

Japanese Librarians Educated in United States
Graduate Library Schools

米国の大学院図書館学研究科で学んだ
日本の図書館人

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ロバート・D・スティーヴンス

要 旨

米国の大学院図書館学研究科で学んだ日本の図書館人のうち 36 人について、彼らが米国でうけた教育について、また彼らがそれを日本での仕事にどのように応用しているかについて、面接調査した結果をまとめたものである。

面接した 36 人について、その経歴、留学先大学院、留学補助金、語学訓練、留学生活一般、オリエンテーション、米国での図書館学の教員、教授法、授業内容および有用性、留学の効果、図書館専門職意識、日本の図書館学の将来予測、自己の将来などについて質問しその結果を分析している。

統計的データの示すところでは、彼らの大部分は現在東京に就職しており、その平均年齢は 40 才、現在図書館学の教員であるか大学の図書館に勤めているものが大部分であった。国際的な図書館学教育という面で慶應義塾大学が重要な役割を果たしてきたことは、米国で図書館学教育を受けた人びとの中に慶應の図書館学科卒業生が多いこと、現在慶應義塾大学に勤務しているものが多いことからうかがえる。

米国の大学院図書館学研究科に留学したこれらの人びとは、現在日本の図書館界において重要な位置を占め、図書館関係の専門団体でも活躍している。彼らは、米国で図書館学教育を受けたことは非常に価値があったと評価しているが、反面、米国の大学院図書館学研究科が英語力テスト、英語教育、あるいは外人に対するオリエンテーション等を余りうまくやっていないと考えている。米国側としては、これらの面での改善も必要であろう。(T. S.)

In today's complex global society technology transfer between nations has become increasingly commonplace. The transfer of library and information science techniques from one nation to another is a part of this world-wide process. One segment of this total process of information transfer is the educational process by which the citizens of one country receive professional education in another. This study

analyzes the careers of a group of thirty-six Japanese librarians educated in United States graduate library schools and now practicing librarianship in Japan. The study is concerned with the basic statistical and biographical data about the persons in the sample, with the efforts made by institutions of higher education in the United States to help these foreign students to adjust to academic life, with the

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opinions of these Japanese librarians on which parts of the curriculum have proved most and least useful to them, with the ways in which these librarians are contributing to progress in library and information science in their own country, and with their vision of the future of their profession.

To the thirty-six librarians who answered my questions frankly and spent many hours talking with me I am grateful. Special thanks for assistance are due also to Dr. Takahisa Sawamoto, Director of the Keio School of Library and Information Science and to Mrs. Kaoru Inagawa of the American Cultural Center Library, Tokyo both of whom helped with scheduling interviews, and to Miss Naomi Fukuda of the University of Michigan Library who provided an initial list of names.

Thirty-six practicing librarians employed in libraries, in teaching librarianship, or in work with computer systems were interviewed. The sample of Japanese librarians trained in United States graduate library schools was drawn from a basic list of names provided by Miss Naomi Fukuda which was supplemented by a small number of names added by the various interviewees. The Fukuda list with additions totalled forty-nine persons of whom five proved to be housewives no longer engaged in librarianship and one person who had died during 1970. Twenty-five of the persons on the original list, or slightly more than fifty percent of the total were female. All librarians interviewed, except for one person who had attended an undergraduate library school then in the process of converting its program to the master's level, had attended United States graduate library schools. All interviewees were in attendance for at least two full semesters, but a few, including several who had previously earned the doctorate in a subject specialty did not elect to complete the master's degree in librarianship even though this would have been possible in the time available to them.

The thirty-six librarians now occupy important and influential positions in Japanese librarianship. Nine persons are full-time

teachers, two are engaged in staff planning positions, the remainder but for one librarian between jobs occupy positions that involve at least some supervision of the work of others. Two librarians, both female, are directors of university libraries and four are in charge of large university branch libraries. Only two librarians in the sample are employed in special libraries attached to private industry and only one in a high school library. Three of the practicing librarians also teach on a part-time basis. Keio University employs twelve of these librarians or twenty-five percent of the total either in teaching or in the University library system. The Tokyo University library system, the library of International Christian University, and the British Council Library each employ three of the librarians in the sample. The American Cultural Center employs two.

