

# WORLD LIBRARIANSHIP

A Comparative Study

RICHARD  
KRZYS

•

GASTON  
LITTON

# **WORLD LIBRARIANSHIP**

## **BOOKS IN LIBRARY AND INFORMATION SCIENCE**

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# **WORLD LIBRARIANSHIP**

**A COMPARATIVE STUDY**

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**Dedicated to the memory of Dr. Louis Shores and to Mrs. Gerry Shores who throughout their careers were ambassadors-at-large of world librarianship.**

**It is by comparison that  
judgments are made possible.**

Leopold Stokowski

## Foreword

The enormously high speed of change in all areas of human activity, the main characteristic of our time, has had its impact on the development of librarianship by giving rise to many new elements. The most significant are the gradual acceptance of librarianship as a profession and the inevitable integration of library science as a full and equal branch of the social sciences.

Many factors have helped to accelerate these processes: the pressure of growing demands of library users, extensive progress in automation, the inspiring rivalry of a new cognate discipline—information science—the increase in international contacts, and the infusion of new research methods, borrowed and adopted from other fields of knowledge.

The present state of development of both the sciences and humanities is characterized by integration of knowledge and interdisciplinary cooperation among their researchers. These most fruitful processes have strongly influenced the field of library theory. Also due to these processes, library science has been enriched by new fields of research, among which is comparative study in librarianship.

As indicated by Drs. Richard Krzys and Gaston Litton, the principal researchers of this study, increasing of information in our profession through contacts among practitioners of various nations of the world has played the role of a catalyst by adding an international dimension to the profession and helping to raise comparative study in our profession from the level of “semiconscious” use to the level of serious scientific research that the authors have designated as world study in librarianship.

This book, yet another link in that chain of development, introduces the concept of world study in librarianship and places it over the field of international and comparative study in librarianship. Chapter 1 discusses some theoretical aspects of the new field and while introducing it, traces its development. Chapter 2 discusses the general research methodology of the field, and Chapter 3 explains the specific research design underlying this study. Then the bulk of the work presents a comparative study of the profession, including its history and interpretation as well as a juxtaposition and comparison of variants of professional practice throughout the world. The final part introduces two original concepts; they are *metalibrarianship*, a term by which Krzys and Litton identify the philosophy and theory of world librarianship, and, finally, the concept of *global librarianship*, which the principal authors define as “that phase of library develop-

ment to be characterized by decision making for the purpose of satisfying humanity's information needs rather than purely regional or national needs." The authors even go beyond that topic at the close of their book. But rather than reveal that intriguing idea here, I shall leave it for the reader to discover.

It may well happen that the concepts introduced or reinterpreted here by the main authors will meet with a controversial response from readers. Such is the present level of development of library science that we are still "searching for the truth," attempting to formulate definitions, and reach common understanding of basic concepts, processes which are indispensable—in fact, most important—in the molding of any complex human knowledge into a separate discipline.

Only experienced researchers and mature students will fully appreciate what the editors and their research associates have accomplished here. In making a first attempt at total analysis of our profession, they have achieved the research equivalent of Magellan's circumnavigating the globe. Fortunately, our collaborators have emerged with a happier fate than befell the sixteenth century Portuguese navigator and his crew!

Librarians and library educators have long hoped for a monograph that would survey our profession throughout the world, but some have considered even entertaining that hope as "to dream the impossible dream." Krzys and Litton have brought us a step closer to realizing that dream by designing *World Librarianship* as a comparative study of librarianship on the five continents written by resident researchers. Also, they have developed content for a new course in the library school curriculum—World Librarianship—and simultaneously created a new body of knowledge within library science. In doing so, Krzys and Litton have supplied the library educator's "missing link," bridging the gap between the study of librarianship per se and the research course of international and comparative study of the profession. In this regard *World Librarianship* contributes to the substantive and theoretical bases of library science as a whole.

In conclusion, the value of this book seems to be even greater. We live in a time when significant efforts are made by different countries, nations, and peoples toward better understanding of each other, in the knowledge that mutual understanding is the most important condition for maintaining peace in the world. As technology acts as a cultural eraser, librarianship serves an increasingly important role, bringing together the records of the best achievements of humanity and the individual human being, thus helping to establish better understanding among people. In this respect our profession may be considered one of the "peace-keeping tools." And, surely, world study in librarianship as a field will prove to be one of the most important parts of that tool.

