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THE EDUCATION OF TEACHER-LIBRARIANS IN THE ISLAMIC REPUBLIC OF IRAN: A COMPETENCY APPROACH

by

Abdolsrasool Jowkar,

A Doctoral Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Doctor of Philosophy of Loughborough University of Technology

March, 1991

Supervisor: Dr Margaret Evans
Department of Library and Information Studies

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DEDICATION

To the Memory of My Parents:

'In particular, my father who suddenly passed away while I was carrying out this study. May ALLAH have mercy upon their souls and grant them peace in heaven'.
ACKNOWLEDGEMENTS

The author wishes to thank the following for their advice and invaluable suggestions during the period of this work:

I would like to express my sincere appreciation to Dr Margaret Evans, my supervisor, for her effective guidance, constructive criticisms and constant encouragement throughout this research.

I am thankful to Mrs Helen Lewins and Professor A Jack Meadows, my previous supervisor and Director of Research for their guidance and comments.

Grateful thanks are also expressed to Dr Paul Sturges, my Director of Research, and Professor John P Feather, Head of Library and Information Studies Department, for their suggestions and co-operation.

Thanks are also due to Mrs Anne Morris for her suggestions with the statistical aspects of the project and to Mrs Irene Martindale for her typing.

I am also grateful to my relatives, friends and colleagues who were helpful, especially Seyed Abdolmehdi Latifi and his wife who took care of my personal matters and belongings during my absence.

In particular, I am most appreciative of the kind understanding, patience and generous co-operation shown by my wife, Sakineh Zakeri, and children throughout this study.
ABSTRACT

Education has a vital role in the cultural and socio-economic development of a country and the success of an educational system depends partly on the information infrastructure of the society. The school library, as the first link in the hierarchical chain of the information infrastructure and an integral component of the school's instructional information system, supports the school's educational goals and objectives. The main key to the successful achievement of a school library programme is its librarian. At present, the majority of Iranian school libraries are run by teacher-librarians who rarely possess any formal library education. These librarians should be well equipped with the competencies needed to perform their jobs effectively.

The intention of this survey is, therefore, to suggest a library programme for the education of teacher-librarians. Included is an overview of the educational system of Iran, the information infrastructure, situation of school libraries and different methods of curricular design, in order to define an appropriate approach to education for the purpose of planning a library programme for teacher-librarians in Iran. In examining library programmes, several standards and studies published in a range of developing and developed countries were analysed, and a data gathering instrument was constructed. This was administered and analysed to determine the competencies required of teacher-librarians in Iran. The resulting competencies are compared to the competencies considered essential for school librarians in three comparative international surveys and the school librarian's job description, as provided by the Iranian Ministry of Education.
A programme made up mainly of eight compulsory and three elective courses is then suggested to be offered at bachelor's or associate of arts level at Teachers' Training Colleges and Institutes or library schools in Iran. Such a programme will contribute to the field of school librarianship in Iran and, more widely, in other countries, and fills a gap in the development of curricular programmes for the educational preparation of teacher-librarians and provides a basis for further research in this field. Attempts are also made to present a number of recommendations, leading to the enrichment of education in the field of teacher-librarianship as a whole.
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IRAN: GEOGRAPHY AND HISTORY

In order to have a clear and better idea and understanding of the country and its problems, it is necessary to provide some geographical and historical background information.

Iran, located in western Asia, was known to the world until 1935 as 'Persia'. The Iranian plateau, geographically 'a triangle set between two depressions, the Persian Gulf to the south and the Caspian Sea to the north', is a large country with an area of 1,648,195 square kilometres, about five times the size of Italy or the same size as Western Europe, including Germany, France, Spain and Great Britain. The plateau of Iran is mostly a mountainous desert with two great and arid deserts, namely Dasht-e-Lut and Dasht-e Kavir, and with only one quarter suitable for agriculture. The country is surrounded on the north by the Caspian Sea and the USSR (for over 1,500 miles), on the west by Turkey and Iraq, on the south by the Persian Gulf and Oman Sea, and on the east by Pakistan and Afghanistan. It is due to such a complex topography that the country, up to now, has not been completely successful in providing the whole nation with a satisfactory and competitive system of communication and transportation.

According to the latest available figures for 1986, published by Whitaker's Almanac, 1988, the country has a population of 49,765,000 with an annual average increase rate of 3.55 during the last decade (1976-86).
Although the country has had a very long tradition in libraries, literature and culture, however, she is still suffering from a considerable percentage of the total population being illiterate.


In 1932, Young stated that 'literacy is still limited to about five per cent of the population, and this literate group lives almost exclusively in the cities' [9]. Two decades later, we observe an increase in the literacy rate. The literacy rate in the population aged six years and over, in 1957, reached 15.4 per cent [10]. However, despite the 1942 Compulsory Education Act, in 1962, 'fifty per cent of children aged seven were still not in school' [11] and therefore the literacy rate did not exceed 20 per cent [12]. A decade later, in 1972, the literacy rate reached 29.4 per cent [13] and, in 1977, it became 47 per cent [14]. Fortunately, through the establishment of new schools, a greater literacy rate has been achieved. In 1981, Harvey, in his article
entitled 'The Status of Iranian Information Science', wrote that 'though Iranian literacy never rose above 50% ... schools were added to many new areas'[15]. As a result, and along with other strenuous efforts during the last several years, the literate population has proliferated. The average literacy rate in the population of six years and over has gone, for the first time in the history of the country, beyond 50 per cent and even reached 62 per cent in 1986[16].

Due to her various climatic and natural conditions, 'a large proportion of the population leads a nomadic life'[17]. This land, surrounded by impressive mountains and with large deserts, the most arid in the world[18], has extremes of climate; it is extremely cold in winter and very hot in summer (in the Province of Khozestan, the temperature reaches 54° Celsius or 130° Fahrenheit)[19].

It is mainly through Iran's strategic and geographical position that she could connect the East and the West and play a vital and important role in world civilisation. 'Iran was the only land route connecting Europe with the East'[20]. Ghirshman describes her unique position as follows:

Iran, as we have seen, was a highway for the movement of peoples and for the transmission of ideas. From the prehistoric period onwards, and for 1,000 years more, it held this important position as an intermediary between East and West[21].

The history of Iran can be briefly divided into three parts:

1. Kingdom and empire of several millennia B.C.
a. Here, we witness very strong and ancient kingdoms and empires including the Medians, Achademenians (546 B.C. to 330 B.C.), and Parthians (250 B.C. up to 224 A.D.)

b. In this section of Iranian history, we read about another strong and powerful kingdom, namely the Sassanians, that reigned over the country from 226 A.D. to 651 A.D. when the new religion of Islam entered, for the first time, the Iranian plateau in the seventh century.

2. Islamic period

From the seventh century A.D., Iran became a part of the Islamic world and, hereafter, we have observed various dynasties which ruled the country through the centuries up to the Islamic Revolution of 1979.

3. Islamic Revolution

Following the victory of the Islamic Revolution on 11 February, 1979 and its subsequent national referendum in March, on 1 April, 1979, Iran was proclaimed an Islamic Republic, and since then an Islamic government rules the country.

The country, after the Islamic Revolution has been divided into the following ostans or provinces and cities (up to 1982). The 24 provinces are as follows:

1. The Pre-Islamic education[27]:

This included (a) special education which was reserved for the nobility and priesthood; (b) higher education for higher classes and also reading, writing and mathematics for the upper-class children; and finally (c) general education for the rest of the masses.

2. The Post-Islamic education[28]:

This category can be classified into two divisions: (a) religion-inspired education which, for most of its parts, lasted up to 1851 and consisted of three types: Maktab, Madresseh and Nizamiya[29]. It should be mentioned that 'Madresseh' is still continuing in its original and comprehensive form; (b) secular education which started with the establishment of 'Dar-al-Funun', officially inaugurated in Tehran in 1851, with Mirza Mohammad Ali Khan in charge[30]. Madresseh-ye-Almiyeh, as the first high school, opened in Tehran in 1898[31].

The modern educational system was initiated with the revolution and constitution of 1906 and was based on the Fundamental Law of Education of 1911 ...'authorised under the supplementary
constitutional law of 1907.\[32\].

More information on education, before and after the Islamic Revolution of 1979, has been provided in the following chapters.

Education has a great role in the supply of an adequate qualified manpower and the achievement of socio-economic independence of a country. This goal is not readily accessible with the use of outdated textbooks and 'chalk and talk' methods in schools, methods which emphasise memorization and the rote learning of facts. In this method of teaching, the teacher is the 'questioner' and the 'possessor of knowledge' and the young pupil is the 'respondent' and the 'receiver'. Classroom interaction, as Taylor and Richards write, 'involves the teacher in didactic instruction, in keeping "discipline"'.\[33\]. In the classical approach to education, it is assumed that learners are basically receptive instruments, competent of learning and accepting instruction. Trainees are considered as a given, rather than a variable, in the educational system. In this method of teaching, learners are inactive instruments to be manipulated and acted upon\[34\]. It seems natural that there is no genuine place, in such a system of education, for the library to flourish or play a significant role in the education of children and young adults. Methods of teaching and the content of textbooks should encourage classroom participation and discussion\[35\].

Textbooks in Iran, during the last ten years, have undergone, especially in elementary and intermediate levels, major changes; the materials have been updated and the emphasis of content and teaching is not merely to answer things correctly\[36\]. Application of new methods in curriculum, preparation of educational publications, instructional aid and materials and KAD project (combining work and study) are among the educational
innovations and reforms which have been so far carried out by the Ministry of Education[37]. These, and the official policy of the Ministry of Education to develop the existing school libraries and establish new libraries[38], are hopeful signs that libraries will be taken more seriously in the future.

The existence of school libraries is therefore a necessity, but while Unesco in its School Library Manifesto proclaimed that school libraries are vital to education for children and young adults[39], school libraries' role in education in developing countries is weak and often looked upon as a mere storehouse of books[40]. We live in the Information Age, when up to 43% of the workforce in the industrial countries are engaged in the information sector[41] and the largest portion of librarians is found in school libraries[42]. Information is regarded as a source of income[43], a basic commodity of education, a staple for teaching and learning[44], and the school library is given new names of information centre and learning resource centre; the school library is an integral part of the educational programme of the school and its librarian has to perform the three roles of information specialist, teacher, and instructional consultant in order to carry out the mission of the programme[45]. Library schools have a vital role, through their education programmes for school librarians, in providing graduates who can help students 'to acquire the skills, knowledge and attitudes needed to function effectively in the twenty-first century',[46].

Library education programmes in Iran have been the subject of some changes during the last ten years and they still need to undergo some more changes to become a dynamic and, more importantly, a practical programme. The first and the most critical point which should be considered, in any programme, is the needs of the community it seeks to serve; the aim and the
objectives of all programmes must be:

1. The translation of community needs of today and tomorrow into the curriculum.

2. To enable the graduates to carry out the objectives of programmes and perform competently in the field.

3. To develop and encourage the spirit of enquiry in the students to help them achieve self-motivated life-long learning and to cope with future as well as present needs.

In this respect, the library in general and school library in particular can perform a crucial role. At the present time, the majority of Iranian school libraries are run by teacher-librarians who rarely do have any library education. A suitable library programme at the Teachers' Training Colleges and Institutes can provide the teacher-librarians with the required knowledge and skills to administer their school libraries. Therefore, a proper and practicable library programme for the education of teacher-librarians is eminent and inevitably necessary for the development of school libraries and educational programme of the schools.

SIGNIFICANCE OF THE PROBLEM

It is with regard to the characteristics of school libraries that Tebroc, in the School Library, recommends that school libraries should be run by teacher-librarians[47]. Since the role of teacher-librarians in the utilisation and development of school libraries is fundamental, a previous dissertation on the Iranian school libraries suggests that a study must be conducted to
determine the extent that school library utilisation is stressed in teacher-training programmes\textsuperscript{[48]}. The research question of this survey, therefore, can be stated as follows: Do the Iranian higher universities, colleges and institutes of education offer any programme for the education of teacher-librarians?

Up to 1979, the importance of school libraries and their educational and cultural role in the Iranian system of education had not been properly recognised\textsuperscript{[49]} and very few libraries existed in schools and one statistic even indicates that only five per cent of high schools had libraries\textsuperscript{[50]}. After the Islamic revolution in 1979, this statistic has changed. The number of school libraries has substantially increased but this growth has been quantitative and to reach a level of minimum standards recommended by Unesco\textsuperscript{[51]}, many problems, including the suitable and appropriate resources, adequate quarters, necessary and constant budget and finally qualified personnel, should be solved. There is no doubt that the severe inadequacy of qualified school librarians deserves the greatest attention.

In the 1970s, the total number of all kinds of librarians ranging from those with junior college degrees to those with higher degrees did not go beyond 400\textsuperscript{[52]}. A great number of school libraries has been run by schools' clerks who did not have any kind of previous library training\textsuperscript{[53]}. In 1974, Haider wrote that the country needed 28,117 library personnel while the total number of the existing manpower did not go beyond 125 persons. The number of schools in that time was about 28,000\textsuperscript{[54]} whereas this number became more than 70,000 in 1985-86\textsuperscript{[55]}. A 1986 statistic indicated that 342 persons were officially working in elementary, intermediate and high schools throughout the country and that only 38 (or 11 per cent) of them possessed a BA degree, and it is not clear how many of these 38 degrees were in librarianship\textsuperscript{[56]}. At present, as table 23 reveals, the majority
of school libraries are administered by teacher-librarians who rarely did have any proper library education. These teacher-librarians, despite their heavy teaching loads, and only because of their personal interest and concern, spend some of their few spare times in these libraries.

The situation indicates that thousands of librarians are needed if the system of education wants school libraries to play their effective roles in the school curriculum. Given the present situation of library schools, the provision of such a great number seems to be next to impossible. Only a suitable library education programme may provide the necessary ground for the preparation of adequate numbers of school librarians. The education of school librarians, with regard to the current interest and concern of the authorities in the Ministry of Education to the development and establishment of school libraries, is of great importance. A 1989 information shows that the Ministry of Education has a plan on the basis of which one librarian has been anticipated for every library with a minimum collection of 2,000 books [57]. In this context, a person who is employed full-time by the Ministry of Education to run the school library is called 'school librarian'. Such a person may or may not have some library education or previous experience; a qualified or professional school librarian is a person with a University degree in librarianship or a joint degree in library and education. The term 'teacher-librarian' also means a teacher who works, in addition to her/his teaching duties, in the school library. Such a person who rarely does have any previous training or experience in librarianship administers the school library on a part-time basis. A qualified teacher-librarian is a person with a certificate in teaching and a degree in librarianship or a joint degree in teaching and librarianship.

The state-of-the-art of school libraries indicates that a great
need for the education of teacher-librarians in the country is
eminence and, fortunately, the suggested programme of this study
(Chapter Seven) meets such a demand.

The present study, while reviewing the education of teacher-
librarians in other countries, makes every effort to determine
the special needs of the Iranian educational community. Through
local field research, the framework of a programme and the
competencies deemed necessary for the preparation of teacher-
librarians are ascertained. These form the basis of a suggested
programme and several recommendations for the education of
teacher-librarians in the country. This study, while filling a
gap in the professional literature, and opening avenues for
future research in this field, also enjoys the advantage of being
a pioneering effort, at such a level, for suggesting a programme
for the education of teacher-librarians in the country.

The real importance of this study is, however, bound up with the
implementation of its results by the Ministry of Education, which
has full control and authority over all types of school libraries
throughout the country.
PURPOSE OF THE STUDY

This study is undertaken:

1. To review the information infrastructure in Iran - particularly as it relates to the development of school libraries.

2. To provide an historical survey of the Iranian educational system and school librarianship in the country.

3. To provide a practical and appropriate framework for curriculum development for the education of the teacher-librarian in Iran.

4. To identify the competencies necessary for teacher-librarians in Iran, according to the practising school librarians' views.

5. To determine the value of teacher-librarian competencies for both a Bachelor and an Associate of Arts (AA) degree programme at Teacher-Training Colleges and Institutes or library schools, and suggest a programme for the education of teacher-librarians.

6. To recommend, on the basis of the findings, a series of suggestions for the current as well as the future education for teacher-librarianship in the country.

SCOPE OF THE STUDY

The present study focuses attention on the education and preparation requirements of teacher-librarians in Iran.
While a review of educational preparation for teacher-librarians in countries such as Australia, Canada, New Zealand and the US reveal that they offer dual qualification programmes, and also associations such as the Library Association, and School Library Association of the UK, support and recommend a dual qualification degree for the librarian in charge of a school library, this study addresses a teacher-librarianship programme and preparation at Teachers' Training Colleges and Institutes or library schools in Iran.

Thus, the scope of the research is limited to the education of teacher-librarians in Iran.

LIMITATION OF THE STUDY

1. The field research is confined to the provision of a framework for curriculum development and the determination of competencies necessary for teacher-librarians in Iran.

2. A major limitation encountered in this study is the lack of any recent published research on teacher-librarians in Iran.

3. Another significant problem which increased the difficulty of the study is the inaccessibility of documented statistics and published literature on the state of school libraries and school librarians in Iran.

THE EDUCATIONAL AND SOCIAL CONTEXT

There are two inter-related educational and sociological factors[58] which have made the school library an absolute necessity in an effective system of education. New teaching
methods and the modern and complex ever-changing world along with the information explosion, have made schools educate their students in how to acquire and utilise information and to cope with the complexity of a modern life. The school library can play, through providing resources and encouragement of their subsequent utilisation, a major role in the educational programme of the school.

The existing library schools cannot educate, regardless of the level, a large number of qualified librarians. At present, only a few hundred generalist type of librarians are annually graduated; and rarely will any of these graduates be working in the existing school libraries. The latest available statistic, which belongs to pre-1979, indicates that the total number of library science students throughout the country in June, 1977, was 276[59] whereas the newest available statistic indicates that the total number of library candidates who can enter, at both the Associate of Arts and Bachelor of Arts levels, in the academic year of 1989-90, will not be more than 350[60], of which one half will, due to the employment opportunities in other fields of studies and other reasons, change their course of studies from library science to other disciplines. From these statistics, it is clear that the existing library schools do not have the possibilities and facilities to educate an adequate number of qualified librarians through their normal classes.

A practical programme is needed to tackle the present severe shortages of qualified manpower in school libraries throughout the country. But the important point here is: which approach is more appropriate to library curriculum development?
APPRAOCHES TO CURRICULUM DEVELOPMENT

A review of literature reveals that there are generally two broad 'traditional' and 'modern' categories of curriculum development and design.

The traditional curriculum design has been a simple process: first, the content of one or more courses is defined. Second, the content is organised into one or more course structures. As Zachert stated: 'The sum total of the courses thus arrived at has equalled the curriculum[61]. Objective are often expressed in instructional terms and are generally in the cognitive domain, mostly in lower cognitive behaviours, which place more emphasis on the recall of content; thus, students' achievements are measured through the extent to which they have learned the body of the content[62].

