The early Zionist leaders and thinkers, who dreamed of an independent Jewish state in Palestine and who laboured to bring it into being, were inspired by the ideal not only of building a physical homeland for the Jewish people, but of creating in it the conditions necessary for a renaissance of Jewish culture. They realized that libraries were an important tool in fulfilling this goal. Therefore, in the last twenty years of the 19th century libraries were founded in the Jewish part of Jerusalem and in Jaffa, the center of the new Zionist immigration to Palestine, by scholars and teachers. Books were sent from abroad for this humble beginning of the library movement in Palestine. Collections of books were to be found in new rural settlements in spite of all the difficulties and uncertainties of daily life and the poverty of the new immigrants. As the Hebrew language was revived and renewed, books and literature in that language formed the core of the new libraries.

Amongst the Zionists of the pioneer period were Jewish professional librarians in various European countries who realized from the beginning the importance of libraries for all educational and cultural activities, especially in the planning of a university in Jerusalem.

As early as 1905, Dr. Heinrich Loewe, Senior Librarian at the University of Berlin, published a pamphlet Eine Jüdische Nationalbibliothek in which he stressed the need for a library program and a library system. In his opinion the national library should be not only an academic library but also a public library, and he especially mentioned "free public libraries" in the United States and England, as
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well as the new public library movement in Germany. In strong terms he stated that it was not sufficient to collect books, but that professional knowledge was necessary for arranging them and making them available. “It would take expert work to transform the book treasures in Jerusalem into a real library. It should be observed that Hebrew and Hebraistic knowledge, desirable as they are, just the same as the most comprehensive Semitic studies, are far from qualifying a person as a librarian. Likewise the concept of bibliography is in no way identical with library science. . . . For the successful establishment and growth of the library in Jerusalem it will therefore be necessary for a young scholar, at the beginning of his career in Europe, to be trained as a librarian so that later he could create a Jewish library school for his institution.”¹

This vision of a Jewish library school was realized fifty years later!

Only after the First World War, during the time of the British Mandate of Palestine, was the Zionist movement able to work on a broader scale. In 1920 the World Zionist Organization took over full responsibility for the library in Jerusalem, which then contained some 30,000 books, giving it the name of The Jewish National Library. When the Hebrew University was opened in 1925, the Library was integrated into it and became known as The Jewish National and University Library. The library of the Zionist immigrants in Jaffa was transferred to the new Jewish city of Tel Aviv and was developed as the first large public library.² In 1920 the Zionist Organization appointed Dr. Hugo Bergmann, formerly of the University Library of Prague, to the post of Director of the Library in Jerusalem. He was given the task of creating a national library for the Jewish people which was to be the central library of the new Jewish community in Palestine and the nucleus of the new university library. Dr. Bergmann, in the face of great difficulties, but with the help of friends of the Library all over the world, succeeded in building up a remarkable collection of books in a comparatively short time. In 1929, when the Library moved into its new building on Mount Scopus, it possessed over 225,000 volumes. Bergmann also created a real spirit of teamwork; in the first years he was not only the outstanding library pioneer, but also the only professional librarian. “There was then no trained librarian in Palestine and the country had absolutely no library tradition.”³ Bergmann, who was educated in the tradition of central European academic libraries, decided nevertheless to introduce the American system “not only because of its technical perfection, but also because...
of its public spirit in placing the reader at the center of all library planning."

Bergmann had always known that in spite of the devotion and enthusiasm of his co-workers, and in spite of much practical on-the-spot training, libraries in Palestine could not be developed systematically without professional librarians. In 1924 he visited the library school of the American Library Association in Paris and arranged that every year it would train one or two librarians from the staff of The Jewish National and University Library in Jerusalem. The year 1925, in which the first librarian from Jerusalem went to this school for professional education in librarianship, marks the beginning of library education in Palestine, although, as in the case of many newly developing countries, this took place outside the country. Two members of Dr. Bergmann's staff studied for two years at the School of Librarianship and Archives, University College London, and one librarian, educated at the school in Paris, went for further training to the United States. In the same period Bergmann invited two professional women librarians, trained in the United States, to put American methods into practice in the Jerusalem library, especially in the cataloging and classification departments.

