

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

Young Ai Um\*

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\*Associate Professor, Hyosung Women's University

## I. INTRODUCTION

### 1. Purpose of the Research

Library education literally means educating students to be librarians through organized instruction and training and its ultimate purpose is to produce qualified librarians who will practice the profession of librarianship. Education for librarianship cannot be discussed without identifying the functions of libraries as it has to provide future librarians with the necessary knowledge and skills to accomplish those functions. The fundamental functions of libraries of collecting, preserving, organizing and making available recorded materials might have been the same all through history and may have a universal meaning all over the world, but the actual implementation of those functions is to be determined by the society in which the libraries exist. As is the society which establishes and governs the libraries in it, so is the library which has to be closely related to library education. The library has socially bestowed functions to fulfill, and the educational institutions for librarians have to provide the students, the future librarians, with the proper theories and techniques required by libraries to accomplish the functions.

The three countries of Japan, the Republic of Korea (Korea) and the Republic of China (Taiwan), which share quite similar cultural backgrounds because of geographic adjacencies, adopted the educational system for librarians from the United States of America in the 1950s. In other words, the professional education for librarianship originated and developed in the U.S.A. was introduced into the three Asian countries with very much different cultural backgrounds.

The purpose of this research is to compare the education for librarians

in these three countries. It is hoped to draw out similarities and differences in the educational systems with interpretations in the light of the social and cultural backgrounds. The ultimate aim is to find out how social and cultural factors influence library education in a society, and, if possible, to look for generalizations which govern the relationship between library education and society.

## 2. Justification of the Research

Chinese cultural accomplishments have been shared by Japan and Korea from ancient times, therefore the Chinese cultural sphere consists mainly of the three countries. Among other things, they have shared strong traditions and heritages resulting from the influence of Confucian and Buddhist teachings. Chinese characters invented by the ancient Chinese have been used not only in China but also in Korea and Japan for a long time, and the writing system is still being used a great deal by Japanese and Koreans. So even though each people may speak different languages, they can communicate among themselves by using Chinese characters, as the writing system is in the form of ideographs. There is also a similarity among them of having their respective cultural heritages recorded in Chinese characters. These are important historical records and need to be exploited.

Apart from the shared cultural similarities, they have other similarities. They are all very old countries with long monarchic, feudal and bureaucratic traditions. Ethnically the societies are very much homogeneous, where the people speak and write the same languages. They all have had traditions of agrarian and demarcated class societies and the people have never been fortunate as far as their natural environments and resources are concerned.

Most of all they have shared similar concepts about books, education and libraries, which are the main concern of librarianship and thus of library education. Traditionally, books and education have been for the select few

and books are not for sharing but for possessing. There has been little relationship between formal education and libraries and libraries were the places where books were conserved. People were not familiar with the word 'public' until recently.

They have had similar experience of passing through disastrous political and economic turmoils in the twentieth century.

Japan had to rebuild her country on the ashes of World War II and Korea, after being liberated from Japanese colonial rule of thirty six years, had a fratricidal war which lasted more than three years. The Nationalist Chinese government had to move to the small island of Taiwan leaving the vast homeland behind to establish its new government. The economic difficulties encountered during the political confusion do not need to be mentioned. Without much resistance, in fact, without any choice, these nations came to be dependent upon America not only for political but also for economic reasons. The appearance of America as a leading and defending country of democracy in the political world will explain the situation. They also have similarly accomplished economic miracles though there are differences in the degree of achievement. They are now largely dependent upon exports of manufactured commodities produced mainly from the imported raw materials for their economic self-sufficiency and prosperity. American influences have been penetrating into all aspects of their societies since World War II, and the introduction of American library education also happened during this time.

Compared with Oriental societies, American society is very different. According to Buchan, a nation's character is moulded by four forces: its geographic relation to other countries, the land itself, the ethnic strains, conquerors, immigrants, or indigenous peoples which make up the population, and the nation's own historic experience.<sup>1)</sup> The four forces of the United

States of America and those of Japan, Korea and Taiwan are distinctively different, thus producing different characters. America is a vast, rich and productive land occupying a large part of a continent.