Although the traditional approach is a convenient way of administering curricula and a familiar method to teachers but in this approach compartmentalisation of knowledge for the sake of a logical organisation of the content is a major concern, subject approach to education is overlooked and personalisation of education is generally disregarded. In traditional methods, instead of depth of understanding, there is too much focus on the 'content'[63], which may encourage an inactive or peripheral and shallow approach to learning[64].

Up to the late 1950s, the above approach was the usual practice of curriculum designing in the US educational arena. After the launching of Sputnik I by the Russians, the US News and World Reports ran a cover story on 'What went wrong with US schools'[65]. It was after this space achievement that the interest in curriculum renewal along with massive funding made headway toward the curriculum reform projects[66]. The
traditional approach to curriculum design, also due to the harsh force of public scrutiny, was changed by the new methods[67].

An integrated approach for the design of a curriculum places too much emphasis on a common core of studies. In an international conference on this theme which was hosted by Unesco, five topical areas of study, including method, mechanisation, management, foundations and men, were suggested. Although this type of approach was first well received as more investigation was steadily oriented towards curriculum development, the core curriculum as first developed and suggested by Unesco went under a great deal of unfavourable comments by people like Needham. In a workshop on curriculum development, held at College of Librarianship Wales, in 1977, Needham remarked that[68]:

The core image has remained unchanged for a quarter of a century. Despite terminological shifts the structure is still tripartite, the boundaries substantially the same. In crude terms, the message is what it always was, that indexing, bibliography and management are at the heart of librarianship.

The criticism was towards the excessive importance and attention which this approach was given to technical courses rather than the proper recognition of people and their requirements. In this regard, in a later contribution to the subject of 'common core', Needham wrote that 'continuing espousal of this trinity [indexing, bibliography and management] prevents the proper recognition of people and requirements',[69]. This approach has been described as: traditional in content, narrow in outlook, adamant, inalterable to change and irresponsible to the needs of the profession[70].
Such a criticism meant that a new approach to curriculum design is necessary. 'This new mode for curriculum design is one of systems approach'[71]. Systems analysis has so far two strands, namely: 'Hard' systems analysis and 'soft' systems analysis. Soft systems analysis, which is a new strand in systems thinking and also a direct development from the dominant strand of hard systems analysis, has evolved during the last few decades and will be referred to after an explanation of hard approach. Hard systems analysis, which is a problem solving one and has been mostly termed 'systems approach', is used in areas such as electronic engineering, product design, military projects, space systems and education. The systems approach is a way of thought, a way of thinking and looking at individual phenomena as interrelated, integrated and interdependent objects; it is a methodology and scientific method applied to complex systems; it consists of the following general stages of: problem definition (in systems terms); analysis (to generate alternative); selection and synthesis of an optimal solution; controlled implementation and evaluation and possible revision[72].

The hard systems approach can be used in (SE) systems engineering and also as an (ADM) aid to decision-making, although there are differences in emphasis between these two (SE and ADM) in some of the stages[73]. This approach can be an invaluable method for tackling complex organisational problems but the trouble, as the Tanners believe, begins when efforts are made to apply this technique to problems that are not strictly quantitative. The Tanners state that this approach has severe limitation in education because 'education is largely an emergent sphere with all kinds of changing, value-laden, qualitative influences - and not merely an established sphere with fixed, quantitative components'[74]. The systems approach, when applied to education, reduces the curriculum to a sheer technological constituent incorporating many sub-constituents[75]. Also, this
analytic approach has been under a great deal of criticism for being atomistic, static and rigid[76]. An example of what occurs to the concept of curriculum when treated by this approach is the following statement from the concluding report of a $1.5 million Ford Foundation project in the Engineering School of California University at Los Angeles which took twelve years to be carried out and involved some one hundred man years of work[77]:

The professional curriculum is a highly complex information transmitting system, it acts upon inputs from the high schools to convert this raw material into a semi-finished product to be shipped out into practice. Viewed in this sense, the educational design problem is comparable to any other large-scale system problem.

The doctrine and application of hard systems approach have been under incisive criticisms by the American sociologists, Hoos and Lilienfeld and a similar attack by Checkland, in his book entitled, Systems thinking, systems practice[78].

A summary of their objection is as follows:

1. The hard systems approach is based on an engineering perspective.

2. The core of hard systems thinking is mathematical.

3. Attempts to use systems analysis as an aid to public decision-making have failed, or even made matters worse[79].

Contrary to the 'failures approach', and the 'hard systems approach' which are relevant when the concerned situation is not
too confusing, the 'soft systems approach' is particularly to the purpose when the involved situation is very confusing. The soft systems approach developed, partly due to the perceived difficulties in applying the hard systems approach in certain situations. The soft approach makes use of systems thinking as a means to proceed from one step of action to another.

The soft systems approach favours an organisational-learning approach over the problem-solving approach of the hard systems approach. As Naughton writes, in contrast to the hard approach which developed in the context of machine-based systems, the soft approach is concerned with problem-situations in which human understanding and behaviours are seemingly the determining factors.

Whilst the 'hard' systems approach is concerned with 'solving' problems, the 'soft' approach places its stress on 'appreciating and improving' problem situations. Advocates of both approaches 'live in different worlds' and the dispute about the relative advantages of each of these two complementary approaches seems to be ultimately unproductive.

The hard approach has been successful in many of its applications, but in cases where its implied prerequisites such as well-defined problems, quantitative data, legitimacy of a means-ends outlook of the milieu, could not be achieved, this systems approach runs into trouble. The unsuccessful attempts of the hard approach necessitated the development of the soft systems approach.

It is due to such intractabilities of the hard systems approach that the soft systems analysis in the UK evolved in a management consultancy environment and achieves much of its legitimacy from its record of practical application. The methodology of the
soft systems approach was developed by Checkland at the University of Lancaster's Systems Engineering Department [85].

Despite their some differences, these two systems approaches are similar in the sense that they are profoundly rooted in a pragmatic tradition rather than impractical evolution and both are technologically oriented towards practical ends. However, their similarities and complementary functions have not prevented their analysts from criticising each side. Soft systems analysts consider the hard approach as limited, constrained in its applications to problems which can be quantified, unable in the face of value-driven conflicts and heavily involved with simulation modelling. Hard analysts, for their part, consider the soft approach as 'fuzz, lacking in rigour' and heavily obsessed with the notions and ideas of the people's particular problem situation [86].

However, as Naughton points out:

'any assessment of the effectiveness of the soft approach will have to be cautious, qualitative and to some extent impressionistic. And this stems from the intrinsic nature of the approach rather than from and desire on the part of its practitioners to evade its evaluation [87].

These models, as Briggs states, are weak in providing methods of inducement and of regulating tuition to the cognitive styles of learners [88]. He writes that actual applications of this technique have frequently been conducted toward objectives in military and industrial training [89].

This systems approach, despite its abovementioned advantages, is
also difficult and time-consuming in application; and, more importantly, curriculum development, through systems approach, is not the job and work of one person. According to this approach, as Kashyap writes, the curriculum design is regarded as

multi-stage process of inter-related tasks, whereby the curriculum design cannot be the work of a single person or even different individuals (not working as a team) efforts. Such a curriculum design can only be the result of "a complex interaction between members of a project team".

In clear-cut opposition to the systems approach, another less well-known approach appeared on the scene of curriculum development, namely the 'holistic approach'. This approach used a variety of methods such as: case history, survey of faculty and student's opinions, and the review of pertinent literature. Its initiators rejected 'mechanical curricular tinkering' and dealt with how to redevelop the curriculum for the integration of knowledge from different sources so that it could be impressively relevant to human action.

Another approach to curriculum development is 'task analysis'. A task has been defined as a coherent sequence of steps which ultimately leads to a specific product and an assessable terminal event. There are a number of steps and operational sequence to be followed in analysing a task, and although the main method is to identify a job and then make it into its component ingredients, task analysis can be defined and implemented differently. Task analysis has been divided into three different types: topic analysis; job analysis; and skills analysis. Task analysis goal is: to describe the task which the student has to learn; to isolate the required behaviour; to
identify the conditions under which the behaviour occurs; to
determine a criteria of acceptable performance[94]. Task
analysis also has been under criticism as yielding only to
minimal rather than optimal competencies related to outstanding performances[95].

One of the design models is the 'objectives' model which has
greatly been influenced by behavioural psychology. This model
and others, like the 'process' or the 'situational' models, do
not tell us how to design curricula but only make suggestions for
design. The 'objective' model has been introduced by Taylor and,
known as 'the Tyler rationale', comprises four stages. The
goals, or as they are termed, 'objectives', are to be pre-
specified before the rest of components of learning experiences
and in the third step these learning experiences are organised to
make a total effect. The fourth stage includes the evaluation
process in which the extent of realisation of the objectives in
practice is examined. This cyclic model has also come to be
known as 'means-ends' planning[96].

For the identification, description, categorisation and
measurement of educational objectives, a group of psychologists
have produced three types of taxonomies. The three broad areas
or domains consist of: the 'cognitive domain' which deals with
intellectual abilities and operations, the 'affective domain'
which concerns itself with attitudes and values, and the
'psychomotor domain' which embraces the area of motor skills. We
can see the influence of Tyler's 'rational planning model' on
other models including Wheeler's five stages (aims, selection of
learning experiences, selection of content, organisation and
integration of learning experiences and content, and evaluation)
and Merritt's eight-stage AOSTMTEC (aims, objectives, strategies,
tactics, methods, techniques, evaluation and consolidation)[97].
However, this rational planning model based on objectives have also been under a great deal of unfavourable comments. Although, to determine 'ends' first and 'means' second seems to be rational in some context, it is not always the case in curriculum design. Critics believe that ends and means are not always separable; there are ends which presuppose certain means and vice versa. Also, neither aims and content nor content and learning experiences can always be separated. The linear treatment whereby the first step is worked through prior to the second step and so forth has been considered as invalid. The critics express that working with one stage necessitates the synchronous involvement with other stages.[98]

The behavioural objective and its concern with humanities, the fine arts and science has come in for criticism. People, like Strenhouse and Eisner, argue that it is not possible to predetermine the nature of literary or artistic response, since such response is of necessity special to each person and each encounters with an art form. Sockett also states that prespecification disregard the nature of science which is based on the assumption that everything is in principle falsifiable.

'Prespecification presupposes that the results of scientific enquiry can be predicted with certainty, which runs counter to this basic principle and also gives pupils a false view of the activity.'[99]

Practical objections have also been raised against behavioural objectives. It is difficult for teachers to design such objectives, to incorporate them in their curricula and to have them in mind while teaching. The specificity level of objectives in different circumstances or their subsequent measurement with the existing tools is also not very clear.
Advocates of this approach, like Hirst, while accepting many of the criticisms raised against the behavioural objectives, discuss that objective in curriculum design need not be stated in behavioural terms. Thus,

ends can be specified in enormously varied ways, some specific, some general, some behavioural, some not.[100].

From the history of schooling's point of view, curriculum development has been so far a controversial issue[101]. Whatever the controversy, it appears to be difficult to reach an agreement on a worldwide or a single approach applicable to curriculum development process[102].

CURRICULUM DEVELOPMENT FOR LIBRARIANS: A COMPETENCY-BASED EDUCATION

In an effort to get to a suitable approach to curriculum development, applicable to the preparation of teacher-librarians in Iran, the present researcher encountered with CBE or competency-based education programme. Despite the disagreement on an appropriate curriculum design, content, and teaching methods, increasingly, CBE or competency-based programme is being recommended as a suitable approach to curriculum design for library and information programmes[103].

One of the criticisms being levelled at library schools is that library programmes of these schools bear little applicability to the jobs awaiting library graduates in the field. Burrell states that library education and training should be designed on the basis of an analysis of the tasks of librarians and of the
context in which those tasks are to be carried out in the future, and from such an analysis, suitable educational objectives may be elicited and an appropriate selection of subject content can be made. The relevance of library programmes to actual requirements of librarians' workplaces often is lacking as former library students express that what they were taught had little relevance to their workplaces. Pfister, in his research, refers to this point as 'a common complaint' of librarians. The ex-students complain that library schools do not prepare them well enough for the harsh realities ahead of them. He says that academic staff are 'said to be too idealistic, impractical and theoretical'. Soltani, one of the Iranian professional librarians, mentions a similar point. While referring to the critical deficiencies in Iranian library education during the last decades, she mentions that 'there was no relationship between the education of librarianship and the real world'. During the 1960s and 1970s, the majority of instructors, Soltani writes, had no practical experience in local libraries of the country. She quotes from Sinai that

the library science teaching cadre at the University (of Tehran) is inefficient and inexperienced ... and many totally lack or have very little useful practical library experience, and what little experience they do have is of foreign libraries.

Soltani writes that most Iranian library instructors, during the 1960s and 1970s 'had to rise from college-desks to professorship with little or no library experience in between'.

Any library programme's objective should be the translation of the needs of the community and should consider the community's social, cultural and economic conditions. While the educational
practice in the existing library schools require students merely to demonstrate their ability to memorise information and express them in the written examinations, a competency-based education places emphasis on the demonstration of appropriate knowledge, skills and attitudes. In a proper educational scheme, both theory and current practice should be present and this is clearly lacking in traditional methods of education. A competency approach would, in addition to making a harmony between theory and practice, train the student to be problem-oriented and to meet and adapt to the ever-changing needs. A competency-based instruction puts emphasis on the trainee rather than the teacher and also on the 'ability to do' rather than the traditional method of 'ability to demonstrate' knowledge[108].

The Fund for the Improvement of Postsecondary Education has given a helpful definition for the word 'competency'.

Competence is the state or quality of being capable of adequate performance ... it does imply a level of proficiency that has been judged to be sufficient for the purpose of the activity in question[109].

However, concerning an operational definition for the 'competency' and its three components, Griffiths and King have provided the following:

A competency is a generic knowledge, skill or attitude of a person that is causally related to effective behaviour as demonstrated through external performance criteria where:

Knowledge is having information about, knowing, understanding, being acquainted with, being aware of,
having experience of, or being familiar with something, someone or how to do something.

Skill is the ability to use one's knowledge effectively.

Attitude is a mental or emotional approach to something or someone[110].

According to these authors, the knowledge is mainly gained through formal education and experience, while skills are acquired largely through training and experience. In the view of these researchers, attitudes are highly sine qua non to work performance. Competency, which is usually defined as 'adequacy for a task' or as 'possession of required knowledge, skills, attitudes and abilities' has been selected to express an emphasis on the 'ability to do' in contrast to the more traditional stress on the 'ability to demonstrate knowledge'. Two characteristics are indispensable to the concept of competency-based learning: precise learning objectives should be clear similarly from the beginning to both the teacher and learner alike, and accountability of performance to the required level and an established criteria. Competency-based education is no longer a 'norm-referenced' rather it is a 'criterion referenced'. Competency-based instructions places emphasis on the trainee and the learning process rather than teacher and the teaching process[111].

Competency-based learning has been used as an inclusive term encompassing the application of competency-based training techniques to a variety of disciplines. Competency-based approach has been used in preparing and training professional people such as dentists, physicians, nurses, engineers, attorneys, school administrators, karate experts, oil field
workers and restaurant managers. Also, many colleges and universities in the UK and the US, such as British Open University and Alverno College in Milwaukee, Wisconsin, have used CB programmes in teaching social sciences, natural sciences and humanities. At present, CBE is used in the field of library and information studies in many colleges and universities in the US, and for the attainment of certification in school librarianship, several states require the demonstration of specified competencies and many states call for practice in the field.

Competency-based professional education movement has been notably in teacher education and, later on, in media personnel. The concept of competency-based learning has become a main concern in all areas of education. School administrators want to make sure that their teachers possess certain knowledge, skills and attitudes and students also like to be sure they graduate with competency imperative to perform well on the job. This emphasis towards specificity and need for evidence has given rise to CBE movement. Competency-based instruction is regarded as a movement whose development can be found in teacher education.

There are two main approaches to competency-based programme; the first is a highly behaviouristic approach in which emphasis is on behavioural objectives. In this type of approach, the concerned competency or performance is defined and measured whereas in the second type of approach the educational programme will be based on a wider view of competence as a large entity.

With regard to the desired level of attainment, a search of literature reveals that there are no clear-cut suggestions on how to establish competency levels. Griffiths and King's research indicates that, in practice, competency-based instructions have tended to either choose minimal competencies, identify both
minimal and optimal or leave it for further evidence[116].

In the library and information studies, competency-based programmes have been broadly used in educating school librarians, perhaps as a result of the competency-based teacher training movement[117]. This competency-based learning or performance-based programme has been deemed as a direct outgrowth of the accountability movement in the United States where parents as the public were asking to be assured that schools were achieving what they said they were[118]. As Stoffle and Griffiths quote from Grant, competency-based instruction tends to be

a form of education that derives a curriculum from an analysis of prospective or actual role in modern society and that attempts to certify student progress on the basis of demonstrated performance in some or all aspects of that role[119].

A competency approach places stress on practicability of the content of programmes. The competency statement is, as Chisholm and Ely write, unlike a behavioural objective in that the conditions under which the behaviour will be performed are not determined nor is the degree of satisfactory performance provided[120].

Several advantages in using a competency-based programme for the education and preparation of teacher-librarians have been so far put forward. The following are some of the favourable ones: attention to the individual's ability and needs; concentration and emphasis on objectives; stress on valuation; efficiency and finally, accountability on the part of both teachers and students[121]. The following are also some of the potential changes in schools adopting competency-based education: a) from:
separation of affective from cognitive and psychomotor domains toward: integration of affective, cognitive and psychomotor domains; b) from: focus on attendance and course credit requirements, toward: focus on student attainment of desired outcomes; c) from: information recall, toward: application of skills; d) from: teacher-directed learning, toward: student self-directed learning; e) from: instruction entirely in classrooms, toward: instruction in both school and community settings; f) from: communication flowing one way, from school to clients, toward: communication flowing two ways, between school and clients; g) from: single learning and assessment opportunity, toward: multiple learning and assessment opportunities; h) from: assessment oriented towards knowledge, toward: assessment oriented towards performance [122]. Other potential benefits of this approach, as articulated by Corcoran, are:

It establishes standards. Better evidence is required to ascertain what individuals are able to do. Standards must be defined, debated, and tested against reality and the competency approach encourages it.

It increases the productivity of educational institutions. As long as time-based degrees and norm-referenced testings are the means for awarding credentials, there is little that can be done improve the productivity of educational systems.

It reduces the competitive character of schooling. The competency approach offers a way of resolving the terrible conflict between the concern for equity, the need to reward merit and the attaining of credentials for jobs.

It helps to ensure that credentials are closely related to jobs or to the roles to be performed [123].
The CBE or competency-based education has been used and implemented at a variety of levels within the United States' educational system. The lack of uniformity amongst all educational institutions or programmes that call themselves 'competency-based' has been held to be disadvantage for this type of approach to curriculum development process. This absence of uniformity is regarded in terms of educational goals, curriculum, pedagogical techniques and assessment[^124]. Another weak point for this approach is concerned with the desired level of attainment or acceptable performance. There is no clear-cut recommendation on how to establish competency levels[^125]. In spite of these minor problems and difficulties, a competency-based approach has been suggested as the suitable model of education and preparation for school librarians in developing countries[^126].

