COMPARATIVE STUDY OF EDUCATION FOR
LIBRARIANSHIP AND INFORMATION
SCIENCE IN THE REPUBLIC OF CHINA
AND NORTH AMERICA:
A SURVEY

George W. Whitbeck*

Introduction

Historical Background

It is always difficult to evaluate a program of instruction in a short period of time. Even given the advantages of official accrediting status to which accrues access to faculty and student records, and to classes, there are problems. Without these advantages, there are even more problems in regard to arriving at a correct or balanced evaluation of programs. Nevertheless, there may be some value in the views of an outsider in that he can perhaps function as a catalyst in promoting communication in the community visited and in promoting a new, or possibly different perspective. It is with this hope in mind that this report is submitted. The study should be seen as a first phase during which an initial ground-work was laid as a precursor to a second phase in which time could be allotted for observation of classes, contact with students, further interviews with faculty and discussions with officials with responsibilities in higher education. Aside from interviews with faculty, none of these were possible at the time of the present study conducted in June of 1983.

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This study has been undertaken with a view to providing both a survey of library education in the Republic of China at the present time, and a comparative view from the west, and recommendations for steps in which developments in the field should take. This comparative viewpoint has been from the perspective of the Standards for Accreditation of the American Library Association because these standards represent a distillation of accepted educational policy established over a period of several decades. This does not mean, or imply, that library educators in the Republic of China should blindly adopt North American practices (Canadian library schools adhere to these standards as well as those in the United States) wholesale, but rather to specify the vantage point from which the library education scene in Taiwan is being viewed.

This perspective can however, make some claim to universality in that it seeks to relate the goals and objectives of the library education program being examined to five other areas of evaluation; curriculum, faculty, students, governance, and physical facilities. For example, the curriculum of the school being examined would be related to the expressed goals and objectives of that school. Thus, these Standards can be applied in a variety of situations and to diverse educational institutions. The Standards of 1972 were based upon those of 1951 with the benefit of the twenty years of experience intervening. Both sets of standards were qualitative rather than quantitative in their prescriptions, a fact which strengthens their universality. One way in which those of 1972 differed from their earlier version was the emphasis on the goals and objectives of the school under scrutiny.

The development of higher education in the Republic of China during the past three decades has been one of explosive growth. From a total number of institutions of higher education (universities, colleges and junior colleges) of seven in 1950, this figure had grown to one hundred and one in 1980. The number of students in institutions of higher education has grown propor-
tionately during the same period, from a total enrollment in junior colleges and college and university programs of 6,665 in 1950 to a total of 329,603 in 1980.

The development of education for librarianship in the Republic of China has, over the same period, also been one of great growth. The history of education for librarianship in China in modern times goes back to 1921 and 1928 with the founding of schools at Wen Hua (Boone) College and Ginlin University, on the China mainland. The first program of library education in Taiwan, Republic of China, dates to 1955 with the establishment of a school within the Department of Social Education of the National Taiwan Normal University. This department is grouped with those of journalism and social work under this University's structure. The program of library education at National Taiwan University was founded in 1961. The next program to be set up was that of Fujen Catholic University which was set up with a large evening division in 1969. The program at Tamkang University was started in 1971, also with a large evening division. The latter institution has always emphasized educational media as witnessed by its title of Department of Educational Media Science. The library technician program of the World College of Journalism was started in 1964. Listed below are the departments.

SCHOOL

- National Taiwan Normal University
- National Taiwan University
- Fujen Catholic University
- Tamkang University
- World College of Journalism