Its population is multi-racial and can be called frequently a melting pot, or a 'hotch potch' society. Nobody can deny the fact that America has achieved much during a short span of time, not only politically but also technologically and economically.

Americans have been fortunate as far as environmental conditions and natural resources are concerned, and their accomplishment owes much to natural blessings. However their cultural background rooted in Western Christian society also played an important role in their accomplishments. The mainstay and adhering force of the American society has dominantly been the one composed of the so called WASP-white, Anglo-Saxon, Protestant, whose cultural background originated from European Christian societies. The Puritan pioneers who first built the country had brought with them not only the religious traditions, but also the ideas of democracy, education and libraries, rooted in the Western culture.

Christianity has been regarded as a religion based on more literature than others and books and libraries became important for America's religious life. Western higher education has largely depended upon the use of books and libraries and America has also inherited this conception. In fact, Americans have exalted those concepts as they needed books and knowledge more, when they were desperate to build an ideal new society in the wild land. All their cultural backgrounds and spirits have played their part in making the country the richest, most powerful, liberal and democratic society. Americans are a people of frontier spirit, pragmatic ideas, who cherish the freedom and the pursuit of happiness of an individual. The conception that the public library is an important social institution for education, self-education, in

formation, research, aesthetic appreciation and recreation of the people in a community, which was a product of American society, has in turn contributed a great deal to realizing the American dream, most of all, actualizing a truly democratic society. They would have needed the conception more than any other people because of their peculiar circumstances.

American education for librarianship based on librarianship developed in such environments was introduced into the Oriental societies along with other acculturations.

Six characteristics of American librarianship which Swank felt have value export include :

1. the conception of the library as an organization of books
2. the evolution of a library profession
3. the attitude of service
4. the function of the library as an educational institution
5. its role in the advancement of intellectual freedom, and
6. the conception of organized information as a public resource and responsibility.<sup>2)</sup>

It is not certain if the three countries were ready at the time to import all of those characteristics. There have been remarkable changes in most aspects in the societies during the last forty years. One can ask the following questions. Have the libraries developed, keeping pace with the economic development ? Have the educated librarians fully contributed to library development ? Do libraries play important roles for the intellectual needs of the people ? Do libraries actively take part in formal education ? Have librarians succeeded in getting favourable recognition and respect as professionals from the public ? If there are negative answers to these questions, they might be related to an inappropriateness of library education as the most important factor, probably next to the financial one, in that library

development is a human resource, i.e., librarians who are the results of library education.

As far as library education in a newly industrialized or an advanced developing country with its own long traditional background is concerned, there might have well been peculiar conditions and problems requiring special considerations. Professional education has to cope with the traditional concepts on books, education, libraries and librarians, which die hard, along with the modern concepts newly adopted. The comparisons of about a thirty-year old education for librarianship in Japan, Korea and Taiwan will show how American library education has flowered in these very different soils, and ultimately reveal if American librarianship and library education could have been successfully adopted, or, if not, how it should have been adapted or modified. It is expected that the results of comparisons will show the relationship between library education and the social and cultural factors surrounding the educational system.

## II. METHODOLOGY OF THE RESEARCH

### 1. Definition of Comparative Librarianship

Chase Dane has been cited as the person who introduced the term 'comparative librarianship.'<sup>3)</sup> Writing in 1954, he defined comparative librarianship as "a study of library science in many countries to discover what factors are common to those countries and which are unique to one."<sup>4)</sup> According to him, it is an examination of the philosophies and policies of librarianship on an international scale to determine long-range trends, to appraise shortcomings, and to uncover contradictions and inconsistencies between practice and theory. He emphasized that comparative librarianship is the study of the cause and effect in library development throughout the world

and seeks to broaden our tolerance and deepen our understanding.

About a decade later in 1966, Shore used the term as "the study and comparison of library theory and practice in all of the different countries of the world for the purpose of broadening and deepening our understanding of professional problems and solutions."<sup>5)</sup> The more frequently cited definition is that of Collings, which defined comparative librarianship as "the systematic analysis of library developments, practices, or problems as they occur under different circumstances (most usually in different countries), considered in the context of the relevant historical, geographic, political, economic, social, cultural, and other determinant background factors found in the situations under study."<sup>6)</sup> The definition also includes the idea that it constitutes an important approach to the search for cause and effect in library development, and to the understanding of library problems.