Because I found *World Librarianship* a fascinating book and consider it indispensable for understanding the state of the art of our profession, I urge that it be read by my colleagues, individuals involved in library planning, and serious students of our profession throughout the world. I hope that this book will help them in their attempt not only to formulate common concepts of library science, but also to achieve better knowledge of each other, and through it to be increasingly successful in attaining the common and peaceful goals to which our profession is dedicated.

**Natalia Tyulina**  
**Moscow, USSR**

## Preface

Shortly following the close of World War II in 1945, librarianship progressively became an international profession as evidenced by the ever-increasing cross-national contacts among its practitioners. Today, as this process continues, librarians throughout the world are involved in multinational cooperation to achieve effective information networks, shared cataloging, and eventual universal bibliographic control. Judging from these trends, we predict a converging of the varying library practices throughout the world into a global librarianship within the next century. Despite these activities and tendencies, with the exception of the present work, no introductory textbook in librarianship is predicated throughout on the assumption that librarianship today is a world phenomenon.

It is in this spirit of ecumenism that we offer *World Librarianship* as a comparative study of librarianship on the five continents. Designed with the purpose of serving as an introductory and comparative textbook, this book offers the student, practitioner, or interested layman a comprehensive overview of the world aspects of our profession—its constituent elements, for example a description of its diverse philosophies and services. The goal of this book is to expand the readers' perception of librarianship from an activity practiced within the confines of a library to a profession serving people throughout the world.

"How," the reader may logically ask, "can two researchers presume to be sufficiently acquainted with so vast a subject as to be able to describe and interpret its worldwide significance?" Accepting the premise that no one or even two individuals could possibly possess such comprehensive knowledge, we invited highly respected researchers from around the world to write area studies describing the current status of the profession in the various regions of the world. Although not presented in this book, the area studies provided Krzys and Litton the data for their comparative study. As the reader will note, most of the specialists represented in this book live in the geographical area whose librarianship they describe. To assure the necessary degree of comparability throughout, each chapter was produced in conformity with a common outline devised by Drs. Richard Krzys and Gaston Litton. Our purpose in writing *World Librarianship* will perhaps be clearer through relating an anecdote about a great researcher of this century.

Albert Einstein, accompanied by his wife, visited Mount Palomar where the observatory's director proudly showed the couple through the huge installation. "What do you intend to do with this giant telescope?" asked Mrs. Einstein. Disarmed by the simple directness of her question, the director paused for a thought-

ful moment and improvised, "We're trying to figure out the size of the universe." "That's all?," questioned Mrs. Einstein incredulously. "My Albert does that on the back of an envelope."

We, too, may be said to be trying to determine the size of a universe—the universe of graphic records and those who work with them. To measure it we use a composite research methodology, combining elements of the area study, descriptive survey, and the comparative study. Incidentally, it was also on the back of an envelope where the dimensions of this work were first sketched, but that event figures slightly later in our story.

Since 1954, when the term "comparative librarianship" first appeared in print, writers in the broader field of world study in librarianship have generally produced area studies that have been more impressionistic than analytical; and few genuine comparative studies are to be found in the literature of librarianship. Having discovered that students of our profession for the most part are unable to produce comparative studies of genuine research value, we attribute this situation partly to inadequate training in research methodology and partly to a deficiency in our professional literature, which until the appearance of this book, had not provided an analysis of world library development. This textbook is the first attempt to supply that basic need.

The practical background for this book was gathered by Krzys and Litton through international experience. Krzys began his doctoral study in library science under the august guidance of Dr. Jesse Shera, Dean of the School of Library Science of Case Western Reserve University. As a Fulbright scholar, Krzys was able in 1960 to broaden his perspective of librarianship through international study in Colombia, South America. There he met Dr. Gaston Litton, an American librarian and library educator with approximately four decades of international experience throughout Latin America, where he has been devoted to various phases of library development.

Inspiration for this book can be traced to 1965, when Dr. Louis Shores, then Dean of the School of Library Science at Florida State University, invited Dr. Richard Krzys to join his faculty. While on a student-faculty outing, Dr. Shores in a characteristically ebullient mood suggested that Krzys teach a new subject then called "Comparative Librarianship." Pulling an envelope from his pocket, Dean Shores sketched with almost Grecian simplicity, in the small space available, an outline he proposed that his new instructor follow in development of the course. Basically, it was an area study approach, proceeding geographically continent by continent.

