

LIBRARY EDUCATION IN JAPAN, THE REPUBLIC OF KOREA AND TAIWAN : A COMPARATIVE STUDY(II)

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IV. COMPARISONS OF LIBRARY EDUCATION

1. Objectives of Library Education

Objectives of education are the learning goals or the desired results or outputs expected from the educational activities.

As far as the objectives of each library school go, the Japanese tend to have, apart from a general purpose of educating librarians, somewhat distinctive objectives different from those of other schools. On the other hand, all the Korean library schools investigated share a common objective of producing professional librarians who will work in all types of libraries. There are differences only in expressing the objectives. In the case of the Taiwanese library schools, Fu Jen Catholic and National Taiwan Universities aim at educating librarians without differentiating types of libraries, while the National Taiwan Normal University has an objective of educating secondary-school librarians and Tamkang University broadens its educational discipline to incorporate audio-visual education and computer technology.

If one seeks to discover a similarity in the objectives of library education systematically, the result will be that the library schools generally aim at educating professional librarians without definite distinction among the types of libraries. The uniformity is most marked at the Korean library schools but the Japanese and Taiwanese schools are attempting some diversity through their specific objectives distinguished from those of other schools, i.e. the objective of University of Tokyo is to educate researchers and teaching staff and Taiwan Normal University attempts to educate secondary school librarians.

TABLE 2 : Objectives of Library Education

JAPAN	
Keio :	To train professional librarians for various types of libraries, to give opportunities for further training to men and women already employed in libraries, to stimulate and direct research in librarianship, and to become a centre of library science in Japan
Kyoto :	To certify professional librarians, especially public librarians, by providing students with the required courses
Tokyo :	To educate researchers and teaching staff in the field of library and information science
Toyo :	To provide students with professional and technical knowledge which is necessary for their work in libraries
ULIS :	To contribute to the advancement of science and culture through highly developed education and research on the theories and practices of library and information science
KOREA	
Chongju :	To educate and train students by cultivating their personality and enriching the knowledge in librarianship and by equipping them with necessary knowledge and skills required for the practice in libraries
Choongnam :	To produce professional librarians equipped with necessary knowledge and skills, who will lead the information society of the present and the future.
Ewha :	To educate professional librarians who will contribute to cultural development through library services
Jeonbuk :	To educate and train professional librarians and to contribute to the development of librarianship in the community
Jeonnam :	To educate professional librarians and information specialists
Kyungpook :	To educate and train professional librarians who will perform efficient information work
Pusan Sanup :	To educate professional librarians
Sungkyun- kwan :	To equip students with the theory and practice in librarianship required to select and to organise recorded knowledge and needed to assist and guide users in the management and use of documents
Yonsei :	To educate professional librarians who will lead the development of librarianship
TAIWAN	
Fu Jen :	To educate students and to assume leadership in librarianship by providing them with opportunities to specialise in particular types of libraries
Taiwan :	To prepare students for a professional career in various types of libraries
Taiwan Normal:	To educate and train secondary school librarians

Tamkang :	To teach most recent scientific methods necessary for using information or data for efficient services in the fields of library science, audiovisual education and computer technology
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2. Teaching Staff

The importance of the faculty members in university education cannot be overestimated. The academic qualifications and professional experience of the people who are supposed to teach the students in library schools have an important bearing on the educational output, the products of education, who are librarians.

2.1 Academic Qualifications

The minimum academic qualification required of the full-time faculty members in library science in Korea and Taiwan is the Master's degree, preferably in library science. The requirement for the Japanese teaching staff is not so uniform and it ranges from a Bachelor's degree to a Ph. D. A similarity in the stipulated academic qualifications exists only in Korea and Taiwan and the required qualifications of the two countries are different from the Japanese requirement.

TABLE 3: Teaching Staff

Minimum Stipulated Academic Qualification for Appointment		
JAPAN	KOREA	TAIWAN
KO : Master	C J : Master CN : Master EW : Master	F J : Master
KT : Bachelor	J B : Master J N : Master	TW : Master TN : Master
TK : Master	KP : Master	

	PS : Master	
TY : Bachelor	SKK : Master	TK : Master
ULIS : PhD	YS : Master	

2.2 Professional Experience

As far as the professional experience requirement for faculty appointment is concerned, there is the similarity of not requiring it among the three countries.

TABLE 4 : Professional Experience of Teaching Staff

JAPAN	KOREA	TAIWAN
KO : Not required	CJ : Not required	F J : Not required
KT : Not required	CN : Not required	TW : Not required
TK : Not required	EW : Not required	TN : Not required
TY : Not required	JB : Not required	TK : Not required
ULIS : Not required	JN : Not required	
	KP : Not required	
	PS : Not required	
	SKK : Not required	
	YS : Not required	

2.3 Ratio of Male and Female Staff

The mean ratio of male and female faculty members in librarianship appears as 26 : 1 for the Japanese schools, 21 : 26 for the Korean faculty and 18 : 17 for the Taiwanese educators. In all three countries there are more male staff than women. This dominance, although the ratio is almost equivalent at the Taiwanese schools, is most marked in the Japanese library schools.

TABLE 5 : Male / Female Ratio of Full Time Teaching Staff

JAPAN	KOREA	TAIWAN
KO : (6 : 0)	CJ : (2 : 1)	FJ : (5 : 3)
KT : (2 : 0)	CN : (2 : 2)	
TK : (2 : 0)	EW : (1 : 4)	TW : (6 : 5)
TY : (4 : 0)	JB : (2 : 2)	
ULIS : (12 : 1)	JN : (1 : 3)	TN : (1 : 4)
	KP : (2 : 2)	
	PS : (3 : 1)	TK : (6 : 5)
	SKK : (4 : 0)	
	YS : (4 : 1)	

2.4 Ratio of Teaching Staff and Students

The respective mean ratios of full-time faculty versus students of the Japanese, Korean and Taiwanese library schools are 1 : 22.1, 1 : 48.1 and 1 : 25. The ratio is most favourable at the Japanese schools and the Taiwanese ratio comes next. The ratio is different not only from country to country but also from school to school.

The disparities among the Japanese schools are especially distinctive ranging from the ratio of 1 : 2.5 at the University of Tokyo to the one of 1 : 62 at Toyo University.

TABLE 6 : Ratio of Staff / Students

JAPAN	KOREA	TAIWAN
KO : (1 : 25)	CJ : (1 : 60)	FJ : (1 : 33)
	CN : (1 : 52)	
KT : (1 : 9)	EW : (1 : 55)	TW : (1 : 21)
	JB : (1 : 40)	
TK : (1 : 2.5)	JN : (1 : 40)	TN : (1 : 10)

	KP: (1 : 52)	
TY: (1 : 62)	PS: (1 : 45)	TK: (1 : 36)
	SKK: (1 : 50)	
ULIS: (1 : 12)	YS: (1 : 39)	

3. Ratio of Male and Female Students

The mean ratios between male students and female students in library science of Japan, Korea and Taiwan are 1 : 1.8, 1 : 4.9(excluding Ewha which is all female) and 1 : 6 respectively.

A similarity in the ratios of the three countries is the female dominance. Women are superior in number to men in most cases.

TABLE 7 : Ratio of Male / Female Students

JAPAN	KOREA	TAIWAN
KO: (1 : 2.3)	CJ: (1 : 3)	F J: (1 : 7.3)
	CN: (1 : 6.7)	
KT: (1 : 1)	EW: (-)	TW: (1 : 7)
	JB: (1 : 9.4)	
TK: (4 : 1)	JN: (1 : 4)	TN: (1 : 6)
	KP: (1 : 2.8)	
TY: (1 : 1.6)	PS: (1 : 6)	TK: (1 : 4)
	SKK: (1 : 2.5)	
ULIS: (1 : 2.2)	YS: (1 : 5)	

4. Academic Level of Students on Entry

The able and intelligent high school graduates who come to library schools today aspiring to become professional librarians are related to the quality level of library personnel in the future.