Twenty-nine persons or eighty percent of the total were engaged in library work in Japan immediately before going to the United States for training. One person, not then in library work, was assigned the task of planning and establishing a new departmental library at his university and sent to the United States to acquire the necessary know-how. Two persons went to the United States immediately after finishing their library training at Keio. Two persons had been impressed by the quality of library service in the United States while studying there as undergraduates. Twenty-three persons returned to the institutions in which they had been previously employed as librarians or teachers of librarianship on completion of their stay in the United States. These twenty-three persons were in leave status, in some cases with pay, while undergoing training.

The oldest librarian in the group was born in 1911, the youngest in 1942. Seven members of the group were born before 1920, and ten in the decade between 1920 and 1930. Almost half of the group are then more than forty years old at present. Seventeen persons were born in the decade from 1930-1940 and are now in their thirties. Only two persons are younger than thirty, one twenty-eight years

old and the other twenty-nine. The median age of the group interviewed is forty.

Almost half of the group, seventeen members, were born in Tokyo. Eighteen persons, exactly half of the group, received their high school education in Tokyo. Thirteen persons earned undergraduate degrees at Keio University and five persons at Tokyo University. Three persons graduated from Tsuda College and two from Japan Women's College. Three persons earned their first academic degrees outside of Japan.

Seven persons, or almost twenty percent of the group, majored in library science as undergraduates. Ten persons majored in English language or literature. Four persons majored in the biological sciences and two in engineering. The remainder majored in the social sciences—law, history, geography, or economics.

Nine of the group, or twenty-five percent, are Christians. By contrast less than one-half of one percent of the total population of Japan is Christian. It has been said that for some Christianity is a way of learning English, but none of the nine except for one person, whose undergraduate education was in the United States, attended a church sponsored high school or college where English is the medium of instruction. Nor does the fact of being Christian appear to have exercised an undue influence in the awarding of scholarships and fellowships, for of the nine Christians only two received full tuition scholarships available in open competition. Three of the Christians were self-supporting during their stay in the United States, one received a church scholarship which paid a part of his expenses, one received a scholarship awarded by the library school he attended, and one received a travel grant only. The evidence available does not explain the presence of such a large percentage of Christians in the group.

These librarians have completed more years of formal education than did their parents. The fathers of sixteen respondents or slightly less than fifty percent of the group completed college level education. The fathers of twelve

completed technical school (*semmon gakko*). The fathers of the eight remaining members of the group completed high school level education or lower. Only two of the mothers had completed college level education.

The fathers of twelve respondents were employed by large firms. The fathers of six were tradesmen or owners of small businesses. Four fathers were employed as teachers, four were government employees, and four were independent professional men. Three were technicians and three engaged in politics. The members of the group have then moved from the predominantly business-government-politics occupations of their parents to the educational-information profession of librarianship.

The members of the group attended nineteen different library schools in the United States. Eight attended Columbia University, four the University of Illinois, three Peabody, University of Washington and Western Reserve, and two persons the University of Michigan. Chicago, Drexel, Florida, Hawaii, Indiana, Kentucky, Louisiana State, Maryland, Rutgers, Western Michigan, Simmons, and Syracuse are represented by one each.

Before going to the United States twenty-three members of the group had taken courses in librarianship. Eighteen had attended classes at Keio University. Two had attended a National Library Training Institute, one had completed the courses required for the library certificate and one had attended a U.S. sponsored three-month institute for training educational leaders at which he had studied cataloging under Susan G. Akers.

The youngest age at time of completion of training in the United States was twenty-two, the oldest was fifty-one. The median age on completion of training was thirty. Ten persons were older than thirty-five, the normal cut-off age for Fulbright and other scholarships.

Dates of completion of training in the United States ranged from 1951 to 1970. Ten persons finished in the five-year period 1951-1955, nine persons in 1956-1960, twelve in 1961-1965, and only five in the period 1966-1970. The average number attending United States library schools

from 1951 through 1965 was slightly over two per year. In the last five years the number has decreased to one per year.

