が拡充し、正式の図書館学校のない国々でも、現職者教育、実習、講習、厳格な試験制度等により、学術図書館には極めて程度の高い専門職員をおいている。オーストリアはそのよい例で、上級専門職員は博士号をもっていることが第一条件となっている。

第二次大戦以前から図書館学教育計画が実施されていた国々でも、戦後の普及発展はめざましく、アルゼンチン等9か国がその著しい例として、それぞれの国の1939年と1970年の図書館学校数を記して、その増加ぶりを示している。世界中では確実なところ250の新しい学校がふえている。

これらの新しい学校は当然ドイツ、イギリス、アメリカ等の先進国の影響を受けているが、唯1国の影響を受けている場合と、複数国の影響を受けている場合がある。日本の慶応義塾大学はアメリカ1国のみの影響を受けた例である。いくつかの新興国の図書館学教育は特定の個人の努力により進められた。例えばインドでは、現在西パキスタンのパンジャブ大学において Asa Don Dickinson が最初の図書館学教育を創め、ウルガイでは Arthur E. Gropp がはじめて図書館学校を開いた。

エルサレムの図書館学校のように、米、英から組織を、独、仏から理論をとり入れたというように多方面から影響を受けた例も示されている。

以上のような図書館学教育の普及発展が起った主な理由としては、戦後学生数の急増、図書館員の不足、ドイツ等国によっては戦禍による図書館および図書館員の喪失等があげられる。又発展途上の国々、特に戦後独立を勝ち得た国々は、自分達の手で近代的な新しい教育組織を作ろうとして多くの学校を新設し、そこに図書館員を必要としたし、主な政府機関も図書館をそなえようとした。博愛主義もまた重要な役割を果し、アクラ、アンカラ、イバダン、東京等は、ユネスコ、フォード財団、ロックフェラー財団等の財政的援助、その他の援助によって図書館学校を作ることができた。

以上において図書館学教育の質的な面にはふれなかったが、財政、教職員の数と質、施設、教育の

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レベル、授業内容等についてのデータの入手は非常に困難で、もし得られたとしてもそれらを国際的な規模で比較評価することはむづかしいし危険なことである。いずれにしても学校により格差のあることは確かである。質の問題は重要ではあるがこの論文の中心テーマではなく、強調したいことは、国で専門職員養成の必要を認識することは即ち図書館員の地位を向上させることになり、1年間の専門教育はもしその教育が不十分なものであったとしても図書館サービスの質の向上に資するということである。世界中の多くの学校が小さな無視された形ではじまっているが後に立派なものに発展している場合が多い。30年前には1つも学校のなかった国々に50の学校ができ、その他の国々に200の学校がふえたという事実は重要な意味をもつ。

(I. H.)

At the outbreak of the Second World War, formal, full-fledged library education programs, designed to prepare personnel for professional library posts, existed chiefly in Europe and North America.¹⁾ A very few such programs were to be found in other parts of the world, for example, in Argentina, Brazil, India, the Philippines, and South Africa, but they scarcely numbered a dozen altogether. Though many countries had much earlier begun short courses, institutes, correspondence courses, in-service training programs, and summer courses, serious and successful attention to the problem of educating fully-qualified professional staff was almost entirely limited to Europe and North America.

There has been a very great, indeed, a phenomenal change in little more than a generation. An indication of the nature and extent of this change may be gained from the following list of some countries in other parts of the world in which library schools have first been founded since 1939. The list is arranged alphabetically by country, following which are given the name of the school, the city of location, where necessary, and the date of founding:

Australia:	School of Librarianship, University of New South Wales, Sydney, 1960.	Education, University of Chile, Santiago.
Ceylon:	Library School, University of Ceylon, Peradeniya, 1961.	China (Taiwan): Department of Library Science, National Taiwan University, Taipei, 1961.
Chile:	School of Library Economy, Central Library, University of Chile, 1949; since 1966, School of Library Science, Faculty of Philosophy and	Colombia: Inter-American School of Library Science, University of Antioquia, Medellin, 1957.
		Egypt: Department of Librarianship and Archives, Faculty of Arts, Cairo University, 1951.
		Ghana: Ghana Library School, Accra, founded, 1961, opened, 1962.
		Indonesia: Library School, now in the Teachers' College, University of Indonesia, Djakarta, 1952.
		Iran: Department of Library Science, University of Teheran, 1966.
		Israel: Graduate Library School, Hebrew University, Jerusalem, 1956.
		Japan: School of Library and Information Science (formerly the Japan Library School), Keio University, Tokyo, 1951.
		Korea: [National Library School, National Central Library, Seoul, 1946 (closed, 1950)]; Korea Library School, Yonsei University, Seoul, 1956.
		Mexico: National School of Librarians and Archivists, Mexico City, 1945.
		New Zealand: New Zealand Library School, National Library Service, Wellington, 1945.