In the comparison of marks scored by freshmen of a department of library science as against those of other departments, it is revealed that applicants

of the AVERAGE or ABOVE AVERAGE level are accepted as students of library schools in all three countries. It can be contended that there is a similarity in the academic accomplishments of students of librarianship.

TABLE 8 : Academic Level of Students on Entry

JAPAN	KOREA	TAIWAN
KO : Average	CJ : Average	FJ : Average
	CN : Above Average	
KT : Average	EW : Above Average	TW : Above Average
	JB : Above Average	
TK : Average	JN : Above Average	TN : Above Average
	KP : Above Average	
TY : Above Average	PS : Above Average	TK : Average
	SKK : Above Average	
ULIS : Above Average	YS : Average	

5. Curriculum

Educational objectives are accomplished by the contents of the subjects taught, which are manifested in the curriculum. The curriculum is directly related to the actual details provided to the students.

5.1 Establishment of a Curriculum

In deciding the curriculum, all Japanese library schools reflect the required subjects stipulated in the Library Law and the Standards for Education for Library and Information Science are considered by Keio, Toyo and the University of Library and Information Science. The Library Law of Korea affects curricula in all the library schools, while the only external constraint imposed upon the curricula of Taiwanese library schools is to include the required subjects set down by the Ministry of Education. The library schools cannot wholly decide their curricula independently and autonomously. There

is an external constraint imposed on the curriculum either by Library Law or by the requirements of the Ministry of Education in each country.

TABLE 9 : Establishment of Curriculum / External Constraints

JAPAN	KOREA	TAIWAN
KO : 1. Library Law 2. Standards for Education for Library and Information Science*	CJ : Library Law CN : Library Law EW : Library Law JB : Library Law JN : Library Law KP : Library Law	FJ : Ministry of Education Requirements TW : Ministry of Education Requirements TN : Ministry of Education Requirements TK : Ministry of Education Requirements
KT : Library Law TK : Library Law TY : 1. Library Law 2. Standards for Education for Library and Information Science	PS : Library Law SKK : Library Law YS : Library Law	
ULIS : 1. Library Law 2. Standards for Education for Library and Information Science		

*Promulgated by the Association of University Standards, 15 February 1977

5.2 Balance of Theory and Practice

The mean ratio of theory and practice attempted by the Japanese library schools in their curricula is 2.3 : 1, while those of Korean and Taiwanese schools are respectively 5.3 : 1 and 1 : 1.

An overall picture concerning the balance shows that generally more theory-oriented library education is being provided in the region. The phenomenon is much more evident in Korea and almost an equal balance is being attempted by the Taiwanese schools.

TABLE 10 : Balance of Theory and Practice

JAPAN	KOREA	TAIWAN
KO : (1 : 1)	C J : (9 : 1)	F J : (n.a)
	CN : (2 : 1)	
KT : (2 : 1)	EW : (5 : 1)	TW : (1 : 1)
	JB : (7 : 3)	
TK : (4 : 1)	JN : (4 : 1)	TN : (2 : 1)
	KP : (6 : 1)	
TY : (2 : 1)	PS : (10 : 1)	TK : (2 : 3)
	SKK : (9 : 1)	
ULIS : (7 : 3)	YS : (5 : 1)	

5.3 Distribution of Subjects

In order to compare the distributions of subjects, the curriculum of each library school has been analyzed by the categories of Foundations, Sources of Information, Organization of Information Sources, Use and Services, Management, Technology, and Language. And the categories of each school are ranked in the 'pecking order' of the percentages, and then the mean percentages for each category are calculated.

Japanese library schools allocated 26.4% of the curriculum for Founda-

tions, 18.7% for Uses and Services, 18% for Organization of Information Sources, 15.6% for Sources of Information, 15.4% for Management, 5.3% for Technology and 0.3% for Languages. 26.3% of the curriculum at the Korean library schools consists of the subjects on Sources on Information, 15.5% on Foundations, 15% on Organization of Information Sources, 13.7% on Management, 13% on Languages, 8.3% on Uses and Services and 7.8% on Technology.

At the Taiwanese library schools, 36.3% of the curriculum is composed of the subjects on Sources of Information, 16.6% on Management, 15.2% on Organization of Information Sources, 13.7% on Technology, 12% on Foundations, 5.8% on Uses and Services and 0.6% on Languages.

Japanese library schools allocate the largest proportion (26.4%) of their curriculum to the subjects related to Foundations, while both the Korean and Taiwanese schools do the same for Sources of Information. Subjects on Foundations are emphasized in Japan and Korea as the first in the rank for the former and as the second for the latter, while management ranks second for the Taiwanese schools. Subjects related to Uses and Services take priority over other categories only at the Japanese library schools.

A similarity in the distribution of the subjects is that the category of Organization of Information Sources ranks third in all three countries. As can be seen, there are variations in the order of emphasis in each category of subjects in each of the different countries.

TABLE 11 : Ranking of Subjects in the Curriculum By Means of Consolidated Percentages

JAPAN	KOREA	TAIWAN
1. Foundations (26.4%)	1. Sources of Information (26.6%)	1. Sources of Information (36.3%)

2. Uses and Services (18.7%)	2. Foundations (15.5%)	2. Management (16.6%)
3. Organisation of Information Sources (18.0%)	3. Organisation of Information Sources (15.0%)	3. Organisation of Information Sources (15.2%)
4. Sources of Information (15.6%)	4. Management (13.7%)	4. Technology (13.7%)
5. Management (15.4%)	5. Languages (13.0%)	5. Foundations (12.0%)
6. Technology (5.3%)	6. Uses and Services (8.3%)	6. Uses and Services (5.8%)
7. Languages (0.3%)	7. Technology (7.8%)	7. Languages (0.6%)

5.4 Curriculum Revision

Korean library schools revise their curricula every three to four years on average and Taiwanese schools do so every five years.

The curricula are not revised so regularly in Japan. In comparing the regularity of curriculum revision, no similarity among the countries is found. The Ministry of Education in Taiwan is more involved in library education, at least in a sense of curriculum revision, as it requires library schools to revise the curriculum every five years.

6. Special Requirements for Completion of the Course

If there is any requirement for completing a degree course to become a professional librarian in the region, it is library practice required of the students during their course. It is a common phenomenon in all three countries. A difference in requiring library practice is that it is compulsory for all the Taiwanese students by a requirement of the Ministry of Education,

while it depends on a decision of the department whether to require it compulsorily or not in Japan and in Korea.

7. Textbooks in English and in the Vernacular Language

Textbooks are supposed to give the basic underlying knowledge of the field concerned. Japan, Korea and Taiwan had to adopt American textbooks written in English when each country was first introduced to American library education. The present ratio of textbooks in the English language and the vernacular language used by library schools may show how deep American library education has been assimilated into the society though there is a doubt if the contents in the vernacular language are truly based on their own country's peculiar situations.

In Japan, almost half English language textbooks and half Japanese textbooks are being used at library schools, while more Korean books than English ones are used for library education in Korea. Taiwanese library schools use more English language textbooks than those in Chinese. The respective mean ratios between the English language textbooks and the vernacular language ones used in Japan, Korea and Taiwan are 2 : 2.75, 2.1 : 3.8 and 3.1 : 1. There is no similarity in the ratios of the three countries.

TABLE 12 : Ratio of Textbooks in English and the Vernacular Language

JAPAN		KOREA		TAIWAN	
Keio	1 : 1	Chongju	1 : 1	Fu Jen	9 : 1
		Choongnam	1 : 1		
Kyoto	3 : 7	Ewha	1 : 9	Taiwan	2 : 1
		Jeonbuk	3 : 7		
Tokyo	1 : 1	Jeonnam	7 : 3	Taiwan Normal	2 : 1
		Kyungpook	3 : 1		
Toyo	—	Pusan Sanup	3 : 2	Tamkang	1 : 1

ULIS	3 : 2	Sungkyunkwan	1 : 4
		Yonsei	1 : 4

8. Research

The university may have divergent roles to play according to social priorities, but one of the universal roles will be to generate new knowledge, which is possible through research activities. The ratio of time spent in teaching and in doing research by teaching staff and their research areas will show the emphasis and efforts exerted towards scholarly and scientific orientation in the field of librarianship.