Curriculum of the Schools

The curriculum of these programs of education for librarian-
ship has been largely a traditional one with the possible exception of that at Tamkang University, which as noted above has always had an emphasis upon the role of educational media in its courses. Some idea of the overall curricular emphasis may be seen from the sequence of required courses in library and information science that all undergraduate students have to take. These courses are given at the undergraduate level and have to be passed by all students majoring in library science in addition to those general courses required of all students. For example, the National Taiwan Normal University Department of Library Science (within the Department of Social Education) has its students take the following courses:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>Introduction to Library Science</td>
<td>4</td>
</tr>
<tr>
<td>Classification &amp; Cataloging of Chinese Books</td>
<td>6</td>
</tr>
<tr>
<td>Chinese Reference Materials</td>
<td>6</td>
</tr>
<tr>
<td>Chinese Bibliography</td>
<td>4</td>
</tr>
<tr>
<td>Acquisition &amp; Book Selection</td>
<td>3</td>
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<tr>
<td>Classification &amp; Cataloging of Western Books</td>
<td>6</td>
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<tr>
<td>Western Reference Materials</td>
<td>6</td>
</tr>
<tr>
<td>Non-book Materials</td>
<td>3</td>
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<tr>
<td>Library Practice Work (Internship)</td>
<td>6</td>
</tr>
<tr>
<td>School Libraries</td>
<td>6</td>
</tr>
<tr>
<td>Library Automation</td>
<td>2</td>
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<tr>
<td>Instructional Technology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Required Credits in Library Science</strong></td>
<td><strong>56</strong></td>
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The Department of Library Science at the National Taiwan University requires of its undergraduate students somewhat the
same in the way of credit hours, as indicated below:

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<tr>
<th>COURSE</th>
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<tr>
<td>Introduction to Library Science</td>
<td>2</td>
</tr>
<tr>
<td>Library Trends Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Information Science</td>
<td>2</td>
</tr>
<tr>
<td>Classification &amp; Cataloging of Chinese</td>
<td>6</td>
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<tr>
<td>Books</td>
<td></td>
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<tr>
<td>Chinese Reference Materials</td>
<td>4</td>
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<tr>
<td>Classification &amp; Cataloging of Western</td>
<td>6</td>
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<tr>
<td>Books</td>
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<tr>
<td>Western Reference Materials</td>
<td>4</td>
</tr>
<tr>
<td>Bibliography</td>
<td>4</td>
</tr>
<tr>
<td>Acquisitions and Book Selection</td>
<td>4</td>
</tr>
<tr>
<td>Library Practice Work</td>
<td>0</td>
</tr>
<tr>
<td>A-V Materials</td>
<td>4</td>
</tr>
<tr>
<td>Library Automation</td>
<td>4</td>
</tr>
<tr>
<td>Non-book Materials</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>4</td>
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</table>

| Total Required Credits in Library Science   | 52            |

In addition, students are required to take one of the three major literature courses, Social Science, Humanities, or Science, and one of the type of library courses, public, academic, or school. Some non-library science courses are also required.

It may be noted that although the Department of Library Science at National Taiwan University appears to require more hours, the basic program was the same. That is, library science majors were required to take work in the areas of introduction to library science, classification and cataloging of both Chinese and western books, study of both Chinese and western reference
materials, Chinese bibliography, acquisitions and book selection. A common core of traditional courses was required of all library science majors. The program of study for majors at Fujen Catholic University's Department of Library Science is quite similar in its requirements with a common core and a very few individual differences such as a requirement for study of a second foreign language. The program at Tamkang, the most recently founded, also teaches in these required areas of cataloging and classification of both Chinese and western materials, Chinese and western reference sources, administration of libraries and media centers, etc. The somewhat different emphasis at Tamkang may be seen in the fact that they also require of students courses in programming and introduction to computers in addition to shaping such courses as the "Introduction" to library science toward a consideration of media centers. The library science department at the World College of Journalism, although teaching at the junior college level and preparing library technicians, also teaches these core areas. It should be noted that a substantial number of elective courses in library science are available to students in these programs.

This required curriculum was revised during the past year and new requirements published in the spring of 1983. The changes made reflect developments in the field and the need to adapt to greater use being made of media materials by libraries and the growth of importance of information science. The following courses are required under the new curriculum:

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<tr>
<th>COURSES</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>Introduction to Library Science</td>
<td>2</td>
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<tr>
<td>Introduction to Information Science</td>
<td>2</td>
</tr>
<tr>
<td>Chinese Reference Sources</td>
<td>4</td>
</tr>
<tr>
<td>Western Reference Sources</td>
<td>4</td>
</tr>
<tr>
<td>Chinese Cataloging &amp; Classification</td>
<td>6</td>
</tr>
<tr>
<td>Western Cataloging &amp; Classification</td>
<td>6</td>
</tr>
</tbody>
</table>
Building Library Collections  4
Bibliography  4
Audio-Visual Materials  4
Non-book Materials  2
Library Management  4
Library Field Work  0
Introduction to Computer Science  4
Library Automation  4

