

Foreign library experts who have conducted courses of various kinds have, in most cases, submitted reports to the agencies sponsoring their missions and to the respective governments and have often written articles on their particular activities. In this respect, mention may be made of the articles by Bonny,⁷ Gaver,⁸ Stummvoll,⁹ and Akers.¹⁰ Articles dealing with general library development in the Middle East such as those written by Holloway¹¹ and Thompson¹² and the article on Iran by Galloway¹³ included sections on education for librarianship. The survey conducted in 1958 by UNESCO,¹⁴ *Library Needs in Underdeveloped Countries*, took into account the need for trained personnel for public and special libraries. As can be seen, a study of the problem of training, including an assessment of the work already accomplished in the area, does not exist. Nor will the present article attempt to assess the results of the courses conducted, but will give factual information about them. However, the time has now come to evaluate the courses so far conducted and the progress achieved by the Egyptian Library School.

Although very active in its program for the training of librarians, as will be seen throughout this article, UNESCO has never organized a meeting of experts to study seriously and solely the problems facing education for librarianship in various countries. There is a great need for such an undertaking, to be carried out by UNESCO's Library Division. Regional library seminars and meetings have been organized by UNESCO and other organizations to discuss major problems concerning various types of libraries, with library education figuring on the agenda as it were only incidentally receiving somewhat meager treatment.

Mention should be made here of the recent seminars held in the region at which the need for library training was discussed. These are (1) the UNESCO Regional Seminar on Library Development in Arabic-Speaking Countries,¹⁵ held in Beirut (hereafter referred to as the Beirut Seminar) in December 1959, at which Egypt, Syria, Iraq, and Lebanon were present; (2) the UNESCO Regional Seminar on Library Development in South Asia, held in Delhi¹⁶ (hereafter referred to as the Delhi Seminar) in October 1960, at which Iran was present; (3) the Cento (Central Treaty Organization) Regional Seminar on Library Development, held in Ankara¹⁷ (hereafter referred to as the Ankara Seminar) in March 1962, at which Iran was present; and (4) the UNESCO Regional Seminar on Bibliography, Documentation, and the Exchange of Publications in Arabic-Speaking States, held in Cairo¹⁸

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(hereafter referred to as the Cairo Seminar) in October 1962, at which Lebanon and the U.A.R. were represented. In all of these seminars, the question of professional training for librarians was considered as one of the pressing problems facing the development of modern library services in the area, and recommendations were made on the development of the present programs and on the creation of new library schools. Similar recommendations are found in the reports of almost all the overseas library experts who have served in the region. It is obvious that the need for training librarians in the Middle East is generally recognized and yet comparatively little has been accomplished.

The condition of library services in the Middle East seems puzzling to many people. At present few libraries exist, and with a few exceptions they are poorly organized and very little used. Their holdings are both inadequate and out of date. These libraries have neither the necessary equipment nor trained librarians to run them, and consequently they play little or no part in the educational, social, and economic development of the region. Yet if one reviews the history of civilization, reading carefully those sections devoted to the countries of this region, it will be found that they have a brilliant tradition of scholarship behind them and that their people have made important and valuable contributions. The history of libraries in these countries goes back to many centuries before Christ. Libraries, consisting mainly of collections of clay tablets, already existed in Assyria and Babylonia. The library of Ashur-bani-Pal (626 B.C.) at Nineveh was famous. Alexandria and Pergamum were great libraries of antiquity. In Iran the ruins of the library at Persepolis (capital of Achaemenides), which existed 25,000 years ago, can still be seen today, not far from the city of Shiraz. Historical records show that considerable attention was paid to books and libraries by Sasanid rulers, Abbaside caliphs, Ghaznavi sultans, Samanide kings, and many other rulers in the region.¹⁹ Scholars such as al-Fārābī (died 950), Avicenna (980-1037), Ghāzālī (1058-1111), Ibn Khaldūn (1332-1406) and Ibn al-Nadīm (compiler of the first known bibliography of Arabic books, entitled *al-Fihrist*) contributed to the classification of human knowledge.²⁰

There is no doubt that the region enjoyed, and still enjoys a rich culture, but until recent years learning and scholarship were the monopoly of a very small minority; the poor and underprivileged remained illiterate. This is still evidenced today in the behavior of many learned professors and scholars who, in their teaching, are inclined

to conceal the bibliographical sources of their knowledge from their students and more particularly from other scholars, as a magician who will not give away the secret of his knowledge and skill. In their writings, old-fashioned scholars seldom refer to the works of others even though such works may be in constant use. There exists a strange belief among them that they should not reveal the sources of their knowledge, perhaps through fear of losing the high respect they have acquired thanks to their magical scholarship and be considered no better than the ordinary man in the street. Throughout the ages, recorded knowledge has been simply stored away and carefully guarded by jealous librarians, well out of reach of ordinary readers.

The problem of tracing and identifying the factors affecting the very slow development of the library movement in the countries of the Middle East—countries which have such an outstanding and age-long cultural tradition—deserves a separate study. Such a study should take into consideration the fact that little need was felt for technical information, and that most of the literature produced in this region falls into the category of “books of emotion”—poetry, literary prose, etc., rather than into the category of “books of information,” and that therefore no healthy balance exists between the two.

In the western world, the principle of conservation of printed and replaceable material has long been almost entirely abandoned in favor of the concept of the library for use by all. The same is not true in this region, where the principle of conservation is still triumphant and libraries are still considered to be centers for the housing and safeguarding of the cultural heritage. The survival of this principle of conservation has also been observed by Holloway²¹ and Gaver.²² In the western world, librarians are chosen on the basis of their professional training, specialized technical knowledge and skill and competence in organizing library materials for use, and offering required services to users, but in the Middle East, generally speaking and with few exceptions, senior library posts are still offered exclusively to scholars with the reputation of having a great love for books but with no professional training whatever. Often his great love for books and his scholarly knowledge, based on a few manuscripts hidden in the collection of his library, give rise on his part to great personal jealousy and rivalry, causing him to do his utmost to keep the resources of his library out of reach. His lack of modern technical and professional knowledge makes him cling to obsolete methods and to reject new concepts and techniques, with the result that subject classification of

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library materials and open access systems are not practiced in the majority of cases. Thompson notes: "Until quite recently the library has been viewed as a quiet retreat for the elderly scholar who must not be disturbed by seekers for miscellaneous bits of information, newspaper and periodical readers, children, and other denizens of the public library in western Europe and America."²³