Among the immigrants who came to Palestine after 1933, there were professional librarians from European countries, some of whom had held responsible positions in general libraries but who had been expelled by Nazi Government legislation. For many of them library work in Palestine, under entirely different conditions and without a thorough knowledge of the Hebrew language and modern Hebrew literature, was extremely difficult. Nevertheless, a considerable number of them overcame the obstacles. The need for more professional librarians increased with the formation of new libraries of different types as an outcome of the rapid growth of the Jewish community.

The Histadruth (General Federation of Labor), realizing the cultural and educational significance of libraries, established a special Library Department which supports many libraries in town and country, and for some time ran a traveling library. This Department and the organization of communal settlements (Kibbutzim), which possessed considerable library collections, tried to train their librarians by giving them an elementary knowledge of library techniques. They worked together with The Jewish National and University Library in Jerusalem which was from the beginning the center of the library movement in the country.
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Professor Gotthold Weil, successor to Hugo Bergmann and former head of the Oriental Department of the Preussische Staatsbibliothek in Berlin, wrote in this connection: "Special attention was given to strengthening relations with the agricultural settlements. As a result of two official trips which I undertook in 1943, when I inspected 50 libraries in communal and other agricultural settlements, a course of one week's duration for librarians in workers' settlements was arranged in February, 1944, in which the whole Library staff participated. The libraries of some village councils and municipalities, too, were inspected at their request, and their librarians trained at our Library for some time." 6

During the years of the Second World War, it was impossible to send librarians for professional training abroad; moreover, it was clear to all responsible librarians and educators in Israel that, without detracting from the value of foreign library education, a solution for systematic library training had to be found within the country itself. This was not a question of national pride but of real cultural necessity; the conditions in Palestine as in every newly developing country were not comparable to those in the United States or Europe. A synthesis of different library trends and methods had to be found as a creative accommodation to the needs and purposes of the country. Therefore, when the author of this article was appointed to the post of Director of The Jewish National and University Library in October 1947, he saw as one of his most important tasks the organization of a library school in the framework of the Library and the Hebrew University. 7 However, a few months later, as a result of the War of Independence, the Hebrew University and the Library were cut off from their home on Mount Scopus, and The Jewish National and University Library with 500,000 books, rare manuscripts and other library treasures was left isolated and unused. (On July 7, 1948, Mount Scopus was declared a demilitarized zone under the supervision of the United Nations.)

Build New Library

The first task now facing the Director of the Library and his staff was to build a new library for the University, a national library for the new State of Israel and a treasure house for the Jewish people. He had to begin from scratch in makeshift quarters scattered throughout the battered and divided city of Jerusalem. 8 The Library had systematically to organize a collection of books, including bibliograph-
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ical tools, reorganize its services, and enlarge very considerably the scope of its activities to keep pace with the speedy development of the University and the manifold demands of the new state for material of all kinds. At the same time, in spite of all difficulties, The Jewish National and University Library had to fulfill an active and decisive role as the national library of the Jewish people in salvaging the remnants of hundreds of thousands of books from the Nazi holocaust in Europe and in transferring them from destroyed Jewish libraries in Europe. In addition, the Library had to safeguard books and manuscripts from Oriental countries where Jewish communities were being liquidated.9

Although the National and University Library could not devote itself to promoting library education on an academic level, the Director and many staff members contributed to various activities in the sphere of education for librarianship. Together with the Division for Public Libraries in the new Ministry of Education and Culture and with the Library Department of the Histadruth, the National Library prepared intensive short courses on different levels for librarians who were already working in libraries, or who were prospective candidates for public and school library posts. Their tasks and significance increased almost from month to month as mass immigration to Israel brought with it the urgent problem of cultural ingathering of newcomers from different countries with varying backgrounds. Librarians from the main Library in Jerusalem and from other professionally organized libraries in the country lectured in these courses. In addition to these short courses in the form of lectures and seminars, the Histadruth tried for some time to give instruction by correspondence.