8.1 Research of Teaching Staff

Japanese library educators tend to spend more of their time doing research than teaching with an average teaching load of 6.4 hours per week. Their mean ratio of time spent in teaching and in doing research is 1 : 1.3. On the other hand, Korean educators spend almost equally half their time doing research and half teaching with an average 9.8 teaching hours per week. Their ratios are quite different from school to school and the mean ratio is 1 : 1.04. Taiwanese library school faculty members spend more of their time teaching than doing research with a mean ratio of 1.7 : 1. Their average teaching load is nine hours per week.

There is no similarity in the ratios of time spent teaching and doing research by the library faculties in the three countries.

TABLE 13 : Research of Teaching Staff

Ratio of Time Spent in Teaching and in Research (average teaching hours per week are shown in brackets)						
JAPAN			KOREA		TAIWAN	
Keio	1 : 1	(9)	Chongju	1 : 3	(12)	Fu Jen 3 : 1 (8)

			Choongnam 1 : 3 (10)		
Kyoto	1 : 1	(6)	Ewha — (9)	Taiwan	1 : 1 (9)
			Jeonbuk 7 : 3 (9-12)		
Tokyo	1 : 4	(4)	Jeonnam 3 : 2 (9)	TN	3 : 2 (8-10)
			Kyungpook 3 : 2 (9)		
Toyo	2 : 1	(6)	PS 3 : 1 (9-10)	Tamkang	3 : 2 (8-12)
			SKK 1 : 3 (9-12)		
ULIS	1 : 1	(7)	Yonsei 1 : 4 (9)		

8.2 Research Areas of Teaching Staff

When the research areas of faculties in librarianship of the three countries are compared, no similarity is found except that some fields of Cataloging and Classification, Information Science, Library Administration and Library Management overlap on the lists describing the fields. In Japan, History of Libraries, Information Retrieval, Library Automation, Library Administration, Library Management, Reference Services and Organization of Materials including Cataloging and Classification have been attracting the interest and concern of library educators. The main areas concerned with by the Korean library educators are Bibliography, including Korean and Oriental Bibliography, Information Science, Library Administration, Library Management, Organization of Materials, including Cataloging and Classification, and Reference Services. Taiwanese educators are interested in the fields of Library Automation, Library Management and School Librarianship. Research areas of the Japanese educators are more detailed compared to those of the Korean and Taiwanese teaching staff.

8.3 Students' Introduction to Research

Most of the Japanese and Korean library schools require students to

complete a research project and submit a thesis based on the project before graduation, while a project is not required of the Taiwanese students in library science. Instead, Taiwanese library schools attempt to introduce research methods in librarianship to the students through a compulsory or an elective course. The research projects or theses required at the Korean and Japanese schools are frequently claimed as not reaching the standard of real research. However, the requirement is meant to expose the students to library research, even though there are certain limitations in undergraduate students' approach to the concept of research and research methods. Generally speaking, not much genuine effort in introducing library research to students has been exerted in any of the three countries, and there is no similarity in doing it among them.

9. Departmental Libraries and Facilities

Whether a library school has its own library and what sort of facilities are available for education may tell us how library education is supported as a professional education requiring equipment for effective education and training.

In comparing library and other facilities exclusively belonging to a department of library science, it is shown that their availability and kinds are different not only from country to country but also from school to school. Taiwanese schools are reasonably well equipped with facilities at least as good compared with Japanese and Korean schools. In the case of Japanese schools, Keio University and ULIS provide modern information technologies for library education, while the library students at Kyoto and Toyo Universities do not have their own facilities. The facilities of ULIS cannot be compared with other library schools. The facilities of Korean library schools lag far behind those of Taiwanese and Japanese schools.

Korean library schools accommodate a room called a practising room for students' exercises in cataloging and classification.

The room usually has some books for practice, library tools such as classification schemes and cataloging rules, and some typewriters.

10. Relationships between Library Schools and Libraries

The kinds of cooperation or relationships which exist between library schools and libraries outside the campus will tell us how much theory and principles taught at universities and practical experiences are being inter-related and are interdependent. Most of the library schools in the three countries are cooperating with outside libraries through their students' library practice and librarians' participation in library education as part-time lecturers. Apart from these relationships, some Japanese and Taiwanese schools take part in research projects when requested by libraries. The staff of Tamkang University are requested to give advice to libraries on their problems. There is a closer relationship between Taiwanese library schools and libraries than those existing in Korea and in Japan.

11. Information Science in the Curriculum

Courses in information science tend to be more concerned with handling of specific information in the specialized subject fields and to utilize modern information technology.

To calculate the extension of incorporation of information science, such subjects as introduction to information science, information retrieval, library automation and computer-related subjects, which were not included in the traditional library curricula, are counted as information science courses. The comparisons of the proportion of information science included in the curricula for library education show that there are differences in the percentages

of the Japanese library schools, that is, they range from no information science subjects at the University of Tokyo to 45.7% of information science at the Keio University. The mean percentage becomes 18.5%. Korean library schools allocate 16.6% of their curricula on the average to information science, while 21.3% of the curricula of the Taiwanese library schools consist of the subjects on information science. It may be concluded that fair proportions of information science subjects ranging from Korea's 16.6% to the 21.3% of Taiwan are being allocated to information science.

TABLE 14 : Information Science Credits as a Percentage of Compulsory and Elective Credits

JAPAN		KOREA		TAIWAN	
<u>Keio</u>		<u>Chongju</u>		<u>Fu Jen</u>	
Compulsory	(50.5%)	Compulsory	(25.0%)	Compulsory	(20.9%)
Elective	(42.9%)	Elective	(13.6%)	Elective	(33.3%)
Compulsory+		Compulsory+		Compulsory+	
Elective	(45.7%)	Elective	(16.7%)	Elective	(26.8%)
		<u>Choongnam</u>			
		Compulsory	(25.0%)		
		Elective	(22.2%)		
		Compulsory+			
		Elective	(22.7%)		
<u>Kyoto</u>		<u>Ewha</u>		<u>Taiwan</u>	
Total:	(8%)	Compulsory	(-)	Compulsory	(17.2%)
		Elective	(11.8%)	Elective	(35.0%)
		Compulsory+		Compulsory+	
		Elective	(9.1%)	Elective	(29.1%)
<u>Tokyo</u>	-	<u>Jeonbuk</u>			
		Compulsory	(14.3%)		
		Elective	(14.5%)		
		Compulsory+			
		Elective	(14.4%)		
<u>Toyo</u>		<u>Jeonnam</u>		<u>Taiwan Normal</u>	
Compulsory	(3.8%)	Compulsory	(22.7%)	Compulsory	(15.4%)
Elective	(20.0%)	Elective	(37.5%)	Elective	(6.6%)
Compulsory+		Compulsory+		Compulsory+	
Elective	(10.9%)	Elective	(32.9%)	Elective	(11.4%)
		<u>Kyungpook</u>			
		Compulsory	(10.3%)		
		Elective	(20.9%)		
		Compulsory+			
		Elective	(16.7%)		

<u>ULIS</u>		<u>Pusan Sanup</u>		<u>Tamkang</u>	
Compulsory	(35.3%)	Compulsory	(20.8%)	Compulsory	(23.9%)
Elective	(26.6%)	Elective	(4.4%)	Elective	(8.9%)
Compulsory+		Compulsory+		Compulsory+	
Elective	(28.1%)	Elective	(10.1%)	Elective	(17.9%)
		<u>Sungkyunkwan</u>			
		Compulsory	(10.0%)		
		Elective	(10.0%)		
		Compulsory+			
		Elective	(10.0%)		
		<u>Yonsei</u>			
		Compulsory	(18.2%)		
		Elective	(16.0%)		
		Compulsory+			
		Elective	(16.7%)		

12. Library Education and Social Needs in Library Services

12.1 Social Needs in Library Services

For comparisons of the social needs in library services felt by library educators, 2 points are given to each response of "Very Important", 1 point to "Important" and -1 to "Not Important" for each item of Conservation of Materials, Education, Information, Personal Enrichment, Preservation and Transmission of Culture, Promotion of Reading, Public Enlightenment, Recreation and Entertainment, and Services for Special User Groups such as Children, the Aged and the Handicapped. The results are shown on the TABLE 15. Information comes first as an important social need in all three countries. Education and Conservation of Materials also belong to higher priority numbers from one to three in all cases. It can be said that there are similarities in the social needs of library services felt by library educators in the region, which include primarily Information, Education and Conservation of Materials.