At present, the real problem lies in the fact that in most libraries, and especially in university and faculty libraries, senior positions are held on a part-time basis by professors who besides being busy teaching their respective subjects hold one or more jobs outside the university. They nevertheless ". . . hold the power of control in the library, though they are often unfamiliar with its actual operation."²⁴ Naturally, they are not able to do any of their jobs well. For this situation the low salary-scale of the profession is to blame, as well as the misunderstanding on the part of high officials of the concept and functions of university libraries. In this connection Stummvoll said: ". . . it appears to them that the running of a library is a mere technique of administration that can be done as a part-time job by professors or by so-called administrators."²⁵ The problem of part-time librarians is further discussed by Stummvoll,²⁶ Galloway,²⁷ and Gaver.²⁸

The great majority of librarians simply do not understand the objectives and specific functions of their libraries, and therefore no acquisition policy exists. Library materials are, in most cases, brought together without any consideration of the particular function of the library, resulting in much duplication and many important gaps. As many overseas experts, amongst them Akers,²⁹ Gaver,³⁰ and Thompson³¹ rightly observed, books are still considered as government property, and the librarian is financially responsible for any volumes lost. There is no means of discarding out-of-date or obsolete material. Once a book has entered the library collection, it can never go out or be discarded; once placed in its permanent location on a shelf, it is condemned to stay there forever. Consequently, a lending service of books for home use is far from being a basic and accepted function of libraries. This, in turn, results in a closed access system in all libraries, with few exceptions. One has only to glance at the statements made by Bonny,³² Holloway,³³ Galloway,³⁴ Thompson,³⁵ and Gaver,³⁶ to obtain a clear picture of the situation.

University libraries are far from being the heart of their respective institutions. Separate and independent collections kept in various Faculties are little used. Teaching, as observed by most library experts,

among them Holloway,³⁷ Akers,³⁸ Gaver,³⁹ and Galloway⁴⁰ is carried on by means of inadequate textbooks and lecture notes, the same notes being dictated for many years by professors who hardly use the university library themselves; consequently, very little research of value is undertaken in these institutions. Students are required to memorize the professor's lectures rather than apply themselves to books and libraries for further information and thus acquaint themselves with the various points of view recorded in literature. Prior to coming to the university, students have had little or no chance of using a library, as school libraries are inadequate where they are not entirely lacking. When students leave the university, they will not have developed the habit of reading or of turning to books for information, because public libraries, in the true meaning of the word, are practically non-existent, while the collections of the few existing general libraries are so inadequate and so poorly organized that they are incapable of satisfying the reader's needs.

These examples should be taken only as a very general description of the situation, as most references in this paper are to articles written on Iran, and since there are several outstanding exceptions. Not all countries of the Middle East are in such a sad plight. A recent awareness of the need for modern library service has become manifest in some countries of this region. In the last quarter of a century, many new universities have been established on quite a different pattern, and older universities are revising their teaching methods. A few changes are taking place in this respect, but rather slowly. A few overseas-educated young men, and in rarer cases women, have been given higher teaching positions in universities, but not as yet in sufficient numbers to effect a drastic change in the university library scene. Some young, trained librarians have replaced the old-fashioned keepers of rare books and manuscripts in important library positions, but the latter are still the more powerful and remain the major stumbling block to library development.

A few sporadic steps have been taken toward the development of national, public, school, and special library services and the training of librarians. In the majority of cases this is thanks to overseas and international financial and technical aid, but, so far, with only modest results. To begin with, most of this haphazard development has not been carried out as an integral part of the general pattern of social, economic, and educational development in the respective countries; it is not surprising that the results have not always been lasting. Their

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realization has been due to the sincere efforts of a few, interested individuals, generally with overseas and international aid, with little local participation either in planning or financing the projects. Consequently, in most cases, very little follow-up action has been taken, and often the projects have died out completely, together with the interest of the individuals who started them, creating frustration. In most cases, long-term and overall planning has been lacking.

One other important factor, unfavorably influencing the full success of projects carried out by foreign experts, is that the duration of missions has been extremely short in most instances. Stummvoll stayed for one year in Iran and, speaking from the point of view of his own experience, pointed out that ". . . one year of experience in such countries cannot be anything more than a modest beginning. This time is just sufficient to learn a little about the needs of the country and to achieve a strictly limited task as it has been, fortunately, put to me. I should like to add that in Iran a Frenchman, Professor Godard, has succeeded in creating an excellent archaeological museum run on modern principles, which also possesses a very good library. But Professor Godard has been there for 15 years! Within a period of this duration and with the support of the local authorities it is possible to give personal features to an institute or to a certain development."⁴¹

The public library will assuredly find its place in the Middle East as more and more people become literate. The mass education programs of the respective governments are rapidly progressing. Mention should be made in this respect of the original and ambitious "Army of Knowledge" project recently initiated in Iran.⁴² New university and school libraries will be created, and those already in existence will be developed, as major changes appear in teaching methods and university officials become aware of the vital role that research can and should play in university programs. Special attention needs to be paid to the preparation and production of supplementary reading materials for school libraries: the existing materials hardly fill a few shelves. During the last quarter of a century industrialization has advanced considerably, and it can be expected that special libraries and scientific documentation centers will develop further as soon as the need for technical information is sufficiently felt and as new industries are created in this region. The overall pattern of library service will consequently change with the changing times. The training of librarians, documentalists, and information officers will then become a necessity instead of being merely desirable, as at present, and once the effects

of modern library services on economic development are realized by respective governments, everything will become easier.

Activities for the training of librarians and documentalists have been sporadic, like other library projects in the countries under discussion. Only one undergraduate school exists in Egypt. In the other countries covered in this article, occasional short courses have been conducted.

Before discussing separately and in detail the library courses given in each country, let us take a general and rapid look at certain factors which militate against the full success of such training. The lack of adequate teaching materials in Arabic and Persian has no doubt been a major and most important factor. Basic library tools such as codes of cataloging rules, classification schemes, and lists of subject headings are not yet available. In the last few years, however, serious attempts have been made to overcome these deficiencies. The proposed code of *Rules of Descriptive Cataloguing for Arab Libraries* (1962), by M. Sheniti and M. Mahdi; the list of *Entries of Arabic Authors: First List up to 1215 H/1800 A.D.*, compiled in 1961 by M. Sheniti and A. Fahmy; the adapted and modified Dewey Decimal Classification scheme: *Mougaz al-Tasnif al-Ashri*, by M. Sheniti and A. Kabesh (1960) were accepted by the participants at the Cairo Seminar as a basis for future work towards the cataloging and classification of Arabic material.⁴³ With regard to the use of Dewey Decimal Classification in Arab countries, "versions of this classification have been appearing in Lebanon, Iraq and Egypt and maybe elsewhere. They are almost without exception adaptations of the third summary of Dewey, with attempts to allow room for Islam, Arabic literature and history. None of them has achieved wide recognition and the case for a classification system of Arabic books is still open."⁴⁴ *Cataloging of Persian Works, Including Rules for Transliteration, Entry and Description*,⁴⁵ by the present writer and sponsored by the Council on Library Resources, Inc., appeared in English in 1959. In 1960 parts of this work were made available in Persian in mimeographed form and utilized at the Graduate Summer Library Courses held at the National Teachers' College in Teheran.⁴⁶