In 1946 the Library Department of the Histadruth, in co-operation with professional librarians, started publishing a journal for librarians and bibliographers, Yad la-koré (The Reader's Aid) which was later taken over by the Israel Library Association. The Histadruth published (and still publishes) valuable bibliographical lists to aid librarians and readers.10 In 1950 the Library Department began publishing its Librarianship Series for persons working in public libraries and in workers' libraries affiliated with the Histadruth. The Library Department of the Histadruth, together with members of the National Library and other professional librarians, published in 1954 a Hebrew translation and adaptation of the 6th edition of the abridged Dewey Decimal Classification, edited by Dr. I. Joel, Deputy Director of The Jewish National and University Library. This translation was made
primarily to create basic material for the previously mentioned librarianship courses. In 1958 a second, revised edition was issued.

In 1952 the Israel Library Association (ILA) was established, and the problem of education in librarianship on different levels came to the fore. This association, whose membership consists of librarians, bibliographers, documentalists, and archivists, takes an active part in the encouragement of professional training. Its bulletin, Yad la-koré, contains valuable material on all aspects of library activities including articles and information about libraries and librarianship in Israel and abroad, as well as specialized bibliographies and translations of many articles originally published in library journals abroad.

All the various institutions and persons connected with librarianship and professional education have always appreciated contact with libraries and librarians abroad. Therefore, continuing the tradition of the Mandate period and the library movement of the 1920's, the Government of Israel, the University, the Technion in Haifa (Institute of Technology), municipalities, and librarians themselves have tried to obtain fellowships and grants for study in Europe and the United States, particularly for professional education at accredited library schools and for specialized postgraduate studies. Since the founding of the State in 1948, Israel librarians have enjoyed assistance of this nature from UNESCO, the U.S. Government, the special project of the International Relations Office of the American Library Association, the Rockefeller Foundation, the American Medical Library Association, the British Council, and in recent years, the English Friends of the Hebrew University. This assistance continued to be of great value after the opening of the Hebrew University Graduate Library School in 1956. From time to time Israel also enjoys the visits of prominent librarians from various countries who give guest lectures and valuable advice. Some librarians from the United States and England have worked for a time in academic libraries in Israel, contributing to library progress and helping with in-service training.11

After the establishment of Israel, the need for librarians increased from year to year in public libraries, libraries of institutions of higher learning, and newly founded special libraries in the natural and applied sciences.12 The Research Council of the Government, in cooperation with academic libraries, undertook the training of special librarians and the education of documentalists. The half million Jewish books salvaged from Europe and brought to Israel urgently needed processing for all the libraries in the country. At the same time "Many
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Jewish scholars, active in various fields in the countries of their origin, have found a new life here. Because of the systematic destruction of European centers of Jewish learning and culture, Jewish research nowadays is carried on mainly in Israel and in the United States.¹³

For all these reasons, it was impossible to delay tackling the question of a library school. In 1954, after seven extremely difficult years, The Jewish National and University Library, together with the Hebrew University and the relevant government offices, took up the project of a Graduate Library School. Dr. Luther Evans, then Director-General of UNESCO, was approached; he visited Israel in 1954, responded favourably to the request, and succeeded in obtaining the services of Leon Carnovsky, Professor at the Graduate Library School of the University of Chicago, as a consultant on behalf of UNESCO. Professor Carnovsky spent three months in the country in the winter of 1955 and prepared a report of his survey of the library situation in Israel. It is of interest to quote the introductory remarks of his Report: “Education for librarianship in any country can be planned realistically only in the light of its libraries, existing and contemplated. Not only this, but one must always bear in mind such relevant factors as the state of society, both cultural and economic, and the readiness and ability of the nation to support a program of library education and to absorb its products. If this be granted, we must conclude that no program, however sound elsewhere, is necessarily sound in another climate or even at another period; it must always be evaluated in the light of conditions in the country immediately concerned. We shall therefore begin with a brief survey of the library situation in Israel, indicating some general facts regarding existing libraries and attempting to estimate their needs. Then we shall suggest, in broad and somewhat imaginative strokes, a future library development for the country. Against this background we shall consider the nature of a library education program for Israel.”¹⁴

In the first part of his report, Carnovsky reviewed the library situation in Israel in 1955, and tackled the problem of the then nonexistent library system. He drew up a blueprint for the development of libraries and librarianship in Israel, and came to the conclusion that, without detracting from the value of the various on-going activities in the field of library training: “If a library profession is to emerge in Israel it must be based on a full-scale curriculum within a library school.”¹⁵ In the fourth part of his report, Carnovsky set out in detail the program for the library school, its curriculum, admission require-
ments, teaching staff, facilities, and administration. During his stay in Israel he gave several lectures, and before presenting his proposals and conclusions, he discussed all the questions involved with the relevant institutions and persons. The success of his plan is attributable not only to his excellent report but to his professional authority and his personality. His proposal that the proposed library school should be on a postgraduate academic level and affiliated with the Hebrew University was accepted by the Senate and the governing bodies of the Hebrew University. In accordance with Carnovsky's advice, the Director of The Jewish National and University Library was appointed to the post of Director of the new Graduate Library School.