As a tribute to Dean Shores's insight and erudition, it should be stated for the records that his few seconds of sketching that day provided the research parameters for this study which have taken an international team of researchers several years to carry out. In retrospect, we can observe that based on our teaching experience Dr. Shores's proposed geographical approach to world librarianship has proved to be both eminently practical and pedagogically sound. Its practicality has been demonstrated on countless occasions when beginning students of world librarianship state, usually during their first session of the course, that they are "especially interested in studying librarianship in Africa, Asia, or Latin America;" its pedagogical soundness rests on the study procedure's progressing from the

familiar to the unfamiliar, in other words progressing from the geographical frame of reference in Chapters 4 and 5 to concepts involving in Chapters 6 and 7, for example "librarianship in developing nations," "countries of the third world," or "the correlations between population density and the number of libraries in given countries." As the students proceed from the familiar and simple geographical concept to the unfamiliar and more complex multidimensional concept, the instructor is convinced empirically of the inherent pedagogical soundness of Dr. Shores's proposed geographical approach to world study in librarianship.

We believe that world study in librarianship, of which international and comparative study are components, has a definite scope and content. For the introductory course in the field, which we call World Librarianship, we specify as essential a rudimentary knowledge of librarianship, its diverse philosophies and services in all parts of the world, presented in an introductory textbook in the form of a comparative study. Combining these two elements—rudiments and comparisons—we have in collaboration with our distinguished research associates written an introductory textbook analyzing the worldwide aspects of our profession; this work may thus properly be called *World Librarianship*. Advanced courses in this field should be methodologically oriented for the purpose of producing true research studies. Beyond these offerings, specialized courses should be devoted to area study, for example African librarianship, or to aspects, like comparative library education.

*World Librarianship*, the first attempt to produce a total analysis of librarianship, will doubtless provoke discussion and controversy, if we may judge from the occasional disagreements expressed by various persons during the conception and gestation of this work. Any resultant dialog which may appear in the professional literature following the publication of *World Librarianship*, should benefit the present writers in their preparation of any revision and subsequent editions of this work which may be requested.

Usually, a preface closes with acknowledgments. So extensive is the list of the individuals who have contributed to this book that we include them in a separate Acknowledgments section. Without their assistance *World Librarianship* would probably still be some doodlings on the back of an envelope.

**Richard Krzys**

**Gaston Litton**

## Acknowledgments

The publication of *World Librarianship* represents for its principal researchers, Drs. Richard Krzys and Gaston Litton, an odyssey through the profession's most fascinating concepts. Now that our voyage is completed, our reluctance to disembark allows us time to thank our associates for the research "first" for circumnavigating world librarianship.

We owe the inspiration for this study to the late American educator and encyclopedist, Dr. Louis Shores. Although our research methodology is theoretically different from that espoused by Shores for the investigation of problems in world librarianship, we have devoted ten years of labor to this study with the hope that our result might be worthy of the book's inspirer.

A debt of gratitude is owed to our research associates for their original area studies that provided the data for our comparative study that follows. They, and the areas that they described, are as follows:

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Students and researchers from around the world have made useful comments as the numerous drafts of the manuscript were tested in the classes of Richard Krzys in the School of Library and Information Science at the University of Pittsburgh.

No one at the school was more interested in the progress of the manuscript than Mr. Grant Lee and Mrs. Gertrude Mazefsky. Fortunately we have benefitted from the assistance of two excellent typists, Mrs. Susan Gray and Mrs. Alyce Patterson.

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*Richard Krzys and Gaston Litton*

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**WORLD  
LIBRARIANSHIP**

# **PHILOSOPHY AND THEORY**

## World Study in Librarianship

Richard Krzys and Gaston Litton

Librarianship during the twentieth century has experienced a growth which truly can be called phenomenal. Aiding humanity in its search for truth, which remains the basic function of librarians, has expanded from interpretation of graphic records in one isolated library to greatly expanded and highly integrated information networks, involving first municipal, then national, and now international participants. This expansion of librarianship has been paralleled by a corresponding deepening, diversification, and growth in the theory of library science, and the discipline has been enlarged during the present century by various new branches which have burgeoned from the main trunk of librarianship. Currently prominent among them is an offshoot which we identify as world study in librarianship.