National bibliographies, either current or retrospective, do not, in the true sense of the word, exist in any of the countries under review. The Delhi⁴⁷ and Beirut⁴⁸ Seminars, like many others, recommended that the governments of the participating countries take urgent action to create national bibliographies. Collison's *Bibliographical*

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*Services Throughout the World, 1950-59*⁴⁹ includes bibliographical activities carried out in Egypt, Iran, Iraq, Lebanon, and Syria, and the paper presented by Harby and Fahmy⁵⁰ to the Cairo Seminar covered such activities carried out in Egypt. A committee for bibliographical services was established in Egypt in 1955 and is still active. This committee has its headquarters at the National Library. In Iran a national commission for bibliography was formed as a sub-committee of the UNESCO National Commission in 1955. In Lebanon and Iraq such committees do not exist. Certain bibliographical activities are carried out in Syria by the Syrian University at Damascus, and in Lebanon by the National Library, the American University at Beirut, and the Société des Gens de Lettres. Activities of this sort are lacking in Iraq. Speaking generally, a glance through Collison's survey shows that Egypt and Iran are the most advanced in this field and are moving toward the desired establishment of national bibliographies.

Professional library journals are also lacking in the region. The only existing library journal, *Alam al-Maktabat* (Library World), published by the Egyptian Association of Archives and Librarianship, started publication in November 1958. Mention can also be made of the monthly trade journal, *Ketābhā-ye Māh* (Book of the Month), published in Teheran (1955), which in addition to lists of currently-published books in Iran includes articles on librarianship. Several other journals occasionally publish articles on book and libraries.

Another important factor influencing the success of library training courses is the lack of well organized and well equipped libraries for demonstration purposes. Such libraries need to be established close to training courses if the teaching is to have successful results.

Securing a proper status for librarians in the Middle East can be furthered through successful and properly established library associations. Library associations were established in Egypt in 1949, in Iraq and Lebanon in 1960. The preparatory work for the establishment of a national Library association in Iran has already been carried out. A Committee of Founders was formed in 1962, and a draft for a suitable constitution approved by the Committee. This draft will be presented to the first General Assembly of Iranian Librarians, which is to be held this year, for final approval or further modification if necessary.⁵¹ In Syria no record has been found of the existence of any library association. The Egyptian Library Association, formerly known as the Cairo Library Association (1946) has been very influential and

active in library training in that country. Library associations in the other countries have as yet done little or nothing in this respect. The establishment of new professional associations and the improvement of existing ones has played an important part in the discussions and recommendations of the Beirut,⁵² Ankara,⁵³ and Delhi⁵⁴ Seminars as well as at other seminars. The establishment of a regional library association, including all Arabic-speaking states should further improve the status of librarians in this region and thus help in library training. However, as Iran is not an Arabic-speaking country, it would probably prefer to join in with its other Asian neighbors if they decide to establish another regional library association. The Asian Federation of Library Associations (AFLA), founded in 1957, seems to have had little success in promoting library development in that region, but the establishment of a regional secretariat of International Federation of Library Associations (IFLA), in one of the Asian countries, as proposed by the Delhi Seminar, may prove useful.⁵⁵

As mentioned previously, UNESCO has been most active in the training of librarians in the Middle East through short-term missions of library experts. Most of these experts, while promoting library services in the area and sowing the seeds of the future establishment of library schools, have in fact conducted general and specialized short courses. The United States Government, through its technical assistance programs, its Fulbright lecturers, and the U.S. Information Service, has been helping the countries of the Middle East bilaterally in their library training programs. The Ford Foundation and the Rockefeller Foundation have also played an important role in this respect. British Council libraries and U.S. Information Service libraries offering public library services have been used as demonstration libraries in the area. Libraries of the two systems have continuously given generous professional advice to librarians. In addition, universities of foreign origin have been most helpful in assisting the countries in which they are located in their library training activities.

Let us now consider each country separately and review its library training activities from the beginning to the present day, mentioning their future development plans, if any.

UNITED ARAB REPUBLIC (EGYPT)

The history of the development of library training in Egypt goes back to 1945. A group of Egyptian librarians proposed a plan for the

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establishment of an Institute of Librarianship, admitting only graduate students, to be attached to the Faculty of Arts at Fouad Ist University, now Cairo University. This plan came to nothing.⁵⁸

Prior to the establishment of the present undergraduate library school in 1951, short courses were already conducted. According to Mary Duncan Carter, ". . . during the winter of 1946-1947 the People's University gave a course for library assistants. This was divided into two parts; eighteen boys and thirteen girls with the Primary School Certificate were given practical training to act as library aids in governmental libraries; and twenty-seven young men with the Baccalaureate were given more advanced training, both theoretical and practical. These graduates were placed in the National Library and elsewhere as library assistants."⁵⁷

In 1949, from April 19 to May 5, the Cairo Library Association organized the first institute for the training of librarians under the direction of Mary Duncan Carter, U.S. Regional Librarian in the Near East. The course was especially designed for librarians already working in Egyptian libraries. It consisted of six lectures on major topics of a general nature: library administration and personnel problems; principles of book selection; cataloging and classification; reference and bibliography; library extension work and the development of branch libraries. The subjects of these lectures, which were intended only as an introduction to librarianship, were chosen on the basis of the felt and expressed needs of Egyptian librarians. Each lecture was followed by a discussion period. Lists of reading matter related to each lecture were prepared, and books and professional periodicals made available. Among the lecturers were four foreign experts and three Egyptian librarians. Thirty working librarians from different libraries attended the course, on the termination of which certificates of attendance were issued to 21 students who had attended four or more lectures. The United States Office of Information and Educational Exchange then published in mimeographed form the outline and text of the lectures.⁵⁸ Evening classes were held in 1949 by the Egyptian Library Association and, in the same year, the Institute of Public Culture also organized one-year evening courses.⁵⁹

In 1951, Law No. 9,⁶⁰ which gave birth to the Institute of Librarianship and Archives at Cairo University, was passed by the Egyptian Parliament, and shortly afterwards the Institute started functioning. In 1955 it found a permanent place in the University, becoming an in-