Total Required Hours  50

The trend toward accommodation of new developments may be seen in the requirement of three courses related to the general area of information science: Introduction to Information Science, Introduction to Computer Science, and Library Automation. The requirement of courses in audio-visual and non-book materials illustrates the same trend and a break in the traditional mold. As noted, a substantial array of elective courses is still available to the students, and, of course, they must meet the requirements of general course work for all students. The special handicap (or from another perspective, strength) of Chinese library education may be seen in the requirement of double time for the study of reference materials, both Chinese and western, and, cataloging and classification of both Chinese and western materials. Students in the Republic of China must spend twice the amount of time that their counterparts do in the west to master these subjects.

The new curriculum, and the testimony of faculty members who will be involved in teaching it, gives evidence of meeting the standards prescribed by the Committee on Accreditation of the American Library Association to the effect that [it]

"... should be a unified whole rather than an aggregate of courses. It should (1) stress understanding rather than
rote learning of facts; principles and skills rather than routines; (2) emphasize the significance and functions of the subjects taught; (3) reflect the findings of basic and applied research in librarianship and related disciplines; (4) respond to current trends in library development and professional education; (5) promote continuous professional growth.”

It may be seen as an advance over its predecessor and a step toward keeping the teaching of the schools responsive to the needs of the profession.

Survey of Library Educators

In order to most easily capture the views of the library education community of the Republic of China, a questionnaire was utilized along with visits to each of the schools. This questionnaire was developed prior to the on-site visit working with two advanced Chinese doctoral students at Indiana University who were also actively involved in the library education community in Taiwan. It was sent to each of the department chairmen of the library education programs, five in all, with the request that they distribute it to their full time faculty members and with the understanding that the investigator would pick them up at the time of the site visit. This was accomplished in all cases with the questionnaires being completed prior to the visit. A total of nineteen faculty questionnaires were received, including those of four of the five department chairmen. In addition, a separate questionnaire was sent to the chairmen, calling for information that they alone would be likely to have. Four of the five chairmen responded to this request. An interview schedule was also filled out for each conversation held with the department chairmen and faculty members at the time of the site visit.

What were some of the results obtained from this investigation? The major thrust of the survey being to obtain the library
education community's own views on major problems of the times and directions in which the programs should go, questions sought to elicit these emphases. Two main concerns quickly made themselves manifest. The first of these, although not necessarily the most critical, was related to whether or not education for librarianship should be raised largely to the graduate level in the Republic of China. The other related to the place of the broad, general area of information science in the changing curriculum of the schools.

In regard to the issue of graduate versus undergraduate education for librarianship, faculty members and chairmen saw a trend in this direction but recognized that the trend was only developing slowly. The attainment of graduate status for the programs was generally seen as desirable, but as difficult of attainment. There was also a general, but not unanimous, feeling that the undergraduate programs should be retained whether or not graduate programs were set up. This seemed to be based on a feeling that undergraduate education for librarianship was the best system for the Republic of China at the present time, best in terms of the social and economic realities. It was felt that adequate training for the profession could be given in these programs. Also, the comment was made on more than one occasion that undergraduate education fitted better with the realities of the status of librarians in Taiwan and their relatively low salaries, implying that the profession could not attract people with graduate training to its ranks. The library market for graduates was thus seen as a critical factor.

It was also felt by some respondents that the advantage of having more time to work with the students in the undergraduate programs was a factor in their favor. More opportunity was present for practice work situations as well. Another comment was that the students in these programs had a better attitude toward their studies and were more willing to work at mastery of the details of the profession than were graduate students.

Another factor relating to the issue of graduate versus under-
graduate education was that of bureaucratic obstacles to the attainment of the former. Since official approval would be needed for any change to graduate level programs, this was seen as being a difficulty by a number of people.

Since one of the schools surveyed was a junior college, this issue was seen as largely irrelevant to their situation. It was also felt by one observer that the undergraduate programs were more suitable for training for school library and public library positions.