Danton's exposition has received broad acceptance :

The obviously much more narrow and restricted area of scholarly investigation and research may be defined as the analysis of libraries, library systems, some aspect of librarianship, or library problems in two or more national, cultural, or societal environments, in terms of socio-political, economic, cultural, ideological, and historical contexts.

This analysis is for the purpose of understanding the underlying similarities and differences, and for determining explanations of the difference, with the ultimate aim of trying to arrive at valid generalizations and principles.<sup>7)</sup>

Harvey has said that "comparative library science can be called the objective and accurate statistical and factual comparison and contrast, with full background social, cultural and library data, of one library science topic in two or more countries. It is both a methodology in which a hypothesis is proven or disproven and a field of study and knowledge as well."<sup>8)</sup> One of the recent definitions is a simplified one, which has been defined as the study of one or more aspects of librarianship in two or more settings, iden-



tifying similarities and differences and explaining these in terms of cultural, demographic, economic, educational, historical, political, social, or other relevant factors.<sup>9)</sup>

Comparative librarianship is a discipline comparing the aspects of librarianship, which result from their various background factors. Comparative study will preferably be done on the phases in librarianship interesting and familiar to the researchers, of more than two countries or in different cultures. However, it does not have to be confined to studies on cross-national or cross-cultural bases, and may include comparisons within a nation as far as there are comparable variables.

Comparative study may be undertaken from curiosity to know how colleagues in other countries have been doing the same tasks.

It will mainly be done in an attempt to understand and improve one's own situation or to identify and solve problems.

We frequently do not have a clear understanding about the methods with which we have been doing something, and about the thoughts we have been thinking. In other words, it is not always easy to answer why we have been acting in certain ways or why we have been thinking something based on certain conceptions. By comparing one's library phenomena with those of other countries, we may have a clearer understanding of the phenomena. Comparisons of specific aspects of librarianship in different countries will certainly show us how library development has been influenced by numerous societal variables. Once the causes influencing the success and/or failures are identified, the following steps of improving the situations or of solving the problems should surely be easier and more concrete. Above all, it will bring us to a broad understanding of national activities compared in any specific study.

## 2. Methodology of Comparative Librarianship

The methodology of comparative librarianship is not different from the one used in other comparative disciplines, and includes those steps required in scientific research methods. The purpose of a comparative study in librarianship is to reach conclusions useful in understanding library developments and library-related phenomena through their objective and systematic comparisons.

Danton's methodology, which has been regarded as an adaptation of Bereday's method in education, includes the following steps :

First, establishment of the hypothesis. An hypothesis has been described as a statement which asserts a presumed relationship between facts or variables.<sup>10)</sup>

Secondly, the systematic collection and the accurate description of data bearing upon the problem of situation.

Thirdly, interpretation, that is, the analysis of these data in terms of their social relationships and by accepted techniques.

Fourthly, juxtaposition, that is, the examination of the data bearing upon the problem, or situation, in the one society or country with those in the other to establish the framework in which they may be compared.

Fifthly, the comparison, or comparisons themselves of the problem of situation: and

Lastly, the attempt to arrive at causes, explanations, and principles.<sup>11)</sup>

According to Harvey, the ultimate goal of comparative library science is to develop useful policy principles or laws and to understand them throughly<sup>12)</sup>

This research has been conducted in accordance with Danton's methodology. It has included the establishment of hypotheses, collecting data related to library education in each country, investigation into present university-based library education and its description, interpretation of the situation in the light of political, social, economic and cultural factors and the juxta-

positions and comparisons of the comparable variables.

Then there is an attempt to verify if the hypotheses are to be accepted true or not. Based on the findings, suggestions and recommendations for improving library education in the region are presented, guiding the efforts of library educators towards rational and better directions.