In the light of the following, a competency based education has been chosen as a proper and suitable approach for the preparation and education of teacher-librarians in Iran:

1. The concept of a competency-based instruction has been a main concern in all areas of education, including the library and information studies. A competency approach has been broadly used in educating school librarians.

2. The emphasis, in a competency approach, is on the learner rather than the teacher, and this is something which we cannot see in the classical or traditional method nor, to this extent, in other approaches. Programmes are personalised in ways that take into account the needs of learners.

3. In a competency-based approach, the emphasis is put more on performance and consequence-based competencies than on
cognitive-based objectives.

4. The employers, in this case school administrators, want to make sure that their employees possess the competencies deemed necessary for the accomplishment of their duties. Students, or future employees, also like to be sure they leave their colleges with certain knowledge, skills and attitudes imperative to perform well on the job.

5. In a competency-based learning, programme requirements are taken from the practice of effective practitioners.

6. In contrast to the traditional method, a competency-based instruction puts emphasis on practicability of the content of programmes.

7. The main part of the work in the competency-based movement has been carried out in the field of teacher education; therefore, it is appropriate to use it in the education of those teachers who are going to administer, in addition to their teaching load, their school libraries.

ARRANGEMENT AND METHODOLOGY OF STUDY

This research consists of seven chapters, as briefly follows:

In the introduction, the scope, purpose, limitations and significance of the study and necessity of education of teacher-librarians in Iran have been argued. Whilst presenting a short account of the geography and history of the country as an indispensable background for a further understanding of the situation, various approaches to curriculum development have been reviewed in the hope of finding a comme il faut and applicable
educational approach for the education of teacher-librarians in Iran. In this respect, traditional or classical approach as well as contemporary approaches have been discussed and, eventually, a competency-based approach has been selected as to the purpose of the present study which is the education of teacher-librarians in Iran.

Chapter Two of this investigation traces the development of modern education in Iran as an essential background for a better understanding of the educational settings. The educational development is divided into two different periods: education during 1954-1979 and education since 1979 onwards. It is through this review that the future setting work of teacher-librarians in the country is ascertained. Whilst reviewing the gradual development of modern education in the country, it becomes clear how the perplexity and uncertainty of the previous educational authorities for several decades cost the development of school libraries and the absence and shortage of qualified librarians throughout the country.

Chapter Three constitutes an analytical account of the libraries and modern librarianship in the country. Libraries for children and young adults and their services, along with the librarian's role and status, problems impeded the development of libraries and librarianship, are discussed. Also, severe shortage of all kinds of qualified library manpower and the subsequent need for their education is reviewed.

The aim of Chapters Four and Five is to portray the situation of school libraries, their types, facilities, budgets, collection development, organisation of materials, information services, educational role and school librarians' role in the educational programme of the school. In order to have a recent and better
understanding of the current situation of school libraries, their educational programmes, selection and acquisition policy, librarians' library education, status and role in the educational curricular of schools, an exploratory questionnaire (Appendix 4) was sent to the local school librarians in the country. The purpose of this questionnaire has been to show if the current situation of school libraries has changed since 1979, and, more importantly, the main aim has been to see if the people who are in charge of school libraries have any proper library education. A brief analysis of the collected data made it clear that a proper library education, for the teacher-librarians in charge of their school libraries, is essential.

While undertaking to identify the areas of competence necessary for the education and preparation of teacher-librarians in Iran, chapter Six is devoted to the collection of data as well as the field research and data analysis. For the identification of areas of competence, forty-four university programmes from twenty developed and developing countries (nineteen of which were mainly dealing with teacher-librarianship) and sixteen individual/group studies and standards were reviewed. From this examination and review, one hundred and thirty-six competencies were identified, of which twelve areas of competence were determined. With regard to the identified competencies and the twelve areas of competence, forty-eight representative competencies were chosen as the basis for the development of a questionnaire to identify the current and near future competencies necessary and desirable for the education of teacher-librarians in Iran.

At this stage, three kinds of information have been collected. The first type of information deals with the current situation of school libraries.

The second type of information is concerned with the framework of the
programme developed for the education of teacher-librarians in Iran. In this regard, a questionnaire (Appendix 6) in three parts was mailed to the Iranian library educators. They were asked to give their opinions on the short and long-term plan for the education of teacher-librarians; which official body, in their views, should be responsible for such an education; and also, who should be accountable for the financial part of the programme. Since interviews were also desirable but not possible, an open question was also added to the questionnaire. The questionnaire was locally distributed through the sincere co-operation of the library science department of Shiraz University under the personal direction of the chairperson of the department who supported the study with his official cover letter attached to the questionnaire. The questionnaire was forwarded to fifteen library educators in seven educational institutions; thirteen replied. The questionnaire was also forwarded to three departments in the Ministry of Education and to the Teachers Training University at Tehran, and Teacher's Training Institute (Madresseh Alieh Arak) at Arak. All, with the exception of one department from the Ministry of Education, replied.

The third type of collected data was concerned with the views of the Iranian practising school librarians on the competencies regarded necessary for the preparation of teacher-librarians in Iran. In the light of individual/group studies, the existing university programmes of developed and developing countries, views expressed by the library professionals from developing countries, and finally the roles and functions of school librarians described by the Ministry of Education, a list of competencies, which was divided into three categories of knowledge, skills and attitudes, was provided. In the meantime, an open-ended questionnaire (App. 12) was sent to a sample of 20 practising school librarians in the city of Shiraz to obtain their views on the competencies they considered were required by
the school librarians. The replies received indicated that they have a very poor knowledge of the roles, duties and functions of a school librarian. After that, an exploratory study was launched. The questionnaire (Appendix 13), including both closed and open-ended questions of thirty-eight items, was sent to a sample of sixty practising school librarians in the two cities of Tehran and Shiraz of which forty-nine answers were received. The answers indicated that there is not a considerable difference between the knowledge of the practising school librarians in these two cities. From this questionnaire, it became clear that individual competencies were understandable and responses were mutually inclusive and exclusive and added competencies were necessary to be taken into account. These two types of questionnaires, along with the studies by individual and group studies, the list of competencies provided through a review of the existing universities' programmes, recent library professional views obtained from developing countries, and finally, school librarians' job descriptions announced by the Ministry of Education, served as a basis for constructing a survey questionnaire. To facilitate responses and avoid unnecessary repetition, a questionnaire of forty-eight items was made. In order to compensate the absence of interview which was not possible on the one hand, and to provide the practising school librarians with the opportunities to add any more competencies not listed in the questionnaire, or the comments they wished to make on the other hand, an open-ended question was also included at the end of the questionnaire (Appendix 14). This questionnaire was forwarded to a sample of one hundred and twenty practising school librarians in the three cities of Busher, Shiraz and Mashad. One hundred replies (83.3%) were received, the results of which are shown in Chapter Six.

The competencies considered highly essential for the education of teacher-librarians in the country can serve as a basis for a
suggested library programme at Teachers' Training Colleges and Institutes (TTCI) or for the improvement of job description outlined recently by the Ministry of Education. The competencies valued desirable can form the basis of a recommended performance for the teacher-librarians at a higher level or for any possible future curriculum improvement.

The collected data, which began in July, 1989 and continued to March, 1990, were used to determine the required and desirable competencies for teacher-librarians in Iran, and also to assess their significance and importance for a Teachers' Training College and Institute (TTCI) library programme. The competencies which were not in the questionnaire and recommended by the practising school librarians are also presented and discussed. The required competencies valued for a TTCI library programme in Iran by the practising school librarians are ranked with percentages and mean and standard deviation for each category of knowledge, skills and attitudes; and comparison is made between the studies of Pfister, Pain and Abdel-Motey. These studies have acquired library practitioners' views and, thus, such a comparison is practical.

Chapter Seven concludes the study by presenting a suggested competency-based education programme for the preparation of the teacher-librarians in Iran, and also several recommendations for the education of teacher-librarians throughout the country.
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CHAPTER TWO
THE EDUCATION CONTEXT

PART I: EDUCATION IN IRAN 1954-1979

The present Iranian system of education has been affected by the Islamic Revolution of 1979, and the existing educational system, like other features of Iranian society, has been planned and programmed in conformity and accordance with the Islamic regulations. However, there is a very long way to go before any of these plans will be fully carried out.

PRINCIPLES AND AIMS OF EDUCATION DURING 1954-1979

The general purpose of education, from 1954 to 1979, was to develop the faculties of the pupils in order to provide in the individual and society as a whole a life of happiness and prosperity, in terms of the following:

1. Physical growth
2. Social development
3. Mental development
4. Moral development
5. Artistic development
In 1964, a new educational system, which was inspired by the then ruling party and modelled after the Western countries, was laid down by the foreign experts and the Iranian Western-educated experts and put into practice in 1967.

At the beginning, the aim and the principles of the new educational system were approved by the Ministry of Education, which delegated responsibility for putting these into practice to the educational executives in each of the provinces of Iran[2].

In 1971, before putting the minimum of these aims and principles into execution, the then regime suddenly changed its educational policy. The changes emphasised the child's social and political development and the economic and cultural needs of Iran[3].

Along with the change of aims, the principles also changed. The new principles were, more or less, similar to the previous ones, but this time with a very strong emphasis upon the indoctorination of nationalism. Frye, in his Persia, refers to a growing nationalism which was being propagandized and disseminated by the Ministry of Education and the fact that throughout all of the reforms or development the leading motif was nationalism and glorification of the past (4).

Further changes to the principles of education advanced by the Ministry continued the themes of previous edicts[5].
EDUCATION SCHEME

Before 1954, the official education of the country was at three levels: elementary (6-12); intermediate (13-18); and advanced (19+). The number of high school graduates was less than the university capacity, and only the students who were from well-to-do families could afford the university. The university entrance examination, in Iran, was introduced in 1956[6].

By 1967, after several stages of development, a new structure under the heading 'Organisation of schools of the country' or 'The new educational system' was approved and carried out[7]. According to this scheme, all five year-old educable children were obliged to enter school.

There were further changes to this structure in 1972 and 1975, until finally a definitive system was approved and announced to the officials by the Ministry of Education. Diagram number 1 indicates this educational scheme which was introduced in 1978, and continued until the ending of the Shar's regime in 1979[8].
PART II: EDUCATION IN IRAN: 1979-1989

Education in the Islamic Republic of Iran originates and derives from the holy Quran. The beginning of Islamic education is the command 'Read' and the ultimate salvation and goal of all desires is to arrive at and enter the realm of God: and serve thy Lord, until the certainty comes to thee.

Islamic education has taken its philosophy and principles from the ideology and cosmological doctrines of Islam. The Holy Quran is the principal source of every form of Islamic thought.

THE IMPORTANCE OF KNOWLEDGE IN ISLAM

Concerning the position and importance of knowledge, a few notable points will be cited:

1. The importance and excellence of knowledge in the Islamic doctrine is so that its acquisition has been, through the ages, a duty for the Muslims. The Prophet has said that 'To seek knowledge is incumbent upon every Muslim.'

2. When should one begin and end seeking knowledge? It is an Islamic recommendation that one should be in search of knowledge, whenever possible. One of the popular sayings of the Prophet is this: 'Seek knowledge from the cradle till one has a foot in the grave.'

3. Where should one seek knowledge?

From an Islamic point of view, one can seek knowledge...
wherever he/she can. The Prophet said: Acquire knowledge even if it is in Assien.\[14\]. A disciple is obliged to be in search of knowledge, regardless of the distance.

With regard to the probable position of Man on earth and from what, in brief, has so far been said about the importance of knowledge, it must seemingly be clear that knowledge is not an end in itself but only a means to an end. Knowledge should lead human beings to the laudable Islamic aims of education.

**ISLAMIC CHARACTERISTICS OF EDUCATION[^15]**

1. Divine education:

In the view of Islam, all prophets of God were reared, raised and brought up in accordance with a divine education: 'We revealed to them the doing of good deeds[^16].' In another verse, the Quran informs us of Abraham's education: 'We bestowed aforetime on Abraham his rectitude of conduct[^17].' It is with regard to the above fact that all prophets are the divinely appointed teachers by God the All-knowing for the guidance and education of all human beings.

2. Intellectual education:

One of the main characteristics of Islamic education is giving and paying enough and necessary attention to the importance of the intellect and its role in personality and character building. The intellect, owing to its importance in Islam, has been considered as one of the four sources of
Islamic precepts[18].

3. Non-bureaucratic and administrative simplicity of the educational organisations:

a. Few and easy criteria of student selection

b. Non-obligatory lecture attendance

c. No age limit

d. No tuition fees

e. Method of teaching is subject to the individual teacher's choice.

f. All students are liable to receive grants.

g. Free simple accommodation

THE PRESENT IRANIAN SCHOOL EDUCATIONAL METHOD

The Iranian school method of teaching is not quite resource-based learning. Although teaching methods have undergone some changes, the emphasis is on the study of a single textbook. However in 'KAD programmes' (KAD derives from 'work' and 'knowledge') or 'parvareshi classes', school students are given individual as well as group works and also projects which necessitate the wider reading beyond the classroom instruction and the intensive use of the library. This process should lead eventually to a teaching method based on the use of a well-resourced centre.
SECONDARY EDUCATION IN IRAN AFTER THE ISLAMIC REVOLUTION

The main course and direction of education in the Islamic republic of Iran has been defined by the Constitution as:

Providing free education and physical training for all at all levels; facilitation and generalisation of higher education[19].

Enhancing the spirit of research, enterprise and initiation in all areas of scientific, technical, cultural and Islamic areas through the establishment of research centres and encouragement of scholars[20].

The government is obliged to provide free educational facilities for the whole nation until the end of the secondary school, and develop free means for higher education to the extent that the country may attain the state of self sufficiency[21].

According to the articles numbers three and thirty, any educational scheme, concerning the final goals and aims of the education, must take the above mentioned articles of the Constitution into close consideration. Therefore, in Iran, it is not the people who are forced to be educated but it is the government that has been bound and charged with such an obligation and duty as to provide every person in the nation with a suitable education.

QUALITATIVE AIMS

The first five-year plan of the Islamic Republic of Iran for
economic, social and cultural development, starting from 1983-1987, was based on the Islamic cosmology, high and exalted values and the content of the Constitution. This laid down the following priorities, policies and executive aims for secondary education:

1. The growth and development of adolescent moral and ethical virtues.

2. The spiritual and physical development of pupils and students.

3. To aid pupils and students in discovery and recognition of their individual faculties and abilities so as to assist them, in the best way possible, to be able to follow and pursue their further studies or to find a suitable job.

4. To provide and pave the way for pupils and students to acquire a suitable education, while relevant to the needs of society and to attain vocational and technical skills or an academic education.

5. To assist and help pupils in addition to the above vocational and technical aims, to acquire one or several skills relevant to their individual faculties and applicable to the employment market.

EDUCATIONAL PRIORITIES: SECONDARY SCHOOL SYSTEM

1. To guide and encourage students to enter vocational and technical education.

2. To guide and encourage secondary theoretical students to
enter the branches of mathematics and experimental sciences.

3. To satisfy a shortage and an insufficiency of specialised teachers in various academic branches.

4. To make secondary schools, in rural villages, possible.

EXECUTIVE POLICIES AND PROCEDURES

1. The development of secondary education in the deprived provinces, and also a more just and fair distribution of educational possibilities amongst the rest of the provinces.

2. The provision of teacher welfare in the farther areas, and to decrease the transfer and immigration of specialised teachers to the province centres in general, and to Tehran, in particular.

3. The development and increase in efficiency of teachers through in-service training and the internship.


5. Whilst a fundamental change in the educational system of Islamic Republic of Iran is yet to be carried out, the 'KAD' Plan for secondary education, at all levels and for both sexes has been put into practice.
QUANTITATIVE AIMS IN 1983-1987

1. It was predicted that secondary education coverage would be increased from 26.4 per cent (14-17 ages) in 1982 to 37.2 per cent in 1987.

2. The total number of students in secondary education to increase from 978,000 in 1982 to 1,580,000 in 1987.

3. The total number of students in upper secondary education to increase from 849,000 in 1982 to 1,493,000 in 1987.

4. The total number of vocational and technical students to increase from 128,889 in 1982 to 387,043 in 1987.

5. The educational growth in the upper secondary education, during the first five-year plan, to increase on average six per cent, and the educational growth in vocational and technical secondary education to increase, on average, twenty per cent.

6. During the first five-year plan, a total number of ten thousand classes for upper secondary education was to be established, thus requiring an area of about 1.2 million square metres.

7. The total manpower (both academic and administrative) needed for the upper secondary education will be equal to twenty-nine thousand, these to be trained by universities and higher education institutes.

8. In addition to the daily upper secondary education, the total number of complementary night school students to increase from 86,500 in 1982 to 122,000 in 1987[22].
According to the latest available statistics, published in 1985-86, the total number of schools and students through the country were 70,783 and 10,756,680, respectively[23].

**CHANGES IN CURRICULUM**

It is evident that, due to existing problems (including the high rate of illiteracy, lack of adequate educational facilities, lack of school buildings, lack of teachers, etc.) there is a very long way to go before any of the forementioned aims will be thoroughly put into practice; and, therefore, it takes time to reach the boundaries of an Islamic education. However, it should be noted that any change in the curriculum of the education system that has so far happened or will happen in the future can be seen as a response to the high values of Islam as well as to the Constitution of the Islamic Republic[24]. Some of the changes that have already been implemented are as follows:

1. The most important and fundamental change has occurred in attitudes, aims and philosophy of education. Such a change has been crystallised in explicit aims and principles announced by the Ministry of Education[25].

2. Since there is and exists a very close and determined relationship between elementary and secondary education, on the one hand, and higher education, on the other, the importance of the Cultural Revolution which took place, after the Islamic Revolution in the educational system of universities should be mentioned. Since then, a great effort has been made to make essential changes in methods, contents, needs and values of school education.
3. As regards, especially, the elementary and guidance cycles' of education, a great fundamental change in the content of the maths, social sciences and art textbooks has happened. For the fulfilment of such a task and the new maths programme, three hundred thousand teachers have been under training to be informed of the new methods of teaching maths[26].

4. It is for the sake of elimination of all inadmissible discrimination and, also, fair distribution of facilities and possibilities for all schools and pupils that all exploiting private schools were closed. Consequently, the released and freed facilities were fairly distributed amongst the state supported and sponsored schools at all levels[27].

5. To make the maximum of manpower in the way and direction of education. Islamic Republic carried out a plan called 'Teacher-assistance'. A portion of school students have been, through this plan, under special training and were sent, once a week, to different elementary schools, with the intention of experiencing teaching and to help existing teachers[28]. 'Teacher-assistance' works under the guidance and direct responsibility of a 'Helping teacher'[29].