All but five of those interviewed received scholarship support of one kind or another. In some cases support from several sources was combined as for example, a Fulbright grant for travel expenses with a tuition scholarship from the school attended, or a small grant from a U.S. religious group combined with a tuition scholarship. Ten persons received all expense scholarships from the Rockefeller Foundation. In one of these cases the travel expenses for the Rockefeller scholar were covered by a Fulbright travel grant. In the other nine cases Rockefeller covered the full amount including travel. Seven persons received all expense Fulbright grants (called GARIOA grants until 1952.) Other sources of full support with one scholar each were: The Asia Foundation (combined with a Fulbright travel grant), the Medical Library Association of the U.S., the China Medical Board, and the East-West Center in Hawaii. Chicago, Michigan, Louisiana, Drexel, Washington, Pittsburgh, and Illinois provided tuition exemption or other forms of scholarship. Syracuse and Maryland made available work-study programs under which students worked half-time or more while registered as library school students. A somewhat similar work-study arrangement was available at Rutgers during the second year of a student's stay.

The decision as to which library school in the U.S. to attend depended on advice from a variety of sources in many cases from more than one source. Dr. Takahisa Sawamoto and Miss Naomi Fukuda exercised a great influence not only in persuading younger librarians to go to the U.S. for further study but in helping them to identify sources of funding and in assisting them in selecting the best schools. Ten persons in the sample were influenced in their choice of school by friends or teachers both Japanese and Americans. The availability of a local scholarship or work opportunity determined the choice for nine persons. Two persons selected Columbia because of its prox-

imity to a large number of excellent libraries in the Boston—New York—Washington, D.C. megalopolis. One person selected Western Reserve because of the excellent services of the nearby Cleveland Public Library. Three persons wanted to study under particular teachers. In one of these cases the particular teacher wanted had transferred to another institution before the student arrived. Two librarians reported that their choice had been determined by the fact that no Japanese librarian had previously attended the schools they selected. One reported that he deliberately selected a school in which he had learned there were few foreign students. On the whole the selection of schools appears to have been good, but in two cases the schools selected did not offer courses in the area of specialization the students intended to concentrate upon.

All respondents had studied English at the pre-college or college level before going to the United States. In all but five cases, pre-college study of English had covered from six to eight years. All but seven respondents had studied English at the college level for between two and four years. The normal pattern was six years of pre-college level English followed by two years of college training. Those who had studied librarianship at Keio during the period when American faculty members were teaching there had secured further practice in aural English and all Keio graduates had read substantial amounts of library literature in English. In addition a number of respondents had worked with Americans either in military libraries or in other situations during the 1940's and 1950's. Only a handful of respondents made an effort to secure special training or practice in English immediately before their departure for the U.S. Miss Spofford during her tenure as librarian of the American Cultural Center in Tokyo conducted informal courses in English attended by two of the respondents and several other respondents reported similar informal practice sessions with Americans.

Exactly fifty percent of the respondents took further training in English after arrival in the

United States. In some cases formal tests were employed and students required to take specialized courses in conversation, aural English, grammar, or writing depending on the particular language difficulty diagnosed. For most, however, neither the testing nor the courses in English offered were that specific. One respondent was enrolled in a special course for new United Nations employees which included the extensive use of tapes and judged the course very good. Several reported that the English language training offered as a part of the six weeks Fulbright indoctrination program was excellent; however, one participant in such a program judged that the course he took was poorly organized, poorly taught, and a waste of time. One student enrolled on a voluntary basis in an English language course for newly arrived immigrants and felt the course worth pursuing for about six months but dropped the course when the pressures of library school work became too heavy. A number of respondents reported that the first semester or more of library school work was troublesome because of language difficulties. On the whole the schools attended do not appear to have done a particularly good job of either language testing or training, and in fact in half the cases no tests were administered beyond the testing done in Japan before departure. In some cases no tests of English language ability were required either in Japan or after arrival in the United States.