### 3. The Assumptions and the Hypotheses

The assumptions on which this research have been based are :

1. The three countries of Japan, Korea and Taiwan have shared a similar cultural background, different from that of the United States of America, so the American system for educating librarians was not the most appropriate for each country; the educational system should have been better adapted to each country's social circumstances and immediate needs:
2. The people of the three countries would have had similar conceptions about books, knowledge and scholarship, education and libraries, which are the main concerns of library education as well as of librarianship as a whole. Consciously or unconsciously, the traditional concepts would have exerted influences over the educational systems and contents, as library educators are also the products of the society, and thus of the culture of these countries, and they would have tended to interpret modern librarianship based on their cultural backgrounds. Their interpretation would have affected the whole basis of the education. It has been assumed therefore that when library education was adapted from America in each country, it was modified, influenced by traditional cultural factors. After about thirty years from its inception, library education in each country has supposedly been modified to reflect the cultural and social surroundings. It is presumed to reveal, at any rate, its own modifications of American library education.

From the above assumptions, the following hypotheses have been drawn:

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 the library education of 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.

The hypotheses were to be verified through interviews with the heads of selected departments of library science, or appointees by the heads, and the questionnaires addressed to faculty members of library schools. The questionnaires drawn up after interviews with the Japanese and Taiwanese educators were sent to thirteen faculty members, including the heads, in Japan and Taiwan respectively. In the case of Korea, data were collected during interviews with the heads of library schools.

As for the departments chosen, Japanese and Taiwanese ones could not be claimed to be 'selected' as they represent all the institutions of degree level library education. In Japan, there are only five universities where students can read library science as their major subject. Four Taiwanese universities have been providing degree courses in library science. When the research was being planned, there were thirty universities and four-year colleges which had departments of library science in Korea.

It was decided to include nine departments in the investigation.

TABLE 1 : Names of Institutions Consulted

JAPAN	KOREA	TAIWAN
School of Library and Information Science	Department of Library Science	Department of Library Science
Faculty of Letters <b>Keio University(KO)</b>	College of Humanities <b>Chongju University(CJ)</b>	College of Liberal Arts <b>Fu Jen Catholic University(FJ)</b>
Sub-Division of Library Science	Department of Library Science	Department of Library Science
Division of Educational Sociology	College of Liberal Arts <b>Choongnam National University(CN)</b>	College of Liberal Arts <b>National Taiwan University(TW)</b>
Faculty of Education <b>Kyoto University(KT)</b>	Department of Library Science	Division of Library Science
Chair of Library Science	Department of Library Science	Division of Library Science
Department of Educational Administration	College of Liberal Arts and Sciences	Department of Social Education
Faculty of Education <b>University of Tokyo(TK)</b>	<b>Ewha Women's University(EW)</b>	College of Education <b>National Taiwan Normal University(TN)</b>
Division of Library Science	Department of Library Science	Department of Educational Media Science
Department of Applied Sociology	College of Humanities <b>Jeonbuk National University(JB)</b>	College of Liberal Arts <b>Tamkang University(TK)</b>
Faculty of Sociology <b>Toyo University(TY)</b>		

**University of Library  
and Information Science**  
  
(ULIS)  
  
Department of Library  
and Information Science  
  
College of Liberal and  
Social Sciences

**Jeonnam National  
University(JN)**  
  
Department of Library  
Science  
  
College of Social Sci-  
ences

**Kyungpook National  
University(KP)**  
  
Department of Library  
Science  
  
Liberal Arts College

**Pusan Sanup University  
(PS)**  
  
Department of Library  
Science  
  
College of Liberal Arts

**Sungkyunkwan University  
(SKK)**  
  
Department of Library  
Science  
  
College of Liberal Arts  
  
**Yonsei University(YS)**

### III. DESCRIPTION OF LIBRARY EDUCATION

#### 1. Library Education in Japan

##### 1.1 Historical Background

The first formal training for librarians in Japan was offered in 1903, when the Japan Library Association started a course for library personnel. It was a two-week instruction emphasizing technical processes for in-service librarians.<sup>13)</sup> It was in 1917 when the lectures in librarianship were first provided at a university. Mankichi Wada, a professor and the then librarian of Tokyo Imperial University, instituted a series of lectures at the Faculty of Literature of the University during 1917-1922.