6. Another important scheme which, in recent years, has been put into practice is that called the 'KAD' scheme. According to this scheme, all secondary students, other than vocational and technical branches, will be trained and work, once a week, in factories, workshops, vocational and technical shops, hospitals, on farms, etc., under the guidance and supervision of the Ministry of Education[30].
7. A notable change has appeared in the form of examinations: unified examinations have been introduced by decree from the Ministry of Education in 1982. According to this all examinations at all levels are planned in the following ways:

A. The first quarter examination is planned by the individual teacher of each school.

B. The second quarter examination is planned by the local authorities of each city.

C. The third quarter examination is planned by the authorities of each province.

D. The examination questions of the last year students of secondary education, throughout the country, are devised by the Central Office of the Ministry of Education. As concerns the effect and percentage of students' success in a unified examination, a comparison made between the academic year of 1980-1981 and 1982-1983 indicates an increase in students' success[31].

CONCLUSION

The development of the Iranian educational system up to the present has been characterised by the intensive move towards an Islamic-based curriculum, and an increasing emphasis on the production of highly literate and technologically advanced students.
This has created demands for new teaching methods and more intensive use of textbooks and supporting materials in schools. A broadly based curriculum, which emphasises science subjects and foreign languages as well as Arabic and Persian, inevitably creates the need for library resources. This development has therefore moved schools closer to resource-based learning. In a resource-based education, school libraries are an essential component of the school and vital for the further development of the curriculum.
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* S means Sura or chapter; V means verse or line


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CHAPTER THREE

LIBRARIES IN IRAN: THE CONTEXT FOR SCHOOL LIBRARY DEVELOPMENT

The library context within which school libraries have developed has not been helpful in recent years, despite the long tradition of scholarship evident in Iran's ancient libraries.

Chandler, in his tour of Near, Middle and Far Eastern libraries, reported that there was, in Iranian libraries:

- a great shortage of professional librarians which will, if not remedied, result in the enthusiastic activity and financial support not achieving maximum results. The adult public library service seemed in particular to have been starved of professional librarians although it was there that the heaviest demand and need was apparent. The other sectors of library activity - children's libraries and special libraries - needed also a massive expansion of professional staff...

A few years later, in 1975, the situation in school libraries, according to Ebrami, was worse. He wrote in his long article that, 'none of the libraries in the schools had the advantage of professional librarians.' As regards the scientific information services, Haider, in 1976, reported the shortage of manpower as one of the problems which Iranian librarianship was facing.

In 1977, Mehdizadeh, in her research, found out that one of the
Iranian school library problems was lack of professional librarians\textsuperscript{[4]}. Yet, a decade later, in 1988, such a shortage and deficiency of qualified librarians is strongly being felt. In a recent joint article, Hariri and Davoodifar refer to the need for qualified librarians that still exists in Iran\textsuperscript{[5]}. 

**LIBRARIANS' ROLE:**

In 1966, the first Iranian graduate library school was inaugurated in the Faculty of Education at the University of Tehran in the hope of making modern librarianship an integral part of teachers' education and to emphasise the teaching role of the librarians\textsuperscript{[6]}. As regards the role of the school librarian, more than a decade later, in 1979, Oloumi in her research stated that public high-school librarians did not have an active role and, consequently, students and teachers took advantage of very few services\textsuperscript{[7]}. Yet she went further to reach the conclusion that public high-school libraries did not play a significant role in the teaching and curriculum of schools, and the librarians' role was 'not essential to the school's curriculum'\textsuperscript{[8]}. 

**LIBRARIANS' STATUS:**

In its 1953 report on the development of university libraries, Unesco called the attention of the Iranian administrative authorities to the advantage of making improvements in the status of librarians\textsuperscript{[9]}. Deale, more than a decade later, while referring to the role of the librarian as 'a conveyor of information and an active agent in the process of communication at all levels', reminded the Iranian officials in the related affairs of the necessary improvement in the status of librarians\textsuperscript{[10]}. 

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One of the main and observable facts that has been socially and psychologically obstructing and impeding the growth and development of the library profession is, now, the little respect which has been so far paid to librarianship in the country[11].

Sepehri has also referred to such an inadmissible and intolerable discrimination of librarians which would certainly hinder Iranian library development[12].

Such a discriminatory and unfavourable attitude towards the status of the professional librarian has been observed by other researchers[13].

LIBRARY SERVICE

Concerning Iranian library services, Harvey wrote that the Iranian library approach was of custodianship. In his view, it was in their library service and use philosophies that one might come across the sharp difference between the modern West and the ancient East. Harvey wrote: 'One treats use as being dangerous, something to be discouraged, the other considers it to be all important'[14].

In 1953, Gaver found out that the only library where free access to book shelves was possible was the library of the Medical Faculty of the [Tehran] University[15]. In most cases, as Galloway observed, materials were preserved in locked glass cases[16]. Even a decade later, there was no sign of open shelves or free access to materials as books were still housed on closed shelves[17].

The accountability law makes it difficult for librarians to consider open shelves and free access to
Therefore, it would be clear that, due to the fear of losing library materials, circulation use and check out of books should not be stimulated. In this respect, Gaver also wrote that 'very little circulation of books is encouraged'. Consequently, as Sinai and Harvey have drawn and described the Iranian library picture, the circulation service has been considerably backward, 'except in the system of children's public libraries and in certain university libraries'. However, the concept of modern library service, with the return of Iranian library science graduates from abroad, entered into the Iranian libraries.

Until the 1970s, there had been few signs of modern library services. Galloway, whilst describing the library scene during the 1950s, wrote:

'The concept of 'Books for use' is only beginning to be understood and appreciated ... public libraries are springing up all over the country in the larger cities, but they lack almost all the basic services ... and reference services is almost nil.'

However, with the beginning of the 1970s, modern library services were offered to the users of some information resource centres. On this point, Harvey wrote that the modern service was at the patron's disposal and offered in several special libraries and information centres. Although the University students in Iran have been amongst the most frequent users of the libraries, however, their number is not beyond eighteen per cent of the student population. Haider, with regard to the reasons for such
small use of the library resources and services in the Iranian universities' libraries, singles out the absence of information and the non-availability of interesting books to students[24]. With respect to the zealousness and eagerness of the children for reading books, Arjomand, in 1967, described the situation as follows:

Some change buses three times to get there. They have to wait in line sometimes for hours before they can even enter. These facts show how much children love to read and just how eager they are to take advantage of the books made available to them. The long waiting line also shows the grievous need here for more and better libraries [25].

Although the children's libraries were, years later, quantitatively and qualitatively expanded and developed, the concept of modern service, even in the academic libraries, did not make its proper progress. In 1978, more than a decade after Arjomand's report on the libraries for children, Sepehri, in his appraisal of the Iranian academic libraries, portrayed these libraries' services in the following way:

'There is usually no organised reference service; nor is there provision for students' enquiries to be answered. Photocopy service is either non-existent or insignificant. The practice of borrowing material for users from Iranian and foreign libraries through inter-library loan services is gradually growing [26].

Later on, we could observe, although very limited and inadequate, the slow development of library service. Mehrnoosh and Umapathy,
in their joint article, indicated that Iranian libraries still offer 'only minimal service, often just circulation of books.'

**PROBLEMS IMPEDING THE DEVELOPMENT OF IRANIAN LIBRARIES AND LIBRARIANSHIP**

To find a comprehensive answer to the question why, despite the long continuation of a tradition of several thousand years of great libraries and far-famed centres of learning, the existing Iranian libraries in general, and the information centres in particular, are so much quantitatively and qualitatively backward and handicapped, one should look into a variety of different problems. There are many historical, cultural, social and economic reasons which should be dealt with and put forward and this would need a separate study. To the writer's knowledge, not only has not this research been undertaken but also there are very few writers, local as well as foreign, who even have referred to it with a short and documented explanation. The lack of development of school libraries can, in part, be related to this poor overall library context.

Lohrer, also, in her article entitled 'School libraries in Iran and the Near East' published in 1969, came to the same conclusion previously pointed out by her colleague, Galloway.

With regard to the obstacles that have impeded the expansion and flourishing of Iranian librarianship, Ebrami is one of the local librarians who has so far paid some attention to some of the social stumbling blocks hindering the library development:

The weight of historical traditions; the educational system which still bears traces of serfdom; lack of
scientific attitude and research; language inadequacy; simultaneous development of printing and audio-visual communication devices which has prevented the establishment of a reading tradition; imitation of Western example without heed to Iranian needs; move of the literate to the cities, leaving the rural areas lacking in librarians; the complicated bureaucratic system; and lack of co-operation.[30].

NUMBER OF LIBRARIES

There follow brief statistics as to the total number of libraries in Iran. However, it should be noted that, as yet, there are no recent and officially published statistics for all kinds of libraries in the country.

According to the Iran Almanac and Book of Facts of 1977, two years before the Islamic Revolution of Iran, the total number of all types of libraries in the country was 1,980. However, quantitatively speaking, there is a very noticeable growth of rural, mosque and school libraries throughout the country. Soltani noted that: 'during this time [Cultural Revolution of 1980] thousands of libraries have been set up in mosques, schools and rural areas'[31]. In this same year, 1981, Dayyani reported clearer statistics than those previously reported by Soltani. Dayyani wrote that, during 1942-1972, just 190 libraries were founded; whereas, in the last two years, the Institute of the Construction Jahad alone established more than 12,600 libraries throughout the country[32]. This latter figure needs more confirmation.
SERVICES FOR CHILDREN

Administratively speaking, there were, up to 1979, two categories of public libraries in the country, municipal libraries and the children and young adults' library system (INIDCYA).

The establishment of a nation-wide system of children's libraries all over the country has been considered as a great achievement for Iranian librarianship. Although the establishment of the first library for Iranian children dates back to 1958 and the efforts of the Kindergarten Department of the Ministry of Education was notable, however, the idea of a national system of library services for children became a reality with the establishment of a new organisation, namely 'Kanoon-e-Parvaresh-e-Fekri-e Koodakan va Nowjawaanaan' (The Institute for the Intellectual Development of Children and Young Adults) or IIDCYA, in 1965[33].

IIDCYA has not been a library system for children and young adults with a mere circulation of several hundred books. This organisation has been acting as a cultural, educational and recreational centre. Up to 1979, 146 children's libraries came into being which meant almost one library a month; twenty-eight of these libraries are located in Tehran. In addition to these libraries, the IIDCYA also has 40 mobile libraries, 'a special reference library, a theatre, a well-equipped mobile theatre and a film centre. It has a good translation programme and publishes five periodicals for children'[34].

The principal objective of IIDCYA has been improving the knowledge, understanding and development of children and young adult's potential faculties and competencies through the use of books, non-book materials and other cultural and recreational services. The following are the means of achieving this
objective:

(a) providing library service to children and young adults by establishing libraries for them throughout Iran; (b) assisting public libraries in the creation and development of children's sections; (c) cooperation with Iranian and international institutions with similar aims; (d) use of book mobiles to provide services to children in rural areas; (e) publication and promotion of children's literature; (f) use of audio-visual materials including production of films ... [35].

According to a late 1988 questionnaire, the IIDCYA's libraries have been continuing, with emphasis and regard to the Islamic culture and values, the previous educational and recreational programmes. Few new recreational programmes, like camping, have been added to the previous ones[36].

Opening hours of these libraries are from 8 a.m. to 6 p.m. every day, except Fridays and holidays. During working times, the librarians visit neighbouring schools and promote their library services. There has recently been a change in the working hours of these libraries. Opening hours, during the Autumn and Winter, are from 12 noon to 5.30 p.m. every day. These opening times are less than before but, instead, these libraries are open during Fridays and holidays. Owing to the fact that schools are closed during Fridays and holidays, children and young adults will have, therefore, more free time to take full advantage of these libraries[37].

In 1975, they showed 1,530 films to 183,294 spectators[38], and there are film-making facilities available for talented children
who can make their own films. There has been also an annual international festival of films for children and young adults in Tehran. The Institute has been recently giving an international dimension to its previous activities; in 1975, the Institute organised an international seminar on the subject 'Children's literature in the Service of International Understanding and Peaceful Co-operation'[39]. The Institute, from its beginning, has been sponsoring an international festival of films for children which has been open to local producers as well as to foreigners. As Haghighitabab mentions, 'the development of children's literature, both by direct publication and by encouragement of Iranian authors and publishers'[40] has been considered as a significant activity by the Institute. The IIDCYA also has been offering services to other institutions such as hospitals, prisons, tribal schools, and helping each city's public library to organise its children's section[41].

With regard to the size of the collection, membership number and activities, each library of the Institute has a staff of from two to eight persons which is not adequate. Due to its needs, the Institute has so far initiated a short-term course for its newly-employed personnel. During this three-month training course, its personnel are taught core subjects of librarianship and children's literature; a workshop is organised for all participants. The training is held at the Institute's Tehran headquarters[42] and the emphasis has been put on the readers' services and the programmes that might be performed in the library[43].

Each library of the Institute starts its work with an initial collection of 3,000 volumes, previously catalogued and ready to be checked out from the shelves[44]. As an example, the Isfahan Central children's library has a collection of more than 24,000 volumes; and the present total collection of IIDCYA goes beyond
the bounds of 2 million[45].

According to the Institute's by-laws, any child or young adult who is 6 to 16 years old can be a member. There is no membership fee or special membership conditions. Any child or young adult who fills a membership card along with the submission of two passport-size photographs, identified and signed by the applicant's school headteacher, will be issued with an identification card. However, school drop-outs have not been permitted to apply for a membership card. The Institute 'can boast of more than 750,000 members'[46]. This statistic does not cover from 1979 onwards. The recent information, provided through questionnaires distributed amongst the IIDCYA's libraries in the city of Shiraz, indicates a growth of membership[47]. This can be surprising if this also is the case throughout the country. One possible reason for this is that, after the 1979 Islamic Revolution, children and young adults have begun to go and use mosque libraries which have more opening hours, and more cultural and recreational programmes than the IIDCYA's libraries.

Given the fact there are few proper school libraries in the country, it is displeasing to find out that 0.8 per cent of children attending schools in Fars province have been members of children's libraries and even 2.5 per cent of these members used libraries[48].

Concerning the location and facilities of libraries of the IIDCYA, one interesting point is that the libraries' modern buildings are housed in the crowded or poor areas of the cities[49] and often in the city's parks. Libraries have standard furniture suited to children and young adults with attractive pictures and posters. Most libraries are equipped with a globe, a projector, tape
recorder, film and film strips, many have closed circuit television facilities and a multi-purpose auditorium.[50].

In the absence of a well-organised school library system, these children's libraries have often played a significant role in the intellectual development of its members. These libraries in Iran are the most advanced, well developed and even the best in any developing country and sometimes excel other libraries anywhere in the world[51]. In 1971, Chandler reported his visit to one of these libraries in the following way:

I visited also a separate children's maintained by the Institute ... It contained a room for young children, one for adolescents, seating for 60, an art room and an auditorium to seat 70, which could also be used for exhibitions. The daily circulation was approximately 250 and the staff totalled six. Of the book stock of approximately 20,000 books, about one fifth was Western European. Children's books from some 15 countries were freely available on open access. Story hours were held regularly while the Book Club and the Chess Club met monthly. By any standards, this children's library was outstanding. Few countries can boast of a comparable library[52].

Umapathy, in his article on these libraries, came to the conclusion that 'INIDCYA's work is not only important for Iran but could serve as an example for other countries embarked upon the fostering of educational developments through children's libraries[53].
CONCLUSION

While the general context within which school libraries have developed was therefore not always encouraging, the work of INIDCYA provided an example for schools in the use of resources and activities with children and adolescents. Multi-media resources were a particularly significant aspect of their provision which offered models for school libraries in supporting the curriculum.
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CHAPTER FOUR

SCHOOL LIBRARIANSHIP

I: SCHOOL LIBRARIES: INTRODUCTION

There is no doubt that the child should be educated. But how should this be fulfilled and who should be responsible? Reading and studying are generally considered as providing one of the routes to education. Now, which of the social institutions can undertake, or must accept, the educational and cultural responsibility of the child? There are usually two well-known and quite related institutions, namely; family and school. The first institution, family, does play a significant role but it cannot take the full responsibility of child education. The family has enough problems to solve and to deal with without being able to take care of a child's educational problems. This is, if economic problems are taken into account, quite true for the majority of the Eastern countries and societies. Therefore, it is the school which has been considered as having the obligation of child training and education; it is the institution of school that is regarded to be, in the main, liable for the education of all children; it is only the school that possesses adequate and necessary facilities and possibilities in order to play an important part in fulfilling an historical role in transferring a nation's cultural heritage to the next generation[1].

With regard to the indisputable importance of the cultural heritage in the grandeure of society and a nation, the institution of school will have three main duties:
1. appreciation and comprehension of cultural heritage;
2. evaluation of the cultural heritage;
3. expansion and development of cultural heritage.

1. Appreciation and Comprehension of Cultural Heritage

One of the notable responsibilities of the school is to transfer the cultural heritage to pupils. Not only does the school have to play the role of transferring agent but also has the function of commenting on the society's culture. Teachers in schools should help pupils to understand and appreciate their cultural heritage. As Dewey explains in his famous Democracy and Education:

Society exists through a process of transmission quite as much as biological life. This transmission occurs by means of communication of habits of doing, thinking, and feeling from the older to the younger. Without this communication of ideas, hopes, expectations, standards, opinions ... social life could not survive.

2. Evaluation of the Cultural Heritage

Another responsibility of the school, with regard to the cultural values of society, is considered to be the test and evaluation of the cultural heritage. It is obvious that what we have received and inherited from our ancestors should be properly and scientifically tested and evaluated. The school should develop the necessary skills and abilities in pupils in order to make them able to assess and evaluate their cultural heritage. It is in the school that the pupil is seemingly supposed to learn how
to judge properly and criticise scientifically.

3. Expansion and Development of Cultural Heritage

A significant obligation of the school is to help pupils to contribute to the development and expansion of cultural heritage. The school should assist the young generation with respect to the appropriateness of the time, to create and put forward innovative thoughts and novellus views[4].

Not only do school libraries increase the educational outcome of a class but also book and library can be a main principle and a firm foundation for the schools' development[5]. One of the most proper means for the school to achieve the above goals is undoubtedly through the library of school. It is mainly through the school library that pupils get used to the habit of reading and gradually learn how to study independently and, also, to believe in continuing education; and the process of familiarity with the book and library should start from the early days of child education from kindergarten. If, as Russell stated, 'the process of education is a means to an end, not an end in itself'[6], then what would be the main goal of education? The process of educating should lead to the perfection of Man or the creation of a 'Universal Man'. If the method of teaching is based on memorisation, learning by rote and intensive study of a single textbook, as is true of the educational system of most developing countries, then such education ultimately leads to the creation of a human being who, in the face of problems and obstacles, would be passive and inactive. The achievement of the aims of modern education necessitates the establishment of libraries in schools. Thus, the library, in the modern system of education, would be an integrated part of an actual school[7]. It is due to such a matter that possibly 'more than three fourths
of the world's libraries were schools and public libraries.\[8\].