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tegral part of the Faculty of Arts. It remains, at the present day, the only library school in the region. Students who have successfully finished their secondary education pass an entrance examination prior to being admitted to the Institute. This includes Arabic and two European languages (preferably English and French) and Egyptian history. The duration of the entire program is four school years, and graduates are awarded the same university degrees as graduates of other departments. At the end of their second year, students are required, during the summer months, to undertake 100 hours of practical work (40 hours in archives and 60 hours in various types of libraries), and after completion of their third year a further 100 hours (50 in archives and 50 in various libraries). As will be seen from the outline of the courses offered during these four years, many other background subjects are taught besides ordinary library courses. During the first year, only two library courses, history of books and libraries (6 hours per week in both terms) and what is called 'approach to library science' (4 hours per week in both terms), are given, together with two hours of practical library work by students. In the second year, three courses are given, viz. library and community (2 hours per week), descriptive cataloging (8 hours per week in both terms), and library regulations (4 hours per week). The number of library courses increases in the third and fourth years. Language courses are very rightly included in each school year. Methodology and research also figure in the first, second, and fourth years. The following outline of the courses offered is taken from the Harby and Fahmy ⁶¹ joint working paper presented to the Cairo Seminar in 1962:

FIRST YEAR

<i>First Term</i>	<i>Second Term</i>
<i>Course and Hours Per Week</i>	<i>Course and Hours Per Week</i>
Arab community, 2	Arab community, 2
Arabic texts, 2	Arabic texts, 2
English, 4	English, 4
French, German or Turkish, 2	French, German or Turkish, 2
History of philosophy, 3	Ancient History of Middle East, 4
Geography of Islamic world, 3	History of books and libraries, 3
History of books and libraries, 3	Approach to library science, 2
Approach to library science, 2	Practical library work, 2
Research work, 3	Research work, 3
Total: 24	Total: 24

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SECOND YEAR

<i>First Term</i>	<i>Second Term</i>
<i>Course and Hours Per Week</i>	<i>Course and Hours Per Week</i>
English, 4	English, 4
French, German or Turkish, 2	French, German or Turkish, 2
Arabic literature and its history, 4	Methodology, 2
Medieval history of Middle East, 4	Library regulations, 4
Methodology, 2	Descriptive cataloging, 4
Library and community, 2	Diplomatic, 2
Descriptive cataloging, 4	Arabic paleography, 2
Research and practical work, 2	Research and practical work, 4
Total: 24	Total: 24

THIRD YEAR

<i>First Term</i>	<i>Second Term</i>
<i>Course and Hours Per Week</i>	<i>Course and Hours Per Week</i>
English, 4	English, 4
French, German or Turkish, 2	French, German or Turkish, 2
Diplomatic, 2	Diplomatic, 2
Archives, 2	Archives, 2
Arabic paleography, 2	Arabic paleography, 2
Sources of Arab history, 3	Arabic references, 3
Arabic references, 3	Subject cataloging and classification, 4
Subject cataloging and classification, 4	History of art, 3
Greek or Latin, 2	Greek or Latin, 2
Total: 24	Total: 24

FOURTH YEAR

<i>First Term</i>	<i>Second Term</i>
<i>Course and Hours Per Week</i>	<i>Course and Hours Per Week</i>
French, German or Turkish, 2	French, German or Turkish, 2
Educational psychology, 2	Educational psychology, 2
Library service, 2	Library service, 2
Bibliography, 3	Bibliography, 3
Foreign references, 4	Foreign references, 4
Numismatics, 2	Arabic manuscript, 2
Arabic inscriptions, 1	Numismatics, 2
Greek or Latin, 2	Greek or Latin, 2
History of Egypt in nineteenth century, 4	Arabic papyri, 2
Research and practical work, 2	Research and practical work, 3
Total: 24	Total: 24

It is difficult to express any valid judgment on the degree of usefulness of these courses, as given in the outline, for the training of the librarians of Egypt and other Middle Eastern countries, without having available a description of the subject coverage of each course. But at first sight, one gets the impression that certain important aspects of librarianship are receiving little attention while others are completely ignored. For instance, it would have been far more desirable to set aside such courses as paleography and numismatics as optional, to be taken by the few librarians working in national and special libraries which collect manuscripts and coins. And obviously, more attention should be paid to subjects such as library administration, work in children's and school libraries, and even certain areas in technical services such as acquisitions, circulation, and information retrieval, which seem to play a minor part in the present program and yet will be essential for most potential librarians.

With regard to M.A. and Ph.D. degrees in librarianship, Harby and Fahmy stated: "Graduates of the section of librarianship can attend post-graduate studies for one year. A student can specialize either in librarianship, including bibliography, or in diplomatic and archive work. If he satisfies the examiners at the end of the year he can start working on an M.A. thesis and then for Ph.D."⁶² According to Lohrer and Jackson,⁶³ the number of students enrolled in the Institute in the 1958-59 academic year, was sixty. A special one-year graduate course on archives was, in fact, offered in 1961, and some graduates of the Institute were granted fellowships for further study in the U.S.A., France, and the U.S.S.R.

In 1952, with the cooperation of the Egyptian government, UNESCO established at Sirs-el-Layyan the Regional Fundamental Education Training and Production Centre, later known as the Arab States Fundamental Education Centre (ASFEC)⁶⁴ and now called the Arab States Training Center for Education for Community Development. Through its library demonstration projects the Center soon took an active part in the development of public, rural, and school libraries. Since 1953, as part of its library program, the Center has conducted courses in librarianship and carried out in-service training programs. It has also prepared and produced certain library tools and manuals in Arabic.⁶⁵

In June 1956, a 10-day regional course for training scientific documentalists was organized jointly by the Technical and Scientific Documentation Centre of the Egyptian National Research Council in Cairo

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and the UNESCO Middle East Science Cooperation Office, directed by A. Pérez-Vitoria.⁶⁶ Eighteen participants from Egypt, Syria, Iraq, and Lebanon attended the course. The lectures and practical work included classification of Arabic books, bibliographical work, abstracting and indexing, the use of microfilm apparatus, photographic services, scientific information services, and the preparation of a union catalog of scientific periodicals.⁶⁷ In 1963, from March 31 to April 25, a regional orientation course in documentation was conducted at the Scientific and Technical Documentation Centre with UNESCO assistance. Melvin P. Voigt, who went to Cairo for UNESCO to investigate the possibility of expansion of the center, participated in its program. According to Voigt, the course was not wholly successful in terms of area participation and level of students, but made a good start. He pointed out that "courses of this type and others more specifically related to the Centre and its work should be given regularly. Short courses should be given for the librarians of Cairo on specific subjects—classification, book and periodical publishing in the world, reproduction methods and facilities, subject analysis, indexing and abstracting, and rudiments of information retrieval by traditional as well as mechanical methods."⁶⁸ Voigt went on to say:

Probably the most difficult problem the Centre will have in its expansion program will be that of finding adequately trained staff. Today the Centre has only one possible means of having subject specialists with adequate training in librarianship and documentation. This is to send them abroad for training. A substitute, which is not satisfactory, is to employ persons with adequate subject knowledge and to train them on the job. This problem cannot be solved until there is a graduate library school in Cairo. Such a school must be connected with a University which grants graduate degrees. The present undergraduate program at Cairo University produces librarians who fill important positions in public and school libraries. However, the program is of little or no value where subject knowledge is needed. . . . It is not the intent of the expanded Centre to start a graduate library program. It could assist in such a program by providing instructors for certain specialized courses and for practical training in documentation techniques. It has never been the intent to set up an independent program and this should not be done. This must be done in a degree-granting institution which can provide the faculty required.⁶⁹

The Ministry of Education, which is greatly interested in the development of school libraries as part of its program, has been running special courses for school librarians.