On the other hand, certain advantages were seen in graduate programs which made almost all of the participants in the survey see this level of instruction as being desirable even if undergraduate programs were retained. The opportunity for students to attain a stronger subject background in their undergraduate years was prominent among these. Also, the chance for more training in library management for potential administrators was cited, as well as the advantage of greater opportunity for specialized education for senior staff positions, information specialists and librarians in general.

Some (a small minority) saw the attainment of a graduate credential as being advantageous in obtaining better positions and higher status for the profession. In general, however, respondents saw the opening up of graduate programs as desirable in advancing the profession by providing a better opportunity to prepare librarians and information specialists for service to society.

Looking at the issue of graduate versus undergraduate education for library and information science from the perspective of U.S. and Canadian practice, one obtains strong support for an expanded program of graduate education in the Republic of China. The 1972 Standards for Accreditation of the Committee on Accreditation of the American Library Association state categorically that "Admission [to programs of education for librarianship] should normally be limited to holders of the bachelor's degree representing a broad academic education from an accredited institution, comprising general background which
may include major concentrations." A strong preference for graduate study for the first professional degree (i.e., a masters degree) has been the rule in North America for almost four decades. The strongest arguments in favor of this policy are those cited and implied, above, to the effect that service in the field of librarianship and information work requires a strong background of general education in the liberal arts, including an academic major. Students are repeatedly cautioned by schools of library and information science against diluting their undergraduate experience with too many applied professional courses. Such a dilution is almost inevitable if the student must pursue a compulsory major of over fifty hours as a part of the undergraduate experience. Even granting the need for continuing some education for librarianship at the undergraduate level of study, this perspective, subscribed to in North America and to a great extent in the United Kingdom as well, would seem to call for an expansion of professional education for the field at the graduate level.

Another document subscribed to by most library educators in the west speaks to this problem. This is "Library Education and Personnel Utilization", which in its paragraph 23 states:

"Because the principles of librarianship are applied to the materials of information and knowledge broader than any single field, and because they are related to subject matter outside of librarianship itself, responsible education in these principles should be built upon a broad rather than a narrowly specialized background education. To the extent that courses in library science are introduced in the four-year undergraduate program, they should be concentrated in the last two years and should not constitute a major inroad into course work in the basic disciplines: the humanities, the sciences, and the social sciences." \(^3\)

The major question would appear to be what elements of library and information science education would be best studied at the undergraduate level and could be articulated with a graduate program. Such a program might constitute a minor field to be
coupled with a major in a liberal arts subject area.

The issue of graduate education for librarianship and information science is related strongly to the need for well-trained faculty as well as to the need for assuring professionals who have good liberal arts backgrounds. This factor is seen in two ways. First, one can state that a program of graduate education for librarianship is needed in order to train faculty to teach in the field. At the present time, the only way for persons to prepare themselves for teaching through obtaining the requisite credentials is to embark on a period of study abroad.

On the other hand, there is apparently at present a dearth of people available to teach at the graduate level, a factor which militates against a precipitous change to an all graduate program of education for librarianship. Again, the Committee on Accreditation Standards (1972) of the American Library Association are explicit on the qualifications of faculty for teaching in schools of library and information science.

"The school should have a core of full-time faculty members, in accordance with the institution's approved policies and procedures on affirmative action, academically qualified for appointment to the graduate faculty within the institution and sufficient in number to carry out the major share of the teaching and research requirements of the programs offered. When appropriate, part-time faculty members may be appointed to complement the teaching competencies of the full-time faculty members.

"The faculty as a group should evidence (1) a diversity of backgrounds; (2) a substantial and pertinent body of library experience; (3) advanced degrees from a variety of academic institutions; (4) specialized knowledge covering the subjects in the school's curriculum; (5) a record of sustained productive scholarship; (6) aptitude for educational planning, administration, and evaluation; (7) close and continuing liaison with the field."

To repeat, attainment of such a standard can be reached only
gradually, over a period of several years.

In addition to requiring more highly trained faculty, specifically those holding a doctoral degree, graduate education requires a greater financial investment than does undergraduate education. Graduate study should allow for smaller class size in general, and for seminars in particular although large lecture classes may still be used. The Standards subscribed to by the accredited programs of library education in North America state flatly that:

"The program of professional education in librarianship is a graduate program. The cost per student for such professional education is far greater than the cost of providing education at the undergraduate level. Support of a graduate program in librarianship entails substantially higher costs for every component.

