

The Changing Style of British Librarianship

イギリスにおける図書館員教育の変貌

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ロバート・ボスパー

要 旨

この論文は、1974年5月、東京において、IFLAの理事会が開かれた際来日した著者が、日本図書館協会の教育部会のメンバーを、対象に行った談話の録音をもとに起稿したものである。そして著者の好意により、補筆訂正したものである。

この論文において、著者は、冒頭に、専門レベルの図書館員教育における基準、カリキュラムの構成、教員および学生の相互交換など、国際レベルにおける共通問題の解決のためにIFLAの教育者部会の存在意義を説き、日本の関係者の積極的な協力を招請している。

本題の「イギリスにおける図書館員教育の変貌」については、1973年より1974年にかけて1年間、School of Library, Archive, and Information Studies of University College, Londonに名誉研究員として滞在した観察を要約したものである。

まず著者は、伝統を重んずる英国において、図書館学教育については精力的な改革が行なわれていることに強い印象を受け、その改革の様相が数年前のU.S.A.の改革の様相のアナロジーと見ている。

第2に今や図書館を中心とする情報活動は地域別、国別に孤立したものでは存在の意義が極めて弱く、統合化、国際協力こそ必須の動向と捉え、イギリスの図書館改革が、他国以上にこの方向に積極的であると観察している。その証左として、アメリカにおいては、U.S. National Commission for Libraries and Information Scienceが、国家規模の総合化の母体となって機能しはじめたように、イギリスにおいては、the British Libraryが、アメリカの例以上に強力な母体として組織されたことをあげている。即ち、British Museum Libraryが、新しいBritish LibraryのReference Divisionとなり、これに見合うLending DivisionとしてNational Central Library of LondonとNational Lending Library for Science and Technologyを合併し、また近い将来におけるBritish Museum Libraryの整理部とBritish National Bibliographyの統合が計画されている。

また公共図書館設置母体である地方自治体が、1974年4月1日の法令により350から46に統合され

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たことにより、公共図書館サービスの強化が促進されている改革についてもふれている。

そして、このような急速な改革と表裏一体をなして、図書館員教育の内容改善と充実が精力的に行なわれている、とのべている。実務を重視した図書館職員の養成から、大学レベル（修士、博士課程を含む）のプロフェッショナル教育への転換が行なわれ、専門教育および資格認定の権限も1980年までには、図書館協会の伝統的資格認定試験の解消と共に大学に移譲されることになる動向について、ふれている。

結論として、広い国際的感覚と、高度の専門教育そして国際協力が、今後の図書館員教育のレベル向上に資するものと結んでいる。(S.W.)

Ladies and Gentlemen:

It is a great honor for me to meet with this distinguished group for the first time. Although I have lived for many years in Los Angeles which is said to be one of the largest Japanese cities in the world, this is my first opportunity to visit Japan. Many of you, I know, have worked with my colleague Mr. Everett Moore, who taught on two occasions at Keio University. Through him I was first introduced to Professor Shigeo Watanabe when he was a young man just entering the profession. Through those friendships I have long benefitted from an acquaintance with, and an admiration for, Japanese librarianship. That insight was enhanced in October, 1972 when I had the privilege of participating in the second United States-Japan Conference on Libraries and Information Science in Higher Education, held in Racine, Wisconsin.

Since this is the occasion of the first meeting of IFLA's executive board in Japan, may I take a moment to discuss IFLA's involvement with our field of common interest, namely library education?

Although IFLA's interest in library education has been of long standing, we recently reorganized IFLA's structure in order the better to focus on the world-wide concern with this crucial aspect of professional growth.

We now have an official Section of Library Schools, parallel with Sections of National and University Libraries, of Public Libraries, of Special Libraries, and of Parliamentary Libraries. This important new section replaces an earlier Committee on Library Education. The first Chairman of the new Section of Library Schools was our distinguished col-

league, Rector Preben Kirkegaard of Denmark's Royal School of Librarianship; the present chairman is Professor Vladimirov of Vilnius University.

As a result of this dynamic new program, a large number of library schools throughout the world have recently become Associate Members of IFLA so that the Schools (and their faculties) as constituent bodies can participate actively in IFLA's work. Let me take this opportunity to encourage all Japanese library schools to become IFLA Associate Members (I know that some have already done so) in order to bring Japanese experience to bear on our common problems.