As reported by Harby and Fahmy⁷⁰ the Egyptian Ministry of Education will continue its school library development and training programs. It is desirable that these training courses be extended to cover a longer period, using the greater part of the summer vacations, and that the teacher-training college include courses on introduction to librarianship in its program of instruction. It is also hoped that further specialized training courses will be organized for the graduates of the Institute of Librarianship and Archives.

IRAN

There is no library school at present in Iran similar to the Egyptian Institute of Librarianship and Archives. However, during the last ten years many short courses of various kinds have been conducted. Prior to 1952, a short course on librarianship and archives was conducted at the Faculty of Letters of Teheran University. The results were meager, and the writer has no information on the subject. From October 1952 to March 1953, courses on librarianship were conducted at the Faculty of Letters by UNESCO library expert Josef Stummvoll, Director General of the Austrian National Library, and U.S.I.S. Leader Specialist Mary Gaver, at present Professor of Library Science at Rutgers University. More than two hundred students, most of them graduates but with a sprinkling of undergraduates, enrolled for these courses. One third of these students were already working in various Iranian libraries. The final examination was taken by 81 students, of whom 56 passed and 25 failed. The successful students were awarded university certificates.⁷¹ Fifty lectures were given in German and in English, each two hours in length, with Iranian interpreters translating them sentence by sentence into Persian. Only five lectures were delivered in Persian by Iranian librarians. Four of these discussed Persian and Arabic manuscripts, and one was on the library of the National Bank.⁷² All important aspects of librarianship were covered in a general way including history, administration, and services of various types of libraries. Stress was laid on technical services carried out in libraries, particular attention being paid to subject and descriptive cataloging. Teaching materials were limited to the previously prepared lectures, translated into Persian and made available to students in mimeographed form.⁷³ Basic library tools such as ALA and L.C. cataloging rules, Dewey, Sears' *List of Subject Headings*, and films and filmstrips were borrowed from the U.S. Information Service. This library and the Library of the Faculty of Medicine, which was in proc-

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ess of reorganization by Stummvoll, were used as model libraries for demonstration purposes.

Parallel to these courses, a special course on cataloging and classification for about 10 advanced students was conducted three times a week by Mary Gaver during December 1952 and January 1953. This course was devoted to practical work on cataloging, and many books were cataloged by each student. After the departure of Gaver in January 1953, the course was continued by Stummvoll in the Library of the Faculty of Medicine, where 2,500 books were in the process of being re-cataloged and classified according to the Dewey system.⁷⁴ Thanks to the sincere and persistent efforts of these library experts and of some university officials, the courses were successful in spite of major handicaps. Stummvoll, in his final report, pointed out the difficulties with which he had had to contend in carrying out his two main tasks, the re-cataloging and re-classification of the collections of the Faculty of Medicine Library and the training of librarians. Concerning the lack of library tools, he stated: "I was compelled to verify every single classification number, every single subject heading at the library of the U.S. Information and Education Services, which is rather far away from the University. Although I had wired for the books I needed most urgently in May and June 1952, I got the subject heading list at the beginning of March 1953 only, and the unabridged DC list did not arrive whilst I was there."⁷⁵ Speaking of the lack of full cooperation and understanding on the part of Iranian educators, he stated: "Even the people who have studied abroad and who, one might presume, should have a better understanding of the difficulties in the library sector, fail in this regard. It is very rare that one finds people who can appreciate fully the amount of work that is to be done in a library. How much it is misunderstood sometimes is shown by the attitude of . . . (a university official) who really thought that four entirely untrained part-time workers would suffice for the processing of 15,000 volumes in 10-11 months (i.e. in 5 to 5½ 'Persian' work months)."⁷⁶

In April 1953, after Stummvoll's departure from Teheran, his good work was carried on by another UNESCO library expert, Sigmund Frauendorfer, also from Austria. Thus, the reorganization of the collections of the Faculty of Medicine Library was continued, and another training course for librarians similar to that previously mentioned was conducted from September 1953 to March 1954, at the Library of the Faculty of Medicine.⁷⁷ Frauendorfer's 27-page lectures were translated

into Persian and made available to students. These lectures included subject cataloging, rules for author and title entries, and rules for description, each lecture being followed by practical work.

As reported by Mohsen Saba,⁷⁸ Professor of the Faculty of Law and Director of its library, the Faculty of Letters of Teheran University and the National Teachers College started to give certain courses on librarianship and archives during the 1954-1955 academic year. These courses, consisting of nine hours per week plus two hours of practical work for two terms each year, were on library management, cataloging, history of books and libraries, appraisal of handwriting, history of calligraphy, archives, and bibliography. Saba reported that both graduate and undergraduate students participated. The courses were conducted by Iranian librarians and by Susan Akers of the University of North Carolina Library School and Herbert Angel of the U.S. National Archives. Akers taught library organization and administration, cataloging, and classification from October 1954 to April 1955, and Angel taught three sections on archives.⁷⁹ As pointed out by Akers, one of the major handicaps was the lack of teaching materials. Teaching was thus inevitably carried out by means of lecture notes and with "only one to three copies of catalog rules, classification tables (D.C.) in English and similarly a few books in English that will do as collateral reading for the administration course for those students who can read English."⁸⁰ In consequence, students could do no more than attend classes and follow lectures, some of them participating in two hours of practical work. Lack of a glossary of technical terms in Farsi was a further handicap. It was reported⁸¹ that in the 1957-58 academic year the above courses were continued, but there appears to be no evidence of their further existence.

