The Situation of the Libraries of the University of Teheran

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The main object of this paper is an attempt to illustrate the present situation of Teheran University Central Library and its 17 faculty libraries. The main aspects of these libraries which will be discussed are collections, staffing, management, shelving, cataloguing and the library users. The findings of a survey which was conducted by the author in Iran in the summer 1995 form the main basis of the discussions.

Some of the problems in these libraries are mentioned and the possible solutions are recommended.

The study also examines the role and effect of the Islamic Revolution and de-westernization policy of the present regime on these libraries.

A historical background of higher education, foundation of the University of Teheran, librarianship and the whole range of libraries in Iran are discussed briefly.
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1. AIM OF THE SURVEY

The purpose of this study is to present the current situation of the libraries of The University of Teheran with respect to their collections, staffing, cataloging, classification, shelving, automation, management, library users and so on.

In order to give a reasonable picture of these libraries, a brief account of the past situation is given where necessary and possible².

2. BACKGROUND

Some of my teachers and classmates at the Swedish School of Library and Information Science (SSLIS) in Borås, Sweden and myself are very interested in getting some information about the situation of the libraries in the Moslem countries, in general and The Islamic Republic of Iran in particular.

"Why are most of the foreign students at Swedish Universities, in general, and at SSLIS, in particular Iranians?"
"Is there any relationship between your enthusiasm for higher education and libraries in Iran?"
"Is it possible to have good libraries and even librarians in a country whose leader condemns a foreign writer to death³?"
"To what extent has the library system changed in Iran after the religious revolution?"

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² At the beginning the author intended to compare the major aspects of these libraries with western standards. Further studies showed that they were far below these standards.
³ On 14 February 1989 Ayatollah Khomeini issued a religious fatwa (edict) and condemned the British writer Salman Rushdie and his publisher to death. *The Satanic Verses* which was written by Rushdie was considered to be blasphemous and vulgar by some Muslims. Ayatollah Khomeini ordered all Muslims to carry out the death sentence anywhere in the world. Some Iranian mullas (Muslim clergymen) have claimed many times that the killer will be paid half million dollars by the Iranian government. In January 1993 President Rafsanjani reconfirmed the death penalty. It should be noted that Jan Myrdal, a Swedish writer, also said the death penalty was justified. In March 1996 the Swedish Writers Club is going to announce whether he will remain in the Club or be expelled.
These are only some of the questions while I was asked while I was studying at SSLIS. Finding suitable answers to some of these questions, and my own interest, caused me to give my thesis proposal in this case to the School Library, but I did not guarantee to write about all the mentioned points because I knew from the beginning that it would be difficult to investigate.

Anyway, during my stay in Iran I tried to get reliable and accurate information about the public libraries, but was disappointed. I couldn't find anyone who would really cooperate with me and answer my questions. Probably they did not trust me, either. What I have written on public libraries and the other kinds of libraries, except my own case study, comes from the available documents in English and Persian and also my own observations. After some days of investigation I noticed that the situation at the academic libraries was much better, so I focused on this case. In order to get a general picture of the academic libraries, The University of Teheran Libraries were chosen. These libraries differ greatly in size, collection, staffing, management, budgeting, etc.

However, this study shows mainly the situation at the University of Teheran Libraries and not at all the academic libraries in the country.

It should also be born in mind that I will remain totally neutral and apolitical in this essay.

3. PROBLEM

In the western countries, in general and Sweden in particular very little is known about the libraries in the Islamic Republic of Iran.

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4 In this study the Persian titles appear in transliteration in the Bibliography.
5 Almost nothing is known among librarians in Sweden (and indeed the other Scandinavian Countries) about libraries in Iran. Mr. Bengt Holmström, a Swedish retired librarian, is probably one of those who knows a little about the libraries in pre-Islamic Iran. He was one of the forty experts from the different parts of the world who was invited to Tehran by the former regime in 1973-75 to design the "future library" in Iran. This information comes from an indirect contact and a phone-call with him.
Since the Islamic Revolution in 1979 very few research library papers have been written in either Persian or the major modern languages, i.e., English, German and French and just a few reports have been published. At the time of gathering the written materials I found only two articles which were written in Swedish. They do not provide too much information about the library services in Iran, either. In recent years, a number of Iranian librarians have come from Iran in order to attend IFLA (International Federation of Library Associations and Institutions) conferences. Unfortunately these reports give the western world no more than official reports and conversational information.

As mentioned before the specific objects of my research will be the status of The University of Teheran Libraries after the revolution (It will mainly focus on the present situation).

In what ways these libraries have changed since 1978? How has the terrible war between Iran and its neighbor Iraq, which started in 1980 and ended in 1988, affected these libraries? Has information technology improved in these libraries or not? What is the situation of librarians in this university? What is the effect of religion in these libraries? To what extent have these libraries replaced western books after the revolution?

4. METHOD

For the purpose of this paper I stayed in Teheran for about four months and visited The University of Teheran Central library and seventeen faculty libraries of this university and studied them mainly with respect to their collections, staffing, management and their library services such as classification and cataloging, acquisition, circulation, automation, reference, preservation of material, interlibrary loan, etc. The collection, staffing, classification and shelving of these libraries will be mentioned when I give a brief account of each college library. These figures will be used once again when I do my detailed analysis.

During my stay in Iran I had the opportunities to take part in The 4th International Congress of Muslim Librarians and Information Scientists (COMLIS 4) which was held in Teheran on 19-21 June 1995. During my stay I also had a short lecture on "Swedish

6 The author was informed that a few of them were librarians. The rest were government officials.
Libraries and Information Science" in one of the universities. Through this lecture session and the discussions with some of the congress participants and expert librarians I could gather the necessary information about the Iranian academic libraries for my own case study. Two different questionnaires, namely Faculty Library Questionnaire (Appendix 1) and Student Questionnaire (Appendix 2), were designed. One lecturer at the Department of Librarianship at The University of Teheran who was doing her Ph.D. in library science helped me to refine the questionnaires. I delivered 18 faculty questionnaires to the directors or the other personnel of the selected libraries personally. As the academic year ends on July I sent 20 student questionnaires via air mail. These students, who study in different disciplines and at different academic levels, were recommended by the above mentioned lecturer, in cooperation with her colleagues who were also lecturers in other disciplines. I got back all the faculty questionnaires but only 14 (about 70%) of the student questionnaires. The respondents to the faculty questionnaires did not answer all of the questions, especially those related to budgeting. Some of the information obtained on my visit was quite different from the information given in the questionnaires, especially from faculty questionnaires. Besides different types of documents, observation (both discrete and open) and questionnaires, two members of the National Library Research Department, one publisher, two lecturers in librarianship and two Library Science students were also interviewed. Some of these people were not free to express their ideas about different aspects of librarianship in the country. Sometimes they did not want to comment upon some of my questions, either. The names of all of them are not mentioned for their own safety. This paper would not have been possible without the cooperation of all of these people.

The present paper has two research methods, qualitative and quantitative analysis. The latter one is chosen to give a better understanding of the information gathered. Getting

7 The situation of the library system in Sweden is totally unknown in Iran. Most librarians, especially library science lecturers are very interested and would like to learn about it.
8 This questionnaire is the main basis of the survey.
9 The main reasons for designing this questionnaire are to reflect the students' attitudes towards their libraries and provide a supplement to the faculty questionnaire. No direct comment will be made in the related analysis section.
10 See 12.1.6 for more information.
accurate statistics has always been the most complex and difficult part of a survey in Iran. A major part of the statistics comes from the faculty questionnaires. I have also used the available statistics which are published by the Iranian Statistics Center. The heads of the faculties which I was researching were always inaccessible and busy all the time with other jobs and most of the staff had no knowledge of the allocated budget, policy and decision making or any advanced technical questions regarding cataloging, classification and so on. The figures given by the persons in charge or the other staff seemed too high and sometimes too low. The statistics they gave were not always reasonable. The best form of getting almost accurate statistics seemed to be through informal contacts with the librarians, friends and students. Wherever necessary I will express my own comments on figures.

It should be noted that I have spent a great deal of my life in Iran. For this reason, some information are based on my own experiences.

5. INTRODUCTION

Iran, officially known as The Islamic Republic of Iran, is situated in southwestern Asia, and bounded on the north by Armenia, Azerbaijan, Turkmenistan, and the Caspian Sea; on the east by Afghanistan and Pakistan; on the south by the Gulf of Oman and the Persian Gulf; and on the west by Iraq and Turkey. The area of Iran is 1,648,000 square km (636,296 sq. mile). Iran was known abroad as Persia until the 1930s. The capital and largest city in the country is Teheran. The official population of this city is about 8 million, but it is estimated to be more than 13 million including the city suburbs.

The official language of Iran is Farsi, or Persian (as it is known by the westerners), which is one of the family of Indo-European languages. Farsi is written in the Arabic alphabet and it has many Arabic loan words. There are many minority groups in Iran. The Baluchi in the southeast, the Turkomans in the northeast, the Kurds in the west and the Arabs in the southwest. These ethnic groups want to retain their own languages or dialects. For this reason and some political reasons the other languages or dialects like

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11 Calling them "Languages or Dialects" has always been a case of discussion among the linguists, nationalists, leftists and some other groups, political and non-political, in the country. There is no place for this discussion in this survey.
Turkish, Kurdish, Baluchi, Arabic and Lori are also spoken in the country. The population of Iran was 63,369,809 in 1993. The rate of literacy for the total population is about 62%.

Iranians were forced to accept Islam as their national religion in a war with Muslim Arabs 12 centuries ago. Before Islam, The Zoroastrianism was the national religion in the country. Now the official religion of Iran is the Shiite branch of Islam. Some of the most sacred Shiite places are situated in the city of Qom, south of Teheran, which is a well known place for pilgrimages for Shiite Moslems. The Sunni, which is the main branch of Islam, form about 8% of Iran's population. The country has also Christian, Jew, Zoroastrian and Baha'i minorities. The latter are formally forbidden.

Until 1979 it was a monarchy but that year it underwent a major revolutionary change. The Shah fled the country and Ayatollah Khomeini\textsuperscript{12} became the religious leader of the country. This anti-shah Revolution really began at the universities. Later on it headed into the streets lead by the students, workers and religious leaders, and in offices by business and government employees. Among these employees, librarians also played a major role. Most of these librarians were middle class revolutionary supporters. They celebrated happily when the Shah left Iran and victory had been achieved.

The new Islamic Constitution, which was approved by a referendum states that the spirituality and ethics of Islam are to be the basis for political, cultural and socio-economical relations in Iran.

One of the important features of the revolution in Iran was an increased interest in reading books. Those books which were not allowed to be published under the Shah's regime were now published.\textsuperscript{13}

"I remember watching eager curbside salesmen hawking stacks of new books revealing the royal family's private life. This early period saw pent-

\textsuperscript{12} Ayatollah Khomeini died in 1990 in Tehran. His tomb is now a holy place in Tehran. Some foreign Shiite Muslims, who are also supporters of Islamic regime in Iran travel to Iran to visit this holy place.

\textsuperscript{13} These are called "white cover books". Historically, Iranians have never lived under a democratic regime and the Shah's regime was no exception.
up emotion released and the Shah's censorship regulations eliminated so that everything could be published—and was!" (Harvey 1988, p 275)\textsuperscript{14}

The number of copies printed per title increased approximately from 20,000 to 200,000 copies. (Zanjani 1990, p 49)

The enthusiasm for reading books had its effects on libraries as well. The libraries were very busy at the dawn of the revolution. Now the situation has changed totally. The middle class which was the majority of the group has so many economic problems that it does not care about reading books. The rate of publication in general is very low now.

Nearly all the nation's daily newspapers and most of the weeklies are published in Teheran. Table1 indicates the position as regards book production, Daily newspapers and periodicals in Iran in 1988.

Table1: Publication in Iran in 1988
('000000 population)

<table>
<thead>
<tr>
<th>Population</th>
<th>Book Production</th>
<th>Daily Newspaper</th>
<th>Periodicals @</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>3041</td>
<td>10</td>
<td>314\textsuperscript{2}</td>
</tr>
</tbody>
</table>

@ By periodicals is meant both non-daily newspapers and periodicals
\textsuperscript{2} Data from 1987

Source: UN, Statistical Year Book, 1992; UN, Demographic Year Book, 1994

For the purpose of comparison, the publication figures in some of Asian countries and Sweden are shown in Table 2.

\textsuperscript{14} John F. Harvey, Former Dean and library science lecturer in Iran, lived in this country for six years, including the revolutionary period and wrote a number of research papers on the Iranian Library System.
Table 2: Publication in Some of the Asian Countries and Sweden in 1988
(‘000000 population)

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Book Production</th>
<th>Daily Newspaper</th>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>101</td>
<td>1209</td>
<td>31</td>
<td>196</td>
</tr>
<tr>
<td>Indonesia</td>
<td>179</td>
<td>1687*</td>
<td>179</td>
<td>1545</td>
</tr>
<tr>
<td>Kuwait</td>
<td>2</td>
<td>793</td>
<td>9</td>
<td>73</td>
</tr>
<tr>
<td>Philippines</td>
<td>58</td>
<td>1072</td>
<td>29</td>
<td>1469</td>
</tr>
<tr>
<td>Sweden</td>
<td>8</td>
<td>11794</td>
<td>107</td>
<td>117</td>
</tr>
</tbody>
</table>

@ Data from 1986
* Data do not include Chinese publications
* Data do not include pamphlets and all books are first editions.
* Do not include pamphlets
Sources: UN, Statistical Year Book, 1992; UN, Demographic Year Book, 1991; UN, Demographic Year Book, 1992

Before the revolution Iranian culture was heavily influenced by westernization. Islam was mostly practiced at homes and did not have any political power. Now the culture of Iran is heavily influenced by the Muslim religion, as is evident in the art, literature, social structure and education (especially at the lower levels) of the country. After the revolution, the Shiite clergy tried to renew a forgotten Islamization. Women were ordered to return to more traditional roles (remaining mostly at home and raising children), movie theaters were closed, and music was totally forbidden and not allowed to be broadcast by radio stations. The segregation of men and women at social functions was established. Many women again wore the traditional chador or the like. There are religious restrictions for men also; for instance they can not work in (or even enter) some government buildings if they are wearing short sleeves.

15 The Music College was closed for 12 years. This information comes from an interview on Swedish TV-Channel 1 in November 1995.
16 A long black veil which covers the head and body. During the former regime the women could wear what they wanted and most European fashions became popular in Iran even before being common in their native countries.
17 For this reason the author was not allowed to enter one of these buildings to buy the
With the arrival of the first printing machine in Tabriz (one of the northern cities of Iran) in 1848 and the subsequent establishment of the first printing house in Teheran in 1860, publication of Persian books was made possible in Iran. Printing of books in Iran came simultaneously with other mass media, and was slow to develop. Consequently, Iranians became movie-goers and television watchers before acquiring reading habits. They continue to be poor readers.