### DEFINITIONS AND PURPOSES

To gain a clearer understanding of the nature of world study in librarianship requires comprehending definitions of its basic terminology. We define world librarianship as the abstraction referring to the status of the profession in all parts of the world during a specified period of time. That period may be the present or a retrospective era. As we examine that abstraction through investigating its aspects for the purpose of formulating a *metalibrarianship*, the philosophy and theory underlying the practice of librarianship throughout the world, we are engaged in world *study* in librarianship. Our description will attempt to

# 2

## Research Methodology: A General Discussion

Richard Krzys

### HISTORICAL OVERVIEW

Since earliest antiquity, librarians have attempted to formulate principles and refine techniques involved in providing ever-improving information services to their communities. Centuries after ancient scribes in Mesopotamia, Egypt, and China first sought improved bibliographic techniques, librarians have continued to attempt to compile more effective catalogs and have searched for methods of improving technical and reader services. Solutions to these and other age-old problems of librarianship have been derived from five sources: (1) authority, (2) personal experience, (3) deductive reasoning, (4) inductive reasoning, and (5) scientific method.<sup>1</sup>

Research in world study in librarianship may be divided into three categories: (1) area studies, (2) case studies, and (3) total analyses. Research in international study takes the form of case studies; for example, an investigation into library cooperation between Canada and the United States or a study of exchange of library personnel between the Soviet Union and the United States. Research in comparative study may be divided into the same three categories. Although purists will maintain that area studies (e.g., a study of librarianship in Denmark or an interpretation of librarianship in Asia) are not comparative,

This chapter is a modification of an article which the author wrote for the Encyclopedia of Library and Information Science (ELIS). The present version represents a maturation of the concepts introduced originally in ELIS.

# 3

## The Research Methodology Underlying this Study

Richard Krzys and Gaston Litton

### OBJECTIVES OF WORLD STUDY IN LIBRARIANSHIP

To maximize the benefits of our study, it is important that students and instructors clearly define their objectives. Ideally, these statements of anticipated behavioral outcomes should be decided upon through a consensus of participants during the early sessions of the course.

As a starter to discussion for achieving the desired consensus, we propose as suggestions eight tentative objectives: (1) to analyze the nature of librarianship, (2) to compare its processes within the same country, (3) to compare them in various regions of the world, (4) to formulate generalizations about world librarianship, (5) to explore possibilities for application of "lessons of world librarianship" to a particular professional problem, (6) to afford students an opportunity to discuss with their colleagues from abroad the library situations in their countries, (7) to provide the background information about practicing librarianship there, and (8) to formulate suggestions for developing a global librarianship, that phase of library development to be characterized by decision-making for the purpose of satisfying humanity's information needs rather than purely regional or national needs. These objectives are intended, of course, only as suggestions. Readers of this book may wish to devise their own objectives. For illustrations of each type of objective suggested here, see Table 3.1.

## **THE STUDY**

# 4

## The Historical Bases of World Librarianship

Richard Krzys, Gaston Litton,  
and Area Research Associates

### A PRELIMINARY OVERVIEW

It is since man became literate that we are concerned in world librarianship. Our study begins properly after man had started to record his thoughts, actions, aspirations, and ideals, and when he had decided to organize his graphic records for referral and dissemination, as he understood those activities at that time.

By roughly 3000 B.C. the documentation of man's existence became of increasing importance to him, and as he collected it, its volume increased in size and importance. Thus ancient man found it necessary to create archives alongside his temples of worship and in the palaces of kings, their contents being religious first, and governmental thereafter. Later, the contents and work of the archives began to be shared with a related agency, the library, the division between the two being at first unclear and even today overlapping and confusing.

Man's first writing materials were made from commodities that were found in abundance in a region—papyrus in the Nile Valley and clay in the Mesopotamian Valley. These materials were often so perishable that, except for clay tablets, few specimens are extant. Then, around A.D. 100, when China made its unique contribution to man's cultural development, in the invention of paper, man was also ready first in the Orient and centuries later in the West with the technology to print from movable type. This happy combination not only facilitated documentation and communication, representing a quantum leap for man on the road to cultural development, but it was also an overpowering force which changed the form, contents, and service previously performed by libraries.

# 5

## Analysis: Worldwide Perspective on the Profession

Richard Krzys, Gaston Litton,  
and Area Research Associates

### MIDDLE EAST

*Richard Krzys*

To begin to comprehend Middle Eastern librarianship, one might compare it to a unique coin. Its shiny observe shows the deeply etched designs of library buildings of the most up-to-date architecture; its dull reverse, seemingly struck by a medieval mint, reveals faint worn outlines of library buildings of the Middle Ages. This juxtaposition is symbolic of Middle Eastern librarianship; its practices appear on the surface to be contemporary, but under scrutiny they reveal a foundation of medieval customs and traditions.