The educational system of Iran is not an exception to this and if this country has resolved to make progress in education, the adequate establishment and development of school libraries is a matter of necessity.

SCHOOL LIBRARY: DEFINITION OF CONCEPT

A school library consists of a collection of materials which has an active, productive and complementary role in the process of education; a school library is a centre for intellectual and academic activities of the school's pupils and the librarian, in the role of a guide and teacher, directs these activities. Today, a school library is usually considered to be a learning resource centre where pupils, with the assistance of the librarian, learn and become active rather than inactive learners\[9\].

In 1964, Afshar wrote that there was principally no concept of a modern library in Iran and the image of a library for most of the Iranian people was a traditional one; there were various types of library in the country; however, none of these was properly managed or fulfilled its functions as supposed to do\[10\]. The notion or idea of the library in the beginning of the 1970s, for the majority of the Iranian people, was still of an inactive place where a large and considerable number of reading materials were kept by a custodian, namely a 'librarian'. It was mainly due to this fact that no attention was paid to the real and deserved place of the library, especially in schools, and no attempt was also made to expand and promote their real and proper development. Consequently, the existing school library is an unenthusiastic and obsolete place\[11\].
SCHOOL LIBRARY DEVELOPMENT

The Iranian concept of a modern school library did not get started until 1950\textsuperscript{12}. But, even then, in the 1950s, no trace of progress or development in the area of school librarianship could be found. In this matter, Lohrer quoted from Thompson, who expressed, in 1954:

\begin{quote}
The most eloquent pages in any study of Middle Eastern librarianship are those on which nothing is written. Unfortunately, the caption 'school libraries' comes at the head of these blank pages\textsuperscript{13}.
\end{quote}

Nevertheless, no official action was considered necessary until the mid-1960s, when, on 6.5.45 (1966), the law for the establishment of school libraries was approved by the High Council of the Ministry of Education, as an experimental programme for one year. However, this and other attempts to legislate for school libraries failed.

As commentators noted at the time:

\begin{quote}
The important point ... was that the position of the librarian was considered to be academic, not administrative or clerical\textsuperscript{14}.
\end{quote}

And, so, libraries were not offered funding to develop their management.

In 1973, the legal committee of the Iranian Library Association surveyed the state of the art of Iranian libraries and
librarians, and approved two kinds of questionnaire which were sent to various libraries in the city of Tehran and other major cities. Two hundred and fifty nine of these questionnaires were sent to school libraries in the City of Tehran and other major cities throughout the country. Unhappily, only thirteen (5.1%) of the questionnaires were returned [15]. With regard to the staff who have been running these school libraries, the following results were obtained: four schools did not have anybody in charge of their libraries; one school had only one person with a degree below diploma in charge of its library; six schools had staff with a diploma in charge of their libraries; one school had only an Associate of Art degree in charge of its library; and, finally, one school had only one person who held a Bachelor of Art degree as head librarian of his library [16].

There were, however, other studies which provided more reliable data from larger samples of libraries.

Five years earlier, in 1968, Harvey had reported a similarly poor situation for school libraries [17], and Lohrer, in 1969, after her visit to a number of high schools, described their libraries in the following way:

... if there was a library room, it was small, was kept locked, and the books did not circulate. What books were available were sent from the Ministry of Education, were unorganized and were little used. The books did not seem to be well selected to service either the use of the teachers or the students [18].

At the same time, Sinai, whilst portraying the best Tehran school libraries which were operated by the foreign embassies for their children, complained that good libraries in Iranian schools were
almost non-existent and those which existed were 'almost all very small (less than 300 volumes), often locked in a small room or closet and unstaffed'[19]. Yet, by 1972, Oloumi was still reporting that the state of school libraries in Iran was unsatisfactory, a regrettable situation, that was also perceived by other critics, who were concerned at the lack of library use by pupils[20].

The situation in 1975 was described thus:

... the conditions of school libraries have remained the same as they were in previous decades. Generally, a current school library in Iran is a collection of books, an average of 1,000 volumes, housed in a room or in one of the offices of the school, and open only a few hours in a day, after the regular hours when the students have gone home and the loaning of books is not permitted. Such a library either has no-one in charge or the so-called 'librarian' is one of the teachers, or the employees, or he may even be the director of the school[21].

This gave rise to the question: 'Why have few schools in the country, up to now, enjoyed the establishment of a library? This is an inexcusable defect'[22], which did not result in any change of policy by the Ministry of Education[23].

Doostdar's research into school libraries in the cities of Shemiran, Ghazvin and Shiraz showed that of 142 schools, 88 of these schools had libraries of which only 7 (7.95%) had full-time librarians[24]. Tehran's 362 elementary schools only had 3 (1.42%) full-time librarians[25].
While there had been an increase in the numbers of school libraries in Iran, it did not match the rapid population growth. The situation of the libraries located in these schools was described as 'very sad', with school libraries 'still neglected'.

She also blamed the Ministry of Education for this situation. Still, in late 1979 and early 1980, according to Haider and Harvey, the school libraries were undeveloped. And, in 1981, another Iranian professional librarian, while explaining the previous decades' problems of library education and the situation of libraries, wrote that 'public libraries were poor and inactive. The irrelevant collection of most of them did not exceed 500 to 1,000 ... The state of school libraries was even worse.'

As part of the development of school library professionalism, the first official Iranian School Library Association was established in 1966, according to Article Number 74 of the new approved Law of Elementary Schools dated Tirmah 1343 (1964), although an earlier unofficial Iranian School Library Association was, in fact, founded on 11 August, 1960 with the elected chairmanship of Mr Faghihi from Tehran.

THE NEED FOR SCHOOL LIBRARIES IN IRAN

In the Law of Tirmah 1343 (1964), approved by the High Council of the Ministry of Education, several articles (numbers 12, 27-30, 73-74) were concerned with the establishment of libraries in elementary schools. Concerning the establishment, budget, location, open shelves and librarians of all school libraries, another decree with number 1367, in 1978, was issued by the
Ministry of Education[^35], which dealt with financial resources, space to be allocated, the shelving system and, finally, article number five stated that a professional librarian could be employed if the collection of an intermediate school library or high school library was more than 2000 volumes; if the collection of any school library was less than 2000, the school library might be administered by one of the head teacher's deputies or by one of the teachers, with the help of students[^36].

However, these laws and orders were not implemented and, at no time were they carried out; they were, as previously mentioned, decrees and orders only on paper[^37]. It is, in fact, due to individuals' interest, concern and endeavour that scattered school libraries, here and there, came into being and became a going concern. An instance of these individual efforts would be those of Javade Haashemi-eDehkordi who being a teacher, according to the Child Book Council's report, could, through his untiring efforts, establish libraries in all elementary schools of the provincial city of Shahre Kord[^38].

The matter of school library establishment was never, in the Iranian educational system, properly discussed or even put forward[^39]. It is a fact that the existence of school libraries and their important roles in the expansion and development of education has been a new and recent concept in the country. The tradition or habit of reading and independent study amongst Iranian families has been weak. It is due to this that Iranian children become familiar with wider reading material through the library. Since the public libraries in the country are inadequate and very undeveloped and, moreover, lack a section for children and young adults, the Iranian pupils are not able to take the fullest advantage of adequate public libraries. Obviously, if one ignores the libraries of the IIDCYA, the Iranian children and young adults would have, with the exception
of school libraries, no library to use. Therefore, millions of Iranian pupils have, except through their school libraries, no access to books and non-book materials.

Fortunately, several thousand libraries have been recently set up in schools in order to persuade pupils to read books other than their textbooks, and for them to become used to wider reading and independent study. To this end, the government has established libraries in the majority of the educational units and had sent, by 1983, eight million books to school libraries throughout the country.

There is no doubt that the literacy rate has a significant role in the success of educational programmes and, thus, a great impact upon the growth and development of a country's economy.

In countries, like Iran*, illiteracy is still a major problem, the establishment of all kinds of libraries in general and school libraries in particular would surely help a great deal to eradicate illiteracy. Without an adequate increase in the establishment of schools and libraries along with them, the illiteracy campaign would be unavailing, and no notable or effective results might be actually expected. Schools should be established to teach the enormous and increasing population of children and young adults to read and study; and libraries, at the same time, should be sufficiently founded in order to support the required reading materials for wider reading and independent study of the pupils and newly literate population. The proper investment in the development of education is a necessity for any

* According to the 1986 statistics, the average rate of literacy, for the first time, was up to 62%
major economic development project; and the establishment of libraries, especially school libraries, is certainly a great help to any significant educational achievement and success.

If the educational system overlooks the establishment and importance of the libraries in schools, how can the system expect to have, in the end, bright students? In the past, the Iranian educational system was requesting children and young adults to read but it did not support the classroom teaching with useful reading materials; and the interested readers in schools hardly had access to a suitable library collection, non-textbook materials, or an open shelf library in their educational unit.

Because of a lack of adequate and useful school libraries, methods of teaching based merely on a fixed textbook, memorisation, discouragement of wider reading and library use, etc., college students were neither eager nor able to make use of their college libraries; and, even if they wanted to carry out simple and short class assignments, they were not able or capable of doing them. Ebrami, for example, whilst censuring the educational system for using the old and traditional methods of teaching in schools at all levels, stated that the college students were unacquainted with the utilisation of library resources and, therefore, could not take full advantage of their college libraries[44].

Harvey had come to the same conclusion. He also found that the traditional methods of teaching, based on memorisation, exhaustive reading of a single textbook and teachers' discouraging attitudes towards wider reading or use of the library, made the freshman student unable to take full advantage of the college library[45].
AIMS AND PURPOSES OF SCHOOL LIBRARIES IN IRAN

As a result of the work undertaken by the Iranian Library Association, the Tehran Book Processing Centre, and by Harvey, the major aims and purposes of school libraries in Iran could be summarised as follows:

1. To participate in the school's educational curricula and provide materials which supplement textbooks, and co-operation in composing curricula, or co-operation in reviewing curriculum through the provision of a wide-ranging collection across all subject areas.

2. To increase the level of general knowledge of pupils and teachers, and their skills in reading, and use of the library. Supporting the work of teachers is an important aspect of school library provision.

3. To co-operate with the children's public libraries in the region and introduction of pupils to these libraries, with an emphasis on various promotional activities such as storytelling, poetry readings, drama, etc.

4. To work with teachers in selecting and using all kinds of library media and participate in training programmes for teachers and administrators.

As regards school library standards, the majority of Iranian library experts and educationalists interested in school libraries agree that it would be much better not to establish inflexible standards for school libraries. However, those standards which attempt to define and specify a school library...
collection and space limits would not be without use[50].

Oloumi found that no standard for school library programs existed in the country and that 81% of those who had been involved with libraries in schools were not even familiar with the 1975 American standards, Media Programs District and School[51].

Although some sort of adoption of Western standards to indicate particular characteristics of a good Iranian school library was once approved and recommended by the Ministry of Education[52], it remained, as usual, a circular on paper. Of course, it has been evident from the beginning that the application of developed foreign standards to poorly-maintained school libraries would be unproductive and working to no avail. Those people who are, more or less, familiar with the existing state of school libraries know that only a small percentage of foreign standards can be applied to such poor and undeveloped school libraries. In this regard, Harvey, in his article on the subject of adopting American library standards for Iranian use, made it clear that 'since the schools themselves are so poorly supported, no more than 10% [of American school library standards] can be justified'[53].

As every type of library has its own peculiarities, the school library is undoubtedly no exception. The school library, in view of Iman, has the following characteristics:

(a) The school library should be within the school building and at the disposal of the various school curricula.

(b) The school library is founded on the basis of the spiritual and social needs of pupils.

(c) The school library is a pupil's spiritual shelter.
(d) The school library is a helper and supporter to the teacher and not a hindrance.

(e) The school library is a semi-official place where the official school curricula, with a broader view and perspective, is considered and pursued[54].

Either one or all of the above points may be proved to be true if certain conditions are fulfilled. One of these conditions which a school library should have is attractiveness. It is accepted that the attractiveness of a school library is a determining characteristic, which can play a significant role in the encouragement of pupils to go to the library, and to take advantage of its resources.

Iranian school libraries, unfortunately, are lacking good interior and exterior design and therefore their appearance does not have much appeal for children and young adults. Mehdizadeh, in her investigation of school libraries in the Fars province, wrote that 'the appearance or decoration of libraries is very unattractive; it does not encourage students to come in and make use of the library',[55 & 56].

SCHOOL LIBRARY: TYPES

With regard to the types of school library in Iran, there are two kinds:

(a) Central Library: usually a separate room which is located within the school building and consisting of a few shelves of books and also, in a few rare cases, some non-book materials. As previously mentioned, the majority of books,
in the school library collection, are often out-of-date, of poor quality and generally beyond the pupils' comprehension; the service is often non-existent or very limited and, in a very rare case, there may be a semi-trained librarian in charge of the library. Such a library cannot undertake an essential role in the school's educational curricular, especially when the teachers also seldom promote the use of the library[57].

(b) Tribal school library: Tribal schools are peculiar to the tribal people who are constantly going from moderately cool areas to tropical areas, and from tropical areas to moderately cool areas. Tribal schools in Iran enjoy the same educational system as other schools throughout the country. Due to the inadequacy and shortage of possibilities, the intermediates and high schools are often located in the capitals of provinces, whereas 'primary schools move as the tribes migrate'[58]. The Institute for the Intellectual Development of Children and Young Adults offers some sort of service to the moving primary schools. These services are provided through its bookmobiles and, where these cannot travel, horses, donkeys and mules are used. Those who run these bookmobile libraries are selected amongst the interested local persons who are more or less enthusiastic and full of zeal to give cultural services to their people[59]. On the whole, wherever the tribal libraries in the major provincial cities exist, they are relatively in a better shape, compared to other school libraries in the country. In an investigation of the status of school libraries in the Fars province, Mehdizadeh described the situation of Shiraz Tribal School; her description of the situation is as follows:
The tribal intermediate-high school located in Shiraz has a very good library and gives good services. It has a collection of more than 12,000 volumes. This collection is governed by a closed shelf system. The reading hall of this library has an area of 245 m². The collection is kept in a storage room near the reading hall. The library has 150 chairs, each with a separate table. The hours from Saturday through Thursday are from 7.05 in the morning to 8 o'clock at night. On Friday, the library is open from 9.00 to 11.00 a.m. and from 5.00 to 7.00 p.m. ...

With respect to its services, a late 1988 questionnaire indicates a great utility of its resources. The membership number of this library, at the present time, is 520 of which about 28 per cent or 150 students, on the average, borrow 110 items every working-day. If we take the total number of patrons into consideration, we will see that the number of items borrowed, on daily average, from this library is notable.

In addition to the above two types of library, there is also a classroom resource collection which deserves a mention. Classroom resource provision usually consists of a shelf or cupboard of books which is supposed to be used by pupils of that same class. Perhaps the first and most important notion of establishing classroom collection in the minds of thousands Iranian children, all over the country, originated from an elementary textbook published by the Ministry of Education. One of the topics which is discussed in the textbook of the base three is under the heading 'Library in the Class'. It is through this topic that pupils learn how easily a classroom resource collection can be made. Most of the teachers, being much
affected by the simple and helpful content of this topic, endeavoured to found such a classroom collection in their classes[62]. This type of resource provision can be an advantage to the educational curricula of the elementary schools.

FOREIGN SCHOOL LIBRARIES IN IRAN

Some of the foreign countries that have had cultural relations with Iran established school libraries in Tehran and other major provincial cities, like Mashad, Tabriz, Isfahan and Shiraz. These libraries, founded by the foreign embassies for their own students, came into existence after the Second World War. Regardless of what their objectives might have been, these libraries could be cited, from a library studies point of view, as good examples of well-balanced school libraries collections[63].

Chronologically speaking, the USSR founded its library in Tehran in 1944 with a collection of more than 18,000 books all in the Russian language. Iran-France Institute established its library in Tehran in 1946 with a collection of 12,000 books. The US Information Service created its first school library in 1948 with a collection of 16,000 books for its main branch in Tehran and 5,000 books for each of its provincial branches. The British Council Library came into being in 1957, with a collection of 20,000 books for its central branch in Tehran and 4,000 to 5,000 for its provincial branches. Later on, other cultural societies affiliated with foreign embassies such as Pakistan, India, West Germany, Austria founded their own libraries[64]. Whilst a very few good or excellent libraries might be found in Iranian schools[65], one could easily observe good school libraries in the French, English, American and Russian schools..[66]. However, due to political reasons, a few of these mentioned
libraries are now closed and do not operate any more.

ELEMENTARY, INTERMEDIATE AND HIGH SCHOOLS IN THE ACADEMIC YEARS, 1984-85 AND 1985-86: STATISTICS

According to the statistics for schools in Iran in the academic years 1984-85 and 1985-86 (the latest figures available), the total number of schools throughout the country increased from 67,774 in 1984-85 to 70,025 in 1985-86.

The total number of students at all levels, in the academic year 1984-85, was 9,766,245 which increased to 10,561,328 in the academic year 1985-86.

With respect to the above published statistics, the total number of elementary schools throughout the country increased from 48,982 in 1984 to 50,432 in 1985. The statistics for the intermediate and high schools are 10,847 and 2,971 in 1984-85 and 11,526 and 3,030 in 1985-86, respectively. Other minor kinds of schools such as those for exceptional children, kindergarten, technological institutes, etc., have not been included here.

For a total number of schools in the Iranian rural and urban areas and at various levels, see Table No 1.

SCHOOL LIBRARIES: FACILITIES

Although there is no comprehensive study to indicate and portray a thorough and accurate picture of the location of school libraries throughout the country, it can be said for certain that the state of the art of school libraries, from this point of view, is not despairing. Mehdizadeh, who did a survey of the state of school libraries, explained her observations in the
following way:

The location of observed school libraries was very good. Only in a few cases it was too far from the central building of the school; in other cases, it was located in the main building and in the neighbourhood of classes\textsuperscript{[71]}.

While the location of school libraries in the Province of Fars evaluated as very good by Mehdizadeh, the physical facilities of the observed school libraries, in her assessment, were very unsatisfactory. In this regard, her description of the situation of the observed school libraries is as follows:

<table>
<thead>
<tr>
<th>TYPES OF SCHOOL</th>
<th>URBAN</th>
<th>RURAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No. of %</td>
</tr>
<tr>
<td></td>
<td>of students</td>
<td>schools</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>8,766</td>
<td>17.89</td>
<td>40,216</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4,228</td>
<td>38.98</td>
<td>6,619</td>
</tr>
<tr>
<td>High School</td>
<td>2,065</td>
<td>69.5</td>
<td>906</td>
</tr>
<tr>
<td>TOTAL NUMBER</td>
<td>15,059</td>
<td>2397</td>
<td>47,741</td>
</tr>
</tbody>
</table>

Physical facilities are among the poorest part of school libraries. They are all short of space, furniture and even heat and light\textsuperscript{[72]}.
One year later, in her joint article with Rogers, Mehdizadeh depicted the following:

The statistical analysis ... shows that school libraries in Fars Province have poor facilities and do not provide good services to students and teachers. The schools are all very short of library facilities. Insufficient space, few chairs and tables, bad air-conditioning, heating and lighting are characteristic[73].