With the gradual increase in the number of literate persons in society, the creation and spread of libraries took place.\(^\text{18}\)

Radio and television are widely used in Iran. According to the latest statistics, each family has a radio and there is approximately one television set for every four families. Video cassettes came to Iran in early 1980s, but they did not last very long. Religious officials discovered that certain cassettes contained western or anti-Islamic messages, so they confiscated most cassettes and closed down the video shops.\(^\text{19}\) However, all kinds of cassettes can be found in the black market.\(^\text{20}\)

Telecommunications technology in Iran, like most of the other under-developed countries, is making progress now. Nowadays all telecommunication facilities like telephones (even mobile telephones), fax, and E-mail\(^\text{21}\) are used in the country. Iran was connected to the Internet in 1994. Postal, telegraph, and telephone services, as well as radio and television broadcasting, are administered by the Iranian government.

Iranians have always been illiterate in the mass, but their leaders, political and religious, have been able to read and write. It was largely at the courts and by the financial support

\(^\text{18}\) It should be mentioned that the increase in literate and elite persons did not necessarily bring around a mass market for books.
\(^\text{19}\) They re-opened in 1994 but they are not attractive now because all films must have a license issued by The Islamic Guidance Ministry.
\(^\text{20}\) Almost everything, including the precious and rare books can be found in the black market.
\(^\text{21}\) E-mail is not widely accessible. None of the interviewed librarians had access to E-mail and Internet. Some of them did not know really what they were.
of the kings that Persian art in general, and Persian literature in particular, were preserved and advanced throughout the centuries. No serious effort has ever been made during the whole history of Iran to spread the culture of reading books and the belief that study directly or indirectly influences the behavior of a nation and plays an important role in its progress.

Newspapers are controlled by the government. Recently a caricaturist was sentenced to prison for one of his caricatures which showed a one-armed football player who looked like Ayatollah Khomeini. Specially forbidden are news magazines and other materials which picture women wearing modern western fashions.

"Just a few foreign newspapers and magazines enter the country. Both circulation and pages are limited. Content varies little from title to title since most of it comes from government news releases. Many people are thought to purchase papers only to obtain food and material rationing information. Others are said to distrust the newspapers as being primarily government propaganda media, or trust them even less than they did those of the last Shah's government" (Harvey 1988, p 280)

The government is intolerant of any group activity which is not completely under its control. Writers and publishers are not able to express themselves and disseminate their ideas without great fear of formal action being taken against them. It is very difficult for authors or publishers whose views differ from the government's to publish their books. During the revolution there was much talk of democracy in information service management and some of it was even practiced. Now it is abolished. However, the situation in Iran has been likened to George Orwell's "Animal Farm" (ibid., p 299)

6. THE EDUCATION SYSTEM IN IRAN

The education system in Iran comprises three levels: elementary, intermediate and higher education. The government is responsible for all education. The statistical survey of education in Iran is shown in two tables. Table 3 shows the post-Revolutionary situation (1990-91) and Table 4 pre-Revolutionary situation. The latter has been chosen for a comparative study.
Table 3: Education in Iran After the Revolution (1990/91)*
('000 students & teachers)

<table>
<thead>
<tr>
<th>Level</th>
<th>students</th>
<th>teachers</th>
<th>s./t. ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (age 7-11)</td>
<td>9,369</td>
<td>339</td>
<td>27.6</td>
</tr>
<tr>
<td>Secondary (age 12-18)</td>
<td>4,822</td>
<td>197</td>
<td>24.4</td>
</tr>
<tr>
<td>Vocational &amp; teacher training</td>
<td>262</td>
<td>18</td>
<td>14.5</td>
</tr>
<tr>
<td>Higher</td>
<td>312</td>
<td>23</td>
<td>13.4</td>
</tr>
</tbody>
</table>

* The Iranian year runs from 21 March. The year 1990/91 corresponds to the Iranian year 1369.
Sources: UN, Statistical Yearbook, 1994; Britannica Book of the Year, 1994

Table 4: Education in Iran Before the Revolution (1976/77)*
('000 students & teachers)

<table>
<thead>
<tr>
<th>Level</th>
<th>students</th>
<th>teachers</th>
<th>s./t. ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (age 7-11)</td>
<td>4,768</td>
<td>167</td>
<td>28.5</td>
</tr>
<tr>
<td>Secondary (age 12-18)</td>
<td>2,109</td>
<td>84</td>
<td>25.1</td>
</tr>
<tr>
<td>Vocational &amp; teacher training</td>
<td>247</td>
<td>12</td>
<td>20.5</td>
</tr>
<tr>
<td>Higher</td>
<td>154</td>
<td>13</td>
<td>11.8</td>
</tr>
</tbody>
</table>

* The year 1976/77 corresponds to the Iranian year 1355.
Sources: UN, Statistical Yearbook, 1978; Britannica Book of the Year, 1979

The Ministry of Education looks after elementary and intermediate education. Education is compulsory for children between the ages of 7 and 14. The constitution of the Islamic Republic of Iran places an obligation on the government to provide free education until the end of secondary schooling for all the children. However, the shortage of teachers and schools, financial problems, lack of enough foreign currency and a terrible eight-year war with Iraq and probably some other reasons have hindered the government from educating all these children. New subjects, books and teaching methods have been put
in place to add the Islamic basis and morals to education which is derived from the Holy Koran. These changes have taken place at both elementary and secondary levels. The minister of Cultural and Higher Education and the minister of Health Care and Medical Education are the two ministers who are responsible for non-medical and medical higher education, respectively. There is a medical university in each big city. In addition to these, the Ministry of Telecommunications, oil company and some other organizations have their own universities.

Almost all human knowledge is taught in Iranian universities. Some of the universities are general in their programs and some are specifically restricted to their medical or technological fields. (Farajpahlou 1994, p 108)

After the revolution some unsuitable and immoral principles disappeared and were replaced by some new ones, especially those with an Islamic basis.

Universities and colleges on the western model do not have a long history in Iran. The University of Tehran was founded as recently as 1932. In the decade following World war II the major provincial universities were founded, and in the following years many other institutions for higher education were established. The Ministry of Higher Education was founded in 1967. After 1979 this ministry changed its name and became the Ministry of Culture and Higher Education. It coordinated and monitored most colleges and universities.

The number of higher education institutions numbered 250 by 1980. They enrolled 117,000 of more than 260,000 higher education students. (Harvey 1989, p178)

By July 1980, all higher education classes had been closed and they did not reopen for more than two years. This was done in the name of "the Cultural Revolution". The main aim was to Islamicize and de-westernize higher education during this closure. The departments reopened gradually. The Science Information Department was the last. Admission policies in all programs were modified. Religious loyalty played a major role in entrance admission. Even well-qualified applicants were not allowed to study at universities if they did not show or prove loyalty to the Islamic revolution. The students were tested by a written examination and questioning of neighbors. (ibid, p192)

22 A phrase which is used by many religious leaders.
Many students and even the faculty members were dismissed during this "Cultural Revolution". The traditional examination in English was downgraded for admission importance and many departmental course materials, especially in English, became outdated. Apparently individual instructors could decide how much and how to change their courses. In this case, most courses were changed. This process was not done successfully because it was not clear for the officials themselves what role an Islamic university should play in the 20th Century. However, many of the teaching techniques which were taken by the faculty members who had studied abroad did not change. Many faculty members, especially the older ones, adapted these changes superficially. They continued teaching and behaving according to their old values and morals, but they were slowly and reluctantly modified as they had to face the reality of the religious regime. It is worth mentioning that some were retired, dismissed or left the country and lived in exile.23

"Unspoken pressure was for all programs to de-westernize and Islamicize their curriculums." (ibid, p 193)

The prohibition of contact between men and women affected many teaching activities such as classroom seating, library reading rooms (see pictures 1 and 2), class field trips, group discussions and so on. Classroom seating has changed throughout each university after the revolution; men are seated at the front and women at the back of each classroom.24 In addition, each university building has a prayer room. Students and faculties are encouraged to use this room for their daily ritual program. De-westernization has always been the main goal of the Islamic regime in every aspect of the people's daily life, but it has been much talked about and not widely implemented. There are many university teachers and students who criticize the regime privately and admire the western way of life.

Enrollment at academic institutions has increased from 24,885 in 1960 to 1,000,000 in 1995. In October 1995, about 250,000 new students entered the universities in Iran.25

23 A few of them became university professors abroad.
24 The same model is taken in the buses. Men sit in the front and women at the back.
25 This information comes from a Swedish Radio Broadcasting Program (Pezhvak), P2, in October 1995.

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The number of applicants is increasing rapidly. Usually one tenth of applicants enter the universities. In order to select the applicants, a general entrance examination is held each summer throughout the country. There are 123 higher education centers in the country. The distribution of students in the different provinces in Iran indicates that about one third of the university students study at Teheran. There are two nationwide universities with the chancellery and main offices situated in Teheran, namely Azad University (Free University) and Allameh Tabatabaee University. The other faculties of these universities are located outside Teheran.

The University of Teheran, with more than 30,000 students and 1,271 teachers is the largest university. Several major and minor universities have doctoral and masters programs in a considerable variety of subject fields.

There are not many foreign students in Iran. In 1993-94 the number of foreign students totaled 412. These students were mainly from Lebanon, Afghanistan, Iraq and Sudan.

The teaching methods apparently do not prompt the students to use a variety of sources to obtain background information for either class preparation or papers. The method of comparing ideas of different writers or looking at a subject from different points of view is not widely used in the academic institutions. Rather the same reliance on single text books, a teaching method used in elementary and secondary schools, is apparently often continued at the university level, so that the student is familiar with, and in fact knows nothing more than, the single source approach for gaining information on a topic. This situation was well defined by Dr. Issa Sadiq, one of the founders of The University of Teheran in 1931.

26 Although the illiteracy rate is rather high in Iran, the Iranians have always been interested in higher education. This can be proved by the number of Iranian students in this country and in Europe, USA, Canada and Australia after the Islamic Revolution.
27 The tuition-fee in this university is very high. Most university lecturers criticize this university and compare it with a shop which sells academic certificates. The libraries in the different colleges of this university are in a very poor situation.
28 Exchange programs and students have been stopped after the revolution.
29 This is the influence of old French educational patterns on the Iranian educational system, with the emphasis on text book teaching.
"One great handicap for secondary and higher school students is the lack of adequate texts and reference books. Hours and hours are spent by teachers in dictating their courses word by word, and when the lessons or lectures are over, the students have no means of supplementing their notes or doing any reading." (1931, p107)

Deficiencies in many areas of the educational process are reflected in the use of books and libraries.

7. THE HISTORY OF LIBRARIANSHIP IN IRAN

Iranian people have always had access to the libraries of places of worship, mosques, shrines, schools, colleges and private libraries. Most of these libraries had special collections, either religious or scholarly. They were supported financially by gifts and endows. (Zanjani,1990 p 51)

One of the oldest libraries of this kind, which is still open to the public, is the Library of Astan Qods Razavi in Meshad city.30

In spite of traditional library practice and its very long history in Iran which goes back to the pre-Islamic era (more than 14 centuries ago), such as the library of the University of Gondi-shapur in Ahvaz city or the Islamic libraries, the modern library movement in Iran, as mentioned before, is almost new and started in the early 1950s.

"It actually took half a century for Iranian libraries to feel the impact of the new approaches that were initiated by Cutter and Dewey more than 100 years ago. Modern librarianship began with some specific short-term training courses on the basics of modern library practice by the National Library of Iran and by individuals who were educated in the United States or European countries. The first academic library education program was introduced in the University of Teheran in 1966 with the establishment of the Department of Library Science in the School of Education. The first

30 See page 24 for more information about this library.
program was offered on a Master's level with a 2-year program leading to an M.L.S. degree. The program had two main objectives:
1. To train qualified librarians capable of administering large Iranian libraries.
2. To educate qualified people to be able to run librarianship courses in Library Science Departments in other Iranian universities.

The Iranian Library Association (ILA) was established in the same year. Seminars, conferences and workshops held by ILA facilitated the spread of modern library knowledge and practice all over the country, especially where a higher education institution existed. (Farajpahlou, 1994 p 110)

By the mid-1970s almost all of the Iranian academic libraries were familiar with the principles and rules of the modern librarianship.

Foreign nations expressed a strong interest in Iran's well funded information service during its dynamic and well publicized 1955-78 pre-Revolution period. There is some evidence which shows that interest continued into the 1980s:
1. The information scientists expected to see a new religious library system
2. De-westernization and the war between Iran and Iraq have increased concern about the Iranian librarians. (Harvey 1988, p 274)

In the early stage, de-westernization and Islamization were the main goals of the new regime. Libraries were no exception. The doors of many libraries were closed. A few children's libraries established by the Institute for the Intellectual Development of Children and Young Adults (IDCYA) were burned in Teheran because of their royal connections. The Islamic "Cultural Revolution" imposed censorship on the libraries' book collections. Many religious groups forced librarians to "purify" their collections. Certain books that did not support the Islamic government's point of view had to be discarded. Western-inspired library education came to a standstill. Many American-educated Iranian librarians left Iran and practically all foreign educators and librarians were forced to leave. During the early and mid-1980s libraries gradually returned to their normal functions, providing minimal services. Mosque and religious libraries flourished everywhere in Iran.
Another step to de-westernization was acquiring and publishing more books in Arabic. 31 Borrowers were also encouraged to read the Holy Koran and Arabic books. It should be mentioned that only the religious leaders, Arabic teachers and a small group of Iranians can read or talk Arabic. There were some religious leaders and many fanatics who wanted the Arabic language, not English, be taught at schools. However, in the early years of post-Revolution era this idea was abolished and the importance of learning English was more heavily emphasized than it was during the Shah's period. English became also one of the most important courses in the religious schools.

In Iran the tradition of learning has been strong since ancient times, and libraries have always been a part of learning. These libraries, however valuable they are, were not instruments of mass education and, therefore, they did not form a part of the public library structure of the country, and their benefits were confined to royalty, nobility and scholars. One can possibly confirm that one of the main reasons why Iran fell behind the western world in the last century is to be found in this restriction of libraries only for the use of the elite.

In Iran, like other Middle East countries, new systems of classification were introduced in libraries about fifty years ago and immediately, the need to modify and supplement these systems were felt. Dewey and LC classifications which are widely used in most libraries around the world have also been in use in Iran for a long time. But both contain omissions and errors in the area of Islam, Persian language, literature and history of Iran, which cannot be remedied by small modifications or by the addition of supplements.

In 1968 the Teheran Book Processing Center (TEBROC) was established. Since its establishment, this Center has attempted to survey each subject, specific to Iran and the Islamic world separately, and develop classifications along the lines of Dewey and LC systems.

"Revolutionaries talked about eliminating the use of Anglo-American Cataloging Rules (AACR) and urging catalogers to develop an indigenous set of rules; later, this was reported to be just Islamic propaganda. No serious project was developed to replace it and AACR is

31 Arabic is the language of the Holy Koran.
still taught in the library schools and used by catalogers just as it was a
decade ago. Academic libraries and special libraries have always had two
separate catalogs, one for Latin and the other for Persian language books
and catalog cards. Use of LC printed cards has stopped, but use of the
published U.S. National Union Catalog and of Cataloging in Publication
information continues. LC cards proved to be too expensive, so libraries
now type their own." (ibid, p 286)

LCC and DDC are still two basic courses in Library Departments and not a new and
revolutionary classification system has been created in the country. Some librarians told
me that the previous classification systems and AACR have even become more popular
than before.