Five persons reported that the funds available during their period of study required supplement from personal savings or work to secure additional funds while they were engaged in study. An additional five persons indicated that they felt their budgets were minimal and required extreme caution in expenditure. The remaining twenty-six persons reported that funds were ample or even enough to provide for trips, for extra books, and occasional small luxuries. Those on Fulbright or Rockefeller scholarships were in the last category and in some cases received extra funds specifically for trips to visit libraries in various parts of the United States. One respondent reported

that scholarship funds were generous enough to support himself and his family of four. One person reported that it was difficult to live in an expensive city like New York on scholarship funds.

Most of the respondents, a total of twenty-four, lived in campus dormitories. Five lived in apartments either alone or with other students. Four lived in boarding houses and three lived with private families. Two persons who lived with private families receiving room and board in return for baby sitting and other chores reported that the arrangement was unsatisfactory because the work consumed too much time to permit adequate time for study or other activities. Two students were assigned to freshman dormitories. One of them found that the noise and lack of discipline interfered with serious study and after some weeks of complaint to housing authorities was reassigned to a graduate dormitory. But the other enjoyed the situation, made some firm friends and served *in loco parentis* to his younger housemates. Several persons were unhappy with so-called international houses, not because physical arrangements were unsatisfactory but because they felt that they had been isolated from the normal student community. Only a few shared rooms with other library school students and only ten persons shared rooms with Americans. One student who shared an apartment with a Japanese student in another discipline and with two American graduate students in Asian studies made a wide circle of friends and was asked to lecture in Japanese on resources available for research in libraries in Japan. While some of the students who roomed with Americans formed firm and lasting friendships, others did not; for a foreign student of librarianship, rooming in a college dormitory does not appear to guarantee that he will become well acquainted with American students.

When it comes to forming firm friendships with large numbers of fellow library school students, the record is not gratifying. Most respondents indicated that they had come to know one or more American classmates very

well, and many noted that fellow students had been helpful in interpreting assignments or in filling in gaps in lecture notes. A number of respondents commented that library school with its heavy workload, irregular schedules, and lack of an area for socializing with fellow students is not really a very good place for making friendships. There is indeed a dehumanizing aspect about library school or any other professional school where assignments are heavy and opportunities for relaxed social intercourse few.

No library school offered any special orientation for foreign students. Several schools including Illinois provided regular opportunities for foreign students to meet informally as a group with faculty members. Only six universities were reported as offering general orientation for all foreign students. Except for the University of Washington where a full week was spent in orientation such programs lasted from one to three days and included such activities as a tour of the campus, information about how to use the library, and an introduction to the metropolitan area in which the university was located. Such short-term programs, except for a program provided at Illinois by the YMCA, were not regarded as particularly effective or useful. The Fulbright orientation program was regarded as useful by all but one respondent who reported that the program he attended was not productive. Several others however were enthusiastic about the Fulbright orientation program particularly the programs offered at Arizona and at Santa Barbara, California. The programs at these two institutions were described as offering excellent programs in English instruction and opportunities to visit a variety of American institutions as well as visits with American host families.

Nineteen persons indicated that individual library school teachers were especially helpful to foreign students, fourteen that individual teachers were of some help, and two indicated that no teacher was memorable as having been particularly helpful. Several commented that teachers who had worked abroad tended to be

the most sympathetic. One person reported that Dr. Maurice Tauber was outstandingly helpful and attributed this to the fact that Dr. Tauber had just returned from a year of teaching abroad; but several other students who studied under Dr. Tauber before his trip abroad also reported that he was an unusually sympathetic and helpful teacher, so, in this case at least, work abroad is not the entire reason for a warm and sympathetic approach. Several persons reported that their library school deans or faculty advisors had seemed particularly helpful but whether this constituted especially sympathetic treatment of foreign students or was simply the normal warm reaction of these individuals to all students would be difficult to determine. The respondents at least are convinced that people like Mr. Jack Dalton at Columbia and Mrs. Frances Cheney at Peabody made extraordinary efforts to see to it that foreign students were guided to take appropriate courses and to make the most of their opportunity to study in the United States.