In 1955, from May 9 to 31, a Library Workshop was organized in Shiraz, sponsored by the Shiraz Directorate of Education, the Medical Faculty of the Shiraz University, and the Namazi Medical Center with the cooperation of the U.S.I.S. Library under the direction of Susan Akers. The Workshop was designed to train the personnel of the National Library (the word "national" should not be taken here to mean "nation-wide"; "public" or "general" would be more suitable terms) at Shiraz, the Library of the Medical Faculty, libraries of the Namazi Medical Center, and school libraries in Shiraz and the surrounding districts. Twenty librarians (12 men and 8 women) were admitted to the Workshop which was carried on six hours a day. The workshop program, which included both class and practical work, con-

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sisted of library administration, definition and functions of libraries, book selection and buying, periodical selection and buying, essential furniture and its suggested location in the library, use of books and their preparation for circulation, vertical file materials, simple cataloging, and Dewey Decimal Classification.⁸² The students' formal educational background, as Akers pointed out ". . . ranged from graduation from the ninth grade to one who had a master's degree, but the majority had only a ninth grade education. We brought mimeographed materials, which had been translated into Farsi; library films and filmstrips which showed U.S. libraries in action and some American books on library science."⁸³ As in many other courses, lectures were delivered with sentence-by-sentence interpretation in Persian.

Early in 1959, the Chancellor of the Teheran University decided to create a centralized library system at the University offering much-needed services to the entire university program, and at the same time to establish a permanent chair of librarianship and thus create a library school. The Education Section of the U.S. Operation Mission, known as Point Four, was asked for a financial contribution toward the cost of a several million dollar university library building. As a condition of such assistance in this project, U.S.O.M. formally requested the University to conduct and sponsor a preliminary study of the requirements for such a building, and to appoint a highly-trained and qualified project director who would later take the responsibility of running such a library and hold the chair of librarianship for the training of librarians. After discussions lasting for many months at various meetings at which both U.S.O.M. and the University were represented, and after much correspondence, the outline for a 3-month study was prepared at an estimated cost of approximately \$5,000. The University declared itself unable to meet this cost; its High Council failed to approve the establishment of a permanent chair of librarianship on the grounds that as there were only a few libraries in Iran, the training of librarians seemed unnecessary. The main reason for this decision was the influence exercised by the old-fashioned scholar-librarians. In consequence, the U.S.O.M. ceased to interest itself in the project and nothing further was done to implement it.

As part of a project to establish 400 secondary school libraries in various parts of the country, the Iranian Ministry of Education and the National Teachers College, in cooperation with the Ford Foundation and Franklin Publications, Inc. (representing the Iranian book publishers), organized a graduate summer library course for school

librarians from July 9 to August 11, 1960, at the National Teachers College in Teheran. The present writer, then working for UNESCO in Paris, was asked to go to Teheran to direct the course.⁸⁴ Sixty secondary school teachers interested in library work, some of them, in fact, already engaged in such activity, from the 13 provinces of Iran, attended the course to receive fundamental library training. On their return to their provinces, these teachers were expected to establish model libraries in their respective schools, promote library services, and teach others. The Ministry of Education and the Book Publishers of Teheran provided books for these libraries, the National Teachers College offered all the facilities for training librarians, and the Ford Foundation donated \$18,000 to finance the project. Before the course started, a curriculum especially devised to meet the particular needs of school librarians was printed and made available both in Farsi and in English. This included a wide range of topics on the organization, administration and activities of school libraries, principles and methods of book selection and acquisition, encouragement of reading, principles and rules of cataloging, principles and practice of classification, lending services, reference collections for school libraries, preservation of materials, and cooperation with public libraries. Ninety hours were devoted to teaching the subjects in formal classwork, and fifty-six hours were spent in apprentice work. Four supplementary lectures were included in the program to provide the participants with some information about book publication and the history of library development in Iran. Visits to eleven important libraries were organized during the course. The lectures were given in Persian by the writer, and in English by Dean Farnsworth, of the Brigham Young University, Utah, at that time adviser to the National Teachers College, again with sentence-by-sentence interpretation. Teaching material was prepared in Farsi and made available in mimeographed form (400 copies).⁸⁵ This included cataloging rules based on *Cataloging of Persian Works*, by the writer,⁸⁶ and parts of the abridged edition of the Dewey Decimal Classification.

In addition to the above, and because close cooperation between public and school libraries is much needed, the paper entitled *The Public Library of Today; its Purpose and Activities*, by the present writer,⁸⁷ prepared for the Beirut Seminar on Library Development in the Arab States, held in December 1959, was translated by one of the students into Farsi, mimeographed in 600 copies and distributed to 400 school libraries and to 200 educators. While engaged in practical work,

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students actually cataloged a set of 150 books. Four hundred of these sets were offered to a like number of school libraries. It was, therefore, economical to print the catalog cards prepared by the students and send them to each school receiving a set, together with the mimeographed manual on cataloging prepared for the course. In view of the needs of other libraries, it was decided to print 1,000 copies of each card, and in this manner a central cataloging service was created at the National Teachers College. Cards were printed for main entry and all added entries. The Dewey classification number was given on each card. Other practical work carried out by students included the reorganization of four high school libraries in Teheran. Students were divided into four groups, each with a library assigned to it, with the result that by the end of the course two library rooms had been completely remodeled; in all four libraries, unsuitable books were withdrawn and the remainder cataloged and classified; old, worn out shelves were in one case replaced by new steel shelving. Book displays were arranged in all of them.⁸⁸ As can be seen, great attention was paid to students' practical work which is of considerable importance in short courses given in centers where demonstration libraries are few and adequate teaching materials lacking.

During the following two years (1960-1962), several local school library training courses were conducted by the graduates of the above course in their provincial home towns. Among these, mention should be made of the courses given in Ahvaz, Rasht, and Shiraz. Thanks to the sincere efforts of Dean Farnsworth and the valuable cooperation of officials of the National Teachers College and the Ministry of Education, the results of these courses were quite satisfactory.

IRAQ

Although recommendations for the establishment of a library school have been made by various experts, no such school yet exists in Iraq. Short courses, however, have been conducted by UNESCO experts while on library missions in the country. In February 1953, for instance, a short course for college librarians was organized at the Higher Teachers Training College in Baghdad under the direction of C. M. Saunders, UNESCO library expert attached to the above institution. At the start, lectures were given twice a week, and later three times weekly. Twenty-five fourth-year students of the college attended the library classes and took the examination, the results of which were taken into consideration in the final leaving examination of the college. Upon

graduation, students were expected to establish libraries in their respective schools in the provinces. A similar course, again directed by Saunders, was conducted from February 6, 1954, to the end of the academic year and was attended by twenty students.⁸⁹ In his report to UNESCO Headquarters in February 1954, Saunders made the following remarks regarding his working methods: "I have found that much the best results are obtained by practical demonstration and instruction. If the pupil is told at the same time why a certain procedure is adopted he is much more interested than if he is given the theory first. It will be realized that in this particular field he has nothing on which to build in general—hitherto there have only been collections of books, mainly of a religious nature, and read only by few. When the pupil has been shown how and why, I believe that he is much more ready to assimilate the theoretical side—at least he has a mental picture of what the talk or lecture is about and his interest is sustained for a much longer period."⁹⁰