TABLE 15 : Social Needs in Library Services / Priority Orders

JAPAN		KOREA		TAIWAN	
1. Information	(16)	1. Information	(13)	1. Information	(15)

2. Education (14)	2. Conservation of Materials (12)	2. Conservation of Materials (12)
Services for Special User Groups (14)	Education (12)	Preservation and Transmission of Culture (12)
3. Conservation of Materials (12)	3. Preservation and Transmission of Culture (11)	3. Education (9)
		Personal Enrichment (9)
		Promotion of Culture (9)
4. Promotion of Culture (8)	4. Promotion of Reading (9)	4. Public Enlightenment (8)
Promotion of Reading (8)		
5. Preservation and Transmission of Culture (7)	5. Personal Enrichment (8)	5. Promotion of Reading (7)
		Services for Special User Groups (7)
6. Personal Enrichment (4)	6. Public Enlightenment (7)	6. Recreation and Entertainment (6)
7. Public Enlightenment (1)	7. Promotion of Culture (6)	
	8. Services for Special User Groups (5)	

12.2 Extent to Which Library Education Copes with Social Needs

If there is any similarity in the answers to the question asking the extent

to which a library school copes with the social needs felt by library educators, it is the fact that the majority of the respondents in all three countries replied "Satisfied on the Whole." There is no problem in the cases of Japan and Taiwan as majorities of about 80~90% of the respondents of both countries say so. However, in Korea, four out of nine respondents answer that they are "Dissatisfied on the Whole." It may be concluded for Korea that there is a bigger gap between "Satisfied on the Whole" and "Dissatisfied on the Whole."

TABLE 16 : Extent to Which Departments Cope with Social Needs

Degree \ Number of Respondents	Japan	Korea	Taiwan
Completely satisfied	1	0	0
Satisfied on the whole	7	5	8
Dissatisfied on the whole	1	4	1
Thoroughly dissatisfied	0	0	0

13. The Trends in Library Education

It is attempted here to find out the most distinct trends in library education. To calculate the weight, 2 points are allocated to each response of "Strongly Agree", 1 point to "Agree on the Whole", -1 point to "Disagree on the Whole" and -2 points to "Strongly Disagree." The trends on the questionnaire include Attention to Library Use and User Behaviour, Cooperation with Other Departments in University, Coping with Change of Information Environment, Emphasis on Library Automation, Incorporation of Information Science, Incorporation of New Technology, Specialization by Subject Backgrounds of Students, Specialization by Types of Libraries, Specialization by Types of Library Work, and No Specialization in Educating Librarians.

The results are shown on the TABLE 17.

A similarity in the present trends of library education in the three countries is that each of the items Emphasis on Library Automation, Incorporation of Information Science and Incorporation of Information Technology gets sufficient points to be included within the priority number five in each country.

Coping with change of Information Environment is the first in the order for Japan and Taiwan, but it does not receive any positive points from the Korean educators. The common trends in library education at the moment are Emphasis on Library Automation, Incorporation of Information Science and Incorporation of Information Technology.

TABLE 17 : Trends of Library Education / Priority Orders

JAPAN	
1. Coping with change of information environment	(14)
Emphasis on library automation	(14)
2. Incorporation of information science	(12)
3. Incorporation of information technology	(10)
4. Attention to library use and user behavior	(9)
5. Specialisation by types of libraries	(7)
6. Specialisation by subject backgrounds of students	(3)
Specialisation by types of library work	(3)
7. Cooperation with other departments within the University	(1)
KOREA	
1. Emphasis on library automation	(13)
2. Incorporation of information science	(12)
3. No specialisation in educating librarians	(7)

4. Incorporation of information technology	(5)
5. Specialisation by subject backgrounds of students	(3)
TAIWAN	
1. Attention to library use and user behaviour	(13)
Coping with change of information environment	(13)
2. Emphasis on library automation	(9)
3. Incorporation of information science	(8)
4. Specialisation by subject backgrounds of students	(6)
5. Incorporation of information technology	(5)
Specialisation by types of library work	(5)
6. No specialisation in educating librarians	(4)
7. Cooperation with other departments within the University	(3)
Specialisation by types of libraries	(3)

14. The Problems of Library Education

During the interviews, library educators identified the problems of library education as Financial Problems, Gap between What Libraries Need and What Librarians are Taught, Insufficient Legal Basis for Professional Librarians, Lack of Cooperation between Library Schools and Libraries, Lack of Teaching Staff, Lack of Qualified Teachers, Low Social Status of Librarians, Not Enough Government Support for Library Development, Oversupply of Librarians with Similar Qualifications, Scarcity of Job Market for Graduates, Scarcity of Textbooks in the Vernacular Language, and Unbalance of Library Needs in Society.

To calculate the weight, 2 points are given to the degree of "Strongly Agree", 1 point to "Agree on the Whole", -1 point to "Disagree on the Whole" and -2 points to the answer of "Strongly Disagree" of the responses

received for each problem and the points for each item are added. The results are shown on the TABLE 18. When the problems faced by library education in each country are compared, it is found that Insufficient Legal Basis for Professional Librarians, Low Social Status of Librarians, Not enough Government Support for Library Development and Scarcity of Job Markets for Graduates are all included within the number five in the priority orders for all three countries.

They may be expressed as the common problems faced by library education in the region.

TABLE 18 : Problems of Library Education / Priority Orders

JAPAN	
1. Insufficient legal basis for professional librarians.	(12)
2. Low social status of librarians	(10)
Oversupply of librarians with similar qualifications	(10)
3. Lack of qualified teachers	(8)
Not enough government support for library development	(8)
4. Scarcity of job markets for graduates	(7)
5. Lack of cooperation between library schools and libraries	(5)
6. Financial problems	(3)
Unbalance of library needs in society	(3)
KOREA	
1. Not enough government support for library development	(16)
2. Scarcity of job markets for graduates	(14)
3. Financial problems	(11)

4. Gap between what libraries need and what librarians are taught	(10)
Low social status of librarians	(10)
Scarcity of textbooks in the vernacular language	(9)
5. Insufficient legal basis for professional librarians	(9)
Oversupply of librarians with similar qualifications	(9)
6. Lack of cooperation between library schools and libraries	(7)
Lack of qualified teachers	(7)
7. Unbalance of library needs in society	(6)
TAIWAN	
1. Low social status of librarians	(14)
2. Insufficient legal basis for professional librarians	(11)
Not enough government support for library development	(11)
Scarcity of job markets for graduates	(11)
3. Unbalance of library needs in society	(10)
4. Scarcity of textbooks in the vernacular language	(9)
5. Financial problems	(8)
Gap between what libraries need and what librarians are taught	(8)
6. Oversupply of librarians with similar qualifications	(6)
7. Lack of qualified teachers	(3)
8. Lack of cooperation between library schools and libraries	(2)

15. The Future of Library Education

In order to compare the future of library education forecasted by library educators, 2 points are allocated to the degree of "Strongly Agree", 1 point to "Agree on the Whole", -1 point to "Disagree on the Whole" and -2

points to "Strongly Disagree" for the responses received by each item. The items include Closer Relationship with other Departments in University, Decrease of Students in Librarianship, More Higher Degree Conferring Institutions will be Established, Increase of Students in Librarianship, Information Science will be Incorporated into Library Science, More Subjects Related to Library Services in Curriculum, No Change at all in the Near Future, Specialization by Subject Backgrounds of Students, Specialization by Types of Libraries, Specialization by Types of Library Work, University-Based Library Education will be Elevated to the Level of Graduate School. The results are shown on the TABLE 19.