Only ten respondents reported difficulty in adjusting to American methods of teaching. Some of those who had no difficulty commented that they had after all gone through a training period at Keio which made the adjustment gradual and easy. Others reported that they had been forewarned by friends so that "pop" quizzes were no surprise to them. Difficulties with the examination system included the need for more time to prepare answers to essay type questions, some difficulty in interpreting the questions properly, and the problem of becoming accustomed to "pop" quizzes. Several commented that the change from a lecture system to the extensive use of classroom discussion was difficult, and one commented that he was frustrated throughout his career as a student by his inability to contribute rapidly enough to classroom discussion. Others reported difficulty in learning to write term papers in an acceptable style and format and with the speed at which the classes progressed in covering course material. One respondent attributed his difficulties to the

fact that he had been out of school so long before attending library school. Despite the difficulties of adjustment, most respondents approved of American methods of teaching, especially the use of class discussion and field trips to nearby libraries, the use of detailed outlines accompanied by reading lists and bibliographies, and the insistence on heavy use of library materials. Several also commented favorably on the use of practical reference questions as a tool in teaching reference courses.

Many of the respondents were hesitant or had difficulty in comparing the efficiency and quality of teaching in the United States library schools they had attended with the quality of teaching they had encountered in Japan or elsewhere. Several noted that the quality of teaching had been better at Keio library school than at the U.S. library school they attended. One reported that it was about the same. Several complained that some of the courses, such as beginning cataloging, were simply a repetition of what they had learned at Keio and felt that they should have been exempted from basic courses in order to make time for learning more useful information. Two reported that the teachers at the Fulbright indoctrination centers were better prepared and better organized than were their library school teachers. One reported that the teachers at his school found it necessary to lower the level of teaching, to lecture slowly, and repeat information because a large proportion of his fellow students were older, employed, female librarians attending library school on a part-time basis. The few who took courses in other departments than librarianship or who had attended other schools in the United States reported that the library school teachers were better organized, better prepared, and more energetic in their teaching. One however commented that he had found library school teaching cut and dried and uninspiring as compared with a course he had taken in art history.

Twelve respondents failed to identify a specific course or courses as most useful in

their work following return to Japan. Several persons, including one library school teacher claimed that every course was useful in one way or another. One person said that on-site visits to libraries had been more useful than any course or courses. Another noted that it was not so much a specific course as the general approach for "in contrast to the Confucian approach which says read one book five-hundred times and the knowledge therein is yours, the American library school teaches one to consult a variety of books and come to his own conclusions." Still another reported that none of the courses had a direct bearing on his work in acquisitions in a large research library. Some respondents identified more than one course as being most applicable and useful. Reference, including science reference, courses were mentioned twelve times, one person noting that the reference approach to locating information rather than the memorization of specific titles was helpful in that it was readily transferable to a Japanese situation. Eight persons mentioned courses in cataloging or classification. It was noted by one respondent that while his course in cataloging was certainly useful, it would have been more useful on return to Japan if more attention had been paid to the problems of a classified catalog. Management, documentation, machine literature searching, library buildings, government publications and administration all received one mention as being useful.

Three persons mentioned children's literature, and one young adult literature, as being least useful. These particular courses were required of all students in the schools they attended and were of no use in Japan in research or special libraries. Three persons cited cataloging, and two cited administration as courses that were not applicable to their work. One person said that the course in reference "concentrated on specific titles, was overwhelming in detail, and had little bearing on reference work" in his library. Courses in the history of books and printing, adult literature, and research methods were also mentioned as being of little or no use.

Six persons reported that courses in documentation, automation or advanced work with computers were not available to them and would have been useful. Two persons wanted courses in medical librarianship that were not available at the schools they attended. Two persons wish now that they had taken a course in government documents but did not realize the potential usefulness of such a course while they were in school. One librarian now wishes that a course in library cooperation had been available to him. Other potentially useful courses that were not available to students were university library administration, "a third course in cataloging," special libraries, and "administration of academic scientific libraries."