The status of librarians in Iran has always been very low. The modern concept of the
profession is totally unknown. The salary of librarians at all levels is lower than their
counterparts in similar institutions with similar qualifications.
Two Persian words "ketabdar" and "ketabdar" are used for librarian and library science.
These words mean "book keeper" and "book keeping". They denote the low status and
prestige of librarians in Iran. (Umapathy, 1978 p134)

The Iranians are not accustomed to libraries since childhood. It is clear that Iranian
students have not acquired library habits and if they were to do so at the university level
the stimulus would have to come from their courses. They are, therefore, directly
affected by faculty attitudes toward the library. As mentioned before the teaching
method used in their classes can be counted as the other reason.

In countries like Iran in which modern librarianship is new, reference books are not
updated and insufficient and where students entering a library science program have
probably never worked in a library or even used one to any extent, the classrooms in
School of Library Science seem boring and unattractive. When Iranian students are
given advanced library assignments they are unable to find materials and information.
This lack of knowledge about the library stops many library instructors from giving
complicated and comprehensive assignments to their students and when few assignments
are made, only a low level of library skills is acquired by the students. In this way an
absurd circle is created.
8. DIFFERENT TYPES OF LIBRARIES IN IRAN

8.1 PUBLIC LIBRARIES

According to Zanjani (1990, p 50) the existing public libraries in Iran may be categorized into four groups:
A. General public libraries
B. Children's libraries
C. Rural libraries
D. Religious and mosque libraries

8.1.1 General public libraries

The idea of creating a library with a collection which is selected to meet everybody's needs developed at the threshold of the constitutional revolution in 1906. From 1910 onwards, the government and many other institutions gradually established a number of libraries to serve the needs of their institutions. Some of these libraries were open to all and for this reason were called public libraries.

The inauguration of a public library by the Shah in 1961 marks the dawn of public libraries in the modern sense of the term. Later several public libraries were established in the country. By 1978 the number of public libraries increased to 372, with the collection of 1,800,000 books. Soon after the revolution, some changes took place in the administration and organization of public libraries. The management of the public libraries became the task of the newly founded Ministry of Culture and Islamic Guidance in 1980. The administration of public libraries is centralized nationally. Most of the technical and professional activities are carried out centrally in Teheran, for instance; selection and acquisition of books, classification and cataloging.

"The Book Selection Board (BSB) consists of 7 well-known people chosen from social, academic and religious circles who select books and serials for all public libraries. The GOPL\textsuperscript{32} purchases books in bulk and,

\textsuperscript{32} The General Office for Public Libraries
after they have been cataloged, they are dispatched to the public libraries all over the country." (Zanjani, 1990, p 55)

However, individual libraries have some local discretion about purchases and running day-to-day library activities. Before the revolution two foreign libraries, namely; The British Council Library and Abraham Lincoln Library functioned as public libraries in the country. They were used mainly by university students and well-educated people. They do not exist any more in the country.

Iran has just about over 700 public libraries, keeping around 7 million volumes with 11 thousand titles (COMLIS 4 Supplement No. 3). Public libraries are served by a staff of less than a thousand. A majority of them have only a high school diploma and have no knowledge of modern librarianship. The salaries of these librarians is very low and it has been difficult to attract capable persons to work in the public libraries. Often, the opening hours of these libraries are limited due to shortage of personnel.

Teheran is served only by 13 public libraries. Its Central Library has a collection of more than 78,000 volumes. Others have collections of from 3,000 to 22,000 volumes (Interview with a librarian, July 1995).

On the whole, public libraries in Iran do not meet contemporary needs. Their collections are limited, poorly managed and serviced. The shelves are full of unserviceable books. Weeding is not allowed. In a majority of libraries books are kept in closed stacks. Many libraries are poorly staffed. A large number are one person libraries. The activity of public libraries is limited to circulation of books and very little reference works. The public libraries do not cooperate with one another or any other libraries. Public libraries do not serve prisons, hospitals, the handicapped or other special groups.

8.1.2 Children's libraries

The first library with a collection suitable for children was established by the Department of Kindergartens of the Ministry of Education in 1958 in Teheran. In 1965, the government of the time showed interest in the establishment of a series of cultural and educational centers for children and young adults in order to improve their knowledge and understanding through the use of books and non-book materials. To achieve this objective, a network of children's libraries was planned. Through the Institute for the
Intellectual Development of Children and Young Adults (IDCYA), founded in 1965, modern and advanced library services in Iran were provided for children. Just before the 1979 revolution a network of some 80 children's libraries in Teheran and other cities, with approximately 350,000 registered users, was functioning successfully.

At present, IDCYA has 265 children's libraries. IDCYA has evolved a three-month training courses covering basic elements of library work with children, children's literature and Islamic ethics.

The book selection is done by a Book Selection Committee in Teheran. Each library is regarded as a cultural and educational center which accommodates a library, a multi-purpose auditorium and a few workshops. Most of IDCYA's are housed in modern buildings located in parks.

8.1.3 Rural libraries

The first bookmobile library service to villages around Teheran was set up by the Book Society in 1962. From 1968 onwards, a series of small book collections were installed in the Rural Cultural Houses in 1,000 villages. In post-Revolution Iran, Jihad-e Sazandegi (Construction Crusade) along with other constructional activities gave its highest priority to political-social-cultural developments in rural areas. It established some small rural libraries in the country. Most of these libraries are located in mosques, schools or Jihad's headquarters. The management and administration of these libraries has changed greatly during the last years. In 1988, the rural libraries were under the direction of different organizations, namely Jihad, mosques, the Village Islamic Council Homes or simply a group of local enthusiasts.

The latest comprehensive nation-wide census from rural libraries showed that on the whole, 2,209 villages were covered by 1,350 libraries (Introduction to rural libraries; a bulletin distributed among the congress participants during COMLIS 4 sessions).

8.1.5 Religious and mosque libraries

These types of libraries are not widely known in western or even eastern literature. The earliest known libraries were religious libraries connected with mosques or theological schools. Most mosques used to support a school and a library to serve both
the school and the mosque. Astan Qods Razavi Library in Meshed is one of the oldest Islamic libraries which was founded in 1264 AD and has preserved most precious Islamic culture works. It has an area of 28,000 square meter consisting of various reading halls and different departments. This library presently has a collection of 257,000 books in 36 languages.

When formal education became the task and function of the Ministry of Education (1907), gradually the number of mosque schools reduced and consequently, the number of religious and mosque libraries declined. As mentioned before the number of mosque and religious libraries grew and prospered during and since the revolution. The actual number of these libraries is totally unknown. The unconfirmed statistics show there are almost 5,000 religious libraries in Iran. The collections of these libraries are not high. On average they have between 2,000 to 2,500 books. The collections are mainly books. A few of these libraries have cataloged and classified their collections. They are mainly arranged according to the name of the writers or subjects. According to a recent research study conducted by Dr. Nicoletta Mattioli Hary, the Hosseinieh Ershad Library (one of the largest mosque libraries in Teheran) has classified its collection in the Dewey Decimal (DDC) system. Newspaper or magazine subscriptions in these libraries are very limited.

They are under the direct sponsorship and supervision of the local religious leaders. They usually do not receive governmental support. Budgets for materials are gained either by direct appeal to the public or through gifts, membership fees and so on. Mosque libraries can be used for reference by anybody, but they are mainly established to serve the religious needs of the Moslems living in the neighborhood. Mosque libraries are actively involved in cultural and educational activities. Several mosques provide courses and lectures for members in a variety of subjects. There are language courses, especially in English and Arabic. Most libraries have book exhibitions, film shows, sports and Koran teaching. Users are mostly elementary, secondary and college age boys and girls.

33 Dr. Hary is associate Director for Technical services at the university of Dayton libraries, Dayton, Ohio.
8.2 SPECIAL LIBRARIES

The establishment of special libraries and information centers is not old in Iran. It began in the 1950s. Many special libraries are quite small, with collections of less than 400 volumes. Of more than 254 special libraries, only 25 have collections of more than 20,000 items. Remarkable examples are the Central Bank Library with a rich collection on banking and economics which serves not only the bank personnel but also those who are studying in the field of economics; the Oil Consortium libraries in Tehran and Ahvaz and the Iranian National Oil Company Information Center with their rich collections on petroleum and oil industry; the Informatics Center of Plan and Budget Organization which gathers data on all aspects of national development; and Razi Institute Library, which has a special collection in biology and pathology.

A population of 159,200 is served by these libraries per month.

8.3 SCHOOL LIBRARIES

While there was a total number of 80,750 schools in Iran in 1995, there were no published figures for the numbers of school libraries. It is estimated that only about 3,000 schools have libraries. These libraries are poorly researched and do not play any role in developing the schools curricula. There are usually 500 to 1,000 books in these libraries which are housed in little rooms without any classification systems. Many of them have closed stacks. In some of them there are a few AV.-materials which are usually some religious or English courses sound recordings or videocassettes. Such libraries have nobody in charge and the librarian is usually a student, a volunteer teacher or one of the non-teaching staff. The Budget for these libraries is obtained from parents' or the Association Funds.

34 Many library researchers in Iran have written in their surveys that there are not any school libraries at all. In most cases they have defined them as book-stores in schools.
35 This can be one of the main reasons why young Iranians grow up without knowing the role of the libraries in education and what they can do for them in their studies.
8.4 ACADEMIC LIBRARIES

There are about 270 academic libraries in Iran. The National Library which publishes
statistics for these libraries states that in the late 1980s they had more than 5,100,000
items (both books and Audio-Visual materials) and 26,700 manuscripts. They subscribed
to almost 24,500 periodical titles.

"... the library system may be centralized, partially centralized or
decentralized. In the centralized systems, the central library is responsible
for the management of the whole library system and provision of almost
all technical services for the departmental libraries. In the partially
centralized systems, the central library provides some of the technical
services for the departmental libraries and management of the
departmental libraries remains under the parent school or faculty. In the
decentralized library systems there is still a so-called central library which
functions as a major information center on the campus housing different
collections of books and other library materials. But, in the organizational
structure, this library and the departmental libraries remain independent
of each other." (Farajpahlou 1994, p108)

Except for newer and smaller universities, Iranian universities have no centralized library
systems, each faculty within each university has its own independent library. The
University of Teheran is one of the universities which has created a central library.

In each university, library collections are mainly composed of Farsi and foreign
collections which are mainly in English, Arabic, French and German.

In spite of the mushrooming growth of the higher education institutions the budgets and
facilities of college and university libraries in Iran have not grown.

Iranian university libraries however have been poorly researched; indeed the very
concept of a library within university and colleges on the western model of an accessible
resource base for students has been slow to develop. These libraries usually can not
perform the services that modern academic libraries in the world are expected to give
their users.
Universities, although now running under boards of trustees, rely on the budgets allocated to them by the government and so of course do their libraries.

In the mid-1970s some of university libraries began working towards the introduction of computers as storage and retrieval devices for their holdings. In the late 1970s, however, the outbreak of the Islamic Revolution and its subsequent problematic economic conditions hindered the popularization of the new information technology. Those conditions continued in Iran in the late 1980s with the outbreak of the 8-year war between Iran and Iraq. However, some intervals allowed some of the higher education institutions to allocate a small part of their budgets to computer facilities. This problem will not be solved in the near future as Iranian librarians do not have enough knowledge about computers and databases and the application of computers in their libraries is vague. They do not really know how to fulfill their libraries' goals through automation. There is also a group of expert librarians who believe in solving the urgent problems in the academic libraries first. They claim it is too early to think about a fully-automated system.

9. The History of the University of Teheran

Before considering the situation of The University of Teheran libraries we have to review the old and the present situation of The University of Teheran.

The idea of establishing The University of Teheran began in 1928, but it was postponed until the 1931, when Dr. Issa Sadiq was invited to United States in order to study the concept of modern higher education. The law of establishing this university passed the National Council Congress in 1934. By passing this law the University of Teheran, consisting of six different colleges, was established. These integrated colleges were:

1. Literature, Philosophy and Education College
2. Medical College
3. Law, Politics and Economics College

36 This information comes through the author's speech on the Swedish automated library system and the strange questions he was asked during this session.
4. Natural Sciences and Mathematics College
5. Theoretical and Applied Sciences College
6. Technical College
Some of these colleges changed their names or divided in different groups or colleges afterwards.
In 1935, with the opening of Ebne-Sina Auditorium the doors of The University of Teheran were officially opened.

"This university was founded to produce patriotic bureaucrats, so that reliance on foreign universities could cease. According to many observers, the designs of the University's founders have never been fulfilled. The University of Teheran was at first comprised of various faculties and higher institutes which had been scattered around Teheran...
" (Albin 1986, p 9)

The importance of this university lies simply in the fact that the centralizing of these schools caused a substantial increase in the number of beneficiaries of higher education.

The graduates of this university were a supplement to the small number of the elite in the country who had graduated from European universities37. A more widely educated national readership was created at the university.

Detailed statistics about the number of graduates during 1851-1958 appear in Table 5.

Table 5: Graduates of Higher Institutions in Iran during 1851-1958

<table>
<thead>
<tr>
<th>College</th>
<th>Graduates</th>
<th>Average number of Graduates Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dar al-Funun</td>
<td>1100</td>
<td>28</td>
</tr>
<tr>
<td>Other colleges</td>
<td>1901-1923</td>
<td>400</td>
</tr>
<tr>
<td>All colleges</td>
<td>1923-1939</td>
<td>1908</td>
</tr>
<tr>
<td>All colleges</td>
<td>1939-1954</td>
<td>9124</td>
</tr>
</tbody>
</table>

37 The universities in France were very popular and attractive among the rich and among intellectual Iranians during this period. For this reason there are many books which are written in French by the early Iranian graduates of the French universities.
As the above Table shows the total increase in the number of students for the nineteen-year period between 1939-1958, that is after the opening of this university, was about four times what it had been for all of the previous periods.

The establishment of The University of Teheran in 1934-35 also produced a wide range of writers and readers in the country.

At the present this university has fifteen faculties, six institutes, three centers and two complexes. These are:

- Faculty of literature and Humanities
- Faculty of Science
- Faculty of Agriculture
- Faculty of Natural Sciences
- Faculty of Law and Political Science
- Faculty of Education
- Faculty of Theology and Islamic Studies
- Faculty of Social Sciences
- Faculty of Economics
- Faculty of Management and Business Administration
- Faculty of Technology
- Faculty of Fine Arts
- Faculty of Veterinary Medicine
- Faculty of Foreign Languages
- Faculty of Physical Education
- Institute of Geophysics
- Institute of Psychology
- Institute of Dehkhoda Encyclopedias
- Institute of Desert Regions and Arid Zones

According to the interviewees the chosen libraries in this study are considered the most important ones.
Most of these institutions are inside the campus and their libraries vary greatly in size, collection, staff, management, budget and the like.

Table 6 indicates the number of students in the selected colleges in 1994.