And with respect to the reading room space ...

The school libraries are very distinctly short of facilities: there is only 0.01 m² for each intermediate and 0.05 m² for each high school student. Lighting, air-conditioning and heating are in very preliminary stages[74].

Undoubtedly, the physical facilities of school libraries in the whole country, as Harvey states, vary considerably from province to province, sometimes for the better and often for the worse. Harvey's view on the physical facilities of school libraries is as follows:

Physical facilities vary greatly: they are sometimes spacious but are usually small and poorly furnished. While quarters often mean only a small locked room for book shelves, they can mean a spacious and attractive show-place. Most school libraries are locked in a separate room which is locked all of the time, and
there is seldom anyone with enough interest to care for it. Few school libraries have access to media software or hardware, and so they do not justify the name of media centres. While minimal media equipment and software are made available to increasing numbers of schools, the idea of media in the library has been developed only in isolated instances in the past decade[75].

Although insufficiency of service, space, furniture, budget ... are obvious characteristics of school libraries, due to the great variation of temperature and extremes of climate during the year (below 10 degrees centigrade in the winter and above 50 degrees centigrade in the summer), bad air-conditioning and inadequate heating and lighting are very displeasing and sometimes intolerable for working. Mehdizadeh, in her study, has attempted to convey such a dissatisfaction. Her explanation of the situation is as follows:

The state of air conditioning and heating was not good. As the persons in charge of the libraries complained, it is too cold in the winter and too warm in the summer. Only one case of air conditioning (Shapoor High School [now called Abozar] in Shiraz) and two cases of ceiling fans (Neshat High School in Shiraz and Kaje Nasir High School in Jahroom) were observed[76].

In any case, the physical facilities of school libraries in Iran hardly meet any acceptable level of standards for school libraries, 'especially if we compared it with standards of other countries'[77]. All in all, as Saidi quoted from Rastin, 'school libraries in Iran meet only minimum standards and receive only
minimum attention'[78].

SCHOOL LIBRARY: BUDGET

A problem, which has had a hindering impact on the development of school libraries in the country, is the poor state of finance and the very small amount of money allocated to the budget of school libraries 'with the typical school spending nothing on its library'[79]. Oloumi, in her research, quoted from Rastin that the emaciated stock of the school library collection resulted from the severe lack of budget and the trifling or casual funds given to the school library[80]. This was a similar situation to that in the developing countries[81].

In the 1960s, one of the sources of income that, although uncertain and provincial, helped school libraries to develop their collections, was a small amount of money allocated from pupils' tuition fees.

In 1965, Afshar's report on the situation of libraries in Iran indicated that the acquisition and purchase of school library collections within the last four years was a direct result of pupils' tuition fees[82].

In 1975, Ebrami noted that pupils in the private schools, at the time of enrolment, were paying a little sum which amounted to five per cent of the tuition fee for the library[83]. In 1972, the Ministry of Education, in an attempt to develop and expand school libraries throughout the country, issued an order stating that all schools should allocate fifteen per cent of pupils' tuition fees for laboratories and libraries, although, in practice, libraries were ignored and most of the collected money was spend on laboratories[84].

Whilst there has been no formal budget for primary schools, the
recommended allocation of fifteen per cent from the collected tuition fees should include fair expenditure on libraries for the intermediate and high school periods. So far, the amount of funding has been determined by each school principal[85] and past experience has shown partiality of the head teachers to laboratories.

The ratio is decided by the headmasters ... It seems that laboratories are more important to headmasters than libraries [86].

Concerning the school library budget and its exact share which, in the case of availability, it would receive from the abovementioned fifteen per cent, an investigation of the issue in 1978 indicated the following results:

All of the school libraries have very small budgets. There is only 14 rials (21 U.S. cents) per intermediate and 20 rials (30 U.S. cents) per high school students. Primary school libraries do not have any formal budgets[87].

As regards the school library's small budget, no ministerial body has so far explained the reason, logic and finally rationale of the abovementioned fifteen per cent tuition fees allocated for both laboratories and libraries. What seems to be clear is the fact that this allotted portion of money is determined neither on the basis of the pupils' educational needs, neither does any library specialist have the least role or participation in its allocation.

As to whom one might apportion responsibility, Olooumi wrote:
Up to the time of this study [1979], the planning, programming and budgeting system was not clear in the Ministry of Education programme, and budget allocations from the Ministry of Education do not appear to be based on specific objectives or student and teacher needs in the public high schools in Tehran. Library programme budgets are never developed by library specialists[88].

As already mentioned, the Ministry of Education issued an order announcing that fifteen per cent of pupils' tuition fees should be spent on laboratories and libraries. Due to Article No. 3, point 3, of the Constitution of the Islamic Republic of Iran in which free education for all at all levels has been offered, no school can receive tuition fees from pupils and, therefore, the abovementioned fifteen per cent was practically annulled[89].

However, school principals were allowed to allocate ten per cent of their annual 'Developmental' budgets for library use[90], although, in practice, most of the principals ignored their libraries and, instead, paid more attention to laboratories and other issues. The most recent information collected for this study, in 1989[91], indicates that only 36 per cent of the school libraries have been aware to benefit from their school annual budgets.

Attempts were made to see if the available information on school libraries is, in the main, different from the pre-1979. In this regard, a number of questionnaires was distributed amongst school libraries in the cities of Busher, Shiraz and Tehran which have been presented in tables2-18. Due to the unavailability of responses, the number of respondents for the information
tabulated in tables 2-3, 5 and 10-11, do not go beyond 36. As Table 2 shows, 63 per cent of these school libraries have used miscellaneous sources, including Parents' and Teachers' Association fund (10 per cent), Department of Educational Affairs' budget (5 per cent) and pupils' volunteer pocket money.

### TABLE 2: DOES THE LIBRARY HAVE ANY BUDGET? IF YES, HOW MUCH AND WHAT IS THE SOURCE?

<table>
<thead>
<tr>
<th>NAME OF CITY</th>
<th>NO. OF SCHOOLS</th>
<th>BUDGET ALLOCATION</th>
<th>AMOUNT OF MONEY</th>
<th>SOURCE OF BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>10</td>
<td>Varies</td>
<td>2</td>
</tr>
<tr>
<td>Bushehr</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>Varies</td>
</tr>
<tr>
<td>Shiraz</td>
<td>22</td>
<td>12</td>
<td>10</td>
<td>*</td>
</tr>
<tr>
<td>Tehran</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>19</td>
<td>17</td>
<td>7</td>
</tr>
</tbody>
</table>

| | | | | | | | | | |
| | | | | | | | | | |

52.78% 47.22% 36.84% 26.32% 15.79% 5.26% 15.79%
II: SCHOOL LIBRARIES: COLLECTIONS & SELECTION POLICY, ORGANISATION, SERVICES AND EDUCATIONAL ROLE

COLLECTION

There is no doubt that a suitable and an up-to-date collection is an essential part of a library.

Concerning the school library collection, Afshar, in his article on libraries in Iran in 1964, noted that most of the existing books in school libraries were useless, out-of-date and beyond the pupils' understanding, or they were governmental and propagandistic type of publications which did not willingly encourage reading; fundamental and authoritative periodicals were less likely to be kept and read in the library[92]. He also noted that here had been many so-called libraries in school which contained twenty to one hundred books; obviously, they could not be named 'library'[93].

In 1965, in an investigation of the libraries in the northern part of the country, Afshar reported that none of the high school libraries' total collections exceeded 1,800; and the number of libraries with collections greater than 1,000 volumes were not more than five. The normal range of a school library collection was between 400-500 books. He believed that any survey of libraries in other cities of the country would undoubtedly produce, more or less similar results[94]. These findings were confirmed in later studies[95 & 96].

The problem of inadequate materials has been an old and deep hindering factor in the development of school libraries. Due to the shortage of suitable reading materials, a number of school pupils rushed to the adjoining public libraries in order to
complete their classwork and pursue the study of their interested subjects[97]. It has been estimated that, in 1975, around 90% of the public library's clients were high school students[98].

Although the collections grew, later on, quantitatively, on the whole, Iranian school libraries have suffered from the lack of proper reading materials. The Iranian Library Association, in an investigation of the Iranian libraries in 1974, found that the smallest collection in school libraries contained 468 volumes and the largest collection had 10,043 and the average collection, 2,737 volumes[99]. Owing to the ample publications issued by the Institute for the Intellectual Development of Children and Young Adults, the situation of primary school collections seemed to be much better than the collections of intermediate and high school libraries[100]. In her survey of school libraries, Mehdizadeh came up with the conclusion that the shortage and appropriateness of the collection in the school libraries were the two long-lasting basic hard nuts to crack[101].

Saidi also came up with the same findings. She stated that 'there are very few school libraries and ... very few school libraries possess an adequate collection' [102].

Saidi's quotation from Doastdar's 1972 survey of the Tehran State School libraries did indicate that a little over 61 per cent of all schools investigated had a sort of library; and each of these so-called libraries contained, on average, about 32.33 books. 'The picture is almost the same throughout the country, although it is worse out of the capital.[103]. In 1972, Rastin in a similar sample survey of the State School libraries of Tehran came up with an average figure of 0.4 volumes per pupil. The figure for the private school libraries was 2.2 books per pupil[104]. Saidi, in 1977, claimed that all surveys and investigations which dealt with the Iranian school libraries
revealed and showed the stagnant and static state of undeveloped collections. She made reference to the above sample survey of Tehran school libraries which also indicated the inadequacy of the resources and that only 41 per cent of the school libraries possessed quantitatively a satisfactory collection[105].

Concerning the distribution of books per student, a provincial survey by Mehdizadeh and Rogers indicated a lesser average figure, as previously anticipated by Saidi, than the former ones. Their investigation revealed that 'the number of books per students for the schools averaged out as follows: primary school, 0.39; intermediate school, 1.7; high school, 1.9'[106]. As regards the size of periodicals collection in the school library, Oloumi in her investigation of the Tehran high school libraries found out that there was only one periodical for each ten pupils[107].

Mehdizadeh in her research found that the greatest part of each school library collection was presented to the school and therefore could to be suitable for both pupils and their teachers[108]. Such a collection which had not been provided on the basis of patrons' needs would not help schools' curricular programmes. '... random gifts of books from donors, which seldom fit into the needs of the curriculum, constitute the major portion of reading materials in these collections'[109]. Harvey also found out that the collections of school libraries in Iran were primarily built by casual and purposeless gifts and were not properly purchased from the schools' budgets[110].

Regarding the audio-visual materials in school libraries, a local researcher in 1977 found out that in the libraries investigated: 'no library had any kind of audio-visual materials'[111]. Iranian pupils usually do not have adequate access to media software or hardware as later on in 1981 only 'minimal media equipment and software are made available to increasing numbers
To have easy access to materials is considered to be an important factor in the encouragement of pupils to take the fullest advantage of their school libraries. Collecting a haphazard collection of books would not motivate pupils or teachers to use their school libraries. To achieve this end, relevant, accessible and well-managed collections of materials are a necessity. Saidi quotes from Afshar stating that

No well-organised library exists all over the country. The existing libraries are mostly collections of books, not selected properly, placed in principals' offices. The access to them limited during the class hours, as soon as schools are closed, no access is available to books [113].

Such inappropriate collections did not, even a few years later, make people like Lohrer convinced that these were really school libraries at all. Lohrer, in her article on the situation of Iranian school libraries, noted that 'there are reportedly 649 existing school libraries. No evidence has yet been provided to indicate that these are actually school libraries' [114]. As Harvey pointed out, a mere accumulation of books in a school room is not adequate. 'These materials must be made easily accessible to assure their optimum use' [115]. On this significant point, a related research indicated that 'closed shelves containing few books and called the 'school library' separate the student from the world of books and reading ...' [116].

Concerning the size of school library collections in general and the distribution of books per pupil in particular, the data for the present study [117] indicate a relative improvement in some cities. As Table 3 shows, the number of books per pupil for the
cities of Busher, Tehran and Shiraz is 1.70, 1.62 and 1.92, respectively, whereas the figure for Fars Province including Shiraz was 1.33. The number of books per student in Fars Province found by Mehdizadeh averaged out as follows: primary schools, 0.39; intermediate schools, 1.7; and high schools, 1.9[118]. According to these data, the number of books per student in Shiraz shows an improvement in the size of collections. In this regard, the proportion of books per student in Shiraz in 1989 (Table 4) is as follows: primary schools, 0.76; intermediate schools, 2.9; and high schools, 2.37[119].

Whilst there has been very few reports of the existence of audio-visual materials in the Iranian school libraries and when Mehdizadeh found in her investigation that 'no library had any kind of audio-visual materials'[120], new information in 1989 (Table 3) reveals this point that over 13 per cent of the school libraries investigated are in the enjoyment of some type of audio-visual materials including: tape recorder, overhead projector, radio and cassette tape recorder, slide viewers, film strip projector. This seems to be a hopeful sign that the situation of school libraries is eventually gaining ground.
### Table 3:
DISTRIBUTION OF BOOKS PER STUDENT AND AUDIO-VISUAL MATERIALS PER SCHOOL

<table>
<thead>
<tr>
<th>NAME OF CITY</th>
<th>NO. OF SCHOOLS</th>
<th>NO. OF COLLECTIONS</th>
<th>AUDIO-VISUAL MATERIALS</th>
<th>NO. OF STUDENTS</th>
<th>BOOKS PER STUDENT</th>
<th>% AUDIO-VISUAL PER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>2,767</td>
<td>1</td>
<td>1,627</td>
<td>1.70</td>
<td>20</td>
</tr>
<tr>
<td>Shiraz</td>
<td>22</td>
<td>20,324</td>
<td>2</td>
<td>10,581</td>
<td>1.92</td>
<td>9.09</td>
</tr>
<tr>
<td>Tehran</td>
<td>9</td>
<td>8,516</td>
<td>2</td>
<td>5,240</td>
<td>1.62</td>
<td>22.22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>31,607</td>
<td>5</td>
<td>17,448</td>
<td>1.81</td>
<td>13.88</td>
</tr>
</tbody>
</table>

Appendix No. IV
TABLE 4
DISTRIBUTION OF BOOKS PER STUDENT AND AUDIO-VISUAL MATERIALS PER SCHOOL IN SHIRAZ

<table>
<thead>
<tr>
<th>COLUMN</th>
<th>TYPE OF SCHOOL</th>
<th>NO. OF COLLECTION</th>
<th>AUDIO-VISUAL MATERIALS</th>
<th>NO. OF STUDENTS</th>
<th>BOOKS PER STUDENT</th>
<th>% AUDIO-VISUAL PER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary</td>
<td>90</td>
<td>-</td>
<td>539</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>283</td>
<td>-</td>
<td>500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>338</td>
<td>-</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>313</td>
<td>-</td>
<td>545</td>
<td>0.76</td>
<td>14.28</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>610</td>
<td>+</td>
<td>505</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>300</td>
<td>-</td>
<td>407</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>900</td>
<td>-</td>
<td>920</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Intermediate</td>
<td>900</td>
<td>-</td>
<td>275</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>375</td>
<td>-</td>
<td>370</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>635</td>
<td>-</td>
<td>265</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>550</td>
<td>-</td>
<td>160</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>280</td>
<td>-</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>3,000</td>
<td>-</td>
<td>400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>800</td>
<td>-</td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>---</td>
<td>------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1,081</td>
<td></td>
<td></td>
<td></td>
<td>475</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1,000</td>
<td>+</td>
<td></td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>1,500</td>
<td>-</td>
<td></td>
<td></td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>350</td>
<td></td>
<td></td>
<td>155</td>
<td>2.37</td>
<td>12.5</td>
</tr>
<tr>
<td>19</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2,193</td>
<td></td>
<td></td>
<td></td>
<td>530</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>926</td>
<td></td>
<td></td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>900</td>
<td></td>
<td></td>
<td></td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>20,324</td>
<td>2</td>
<td>10,581</td>
<td>1.92</td>
<td>9.09</td>
<td></td>
</tr>
</tbody>
</table>

Appendix No. IV
SELECTION POLICY

To support the educational curricula of schools, a collection of well-selected and well-balanced materials covering all school subjects is, without any doubt, a must. If the library is supposed to produce a suitable collection it is, first of all, necessary to have a selection policy. But, unfortunately, there has not been so far such an important policy. Useless and low-quality books have been donated, and unsuitable materials have been purchased in the hope of helping and supporting the educational programmes of the school, promoting the use of the library and encouraging the habit of reading. Due to the lack of a selection policy, these objectives have not been as yet achieved. Lohrer, in reference to the lack of selection policy which has so far led to the accumulation of improper materials, expressed that 'the books did not seem to be well selected to serve either the use of the teachers or the students'[

Whilst periodicals are usually considered to be a significant and primary source of current information and, thus, a substantial portion of the library budget should be allocated for their procurement, a related document indicated their situation as insufficient and unsuitable:

'The portion of the budget reserved for periodicals was not clear. There was no selection policy for periodicals and too few and often inappropriate magazines appeared on the shelves '[122].

Briefly speaking, no tool or guide, no active librarian participation and no uniform selection policy are some of school library selection difficulties. One of the investigations of school libraries' state-of-the-art indicated that library
personnel did not have any effective part or proper role in material selection; and there were no proper bibliographical tools or guides to help the librarian in her/his book acquisition and selection; and there was no regular and constant or uniform acquisition and selection policy\textsuperscript{[123]}. An investigation of 1987 indicated that the selection was done by the personal decision of non-professional staff members who were unaware of the educational needs of the school\textsuperscript{[124]}.

Regarding the school library collection, as previously mentioned, one of the problems was the inappropriateness and unsuitability of materials. And this is due to the fact that selection was done by non-professional librarians who were ignorant of the educational curricula of schools, and also without being in consultation with the academic staff of schools\textsuperscript{[125]}. School library selection policy has now changed and, therefore, book selection is not done any more only by the person in charge of the library. A 1989 information indicates that the following individuals are involved in the selection of school library materials: librarians, teacher-librarians, principals and their deputies, teachers' council, and pupils, with teacher-librarians having the highest percentage (72.22) and pupils the lowest (5.55)\textsuperscript{[126]}. For more details see Table 5.

In some circumstances, the selection is done by the Ministries of Education and Islamic Guidance. In 1984, the Ministry of Islamic Guidance sent several million books to school libraries \textsuperscript{[127]}.

**ORGANISATION**

In 1965, Afshar, in his article on libraries in Iran, pointed out that few rules of library science, especially cataloguing and classification, were observed in the surveyed libraries.
TABLE 5:
WHO DOES SELECT THE LIBRARY COLLECTION?