All of the respondents feel that their training in the United States was worthwhile and that they would be glad to repeat the experience if they had that part of their lives to live over again. With one exception the members of the group are intensely loyal to their American *alma maters*. They have no regrets about their choice of library school and no wish that they had attended another perhaps better institution. The one exception pointed out that the library school he attended was at a low point during the time he was there and that the faculty and general tenor of that particular school have since improved greatly. He is correct, the school in question was then at a low point in its history. One person felt that going abroad for training is more essential now than in the past because neither Keio nor any other library school in Japan currently employs full-time foreign lecturers. Another noted with regret that Keio has now become so documentation-oriented that if one wants to study university or public librarianship, he would be well advised to go to the United States.

All respondents felt that training in the United States had been of positive help in their work but a few qualified that statement. Three persons noted that they had learned to do a more professional job but that training in the United States had not helped with

promotions or advances in salary. One person pointed out that he would be better off financially if he had started his present job immediately after finishing his schooling in Japan rather than waiting until he had spent two years in the United States which were two years of lost time in the matter of pay increases. Another noted that training in the United States could be much better applied in a special situation like the British Council Library or the American Cultural Center Libraries than in the usual library in Japan. Those responding most enthusiastically to this question noted that the training had been of great help in planning a reorganization of staff and services, that adequate planning of a new building would have been impossible without the training, and that the training had given a framework for a systematic approach to day-to-day problems. One person noted that just the fact of having gone to the United States is a help because supervisors, inferiors, and those equal in status all assume that you have the most advanced knowledge available at your command.

Four persons answered a flat no to the question of whether or not they are satisfied enough with their own lot in life to recommend librarianship as a career to others. Twelve of those who answered yes qualified their answers. Several felt that would-be-librarians should understand clearly the low pay and the amount of hard work required of professional librarians. Others felt that the present low status of librarians should be made clear to aspirants. Still others felt that they could recommend librarianship only to those whose objective was work in a special library. One respondent stated that he could recommend librarianship only to those who showed some inclination towards the management aspects of librarianship but would definitely not recommend the profession to one who was simply a lover of books. One person recommended that potential librarians take the examination and work in a library for a trial period of several years before making a final commitment to devote his life to the profession.

The group interviewed has contributed actively to the work of professional library organizations in Japan. A large number have held office in the major library associations or been members of editorial boards or working committees. Still others have participated in national surveys of the status of information science. Ten persons however reported that they have neither been members of or attended meetings of Japanese library associations. Seven of these non-members are women, an unusually high number in light of the fact that women constitute less than one-half the sample. Two of the negative responses came from recent returnees who stated that they expected to become active in professional organizations at some time in the future.

What changes do these librarians see in Japanese librarianship over the next ten years? Eight persons felt that they were not well enough informed to predict the future. One predicted business as usual with no significant changes ahead. Sixteen persons predicted that significant changes would be brought about through increasing use of computers but many warned that computers have their limitations or could be applied only in certain situations or to certain kinds of library operations. A number of the qualified answers indicated that only the large university and research libraries would be using computers by the end of the decade. Several indicated that only fringe operations or technical services would be computerized while true mechanized information retrieval would require more time. Several indicated that it will all depend on the success the National Diet Library has with its computer tape project. The most optimistic predicted that the National Diet Library project will proceed on schedule and perhaps advance more rapidly than now expected because of recent breakthroughs in optical character recognition. Several felt that libraries will be forced into the economics of computerization because of the squeeze caused by increasing salary costs. A more sanguine respondent warned that the computer salesmen oversell the notion that computers are more economical than manual

