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## How Do We Integrate Guidance on Reading and Instruction on Information Use?

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### ***Abstract***

*In this study, the author introduces the history of the development of the philosophy of the school library in occupied Japan after the WW II. The cultural sense of viewing libraries as supporting reading is so strong in Japan that even when the school library philosophy was first developed with direction and guidance from American librarians during the occupation, it was maintained. It is an old and new question for Japanese that learning from world trends and our past experience, how we can balance the two pillars of the school library and have a strong theory base?*

## Introduction

In this study, the author examines the history of the development of the philosophy of the school library and its expected educational functions in the early post-war period of Japan, based on original published research (Nakamura, 2002, 2004, and 2005). Drawing on historical events, the author will explore how we develop the philosophy and public expectations in each of our countries, integrating discussions based locally and internationally.

The philosophy of the school library in Japan developed first after WW II, under the General Headquarters, Supreme Commander of the Allied Powers (GHQ/SCAP) occupation is examined. The Japanese present school system is based on that created when the Fundamental Law of Education and the School Education Law were enacted during the occupation era, in March 1947. The school system includes elementary schools of 6 years, junior high schools of 3 years, and high schools of 3 years etc, of which the first two schools are compulsory. The idea of “school libraries” exclusively used for these types of schools and special schools for each level was formally established when the School Library Law was enacted in August 1953.

The philosophy of the school library was shown to the public first in a book published in December 1948 by the former *Monbusho* (Ministry of Education) and as a standard proposed by an advisory committee for the Minister (*Monbu Daijin*). It was theoretically and practically the first philosophy and starting point for school libraries in Japan after the War. The philosophy probably has had influence on Japanese school libraries. Since it was developed during the occupation period, and all of the related officials of the Civil Information and Education Section (CIE) of the GHQ/SCAP side were Americans, its development was supposed to be influenced by that country’s experience. Therefore, in this study, examination will focus on the influences on the philosophy from both the American officials and the Japanese people.

### The Process of Editing the School Library Handbook 1947 (*Gakko Toshokan no Tebiki*) and Developing the School Library Standard (*Gakko Toshokan Kijun*) 1949

In the spring of 1947, for about three month until May, Mae I Graham, a school library consultant visited Japan to work officially in the CIE of the GHQ/SCAP. Editing of a handbook on the school library had already been started inside *Monbusho*. Tsunenobu Fukagawa, an official at *Monbusho*, Shuko Kato, a librarian at the former Imperial Library, Ichiro Sakamoto, a professor at Tokyo First Normal School, and Michio Namekawa, a teacher at Seikei Elementary School were main collaborators of *Monbusho* and the CIE, through the interviews by CIE officials including Graham and Philip O. Keeney, the first library officer of the CIE. The editorial committee for a handbook on the Management of School Libraries (called “*Gakko Toshokan (shitsu) Unei no Tebiki*” *Henshu Iinka*), consisting of 20 Japanese teachers and librarians including the four mentioned above, was established by *Monbusho*. The establishment of such a committee focusing on the school library was a first in the Japanese history. The handbook was written mainly by the five Japanese, Kato, Sakamoto, Namekawa, Fukagawa and Yoshio Toriu, a teacher at Kamiitabashi Junior High School. The manuscripts were all translated into English and Graham and Paul J. Burnette, the second library officer of the CIE, looked through the translation and gave directions and instructions to the Japanese. The views of the American officials often influenced the editing work. Several English books on school libraries were delivered to of the Japanese authors. According to the words of Kato and a few other historical documents, the manuscripts of the handbook were consolidated in the early fall of 1948, however, because of many problems in early post-war Japan, including the replacement of the library officers from in CIE and the shortage of paper, the publication of the *School Library Handbook (Gakko Toshokan no*

*Tebiki*) was delayed until December 1948.

As soon as the editing work was complete, the Japanese became interested in school libraries and recognized the need for their continuing promotion. They insisted on creating an official organization, possibly inside *Monbusho*. The School Library Committee was established as an advisory committee to the Minister. 31 Japanese teachers and librarians were assembled and 13 *Monbusho* officials joined the discussion and the operation of the committee. For one year, they worked on developing the School Library Standard (*Gakko Toshokan Kijun*) and handed in to the Minister in August 1949. In the process of the development, there no evidence has been found of the directions and instructions given by the CIE officials, nor any influence on the development process. The second library officer, Burnette attended its meetings and when he was absent from the meetings, he received reports so he could follow the committee's work, but most of the activities of the committee were done by Japanese. However, according to several historical papers found in Japan, some controversies emerged among Japanese committee members, including ones related to the system of the school library personnel. Reconciling different opinions took significant time, and Toriu of Kamiitabashi Junior High School often showed leadership. In developing the standard, a survey was conducted to collect data and views about school libraries. The committee tried to reflect this in the standard. The *School Library Handbook*, American standards and some other American materials were also referred to Japanese committee members.