To understand this combination of tendencies, one must be au courant with our profession's state of the art; to comprehend its underlying customs and traditions, one must assimilate the *Koran* and the nature of Islamic cultural institutions dating back to the Middle Ages. Specifically, one should be familiar with the great mosque and university libraries tracing back to the fabulous period of the caliph Harun al-Rashid.

### Characteristics

Middle Eastern library development:

1. A high esteem exists for learning and the book.
2. Its centuries-old tradition of library development tends to delay modernization of services, technology, and techniques.

# 6

## Juxtaposition: Consideration of the Profession's Variants

Richard Krzys and Gaston Litton

Throughout this study we have examined eleven aspects of world librarianship: (1) bibliographic control, (2) legislation, (3) financial support, (4) the profession, (5) practitioners, (6) associations, (7) educational agencies, (8) literature, (9) service agencies, (10) services, and (11) planning. Our study has already examined these aspects through the process of analysis. Now, through juxtaposition, we arrange side by side the variants of the aspects that may occur in the nine geographical areas of the world: (1) Middle East, (2) Central, East, South, and Southeast Asia, (3) Africa, (4) Western Europe, (5) Soviet Union, (6) European Socialist Republics, (7) Latin America, (8) United States and Canada, and (9) Australia, New Zealand, and Oceania. Subsequently, in Chapter 7, we present our comparison.

Here, however, we employ juxtaposition for the purpose of hypothesizing, that is, proposing tentative explanations for the similarities and differences evident in the variants, leading to the formulation of concepts of *metalibrarianship*—a term we devised to denote the philosophy and theory of world librarianship—in terms of hypotheses, theories, and laws. Limitations of our data restrict us to concentrate on *elements* of the topic, in other words a preliminary statement of a body of knowledge that when refined through further tests of validity may become the philosophy and theory of our profession worldwide.

### BIBLIOGRAPHIC CONTROL

As we consider the state of bibliographic control throughout all nine areas of the world, we discover that universal bibliographic control (UBC) is still an

## Comparison: Metalibrarianship—The Philosophy and Theory of World Librarianship

Richard Krzys and Gaston Litton

We present here our comparison in terms of the hypotheses of Chapter 6. Here we endeavor, wherever possible, to assemble the valid definitions and hypotheses into philosophy and theory. Additionally, we identify any of the field's interacting variables and formulate what we call "lessons of world librarianship." To accomplish these operations, we examined the aspects of librarianship in light of seven characteristics: (1) nature, (2) purpose(s), (3) origin, (4) categories, (5) the interacting variable(s), (6) development, and (7) demise. Finally we verbalize the laws of world librarianship that our total analysis has revealed.

### RESEARCH IN WORLD LIBRARIANSHIP

Before leaving this world-wide examination of the profession, we wish to make some further observations regarding its research. We believe that one serious defect exists in the conception of research held by many of our profession's researchers throughout the world. It is their failure to investigate problems in librarianship on a worldwide basis. As we have affirmed in this research study, librarianship is a profession practiced *throughout the world*; therefore, to formulate a philosophical and theoretical body of knowledge regarding the phenomenon, it is necessary to design research studies drawing data from the world population rather than samples from circumscribed areas of the world. Unless the researcher is specifically interested in investigating, let us say, reference practice in Saudi

## CONCLUSIONS

# 8

## Our Professional Destiny: A Global Librarianship

Richard Krzys and Gaston Litton

The efforts and tendencies toward international standardization and cooperation presage a global librarianship, which we defined earlier in our study as that phase of our profession's development to be characterized by its decision-making to be made in terms of satisfying humanity's bibliographic and information needs rather than purely regional or national needs. In terms of the aspects of our profession previously examined, what deeper meaning does this concept have, and what are its purposes?

### NATURE AND PURPOSES OF A GLOBAL LIBRARIANSHIP

With the achievement of a global librarianship various significant changes will have occurred in the aspects of our profession. Undoubtedly, the most notable will be the achievement of universal bibliographic control (UBC). Through UBC all publications of every nation will be accurately, rapidly, and continuously recorded through a uniform technique. This technique, as useful as it will be, is merely a means to the end of providing public access, both bibliographic and physical, to the world's documents.