operations. Only one respondent saw much hope of computer networks; several others stated specifically that computer networks would not be achieved in ten years since the most to be hoped for is computerization of some operations in individual libraries. Several respondents were pessimistic about financial support of private university libraries in the ten years ahead. One respondent with an unusually cloudy crystal ball stated that there was no hope of support of private university libraries by the National Government, a poor prediction indeed since Mombusho had announced some time before this particular statement plans for providing such funds during the coming fiscal year. Another respondent felt that libraries in all types of public institutions would lack adequate fiscal support unless there should be a drastic change in the attitude of the National Government towards support of educational facilities generally. One person felt that for science and technology libraries in the private universities the only solution in the years ahead will be to sell information services to private industry and thus secure the funds needed to provide an adequate level of service to faculty and students. Six persons predicted the continuing expansion of special libraries. Three persons were optimistic about the growth and improvement of school and public libraries. It was pointed out that Mombusho now requires a library facility in each school and also requires at least minimal training of teacher librarians. It was noted also that a number of prefectures have completed plans for public library development, that the increased leisure available to housewives will lead to increased use of public libraries, and that the excellent services available at the Hino Public Library have attracted wide attention. Two persons, both specialists in reference, predicted the improvement of reference services and improvements in the training of users along with a shift from the "present emphasis on cataloging to an emphasis on public services." One predicted that a boom in library services will take place from the outside in since a number of excellent

new buildings have come up and staff and services must expand to fill them. Another predicted greatly improved buildings because Japanese architects have become more and more experienced with the peculiar problems of library buildings. The most optimistic predicted that things will improve drastically by the end of the decade because by then the new generation, that is his own generation of trained librarians, will be in control.

How do these librarians view their own future? Only four respondents expressed an interest in change of position. One teacher of librarianship would prefer to be a practicing librarian and one working librarian would prefer teaching. One person engaged in public services would prefer to be a full-time bibliographer but sees no immediate prospect of such a position. One person would like to return to the United States to work in a university library. The overwhelming majority of respondents expect to stay with their present institutions either in their present positions or with a series of promotions to succeeding higher responsibility. This attitude of institutional loyalty contrasts markedly with the attitude in the United States where job mobility is an accepted fact of professional library life.

Half of the respondents foresee no increase in demand for professional librarians in the next ten years. In general this negative answer is a reflection of a pessimistic attitude about the future growth of libraries. Some of the remaining fifty percent who predicted a coming shortage amplified their answers in one way or another. One stated that there will be a true shortage of professional librarians but that nobody will recognize it because professional librarians are not fully understood or recognized. Another noted that there will be a continuing shortage because so many of the people who are educated as librarians are women and get married instead of entering the profession. Still another suggested that the only solution to the problem of the lack of fully qualified librarians will be a program of in-service training and workshops in an

effort to upgrade all along the line. Several thought that good library science teachers will be in critically short supply during the decade ahead. At the same time they pointed to the need for expanded facilities for training librarians including the specific suggestion that the existing library schools, the Keio School of Library and Information Science and the Toshokan Tanki Daigaku, be expanded, and two additional schools one in the Kanto and one the Kansai area should be established.

What changes should be made so that Japan can derive most benefit from future training of librarians in the United States? On the American side the various library schools and their parent institutions need to do a better job of orientation of foreign students. The library schools in particular are deficient in this respect and are just now beginning to establish general initial indoctrination for all students. Such general library school indoctrination helps but some special provision must also be made to meet the needs of foreign students. Programs for testing ability in English and for remedying specific deficiencies need to be improved at most institutions. Housing arrangements, again a general problem, are haphazard in the assignment of roommates and should be rationalized so that foreign students room with Americans and so students from the same discipline have an opportunity to room together. Library schools should make greater efforts to provide areas where all students can meet informally over coffee to discuss common problems, for as things are now in most institutions there is no place in the library school where such informal encounters can be held. From the Japanese side (and this is in part a matter of cooperation with American counterparts) efforts should be made to diversify the selection of students. More students from outside Tokyo should be selected, more should come from the group presently employed in public and school libraries, more students should come from some of the great universities of Japan which have not yet sent a single staff member for training. An effort should be made also to select and

encourage younger students, preferably still in their early twenties, and to encourage a larger number of men to study abroad. The decrease in numbers during the past five years is a matter of some concern and efforts should be made to increase the number so that at least

three or four Japanese go to the United States each year for further training. Consideration should be given also to sending students to some of the excellent library schools in the United States and Canada which no Japanese has yet attended.