Acting upon Professor Carnovsky's recommendation, UNESCO sent Mrs. Nathalie Delougaz, formerly on the staff of the University of Chicago Library and of the Library of Congress, as UNESCO adviser for two years in order to implement the program of library education in co-operation with the University and its Library. UNESCO also sent books, audio-visual aids, and other technical equipment for the future school. The University obtained a fellowship from UNESCO for a member of the library staff to study methods and trends in library education abroad and to spend some months with Professor Carnovsky at the Library School in Chicago. This enabled him to take over the office of Executive Secretary of the School from Mrs. Delougaz.

Graduate Library School Opens

As scheduled, the School was opened at the beginning of the academic year 1956-57, i.e., in November 1956. In July 1963 the School completed its seventh year; although there were changes in the curriculum as well as in the methods and techniques, the basic trends and principles have remained the same. We shall describe and analyze the main patterns and specific features of the School from the point of view of our current experience and of our plans for the future, and not in strict chronological sequence.

The School offers training for professional positions in four types of libraries: academic, special, public, and school libraries. Candidates for admission to the School must be in possession of a bachelor's or equivalent degree. They must have a command of English in addition to Hebrew, and as a second foreign language either French or German. The course in librarianship extends over one year (in special cases over two), consisting of three trimesters of eleven weeks each,
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twenty-four hours a week. Students without previous library experience are required to undergo a period of one month's training under professional supervision in a library selected by the School. On completion of the training period, the student must submit a report on his work.

The curriculum consists of both practical and theoretical subjects. The practical studies, such as cataloging, classification, bibliography, library organization, and administration are devoted to the principles of practical work in the fields. The theoretical courses, such as the history of writing and printing, the history of the library, and the modern library, are aimed at promoting understanding of the functions of the library in the past and in the present. Special emphasis is placed on the library's role in the promotion of research, as well as on its social and educational tasks. At an advanced stage students are expected to attend more specialized courses such as special problems of the academic or special library, palaeography, children's literature, subject cataloging, etc. These courses are connected with the types of work and types of libraries in which the students may be interested. On successful completion of both written and oral examinations at the end of the academic year, students are awarded a University diploma attesting to their having qualified as librarians.

The general set up of the School is very similar to that of American graduate library schools as well as of the School of Librarianship and Archives, University College London. The theoretical subjects are also influenced by methods of academic training of librarians in France and Germany. We try, of course, to adapt the patterns of the above institutions to the special needs of Israel.

After an analysis of all the factors involved and with the full agreement of the University authorities, Professor Carnovsky came to the conclusion that, in the first stage, the students of the School should receive a University diploma, but not a Master's degree. In the coming years we shall have to decide whether the School, on the basis of its consolidation, achievements, and activities in the field of research, should be integrated into the general study and degree program of the University.

With regard to the teaching staff, we followed Professor Carnovsky's suggestion, namely: "We strongly urge that every effort be made to obtain at least one person whose complete time would be given to the School. . . . This person would serve as executive secretary and would be responsible for the daily running of the school. He would
examine applicants, keep records, advise on curriculum requirements, teach one or two of the basic courses, and in general relieve the director of routines.”

All the other instructors are librarians from The Jewish National and University Library or other libraries in the country, or members of departments of the Hebrew University or other educational institutions. There are, of course, disadvantages and shortcomings in this system of a part-time staff, but apart from budgetary reasons, it is very difficult to release qualified librarians for a full-time teaching position because most of the libraries themselves are in urgent need of senior librarians for responsible posts. On the other hand, the teacher’s daily contact with library problems and his availability to students have their advantages, especially in a country like Israel which is still in an experimental stage in this field.