There are great similarities in the forecasts of library education of each country. Most of the items which belong to the first half in the pecking orders for each country overlap. This means that Information Science will be Incorporated into Library Science, More Higher Degree Conferring Institutions will be Established, Specialization by Types of Libraries, Closer Relationship with other Departments in University, More Subjects Related to Library Services in Curriculum and Specialization by Subject Backgrounds of Students are all listed with the highest or higher priorities in the orders in all three countries, and they can be claimed as the future of library education in the region.

TABLE 19 : Future of Library Education / Priority Orders

JAPAN	
1. Information science will be incorporated into library science	(14)
2. More higher degree conferring institutions will be established	(11)
3. Specialisation by types of libraries	(9)
4. Closer relationship with other departments in university	(8)
More subjects related to library services in curriculum	(8)

5. Increase of students in librarianship	(6)
University-based library education will be elevated to the level of graduate school	(6)
6. Specialisation by subject backgrounds of students	(3)
7. Specialisation by types of library work	(2)
KOREA	
1. Information science will be incorporated into library science	(14)
2. More subjects related to library services in curriculum	(9)
3. Specialisation by subject backgrounds of students	(7)
4. More higher degree conferring institutions will be established	(6)
5. Closer relationship with other departments in university	(4)
6. Specialisation by types of libraries	(4)
7. Specialisation by types of library work	(3)
TAIWAN	
1. University-based library education will be elevated to the level of graduate school	(15)
2. More higher degree conferring institutions will be established	(14)
Information science will be incorporated into library science	(14)
More subjects related to library services in curriculum	(14)
3. Specialisation by subject backgrounds of students	(11)
Specialisation by types of libraries	(11)
4. Closer relationship with other departments in university	(9)
Specialisation by types of library work	(9)
5. Decrease of students in librarianship	(3)

16. Employment of Library School Graduates

The percentages of graduates who are actually employed in libraries are calculated to see how the educational efforts of library schools have been put into practice, or in other words, how far they have been fruitful. The mean percentage of Japanese library school graduates working in libraries is 30%, while that of Korean and Taiwanese schools is 39% and 37.5% respectively. It is necessary to note that, in the case of Korean library schools, those with a high percentage of graduates are usually the ones with short history and thus with a small number of graduates. At any rate, less than 40% of library school graduates choose the library profession as their career in all three countries.

TABLE 20 : Percentage of Graduates Employed in Library Work

JAPAN	KOREA	TAIWAN
Keio : 10%	Chongju : 70%	Fu Jen : 15%
	Choongnam : 51%	
Kyoto : 50%	Ewha : 8%	Taiwan : 60%
	Jeonbuk : 50%	
Tokyo : 30%	Jeonnam : 33%	Taiwan Normal : 25%
	Kyungpook : 44%	
Toyo : 30%	Pusan Sanup : 26%	
	Sungkyunkwan : 31%	Tamkang : 50%
ULIS : 30%	Yonsei : 42%	

V. CONCLUSIONS AND SUGGESTIONS

1. Similarities and Differences

The comparisons of the various features concerned with library education in Japan, Korea and Taiwan bring out many similarities and some differences among the countries.

1.1 Similarities

The full-scale library education programme in the region is provided by universities as an undergraduate degree programme.

1.1.1 Objectives of library education

Library schools generally have an objective of educating professional librarians without paying much attention to specialising in types of libraries.

1.1.2 Professional experience of teaching staff

Faculty members in librarianship are not required to have professional experience as librarians to be appointed on a full-time basis.

1.1.3 Ratio of male and female teaching staff

The numbers of male staff exceed those of female staff. It should be noted that university and college lecturing has a far higher social status than library work.

1.1.4 Ratio of male and female students

Female students very much outnumber male students in all three countries.

1.1.5 Academic level of students on entry

Students of 'average' to 'above average' level are accepted in the library schools.

1.1.6 External constraints on the curriculum

There is an external constraint imposed upon the curricula of the library schools in each country, i.e constraints set either by law or ministry regulations.

1.1.7 Balance of theory and practice

More theory-oriented education, that is, more theory than practice, is

provided for the students in librarianship.

1.1.8 Distribution of subjects in curricula

There is a partial similarity in the distribution of subjects in the curricula, in which the subjects related to Organisation of Information Sources take a moderate place in the ranks of subject categories.

1.1.9 Curriculum revision

Library schools in all three countries have some autonomy to change or partially revise their curricula.

1.1.10 Special requirements for completion of the course

There is no other requirement than library practice (in addition to the courses) required of the students to complete the undergraduate library science course.

1.1.11 Research areas of teaching staff

The faculties of librarianship in the region are more interested in the Organisation of Information Sources, Information Science, Library Administration and Library Management than in other fields and tends to choose them as their research areas.

1.1.12 Students' introduction to research

Library schools in each country do not exert much effort in exposing the students to library research.

1.1.13 Facilities

Library schools are accommodated with a practising room where the students practice cataloguing and classification.

1.1.14 Relationships between library schools and libraries

Library schools and libraries cooperate with each other through students' library practice and librarians' participation as part-time lecturers.

1.1.15 Extent of incorporation of information science

Library schools in each country have been paying some attention to information science by allocating 16.6% to 21.3% of their curricula to th

subjects related to it.

1.1.16 Social needs in library services

Library educators in each country regard Information, Education and Conservation of Materials as important social needs in library services and they receive due emphasis in the curriculum.

1.1.17 Extent to which library education copes with social needs

Library educators are generally satisfied on the whole about the extent to which their library schools cope with the social needs reflected in their society.

1.1.18 The trends in library education

Library Automation, Incorporation of Information Science and Incorporation of Information Technology are revealed currently as the common most distinct trends of library education.

1.1.19 The problems faced by library education

Library schools in the region confront the problems of insufficient professional qualifications laid down by law prescribed for all library education; the consequent low social status of librarians; an insufficiency of government support for library development; and resulting scarcity of job opportunities for graduates in library science.

1.1.20 Future of library education

It is generally agreed that the future of library education lies in the following direction:

1. Information science will be incorporated into library science
2. More higher degree conferring institutions will be established
3. The curriculum will include specialisation by types of libraries
4. Closer relationships with other departments will be developed
5. More subjects related to library services will be included in the curriculum, and

6. More account will be taken of specialisation by subject backgrounds for students.

1.1.21 Employment of library school graduates

Less than 40% of library school graduates in all three countries are working in libraries as graduate professional librarians.

1.2 Differences

1.2.1 Academic qualifications of teaching staff

Academic qualifications required of full-time faculty members in librarianship in each country are different. Korea and Taiwan require a minimum of a Master's degree, while Japanese lecturers hold a degree from Bachelor to Doctor.

1.2.2 Ratio of teaching staff and students

The ratio of faculty members and students is different not only from country to country, but also from school to school ranging from 1 : 2.5 to 1 : 62.

1.2.3 Distribution of subjects in curricula

The priority orders of subject categories (foundations, sources of information, organisation of information sources, uses and services, management, technology and languages) emphasised in curricula are different.

1.2.4 Curriculum revision

As for the regularities in curriculum revision, no similarity exists in those of the three countries.

1.2.5 Textbooks in English and in the vernacular languages

The respective ratio of textbooks in English and in the vernacular language used at library schools in the three countries is different, ranging from Korea's 1 : 1.8 to Taiwan's 1 : 0.32.