Within each country certainly, or within a world government possibly, legislation will be enacted and enforced that will assure the realization of the constituent elements of a global librarianship; for example, to realize UBC, legislation relating to copyright and depository will have to be enacted and enforced. Similar legislation, relating to the realization of all other aspects of our concept, would also have to be enacted and enforced.

## Appendix

### The International Library Information Center of the University of Pittsburgh\*

The International Library Information Center (ILIC) was established in 1964 at the Graduate School of Library and Information Sciences of the University of Pittsburgh for the purpose of serving information, training, and research functions in international and comparative librarianship. In conformity with the customary developmental pattern of agencies, ILIC's establishment may be attributed to an unanswered need, in this case the necessity for library-related data created by the increased bibliographic activity which occurred in various areas of the globe during the twentieth century. Owing to its position as a world leader in librarianship, the United States sent vast numbers of its librarians to serve professionally in foreign countries; between the years 1900 and 1964, several hundred librarians from the United States had gone abroad as consultants to all types of libraries in various countries, aided their programs of library education, or worked professionally in specific institutions.<sup>1</sup>

Although one could not doubt the considerable international involvement with libraries of professionals from the United States in the 1960s (it was then estimated that 200 librarians and 300 experts in related fields, such as education, literacy, community development, agriculture, and health, left the United States annually on professional assignments involving library development),<sup>2</sup> serious doubts were raised by these professionals and their sponsoring agencies with regard to the actual accomplishments resulting from their efforts. In cases

\*This article originally appeared in the *Encyclopedia of Library and Information Science*.

where professionals from the United States had been unsuccessful working abroad, their failure was attributed to the following factors: (1) lack of appropriate educational background in international and comparative librarianship; (2) lack of current information on the library situation in the country to be visited; and (3) inadequate understanding of the historical, political, economic, and social factors operating in the country to be visited and their relationship to national library development.

This need for data about the international library scene which existed among librarians and other professionals from the United States represented the smaller part of the information need; far greater was the corresponding need among foreign librarians who visited the United States. As the result of the considerable influence of the library consultants and practitioners from the United States, who were looked at by foreign librarians as models of mature professionalism, the United States had a magnetic attraction for librarians throughout the world; consequently, an estimated 1000 foreign librarians annually came to the United States during the 1960s under the sponsorship of various governmental, international, philanthropic, and professional organizations in order to observe the country's library achievements.<sup>3</sup> In the true spirit of comparative librarianship, they also came in search of and to share solutions to professional problems.

Keenly aware of these information needs and the leadership role which the United States exercised in international librarianship, Dr. Nasser Sharify, then assistant professor in the Graduate School of Library Science, proposed the creation of the International Library Information Center to Dr. Harold Lancour, then the school's dean. Dean Lancour enthusiastically supported the proposal and empowered Dr. Sharify to establish ILIC in January 1964 and to serve as the center's first director. This position has always been a part-time appointment which has been filled by a faculty member of the university's Graduate School of Library and Information Sciences. The International Library Information Center was to serve two major functions: (1) to act as a clearinghouse of data on library development, documentation, and book production and distribution, with regard to both U.S. and overseas resources; and (2) to serve as a training and research center in the field of international librarianship. These functions may be described as follows: The information function is concerned with the systematic gathering of information relating to three principal topics: (1) technical assistance to developing countries, (2) U.S. resources in the library, documentation, and book production fields, and (3) overseas resources in the library, documentation, book production, and distribution fields. Included in the training and research function are four major activities: (1) conducting courses in librarianship and documentation on an international and comparative level; (2) developing a curriculum devoted to the international aspects of librarianship; (3) conducting seminars and institutes to discuss various problems such as those relating to the development of libraries and documentation centers in developing countries, and the education of foreign librarians and documentalists

both in the United States and their home countries; and (4) conducting studies and research in the area of comparative librarianship.<sup>4</sup>

Financial support for the center has come from three sources—institutional funds, philanthropic organizations, and private contributions. Dr. Lancour obtained the initial support of ILIC from the University of Pittsburgh; subsequently, Dr. Sharify obtained a grant from the A. W. Mellon Educational and Charitable Trust for \$18,000, and at the request of Dr. William V. Jackson, ILIC's second director, the Ford Foundation approved the transfer of \$10,600 from a grant which the foundation had made previously to the University of Pittsburgh. In addition, one individual made a contribution to ILIC's support. These sources have all been combined to support ILIC which has no separate budget.