- Nigeria : Institute of Librarianship, University College, Ibadan, 1960.
- Pakistan : Department of Library Science, University of Karachi, 1956.
- Panama : School of Library Science, University of Panama, 1941.
- Peru : National School of Librarians, The National Library, Lima, 1944.
- Puerto Rico Graduate School of Librarianship, University of Puerto Rico, San Juan, 1969 (the first school established in the Caribbean).
- Thailand : Library Training Program, Chulalongkorn University, Bangkok, 1951, followed by, Department of Library Science, Chulalongkorn University, 1955.
- Turkey : Department of Library Science, later Institute of Librarianship, now Chair of Library Science, Faculty of Letters, University of Ankara, 1942.
- Uganda : East African School of Librarianship, Makerere University College, Kampala, 1964.
- Uruguay : Library School, University of Uruguay, Montevideo, 1945.
- Venezuela : School of Librarianship and Archives, Central University of Venezuela, Caracas, 1948.

As this listing shows, there is now no continent (except Antarctica!) and there are only a few major parts of the world which do not have at least one formal library education program, whereas before World War II scarcely more than half a dozen countries outside Europe and North America had established them. The number of schools in the list—twenty-four—could readily be doubled, and probably tripled, since some of the countries shown in it, for example, Korea, Pakistan, and Thailand, have more than one school and others not included, such

as Argentina, Brazil, India, the Philippines, and South Africa, have up to half a dozen or more schools. (The other side of the picture should not be ignored, however: *some* “major areas” of the world still are very little, or not at all, endowed with programs. Among these areas are: South East Asia, except for India, Indonesia, Pakistan, the Philippines, and Thailand; Central America, except for Mexico and Panama; the Middle East, except for Egypt, Iran, Israel, and Turkey; South and South East Europe; much of Africa; and the English-speaking Caribbean.)

In Europe, too, a similar expansion has taken place. Norway started its first library school in 1940. The War forced the school's closing, but it was reopened in 1945 with a program covering a full academic year. In the same year Finland established a school within the School of Social Studies, originally in Helsinki, now in Tampere. Although the *École Nationale des Chartes* has existed in some form in Paris since 1821, its program is intended for the preparation of historians, paleographers, archivists, and curators of manuscript collections, rather than librarians; the first proper library school, aside, perhaps, from the short-lived *École de Bibliothécaires* (“Paris Library School”), 1923–1929, the *École Nationale Supérieure de Bibliothécaires*, also in Paris, was established in 1964. The first school in the Netherlands was begun, in Amsterdam, in the same year. Some other European countries—Austria, Italy, and Sweden, for instance—still without library schools in the sense here used, are, at this writing, very actively considering their establishment.²⁾ In addition, the number of schools in a few European countries, of which Czechoslovakia and Poland are instances, has increased somewhat since the War; in Poland, there are now three centers, at Łódź, Warsaw, and Wrocław.

It may be well to note at this point, parenthetically, that the lack of formal, academically-oriented library education programs in a number of European countries has not prevented the creation and maintenance of a corps of very superior professional staff for the higher

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positions *in scholarly and research libraries*. This has been accomplished through in-service, supervised practice; lectures; and a rigorous system of examinations. Austria is a good, and not a typical example. The first requirement for the “higher service” (*höherer Dienst*) is possession of a doctor’s degree in an academic subject field. The candidate then has a year and three-quarters of intensive, supervised, in-service training in an approved scholarly library, the last six months of this period being spent in the National Library in Vienna. During this time the student attends lectures given by senior librarians of its staff and of some other libraries, for example, that of the University of Vienna. Following this, the candidate must pass a series of four comprehensive examinations, three written and one oral, covering the subjects of bibliography, cataloging, history of literature, library administration, library law, organization of knowledge, and reference work. Further, he must demonstrate a knowledge of Latin, English, and French; either Italian or Spanish; and either Greek or a fourth modern foreign language. Comparable programs are or have been in effect in other countries on the continent. However, in these, as in Austria, the education—and the status—of personnel of public and popular libraries are infinitely less satisfactory since, for the most part, there are neither education nor in-service training programs for them. The establishment of a regular, formal library school or library education program, as in Norway, for example, has always done much to improve library service for public and popular libraries and enhance the status of their personnel.