1.2.6 Research of teaching staff

There is no similarity in the ratios of time spent in teaching and in doing

research by library educators in each country.

1.2.7 Students' introduction to research

There are differences in the efforts of library schools of each country to introduce library research to students, e.g. Japan and Korea require a project report, while Taiwan does not.

1.2.8 Departmental libraries and facilities

Departmental libraries and other facilities are different not only from country to country but also from school to school, varying from no departmental facility at Toyo, Ewha and Pusan Sanup Universities to the university library and facilities belonging to ULIS.

1.2.9 Extent to which library schools cope with technological development

There exists no similarity in the degrees to which library schools of a country cope with technological development: there is considerable variety.

2. Conclusions

The hypotheses which this research has tried to verify are as follows:

1. Japan, Korea and Taiwan have shared a similar cultural background and have adopted the same American educational system for librarians, so there will be similarities in library education in the three countries.
2. If differences exist, they will reveal the national characteristics including the priorities given to national development, economic development and educational standards in each country.
3. If the three countries share similarities in library education, they will be likely to have similar trends, problems and future prospects resulting from the similarities.

It has been found that Japan, Korea and Taiwan share enough similarities in their library education and that the differences identified are closely

related to national circumstances and interests of each country. It has also been revealed that the three countries share common present trends and problems, as well as the future prospects for library education to some extent. The hypotheses can be accepted as being true from the comparisons and findings.

3. Explanations

Most of the library schools in Japan, Korea and Taiwan have been educating generalist librarians who will work in school, public, academic and special libraries. Library education was introduced three decades ago and the societies have changed very much since then. On the other hand, as a profession develops or matures, there follows a need for specialisation in the profession. Library educators should recognise the necessity of change. Havard-Williams has noted:

The differentiation among levels of education is going to be a major trend in the next twenty years, with a growing distinction between (a) those who are the real professionals: (b) those who do the basic professional work, and the support staff²⁷⁾

It seems that the time has come for library schools in the region to think about their roles related to educating the real professionals.

Although the majority of the staff are found to have practical experience, teaching staff are not required to have such experience to be appointed on a full-time basis. If this basis of appointment, which interprets librarianship as a pure academic discipline continues, it will result in theoretical aspects being provided in librarianship courses, mainly through lectures. In fact, educational practice has been emphasising theory much more than practice and continues to do so. This phenomenon is most serious in Korea. Lecture-based library education is related to the traditional Oriental method of

education based on the Confucian relationship of teacher and pupil. However, considering the characteristics of library education which is ultimately concerned with library operations, theory-oriented education is insufficient, and the view that teaching staff do not require practical experience needs to be changed. This view is also related to the tendency of Oriental societies to regard university as an ivory tower: people think university education should be theoretical and lecturers should essentially be academics.

Except for a few departments of ULIS and the National Taiwan University, the ratios of staff versus students are very much higher than the ratio of 1 : 12, which IFLA has presented as a standard for library schools. The situation is worst in Korea, and it indicates the quality of the overall educational environment, especially in the institutions of higher education in the society. It follows that students have to rely on lectures for education with the staff: student ratios which do not allow for tutorial work, or practice work in small groups.

In Oriental societies, where people still think that women have to stay home after marriage, the fact that many more women students attend library schools means that library schools are educating 'womenpower' whose skills will not be exploited. In a sense, one may say they are wasting a great deal of their education. So even after thirty years of university library education, not much development in librarianship has been achieved because the students educated by the schools have not taken up professional posts.

Korean and Taiwanese library educators are not allocating a sufficient proportion of their curricula for the subjects related to library uses and services. They are emphasising courses on sources of information and their organisation. It was agreed in interview with university teachers that the societies need information, education and conservation of materials from libraries more than other functions. They can be regarded as the functions

most expected of libraries. The actual realities are that public libraries, even academic libraries, are not used for information and education, and library schools are not reflecting and encouraging those expectations in their education. Library schools need to change their emphasis from materials to people, that is library users, and from the organisation of materials to their use. Information needs cannot be generalised. It is important for librarians to know the information needs of the community they serve, and to try to meet the needs as effectively as possible. When the needs of the people or of an organisation are closely related to immediate interests, practical purposes and economic profits, they can be easily and, at the same time, justifiably supported by proper services. The well-known "pecking order" in development among special libraries, academic libraries, public libraries and school libraries indicates this clearly.

The educational functions of libraries should be considered in two ways. One is a supporting role for formal education, i.e that of school and academic libraries. The other is the library's own function as an educational institution for the continuing and self-education of the people. When one compares education and library budgets in any country, there is no doubt that libraries cost a great deal less than education. The ratio of teachers to pupils is a great deal less than that of librarians to readers. Indeed, the public library is undoubtedly a means for people's self- and continuing education. This concept has not been accommodated in Oriental societies, and moreover there has been no effort on the part of library schools to spread the concept of libraries as agents of continuing education.

Library services at educational institutions are dependent upon what kind of education, or how education is being provided. The method of traditional Oriental education and the examination system have in fact discouraged library services. As education itself in society has been changing, so there

are natural changes in what is expected of libraries, but there should be a deliberate endeavour on the part of library schools to promote the continuing education of the public library as a social agency, which can be efficient and cheap, for what it offers. They have to consider how to develop library and information skills, library use and information seeking habits for the users, who will include school pupils, students and the general public. So far the latter have been very much neglected. Habits and skills are more easily instilled in the early years of life: the role of children's services is therefore extremely important. In this connection, children's library services and school library services will need cooperative effort, and school teachers cooperation will be very much needed. If teachers themselves know the importance of library and information resources, become active library users, make the most of these sources in their teaching and encourage pupils to use libraries, the effects on the pupils' information skills will be profound. There should be an effort on the part of the library schools to extend library instruction and induce the teachers colleges to introduce a course on library instruction in their curricula.

As for conservation of materials, library education in the region has always been confronted with dual obligations related to their own Oriental materials, and to Western materials. Information resources, organisation of materials and reference and information services have to be provided both for Oriental and Western materials. This applies not only to current materials, but also to old historical records which are an important part of the cultural heritage. However, conservation of materials, along with the field of archives, has been surprisingly ignored in library education. The age-old materials recorded in Chinese characters lead to a fundamental question of the library's role. The question is: Is a library a preserver of culture or is it a transmitter of culture? This question is still unanswered and unsolved for

librarians. In order to transmit the cultural heritage librarians have to comprehend it first. To understand and handle these classics and rare books is not easy at all for the ordinary library school graduates. Special courses are needed for students and for librarians already working to be able to care for the old texts. It takes a very long time to learn enough Chinese characters and to be familiar with those cultural records along with their historical background. Library schools are providing courses on Oriental bibliography but those materials require surely much more knowledge and skills, and teaching is required at a more advanced level to preserve these materials, which serve as 'the memory of the community'.

Apart from a suspicion as to whether textbooks in the vernacular languages are really written in the light of the social context reflecting their own culture and society, library schools are still using many textbooks in English. This must be an undesirable phenomenon as there exist gaps between what is written in the English textbooks and what is the reality in society known in the Far East.

The research areas of library educators tend to be broad and very general. It can be accepted that the profession has a short history, and it has not fully developed so as to be specialised as an academic discipline. The students should be trained to have critical and problem solving attitudes and to be able to approach problems both scientifically and practically.

It was discovered that students are not provided with proper facilities and equipment, again except for a few departments. The departments of library science, especially in all of the Korean universities, tend to provide only a room called a 'practising room' with some books, library tools and sometimes with typewriters, where the students practice mainly cataloguing and classification. The conditions are far from optimal to provide proper practice, especially for those courses related to modern technologies. The

library schools are allocating fair proportions of their curricula for the courses related to information science and they try to incorporate information technologies into their programmes. However the facilities provided are so poor that most of the students cannot have proper hands-on practice. It has been already mentioned that library education in the region is very much theory-oriented. The lack of facilities may explain this situation. It may lead to a conjecture that even the courses requiring much practical training are in fact currently replaced with textbook based lectures.