There are a number of important problems on which library school professors should work together at the international level: Problems of standards, of curriculum design, of the exchange of students, and of manpower development, for example. Therefore I would cordially invite Japanese library school educators, both directors and teachers, to participate in the forthcoming General Conference of IFLA, to be held in Washington, D.C., this coming November. We will be concerned with National and International Library Planning. I think it fair to say that by joining in such a meeting we can increase our competence as teachers of library school students, by bringing to our students some first-hand acquaintance with the larger world of comparative librarianship and with the crucial problems affecting the profession throughout the world.

With that warmhearted invitation, let me now try to deal with the subject which was assigned to me—the present situation and problems of library education in Great Britain.

I should say first of all that your Chairman is a very generous man because he might have suggested that I am here this afternoon under false auspices. Therefore let me take a moment to explain my own experience and background so that you will understand the basis for my comments.

I spent the first 30 years of my professional life primarily in administrative work in American university libraries, but a year ago I gave up my position as UCLA's University Librarian in order to join your ranks as a professor of librarianship. I mention this not just to explain my own situation, but as an illustration of a policy question in library education which is, I think, of some importance. At least a British colleague last year stated that there is genuine value in bringing into library education, as teachers, people who have had recent practical administrative experience in operating libraries. Many of us think that one of the important educational requirements for any profession, whether librarianship or medicine or whatever, is the right balance in the training program, between the theoretical aspects and current practical experience. A bit later, Professor Suzuki will discuss the theoretical approach to library education. I sit here as a representative of the practical side.

As a result of this recent change in my own career, I was fortunately able to spend this past academic year on sabbatical leave in Great Britain, as an Honorary Research Fellow in the School of Library, Archive, and Information Studies of University College, London. Thus I come to you by no means as an expert on British librarianship. Some of you just a few years ago enjoyed an opportunity to meet with a genuine expert, Mr. Ronald Staveley, Senior Lecturer in the London School where I was a temporary guest last year. In addition to what you learned from him, let me recommend a recent first-rate article in *Libli* Vol. 23 no. 4 on "Library Education in Great Britain" by Peter R. Lewis of the University of Sussex in England.

All I can try to do today is tell you something of my reactions as an outside observer

into a different culture from my own, a small exercise in comparative librarianship. Specifically I will describe a changing pattern of library education within a changing library and political environment, at a particular time in a particular country.

My suggestion is that although there are common problems and common requirements in library education throughout the world, nonetheless it is very clear that there are no perfect, final and enduring resolutions to education of any kind. Education in general, and library education in particular, must react to and be a part of the vital society within which they operate. Thus on the one hand it is true that library education must change in terms of the needs of the particular culture in which it operates; and it is equally true that we can learn from each other and can usefully observe trends in our own situation and compare them with trends in another country. There are common denominators.

For an American visitor it was an exhilarating experience to observe the rapid and creative changes in the British library situation. British society is ancient and remarkably stable. Library development in Great Britain is also historically ancient and stable. Yet the remarkable characteristic today is the amount of vigorous change that can take place in such a conservative society. For an American visitor it was also flattering to observe that to a considerable extent the new directions of British library education are very similar to those taken several years ago in the United States. I hasten to say that this change in the British style of library education grew not out of an assumption that the American style was superior to the traditional British style. It grew out of changes in British library experience at this particular time, as well as out of compelling changes in the requirements of libraries everywhere today.

Let me simply remind you of two or three of these very obvious but basic common problems that affect all of us. One of course is the capability of modern technology, including computers, to serve important library needs.

This is clear from the impressive computer program in your own Diet Library. Thus we require a new approach to library training and a new kind of manpower in libraries. Another common problem is that we must deal with such masses of information published in a variety of new formats, that no longer can we think of a completely self-sufficient research library. In fact we can no longer think of a single nation, no matter how automated or wealthy, as being completely self-sufficient in the provision of efficient modern library and information services. Under these circumstances we must restructure library services in terms of interrelated and inter-dependent library systems at the national and even the international level. Thus we need a new generation of librarians capable of designing and administering complex library systems. Library education must include a significant understanding of the newer management skills and principles that have been developed in the best graduate schools of Management and Engineering.

My assumption is that the British, as well as the Americans, have felt a need for a library training program that will attract young people with advanced academic training and lively intellectual interests, capable of dealing with new problems in public administration and with the application of technology to the solving of social problems. Let me now describe briefly the changing British scene.

The British tradition of library services, in both public libraries and universities, has had a certain similarity to the American experience. Both countries have emphasized the relative independence and autonomy of local government. Public library service has been based in local initiative and voluntary cooperation. Similarly, universities and their libraries have been relatively autonomous institutions, each trying to solve local problems and serve local clientele.