It was the first and, for many years, the only library education offered at university level.<sup>14)</sup>

The Ministry of Education established in 1921 the Training Institute for librarians, which was generally known as the Ueno Library Training Institute. The Institute offered a one-year course for secondary school graduates. When it was reopened after the war years, the course was lengthened to two years with higher admission requirements of two years or more of college education. It was renamed as the National Junior College for Librarianship in 1954 and closed in 1981.<sup>15)</sup>

In 1948, Kyoto University established the Kyoto Library School, which provided a one-year training course for senior high school graduates. The course lasted only a year, but a regular course in library science has been provided since then by the University.<sup>16)</sup>

It was in 1951 when the first Department of Library Science was established at a university. Keio University, the oldest private university in Japan, opened the School of Library Science, which was called Japan Library

School, in the Faculty of Letters in that year. The main objectives of the school were 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 the country.<sup>17)</sup> The School was assisted by the American Library Association, and the staff at that time were all American instructors.

Robert L. Gitler, the then Head of the School of Librarianship of the University of Washington, was invited as the first Director of the School. American lectures took part in educating the students until 1956, when the Faculty came to be all Japanese under the Directorship of Professor Takashi Hasimoto.

## 1.2 University-Based Library Education

Library education in Japan is based on legal qualifications.

The Library Law of Japan enacted in 1950 includes articles stipulating the qualifications for a librarian and an assistant librarian and their training.

As of 1983, there were 243 universities, colleges and junior colleges offering library science courses, of which 168 institutions provided programmes for qualified librarians by running nineteen-credit courses in library science. One hundred and seventy-three higher educational institutions were producing school librarians by offering the courses stipulated in the School Library Law.<sup>18)</sup> There were also two correspondence courses and ten short training institutes by which interested people could be certified as qualified librarians.

<sup>19)</sup>

The first professional degree in library science in Japan is a Bachelor's degree and its connotation is comparable to the Master of Library Science in the United States of America.

There are many universities offering library science courses of nineteen



credits. However, only five universities have been providing first degree level library education. These are Keio, Tokyo, Kyoto and Toyo Universities and the University of Library and Information Science.

The Standards for Education for Library and Information Science promulgated by the Association of University Standards needs to be mentioned when the degree programmes in library education in Japan are discussed. The Standards, first promulgated in 1954 and revised in 1977, were intended to apply to departments of library and information science, but they may be applied to any major course in library and information science offered by a department of a college or a university. The Subcommittee on Library Education of the Association is charged with the responsibility to develop standards and criteria. According to the Standards, the objectives of education for library and information science are to teach the theory and practice in the field and to develop students' abilities in their practical application. The Standards specify that thirty-eight credits in professional courses are required for a degree programme.

The Standards, although accepted in principle by the profession, lack a legal enforcement for their application.<sup>20)</sup>

## 2. Library Education in Korea

### 2.1 Historical Background

The first educational programme for librarians in Korea was offered by the National Library School at Chosun (meaning Korea) National Library in 1946. It was a one-year course to train librarians, and the candidates for admission had to be high school graduates under the age of thirty. The number of students trained each year was limited to thirty.

The curriculum was centered more upon practice than theory, emphasizing such subjects as classification, cataloging and bibliography. The School produced only seventy seven librarians until it was suspended in 1950 be-

cause of the Korean War, but it has been referred to as the originator of professional library education in Korea.

In 1955, Ewha Women's University started to offer courses in library science as undergraduate minor subjects for junior and senior students. It might well be called the first library education provided at university level. Fully-fledged formal education for librarianship at first-degree level started in 1957, when the Department of Library Science was established at the College of Liberal Arts in Yonsei University. Peabody College in the United States of America sent teaching staff in library science to the University in accordance with the contract with the Agency for International Development (AID) which included upgrading and improving teacher education in Korea. Yonsei University also opened a library school which provided a one-year special course in the same year. This course was a postgraduate course for practicing librarians and lasted until 1971.<sup>21)</sup>

Two years later in 1957, Ewha Women's University established the Department of Library Science at its College of Liberal Arts and Sciences. Choongang University and Sungkyunkwan University opened library science departments in 1963 and 1964 respectively. Until 1974, when Kyungpook National University in Taegu started the Department of Library Science, those four departments pioneered the education of professional librarians in Korea. Education for librarians in Korea has been provided at various levels, and it can be appreciated that it is based on the legal qualifications.