"The institution should provide continuing financial support sufficient to develop and maintain professional library education in accordance with the general principles set forth in these Standards. Support should be related to the size of the faculty required to carry out the school's program of education and research, the financial status and salary schedule of the institution, and necessary instructional facilities and equipment."

Again, from an outside perspective, the evidence would appear to point toward a gradual move toward the desirable goal of graduate education in the field of library and information science in the Republic of China.

The other major issue pointed up by respondents in both the questionnaire and at the time of the interviews was that of the integration of information science, or computer applications in libraries, into the curriculum of the schools. This problem, if anything, preoccupied the library education community even more than the matter of graduate programs. There is no doubt that library educators are concerned about dropping something from the curriculum to include more required coverage of infor-"
mation science. Note should again be made of the fact that three courses have now been made mandatory in the newest curriculum published under the auspices of the Ministry of Education. Courses are now required in Introduction to Information Science (two hours), Introduction to Computer Science (four hours), and Library Automation (four hours).

Comment was made in both the questionnaires and the interviews that training in the use of computers is a national goal and that the schools must train their students in this field. Also, it was mentioned that employers want graduates who are trained in the use of computers whether or not they are ready to utilize them and their expertise.

When respondents were asked what they would add to the curriculum if they had the opportunity, information science topics such as library automation, microcomputers, programming, as well as information science itself formed by far the largest grouping of answers. The same people would be willing, they said, to combine the courses devoted to the cataloging and classification of Chinese and western library materials, and of Chinese and western reference tools in order to make room in the curriculum. Concern was expressed also as to the amount of programming that should be made available to students, whether a number of programming languages should be taught to them.

The facilities available to students taking information science courses were naturally a concern of this study. These facilities, in the words of the respondents, ranged from adequate to less than adequate. Problems existing were largely related to insufficient numbers of terminals available for student use with the resulting necessity of signing up for a short period of use each week, and/or sharing use of a terminal with others at a designated time. Computer terminals were also usually not located in the quarters of the library and information science department and although this could not be considered a major barrier, it certainly is some hindrance to easy use. However, terminals were available to all students in the programs and these provided access to both
microcomputers and mainframe computers for assigned work. More computer equipment was one of the more frequently cited needs for additional resources for the schools.

Again, the Standards of the American Library Association’s Committee on Accreditation are explicit:

"The library school should have — or have access to, with demonstration capability appropriate to its program objectives — an adequate collection of multimedia resources, computer services, media production laboratories or agencies, and facilities for independent study using up-to-date technology and equipment."6

In summary, one can say that the teaching of information science and its place in the curriculum is a major, if not the most important issue in education for librarianship in Taiwan today.

What were some of the other issues in this field which occupied the attention of respondents? One of these was what one person described as the "desperate need" for additional teaching materials, particularly reference materials to back up course work. Although not alluded to in quite the same way, a number of others described this as a critical problem.

Another was the apparent rather large number of graduates who seek and find employment in areas other than librarianship. Almost all participants in the study described the percentage of graduates going into non-library work as being in the neighborhood of half with some stating that they believed it to be higher. Strangely enough, this large figure did not seem to be the cause of much consternation on the part of respondents. It was seldom cited as a major problem. When queried as to whether or not too many librarians were being trained, the most frequent response was that in relation to the needs of the profession, the answer was no. If provision could be made in the field for needed positions, all the graduates could be absorbed. On the other hand, a minority felt that too many librarians were being
produced and that the "market" was being saturated with too many graduates. Thus, while many positions in libraries were described as being filled by unqualified people, many people trained as librarians were turning to other work. One comment made in regard to this situation was that the weaker schools were producing the largest number of graduates.

When asked further if there were too many schools for the needs of the profession in the Republic of China, only one respondent answered that there were, while others did not answer or said that there were not too many schools. One qualified the response by saying that the number of schools was not too great but that there should be some specialization among them in the preparation of librarians and information specialists.