The diffusion and spread of library education programs are also to be found, strikingly, in some countries which had already established them before World War II. At least nine such countries may be cited as illustrations. The data are shown in the following listing; because of the lack of very recent published information, the figures for Argentina, India, and South Africa in the second column may be too low.³⁾

COUNTRY	SCHOOLS IN 1939	SCHOOLS IN 1970
Argentina	2	11 (1965)
Brazil	2	16
Canada (accredited schools)	2	6
Germany, Federal Republic	2	9
Great Britain	1	15
India	2	24 (1967)
South Africa	2	11 (1966)
USSR	4 (?)	ca. 20
United States (accredited schools)	29	46

If one considers together all of this growth, it is safe to say that close to two hundred and fifty new library schools (excluding non-accredited ones in Canada and the United States) have been begun since 1939 throughout the world.

The new and developing countries that have more or less recently established schools and programs have, quite naturally, been influenced by the experience of those countries which have had a history of formal library education, chiefly Germany, Great Britain, and the United States.

In some places, for historical or other reasons, the influence was primarily, if not exclusively, from a single country. This was the case with the School of Library and Information Science (formerly the Japan Library School) at Keio University in Tokyo, which was established under the auspices of the American Library Association’s contract with the Government of the United and States, and where a resident faculty from the United States was responsible for both the administration and the instruction for the first years of the School’s existence.⁴⁾

In the earliest stages of library education in some developing countries the primary foreign influence seems to have been exerted through the instrumentality of a single individual. This was the case in India, where Asa Don Dickinson began the first instruction in 1916 at the University of the Punjab, Lahore, now in West Pakistan; in Uruguay, where Arthur

E. Gropp established the first "school" in 1943; in Venezuela, where Ann Gard started the first course in the National Library in 1948; and in Egypt, where the first institute for training librarians was begun in 1949 under the direction of Mary Duncan Carter. Dickinson's pioneer effort in Lahore in 1916 has been continued, initially by his students, in an almost unbroken and steadily expanded manner to this day; since 1959, when a B.A. degree became an admission requirement, at least ten Americans have served as instructors.⁵⁾

In some countries, the influence has come from more than one source and has not been limited to a single nation. Thus, by way of illustration, Curt Wormann, writing of the Graduate Library School of the Hebrew University in Jerusalem, says:

The general set up of the School is very similar to that of American graduate library schools as well as of the School of Librarianship and Archives, University College London. The theoretical subjects are also influenced by methods of academic training of librarians in France and Germany.⁶⁾

Ruth Wertheimer, speaking of South Africa, also notes that "inspiration and guidance came from Britain, America, and the Continent..."⁷⁾

"In setting up a national system of examinations," writes Jean P. Whyte, "the Library Association of Australia (then the Australian Institute of Librarians) organized the examination of libraries in Australia along the lines of the Library Association in Great Britain."⁸⁾ But, "a reading of the *Proceedings of the Australian Institute of Librarians* from its inception reveals the extent to which Australian librarians were looking to America."⁹⁾

In Ghana, "The policies of the School... were similar to those of British Library Schools, and this was at the time appropriate since it had been decided to proceed with the British examinations for the time being."¹⁰⁾ The same is true of the school in Nigeria, whose graduates also stand for the (British) Library Association's examinations. However, the faculties of both schools have included American

and Danish, as well as British instructors.

It is a relatively easy matter to gather data on the establishment of new library education programs and their proliferation in countries with a history of library education. It is far more difficult to say why this development and growth occurred. Indeed, in most cases, it may be impossible to state precisely all of the reasons, even though some of them are likely to be fairly evident. Where more than one causal factor is present, and this appears to be generally the case, it is not likely that we shall ever be able to say with any precision how determining the effect of each factor was. Possibly it would be of small value to us even if we could.