As of March 1986, there were three Ph. D programmes and eight Master's programmes in library science. Thirty four-year colleges and universities have departments of library science. In addition, six two-year technical and junior colleges have departments of library science, which offer training courses for assistant librarians. There is also one short training course and an institute. School of Library Services Institute attached to Sungkyu-

nkwan University has been providing special courses for librarians and assistant librarians lasting one year, as evening classes, since 1965.

## 2.2 University-Based Library Education

The Library Law Enforcement Ordinance, revised on 2 June 1977, stipulates the qualifications of a librarian and an assistant librarian. The Ministry of Education is in charge of governing the qualifications and education for librarians. A librarian and an assistant librarian are both supposed to be certified by the Minister of Education provided that they meet one of the conditions stipulated in Library Law.

The purpose of university and college education in Korea is to teach and study the fundamental theories and practical means of application in the various branches of arts and sciences necessary for the progress and development of the nation and the human race, and thereby foster personalities capable of leadership.<sup>22)</sup> Higher educational institutions, including colleges and universities, are under the governance of the Ministry of Education. There is little difference in the number of credits required and their categories in the curriculum among the universities. The students in the four-year colleges and universities are required to complete no less than 140 credits during the four-year course composed of eight semesters, and to submit a thesis, a kind of project report, in the final semester, in order to receive a Bachelor's degree. The undergraduate course is generally composed of subjects in general education of thirty-seven credits, basic subjects in a major field of study of twelve credits, major compulsory subjects of fifteen credits, major elective subjects of thirty-six credits, subjects in a minor field of study of twenty-one credits and elective subjects of nineteen credits.

Students of the department of library science obtain a Bachelor's degree either in library science or in arts, along with a certificate of "qualified librarian", upon their graduation. Half of the students enrolled in each class

are eligible to take courses in educational subjects necessary for a certificate of "school librarian".

### 3. Library Education in Taiwan

#### 3.1 Historical Background

Library education at university level in Taiwan was first provided in 1954, when a one-year six-credit course entitled Library Science was offered in the Department of Foreign Language and Literature of the National Taiwan University.<sup>23)</sup>

Full scale education for professional librarians was started in 1955, when a division of the Department of Social Education of the Taiwan Provincial Normal University, the predecessor of the National Taiwan Normal University, was founded to educate and train especially secondary school librarians.<sup>24)</sup> Even though formal library education on the island of Taiwan started in the 1950s, its origin would have been when the first library school was founded in China.

Miss Mary Elizabeth Wood of the United States of America, a graduate of the library school of the Simmons College in Boston, founded a library school at Boone University in central China in 1920. The school was reorganized as an independent professional institution known as Boone Library School in 1928, and became a Department of Library Science at Wuan University in 1950.

For thirty years from 1920 to 1950, the School was the only professional library school in China,<sup>25)</sup> and some pioneers in library education in Taiwan were educated at the school.

#### 3.2 University-Based Library Education

Unlike Japan and Korea, Taiwan has not had any library legislation, and so there has been no specific legal base for library personnel or for library education.

The Library Association of China, founded in 1953, formulated four-part library standards during 1961-1964. The Standards include a few statements on the professional personnel in libraries.

In the case of Public Library Standards, it has an item: "No less than one-third of the staff of public library should be graduate from college or junior college with library science training."

As for the university libraries, the Standards state, "The number of library staff should be one for every 100 students. A minimum of 30% of the staff should be professional librarians", and "the professional librarians may have the same privileges as those engaged in teaching, according to their qualifications."<sup>26)</sup>

The first professional degree in librarianship in Taiwan is a Bachelor's degree and its standing and the role it fulfils is comparable to the Master's degree in library Science in the United States of America. The graduates of the Department of Library Science and the graduates who have majored in Library and Information Science are automatically certified and called 'professional librarian'. The Ministry of Education in the Republic of China has been actively involved in library education by stipulating some compulsory courses in the curriculum and by governing such educational administration as curriculum revision.