But experience over the past decade has made it evident that this kind of fractionated, and even competitive library development can no longer answer the modern needs of library

service. Librarians in both countries recognize the need for nationally oriented library planning and a system that will effectively interrelate the libraries of the country. In the United States we now have, fortunately, a new U.S. National Commission for Libraries and Information Science which is trying to gain public support for a new approach to the problem.

Thus from an American vantage point it is a remarkable fact that the British, over the past very few years, have quietly and pragmatically developed the basis for a new unitary structure for the provision of national library services. I refer of course to that dramatic new institution, the British Library, a very simple phrase but a powerful institution in the making. In developing this new institution the British have pulled apart the traditional structure of the aristocratic British Museum. The library departments of the British Museum are now administratively the Reference Division of the British Library, which has a new board and a new executive officer, concerned with national library services. Coordinate with the Reference Division is the National Lending Division of the British Library, situated way off in Boston Spa, Yorkshire. Recently the entire book stock of the separate National Central Library of London was moved to Boston Spa and incorporated, in a new building, with the already existing, remarkably successful National Lending Library for Science and Technology. The next stage will see the development of a National Bibliographic Division, bringing together the processing function of the old British Museum Library departments and the thus-far autonomous British National Bibliography. With these remarkably complex changes in administrative structure and political relationship, Great Britain is now close to having a unitary national library structure, suited to dealing with modern needs.

Concurrently as of April 1, 1974, under new parliamentary legislation local government in Great Britain was thoroughly reorganized to the extent that now there are only 46 local authorities responsible for public library ser-

vice, in contrast to 350 before the 1st of April. This came from a recognition that most of the older local authorities were too small, and thus too poor, to provide good modern library services. It is well enough to sit in a library school and talk theoretically about the need for political reorganization, and about the need for larger administrative units which can muster larger budgets and book stocks as well as skilled specialist librarians. It is quite another matter to bring this into practical reality. But the British have done so with speed and efficiency.

With all of these changes in prospect it became clear to British librarians several years ago that the educational program would have to change in order to interact usefully with the changing library environment.

Let me remind you that the long tradition, up until quite recently in Great Britain, has involved a library training program administered by the Library Association. Young people just out of secondary school began work in libraries, especially public libraries, basically as interns. While working, they followed a reading course set by the Library Association until they felt prepared to take the Library Association examinations which would qualify them as professional librarians (Associates of the Library Association). University libraries, on the other hand, generally hired bright university graduates and put them through a purely local internship training program, without reference to any formal library education or examinations.

Thus this was basically a practically oriented library training program, not academic in outlook or requirement. There was, of course, one small exception—small in the sense of the number of people involved—the School of Library Studies at University College, London.

But in the past ten years, the shift has been almost completely away from the traditional pattern and toward the style we had long been used to in the United States. An American visiting the University of Sheffield's Postgraduate School of Librarianship and Information Science, established in 1963, would feel imme-

diately at home. The training program, the type of student, and the academic orientation are completely parallel to the situation at the University of Chicago, Illinois, or California. Students enter at Sheffield having already received their first university degree, or even an M.A. in an academic discipline, in order to achieve a Master's degree in Librarianship (in two years), or even a Ph. D. in Librarianship.

Library education in Great Britain today is primarily university-centered in several new schools, and librarianship is destined soon to become a graduate profession. The Library Association has decided that by 1980 it will phase out the traditional training program. Then the Library Association will be concerned with accrediting schools rather than with training individual people.

I am sure we all recognize how difficult it is to convince any university to change any part of the curricular pattern. But somehow the British have accomplished this complete alteration of professional education, in order to put librarianship in an academic and intellectual setting.

Moreover there is a strong inclination to attract students who have had university education in some of the scientific fields, or in law and the social sciences, in order to provide a new orientation for library services. And within the library school, tied closely to the teaching process, are sophisticated research programs that are interdisciplinary in character. The library school students at Sheffield, for example, can observe and work with a sociologist who is analyzing inter-institutional patterns of cooperation, in the provision of health services and in library services—and an industrial psychologist who is analyzing personnel patterns in libraries.

I should add that the present British situation in library organization and education is more complex than this abbreviated description would indicate, but I think I have described the central pattern and tendencies. What I think the British have admirably demonstrated to all of us is that a traditional educational program can be changed radically in order to

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adjust to fast-paced changes in the professional world, and that ancient structures can be recast to serve modern needs.

Finally, let me repeat that because of these complex problems of change, readjustment, and training, it is important to have a forum in which we can share experiences. IFLA offers

that forum for all of us. I hope you will join in wholeheartedly.

May I now thank my good friend Professor Watanabe for his impressive translating, a task more exacting than mine, and may I apologize to Professor Suzuki for now being three minutes overtime.