### An Examination of the Origin of the School Library Philosophy in the Post-war Japan: Combining the American and Japanese Theories

From examination of the contents of the drafts of *School Library Handbook* published in 1947 (for the table of contents of the published handbook, see Figure 1) and the School Library Standard proposed in 1949, discussed above, it became clear that the philosophy shown in those publications were a product of the collaboration of Japanese and American officials. Each brought their own experience, and made decisions on how to create the new philosophy of the school library for post-war Japan.

Foreword
Chapter 1: The Significance and the role of the school library in the new education
Chapter 2: Compositions of the school library
Section 1: Standard of the setting
Section 2: The school library and principles, teachers students, and the administrative and supportive organizations
Chapter 3: Organization of the school library
Section 1: Book selection
Section 2: Acquisition and withdrawal of books
Section 3: Organizing and cataloging books
Section 4: Accession styles to books and reading consultations
Section 5: The construction, equipments, and sanitary affairs of the school library
Section 6: The figure of books and their treatments
Section 7: Reports, statistics and the research of reading
Chapter 4: Operation of the school library
Section 1: Constituents and activities of the student committee of books
Section 2: Instruction in the use of books and libraries
Section 3: Providing the reading guidance
Section 4: Using display resources and appreciation resources
Section 5: Instruction in the classroom book collection
Section 6: Holding meetings for readings and presentations and promotion of reading
Section 7: Communication with families and P.T.A. etc.
Section 8: Communication between school libraries and public libraries
Section 9: Adding books and the problem of the cost of books
Chapter 5: Examprary learning activities centering the school library and its evaluation
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Figure 1. Table of contents of School Library Handbook 1948.

The major influences from the American side were the development of the national standard (the development of the School Library Standard itself); significant emphasis on “instruction in the use of books and libraries”; and the idea of the allocation of the librarian (*shisho*) into schools and their training. These all were achieved in the United States before the war, and it can be said they were the achievements of American school librarianship at that point. On the other hand, many other factors were chosen by Japanese committee members to be continuous ones from Japanese pre-war practices. Those judgments seem to be mainly based on the pre-war experiences of the Japanese teachers and librarians participating the process of the development of the philosophy, especially, Namekawa at the elementary level, Toriu at the junior high level, Sakamoto as a scholar, and Kato as a librarian. The following ideas were originally built into the philosophy as important factors of the philosophy: *toshō iin* meaning “student committee of books; *dokusho shido* meaning “reading guidance”; *gakkyu bunko* meaning classroom book collection; *dokusho kai* and *happyo kai* meaning meetings for reading and presentations; *dokusho kurabu* meaning reading clubs, and as Kato insisted, the principles and methods of the library management and the organization of the library collection in public libraries were introduced into school libraries, which led to the Nippon Decimal Classification (NDC) system in Japanese school libraries. Although we see similar practices of most of them in the United States, even at that present time, they are different in some ways probably because of the cultural differences or the difference of the school systems. As discussed above, they were all included based on the experiences of the Japanese people involved in the development process, not due to American influences.

The first Japanese philosophy of the school library was developed in the occupation era, several experienced Japanese librarians and teachers were involved in the process of its development after examination by the American side. Several American officials involved in the process gave directions and instructions, and several American books and resources were given to Japanese, but the directions, instructions, books and resources were only partly adopted. Generally, Japanese tried to follow the directions and instructions and seemed willing to refer to and learn from the English books, but they also tried to reflect their own experiences from before the war.

### Looking More into the Educational Missions of the School Library in the Philosophy: The Instruction in the Use of Books and Libraries and the Dokusho Shido

When they explored the new ideal education for post-war Japan, the importance of the school library was emphasized by the American officials and the philosophy of the school library was developed as introduced above. At the point, according to the School Library Handbook 1948, the educational missions of the school library were the instruction in the use of books and libraries and activities for promoting reading, such as dokusho shido (see Figure 1). As discussed above, the first one was introduced from the U.S. and the latter is emphasized based on Japanese experiences in the pre-war era.