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## 일본, 한국, 대만의 도서관학 교육 비교연구

엄 영 애\*

### 초 록

본 연구의 목적은 유사한 문화적 배경을 공유한 일본, 한국, 대만의 도서관학 교육을 비교하여 유사점과 상이점을 발견하고 그들의 배경이유를 찾아서 사회와 도서관학 교육의 관계를 밝히는 것이다.

비교의 대상이 된 교육기관은 4년제 대학(교)의 도서관학과로 일본의 다섯 대학교, 한국의 아홉 대학교, 대만의 네 대학교의 도서관학 교육을 비교하였다. 연구가 증명하려고 시도한 가설은,

1. 일본, 한국, 대만은 유사한 문화적 배경을 공유하는 한편, 미국의 도서관학 교육을 받아들였으므로, 세 나라의 도서관학 교육에는 유사점들이 있을 것이다.
2. 상이점들이 있다면, 그것들은 각국의 특성을 반영할 것이다.
3. 세 나라의 도서관학 교육에 유사점들이 있다면 도서관학 교육의 경향, 문제점들 및 전망도 비슷할 것이다.

가설의 증명을 위하여 교육의 목적, 교수진, 남·여학생의 비율, 입학시의 학생들의 학력수준, 교과과정, 과정수료에 요구되는 특수조건, 교과서, 연구, 학과 도서실 및 시설, 학과와 도서관과의 협력관계, 정보학 교과목, 사회가 요구하는 도서관 봉사 및 그에 대응하는 도서관학 교육의 정도, 교육의 경향, 문제점 및 장래 그리고 학과 졸업생들의 도서관 취업률 등을 비교하였다. 비교의 결과 가설을 타당한 것으로 받아들일 수 있었다. 결론에

\* 효성여대 도서관학과 부교수



대한 설명과 아울러 도서관학 교육의 방향을 제언하였다.

1. 미국의 도서관학 교육이 근거로 한 이론적인 배경 및 개념을 재검토하여 적합한 것은 받아들이고, 필요한 경우에는 변형하여 적용하도록 노력해야 한다. 미국과 다른 나라의 실제 도서관 업무 및 봉사에 대한 이해를 토대로 하여 사서와 교육자가 함께 자국의 상황에 적합한 고유한 도서관학을 정립하여야 한다.

2. 도서관 이용 및 봉사에 보다 관심을 기울이고 바람직한 개념을 홍보하고 그것에 호응하는 환경을 만들기 위하여 노력해야 한다. 미래의 사서인 학생들을 이용자에게 접근하여 그들을 가르칠 수 있고 도서관을 이용하도록 유도할 수 있게끔 교육을 시켜야 할 것이다.

3. 미국 이외의 나라에서 실시되는 교육제도에도 관심을 가져야 할 것이다.

4. 도서관 및 도서관학 교육에 정부의 적극적인 지원이 필요하다. 다른 전문직과 같은 대우를 받으려면, 국가고시제도가 도입되어야 할 것이다.

5. 도서관협회가 도서관학 교육에 보다 적극적으로 참여해야 한다. 사서 자격증을 관할하는 단체가 될 수도 있고 교육의 내용에도 관여할 수 있다.

6. 도서관학과와 도서관과의 협력관계가 보다 강화되어야 하며, 도서관현장을 토대로 한 연구활동이 필요하다. 진정한 의미의 문제 해결을 위한 연구활동이 없이 이론적, 실제적인 발전을 기대할 수 없다.

7. 대학(교) 도서관 및 특수도서관의 사서를 위한 전문교육은 대학원 수준에서 제공되고, 학부의 도서관학 교육은 학교도서관 및 공공도서관의 사서를 위한 교육으로 전문화 되어야 한다.

8. 도서관학의 교육자들이 모여 문제를 토론하고 해결책을 모색할 수 있는 기회가 제공되어야 하며, 세 나라가 공동의 경험을 나누고 문제를 함께 해결할 수 있는 공식적인 회의나 학회의 구성이 필요하다.