Insufficient professional qualifications laid down by law prescribed for library education and low social status are regarded as common problems. In highly educated societies, where examinations are still important in determining a prestigious social position and give real recognition, the nineteen-credit, twenty one-credit and even the first degree qualifications without any national examination are far below the standard necessary to be accepted as a true professional. Insofar as there is no overall change, such as a nationally-held examination for qualifying librarians or levelling up the present undergraduate library education to a postgraduate degree program, there will be no hope for the profession to reach an optimal status and appropriate recognition. Some library educators agreed that in the near future more higher degree conferring institutions will be established. However it is important that the graduate schools should divert their present objective of educating theoretical academics to educating and training librarians who can be called real professional librarians.

There have long been graduate programmes in the region, but the students are mainly the graduates of library departments who are interested in teaching librarianship. A graduate programme should attract able graduates in other fields to train them to work in libraries making the most of their subject backgrounds.

It is predicted that information science will be thoroughly integrated and incorporated into library science. In this respect, an admonition of Havard-Williams is worthy of note:

...within ten years (or even five years) the information scientist will be the professional, while the paraprofessional will be the librarians unless librarians catch up with the new information handling and communication technologies.⁽²⁸⁾

Library schools should be prepared to prevent the disaster of losing their own territory. They should try to clarify the domain of information science and to find out the immediate and future information needs in society. They have to know the modern information technologies in order to adopt whatever is beneficial and necessary for better operation and service, but it is important to remember that technologies including computers are only means, not the ends, and we are using the technologies to improve our intrinsic functions of collecting, conserving, organising and making available the recorded materials.

4. Suggestions

The findings, which show that Japan, Korea and Taiwan share great similarity in library education, can be interpreted from two points of view. The library education of a country is in a sense uniquely moulded by various factors peculiar to the society, e.g. educational system, work habits and practices, the place of women, etc. So if there are similarities among the countries they will be common only insofar as the societies have common characteristics. Accordingly, the three countries have shared similarities insofar as the conceptions related to librarianship, as well as to library education are similar. On the other hand, it can be accepted that they have adopted the more mechanical and physical aspects of American library

education, and hence have many similarities, since the 'external' aspects are much easier to adopt than those of the conceptual aspects of education and library provision. It needs to be emphasised that library education in each country reflects not only immediate social circumstances, but also its cultural background as well, especially that related to the concepts of books, education, library and librarians. The three countries have firmly adopted American library education as a foundation for library science education, and there is nothing wrong with this. However, it must be asked if the philosophies and ideas on which the American educational system for librarians are based have been fully comprehended and recognised by the accepting societies and their peoples. A true appreciation of modern American librarianship can be understood only as reflected against its social and cultural context: this (with hindsight) should have preceded any introduction of an educational system from America into a very different kind of society. If it was not possible at the time of first introduction of library education, it should surely have been attempted later. It is important to make the effort to bring about an ideal and desirable library education based on one's own social order.

The concept of the public library as a social agency catering for the people's needs for information, education, cultural development and recreation has permeated into American society. That society has been ready and willing to provide the public with whatever is required of libraries, which is possible through the provision of recorded materials and the people accept library services as their right in a democratic society. However to Oriental people who live in a bureaucratic society the concept of "public" is still new and means something government controlled. Among Swank's six characteristics of American librarianship, which he felt have value for export, the attitude of service, the function of the library as an educational institution,

the library's role in the advancement of intellectual freedom and the conception of organised information as a public resource and responsibility were, and still are, not familiar to Oriental people. People do not care much about intellectual freedom and they still think that books are not to share with other people, but to purchase and possess for themselves.

Since the philosophies and ideas of American librarianship were thought ideal and desirable to accept, there were practical endeavours to adopt them. But in adopting them, conflicting and sometimes contradictory conceptions and practices were established. Once it was agreed to accept them, those introducing them should have exerted real attempts to provide, one might say, 'compatible soils' for transplanting those ideas. If changes were thought to be inevitable on the adoption of these ideas, not only in the adopted concepts to be applicable to the society concerned, but also in the general public's attitudes and behaviour in adopting them, there should have been due effort to change or modify whatever was necessary. An important factor would have been an effort not to take over blindly any educational system but to adapt it, according to the various conditions encountered for a desirable realisation of library education. When introducing the education, the content and the materials used should have been scrutinised against the actual social contexts, more specifically considering the library conceptions, functions, and practices of the time. Library methods, tools, materials and services, which were prevalent in America, might have not been appropriate to Oriental situations. For example, American textbooks, especially on information sources and bibliography could not be applicable to practical use.

The American accreditation system, which qualifies librarians by the education received through accredited library schools has changed in the region to a system which gives a certificate to a person who has taken certain credits in library science or who is educated at a library school

without the backing of accreditation by a professional association. This may seem a minor difference, looking at the problem from the outside, but in fact it changes the whole emphasis of the educational process. Instead of an education supported by the accreditation of a professional body, the emphasis is on the quality of education as indicated by the standing of the individual university, backed by government regulation. The input of a professional ethos and concern is therefore non-existent, and the student instead of being gradually led towards professional activity, is demanded rather by the objectives of the educational system, to obtain credits and pass examinations. Nor is he or, more likely she, committed to the need to work in libraries and fitted with the professional outlook concerns and attitudes which are characteristics of library professionals in the United States, or indeed in the United Kingdom. In other words, education is sought by students in order to become educated and hence move up the ladders of society. Had the necessity of a professional approach been realised in adopting American educational procedures, the effective way to control entry to the profession in the region would be to institute an appropriate professional examination after graduation in order to select the most appropriate people for professional practice. This should still be considered and would assist in developing a proper professional profile for library and information personnel. Had the system been more thoughtfully considered in the light of the social context, an examination system for qualifying librarians should have been devised. Enthusiastic endeavours to sell ideal conceptions, to educate people, and even to change their ideas and behaviour should have gone hand in hand with an actual adoption of an educational system for librarians appropriate for the culture.

If there are differences between the theoretical conceptions taught at university and the practical realities met with after qualifying, along with

the traditional ideas held dearly by most of the people in the society, educational efforts to inculcate those concepts are doomed to be wasted. Taught concepts and practical tasks should be compatible enough, or at least should not contradict each other. Education efforts when put into practice will be futile if compatible and hospitable environments, attitudes and behaviour for the ideas operating the system are not consonant with the educational experience. Still in Oriental countries there are many differences between the actual and accepted library concepts and those adopted and taught. In theory, educational institutions cannot fulfil their objectives without the support of and use of libraries, but in reality library resources and the available services are not used by students, and sometimes not even by teaching staff. Very often libraries are nothing but unused accessories. The general public's thinking about libraries and librarianship is still not the same as that perceived and accepted by Americans and the relationship between education and the library is not so close as Westerners would think. If one is asked to choose only one serious problem in library education, the answer can be a conceptual difference between what is taught at schools and what is prevalent in society.

Because of the difference, a great deal of effort and energy in library education is wasted, as in many cases theories taught at schools have to remain as theories alone, and they cannot easily be put into practice.

When library education was first introduced, library educators concentrated on adopting educational contents. What to teach to the students is of course important, as an immediate objective of library education is to educate and train the students. However, it is also important to recognise that students are educated to work in libraries to serve library users. It will not be possible to educate librarians without knowing what people think and expect of libraries. American library education was generated out of a nat-

ural necessity and it has changed according to the social changes and needs of the society in which it finds itself. Thus education has been provided in response to librarianship and information work and in response to changing needs and ideas of the society. However in the case of Oriental societies, American library education was artificially transplanted. As for library education, what should be taught to students can be decided only after knowing what will be needed and required by the users and what services are presently available. Education should not be too close to reality, but it should never be separated from reality too much either. Library educators have to decide educational contents based on actual and practical levels, attempting to lead practice to a better, and hopefully, an ideal direction. However, the educational contents and materials were introduced before there was any modern library phenomenon or movement in Japan, Korea and Taiwan. The general concept of a library was very different from that on which the library education was based. People thought that a library was a collection of books, and librarians were just custodians.