<table>
<thead>
<tr>
<th>College</th>
<th>WOMEN</th>
<th>MEN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law &amp; Political Sciences</td>
<td>314</td>
<td>1684</td>
<td>1998</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>662</td>
<td>1941</td>
<td>2603</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>509</td>
<td>623</td>
<td>1132</td>
</tr>
<tr>
<td>Technology</td>
<td>303</td>
<td>3909</td>
<td>4212</td>
</tr>
<tr>
<td>Sciences</td>
<td>794</td>
<td>1171</td>
<td>1965</td>
</tr>
<tr>
<td>Agriculture</td>
<td>41</td>
<td>950</td>
<td>991</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>205</td>
<td>1751</td>
<td>1956</td>
</tr>
<tr>
<td>Veterinary</td>
<td>33</td>
<td>556</td>
<td>589</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>403</td>
<td>1136</td>
<td>1539</td>
</tr>
<tr>
<td>Education</td>
<td>196</td>
<td>497</td>
<td>693</td>
</tr>
<tr>
<td>Social Sciences &amp; cooperatives</td>
<td>345</td>
<td>730</td>
<td>1075</td>
</tr>
<tr>
<td>Economics</td>
<td>104</td>
<td>528</td>
<td>632</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>858</td>
<td>766</td>
<td>1624</td>
</tr>
<tr>
<td>Forestry &amp; Natural Sources</td>
<td>12</td>
<td>652</td>
<td>664</td>
</tr>
<tr>
<td>Bio-Physics &amp; Bio-Chemistry</td>
<td>33</td>
<td>52</td>
<td>85</td>
</tr>
<tr>
<td>Geophysics</td>
<td>12</td>
<td>93</td>
<td>105</td>
</tr>
<tr>
<td>Physical Education</td>
<td>120</td>
<td>281</td>
<td>401</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4944</strong></td>
<td><strong>17320</strong></td>
<td><strong>22264</strong></td>
</tr>
</tbody>
</table>

Source: The Ministry of Culture and Higher Education, 1994

The University of Teheran itself has a publication organization which started soon after its establishment. It is main aim was to publish the research papers of the teaching staff. For some years books were published by outside publishers. The first book to be published by the University of Teheran Press (TUP) was in 1946. Since that time more
than 1,878 titles were published by the TUP. During this period this activity was viewed as part of the teaching function of the University. This organization publishes the original research papers or useful translations for the benefit of not only the faculty members but also the public at large. After the revolution this organization has lost its prestige and is not as active as it was under the former regime.

10. The Central Library and Documentation Center of the University of Teheran

A very large building was built for this Center in 1958. The total area of this library is about 19,800 sq.m. The main divisions of the library are: Administration, Cataloging and Classification, Circulation and Reference, Publications, Reproduction, Loan and Exchange, Bibliography, Manuscript, Book Binding, Audio Visual, Periodicals, Public Relations, Computer facilities and Exhibits. Some of these divisions, like Circulation and Cataloguing are very active and some of the others, like Computer Facilities, Public Relations and Exhibits are inactive. The collecting of the university's research publications is a major responsibility of the central library. Though much of this material is produced by the university faculties also. This library is the largest of its type. It is housed in a fine, purpose built eight story building. It maintains a circulating half closed-stack collection of 252,760 volumes (which are organized according to Universal Decimal Classification[UDC]), and it subscribes to 850 periodical titles. It serves a student body of about 30,000 and is open from 7:00 a.m. to 6:00 p.m., Saturday through Thursday. Of a staff of 102, only 7 hold degrees in library science. The Director of the library has a Ph.D. in Persian Literature. There are 300 large reading tables, seating either eight or ten. All of the seats are taken during the exam periods. It compiles a union catalog of all colleges, and its cataloging division is responsible for all college libraries of the university. The establishment of this library, with regard to the functions it has already accomplished, is the first step for the centralization of the academic libraries of Iran. This library had good success in developing exchange relations with foreign institutions engaged in Iranian or Middle East study programs during the Shah's regime. A projected book acquisition program for the University of

39 Iran, like the other Moslem countries, observes Friday as the day of prayer. Consequently the week-end in Iran is officially Friday, but it is not the same all over the country. Most offices, including libraries, have both Thursday and Friday as week-end.
Teheran Central Library which was approved in 1976 provided the Library with broad geographical coverage of available published materials in a large number of subject fields. Under this program, careful consideration was given to level of text, language, format and price. It was a cooperative method between the Booksellers and the Library that permitted sending books to the Library as they were published with the important provision that returns were possible if book supplies were not wanted. This project has stopped after the revolution.

This library has collected many photoprints of rare Persian books from other libraries, especially those abroad. Its own reproduction service is unique in Iran.

The first publication of the Central Library of The University of Teheran was "Bulletin de la Bibliothèque Centrale de L'Universite de Teheran; Contents des articles sur les manuscrits orientaux. No 1" which was published in 1961. Another publication of this library is the annual Ketabdari (Librarianship), the first issue of which was published in 1967. (Ebrahimi 1975, p 29) This publication is not published regularly now.

The Holy Friday Prayer Ceremony is held in The University of Teheran in a big garden which is placed behind the Central library. As mentioned before the library is closed on Fridays, but during the week there are soldiers, revolutionary guards and other workers who are there in order to arrange everything for The Friday Praying Ceremony (nemaz-e jom-eh). For this reason the library environment for personnel and readers is noisy. It is ironic that everywhere on the library walls one can see phrases like "Library, Quiet!", "Do not Speak Here!", "Silence!" and so on.

11. A Brief Account of Colleges and Their Libraries in the University of Teheran

11.1 Law and Political Sciences

As mentioned in the history of The University of Teheran, this college is one of the oldest colleges and cultural centers in Iran. The School of Politics was founded in 1898 and the Law School in 1920. In 1926 these schools merged and the College of Law and

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40 See footnotes 37 in order to understand why it was written in French.
Political Sciences was established. Private and Islamic Law, Public Law, International Relations, Criminal Science and Political Science are the main programs which are taught in this college. The library of this college was founded in 1941. It maintains circulating half-closed stacks of 187,255 volumes (which are organized according to the Library of Congress Classification [LCC]), and it subscribes to 203 periodical titles. It serves faculty, lecturers, students and researchers from 8:00 a.m. to 6:00 p.m., Saturday through Wednesday. Of the staff of 29, only 7 hold degrees in library science. The total area of this library is 500 sq.m. and it has a reading room with seating for 240.

11.2 Literature and Humanities

It is one of the oldest faculties in The University of Teheran. This faculty was originally founded as the Central Training Institute in 1877. The library has grown since then. Now it has a collection of 164,630 volumes and 102 periodical titles. The library also holds 2,500 volumes of lithographic works. Of a staff of 14, only 3 hold degrees in librarianship. The Director of the library has an Master of Library Science (MLS) and also a Ph.D. in history. The main subject areas of the collection are literature, history, philosophy, geography, archeology and psychology. The collection is organized according to the Library of Congress Classification (LCC) and the shelving system is half-closed. The library serves the college staff, students, lecturers and researchers and is open from 8:00 a.m. to 6:00 p.m., Saturday through Wednesday. In 1993 this library published "Catalog of the periodicals at the Library of the Literature and Human Faculty", which is a useful bibliography for the library users. The total area of this library is 2,000 sq.m. and it has a reading room with seating for 350.

11.3 Theology and Political Sciences

This college, and its library was founded in 1934. It is located outside the campus. Since the Islamic Revolution the status of this library has greatly increased. Special attention is paid to this library and its collection has increased significantly. A collection of 88,299 volumes (which are organized according to the Library of Congress Classification [LCC]) and 75 periodical titles is housed in half closed-stacks. The main subject areas of the collection are the culture and civilization of Islam and Iran. The library is open from 7:00 a.m. to 7:00 p.m., Saturday through Wednesday. Of a staff of 14, only 1 has a post-
Diploma\textsuperscript{41} degree in library science. It serves its faculty staff, students, researchers and lecturers. The total area of this library is about 1,080 sq.m. and it has a reading room with seating for 200.

11.4 Technology

This college, founded in 1934, consists of 50 laboratories and 10 workshops. It grants its students Bachelor of Science (BS), Master of Science (MS) and Ph.D. degrees in different fields of engineering. This college had good contact and exchange programs with foreign universities and international research centers during the Shah's regime. This international contact has not stopped totally, but it is not as great as it was before. The total teaching faculty of this college is 231. About 62 teachers from other colleges cooperate with this college.

According to officials the Computer Center of this college is one of the biggest and most active computer centers in the country. This center has training, research and repair sections. It serves the Technology College students and teachers with 60 personal computers, a Mainframe with 4 terminals and some printers.

The library of this college was also founded in 1934. A collection of 70,104 volumes (which are organized according to the Library of Congress Collection [LCC]) and 480 periodical titles is housed in half-closed stacks\textsuperscript{42}. The library is open from 7:30 a.m. to 5:00 p.m., Saturday through Wednesday. The main subject area of the collection is technical sciences. Of a staff of 26, only 6 hold degrees in library science.

The total area of this library is 900 sq.m. and it has a reading room with seating for 170.

11.5 Sciences

The Science College joined the University of Teheran in 1934. Its library was founded in 1945. A collection of 51,974 volumes (which are organized according to Library of Congress Classification [LCC]) and 790 periodical titles is housed in open stacks. The main subject areas of its collection are mathematics, astrology, physics, chemistry, biology and geology. 11 of 27 employees hold different degrees in library science. This

\textsuperscript{41} A degree which is given to the holders of High School Diploma after two years studying at the Library Departments.

\textsuperscript{42} Partially closed and partially open.
library has a "Reference Section" which is separated from its reading room. This library serves the faculty staff, students, researchers and high school students from 8:00 a.m. to 6:00 p.m., Saturday through Wednesday. The library itself is the central library for two other smaller libraries; namely the Mathematics Group Library (MGL) and the Physics Group Library (PGL). The total area of this library is 1,500 sq.m. and it has a reading room with seating for 392.

11.6 Agriculture

This college is located in Karadj, a city which is about 30 km from Teheran. It was founded in 1928 and its library two years later in 1930. It maintains a collection of 45,860 volumes and subscribes to 161 periodical titles in closed-stacks. The collection is organized according to the Dewey Decimal Classification (DDC) and the Library of Congress Classification (LCC). 11 of 16 employees have different degrees in library science.

The library is open from 7:30 a.m. to 6:00 p.m., Saturday through Wednesday.

The total area of this college is 3,000 sq.m. and it has a reading room with seating for 285.

11.7 Administration and Business Management

In 1954, through an agreement between the University of South California and The University of Teheran, a new educational organization was founded in the college of Law and Political Sciences at The University of Teheran. It was the "Institute for Administrative Affairs". The library of this institute essentially became a pilot project for the academic libraries of Iran. American librarians worked in this library subsequently. A young talented Iranian librarian, who was trained by these librarians, organized other libraries on his own later on. The library of the Institute for Administrative Affairs was the first academic library in Iran which was open to its clientele and had a logical organization with new services. In 1964 this Institute had enlarged enough to become an independent college and changed its name to "the College of Administration and Business Management" with an accompanying expansion of its library. A collection of

43 The related statistics of these two small libraries is not mentioned in this study.
approximately 32,150 volumes (which are organized according to Universal Decimal Classification [UDC]) and 335 periodical titles is housed in closed stacks. Of a staff of 16, only 2 hold degrees in library science. The library is open from 7:30 a.m. to 6:00 p.m., Saturday through Wednesday.

11.8 Veterinary

This college and its library was founded in 1940, outside the campus. It maintains a circulating open-stack collection of 42,640 volumes (which are organized according to Library of Congress Classification [LCC]) and 123 periodical titles. Of a staff of 10, only 2 hold post-Diploma degrees in library science.
The total area of this library is 486 sq.m. and it has a reading room with seating for 200.

11.9 Fine Arts

This college and its library was founded in 1940. The college grants its students Bachelor's degrees in painting, drama, music and graphic and Master's and Ph.D. degrees in architecture. A collection of 35,244 volumes (which are organized according to the Library of Congress [LCC]) and 130 periodical titles is housed in half-closed stacks. The library is open from 7:30 a.m. to 5:30 p.m., Saturday through Wednesday. Of a staff of 17, none has a graduate degree in library science.
The total area of this library is 420 sq.m. and it has a reading room with seating for 150.

11.10 Education

This college and its library was founded in 1945. The basic goal of establishing this college was to train professional librarians and educators in different subjects. A collection of 35,020 volumes (which are organized according to Library of Congress Classification [LCC]) and 145 periodical titles is housed in open-stacks. The main subject areas of the collection are librarianship and different educational fields. Of a staff of 11, only 3 hold degrees in library science. The Director who works also as a lecturer at the Library School holds an MLS. This library serves faculty students, faculty staff, faculty teachers and researchers from 7:30 a.m. to 6:00 p.m., Saturday through Wednesday.
The total area of this library is 470 sq.m. and it has a reading room with seating for 39.
11.11 Social Sciences

This college and its library was founded in 1958. It maintains a collection of 34,044 volumes and subscribes to 74 periodical titles housed in closed-stacks. The collection is organized according to Dewey Decimal Classification (DDC). According to the interviewees, the classification system in this library will be changed to that of the Library of Congress Classification (LCC). Of a staff of 11, only 1 has a degree in library science.

The total area of this library is about 1,330 sq.m. and it has a reading room with seating for 120.

11.12 Economics

This college was established in 1967. Before that it was one of the faculties of the Law and Political Sciences College. This college grants Bachelors', Masters' or Ph.D. degrees in different fields in Economics. Its library was also established in 1967. This library is open from 7:30 a.m. to 3:00 p.m., Saturday through Wednesday. The library users are mainly college staff, lecturers, researchers and students. It maintains a closed-stack collection of 31,852 volumes (which are organized according to Universal Decimal Classification [UDC]) and it subscribes to 143 periodical titles.

The total area of this library is 600 sq.m. and it has a reading room with seating for 170.

11.13 Foreign Languages

Before 1990 it is name was "English and other Foreign Languages Group" and it was one of the departments of the Literature and Humanities College. In 1990 this group was transferred to a new building outside the campus and became an independent college named "Foreign Languages". Its library was founded in the same year. A collection of 20,312 volumes (which are organized according to Library of Congress Classification [LCC]) and 10 periodical titles is housed in open-stacks. Of a staff of 3, none has a degree in library science.
11.14 Forestry and Natural Resources

This college is also located in Karadj. The college and its library was founded in 1966. A collection of 12,736 volumes (which are organized according to Library of Congress Classification [LCC]) and 93 periodical titles is housed in closed-stacks. Of a staff of 6, only 2 have degrees in library science. The total area of this library is 110 sq.m. and it has a reading room with seating for 57.

11.15 Biophysics and Chemistry Institute

This institute and its library was founded in 1975. A collection of 8,300 volumes (which are organized according to the Library of Congress Classification [LCC]) and 152 periodical titles is housed in open-stacks. Of a staff of 3, none has a degree in library science. The library is open from 7:00 a.m. to 6:00 p.m., Saturday through Wednesday and it has a reading room with seating for 30.

11.16 Geophysics Institute

The library of this institute is called "The Library, Research and Scientific Documentation Center" and located outside the campus. The library is open from 7:30 a.m. to 6:00 p.m., Saturday through Wednesday. A collection of 5,967 volumes (which are organized according to Library of Congress Classification [LCC]) and 74 periodical titles is housed in open-stacks. Of a staff of 3, none has a degree in library science. It has a reading room with seating for 28.

