

# Chapter 6

## Library Education and Librarianship in Japan and the Philippines

**Alicia Chavarria Esguerra**

 <https://orcid.org/0000-0002-7121-5207>

*Bulacan State University, Philippines*

### **ABSTRACT**

*This chapter presents the development of library education and librarianship in Japan and the Philippines, two countries whose modern library development was influenced by and patterned after American librarianship and library education system. Extant archival documents and current literature about Japanese librarianship in the English language were the primary sources of information presented in this chapter, as well as interviews with library educators from Tenri University, Doshisha University, Tsurumi University, Keio University, and University of Tsukuba and some key officials of the Japan Library Association. Research instruments include semi-structured interview questions for the respondents. Qualitative data from the available literature and supplementary interviews were analyzed and presented in detail.*

### **INTRODUCTION**

Japan and the Philippines are two countries in the Asia-Pacific Region whose modern library development was influenced and patterned after American librarianship and library education system. Education and training for librarians in both countries commenced during the early part of the 20th century prior to the Second World War.

DOI: 10.4018/978-1-7998-2273-8.ch006

According to Lohrer and Jackson (1959, p. 245), the United States' influence in the government affairs in both Japan and the Philippines soon after the Second World War, was a factor in the development of libraries and librarianship patterned after the American system. Literature is replete with evidences that prior to the Second World War, going back to the latter part of the 19th century and the beginning of the 20th century, American librarianship's influence to Japan, and direct impact to the Philippines were already evident. From this similar beginning, library education and practice in both countries evolved and developed into unique systems, different from each other and from the root from which they originated. Nemoto (2015, p. 54) noted that despite American influence, Japanese librarianship has changed since the Occupation ended and developed into a model uniquely their own. The same is true with the Philippines that, though the concept of librarianship and library education were introduced by the early American pioneers, has veered towards a particular system adapted to the national context.

This chapter attempts to seek answers to three questions. First, how did American librarianship influence the library education and practices of Japan and the Philippines during the early part of twentieth century? Second, how did Japanese and Philippine librarianship develop from the end of nineteenth century up to present? Finally, what is the current status of library education and practices in both countries? Answers to these questions might give light to better understanding of the library education and practices in these two representative countries from the Asia Pacific region.

## **DEVELOPMENT OF LIBRARY EDUCATION IN JAPAN**

The influence of American librarianship in Japan can be traced earlier than the founding of the Japan Library School in 1951, to the latter part of the 19th century when notable educators, scholars and statesmen took interest in the concept of librarianship in Europe and the United States, travelled there to observe and learn, and adopted the system and philosophy upon their return. This was during the Meiji era (1868-1912) when Japan opened her doors to western thoughts and ideas after shunning international cultural exchanges for centuries (Sawamoto, 1963). Notable among these scholars were Yukichi Fukusawa, founder of Keio University who visited America in 1860; Siichi Tejima, the “foster father of modern Japanese librarianship” who travelled to the United States in 1870; Fujimaro Tanaka, Minister of Education who visited the US together with Ambassador Iwakura in 1873; Inaki Tanaka who studied librarianship in the US and Europe, and succeeded Tejima as chief of the Tokyo Library, among others (Gitler, 1963; Suzuki & Suzuki, 1981; Welch, 1997). Indeed, the influence of United States to Japanese librarianship was duly acknowledged that Kiichi Matsumoto, then director of the Imperial Library

25 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/library-education-and-librarianship-in-japan-and-the-philippines/251996](http://www.igi-global.com/chapter/library-education-and-librarianship-in-japan-and-the-philippines/251996)

## Related Content

---

### Lessons Learned from a Course Management System Review at the University of Florida

Tawnya Means, Douglas Johnson and Randy Graff (2013). *Learning Management Systems and Instructional Design: Best Practices in Online Education* (pp. 55-71). [www.irma-international.org/chapter/lessons-learned-course-management-system/76184](http://www.irma-international.org/chapter/lessons-learned-course-management-system/76184)

### A Research of Employing Cognitive Load Theory in Science Education via Web-Pages

Yuan-Cheng Lin, Ming-Hsun Shen and Chia-Ju Liu (2014). *International Journal of Online Pedagogy and Course Design* (pp. 19-34). [www.irma-international.org/article/a-research-of-employing-cognitive-load-theory-in-science-education-via-web-pages/114994](http://www.irma-international.org/article/a-research-of-employing-cognitive-load-theory-in-science-education-via-web-pages/114994)

### The Respective Roles of Broad and Deep Research in Instructional Design and Development Work

Shalin Hai-Jew (2020). *Form, Function, and Style in Instructional Design: Emerging Research and Opportunities* (pp. 168-182). [www.irma-international.org/chapter/the-respective-roles-of-broad-and-deep-research-in-instructional-design-and-development-work/236781](http://www.irma-international.org/chapter/the-respective-roles-of-broad-and-deep-research-in-instructional-design-and-development-work/236781)

### An Action Research: Application of a Three-Way Multimedia Blended Learning in a Second Language Acquisition and Development Course

Chih-Feng Chien and Zahra Moghadasian (2012). *International Journal of Online Pedagogy and Course Design* (pp. 1-19). [www.irma-international.org/article/action-research-application-three-way/74170](http://www.irma-international.org/article/action-research-application-three-way/74170)

### Teaching Virtually: Strategies and Challenges in the 21st Century Online Classroom

Leanna Archambault (2014). *International Journal of Online Pedagogy and Course Design* (pp. 1-15). [www.irma-international.org/article/teaching-virtually/106812](http://www.irma-international.org/article/teaching-virtually/106812)