During 1957 and 1958, three short courses for college, public, and school librarians were conducted by Harold Bonny,⁹¹ UNESCO library expert, on mission in Iraq. The 4-week training course for college librarians was held at the College of Commerce and Economics in September 1957, and was attended by fifteen students. The curriculum included such topics as the purposes and functions of college libraries, departments of a library and services provided, registration of readers, charging systems, receipt of periodicals, binding, furniture and equipment, reference books, assistance to readers, classification, and cataloging. Practical work on reference, cataloging, and classification was also carried out. In his report, Bonny stated: "I endeavored to relate the course to day-to-day practical work in a college library, and to give the students a good idea of the functions of a library. I also explained library methods from first principles, giving the reasons for the employment of certain techniques; emphasizing that library techniques are not an end in themselves, but are designed to facilitate the access to books and information."⁹² He also pointed out that "by the way of self-criticism, I would say that the course was perhaps too 'intensive', that we endeavoured to cover a year's work in one month."⁹³

Bonny⁹⁴ later reported that a four-week training course for municipal librarians was held at the Higher Teachers Training College in November 1957. Eighteen students attended the classes, and the curriculum included such topics as the purposes and functions of public libraries, the departments of a library, book selection and order-

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ing, book processing, registration of readers, charging systems, children's work, reference work, assistance to readers, furniture and equipment, library planning, receipt of periodicals, binding, classification and cataloging. The greatest possible emphasis was given to practical work and demonstration. Students were provided with copies of Corbett's *Introduction to Public Librarianship*, but this was of no great value to those lacking a good knowledge of English.

One short training course for school librarians was conducted in Basra from January 10-17, 1958, and another in Mosul from January 24-31 of the same year. Seventeen students attended the Basra course and fifteen the Mosul course. In both, lectures were given on the following topics: the purposes and functions of school libraries, the encouragement of reading, planning and design of school libraries, furniture and equipment, book selection, library routines, classification, cataloging, library lessons for school children (with one specimen lesson), and the duties of a school librarian.⁹⁵ Bonny's general criticism of the above courses included a need for more intensive courses on cataloging and classification, the slowness of class discussion due to the varying levels of the students' experience in library work, lack of teaching materials in Arabic, and lack of a library "laboratory" for demonstration purposes, although this last was partly overcome by means of visits to USIS and British Council libraries. A number of British, American and Swedish films were shown. According to Bonny, however, in all these films the commentaries were ". . . spoken far too quickly to be completely understood by the students. . . . There is a need for a film and/or filmstrip prepared for non-English-speaking students of librarianship, showing not only the great libraries and their services, but also details of their library methods."⁹⁶

On several occasions Bonny recommended to the Iraqi government the establishment of a library school, and he reported several times to UNESCO Headquarters in the same vein. On May 11, 1957, he went so far as to submit a three-page *Training Scheme for Librarians*⁹⁷ to the Director General of the Ministry of Education, Baghdad. In his final report to the Iraqi Minister of Education, covering the period March 1957-1958, he stated: "Considerable progress has been made by foreign experts working at particular libraries and conducting short training courses. On a long term planning basis, however, Iraq needs its own training scheme for librarians."⁹⁸

D. R. Kalia, another UNESCO library expert on mission to Iraq in 1959 and 1960, also tried to promote the idea of the establishment of

a library school. Not only did he prepare a proposal in September 1960 for the establishment of an institute of library science to be attached to the University of Baghdad,⁹⁹ but he also obtained the official support of the Library Committee of the Central Library of the University. On February 25, 1960, the Committee strongly recommended that "The University should conduct from the academic year 1960-1961 a one year full time Diploma Course in Library Science at the Central Library. The number of students should not exceed 25, out of whom 20 should be university graduate working librarians and five first year students from different colleges (Art, Science, Education, Law, Commerce and Tahrir) who will offer Library Science as one of the elective subjects. Those college students will complete their course by parts in four years."¹⁰⁰

LEBANON

There is at present no library school in Lebanon. The College for Women, however, according to Kent and Abu Haidar, ". . . runs a regular course and grants a certificate. The American University of Beirut offers occasional courses in various aspects of librarianship for special groups of students, especially in school librarianship for teacher-training classes."¹⁰¹ Individual students from various parts of the Middle East have gone to this university library for study and training.

In the summer of 1960 a four-week, two-hour daily course on cataloging and classification was conducted by Alfredo Simari, the UNESCO library expert at the National Library in Beirut.¹⁰² Simari also drew up a proposal for the establishment of a library school which he submitted to UNESCO Headquarters on August 12, 1960, after his departure from Lebanon.¹⁰³ In this proposal, he rightly insisted that such a school should be attached to a university and include both a graduate and an undergraduate program. Among the courses Simari prescribed for such a school was one on comparative librarianship, because in Lebanon there exist several intermingled civilizations and cultures and one finds marked differences in the concept of librarianship.

In 1962, from July 6 to August 17, the American University Library organized a library course which was attended by twenty students from Lebanon, Jordan, Kuwait, and Saudi Arabia. Lectures were given in English and a few in Arabic by the library staff. Reference work and cataloging and classification received special attention. Several visits

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to selected libraries and bookshops were arranged, and at the end of the course students were awarded a certificate of attendance. It was hoped to conduct a similar course in 1963,¹⁰⁴ but no information regarding this was received by the writer in time for inclusion in the present article.

SYRIA

So far as it has been possible to ascertain, no library training activities have ever been carried out in Syria. However, Syrian librarians have been awarded fellowships for training abroad, and they have participated in regional courses such as the 10-day course for training scientific documentalists organized in Cairo in 1956 (discussed earlier), and the UNESCO regional seminars such as the Seminar on Library Development in Arabic-Speaking States held in December 1959 in Beirut. In 1951 and 1952, two UNESCO library experts, Pierre Bourgeois and Jean Baby, went to Syria to assist in the planning and construction of a university library, but no courses were conducted by either of these experts.

Summary and Conclusions

The foregoing is a short account of library training programs in the five countries under discussion. The writer does not claim that he has been able to refer to all the activities carried out therein; his information has been based solely on published materials and a few UNESCO documents and reports, in addition to his personal knowledge of the field acquired while working with UNESCO in Paris. Questionnaires were sent to a few librarians in the region, but not all of them replied in time.