While one can only speculate as to the reason for the incongruity of such a large percentage of graduates going into non-library work and the apparent lack of concern about this on the part of the library education community, this phenomenon is perhaps related to some other responses that surfaced in the study. Among these was the need for attaining higher status for the profession. This need was mentioned several times in the course of the study, and it may be presumed that such higher status would aid in retention of more trained people for library positions. Also, several respondents mentioned the desirability of having the government relax, or do away with, the civil service examinations for public library positions, thus making access to these positions easier for qualified graduates of the library and information science programs. Apparently, at this time, many positions in this category of library are filled with unqualified personnel.

Another change that was mentioned which could bear on this incongruity was the desirability of obtaining some differentiation of training levels in the schools. The programs should specialize in training at particular levels, it was felt. Another, related to the matter of higher status for the profession, was the need for higher salaries and greater opportunities for promotion.
Surprisingly, however, this need was mentioned infrequently by participants in the study.

A few other issues were mentioned which are worthy of note. One was the desirability of opening up the college entrance examination results, or making the listings more flexible so that the schools would have a larger pool of applicants from which to choose their students. As it is, the departments of library and information science are limited to the selection of humanities majors for the most part. It was felt by a few respondents that such a change would result in a larger, more diverse study body with some students having science backgrounds.

Another need for the library education programs that was mentioned was that of obtaining a more satisfactory ratio between faculty and students in the schools. The number of students per faculty member is apparently very high in some of the schools, a fact which interferes with good faculty-student rapport in all areas. While the number of faculty at the schools does not appear to be small, the large number of part time faculty are not available for the important task of counseling students. This important matter is related to by the standards adhered to in North American practice as follows:

"A curriculum may be composed of a variety of educational experiences derived from the program objectives of the library school. Any such experience should take place within a learning environment in which (1) students have the benefit of guidance by a qualified member of the faculty; (2) adequate supportive materials and facilities are readily available; (3) provision is made for discussion or evaluation of the student's experience."7

A more general consideration of respondents was that of the need for greater subject background on the part of students, a point related to the desirability of establishing and expanding graduate programs. Another point relating specifically to curriculum was the need to emphasize new management concepts for
libraries in the programs of instruction.

The subject of practice work for library school students was another area probed by this study. Respondents were asked if they felt that the students were satisfied with their experience in fulfilling any practice work requirement of the schools. They were also asked if they felt that the faculty was satisfied with this program. The majority of participants in the survey answered in the affirmative to both questions, indicating that they felt that the students were satisfied with their practice work experience and that the faculty were likewise satisfied with what they saw in this program. A minority disagreed, mentioning complaints about placement in practice positions and difficulties with assignments. The general impression left by interviews with respondents was that practice work was not a major problem. Regarding details of the practice work program, questioning of the department chairmen revealed that practice work was required of all students, other than freshmen. This means a substantial workload for whoever is given responsibility for the practice work placements. These individuals were described as being different for each school, in one case being a professor, another a tutor, in another “three assistants,” and in a fourth, the chairman himself. The department chairmen responded differently to the question of whether or not students were placed in practicum situations according to their choice of libraries. Two responded that they were, one that this was sometimes the case, and a fourth that the choice of practicum site was made by the school. As mentioned above, the discussions relating to practice work in the programs gave the impression that this was not seen as a major problem by members of the library education community.

From other sources it was determined that the practice work program does indeed constitute a heavy burden for the schools. While practice work is required of all students, no credit is now given under the new curriculum. Problems associated with the program appear to be the same as those found in the west, which relate to the large number of students who have to be placed and
the small number of librarians who are able and willing to take practice work students and give them a taste of paraprofessional work as distinguished from using them for extra clerical labor. Some of the suggestions for dealing with the situation were the possibility of utilizing the summer recess period and the winter vacation period for practice work assignments, and the possibility of coordinating practical experience with specific courses. Problems foreseen with regard to the former would be that supervising librarians themselves would not be available and that students might object to the practice. With regard to the latter, attaching a practice work component to specific courses would constitute an additional burden on already heavily laden faculty members. To repeat, the problems are apparently those which exist in North America and the United Kingdom, those of large numbers of students who want work experience as a part of their educational program; the shortage of good situations for student placement where there are willing librarians to give educationally valuable experience to the students; and the consequent burden which this situation places on already burdened faculty and administrators.