The methods of instruction are the same as in other modern library schools: classes, lectures, seminars, case and field studies, including excursions and visits to other libraries. The Jewish National and University Library serves as the main laboratory for the students. The Pioneer Women organization in America enabled the University to construct a special wing for the School in the new Library building, and these spacious and functional premises are dedicated to the memory of Sophie Udin, an outstanding American librarian in Israel. The students have a good professional library at their disposal on the premises, and they can also make free use of the holdings of the National Library and its subject reading rooms. The Library has a comprehensive collection of library science books and periodicals.

The Board of the School, on which the governing bodies of the University are represented, has discussed the question of practical experience for students before their admission to the School. The Board encourages prospective candidates to work part time in libraries, during their undergraduate studies, or in some cases to spread their studies in the School over two years, thus enabling them to work in a library at the same time. As already mentioned, the School requires students without previous library experience to undergo a period of one month’s training under professional supervision before receiving the diploma. The School further tries to direct graduates to professional positions in libraries which provide adequate additional in-service training.

One of the problems which even today is only partly solved is the lack of text books and other material in Hebrew, which is the teach-
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ing medium of the whole University. The Library School and its staff had to start almost from scratch: to prepare a dictionary of library terms in Hebrew and English, to edit collections of study aids, and to translate them into Hebrew. We are still to a very large extent dependent on books and periodicals in European languages; the required reading is mainly in English, and the bibliographical lists contain predominantly American and English publications in the field of librarianship and related subjects.

The Library School has started its own series of publications in Hebrew. The first issue was a translation, published in 1957, of Professor Carnovsky's Report, with a foreword giving the story of the School and containing the detailed curriculum of the first year. The second, published in 1961, was a book in Hebrew on cataloging principles with exercises by Dr. Hannah Oppenheimer, who lectures on this subject in the School. Owing to the heavy demand, a second, revised edition appeared this year. Further publications in this series are now in preparation—on bibliography and on library organization and administration. On the initiative of the Library School and the Israel Library Association, the Reuben Peiss edition of Alfred Hessel's History of Libraries was translated into Hebrew with the aid of a grant from the American Government and was published in Tel Aviv in 1962; short bibliographies of books and periodicals in Hebrew were added to it. This book is helpful for all courses in the history of libraries.

One of the most complicated problems common to all educational and cultural activities in Israel is how to integrate specific Jewish subjects, rooted in Jewish religion and the Jewish literary heritage, into the general scheme of study based on modern Western civilization, and also how to find an approach to the Oriental world. In the School's curriculum, therefore, instruction in cataloging, classification, bibliography, and history of books and libraries, is divided into two parts, Jewish and general; the teachers try to show the distinctive as well as the common features. The specific Jewish studies in the curriculum are also important for librarians from abroad, as Carnovsky foresaw: "It is not too much to expect that, in time, an adequate training programme established here might attract, as students, librarians and custodians of Jewish collections in other countries." In fact, the Library School has had students who have returned to their home countries after graduation and are working in the Jewish and Hebrew departments of libraries there. In addition, we give a special course,

In connection with the development of the National Library, it was mentioned that its first Director introduced the American-English library system, and that all libraries in the country are organized more or less on these lines. This pattern serves as a basis for all applied instruction, especially in cataloging and classification, but the curriculum also introduces students to other systems. For instance, although the basis of the classification course is the Dewey decimal system, an introduction is given to other systems, especially U.D.C., the Library of Congress, Ranganathan, and Bliss.21 The Library School tries, like other library schools all over the world, to find the right balance between theoretical and practical instruction. The School recognizes, of course, the urgent need of giving young professional librarians the tools and techniques for their work, but we also know that: "... a technology is a means, not an end. Lacking theory to give it direction and purpose, it drifts aimlessly." 22

The School also has to have in mind the future responsibilities of librarians as educators, helping to shape the cultural and spiritual physiognomy of the new society. The first announcement on the aims of the School already stressed these various aspects: "The purpose of the school is to develop in students the understanding of the role of the library in human civilization, adequate knowledge of books and bibliographies, an appreciation of the needs of library users, and a thorough knowledge of library techniques. Emphasis is laid both on the academic side of librarianship and upon its social and educational role, especially in connexion with the integration of new immigrants into the cultural life of the nation." 23 We therefore insist that all students be acquainted with the role of the library in society and with the main trends of adult education in this country and abroad.