Library education was started in circumstances where the people were indifferent to, probably ignorant of, the roles of libraries, as seen in Western society. The ideas of 'library' taught at library schools were different from those adopted in society. The 'library' is, in point of fact, an important social agency for people's education, information, cultural development, etc. only to library school graduates. In a sense library schools have educated students for the sake of education. The graduates of library schools, given an opportunity to work in libraries, had to adapt what they were taught to the real situation and, it has to be said, their efforts were not accepted by the public sympathetically. The contributions libraries have achieved and can do for society, as understood in the West through the provision of recorded materials, even so has a universal meaning. However the actual materials used

and required, the methods and services available and appropriate will be different from community to community, let alone from society to society. In this respect, the social circumstances and the cultural background could have played very important roles in formulating professional education for library and information workers. Students should have been educated to identify the needs and services available and possible in the society. Library educators should have tried to teach the students to be able to reach and teach the public, and to induce the people to libraries: a library without users does not have any meaning for its existence. Library educators and librarians could have found an important role related to the prevalent examination systems in the society. Instead of providing only places to the people preparing for examinations, the library could be actively involved in the preparation, e.g. providing information for examinations, and examination-related materials.

Family structure could have been considered in library services, and thus in library education. It should be emphasised once again that Oriental societies are based on the conception and the retention of large and close family structures. Traditionally, the aged have been respected and the children are very well taken care of by parents. Considering the family relationships, the services for the aged and the children could have had an important and proper place in the library service. Library services for the children have been neglected until recently, when librarians started to pay some attention to children's services. There has been no attention to the aged at all and that is a serious lack given the values of Oriental societies, whether in Japan, Korea or Taiwan - let alone China and the other societies of the East. In this respect, women librarians' contribution, whose education has been hoarded up in taking care of their families, could be used a great deal as they are accustomed to dealing both with the aged and with children. The society

and the library schools together have to start library services for them making the most of womenpower.

It is also important to note that there is not only one model to learn or adopt. The three countries have been busy adopting American ideas and systems, but it will be beneficial for their library education if they diversify and pay attention to experience and developments in the library education of other countries. It will be much better if the educational system is that of one of the countries with more similar cultural and historical backgrounds. It has been shown clearly that society itself plays a great part in influencing librarianship and library education. Oriental countries still have a strong tendency to remain as a bureaucratic society, one of the characteristics being that of the government's control in most people's way of life. Almost everything is supposed to be governed from the top to the bottom of society. Library development cannot be an exception in a society like this. Librarians and library educators have an obligation to direct library development along a better way and to improve it, but they have limited powers and capacities. It is usually expected of government that they control and direct activities in librarianship. It will not be too much to say that if library development, including the development of library education, is to be expected, government should recognise its importance, develop the library services, and take initiative in the operations needed. The phenomenon of a bureaucratic society can also explain why the professional association is not so involved in library education, or in librarians' qualifications and certification. In a society with a bureaucratic tradition, not much can be expected of a professional voluntary association and its activities.

There is no need to repeat again the importance of the relationship between a profession and its education. Library education has to be based on manpower requirements for the profession, as students of library schools are

educated to be librarians and graduates now expect to be employed in libraries. Library education, more specifically its educational content and level and the number of students educated, will have to be determined according to a well planned thorough survey of manpower needs of the society and a well-balanced plan based on the survey. Along with manpower planning, the levels of qualification required for librarians will need to be formulated. The jobs, duties and services performed in a library require various levels of knowledge and skills, so quite different levels of qualification will be required from any overall manpower survey in a country. Different levels of qualification will certainly require different levels of education. The three countries have reached a stage in library development which requires some subject specialist librarians. Most of the academic and special libraries need librarians with proper subject background and professional library education. Postgraduate library education programmes should train librarians for those libraries. On the other hand, first degree library education should produce school and public librarians, provided with a legal stipulation for equal job opportunities for women.

Library schools located at universities should be obliged to give almost equal balance of emphasis to instruction and research in their educational programmes. One of the vital and universal roles of the university is to take part in research activities, which will in turn contribute to the generation of new knowledge and principles. If it is accepted as a role in the universities, departments located at universities have to fulfil it. One thing in this regard to remember is that research should be attempted for actual problems based on their own situations. Research is worthwhile when contributing to problem solving or generating original and new ideas, principles and methods. These ideas also demand a change in thinking, certainly in Korean society, and to some degree in Japan and Taiwan too. Governments in many

countries have sought to separate teaching and research by regarding universities as institutions for teaching, while research is directed to government research institutes. While the latter have their own role to play, great consideration needs to be given to the role that universities can play in solving problems real to society, not only in the economic, administrative and education fields, but also in science, technology, agriculture and medicine. An input is required of universities themselves which must seek to change government policy in this regard. Such a change would have a 'knock on' effect on individual faculties, schools and departments, and library schools should be among their number. Library educators should also open students' insight to having a critical research oriented mind. It has been discovered that the three countries on the whole share similar trends, problems and future prospects. The findings here will be meaningful only when they make possible something valuable, such as cooperative thinking and actions to share and solve the common problems.

The efforts of two or three countries put together cooperatively will be much greater than that of each country—two (or three) heads are better than one. The three countries are geographically and culturally very close, but as far as library education is concerned, there has been no relationship, let alone cooperation. We are now living in a society where information or library networks are greatly desired and prevalent, but while librarians and library educators have been keen to link users in other fields, they have been neglecting their own needs for information networks. It will be helpful for them to form cooperative programmes and consider other questions related to library education. As they share many common trends, problems and future prospects, much can be expected of their cooperative efforts in directing library education toward better and more appropriate provision in the light of their relatively common situation, rather than each trying to fit a

system taken from an entirely different kind of society into what must be an alien societal structure. It follows that an internationally cooperative programme will first require nationally organised programmes. A national programme, executed preferably through a formal annual or biennial conference, which can officially act as a national focal point monitoring important data relevant to library education, should precede any international cooperation. If Japan, Korea and Taiwan share similarities in library education, they should share efforts necessary for a better library education in the region. Based on the results of the current enquiry, it is suggested for the three countries that:

1. The philosophical foundations and conceptions on which American library education is based should be re-examined, and that effort should be made to adopt them where desirable or to modify whatever is necessary. On the basis of American and other foreign librarianship practice, librarians and library educators should try to seek to identify the characteristics of their own indigenous librarianship, such as fitting library services for the aged, and for the people preparing for examinations, and a library education which is appropriate and applicable to their society.
2. Library schools should pay more attention to library use and services. They should try to propagate the ideal and desirable concepts of modern librarianship, and to accommodate compatible and hospitable environments for them. Students should be educated to be able to reach and to teach the users and induce them to use the facilities which libraries provide.
3. Library educators should direct their attention to educational systems of countries other than the United States, preferably those with similar cultural and historical backgrounds, to learn from their experience, and

to adopt whatever is thought to be appropriate to the country. The development of library education in the United Kingdom could be a good example.

4. Strong government support and initiative in an overall library development, including library education, should be provided. The government should introduce a national examination for librarians.
5. Professional associations should be more involved in library education. The Library Association can act as a certifying body for librarians, or can be involved in an educational context as a contributor to the development of more relevant educational ideas in library schools, and ultimately as a significant partner in the provision of library education and training.
6. Library schools should have a closer relationship with libraries and pay more attention to library research, as without research activities, librarianship cannot expect to develop either theoretically or practically.
7. Professional library education for academic and special librarians should be provided at the Master's degree level. The first degree library education should be specialised for school and public librarians.
8. Japan, Korea and Taiwan should organise a formal conference or an institute, where library educators may share their problems, solutions, and experiences, so that they do not repeat unnecessary trials and errors, but benefit in the endeavour exerted toward a better library education through cooperative activity.