Another issue that the survey examined and which respondents tended to place in the category of a "non-problem" was that of placement. We have mentioned the problem of a large percentage of graduates going into non-library fields of work and the apparent lack of concern on the part of most respondents about this. This same feeling seemed to manifest itself regarding the schools' relationship to employers. Respondents were queried about this relationship and the evidence obtained was inconclusive. While on the one hand there was some evidence that schools trained, at least in some fields such as cataloging and classification, for the first job, and thus worked closely to ensure the interests of employers, on the other hand there seemed to be little in the way of evidence of employer satisfaction (or dissatisfaction) with a school's graduates. No clear picture emerged of the influence of hiring librarians on the curriculum of the schools. The faculty
of one school, however, felt strongly that their graduates were highly thought of by employers. In general, however, the picture of the relationship of school to employer was unclear.

Related to employment was the question of whether graduates were being utilized in professional positions or not, and here, while the evidence was again not too clear, there was some expression of opinion to the effect that the graduates were too often not assigned professional level tasks in the libraries in which they worked. This was a minority sentiment, however, even among those who responded to the question.

Two other areas covered by the study bear mention. The first of these is the need for additional continuing education and staff inservice training. Although questions relating to this topic were asked only of department chairmen, the need for continuing education for practitioners was mentioned by several participants in the survey. As a generalization, it may be noted that three of the schools have extensive evening course offerings but that other than that, little is apparently done in continuing education. A recent survey by the National Central Library showed that 77.9% of public library staff had received no library training whatever and that another 9.9% had received only "short-term on-job training." Comparable figures for academic libraries were 50.1% and 22.2%, with senior high school and vocational school statistics being 71.2% and 24.0% respectively. Special library staff indicated that 64.0% had had no training in librarianship an that 10.2% had had only short-term on-the-job training. Such figures argue strongly for more continuing education endeavors on the part of the schools.

Continuing education for practitioners in the field of librarianship had long been coordinated in the Republic of China by the Library Association of China with the support and cooperation of the departments of library science and the National Central Library. This involvement in coordination dates back to 1956. It could well be desirable for the departments of library and information science to take a more active role in continuing educa-
tion in Taiwan in view of their role as "gatekeepers" of the profession and as specialists in the process of education. Although this would be a development for the future, once a sound masters degree program is founded, a school, or schools should consider the development of a post-masters, or specialist degree program to provide for the needs of professional librarians who have served in the field for several years and who desire to up-date their training.

The development of a role for employing libraries in continuing education should also be explored. The success of continuing education endeavors often is dependent upon strong support from employers.

The "Library Education and Personnel Utilization" statement of the American Library Association speaks clearly to these matters in its statements 33 and 35:

"33. Continuing Education is essential for all library personnel, professional and supportive, whether they remain within a position category of are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools.

"35. Library administrators must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for the continuing education of their staffs."\(^9\)

The question of who in the schools does the work of curriculum revision was also addressed by the survey. In almost all cases, respondents answered that the work of curriculum revision was done by a faculty committee, with the department chairman acting as a coordinator and making a final decision on curricular questions within the limits set up by the compulsory requirements of the Ministry of Education. There is evidently a substantial amount of faculty involvement in curricular change in library and
information science education programs in the Republic of China, a situation which is in consonance with accepted standards and practice in the west.

The picture painted above is one of an educational community which is alert to the need for change while safeguarding the strengths of the past and which is struggling to achieve a balance between these two poles. Beyond this assembled survey data and any implied recommendations for change is the apparent need for action in government circles to up-grade the status of librarians in Taiwan through both opening up the job market for qualified graduates of the schools and ensuring that only those who demonstrate professional competency are employed in professional positions. This would imply government action to promote higher salaries for librarians and greater support for library services in general. Without such support, the attainment of greater strength in the area of professional education for librarianship is doubtful. The library education community of the Republic of China is to be commended for its strenous endeavors to provide a quality professional education for their students and practitioners and it is hoped that they will be able to achieve the further support necessary to advance to a higher level of service.

References

7. Standards, Page 5.

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