In order to enable ILIC to realize its formation, training, and research functions, the center has maintained a professional staff of a director and librarian, who have been assisted by various part-time employees.

Dr. William Vernon Jackson, the second director of ILIC, was responsible for the organization and growth of the center's collection. Composed mainly of primary source materials useful for international and comparative study in librarianship, and emphasizing library development in countries other than the United States, the collection numbers approximately 22,000 items in 33 languages.<sup>5</sup> It is strongest in materials from Australia, Canada, Great Britain, Pakistan, East and West Germany, and Latin America, reflecting Dr. Jackson's broad interests in the Latin American countries where he travels extensively as a consultant, educator, and researcher. Of major importance are the center's reports and studies, representing the experiences of librarians, educators, and scholars throughout the world. Libraries in 142 countries have generously supplied such primary source material as annual reports and in-house publications; and librarians from the United States, as well as those from other countries, have contributed their reports and surveys. Data on library standards, statistics, and legislation have been furnished by library associations and government agencies. In addition, the collection includes newspaper and journal articles, papers and proceedings of library and documentation conferences, dissertations and reports concerning library and information science abroad, and the publications of libraries and library-related institutions and associations, many from newly established library schools in Africa, Asia, and Latin America. The center holds comprehensive studies in library education, especially from Colombia, France, Great Britain, and Southeast Asia. Holdings are strong in the area of library development and planning and include plans for national library services in many developing countries. Data relating to overseas book and library activities of the U.S. government, such as the Franklin Book Programs and the U.S. Book Exchange, as well as philanthropic and international agencies are acquired. The international scope of its holdings makes ILIC unique.

Bibliographic access of ILIC's collection is facilitated through its card catalog

where a unit card is provided for each item in the collection. Physical access is allowed through placement of all items in pamphlet files in two categories: (1) broad topics related to international library development, for example, education, area studies, book production, literacy, congresses, geographical areas of the world, and foundation reports; and (2) countries of the world, arranged alphabetically from Aden to Zambia. Subject access to materials from individual countries is permitted by a classification scheme which divides countries according to sixteen classes and five subclasses. Material from each country may be classed as follows: (1) background, (2) general, (3) periodicals, (4) publishing and communication, (5) education, (6) library legislation, (7) national libraries, (8) university libraries, (9) public libraries, (10) school libraries, (11) special libraries, (12) USIS libraries, (13) library education, (14) library associations, (15) library meetings, (16) special topics. Where necessary, classes may be subdivided as follows: (1) selection and acquisition, (2) technical services, (3) reader services, (4) administration, (5) systems analysis; for example, reader services in national libraries would be designated as 7.3.

Since ILIC's establishment in 1964, its users have come from countries the world over. The location of the center's collection on the premises of the School of Library and Information Science of the University of Pittsburgh affords its students and faculty a unique opportunity to delve deeply into primary source documents recording the activities of international librarianship and information science. Users with similar interests have come from various areas of the United States. In addition, requests for information come from sectors of the United States having overseas interests related to library development, for example, governmental agencies such as AID and the Peace Corps. Private sectors of the U.S. community who have used ILIC are foundations, programs of international education of universities and other institutions, and special information centers outside of librarianship. But requests for ILIC's data and materials have also originated from points outside the United States; librarians, professionals in related fields, and various types of agencies abroad have benefitted from the center's collection, services, and activities.

The center's activities may be categorized into four main areas: (1) information, (2) briefing, (3) publication, and (4) education. Its information activities involve answering inquiries from anywhere in the world about developments in international librarianship. Through its briefing sessions the center has assisted librarians and information scientists to carry the torch of U.S. expertise to various countries, including Ecuador, Greece, Guatemala, the Crown Colony of Hong Kong, Iran, Israel, Lebanon, Malaysia, Nigeria, Pakistan, the Philippines, South Africa, Taiwan, Thailand, Turkey, and Vietnam.<sup>6</sup> These briefings included not only information on the history of library development and the current conditions of library service in the country to be visited, but also the factors—political, economic, social, and cultural—relevant to national library development. Functioning on the philosophy that comparative librarianship is a two-way