The case of the United States is illustrative of the foregoing and suggests some of the principal causes for the nearly sixty percent increment in accredited schools, between 1939 and 1970. The years immediately following the end of the War saw a very great increase in the demand for librarians. Among the causes were: (1) institutions and political jurisdictions, which had been prohibited during the War from starting non-defense-related construction, began once more to build, and many new libraries came into being; (2) educational institutions experienced tremendous enrollment increases, which called for added personnel of all kinds. These increments were first felt by institutions of higher education, largely as a result of the returning military, whose government-supplied veterans' benefits enabled them to get additional education. As the "post-war babies" became of school age, enrollment increases began to be felt at the lower educational levels. More service staff of all kinds, including librarians, were therefore needed; (3) to meet the demand of expanding student populations, many additional educational institutions—schools, junior colleges, colleges, and universities—were founded; (4) for the same reason, as well as some others, numerous institutions upgraded themselves: junior colleges to colleges, four-year colleges to universities, and thus their libraries required more and more specialized staff than previously; (5) federal

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support for education at unprecedented levels enabled libraries of educational institutions to expand in almost every way, and thus caused them to require additional staff; (6) a general post-war affluence led to the creation of libraries and library positions, including many in industry and commerce, (special libraries), where few or none had existed before; (7) government itself—at several levels—had a heightened appreciation of the value of *information* of all kinds and, hence, of the importance of libraries and library service, and employed many hundreds more librarians than before the War; (8) Government-sponsored research and development was at a far higher level in the post-war years than it had been before. All of this led to the fact that, at almost every point in the profession, and in every state of the Union, there was an excess of demand over supply of librarians, and this situation unquestionably influenced the creation of additional schools. Further, many returning members of the military, casting about for civilian careers, used their federal veterans' educational benefits to go to library school, so that some schools for the first time were turning away qualified applicants.

These appear to have been the principal causes in the United States, but there may have been others less obvious and less direct. One might be the fact that the American Library Association, with the aid of a grant from the H.W. Wilson Foundation, was able to create an Office for Library Education to deal with overall matters of policy in the field of library education. "With the establishment of the Office for Library Education, and especially with the creation of a new, full-time position of a professional person solely concerned with accreditation, the means and the incentive were supplied to schools to turn once more to ALA to assist them. I do not mean to suggest that the addition of one person on the ALA staff has led to the great increase in interest in library education in the United States, but I do believe that the rate of accreditation might have been considerably slower, and that many of the services, and the advice and counsel, that

have made possible a more rapid development of programs would have been unavailable."¹¹

Some, at least, of the political, social, and economic developments noted above have likewise played roles in the expansion of library education in other countries. In some of them post-war affluence, great increases in the number of students, and a nation-wide staff shortage have been significant influences as, for example, in Canada, Great Britain, and West Germany. In the last country, additionally, the war loss of many library buildings, catalogs, staff, and millions of volumes created an instant post-war demand for personnel in a quantity that the two pre-war library schools were in no position to supply. In Canada, further, with its vast geography and sparse population, the two pre-war schools at McGill and Toronto could not supply the needs of the western provinces to which their graduates were often unable or reluctant to go.¹² So, although some post-war conditions bearing upon the expansion of library education are common to a number of countries, there are additional, particular conditions or circumstances, also having some causal effect, which are peculiar to a single country.

The same broad generalization probably also applies to those countries which first established library education programs after the War, but some different reasons, or reasons with a different emphasis seem to be involved here. A paramount interest of the developing countries, particularly, and especially the many which have become independent during the past quarter of a century, has been the creation of a modern system of education at all levels. Thousands of schools and hundreds of colleges and universities have come into being during this generation. The need for book collections and the staff to organize and service them follows logically. Newly independent countries have had to expand existing or create new governmental agencies in a way that was not necessary when the primary governance was in other hands. Ministries of agriculture, communications, education, external affairs, etc., and all kinds of government bureaus and departments at lower levels, most with libraries,

are to be found in scores of countries all over the world and all dating from the mid-1940's. Not all of these libraries yet have professional staffs, of course, but the movement is generally and strongly in that direction, and the trend can be well implemented only with great difficulty and great expense without an indigenous library education program.

Philanthropy has played an important and often a dominant role in the founding and development of all kinds of library institutions, and library schools are no exception. The schools at Accra, Ankara, Ibadan, Kampala, Medellín, Santiago, and Tokyo, to name just a few, were brought into being largely, and in some cases were made possible only as a result of financial support by such agencies as UNESCO and the Ford and Rockefeller Foundations. Such support was the prime, direct cause for the creation of some of these and other schools, even when local desire, need, and effort had been antecedent.

Nothing has been said and, in fact, almost nothing can be said about the success and quality of any of the programs considered in this paper, or about those elements of the programs which determine quality: financial support; number and background of the instructional staff; facilities, including libraries; standards and educational level of student admissions; content of the programs; and requirements for its completion. Precise data on some of these and other points are simply not available and, even if they were, or if they could be secured, comparative evaluation, on an international basis, would be extraordinarily difficult and risky, to say the least. The same could probably be said for other professional fields. In our own, at least, we are certain that some programs and schools are much better than others and, in fact, that some leave much to be desired, whether one looks at the programs in a single country, or whether one views them internationally.