<table>
<thead>
<tr>
<th>NAME OF CITY</th>
<th>NO. OF SCHOOLS</th>
<th>Librarian</th>
<th>Teacher-Librarian</th>
<th>Teachers' Council</th>
<th>Principal &amp; Deputy</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Shiraz</td>
<td>22</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Tehran</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>4</td>
<td>26</td>
<td>3</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

|              | 8.70%         | 56.52%    | 6.52%             | 23.91%            | 4.35%             |

Appendix No. IV
Librarians in the observed libraries were often using a sort of classification system which was mostly based on their wishes and experiences rather than the established scientific methods[128]. In Afshar's opinion, either of the following classification systems was used by the individual librarian throughout the country:

A - according to the size
B - according to the accession number (register number)
C - according to the UDC or DDC[129].

The Iranian Library Association, in one of its surveys of the Iranian libraries, found that only one of the observed schools did make use of DDC (Dewey Decimal Classification System) and also, one of them made use of LC (Library of Congress Classification System)[130]. Generally speaking, another survey indicated that 'classification systems and card catalogues are very rare services in school libraries'[131]. Mehdizadeh and Rogers, in their joint article on school libraries in Fars Province[132], came up with similar findings, as did Oloymi[133].

SERVICES

Up to now, the situation of school libraries in Iran has not completely permitted the accomplishment of their fundamental functions. Several investigations of these libraries have revealed that the collections of school libraries have been in closed stocks, the opening hours for services have been very limited and useless to the users of the libraries, and loan of books has not been fully carried out.

In 1964, Afshar stated that opening hours of school libraries were uncertain and the libraries were locked, as soon as schools
were closed; and, ironically, as long as schools were open, pupils were also attending classes. He also found out that the loan of books was really a strange matter. In response to his enquiry about the lack and the absence of book borrowing from school libraries, he was told that books were state property and, thus, they should not be checked out of the state building. He was wondering that while a large list of dilapidated and scrapped state properties was annually reported by schools, authorities were not willing and ready to allow school libraries to loan a cheap book to the interested reader to study in her/his leisure hours.

It has become, more or less, clear to everybody that one of the actual hindering factors in the development of school libraries is, without doubt, this idea and attitude that books are considered as state property. Such a rule and attitude imposed from above has certainly tied the librarians hands to permit book circulation. Nobody likes to be fined and held responsible for the loss and mutilation of a book which is, when checked out, beyond the librarian's control.

To illustrate such a discouraging, negative and harmful attitude towards the use of non-textbooks and the library, a quotation is taken from an investigation of the state of school libraries in Fars Province:

Another case in Shiraz (Reza Shah High School [now Asieh]), the student could borrow for as long as he wished, but had to bring it every day and show it to the librarian. It was asked 'What is the use of this practice?'; the answer was 'to make sure that the book is safe'.

The Iranian Library Association, in its 1974 survey of school
library services, found that the loan of books was the only service carried out by all school libraries. The survey also indicated that the monthly average of borrowing books from school libraries was 300 while the figure for the pupils who recently went to the library was 590\(^{[138]}\).

To obtain precise circulation statistics for a school library does seem to be next to impossible. The difficulty mostly originates from the fact that there is no trained and permanent librarian in charge of the school library to keep record. In any case, what seems to be certain is that any collected circulation figures will be exaggerated. Mehdizadeh and Rogers were faced with such an undesirable fact when their data were collected\(^{[139]}\).

According to another available investigation of high school libraries in Tehran, the mean number of books and periodicals circulated per student was 1.7 and 2.8 with a standard deviation of 0.3 and 0.06, respectively\(^{[140]}\).

To have a view of the present situation, Table 6 provides the reader with the data collected in 1989 for this present study.

Some of the reasons that were given for such a low percentage of circulation and were also pinpointed by another investigator consisted of: the collection size or the inadequacy of materials, lack of easy access to the materials, lack of a systematic circulation of materials and, finally, librarian accountability for the loss of materials\(^{[141]}\). Another possible reason for the low circulation of the school library materials can be the extreme limitation and excessive irregularity of opening hours for services. Such a deterrent factor has been illustrated by a provincial survey carried out in 1978\(^{[142]}\).
### Table 6:
PERCENTAGE OF DAILY REFERENCE TO THE LIBRARY AND NUMBER OF BOOKS BORROWED PER STUDENT AND COLLECTION

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>Users' Daily Reference to the Library</th>
<th>Daily No. of Books Borrowed</th>
<th>No. of Students</th>
<th>No. of Collection</th>
<th>Percentage of Daily Reference to the Library &amp; No. of Borrowed Books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Users' Reference to the Library</td>
</tr>
<tr>
<td>Busher*</td>
<td>3</td>
<td>72</td>
<td>31</td>
<td>682</td>
<td>2,003</td>
<td>10.56 4.55 1.55</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>2,175</td>
<td>1,893</td>
<td>31,350</td>
<td>70,905</td>
<td>6.94 6.04 2.67</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>1,051</td>
<td>782</td>
<td>21,723</td>
<td>42,050</td>
<td>4.84 3.60 1.86</td>
</tr>
<tr>
<td>TOTAL</td>
<td>89</td>
<td>3,298</td>
<td>2,706</td>
<td>53,755</td>
<td>114,958</td>
<td>6.14 5.03 2.35</td>
</tr>
</tbody>
</table>

Appendix No. IV

* Information and statistics for two cases not available
The irregularity and uncertainty of the school libraries' opening hours and their definite and obvious effect on the use of the library in general, and the circulation of materials for wider reading in particular, have been also put forward by another writer in an article on the school libraries in Iran. The portrayal of the situation is as follows:

Usually no regular schedule of opening is observed and no-one takes responsibility for the library. In many schools, overcrowded conditions force double school sessions, morning and afternoon, and leave no time or inclination for outside reading with libraries being housed in abbreviated space or not at all [143].

The previous investigations revealed that the limitation and irregularity of the school libraries' complicated opening hours have had a negative effect on the use and circulation of materials. The latest available information (Table 7) indicates that the opening hours of the library are still inadequate and need to be more regulated.

A very negative point and a serious set-back in the development of school libraries will be certainly their closed shelves. The collection of those school libraries which were observed by several researchers were all preserved in the closed stocks in the principals' offices[144], or were similarly unavailable to students[145]. It is evident that such collections will be hardly ever used by the pupils and their teachers.
**TABLE 7:**
**OPENING HOURS OF THE LIBRARY: SATURDAY-THURSDAY**

<table>
<thead>
<tr>
<th>NAME OF SCHOOLS</th>
<th>NO. OF FULL-TIME*</th>
<th>NO. OF HALF-TIME*</th>
<th>NO. OF PART-TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>21.98%</td>
<td>28.57%</td>
<td>49.45%</td>
</tr>
</tbody>
</table>

Appendix No. IV

* Full-time: when the library is open daily for more than 6 hours
* Half-time: when the library is open daily for 3 to 6 hours
* Part-time: when the library is open daily for 1 to 3 hours

This despairing situation has led to the very few preliminary and undeveloped services. A 1978 document indicated that 'few services are offered by the school libraries and they are still in very rudimentary form'[^146^]. Lack of school librarians has aggravated the weak state of school library services, and those existing so-called librarians do not know even the simplest and easiest task of library services, such as providing a reservation service[^147^]. In the view of one researcher of school libraries in the city of Tehran, the reason behind the lack or inadequacy of library services was the fact that the library did not play any role in the school education programmes. The researcher found that 'the school library is simply not a part of school curriculum and the school library offers very few services'[^148^].
EDUCATIONAL ROLE

It is evident that the proper time for instituting the habit of reading is in childhood; and the school library, during this period of concern, can help establish this habit and encourage also the inclination of wider reading beyond the traditional textbooks and class assignments. The school library can undoubtedly participate and play a significant role in the way of achieving this purpose.

The common textbook-oriented system of education in Iranian schools is inadequate to meet today's information needs of pupils. We live in the era of information explosion. The increasing growth of publications and, therefore, the expansion and inflation of information has brought with it the problems of information accessibility. It is here that the importance and vital role of school libraries, as learning resource centres, facilitators of independent study, becomes clear-cut; or, as Shera believes, it is in the library that human beings and recorded knowledge are, in a fruitful and humanly relationship[149], brought together; thus, the library's important and crucial role will be evident and appreciated by anybody concerned with the education of the young generation. However, the establishment of school libraries would not be an end in itself but would be only a means to an end. The main purpose of the school library and its vital role in the education of children and young adults can be directly and indirectly a great help in the flourishing of abilities, capabilities, creativities, talents, intellectual development and the continuing education of pupils. It is, in the first stage, through the school library that the young child gets systematically used to the book for wider reading and for any further acquisition of knowledge beyond the class textbooks and class teacher; it is through the school library that children and
young adults can develop and pursue their further studies and education. And the school library cannot be of great use and help unless it succeeds in achieving its goals.

All of the sources which have so far dealt with the Iranian school libraries' use have indicated that libraries in schools have not been a part of the schools' curriculum. Oloumi found out, in her investigation of the Tehran school libraries, that 'school library use is not really a part of school programmes ... the public high school libraries do not play an important role in the teaching structure'[150]. And, as she stated elsewhere in her research, there were even no plans for the pupils to be taught how to use the collections of their school libraries [151]. Although a considerable number school libraries were established, however, they did not play any part in the schools' programmes; their role in the Iranian educational system remained, as before, unproductive and undeveloped[152]. School libraries in Iran have rarely been a significant curricular resource; and, besides, the use of the library collection for independent studies or class assignments has seldom been practised[153].

The data for this present study, along with cited tables, make clear that school library's role in the educational system is no more unproductive. The school library is becoming a part of school programmes. The available information which belongs to 1989 indicates that most of the collections surveyed of school libraries are in support of schools' educational curricula. As Table 8 shows, only about 14 per cent of the entire collection is not related to the educational programmes of schools.
TABLE 8:
PERCENTAGE OF THE COLLECTION IN SUPPORT OF THE CURRICULUM AND INDEPENDENT STUDY

<table>
<thead>
<tr>
<th>NAME OF SCHOOLS</th>
<th>NO. OF COLLECTION IN SUPPORT OF</th>
<th>COLLECTION IN SUPPORT OF</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CURRICULUM</td>
<td>INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td>Busher</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

4.40%  17.58%  78.02%

Appendix No. IV

With respect to the school curriculum, pupils regard their school libraries as helpful and supportive and, therefore, they try to use them. According to Table 9, more than 41 per cent of the concerned pupils go, individually or in a group, to their school libraries to use the materials or at least to browse the collections.
<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Annually</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Shiraz*</td>
<td>53</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Tehran*</td>
<td>28</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
<td>25</td>
<td>4</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29.07%</td>
<td>4.65%</td>
<td>8.14%</td>
<td>58.14%</td>
</tr>
</tbody>
</table>

Appendix No. IV

* Information for five cases not given

When recently librarians of the surveyed schools were asked to express their views on the direct role of libraries in relation to the support and improvement of schools' curricular programmes, over 33 per cent marked them as 'good' and over 48 percent marked them as 'fair' (Table 10).
TABLE 10:
LIBRARIANS' OPINIONS ON THE DIRECT ROLE OF LIBRARIES IN SUPPORT AND IMPROVEMENT OF THE CURRICULUM

<table>
<thead>
<tr>
<th>NAME OF SCHOOLS</th>
<th>NO. OF SCHOOLS</th>
<th>GOOD</th>
<th>FAIR</th>
<th>WEAK</th>
<th>VERY LITTLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher*</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Shiraz*</td>
<td>20</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tehran</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>11</td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

33.33% 48.48% 18.18%

Appendix No. IV

* Information for one case in Busher and two cases in Shiraz not given.

Librarians were also asked to give opinions of the academic staff, principals and their deputies and pupils on the role of libraries. According to Table 11, over 53 per cent described their school libraries as 'active educational units'.
TABLE 11:
ROLE OF THE LIBRARY IN THE VIEW OF TEACHERS, PRINCIPALS AND PUPILS

<table>
<thead>
<tr>
<th>CITY</th>
<th>NO. OF SCHOOLS</th>
<th>EDUCATION UNIT</th>
<th>UNEDUCATIONAL UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Active</td>
<td>Inactive</td>
</tr>
<tr>
<td>Busher*</td>
<td>4</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Shiraz*</td>
<td>18</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Tehran*</td>
<td>8</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>53.33%</td>
<td>26.66%</td>
</tr>
</tbody>
</table>

Appendix No. IV

* Information for one case in Busher, one case in Tehran and four cases in Shiraz not given

The previous situation of school libraries made people like Afshar and Lohrer question, and even to doubt, the genuine existence of school libraries throughout the country, as noted above [154].

CONCLUSION

Concerning the fact that Iranian school libraries have not undertaken their important role in the educational system of the country in general and the schools' curricula in particular, various reasons might be put forward. First, this concept and idea that the school library is a learning resource centre, which can play a real role in the process of educational development and support the school curriculum with suitable resources, has
not been recognised by the educational authorities\[155\]. In the view of Saidi, another notable reason for not having played a vital role in the educational system of the country is the fact that the Iranian educational patterns have been, in the main, borrowed 'from France, with its emphasis on textbook teaching. The educational role of the library, as in France, has remained undeveloped and little used, if it exists at all\[156\]. As regards the school libraries' lack of a vital role in education, Ebrāmi pointed to the traditional methods of teaching and the shortage of written and published Persian books for pupils. 'Many books existing in the school collections are never used by the students because they are above their understanding\[157\].
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119. Appendix. No. I

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135. Ibid.


137. Mehdizadeh, N. and Rogers, R. A. 'School libraries in Fars Province', p. 86.


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Although attempts to educate and train school librarians date back to 1960 [1], however, as various reports indicate, Iranian school libraries have been badly in need of school librarians. Afshar, in his survey of school libraries in the northern cities of the country in 1964, noted that there were no educated librarians in the region under investigation[2]. A few years later, the first formal library science department providing courses at Master of Library Science level was founded at the University of Tehran; but, unfortunately, no effort was made to educate school librarians for the numerous existing school libraries[3]. Oloumi, in an early article on the book and librarianship after the appearance of Islam and its comparison with the existing situation, criticised the state of school libraries and evaluated their situation as unacceptable and deplorable. In this report, she made a reference to education for librarianship at various levels carried out by the Iranian universities and expressed that the supply by no means met the demand; and, thus, school libraries also have been badly in need of professional librarians[4].

It is natural that the lack of qualified school librarians has had a negative and harmful influence on the development of the school library during the past decades; and that any progress was made through the genuine interests and energetic efforts of unknown individuals mostly without any professional education in librarianship. It is with reference to such a slow movement in school librarianship that Saidi stated:

It is a fact that the Iranian school library movement
has been very slow and has been less developed in comparison with other types of libraries .... Any developments respective to school libraries are based mainly upon the interests and efforts of teachers and principals[5].

She went on to quote from Afshar that there were still no school librarians in the whole country and the Iranian school libraries were run by part-time teachers. She still went further to state that, apart from the school libraries founded by the foreign embassies for their own children, there were no actual public school libraries in the country[6]. Iman, in her 1976 article about children's and young adults' libraries, mentioned the lack of school librarians in Iranian school libraries. She concluded that the lack of school librarians resulted in the school libraries' inadequacy and lack of development; in her view, the lack of such librarians was one of the most important causes of school libraries' inadequacy[7]. She bitterly criticised the situation in which, if there was a school library, the person in charge of the library was either a disabled person or a person of mature years who was not in the mood for work with the children and young adults[8].

Regarding the people who were in charge and responsible for the administration of school libraries, one of the researchers of Tehran school libraries, in 1979, found that only 10 per cent of the public high schools had librarians, and one per cent of these so-called librarians, who had also two clerks under his supervision, held a Master's degree and was employed as a part-time staff member in a school with a normal attendance of 3,864 pupils. The remainder of these librarians were either sub-professionals (people with Bachelor's degrees) or para-professionals (people with Associate of Arts) who ran their school libraries without having any clerical help[9]. Doostdar,
in his survey, found out just 1.4 per cent of the elementary schools in Tehran had full-time persons in charge of the libraries; his survey of the high school libraries in Shemiran, Ghazvin and Shiraz also indicated that only 4.92 per cent of the schools had full-time and 14.08 per cent had half-time employees in charge of their libraries, and about 81 per cent of the schools had neither a full-time nor a part-time employee in their libraries [10]. Due to the severe lack of school librarians, most of the school libraries were directed by the schools' non-professional staff. This has been reported by several researchers. The following description, quoted from a provincial survey, is one of these reports:

Lack of professional librarians is another problem of school libraries. The majority of libraries are run by headmasters, headmasters' assistants and ... with or without the help of students. Very rarely is a person employed full-time to be in charge of the library [11].

A great number of school libraries has been managed by the schools' clerks who had no kind of previous library training and also were not supervised by professional librarians. Consequently, they could be of no help to the users, they were working as mere custodians [12] of knowledge. A very displeasing matter is that there have been many school libraries which did not have a professional librarian or, at least, an unskilled clerk and whenever a clerk has been assigned by the General Office of Education of the Province to work in a school library, as soon as a teacher is being transferred or retired, the clerk has to leave the library and fill in the new vacancy [13].
SCHOOL LIBRARIANS: ROLE AND STATUS

A - ROLE

As regards the role of the school librarian in establishing the habit of reading, this point does not disregard that school teachers should also make serious efforts to get their pupils used to the library; school teachers should make the habit of reading and independent study a part of a child's life. Such a process requires previous library orientation by the teachers. If the teachers themselves are not familiar with the books and library, nobody can expect them to promote and encourage the use of library and the habit of wider reading. In the 'Seminar on Books and Librarianship', one of the speakers, Iman, expressed that children are book-lovers whereas their teachers are not bookish; thus, the love of the book will be waning. She suggested that it was much better if these teachers had been taught, in their Teachers' Training College, to be book readers and book promoters amongst their pupils[14].

One of the latest investigations of the circulation of reading materials in an Iranian city and also a survey of the National Library of Shiraz confirmed indirectly the above-mentioned point, that school pupils are fortunately the most zealous and enthusiastic patrons of books and libraries. Traditionally and generally speaking, almost all Iranian pupils do not receive significant daily pocket-money; the amount that they may receive from their parents will not easily enable them to buy reading materials. Books are relatively expensive and usually beyond the financial ability of pupils to purchase. However, Deckert's survey, published in 1981, indicated that, in spite of all problems and other fascinations and allurements of a big city like Shiraz, the majority of a bookshop's customers were students. It should be noted that the most conspicuous source of
reading materials in the Iranian cities are bookshops. With regard to pupils' reading interests, Deckert wrote: 'The workers in the shop indicated that although they did not sell school books, the majority of customers were high school and college students'[15]. As regards using libraries outside school, again, a survey of a public library in Shiraz showed that the highest percentage of the library's patrons were the school students. On this matter, Deckert wrote:

Generally, the study tables, particularly the 20 for men on the main floor, were used to capacity. The majority of users were of high school age and were from a core of 200 who regularly frequent the facility .... The membership consisted mainly of high school students ...

[16].