11.17 Physical Education

This college is the newest one in the University of Tehran. Most graduate students of this college become physical education teachers. The college and its library was founded in 1988. It maintains a circulating open-stacks collection of 3,932 volumes (which are organized according to Dewey Decimal Classification [DDC]) and 22 periodical titles. The library is open from 8:00 a.m. to 5:00 p.m., Saturday through Wednesday. It has 4 librarians, of whom 2 have post-Diploma degrees in library science.
12. ANALYSIS AND SUGGESTIONS BASED ON FACULTY LIBRARY QUESTIONNAIRE

Before doing any analysis it should be borne in mind that these libraries are severely influenced by the external factors over which the librarians have little, if any, control. Some of these factors have been already mentioned.

The main sections in this analysis are collection, staffing, management, classification and cataloging, shelving, library users and automation. The recommendations are made to help the manager and the other staff of the faculty libraries in their future planning.

12.1 Collections

12.1.1 Books

Table 7: Library Book Collections Size Based on Persian and Foreign Volumes

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Persian</th>
<th>Foreign</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>163662</td>
<td>89098</td>
<td>252760</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>63891</td>
<td>123364</td>
<td>187255</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>115768</td>
<td>48862</td>
<td>164630</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>74745</td>
<td>13554</td>
<td>88299</td>
</tr>
<tr>
<td>Technology</td>
<td>19293</td>
<td>50811</td>
<td>70104</td>
</tr>
<tr>
<td>Sciences</td>
<td>15655</td>
<td>36319</td>
<td>51974</td>
</tr>
<tr>
<td>Agriculture</td>
<td>15771</td>
<td>30089</td>
<td>45860</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>11281</td>
<td>20859</td>
<td>32150</td>
</tr>
<tr>
<td>Veterinary</td>
<td>18118</td>
<td>24522</td>
<td>42640</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>15275</td>
<td>19969</td>
<td>35244</td>
</tr>
<tr>
<td>Education</td>
<td>17069</td>
<td>17951</td>
<td>35020</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>21574</td>
<td>12470</td>
<td>34044</td>
</tr>
<tr>
<td>Economics</td>
<td>10310</td>
<td>21542</td>
<td>31852</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
<td>20312</td>
<td>20312</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>5457</td>
<td>7279</td>
<td>12736</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>1200</td>
<td>7100</td>
<td>8300</td>
</tr>
<tr>
<td>Geophysics</td>
<td>2537</td>
<td>3430</td>
<td>5967</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2807</td>
<td>1125</td>
<td>3932</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>574423</strong></td>
<td><strong>548656</strong></td>
<td><strong>1123079</strong></td>
</tr>
</tbody>
</table>
Apart from the Central Library, the largest book collection belongs to the College of Law and Political Science and the smallest is that of Physical Education, which is a newly established library. A simple calculation reveals that:

a) the mean book collection size is 62,393 volumes
b) most collections range in size between 20,000 and 40,000 volumes, and
c) the average number of books per student is 50 volumes.

The Foreign Language Library is the only one which does not have any Farsi books.

At least six reasons can be mentioned why the collections in these libraries are of small or medium size. They are:

1. The budget allocated to the Iranian academic libraries, especially with respect to non-Farsi material (mainly in English) is very low. The budget decreased substantially after the war. The negative effects of this shortage become worse with the continuous increase in the price of international publications, and the rise of the value of foreign exchange such as the American dollar, D-Mark and British pound against Iranian currency, Rial.44 (Farajpahlou, 1994 p 116)

2. Due to the imposition of Islamic values and the de-westernization programme collections have been limited.

3. The role of the Central Library in the university is vague and its scope for selection of materials is not broad.

4. Many post-revolutionary library directors are not familiar with book and serial orders. It takes a long time before they understand the importance of collection development and material exchange with the other libraries.

5. The collection development policy is not well developed.

6. Low demand for reading material among the students.

44 Before the Shah's fall 1 American dollar cost only 70 Iranian Rials. At the time of writing this paper it cost 3,000 Rials (at official rates of exchange) and 4,500 (on the black market).
The University of Teheran programs are mainly based on undergraduate studies. In these programs, the students rarely demand for more reading beyond the schedule already set and advised by the lecturers at the beginning of each session.

As Table 7 indicates these libraries usually contain a good proportion of foreign materials, though Persian materials are increasing in use. One of the side effects of an increasingly Persian material emphasis is that one major component (mainly the English language collection) is beginning to become out of date and may soon receive reduced use while the other major component (the Persian language collection) is growing.

Table 8: Book Collection Increase on Monthly Basis

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>740</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>450</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>310</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>1000</td>
</tr>
<tr>
<td>Technical</td>
<td>330</td>
</tr>
<tr>
<td>Sciences</td>
<td>135</td>
</tr>
<tr>
<td>Agricultural</td>
<td>88</td>
</tr>
<tr>
<td>Administrative &amp; Business Management</td>
<td>165</td>
</tr>
<tr>
<td>Veterinary</td>
<td>110</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>89</td>
</tr>
<tr>
<td>Education</td>
<td>190</td>
</tr>
<tr>
<td>Social Sciences &amp; cooperatives</td>
<td>35</td>
</tr>
<tr>
<td>Economics</td>
<td>49</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>13</td>
</tr>
<tr>
<td>Forestry &amp; Natural Sources</td>
<td>79</td>
</tr>
<tr>
<td>Bio-Physics &amp; Bio-Chemistry</td>
<td>41</td>
</tr>
<tr>
<td>Geo-Physics</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3846</strong></td>
</tr>
</tbody>
</table>

As Table 8 shows the highest increase belongs to the Theology and Islamic Library (1000 volumes) and the lowest is that of the Geophysics Library (4 volumes). Some of the library directors and most librarians are aware of this deficiency, but according to the interviewees no serious measurement has been undertaken yet.

A way of extending and enlarging the library collection, international exchange and Interlibrary Loan (ILL) were used previously, but both were sharply reduced by 1983.
The majority of these libraries have not established Interlibrary Loan (ILL) cooperation. Only six of the libraries visited borrow books from one another.  

Exchange material may come into the libraries, but nothing goes to foreign institutions. It is especially difficult to obtain approval to establish exchange relationships with the USA and the Soviet Union. Due to the shortage of domestic material and insufficient foreign currency, the Islamic government forbade these libraries to send their materials abroad.

As mentioned before there are many old and rare manuscripts in these libraries. The manuscripts may be given only to the researchers and specialists to be studied only in the libraries, but in some cases other authorized persons may borrow them.

The reference collection and reference materials are not very important. There are no statistics on reference holdings in The University of Teheran Libraries. All the reference books, for instance dictionaries and encyclopedias, are out of date. In many cases some volumes are missing (probably stolen). I could not find any bibliographies, biographies, indexes or abstracts in the libraries. In this case the situation in the Education College Library was much better than the others. The establishment of the library science program and the needs of these students to these reference materials could be an explanation to this.

During my visit I noticed many library collections or archives, especially the old and rare ones, are extensively damaged. Many books have been partially eaten by insects, or are torn and in poor condition. Obsolete or worn out books are rarely discarded and few are replaced or repaired. They are preserved in very poor conditions. Poor air-conditioning, dust and humidity are only some of the problems. Most librarians have warned the officials about these dangers. As far as I could ascertain no serious measures have been undertaken. When I explained how one cares about the preserving of materials in the Swedish Libraries and compared it with the situation in The University of Teheran Libraries for one of the directors of the National Library, his answer astonished me:

"Egoism or the exaggerated sense of self among Iranians often makes the cooperative efforts and decision making difficult."
"Owing to the climate of Iran which is one of the best in the world nothing threatens our collections. Investments in preserving materials are for Western countries with an extreme climate."

As weeding is not conducted the shelves are occupied with many obsolete and out-of-date books. The newest Information Technology book I found in the shelves and among the card catalogs was published in 1990.

12.1.2 Periodicals

Table 9: Subscribed Periodicals Based on Foreign and Persian Titles

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Persian</th>
<th>Foreign</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>283</td>
<td>567</td>
<td>850</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>42</td>
<td>161</td>
<td>203</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>39</td>
<td>63</td>
<td>102</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>43</td>
<td>32</td>
<td>75</td>
</tr>
<tr>
<td>Technology</td>
<td>39</td>
<td>441</td>
<td>480</td>
</tr>
<tr>
<td>Sciences</td>
<td>98</td>
<td>692</td>
<td>790</td>
</tr>
<tr>
<td>Agriculture</td>
<td>23</td>
<td>138</td>
<td>161</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>72</td>
<td>263</td>
<td>335</td>
</tr>
<tr>
<td>Veterinary</td>
<td>21</td>
<td>102</td>
<td>123</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>48</td>
<td>82</td>
<td>130</td>
</tr>
<tr>
<td>Education</td>
<td>62</td>
<td>83</td>
<td>145</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>45</td>
<td>29</td>
<td>74</td>
</tr>
<tr>
<td>Economics</td>
<td>65</td>
<td>78</td>
<td>143</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>18</td>
<td>75</td>
<td>93</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>31</td>
<td>121</td>
<td>152</td>
</tr>
<tr>
<td>Geophysics</td>
<td>6</td>
<td>68</td>
<td>74</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>947</strong></td>
<td><strong>3015</strong></td>
<td><strong>3962</strong></td>
</tr>
</tbody>
</table>

As Table 9 shows apart from the Central Library, the largest periodical titles belong to the Sciences Library and the smallest is of the Foreign Languages Library.

46 The fact is that the climate in Iran is one of the great extremes. It's too hot in summer in the southern cities and too cold in winter in the northern places. Tehran is also the second polluted city in the world.

47 These figures are based on the registered documents and not the current subscriptions. The author is doubtful if the libraries are still subscribing to the same extent.
Journals are not considered as important as books, therefore their journal coverage is insufficient and money allocated is very low.

Because the subscriptions were tied to a funding formula that both severely limited the choice and made its subjects to individual faculty choice, there was evidence of cancellations and switches in selection. Consequently many periodicals were represented by two or three years of subscription. Most periodicals were held in runs of no more than three to four years. The libraries have no periodicals in microform.

Periodicals are not borrowed at all. As mentioned before the Library of Literature and Humanities was the only one which had an alphabetical listing of all the periodicals subscribed to. It was published in 1993 and no new edition has been published so far. None of the libraries maintains a file of abstracting journals, either. Serial control is made by the use of files. I browsed through some of these files and noticed that most periodicals were inappropriate and contained incomplete years.

There was also a very small number of current subscriptions in Persian. I was told that no new foreign periodicals have entered these libraries since 1994. The shelves are also full of unserviceable periodicals. The periodicals were shelved in alphabetical sequence by title. They were placed directly on the shelves. There is no typed lists of the existing titles and holdings. Subscription to periodicals reflected the library directors interests rather than any provision for the curriculum.

12.1.3 Students' research papers

In each library there are some student research papers which are housed in a separate room. These papers are not circulated. There is always someone present in this room who watches the students in case they try to steal the papers or tear out the pages they need. In some cases with the approval of the teaching staff and the permission of the library directors the students are allowed to copy the pages they need. For anyone who is familiar with the basis of modern librarianship it seems ridiculous and awful. The question is how we can serve the library users when we treat them like

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48 As mentioned before, the library of Literature and Humanities had a catalog of current periodicals. This old catalog was not easily available to the students.
criminals. I really admired those students who sat in those inconvenient rooms with poor air-conditioning and wrote down the needed data for their essays or class assignments. Table 10 below shows the number of these papers in the surveyed libraries.

Table 10: Students' research papers

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>26950</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>7350</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>2676</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>2587</td>
</tr>
<tr>
<td>Technology</td>
<td>692</td>
</tr>
<tr>
<td>Sciences</td>
<td>2742</td>
</tr>
<tr>
<td>Agriculture</td>
<td>12056</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>446</td>
</tr>
<tr>
<td>Veterinary</td>
<td>5090</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4125</td>
</tr>
<tr>
<td>Education</td>
<td>1255</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2789</td>
</tr>
<tr>
<td>Economics</td>
<td>740</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>210</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>287</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>63</td>
</tr>
<tr>
<td>Geophysics</td>
<td>74</td>
</tr>
<tr>
<td>Physical Education</td>
<td>94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70426</strong></td>
</tr>
</tbody>
</table>

12.1.4 Audiovisual materials

None of the libraries visited, except Central Library which had a few sound recordings available for loan, had such materials.

According to one of the interviewees the AV- materials have no more importance in these libraries than they had before the revolution. The collection and equipment of these libraries in non-book materials is very limited and is not widely available. The figures given by the respondents seemed too high and unreasonable to be presented in this essay.

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49 In this study AV-materials include sound recordings, videodisks, videocassettes, films, filmstrips, slides and slide-tape sets.
50 They were mainly the speeches of the mullas and English language courses.
12.1.5 Selection and acquisition

Who carries out and is responsible for material selection? How does the importing of books work in these libraries? What foreign dealers are active in the country? These are only some of the questions which the interviewees were asked. Finding the actual and reliable answers to these questions in Iranian academic libraries in general, and The University of Teheran libraries as the biggest university in the country, in particular, is not easy.

"Book and publication serials are carried out by faculty members, librarians and suggestions from the students," a formal answer which was given by most of the respondents. Maybe it is true in one or two libraries, but not in all of them.
The fact is that the libraries do not have appropriate and fixed book selection policies. In most cases all purchases are made by the director or the person in charge without any advice from the faculty members. 51
In two cases the individuals who had bought a lot of philosophy and literature books confessed that they had bought those books because they were very interested in philosophy and literature.

However, the books are selected without thinking of students' and teachers' needs. One can easily realize the gaps, problems and weaknesses that result from this lack of coordination; for instance some of the religious material and the Arabic books and journals which added to the collection after the revolution is neither needed nor wanted by staff or users. I was shown some of these books which had not been used by the different library clienteles during the last two years.

New books are selected from publishers' catalogs and book reviews in journals. 52 In most libraries, order records are not checked or maintained properly before each new order is prepared, so many duplicates are received.

---

51 The students who are the main users are not regarded at all.
52 Just a few published books are reviewed in the journals.
None of the libraries evaluate their collections. At least three collection evaluations have been done since revolution. The problem is that the persons in charge do not regard these evaluations seriously.

I met an old and intelligent lady who had done one of these evaluations.

"I worked two years on my report. After finishing it nobody cared what I had done. It was actually thrown into the dustbin." she said to me sadly and angrily.

However, I studied two of these reports. Unfortunately they are very subjective and consist mostly of shelf scanning.

As far as I know no attempt was made to ascertain whether the students, who are the main library users, were satisfied or not.53

Books are purchased from bookstores, publishers54 and the annual Teheran International Book Fair. Since the revolution, this Book Fair has been one of the ways to solve the problem of foreign book selection.55 There are often foreign publishers and dealers at the fair who help the people in charge to choose the needed materials.56 They then order foreign books and journals at the fair. Following the exhibitions, the libraries request proforma invoices. Most foreign orders go directly to foreign dealers, not directly to publishers. No material is purchased direct from the United States or the communist countries.57

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53 Lack of cooperation between researchers and library directors can be regarded as the main reason.
54 Many publishers and scholarly bookstores are located in Tehran.
55 Since Khomeini's edict on Rushdie's death, some foreign publishers have boycotted the fair.
56 Acquisition librarians have always needed resourcefulness in learning ways to identify and obtain new materials. Poor bibliographic facilities can be considered a main hindrance.
57 The author was told some communist books entered the Central Library after the Soviet fall in 1992. In response to the question whether these books are used as a device to identify the pro-communist students the answer was negative, but I was also told that these books were lent only to researchers.
However, American books can be obtained through these foreign dealers. During
1980s many foreign dealers, for instance International Publication
Representatives, Karger-Libri, Faxon European Office and Swets and Springer-
Verlag, were active in Iran. Due to the shortage of foreign currency, especially
after the war, most of these dealers are no longer active. The Dutch dealer
Swets and Springer-Verlag is apparently the only one which provides the
necessary materials for these libraries.58

In the recent years, these libraries have faced two major problems in ordering
books at the fair:

1. Price increases have necessitated making some hard choices about what to be
ordered. Unfortunately, some of these decisions were not made in the most
objective manner and the students were the main losers.