Library history is presented not only as the history of individual institutions and collections, but as part of the cultural, scientific, and social life of nations with due emphasis on the economic and political factors which have influenced library development. The sociological and historical approach is especially necessary in Israel. Here there is not only the gap between the two cultures (as formulated by C. P. Snow), but also a gap between the values of the Jewish legacy and the trends of modern life. In addition, there is a rather dangerous gap between the cultural and social level of the settled inhabitants and the new arrivals, especially from Oriental countries. Librarians must
be not only willing, but professionally equipped to help bridge these gaps.

The Graduate Library School is engaged in various activities connected with the development of public libraries in Israel. The School took part in the establishment of a modern bookmobile service in Jerusalem, a gift of the Edmond James de Rothschild Memorial Group. Another project sponsored by this foundation was the founding of a model regional library network. A survey of the cultural needs and means of the population was made in four different regions (both Jewish and Arab) with the active participation of the School. In Jerusalem the first municipal central public library is now being organized with the School’s professional advice.

A model public library in Kiryat Hayovel (in the Hadassah Community Centre, Jerusalem), which serves an area of new immigrants, received professional assistance. This library enjoyed substantial help in the form of books, equipment and audio-visual aids from UNESCO. The Executive Secretary of the Library School, together with a graduate of the Library School, carried out a survey on the reading habits and needs of the users of this library. Similarly, guidance has been given to a modern children’s library in Beth Hakerem (Jerusalem), run by the women’s organization, “WIZO.”

In the last part of his report, Professor Carnovsky deals with the problem of training for archivists and gives a short survey of existing archives in Israel. He comes to the conclusion, endorsed by the University, that it would be preferable to have a separate course of study for archivists, although in co-operation with the Graduate Library School. The University, together with the Government Archives and the Library School, organized a two-year course for academic archivists in 1961–62, and another one is planned for the academic years 1964–65.

The Library School accepts a maximum of thirty full-time students every academic year. The problems of recruiting are more or less the same as in library schools abroad and will not be dealt with here. In spite of the fact that 128 graduates have passed through the Library School, there is still a very severe shortage of professional librarians and documentalists in the country, the main reason being the rapid development of libraries and information centers. In Israel today there are more than one thousand libraries of various types. There is no possibility, but also no real necessity, of training all librarians in Israel on an academic level. The Library School and its instructors
take an active part in providing training on an undergraduate level for junior positions and subprofessional jobs and for librarians working in smaller public libraries. The School puts its premises and facilities at the disposal of the Israel Library Association for refresher and specialized courses. A special committee of the Israel Library Association has now prepared a detailed program for examinations in different stages on an undergraduate level. It is a good sign that early graduates of the School are already active as teachers in courses for beginners and library assistants.

For this kind of instruction and for undergraduate education generally, the problem of professional literature is even more acute than for academic librarians. In addition to the publications already mentioned in connection with the curriculum of the Graduate Library School and the professional journal *Yad la-koré*, some other publications in Hebrew deserve to be noted. R. Levy, a pioneer in the development of libraries under the auspices of the Histadruth, published *Principles of Cataloguing: A Manual for Librarians*, Tel Aviv, 1959. The Histadruth Library Department published *The Special Library: Management and Organization* by H. Wellisch, Tel Aviv, 1962. In 1960, Eliezer Tibon published *The Book, the Newspaper and Printing* (Tel Aviv), which contains a historical survey and a chapter on libraries. One of the main aims of librarians, bibliographers, and archivists is to encourage the publication of professional literature in Hebrew and to make the general public acquainted with the activities and goals of the library movement in our time.

The Minister of Education and Culture recently appointed a committee to formulate a plan for the establishment of public libraries throughout the country. The committee will draft a Public Libraries Bill and make recommendations regarding the Ministry's policy for public libraries over the next five years. This committee, whose chairman is the Director of the Jewish National and University Library, will pay special attention to the training of librarians for public, school, and children's libraries through courses and in-service training. The committee will also be responsible for the development of public libraries in Arab areas of Israel.

Israeli librarians, deeply aware of the ethical principles of their profession, are striving for unity in diversity. They are devoted to expanding the part played by the library in the advancement of learning and culture, and they sincerely hope to make a modest, but not insignificant contribution to the progress of international librarianship.
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