The following five American books were referred under the occupation, according to Namekawa, Sakamoto and Fukagawa: Missouri Secondary School Library Handbook (Missouri Secondary School Library Handbook Production Committee, 1941); Teacher Librarians' Handbook (Douglas, 1941); North Carolina School Library Handbook (Douglas, 1942); School Libraries for Today and Tomorrow (Committees on Post-War Planning of the ALA, DLCY and AASL, 1945); The Library in the School (Fargo, 1947). Among those books, Teacher Librarians' Handbook and North Carolina School Library Handbook only had chapters on the instruction in the use of books and libraries. (In the first book, "VI. Instruction in the Use of Books and Libraries," and in the latter, "VII. Lessons on the Use of the Library"). The idea of the needs of instruction in the use of books and libraries were translated and introduced in Japan in the 1920s in a professional magazine for librarians, but they were very much translations and had not been well understood by the Japanese public. However, under the occupation, more information on instruction in the use of books and libraries were delivered to Japan. Japanese eagerness was shown in the first School Library Standard of 1949. The basic framework of the School Library Standard was Foreword; (1) Fundamental principles; (2) Books and resources; (3) Building and facilities; (4) Budget; (5) Organization of the human resources; (6) Operation; Postscript; and Recommendations and it consisted of two sentences of the Foreword, thirteen standards on (2), six on (3), two on (4), six on (5), six on (6), and two sentences of the Postscript and eight Recommendations. In the (5) Organization of the human resources, there was a standard saying "(5) The shisho-kyoyu (literally meaning librarian-teachers) gives instruction on the use of books and libraries, which is the only educational mission of the personnel mentioned in the Standard, indicating it was considered the most important educational mission of the personnel (and probably of the school library) at that point in 1949.

On the other hand, probably most expectations of Japanese of the library have been historically in supporting and promoting reading. Namekawa was very enthusiastic about the reading promotion in his elementary schools, as well as composition writing instruction and he had been very famous for those teaching practices, even before the war. Sakamoto was one of the few scholars whose research focused on reading in the method of education psychology. While not mentioned in the American books, reading guidance was mentioned

within instruction in the use of books and libraries in several sections of the 1948 School Library Handbook.

Based on this examination, it can be seen that Japanese tried to adopt the American idea of the instruction in the use of books and libraries but also thought it important to emphasize the importance of reading promotion and guidance in the school library.

### For the Future: How Can We Integrate the Theories Locally and Internationally Developed?

Libraries are a cultural phenomenon and we can find school libraries worldwide. Although the phenomenon of the school library and its style is different in each country and region (Lowrie & Nagakura, 1991), school libraries are influenced by each other through international organizations etc. (Knuth, 1995, 1996, 1996, and 1997).

In Japan, under the GHQ/SCAP occupation, the American influence was important, when Japanese developed the first philosophy of the school library in the post-war Japan. At that time, regarding the educational mission of the school library, it was a challenge to integrate the good points from both sides. However, since it might be said that the idea of the school library was so new and the work of developing the first Japanese philosophy was undertaken in a time of relative confusion, the examination of the American philosophy was not sufficient and the developed philosophy became confusing. The educational activities of reading promotion and guidance should not be understood as those included in the instruction in the use of books and libraries.

In recent decades, American school librarianship focuses on information literacy and the mission of the school library and its personnel also focus on it, as seen such as in the Information Power: Building Partnership for Learning (AASL and AECT, 1992.). For example, the Chapter 2 is “Information Literacy Standards for Student Learning” and it includes standards on reading promotion and guidance from the eyes of Japanese, which are such as Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expression of information. Should it be understood that the American school librarianship has kept a judgment or an understanding that both the instruction in the use of books and libraries and the information literacy instruction include the reading promotion and guidance?

It seems that the Japanese people do not think it is feasible to throw away the word of *dokusho shido* (reading guidance) for information literacy instruction, although many American books and scholarly works on information literacy have been introduced in Japan in these decades. But more public movements have been occurred supporting the educational mission of reading promotion using school libraries. There are two bills mentioning the importance of libraries in reading: the Promotion of Children's Reading Activities Act (*kodomo no dokusho katsudo suishin ni kansuru horitsu*) was promulgated in 2001 and the Promotion of the culture of Letters and Characters Act (*moji katsuji bunka shinko ho*) was promulgated in 2005.

How do we balance or integrate guidance on reading and instruction on information use? This seems an old and new question for Japanese and this is an issue of international cultural adaptation and the pursuit of their own cultural sense of value. But, not only that, some Americans also are interested in the balance, as expressed in an article by Loertscher and Woolls in *Knowledge Quest* (1999). They raised the question “how will we set priorities for building readers and education information-literate learners?” We all agree on the importance of information literacy in this age of the information explosion, and it may be a strategically good judgment to hold up one mission “information literacy.” However, the Japanese original traditional cultural sense of value and cultural background of reading, the school education,

and the libraries are so strong it is required not to integrate but to balance those education missions and build an original and new theory for Japanese school libraries.

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