2. After receiving the invoices, few of them can provide the foreign currency
required to pay for the books selected.

This situation is repeated every year. For this reason many books are not
received. The fact is that the foreign dealers do not rely on these libraries any
more.

However, book imports are very restricted.59 Lack of foreign exchange funds is
the primary reason, but this decline is also due to the general fear and suspicion
of the West. India is the leading import resource60 and scientific books dominate
among imports.

At present, the Iranian University Publication (IUP), through its Department of Foreign
Orders, is the main authorized importer for these libraries. It reports all the cases directly

58 It is based on the given answers. The author is not sure about the accuracy of this
statement.
59 An unconfirmed statement revealed that about 65% of the collection belongs to 1980
and prior to that date.
60 Most librarians were dissatisfied with the quality of books published in India.
to the Revolutionary Cultural Council. However, each library must pay for orders with its own foreign currency.

Receiving the books and serials which have already been approved and paid for is also a complicated process;

"...the ministry of Culture and Higher Education and the Ministry of Islamic Guidance must approve the multi-copied order after checking it against their own blacklist and other files. An office of the Islamic Guidance Ministry must give final approval to each foreign book or serial order." (Harvey, 1988 p 288)

There are also many foreign books in these libraries which are copied illegally.61 Being of poor quality, it is not too difficult to distinguish these books from their original copies.

12.1.6 Budget allocated to books and periodicals

There are not any clear-cut formulae or guidelines to help establish book and periodicals fund allocations. The matter appears to be settled by negotiation each year. As mentioned in the Methodology section none of the respondents gave an answer to the material allocated budget. For this reason, it is not possible to give any accurate information about this, but John Harvey (1988, p 284) gives us a piece of information which is somehow reliable:

"Material budgets were hit hardest during and after the Revolution, with 50-70% cuts being common, the periodical's issue flow sporadic and incomplete sets the rule. One library had a $220,000...serial budget in 1977 but only $ 100,000...in 1986 and nothing at all in 1987. The number of titles reduced from 1700 to 700 in 9 years. Budgets are still depressed on either a total or per student basis. The increasing shortage of foreign currency- due to the Iraqi war, the low priority of education and libraries, and low oil prices and sales since 1984- is the primary cause for library budget problems."

61 Iranian publishers ignore the Universal Copyright Convention.
Table 11 which is based on Farajpahlou's research (1994, p121) can also help us to estimate the allocated budget for books and periodicals in The University of Teheran.

Table 11: Budget Votes for Books and Periodicals in some of the Central Academic Libraries in Iran ($ US)

<table>
<thead>
<tr>
<th>Library</th>
<th>Student population*</th>
<th>Books &amp; periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahwaz University of Medical Science</td>
<td>2675</td>
<td>235741</td>
</tr>
<tr>
<td>Bakhtar University of Medical Science</td>
<td>829</td>
<td>284000</td>
</tr>
<tr>
<td>Esfahan University of Medical Science</td>
<td>6124</td>
<td>1000000</td>
</tr>
<tr>
<td>Ferdowsi University (Mash-had)</td>
<td>12000</td>
<td>107000</td>
</tr>
<tr>
<td>Sistan and Baluchestan University</td>
<td>3500</td>
<td>999000</td>
</tr>
<tr>
<td>Shahid Chamran University</td>
<td>7500</td>
<td>999000</td>
</tr>
<tr>
<td>Tarbiat Modaress University</td>
<td>3000</td>
<td>850000</td>
</tr>
</tbody>
</table>


Recommendations

1. The principles of acquisition may be analyzed and applied as a guide by all these libraries for which they may be suitable.

2. Analysis of the needs and strengths of the collections is vital so that the librarians can plan for a collection that anticipates the users' present and future needs.

3. Monographs at all the libraries should be updated and need to be replaced. The state of knowledge in most of the sciences is changing continually. Therefore, these libraries should replace their collections more regularly than the others.

4. These libraries should acquire essential and useful reference and research materials in most major fields taught in the University. To function effectively, joint participation of the libraries, the faculties and the students is required. Unfortunately, some new programs start in this university without consultation about requisite library resources. The result is that these new disciplines are not supported by good basic book or periodical collections.

5. An effort should be made to coordinate the ordering of periodical subscriptions. Centralized periodical subscription purchasing would produce the following useful results:
a) An alphabetical master list of all university subscribed periodical titles.
b) An alphabetical listing of all periodical subscriptions ordered by each faculty library.
c) Savings of funds and man-power of duplicated effort.

6. There should be provision in the libraries of microfilm holdings of backruns of major library journals. An accessible public list of holdings should also be devised, so that every campus library, students and librarians elsewhere can find out about library holdings.

7. A very useful activity by which valuable research materials can be acquired is through the development of a strongly supported University-wide exchange research papers with foreign institutions. This can easily be done by the Central Library.

8. The cooperation between libraries can somehow solve the problem of the collections. There is a need for cooperation between the college libraries of this university and cooperation on a national level. Because of the shortage of funds, a branch library can not usually build a collection that meets all the requirements of its users. The information explosion continues, more and more scientific books and journals are being published, and the prices are increasing. The directors of these libraries should be aware of this fact that even well-developed college libraries in the West can not succeed in their duties if they do not cooperate.
On the other hand, there is no need for duplication among these libraries. Interlibrary Loan is vital for the future of these libraries.

9. Buying second-hand books and scientific publications which are not very old from the European countries is an alternative solution to the problem of foreign currency.

10. Finally, the Central Library should serve the whole university as a central unit for handling and negotiating all book purchases, periodical subscriptions, AV-materials as well as gift and exchange work. At present these activities are done by duplication of efforts, equipment, records and materials. Systematic acquisitions for the Central Library require that this Library knows what courses are taught in each faculty so that only useful materials actually needed are ordered by the Library. Lacking exact knowledge of faculty teaching needs, the Library's selection meets approximate actual needs. To strengthen the development of an acquisition policy for the Central Library, the joint cooperation of the faculties and the Library is essential.
What is needed to explain the acquisitions role of the Central Library in relation to all users and the faculty libraries is a definition of the type and level of materials required by the faculties and students. This information can be a useful guide for evaluating usefulness of selected materials. A special division should also be set up in this Library to serve as a clearing house for information about publications, publishers' catalogers, dealer publications, as well as book trade and special bibliographies.

12.2 Staffing

The collected data regarding the number of the library staff and their qualifications are shown in three Tables.

Table 12 shows the total numbers of librarians in the selected libraries. Apart from the Central Library, the Law and Political Sciences Library has the largest number of librarians, and the smallest number is that of Foreign Languages Library, Bio-Physics and Chemistry Library and Geophysics Library.

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>102</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>29</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>21</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>14</td>
</tr>
<tr>
<td>Technology</td>
<td>26</td>
</tr>
<tr>
<td>Sciences</td>
<td>27</td>
</tr>
<tr>
<td>Agriculture</td>
<td>16</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>16</td>
</tr>
<tr>
<td>Veterinary</td>
<td>10</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>17</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>13</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>3</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>6</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
</tr>
</tbody>
</table>

Table 13 shows the qualifications of the professional librarians.
The collected data in Table 13 reveals that:

a) holders of post-Diploma degrees (21 librarians) is the biggest group.

b) the second and third dominated degrees are BLS (17 librarians) and MLS (13 librarians), respectively; and

c) no one holds a Ph.D. in librarianship

<table>
<thead>
<tr>
<th>Libraries</th>
<th>post-Diploma</th>
<th>BLS</th>
<th>MLS</th>
<th>Ph.D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Sciences</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Veterinary</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geophysics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>17</strong></td>
<td><strong>13</strong></td>
<td>0</td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Table 14 shows also the qualifications of the non-professional librarians in these libraries. The collected data in Table 14 reveals that:

a) graduates in other disciplines than the library science dominate the library staff (281 librarians), and

b) most of the non-professional staff (200 librarians) do not have an academic degree.62

62 Mentioning these figures does not necessarily mean that these non-professional librarians are incapable of doing their jobs.
Table 14: The Number and Qualifications of the Non-professional Librarians

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Ph.D</th>
<th>M.A./M.S.</th>
<th>B.A./B.S.*</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>1</td>
<td>6</td>
<td>28</td>
<td>60</td>
<td>95</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Sciences</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Veterinary</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Geophysics</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>12</strong></td>
<td><strong>63</strong></td>
<td><strong>200</strong></td>
<td><strong>281</strong></td>
</tr>
</tbody>
</table>

* B.A. = Bachelor of Arts & B.S. = Bachelor of Sciences
* M.A. = Master of Arts & M.S. = Master of Sciences

The lack of professional personnel indicates the poor position of the librarians. This problem which exists in all the other college libraries in the country is discussed in Farajpahlou's paper. (1994, p.118)

"...high demand for employment of degree holders in librarianship on one hand, and the low number of graduates of librarianship programs on the other hand, is...problem which academic libraries are facing at the present time."

In all the libraries, staff selection is carried out through interviews and recommendations; the Head Librarians make the selections and the Deans approve.

The staff work 40 hours per week and have one-month of vacation.63

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63 Most librarians do not use their vacations. They usually work in the library or somewhere else during the vacations in order to earn more money.
The working conditions, low salary scales and the Islamic pressure are the main causes of dissatisfaction among the majority of the librarians. Some of the librarians, especially those who work in the Circulation Sections are suffering from diseases like arthrosis, asthma and so on. In the Central Library the books are transferred from the lower storeys to the Circulation Disk in the upper storeys with a book elevator which was designed during the Shah's regime. This elevator does not work well all the time. Lack of electricity or other technical problems put this elevator out of order and these librarians have to carry the books ordered up and downstairs. These librarians suffer also from the poor air-conditioning and the other poor physical facilities, especially in the archives.

The salary of all the librarians visited is less than 250,000 Rials (about US $60) a month; that is inadequate in Teheran with its high cost of living and inflation. It is also not uncommon to see persons with similar qualifications, experience and responsibilities in the other institutions having different positions and salaries. These librarians earn so little in full-time positions that they take second or third part-time jobs to raise the standard of their incomes. I met some male librarians in these libraries who work as taxi-drivers in the private taxi agencies or as teachers in the private and government schools after eight hours working in the libraries.

It is really hard to retain the experienced librarians. Some of them, especially those who have worked in these libraries for two or three years, leave their jobs and find better jobs in other branches out of the librarianship field.

Getting accurate statistics on female librarians was not possible, but it is my feeling that there are more of them than the male librarians. I was told the number of male librarians has decreased due to inability to support their families on the low library low salary in recent years.

Compared with men, working conditions for women are more difficult. Working 40 hours a week while wearing Islamic long dress in hot weather is not easy. These women librarians wear a kind of dark-colored uniform with a large scarf on the head. The men librarians also are not allowed to wear what they will. They should not wear for example short sleeves or brightly colored shirts, tight clothes or ties.
According to the interviewees some librarians of this university left the country during and after the war and are living in exile in the foreign countries. No librarian was reported killed during the war.

With these external factors and working dissatisfactions, it is really hard to encourage these librarians to update their knowledge or serve the libraries' leaders more effectively. The other problems noted from my own observations and from discussions with the staff are outlined below:

a) Some of the teaching faculty have little or no understanding of what the work of librarianship is. It was my feeling that a number of them felt that anyone could do the job. I expected the faculty members who were graduates from foreign universities to have a better understanding of the librarianship, but further research showed that this was not the case. However, this case indicates also the low status and the poor role of these librarians.

b) The remoteness of the college library directors and the staff from the library users is one of the major problems in these libraries.

c) There is no reference librarian or anyone else who could do such a job.

d) Lack of cooperation between the different faculty librarians hinders the useful exchange of experience.

**Recommendations:**

1. A good salary for these librarians is one of the prerequisites for the development of these libraries. If there were, it would be possible to attract qualified librarians to the libraries. Unless these professional librarians are available the libraries will never improve.

2. Working conditions should be modified and modern equipment should be bought in order to provide pleasant working conditions for these librarians.
3. The government, the Higher Education Department, the university officials and the faculty teachers should regard library science as a profession and the librarians as information experts.

4. Censorship and all the other types of pressure should be abolished in these libraries. Without democracy and freedom of speech for librarians, there will be no place for modern and advanced librarianship.

5. At least one professional librarian is needed for dealing with reference questions in each faculty library. Without the reference librarian, none of these libraries can offer a good service to their clienteles.

6. Close cooperation should be established between the different faculty librarians. Exchange programs with other college librarians in the country is also of great importance.

7. In-service training, improved courses, especially in information technology, and attendance at seminars\(^{64}\) should be provided to these librarians to equip them with new skills and expertise. In this way optimum service can probably be achieved.

8. Finding out the strengths and weaknesses of the staff through periodic evaluations should be conducted for the future planning of these libraries.

\(^{64}\) The author was told that some of the librarians in this university could not attend the COMLIS 4 sessions because they couldn't pay the entrance fee, which was about 60,000 Rials (US $20).
12.3 Management

Table 15: Qualifications of the Library Directors

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS</td>
<td>5</td>
</tr>
<tr>
<td>BLS</td>
<td>2</td>
</tr>
<tr>
<td>post-Diploma(in librarianship)</td>
<td>2</td>
</tr>
<tr>
<td>Ph.D.(not in librarianship)</td>
<td>4</td>
</tr>
<tr>
<td>M.A./M.S.</td>
<td>3</td>
</tr>
<tr>
<td>B.A./B.S.</td>
<td>1</td>
</tr>
<tr>
<td>post-Diploma(not in librarianship)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

The data gathered about the qualifications of the library directors reveals that:

a) 50% of the library directors are professional librarians, and
b) none of the library directors has a doctoral degree in library science.

Management of these libraries has changed greatly since the Islamic Revolution, in general and after the Cultural Revolution in particular. All of the pre-Revolutionary directors have been dismissed or have retired.

Poor management is one of the major problems not only in this university but also in all the other academic libraries in the country. Most directors are very religious and loyal to the Islamic regime. In their appointments competence and occupational specialization are often ignored.

As mentioned before the library directors are always busy with other responsibilities, sometimes out of the librarianship field.

It should be noted that I met also a few library directors who, while they showed loyalty to the government, but were very critical of the government's, the University officials' and professors' attitudes towards librarianship as a profession.

Discussing the leadership of these libraries is a hard task because a number of management concepts, for example job description, evaluations, library budget allocations or short-term and long-term planning which are taken for granted for library directors in the western countries, are totally or partially unknown for these directors.
Most of these libraries are directed only by one person and there is little or no opportunity for consultation or participation in the decision making.

Recommendations:

1. Management and strategic planning of these libraries should be regarded as the basis of practicing modern librarianship by the government and the Ministry of Culture and Higher Education.