Before each country establishes its regular national training program, whether an undergraduate and/or a graduate school, and until such time as these schools can produce enough professionally trained librarians, the question of study abroad should receive considerable attention. Ever since it came into being, UNESCO has granted fellowships in librarianship and documentation. In addition, both through their own governments and through foundations, librarians of these regions have received scholarships to attend library schools, usually in the U.S.A. and in Western Europe. UNESCO fellowships have, in general, been of short duration, ranging from six to nine months; in rare cases these have been renewed. The study programs for such a

limited period have often included visits to too many countries and to too many libraries. Often these various libraries are organized on totally different lines, with the result that the fellowship holders have obtained very limited formal training in library schools and gained only rather superficial knowledge of library practices. In some cases, having been confronted with a multiplicity of methods and techniques of running a library, they have become confused. Upon their return to their respective home countries, they have, therefore, often failed to contribute as expected to the introduction of modern library practice; in some cases their rather superficial knowledge has caused costly errors in the reorganization of existing libraries and thus created misunderstanding. UNESCO is not to blame for this, as many of the candidates were not carefully selected by their respective governments and have often lacked the necessary educational background and requisite knowledge of a foreign language to be able to benefit fully from the formal training offered in those library schools in which a university degree or its equivalent is required for admission.

American library schools have, for a number of years, admitted foreign students who received fellowships mainly from their governments or from the Ford, Rockefeller, and other Foundations. The lack of suitable educational background for advanced study in librarianship towards a Master's or a Doctoral degree in librarianship, insufficient knowledge of the English language, and the difficulty of coping with the tempo and rigorous program of an American school have remained major problems for the students. To take an example, according to Galloway, a carefully selected Iranian librarian who was expected, on his return, to become the head of the Library of the Institute for Administrative Affairs attached to Teheran University "... was sent to the University of Southern California School of Library Science in September, 1958. Unfortunately, he could not adapt himself to the rigors of study in the United States and was forced to drop out of the program."¹⁰⁵

Something must be said here about American library schools which undertake the training of foreign library students. There is no doubt that most of these schools have tried to give special attention to the training of students who come with varying educational, cultural, and social backgrounds, from various parts of the world and who are expected, upon their return to their home countries, to find solutions to all sorts of library problems and to introduce modern concepts. This they must do either alone, or with the help of a very few other over-

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seas-trained librarians, working within the old framework. Since the number of foreign students in American library schools is growing every year, the time has come for this problem to be studied carefully and seriously. First of all, in order to accomplish this task successfully, such schools should not accept indiscriminately the applications of all foreign students merely to obtain international prestige for the school. In making preparation for the training of foreign students, two important factors should be taken into consideration, namely, suitable faculty and the necessary resources. The faculty should be familiar with the particular needs of the students and, with the cultural, educational, social backgrounds, and particularly the library conditions prevailing in the various countries from which they come and to which they are expected to return. In such library schools, the libraries themselves should be well equipped with background material and library literature from the countries from which students have been admitted. This is especially necessary in the case of foreign students undertaking doctoral programs if they are to do research work of value to their home countries, rather than to carry out a study project of purely American interest.

It may be to the advantage of both foreign students and American schools, if those schools which are prepared to undertake the training of foreign students should specialize in a certain number of countries with similar cultural and educational patterns, language, social conditions, and library organization. For example, one school might specialize in the training of students from the Middle East and another in the training of those from the Far East. This might not be so easy to accomplish at first, but as soon as a certain school became known as being particularly well equipped with reference to a certain area, with a faculty familiar with that area, and with library resources concerning it, then countries from that part of the world would certainly be eager to send their students to that school. Foundations might then take this geographical specialization into account when granting fellowships. At any rate, this problem is a worthy one to figure as an item on the agenda when Deans of library schools get together.

Short library courses conducted in the region seem to have had considerable success. Similar courses will be needed until such time as the necessary number of library schools are established. Even then, specialized and refresher courses will be very useful in the over-all training program of each country. Within each country and/or region, one or more travelling library schools offering short courses, as also

suggested by Kalia, might prove very useful and practical: "UNESCO, independently, or in collaboration with the League of Arab States may organize a mobile library school with at least three wholetime persons headed by an international expert. This mobile school will spend at least six months in each country and conduct intensive training for the Heads and senior members of the libraries. At the same time, they could try to establish a laboratory or a workshop for practical training and help the librarians in reorganizing their libraries. In this connection the American Library Association—Japan Library School Project may be studied in detail."¹⁰⁶

The factors which have unfavorably influenced the success of these courses in the past have been the lack of sufficient time for their preparation, their short duration in relation to the wide range of subjects covered, lack of sufficient time for practical work, inadequate teaching materials in local languages, the fact that lectures are delivered in foreign languages with labored and often inaccurate interpretation in the local national language, and the lack of demonstration libraries near the training centers. Some of these difficulties may be overcome in the near future, but others will inevitably remain as major handicaps for a considerably longer time.

In-service training, occasional lectures, and national and regional seminars will continue to be of substantial value. Library associations can help a great deal in organizing such lectures and seminars, but they should not run regular courses. In the Middle East this should be left to degree-granting institutions, as such degrees not only attract students but also give additional prestige and promote the professional status of librarians.

Urgent attention should be paid to the problem of the preparation and production of teaching materials and library tools in national languages, as all professional training programs should be backed by adequate professional library literature. UNESCO may help in producing these tools. American library schools may also assist in this by encouraging certain foreign students to center their Master theses or doctoral dissertations around problems concerned with the creation or adaptation of such tools. An example of this is the previously mentioned *Cataloging of Persian Works* which was originally submitted to Columbia University by the present writer as his doctoral dissertation. Some professional library literature of value has been produced in the Middle East; but a few of the existing library tools, which were written by incompetent authors, should never have been published

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in the first place, as they have only created confusion and misunderstanding.

The question of the establishment of a library school in each country should be examined carefully. In so doing, factors to be taken into consideration include the level of the program—graduate and/or undergraduate, the availability of full-time teachers, teaching facilities, and a library “laboratory.” Ideally, a graduate school would be the solution. However, taking into consideration the existing university pattern in the countries of the region, an undergraduate program may be more feasible at present. If graduate schools are established, new library posts with higher salaries should be created; otherwise students will have no financial inducement to undertake graduate study. In either case, at the start, students should be admitted only on a very limited and selective basis. The curriculum should be devised to meet local needs. The school should be attached to a university and situated wherever the best libraries are located. Outstanding graduates of the library school should have opportunities for receiving advanced library education abroad.

Not only is library education a matter of national concern for each country, but in the last analysis, nations must accept responsibility for development of libraries and library service.

At the inaugural session of the Delhi Seminar in October 1960, the Indian Minister of Education said “. . . as we intend to introduce compulsory education, there should be a compulsory system of libraries,”¹⁰⁷ echoing the idea behind the words spoken by Thomas Jefferson so long ago, when he asserted “If a nation expects to be ignorant and free, it expects what never was and never will be.”

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