Though the question is obviously an important one, it is not central to the present thesis. This is, briefly, that the recognition by a country of the need for a program preparing

qualified professionals, and the implementation of the recognition, in themselves, mean much for the status and quality of librarianship. A program offering a full year of professional education will go some distance toward improving the quality of library service, even if the program is not first-class. Many schools throughout the world have had small and indifferent beginnings from which they have later grown to excellence or relative excellence. This is probably the generality, rather than the exception, even in the most developed countries. The fact that there are now more than fifty schools in countries which, a generation or so ago, had none, and two hundred or more additional schools in other countries, must surely mean a great deal for all those who need to use books, and for those elements of national development which depend, at least in part, upon this use.

NOTES

I am grateful to Dr. Lester Asheim, and my colleague, Professor Raynard C. Swank, for helpful suggestions on a draft of this article; and to my Research Assistant, Miss Ingrid Radkey, for able bibliographical and other reference assistance.

- 1) By "full-fledged" here is meant a program totaling, in all, at least an academic year of professional courses, the generally accepted minimum for the preparation of qualified staff.
- 2) Karl Kammel, "Bibliothekerausbildung in Österreich," *Biblos*, XVIII (1969), pp. 6-9. Sweden. Statens Offentliga Utredningar 1969: 37. Utbildningsdepartementet, *Utbildning för Bibliotek, Arkiv och Informatik*. Stockholm, 1969.
- 3) Sources for these data are as follows: for Argentina, María Teresa Sanz, *Análisis de los Informes Nacionales Sobre el Estado Actual de la Profesión Bibliotecaria en América Latina*. Medellín, Escuela Interamericana de Bibliotecología, 1965, p. 44, and Consejo Nacional de Investigaciones Científicas y Técnicas. Centro de Documentación Científica. *Guía de Escuelas y Cursos de Bibliotecología en la República Argentina*. Buenos Aires, 1965, pp. 6-7; for Brazil, William Vernon Jackson, "Brazil, Library Education in" in *Encyclopedia of Library*

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- and Information Science*, vol. 3, 1970, p. 240; for Canada and the United States, 1939, *American Library Association Bulletin*, XXXIII (September, 1939), p. 543; for Canada and the United States, 1970, *American Libraries*, I (November, 1970), pp. 997-998; for Germany, *Jahrbuch der deutschen Bibliotheken*, XLIII (1969), pp. 239-248; for Great Britain, Frank N. Hogg, "Library Education and Research in Librarianship in Great Britain," *Libri*, XIX (1969), p. 202; for India, R. L. Mittal, "Teaching of Library Science in India," *Libri*, XVII (1967), p. 253; for South Africa, R. F. M. Immelman, "Education for Librarianship in South Africa," *Journal of Education for Librarianship*, VI (Spring, 1966), p. 301; for the USSR, V. V. Serov, "Library Science and Some Problems of Library Education in the U.S.S.R.," *Libri*, XIX (1969), p. 187. It should be observed here that other one-year schools, unaccredited, exist in both Canada and the United States. In the latter country, the number of these at the graduate level alone is close to one hundred, of which most were begun since 1939.
- 4) See Robert L. Gitler, "Japan," *Library Trends*, XII (October, 1963), pp. 284, 286.
 - 5) See H. William Axford, "Library Education at the University of the Punjab: American Influences," *Journal of Education for Librarianship*, VI (Spring, 1966), pp. 280-289, especially pp. 281, 284, 285-287.
 - 6) Curt D. Wormann, "Israel," *Library Trends*, XII (October, 1963), p. 219.
 - 7) Ruth M. Wertheimer, "South Africa," *Library Trends*, XII (October, 1963), p. 270.
 - 8) Jean P. Whyte, "Australia," *Library Trends*, XII (October, 1963), pp. 297-298.
 - 9) *Ibid.*, p. 298.
 - 10) R. C. Bengé, "Library Education in Ghana, 1961-67," *Library Association Record*, LXIX (July, 1967), p. 226.
 - 11) Letter, December 1, 1970, Lester Asheim, Director, Office for Library Education, American Library Association.
 - 12) Letter, December 11, 1970, Samuel Rothstein, School of Librarianship, University of British Columbia.