2. In appointing the library directors, the highest priority should be given to educational qualifications and professional experience.

3. To reach the goals of the libraries, hierarchical methods of management should be practiced.

12.4 Classification and Cataloguing

12.4.1 Classification

Table 16: Classification Schedules

<table>
<thead>
<tr>
<th>Libraries</th>
<th>LCC</th>
<th>DCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Veterinary</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Education</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geophysics</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
As Table 16 shows the book collections in the selected libraries are arranged according to the Library of Congress Classification (LCC) schedule (10 libraries), Dewey Decimal Classification (DCC) schedule (3 libraries) or either by both LCC and DCC schedules (5 libraries).

These classification schedules are used as far as possible. As mentioned before these classifications have some omissions and errors in the area of Islam and Iran. Mrs. Poori Soltani,\(^{65}\) points out one of the major problems with LCC.

"...we have to rearrange the individual author section and authors' works in different languages in LCC, because when we catalog translations of their works, both the name of the author and title of the book are put into Persian. Since the alphabetical order in Farsi does not coincide with that of other languages, the alphabetical order in the LC schedule is distorted." (1989, p 31)

12. 4. 2 Cataloging

I was totally astonished when I noticed too much stress among the librarians on cataloging.

As mentioned before there are two card catalogs, one for Persian and one for foreign books. All of these cards consist of authors, titles and subject areas of the books. The foreign books are cataloged in their original languages, but English subject headings are used for them according to the Library of Congress subject headings. In the case of Persian books, or books which are written in the same alphabet, for example Kurdish, Urdu or Arabic, the Persian subject headings are used.

Most of the card catalog drawers are old\(^{66}\) and placed outside the reading room areas.

---

\(^{65}\) Mrs. Soltani is the Head for the Department of Library Research at the National Library of Iran. She is an old lady who is admired by most Iranian librarians. Unfortunately the author did not have the pleasure of meeting her since she was sick at the time of this survey.

\(^{66}\) Most of these drawers have not been replaced by the new ones since the Islamic Revolution.
An enormous account of time is spent on cataloging in these libraries, but due to insufficient skilled catalogers and little or no knowledge of western languages, the number of the cataloged books is not satisfactory. The total books which were not cataloged at the time of this study consisted of 44,660 Persian and foreign books (see Table 17). As this Table indicates, the largest number of books awaiting cataloging belongs to the Theology and Islamic Sciences Library and the smallest is that of Geo-physics Library. Some of these books are old purchases from the Teheran International Book Fair.

Table 17: Books Awaiting Cataloging

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Persian</th>
<th>Foreign</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>12311</td>
<td>2340</td>
<td>14651</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>710</td>
<td>2573</td>
<td>3283</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>1720</td>
<td>1812</td>
<td>3532</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>5942</td>
<td>580</td>
<td>6522</td>
</tr>
<tr>
<td>Technology</td>
<td>183</td>
<td>432</td>
<td>615</td>
</tr>
<tr>
<td>Sciences</td>
<td>63</td>
<td>1749</td>
<td>1812</td>
</tr>
<tr>
<td>Agriculture</td>
<td>195</td>
<td>613</td>
<td>808</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>73</td>
<td>1256</td>
<td>1329</td>
</tr>
<tr>
<td>Veterinary</td>
<td>179</td>
<td>383</td>
<td>562</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>76</td>
<td>263</td>
<td>339</td>
</tr>
<tr>
<td>Education</td>
<td>125</td>
<td>283</td>
<td>408</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1310</td>
<td>1847</td>
<td>3157</td>
</tr>
<tr>
<td>Economics</td>
<td>45</td>
<td>274</td>
<td>319</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
<td>6450</td>
<td>6450</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>183</td>
<td>72</td>
<td>255</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>41</td>
<td>105</td>
<td>146</td>
</tr>
<tr>
<td>Geophysics</td>
<td>37</td>
<td>96</td>
<td>133</td>
</tr>
<tr>
<td>Physical Education</td>
<td>256</td>
<td>83</td>
<td>339</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23449</strong></td>
<td><strong>21211</strong></td>
<td><strong>44660</strong></td>
</tr>
</tbody>
</table>

67 Most librarians generally have a little reading knowledge of English, therefore it is too difficult for them to catalog the books which are written for instance in German, French or Russian.
68 This statistic was gathered through counting, estimation or the discussions with the catalogers. The statistics given for the cataloged books on a monthly basis was too high and unrealistic to be mentioned here.
69 The author observed many books which had been bought about two or three years ago and were still awaiting classification and cataloging.
Recommendations:

1. An expert team should translate the whole volumes of LCC and try to rearrange the alphabetical order wherever applicable.

2. Using a computerized cataloging system would increase the efficiency and the rate of throughput.

3. The card catalog drawers should be moved out to the reading rooms in order to make them more accessible for the library users.

12.5 Shelving

Table 18: Shelving

<table>
<thead>
<tr>
<th>Libraries</th>
<th>open</th>
<th>closed</th>
<th>open &amp; closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Veterinary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Geophysics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

As Table 18 shows 7 libraries have open shelves, 6 libraries closed stacks and 5 libraries open and closed stacks. All of the interviewees or respondents to the questionnaires were aware of the advantages of open shelves in modern librarianship, but none could give a reasonable answer as to why any one collection is housed in closed stacks, open shelves or a combination of both.
Lack of a modern security system was the only reason which was given by most of them. 70

According to two of the interviewees, it was the norm that all of the book collections and periodicals in these libraries be housed in open shelves before the Shah's fall.

Table 19: Shelving In Some of the Surveyed Libraries Before the Islamic Government

<table>
<thead>
<tr>
<th>Libraries</th>
<th>open</th>
<th>closed</th>
<th>open &amp; closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinary</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>


Table 19 shows shelving in some of the libraries surveyed before the revolution 71. A comparative study of Table 18 and Table 19 indicates that:

a) 4 libraries, Technology, Administration and Business Management, Law and Political Science and Economics which had open shelves before the revolution now have closed shelves.

b) 1 library, Fine Arts, has changed its shelving from open to open and closed stacks.

c) 1 library, Agriculture which had open and closed stacks has presently closed stacks.

d) shelving in 3 libraries, Sciences, and Theology and Islamic Sciences, and Forestry and Natural Resources have become somehow better, the first one has changed from closed

70 Before entering these libraries one notices a desk with one or two persons in charge who refuse to allow the library users to enter the libraries before giving their handbags, portfolios or the like to these persons and receiving a numbered piece of paper. The author agrees with those interviewees who mentioned it as one of the most insulting practices when they visit their libraries.

71 Due to merging into other colleges or establishment after 1974, five faculty libraries are not mentioned in this comparative analysis.
stacks to open and the second and the third ones from closed stacks to open and closed stacks, and
d) the remaining 4 libraries have the same shelving as before.

However, the goal of achieving open shelves in these libraries has neither been achieved nor improved under the Islamic regime.

Recommendation:

Shelving should be changed from closed stacks to open shelves or a combination of both as soon as possible. The latter should only be used when the collections are of rare books or manuscripts. In this way working conditions for the library staff become more comfortable and the library users can find the needed books they need on the shelves much better than by just browsing through card catalogs.

12.6 Library Users

At the beginning of each semester students should register as library user. They usually give a little money and a passport photo to the library and receive library cards. Studying books in the libraries is not limited, but the students can only borrow two or three books for ten to fifteen days. A 100 Iranian Rials fine per day is charged if a book is overdue. Other sanctions are also employed in the libraries to ensure that borrowed books are returned on time.

Table 20 shows the number of library users on monthly basis. Apart from the Central Library, the highest number of library users (13980) belongs to the Literature and

72 By library users is meant those students who visit libraries to borrow books. The author could not find any statistics which show the total number of library visitors, i.e. the total number of those who borrow books and those who just use the libraries as reading rooms or visit them for any other reasons.
73 It depends on the academic level. Postgraduate students can borrow more than undergraduate students.
74 The main library users are students, therefore loan conditions as regards the staff are not mentioned in this survey.
Humanities Library and the lowest is that of the Physical Education Library (145). Based on the collected data, the mean number of library users is equal to 3,151 persons per month.

Table 20: Approximate Library Users Per Month

<table>
<thead>
<tr>
<th>Libraries</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>21750</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td>1022</td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td>13980</td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td>1319</td>
</tr>
<tr>
<td>Technology</td>
<td>3310</td>
</tr>
<tr>
<td>Sciences</td>
<td>2790</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2340</td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>1231</td>
</tr>
<tr>
<td>Veterinary</td>
<td>645</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1046</td>
</tr>
<tr>
<td>Education</td>
<td>2432</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>634</td>
</tr>
<tr>
<td>Economics</td>
<td>2320</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>368</td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td>564</td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td>615</td>
</tr>
<tr>
<td>Geophysics</td>
<td>220</td>
</tr>
<tr>
<td>Physical Education</td>
<td>145</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56731</strong></td>
</tr>
</tbody>
</table>

These figures indicate that most of these libraries are not heavily used. According to the interviewees the number of library users have declined since the Islamic Revolution. The following are among the main reasons to this problem:

a) Changing the admission policy during and after the Cultural Revolution. This policy is based on religiosity and loyalty to the Islamic regime over scholarship and competence. It is much easier for the disabled veterans and the relatives of the martyrs to be admitted in the universities. This policy prevents a large number of well-qualified applicants from entering the universities.

b) Reader services are left widely to non-professional librarians.

75 Unfortunately the statistics on library users before the revolution were not available.
76 Those who were killed during the revolution or in the war.
c) Low demand for reading material except text books due to economic pressure on the students.

All of the University of Teheran students can borrow books from the Central Library, but due to a poor Interlibrary Loan (ILL) most libraries allow no loans to the students from other faculty libraries.

**Recommendations:**

1. Due to low collections in all of these libraries it is unreasonable to extend the loan periods for all of the book collections, but changing the loan procedures is helpful in satisfying the library users. My recommendation is establishment of two library loan periods, namely:
   A. Short loans applied to course books (1 to 2 weeks), and
   B. Long loans applied to general book collections (3 to 4 weeks)

2. Analysis and evaluation of the library users and their attitudes towards the libraries would help the persons in charge in the future planning of their libraries.

**12.7 Automation**

Library automation is usually a hard and costly task even in the developed western countries, therefore there is no place for a long and unrealistic discussion of this case in The University of Teheran Libraries which are in the preliminary stages of transferring from a manual to an automated library system.

The delay in the automation of these libraries is obviously a consequence of the war, of political changes and of low value placed on information technology.\(^{77}\)

The most frequent functions in which computers are used are Cataloguing, Periodicals and Acquisition at a very preliminary stage.

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\(^{77}\) See page 27 for more information.
Unesco CDS/ISIS is the most common system applied in these libraries.

None of these libraries are connected to international databases or provide on-line services to the library users.\(^78\)

### Table 21: Computer facilities

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Automated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library &amp; Documentation Center</td>
<td>x</td>
</tr>
<tr>
<td>Law &amp; Political Sciences</td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>Theology &amp; Islamic Sciences</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>x</td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; Business Management</td>
<td>x</td>
</tr>
<tr>
<td>Veterinary</td>
<td>x</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources</td>
<td></td>
</tr>
<tr>
<td>Bio-Physics &amp; Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geophysics</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

Table 21 reports the status of library automation in the selected libraries. As this table indicates, only 5 libraries are equipped with computer facilities.

The given answers by those libraries which do not have applied library facilities in their libraries are outlined as below:

a) 1 library was installing computers at the time of this survey.

b) 3 libraries have planned to install computers in 1996.

\(^78\) There is only one university in Iran, *Tarbiat Modaress University*, which is connected to some of the international databases such as DIALOG, Questel and Orbit. This university was established after the Islamic regime in order to train the teaching staff needed for the universities. Because of this the university has a special budget.
c) 7 libraries have planned to install computers in the next few years.\textsuperscript{79}

d) 2 libraries do not have any plans to install computers.

Respondents to the last group which were two small libraries claimed that they could do their library tasks with the existing manual system and it was uneconomical to invest in computerization.

The following are among the most problematic areas not only in The University of Teheran Libraries but also in all the other academic libraries in the country\textsuperscript{80}:

1) Insufficient budget allocated to the libraries and a weak currency.

2) Poor status of library automation courses in the Library Schools for undergraduate and postgraduate students. These courses are not taught to post-Diploma students at all.

3) Lack of skilled librarians familiar with automated library systems.\textsuperscript{81}

4) Working with materials in two different scripts, Persian and Latin.

5) Lack of cooperation between libraries which have already installed computer facilities in their libraries.

**Recommendations:**

1. Investment of extra funds allocated to buy adequate and suitable software and hardware and train the librarians who wish to specialize in this field.

2. Establishment of a campus network in order to utilize the available resources more effectively.

\textsuperscript{79} The exact dates are not mentioned.

\textsuperscript{80} This information gathered especially during the COMLIS 4 sessions through interviews with some of the librarians working in the other academic libraries in the country.

\textsuperscript{81} "System thinking" which is the basis of computerization in libraries is usually unknown in the Iranian libraries.
3. Evaluation and analysis of the computer facilities usage in the automated libraries for the future planning of computerization.
13. DESCRIPTION OF THE STUDENT QUESTIONNAIRE

A table of 20 questionnaires distributed equally to the male and female students. 10 students were studying at the undergraduate level, 8 at the postgraduate level and the remaining 2 at the doctorate level. 14 questionnaires (70%) were returned. As mentioned in the Methodology section, this questionnaire was designed to reflect the students' attitudes toward their libraries. No recommendations are given. Only some short comments are made in the footnotes to clear up some points.

13.1 The Respondents' Characteristics

As Table 22 shows the respondents are 8 men (57%) and 6 women (43%).

Regarding the academic level of the respondents, all the undergraduate students, 3 postgraduate students and 1 Ph.D. student answered the questionnaires.

Table 22: Characteristics of the Faculty Questionnaires' Respondents

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

82 Recommendations for a better library service to the library clienteles have already been given in previous sections of this essay.
13.2. Frequency of Using Libraries

Table 23: Frequency of Library Use Per Week

<table>
<thead>
<tr>
<th>None</th>
<th>1 to 4</th>
<th>5 to 10</th>
<th>11 or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>0</td>
<td>[0%]</td>
<td>6</td>
<td>[43%]</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 23 reports the library visit on weekly basis. As mentioned before the main library users are students. In the survey it showed that all of the students used the library, 43% from 1 to 4 times, 36% from 5 to 10 times and 21% from 11 or more times.

Three students who used the libraries between 1 to 4 times a week wrote down their reasons. Two of them indicated that they found the books they needed somewhere else and the third one wrote the library materials were too old to be used in their courses.

13.3 Reasons for Using Libraries

The students were asked to mark how many alternatives they wanted. For this reason, Table 24 indicates only the number of respondents checking an item and no percentages are given.