process, ILIC has assisted various governmental, intergovernmental, and private agencies in the preparation of study plans and itineraries for visiting librarians from Australia, Czechoslovakia, Egypt, England, Ghana, India, Indonesia, Israel, Kenya, New Zealand, the Philippines, Venezuela, and Yugoslavia.<sup>7</sup> One publication of the center is the *Foreign Service Directory of American Librarians*, edited by Janet C. Phillips and sponsored jointly by the International Relations Round Table of the American Library Association and the International Library Information Center. This directory lists 1009 individuals from the United States who have undertaken library missions in other countries. ILIC's educational activities have included planning and teaching of courses and conducting an institute related to international and comparative study in librarianship. As faculty members of the Graduate School of Library and Information Sciences of the University of Pittsburgh, the center's directors have taught courses in international library services and resources and Latin American bibliography as well as a seminar in comparative study in librarianship. Upon request from other educational institutions, ILIC has assisted in the planning of courses in these fields by supplying course syllabi. On June 13-16, 1965, in commemoration of the United Nations' International Cooperation Year, and in collaboration with the Office of Cultural and Educational Exchange of the University of Pittsburgh and Regional Council for International Education, the center conducted an institute in international and comparative librarianship with the theme of "The Increasing Responsibility of American College and University Libraries in International Activities." Summarizing the institute, Dr. Nasser Sharify, then ILIC's director, and Mr. Roland Piggford stated the following:

The First Institute on International Comparative Librarianship had as its purpose the examination of the increasing responsibility of the American college and university library in international activities, both at home and abroad: that is, the increase in acquisition activity with regard to overseas material, particularly material in the so-called "exotic" languages, necessary to support expanding language and area study programs at both graduate and undergraduate levels; and the growing involvement of college and university library personnel in the planning, staffing, and executing of technical assistance to libraries in developing countries.

Thirty-three participants represented thirteen academic and research libraries and three large public library systems. Representatives were present from five foreign countries: Brazil, India, Iran, Liberia, and the United Arab Republic.<sup>8</sup>

Dr. Nasser Sharify, then assistant professor in library science and education and director of ILIC, directed the institute. Various speakers participated in the sessions of the institute, including Dr. Harold Lancour, dean of the Graduate School of Library and Information Sciences; Dr. A. C. Van Dusen, vice-chancellor for the professions at the University of Pittsburgh; Dr. Walter Stone, director of libraries at the University of Pittsburgh; Dr. Andrew D. Osborn, professor of

library science, University of Pittsburgh; Dr. Nasser Sharify; Mr. Norman Horrocks of the University of Pittsburgh; Mr. Frank McGowan, librarian of the Graduate School of Public and International Affairs, University of Pittsburgh; Dr. Jay E. Daily, then consulting librarian for the Franklin Book Programs, assistant director for technical services, University of Pittsburgh; and Mr. J. Clement Harrison, assistant dean of the Graduate School of Library and Information Sciences of the University of Pittsburgh.<sup>9</sup>

During the initial phases of existence of the International Library Information Center, its staff, collection, and activities have served students, researchers, educators, and consultants involved in the international and comparative aspects of librarianship, information science, and communication. The center's future plans, guided by Dr. Richard Krzys, ILIC's director since 1971, include continuing these activities, as well as adding services which are designed to increase ILIC's informational and educational value to its world community.

## NOTES

1. *International Library Information Center*. (Pittsburgh: University of Pittsburgh, Graduate School of Library and Information Sciences, 1964), p. 1.
2. Nasser Sharify and Harold Lancour, *A Proposal for the Expansion of the Activities of the International Library Information Center (I.L.I.C.)* (Pittsburgh: University of Pittsburgh, 1965), p. 1.
3. Note 1, p. 2.
4. Note 2, pp. 3-7.
5. This figure represents the most recent estimate of ILIC's holdings (1982).
6. Nasser Sharify and Roland R. Piggford, "First Institute on International Comparative Librarianship," *Pennsylvania Library Association Bulletin* 21 (2) (November 1965), p. 73.
7. *Ibid.*, p. 73.
8. *Ibid.*, p. 74.
9. *Ibid.*, pp. 74-76.

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### about the book . . .

This introductory text offers the first comparative study of a new, total approach to librarianship, written by eminent researchers representing all geographic regions, including the Middle East, Asia, Africa, Western Europe, the Soviet Union, Eastern Europe, Latin America, the United States and Canada, Australia, New Zealand, and Oceania. This outstanding work discusses the formulation of hypotheses, theories, and laws applicable to world librarianship . . . presents practical information on improving library use . . . and identifies aspects aiding the development of a truly global librarianship, including bibliographic control, library legislation, and more!

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