Table 24: Reasons for Library Use

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing library materials</td>
<td>10</td>
</tr>
<tr>
<td>Studying own materials</td>
<td>7</td>
</tr>
<tr>
<td>Studying library materials</td>
<td>7</td>
</tr>
<tr>
<td>Checking the card catalogs</td>
<td>2</td>
</tr>
<tr>
<td>Reading research papers</td>
<td>2</td>
</tr>
<tr>
<td>Asking help from librarians</td>
<td>1</td>
</tr>
<tr>
<td>Meeting a friend</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 24 shows the different reasons for visiting libraries. The majority of the students (10) use the libraries to borrow materials. The second reason is studying their own materials or the libraries' materials. Half of the respondents (7) have given these reasons. The third reason for students' use of the libraries is doing an assignment. 4 students have chosen this alternative. Few students (2) visit libraries to browse through the card catalogs, read research papers or meet friends. Only 1 student visits his faculty library to get information about his term paper from the librarians. This student is studying at the postgraduate level.

13.4 Using Other Libraries

Answering the question whether they used other libraries, 9 students (64.2%) indicated that they did. Those who answered yes to this question were also asked to indicate which library they used. Most students (7) said that they used the Central Library. A large number of books and more suitable reading rooms compared with the faculty libraries were mentioned as their main reasons. The remaining 2 respondents indicated that they visited the Public Library of City Park. No reasons were given for this choice. 83 84

13.5 Students Attitudes Toward Their Faculty Libraries

The questionnaire also included fourteen items which measured the students attitudes toward different services and activities of their faculty libraries. The respondents were asked to indicate their satisfaction on a scale of 1 to 5. One was assigned for the lowest satisfaction and five for the highest. The result of this section of the questionnaire is shown in the form of item means 84 in Table 25.

83 Probably the short distance between the respondents' houses and this library and less noisy reading rooms compared with their own libraries could explain this. The author visited this library during his stay in Tehran.
84 First all the scores were added and then divided by 14 (the total of returned questionnaires).
Table 25: Students Attitudes Toward the Faculty Libraries

<table>
<thead>
<tr>
<th>Items</th>
<th>Item Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>My faculty teachers encourage students to use the library for class assignments.</td>
<td>1.35</td>
</tr>
<tr>
<td>Courses held by my faculty or library on how to use library are very useful.</td>
<td>1.50</td>
</tr>
<tr>
<td>Using my faculty library is important for students in their educational success.</td>
<td>3</td>
</tr>
<tr>
<td>It is a pleasant place to go.</td>
<td>2.14</td>
</tr>
<tr>
<td>It has enough places to sit.</td>
<td>1.85</td>
</tr>
<tr>
<td>It is easy to find the books I need in the shelves or in the card catalogs.</td>
<td>1.50</td>
</tr>
<tr>
<td>The size of my faculty library collections satisfies me.</td>
<td>1.64</td>
</tr>
<tr>
<td>The quality of the collections satisfies me.</td>
<td>1.64</td>
</tr>
<tr>
<td>There are enough periodical titles in the library.</td>
<td>1.35</td>
</tr>
<tr>
<td>Materials reservation is done very well in my library.</td>
<td>3</td>
</tr>
<tr>
<td>Reference materials are satisfied.</td>
<td>1.64</td>
</tr>
</tbody>
</table>
There are enough AV-equipment and computer facilities in the library.

There are enough librarians available when I need help.

I am pleased with the reference-librarians help.

As Table 25 shows only two items with average 3, i.e., the libraries' role in the educational success and the material reservation, indicate positive attitudes toward the libraries and the remaining twelve items negative attitudes.

Regarding this section, the following comments were made by the respondents:

* None of our teachers encourage us to use to libraries. They do not usually consider that we are capable of handling outside readings or theme assignments.

* Library orientation courses are not provided in my library.

* Libraries do not do anything to stimulate use. There is not even a guide book which presents the library and its facilities.

* There is no elementary instruction which informs the students about the purpose and use of the card catalogs.

* Reservation of the material is the only library activity that satisfies me.

13.6 Desired Changes

Table 26: Library Changes Desired

<table>
<thead>
<tr>
<th>Changes</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing an automated library system</td>
<td>5</td>
</tr>
</tbody>
</table>
A new circulation system 7
Acquiring more & newer books and periodical titles 14
Acquiring more and newly reference books 10
Open stacks 14
Physical environment 4
More library hours 2
More help from librarians 2
No changes necessary 1
Other (s) 0

For the same reason which was mentioned in 13.3, no percentages are given here, either.

All of the respondents wanted the establishment of open stacks and the acquisition of more and newer books and periodicals. The following were the reasons given for establishing open stacks:
I. Finding the needed material more easily.
II. Avoiding browsing through the complicated and incomplete card catalogs.
III. Avoiding asking those librarians who are often unfriendly and dissatisfied with their jobs.
IV. Saving time and money to visit the library several times to find the needed material.

The second change requested was the acquisition of more reference books. Three of the respondents indicated the following reasons:
I. There are only a few reference books in my library. Those who enter the library take the reference books first and the others have to wait until they return them to the shelves.
II. Most of the reference books, especially the encyclopedias, are out-of-date.
III. Some of the reference books in my library are torn and some pages are missing. No measures have been taken to replace or repair them during the period of six months that I have been visiting this library.

The third important change was a new circulation system with longer loan period. Four respondents complained against the short loan periods, but they did not mention their preferred loan periods.
The fourth desired change was providing an automated library system. The fifth was changing the physical environment of the libraries. The given reasons were:
I. The state of air-conditioning and heating is not good. It is sometimes cold in winter and too warm in summer.
II. The reading room is unclean.
III. The books and periodicals are dusty.
IV. The lighting is bad and not free from glare.

The last changes required were more library hours and more help from the librarians. One reason was indicated for the latter and that was more help by the librarians to assist the first year students to find the books they needed in the card catalog drawers. Only one student indicated that no changes were necessary.

---

85 From the interviews it was discovered that the students do not have a clear picture of an automated library system. For most of them replacing typewriters with computers was defined as automation.
86 Most students do not know how an academic librarian can help students in their studies.
14. CONCLUSIONS

The findings derived from the data collected for this research confirmed the impression that these libraries were not functioning as well as they might be.

There are a number of problems in these libraries which prevent progress and need immediate attention to achieve better and effective library services to the library users. These problems are:

a) Insufficient allocated budget

b) Inadequate collections of monographs and serials

c) Inadequate man-power resources, especially professional librarians

d) Lack of cooperation between these libraries

e) Lack of an automated library system

f) Lack of strategic planning for the development of these libraries, and

g) Inadequate qualified library directors
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UN: Statistical Year Book, 1992

UN: Demographic Year Book, 1991

UN: Demographic Year Book, 1992

Appendix 1

Faculty Questionnaire

95-07-14

Thank you very much for answering the following questionnaire. This questionnaire is made for an investigation about the situation of The University of Tehran Libraries. The investigator is attending the Masters degree Program at the Swedish School of Library and Information Sciences (SSLIS) for which one of the requirements is a masters Thesis. Your names and answers will be considered totally confidential. They will only be used for further contacts and the completion of this study. Please use the check mark ( ) in front of the suggested answers and the back page if you have more to say about your library.

I. Respondent's identification

1) Name..........................

2) Sex
Male ............female.............

3) Holding academic Degree
   a) Diploma...................
   b) Post Diploma.............
   c) Bachelor's.................
   d) Master's...................
   e) Ph.D........................
   f) Other (s)...................

4) Position.....................

5) Length of service in the library..................

II. College & library identification & situation

1. Name of the college and date of its establishment......................................
2. The number of students and faculty staff
   a) students................b) faculty staff..........

3. Name of the library and date of its establishment..........................

4. Address, phone number and fax number..........................................

5. Area of the library........................................sq.m.

6. Library hours.................................

7. The library hours are convenient................non-convenient..........
   please specify the reason (s):..........................................................

8. The library is:
   crowded......................calm........................................

9. The library is:
   dirty..............................clean...........................

10. The number of seats (including chairs and tables):............................

11. The seats are:
    enough..............................not enough....................

12. Are you satisfied with the environment (e.g., furniture, colors on the walls, heating, lightening, etc.)?
    Yes..........................No..............
    If No, please specify the reason (s):........................................

13. Collection Size *
    * please identify any manuscripts, incunabula, rare books, historical papers, unique
14. Language(s) of the materials

III. Library users

15. Do you issue membership card for the users?
   Yes........No........
   If Yes, Is it free of charge........or they must pay.................rials?

16. Members (academic staff, students, others).........................

17. The average number of daily or monthly users * :......................
   * by users I mean potential users
IV. Library staff

18. The degrees and number of professional library staff
   a. Doctor of librarianship
   b. Master of librarianship
   c. Bachelor of librarianship
   d. post-Diploma in librarianship

   Total

19. The degrees and numbers of non-professional librarians.
   a. Ph.D.
   b. M.A./M.S.
   c. B.A./B.S.
   d. post-Diploma
   e. Diploma
   f. None

   Total

V. Budget

20. Regarding the following items, how much is the allocated budget to your library?
   a. Equipment
   b. Personnel
   c. Books
   d. Periodicals
   e. Other (s):

   Total

21. The main organization which is responsible to the allocated budget

22. Is it enough...not enough...
   If Not, please specify why...

VI. Services

23. Which one of the following services you have in your library?
   (a). Circulation
   (b). Reference
(c). Acquisition
(d). Cataloguing
(e). Periodicals
(f). Documentation
(g). Audio-Visual
(h). Interlibrary loan (ILL)
(i). Other (s): please specify

VII. Computer facilities

24. Do you have any computer facilities in your library?
   Yes........... No......
   If Yes, please indicate:
   a) when did your library start automation?
   b) what kind of program(s) do you have?

   If No, Do you have any plan for future automation?

VIII. Dangers and protective measures

25. What is the risk situation in your library? (Please outline the dangers threatening the library collection or archive holdings)

26. What kind of protective measures have you taken?

IX. Acquisition Policy

27. Is there any committee or group in order to choose the books?
   Yes.................. No.................. 
   If Yes, who are they and what are their academic degrees?
If No, who does it?

.................................................................

28. Is there any acquisition policy in your library?
   If Yes, what's that?
   .................................................................................................
   .................................................................................................
   If Not, you acquire your books from:
   Book fair (s)............Bookshops............Publishers' catalogs............
   Other (s).................................................................

29. Who is responsible to receive the materials? What is his/her academic degree?
   ........................................................................................................
   ........................................................................................................

X. Classification

30. What is the Classification System in your library?
   LCC................DDC........
   Other (s)........

31. How long does it take to make the periodicals available for the users?
   .................................................................

XI. Cataloging

32. How does the cataloging work in your library? Who or which organization is responsible for cataloging in your library?
   ................................................................................................................
   ................................................................................................................
   ................................................................................................................

33. How many books are cataloged in your library monthly?
   .................................................................

XII. Interlibrary Loan (ILL)

34. Is there any interlibrary loan system in your library?
   Yes.................No.............
   If Yes, How does it work?
XIII. Please identify any major problem(s) in your library;

Thank you for your cooperation.
Appendix 2

Student Questionnaire

95-07-14

Teheran

Thank you very much for answering and checking the suggested answers of the following questionnaire. This questionnaire is made for an investigation about the situation of your faculty library. The investigator is attending the Masters degree Program at the Swedish School of Library and Information Sciences (SSLIS) for which one of the requirements is a masters Thesis. Your name and answers will be considered confidential. They will only be used for further contacts and the completion of this study.

I hope this survey will help the manager and the other staff of your faculty library in its future planning. Please use the check mark ( ) in front of the suggested answers (except for 11 to 23) and the back page if you have more to say about your library.

I. Respondent's identification

1. Name..........................

2. Sex:
   Male.........Female..........

3. Address..........................................................

4. Phone number..........................

5. Your faculty's name..........................

6) Your academic level
   Undergraduate............
   Master's....................
   Ph.D..........................
II. Using library

7) How many times do you use your faculty library per week?
   (a) None............
   (b) 1 to 4..........
   (c) 5 to 10.........
   (d) 11 or more......

III. Reasons for using library

8) What is the main purpose for visiting your library (choose how many alternatives you want)?
   (a) Borrowing library materials..........
   (b) Studying my own materials..........
   (c) Reading library materials, such as books, reference materials, periodicals and so on
       ......................................
   (d) Checking the card catalog for a needed material..................................
   (e) Reading the students' research papers...............          
   (f) Asking something from the librarians.................................
   (g) Meeting a friend (s)........................................................
   (h) Doing or completing an assignment for your class........................
   (e) Other (s): please specify.............................................

IV. Using other libraries

9) Do you use any other libraries except your own faculty library? Yes........No.....
   If Yes, Please specify which library or libraries and why:
   ................................................................................
   ................................................................................
   ................................................................................
V. Answer the following questions by inserting 5=excellent, 4=very good, 3=good, 2=poor and 1= very poor in □

11) My faculty teachers encourage students to use the library for class assignments. □

12) Courses held by my faculty or library on how to use library are very useful. □

13) Using my faculty library is important for students in their educational success. □

14) It is a pleasant place to go. □

15) It has enough places to sit. □

16) It is easy to find the books I need in the shelves or in the card catalogs. □

17) The size of my faculty college collections satisfies me. □

18) The quality of the collections satisfies me. □

19) There are enough periodical titles in the library. □

20) Materials reservation is done very well in my library. □

21) Reference materials are satisfied. □
22) There are enough AV-equipment and computer facilities in the library. □

22) There are enough librarians available when I need help. □

23) I am pleased with the reference-librarians help. □

VI. Desired changes

10) Which one of the following changes in your library satisfies you (check how many answers you want)?

___ Providing an automated library system
___ A new circulation system
___ Acquiring more and newly books and periodical titles
___ Acquiring more reference books (e.g. encyclopedias, dictionaries and so on)
___ Open stacks
___ Changes in the physical environments (i.e.; lightening, air-conditioning, etc.)
___ More library hours
___ More help from librarians
___ Other(s): please specify

...................................................................................................................
...................................................................................................................
...................................................................................................................

Thank you for your cooperation.
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· Picture 1: Reading Room for Women

Picture 2: Reading Room for Men
Högskolan i Borås är en nationell högskola. Studenter kommer från hela landet för att studera här. Högskolan består av fem institutioner och utbildningsprogram och kurser ges inom områdena bibliotek och information, textil, teknik, pedagogik samt data och ekonomi.

Högskolans lokaler ligger mitt i centrala Borås.

1977 grundades Högskolan i Borås, men de textila utbildningarna har sitt ursprung ännu längre tillbaka i den statliga Tekniska Väfskolan som inrättades redan 1866.

Forskning och utvecklingsarbete är en expanderande del av högskolans verksamhet. Högskolan samverkar här med företag, statliga myndigheter och kommuner i Sjuhäradsbygden och i andra delar av landet och utlandet.

Institutionen bibliotekshögskolan

Bibliotekshögskolan har funnits i Borås sedan 1972.

I många år var bibliotekshögskolan i Borås landets enda specialhögskola för bibliotekarier, men genom universitetens och högskolornas nya frihet har bibliotekarieutbildningar inrättats även på andra universitet.

Bibliotekarieutbildningen leder till en magisterexamen som omfattar sammanlagt 160 poäng ( motsvarar åtta terminer), varav minst 80 poäng inom ämnet biblioteks- och informationsvetenskap.

Forskarutbildning i biblioteks- och informationsvetenskap ges vid Göteborgs universitet.

Bibliotek & läranderesurser (BLR) vid Högskolan i Borås har utfört digitaliseringen och har använt de exemplar som funnits i bibliotekets samlingar i befintligt skick.

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