In respect to the above point, it becomes clear that the young children are thirsty for knowledge and, therefore, they rightly deserve to be offered a proper library service from their school libraries. However, due to the lack of professional school librarians, no library services worthy of mention have been supplied to these young book-lovers. The reality is that the so-called librarian in charge of the school library is neither aware of the various possible library services which could be provided nor has any participation in the school programmes. In respect of this point; a researcher holds that 'the public high school libraries do not play an important role in the teaching structure and that the role of the school librarian is not essential to school curriculum involvement'[17].

The explosion of information has made it necessary to give an important role to the school librarian; otherwise, availability of up-to-date suitable reading materials and, more essentially,
an easy access to needed information will be almost inconceivable. It is true that one of the school librarians' goals is to encourage the pupils to take advantage of their school libraries and their available facilities[18], but before that, first, we need to have qualified school librarians with an educational function and, second, a relatively developed library with proper and adequate reading materials. Consequently, it is opportune that 'the importance of school libraries and the crucial role of school librarians are both emphasized'[19].

B - STATUS

Whilst writing about conspicuous problems of libraries and librarians, Lohrer mentioned several factors, including lack of professional library personnel, that contributed to the weak status of librarians [20]. The poor and meagre status of school librarians has discouraged those non-professional librarians to get trained whenever the possibilities would permit. 'The lack of status for librarians in the schools does not encourage the teaching staff working in libraries to get additional training when the training is available'[21]. Umapathy, in his article on Iranian libraries and librarianship, came to the conclusion that the social status of librarians in Iran, as well as their economic status, is low. His explanation is as follows:

... currently, there is no difference between professional and non-professional librarians. The public also does not perceive any such difference. The small number of educated professionals with master's degrees in library science also do not have a satisfactory status. The salary of librarians at all levels is lower than their counterparts in similar institutions with similar qualifications ... librarians
with local or foreign master's degrees are treated as clerks and are paid accordingly.\[22\].

Regarding the school librarian's poor status and salary, the Tehran Book Processing Centre (Tebroc), as an authorised and notable library organisation in the country, asked the relevant authorities to create better conditions for school librarians and pay them a proper salary. In one of its latest publications on the school library, Tebroc made an assertion that the school librarian should be highly regarded, paid a salary equal to a teacher and given possibilities for further promotion\[23\].

SCHOOL LIBRARIANS: TEACHER-LIBRARIANS

It is now clear that the child should be trained and educated and the school has this responsibility. There is no doubt that the school library can play a significant role in the process of child development and education. In such an educational process, the school librarian can be the mediator between the pupil and knowledge. The school librarian holds the key to the world of knowledge. It is mainly through this key-holder that the young adult gets used to the continuing education.

The habit of reading is very weak amongst Iranian families\[24\]; the child should become used to reading through the library; and the school library is doubtless the first and the best place for the child to start. Today, more than ten million Iranian pupils have no choice or resource centres other than the school library. The role of school libraries in the development and success of the educational programme is a clear fact and, thus, any educational curriculum is better to be supported and supplemented by a proper collection\[25\]. Since the public library in Iran is
undeveloped and it usually has no children's section, the best option for the Iranian pupils is their school library. One notable fact, in the view of Ebrami, is that the public library's aim is more cultural whereas the school library's aim is more educational; thus, the school library aims, first, to serve and help with the school educational curriculum[26]. To develop the spirit of research and to encourage an interest in independent study, pupils need libraries in their schools. The school library, in the view of Tebroc, is related to the system of education and its significant importance is quite clear-cut[27].

Now that existence of a school library seems to be a necessity, it should be noted that the atmosphere of the library must be pleasant and friendly. The attractiveness of the library does depend more on the librarian and pupil/teacher relationship than the building and its architecture. This makes the librarian's role and responsibility serious and sensitive. Familiarity with the pupils' characteristics, academic and family state and pupils' difficulties would make the librarian able to act as a social helper and an educational consultant in solving problems of the pupils who are quarrelsome, recluse, lazy and undisciplined; also, the librarian can undertake a more effective role in making better relations between the teacher and the pupils[28]. The pupils will be fascinated and attracted to the library only by those librarians who sincerely like them, understand their problems and are patient, polite, kind, disciplined, intelligent and friendly; the school librarian should, in view of studies, have general knowledge, temper and habit, personality, comeliness, gracefulness and liveliness, superior to other teachers[29]. Such characteristics for a school librarian will necessitate the existence of dual qualifications which will be, elsewhere in this part of the discussion, referred to.
The year 1955 might be marked as the first step taken towards the library education of teachers. Four years after commencing the first training period, an elective course in librarianship was included in the programmes of teachers in the Secondary Teachers' Training School[30].

In 1960, an attempt was made to educate school librarians for the provincial schools. It was a short-term course which was held in Tehran and lasted for a period of forty days; a number of teachers who were in the employ of the Ministry of Education attended this short course[31]. There had been other such short courses but, unfortunately, no rules or codes for the employment of these trained people, or even the continuity of the librarians' services. The majority of the people who had been trained in librarianship were employed in other jobs[32]. Several years ago, minor courses in library science were included in the curriculum of undergraduates' education at the College of Education in order to make students able to work after their graduation in school libraries. One of the courses which was included for this purpose was entitled 'School Libraries'. Also in 1970, which was marked as the Year of World Education, a course in librarianship was held; the aim of the course was to educate and train librarians for school libraries, but most of the trained people were employed in jobs other than librarianship[33].

In some of the schools' regulations, it was anticipated that the work in school libraries would be regarded as academic work; however, these regulations were not put into practice; and, for this reason, only 13 librarians in all of the 180 observed schools continued their work as school librarians and, later on, all of these librarians were transferred to teaching jobs[34].

As regards the people who ran the school libraries, it should be
noted that only a small percentage of high school libraries are in the charge of people with little library experience. Almost a unanimous majority of school libraries are directed and managed by the people who lack any formal or informal training and experience in librarianship. These persons can be headteachers, headteachers' assistants, teacher-librarians and school clerks.

The majority of school libraries have been run by teacher-librarians, if there has been anybody in charge of the library at all. From 1960s onwards, there have been workshops and short courses for the education and training of teachers who were working, either on an overtime or part-time teaching staff basis, in the libraries of schools. Of course, if the term 'teacher-librarian' is considered to present a person who is certified as a qualified teacher and who holds a Master's degree in library and information studies, we have not so far had any such librarians. Hereafter, the term 'teacher-librarian' means a teacher who works, besides his/her teaching duties, in the school library. Such a person might or might not have previous training or experience in librarianship. In the history of Iranian libraries, such persons who worked in the libraries can be treated as librarians. The history of librarianship in Iran indicates that there have been times when libraries were directed by individuals with qualifications other than librarianship. This is not strange in the long Iranian history. In Iran's Islamic era, education for librarianship was experimental and librarians were sometimes teachers.

Apparently, the first short course for the education of these 'teacher-librarians' was organised by Sharify during the summer of 1960. This course in librarianship which was attended by 60 teacher-librarians, lasted from 9 July to 11 August. The course consisted of 90 hours' class instruction in library science along
with 56 hours of practical work[38]. Unesco had been active in organising such courses in the country.

Over the years through the efforts of Unesco and the Ministry of Education, there have been efforts made to provide library training for secondary teacher-librarians through workshops and summer institute programmes [39].

One of the short training courses, for the teacher-librarians of the Ministry of Education, was held during 1967 for a two-month period. One of the organisers of the training course, Arjomand, reported the content of the course as follows:

The courses covered briefly, the history of the library, organizing the library, book selection, children's literature, readers' services for children and co-operation with schools, as well as cataloging and classification ... to do practical work in a library for four days[40].

In 1968, the Department of Library Science at the University of Tehran commenced an undergraduate minor course in librarianship, and a similar course in 1974 began at the Faculty of Arts and at the University of Isfahan. The purpose of such a course was to prepare teacher-librarians. All of the junior and senior students of each university could enrol and participate in the programme. These courses in library science lasted for two terms and the total credit hours were between 28 and 30, and an internship was included in the programme. At the end of the programme, a certificate was awarded to those students who passed the necessary courses. This certificate indicated that the student had minored in librarianship and, consequently, the
holder of such a certificate could work as a sub-professional in school libraries\textsuperscript{[41]}. In 1978, more workshop classes were held for the education of teacher-librarians and, in the meantime, an office in the Ministry of Education was established to undertake the responsibility of activities of school libraries\textsuperscript{[42]}.

It is true that there has not been as yet any teacher-librarian with a dual qualification in the country; but there have been teachers working, with or without previous library experience, in school libraries throughout the country. However, most of the teacher-librarians, as well as their colleagues and other staff of schools, are quite unaware of the function and role that a professional school librarian should play in the school's educational curricula; the teacher-librarians in the country often do not have any idea of the numerous kinds of services which can and should be offered to the school community by the school libraries\textsuperscript{[43]}. Therefore, these teacher-librarians do not have any active role in the activities of school libraries. Due to the lack of this active role, the libraries have not been qualitatively developed. The suitable collection, as the cornerstone of the library, has not been properly selected and built; and, thus, the libraries have been suffering from inappropriate collections; they have not been selected on the basis of teachers' and students' needs. In this regard, one of the researchers of the state of the school libraries in the province of Fars wrote:

\ldots materials will be chosen just by personal judgement of a staff member without professional library education and without thinking of students' and teachers' needs. In another case, a student who helped the teacher-librarian made all decisions in book selection and acquisitions, and as she was studying Persian literature, she had bought a lot of Persian
poetry books. She, herself, confessed that 'I have bought these books just because I am interested in Persian poetry'.

Sometimes, the reason behind appointing a teacher-librarian has been really counter-productive; they have not been chosen for their love or interest in books and librarianship. 'These teacher-librarians work as part-time teachers, accepting the library job to escape full teaching responsibilities'.

Of course, there have been few cases in which interested teachers have administered, in addition to their teaching loads, their school libraries. In the city of Share Kord, for instance, teachers interested in children's books were running, in addition to their teaching hours, the elementary school libraries. In Farhad Elementary School, located in the city of Tehran, the librarian has been an interested teacher who has been running the library for a very small amount of money. She has worked in the library in the morning and taught her classes in the afternoon session.

In the absence of qualified and professional or, at least, empirical librarians, Iranian school libraries have been so far run by either pupils, clerks or teachers. Rastin, in her article on the Iranian school libraries, stated that these school libraries kept 'little more than a few closed shelves of largely inappropriate titles under the charge of a student or some interested teacher(s)'.

Saidi quoted from Afshar stating that there were yet no school librarians in Iranian schools but, instead of school librarians, part-time teachers were running the libraries.
According to the statistics provided by Mehdizadeh and Rogers in 1978, there were teacher-librarians in only 13 per cent of the primary, 43 per cent of the intermediate and 55 per cent of the secondary schools. These teacher-librarians were also teaching different subjects, whilst the majority of them taught in the humanities with Persian literature and English literature the predominant specialities[50]. Oloumi's findings on this matter were that 36 (out of 60) teachers were working in the Tehran public high school libraries as part-time employees; however, none of these teachers, with the exception of a few who had attended library workshops, had any previous specialisations or experience of library work. As to what they were doing in their libraries, it should be said that these teachers were seemingly doing no library tasks[51]. Regarding the conception and image that these teachers had of themselves, their probable roles in the curriculum development and the expansion of the library collections, Oloumi wrote:

These teachers working in the public high school libraries, all consider themselves 'teacher-librarians'. These teachers, without professional library qualifications or experience ... are not able to affect curriculum development or expand utilization of audiovisual and printed resources in the schools [52].

With regard to the timetable of teacher-librarians in the school libraries, a notable point is the fact that the pupils do not know when their libraries are open and they, consequently, do not take full advantage of the library. Mehdizadeh came across the unpleasant fact that the irregular working hours of teacher-librarians was very inconvenient for the pupils:

The days or hours that teacher-librarian works at
school are also bad, because the students can not make use of the library in other hours and they have to be always aware of the teacher-librarian's schedule and its possible change[53].

If we take a glance at the recent information presented in Tables 2-19), it is clear that the situation of school libraries, after decades of negligence[54] and the lack of official leadership and programmes[55], is receiving an official attention and leadership[56]. The state of the school library, which was previously very sad[57], is now changing into an active, lively, enthusiastic and educationally helpful centre. If, in the past, there was no friendly relationship and co-operation between persons in charge of libraries and teachers, this situation has been altered a great deal. The extent of the present co-operation is shown in Table 12. According to this Table, in only 6 per cent of the surveyed school libraries, there has been no co-operation between librarians and their teachers.

In this respect, school librarians participate in most of the committees of Teachers' Academic Councils which consist of academic staff, principals and their deputies. As shown in Table 13, only 24 per cent of the librarians do not participate in these meetings.
### TABLE 12:
**CO-OPERATION BETWEEN THE LIBRARIAN AND TEACHERS IN ORDER TO PROMOTE THE USE OF LIBRARY**

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>Good</th>
<th>Fair</th>
<th>Week</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>29</td>
<td>11</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>91</strong></td>
<td><strong>43.96%</strong></td>
<td><strong>24.18%</strong></td>
<td><strong>18.68%</strong></td>
<td><strong>13.19%</strong></td>
</tr>
</tbody>
</table>

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### TABLE 13:
**LIBRARIAN PARTICIPATION IN THE TEACHERS' ACADEMIC COUNCILS**

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>29</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>17</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>91</strong></td>
<td><strong>49</strong></td>
<td><strong>20</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

|                | **53.85%** | **21.98%** | **24.18%** |

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166
As previously mentioned (reference no. 22), librarians with Master's degrees were treated as clerks and were paid accordingly. This general attitude of inferiority towards school librarians has now changed noticeably. When librarians of the surveyed schools were asked to rank themselves as they were viewed and assessed by the academic staff and principals, as Table 14 shows, it becomes clear that only 27 per cent of them are looked upon as non-academic staff of schools.

**TABLE 14:**
LIBRARIANS IN THE VIEW OF TEACHERS AND PRINCIPALS

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>No. to &gt; Teacher</th>
<th>ASSESSMENT</th>
<th>No. to &gt; Non-Academic Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>27</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>44</td>
<td>22</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.35%</td>
<td>24.18%</td>
<td>8.79%</td>
<td>4.40%</td>
<td>14.29%</td>
</tr>
</tbody>
</table>

Appendix No. IV

During the previous decades, the only library service which was offered by school librarians to their pupils was a limited circulation of books; thus, pupils were rarely encouraged to use their school libraries and the instruction of school pupils as how to benefit from the available material was not practiced. Table 15 shows that school librarians, at the present time,
encourage pupils to read as many books as they can and pupils with best summaries are granted prizes.

TABLE 15
SCHOOL LIBRARIES' ACTIVITIES IN ADDITION TO THE LOAN OF BOOKS

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>ACTIVITY</th>
<th>A Brief Description of Some Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Book summary; book reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>47</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>match; project work; book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>talk; book exhibition; essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>writing; display of new books; morning lectures; wall newspapers</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>73</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80.22% 19.78%</td>
</tr>
</tbody>
</table>

Appendix No. IV

To encourage the spirit of reading and acquisition of knowledge, pupils throughout the country are invited by the Developmental Vice-Ministry of the Ministry of Education to compete in an 'Annual Book Reading Match'\[58\]. Librarians persuade pupils to prepare reports, essays, wall newspapers and reviews of books. Librarians and teachers give lectures, during school morning ceremonies, on the importance of books. Book exhibitions are held and new books are displayed on the notice board; advertisements dealing with new books and posters are publicised on the school notice board; placards motivating pupils to read books and use their school libraries are posted on the school
walls; and teachers in their classes encourage pupils to go to their school libraries. These are only some of the activities and efforts that are made to promote the use of books and libraries. As shown in Table 15, 80 per cent of the concerned school libraries are, in addition to the loan of books, active in promoting and publicising the use of books and libraries in one way or another.

Table 16 shows that more than 74 per cent of the concerned librarians hold library orientation sessions for the first year pupils and instruct the rest of school pupils in the use of libraries.

### TABLE 16
SCHOOL LIBRARIANS TEACH PUPILS TO USE SCHOOL LIBRARIES

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>ORIENTATION AND INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Busher</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>42</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>68</td>
</tr>
</tbody>
</table>

|                |                | 74.73% | 25.27% |

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Concerning the education of school librarians, recent information indicates that about 3 and 25 per cent of them hold Bachelor's and Associate of Arts' degrees, respectively and 20 per cent have had short training courses (Table 17).
Table 17: BACKGROUND EDUCATION OF THE SCHOOL LIBRARIAN

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>ACADEMIC BACKGROUND</th>
<th>Short training</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busher</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>-</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>-</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>-</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>

3.30% 25.27% 20.88% 50.55%

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Table 18 reveals that the majority of the concerned school libraries are administered by teacher-librarians. As shown in this table, most of these teacher-librarians are obliged to run these libraries on a part-time basis and this is due to their intensive teaching loads or other school educational and cultural activities.
TABLE 18:
THE PERSON IN CHARGE OF THE SCHOOL LIBRARY

<table>
<thead>
<tr>
<th>Name of City</th>
<th>No. of Schools</th>
<th>TEACHER-LIBRARIAN</th>
<th>Librarian</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Busheer</td>
<td>5</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Shiraz</td>
<td>57</td>
<td>5</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Tehran</td>
<td>29</td>
<td>6</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>11</td>
<td>48</td>
<td>10</td>
</tr>
</tbody>
</table>

12.09% 52.75% 10.98% 24.18%

Appendix No. IV

SCHOOL LIBRARIANS: STATISTICS

According to the latest available statistics which date to the 1363-1364 (1984-85) academic year and published by the Ministry of Education in 1985, there have been 447 school librarians in all kinds of schools all over the country[59] (see Table 19).

Table 19 indicates that: 10 of these school librarians work in the Schools for Exceptional Children; 13 of these school librarians work in the elementary schools; 51 of these librarians work in the Teachers' Training Schools; 71 of these librarians work in the Intermediate (Guidance Cycle) Schools, and 258 of these librarians work in the High Schools. As Table 20 indicates, 161 of these school librarians are women[60].

Tables 21 to 24 show the distribution of librarians throughout the country. The statistics for 1984-85 indicate that there were 67,774 schools throughout the country. About 72 per cent of all
were located in rural areas. According to the same statistics, 82 per cent of the elementary schools, 61 per cent of the intermediates and 30 per cent of the secondaries were located in the rural areas [61].

**TABLE 19***:
LIBRARIANS (MEN AND WOMEN): 1984-1985

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Bachelor or above</th>
<th>Post Diploma</th>
<th>Diploma</th>
<th>Below Diploma</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Elementary</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Intermediate (Guidance Cycle)</td>
<td>4</td>
<td>12</td>
<td>44</td>
<td>11</td>
<td>71</td>
</tr>
<tr>
<td>Secondary</td>
<td>34</td>
<td>30</td>
<td>174</td>
<td>20</td>
<td>258</td>
</tr>
<tr>
<td>Technical Schools</td>
<td>4</td>
<td>3</td>
<td>14</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Vocational Schools</td>
<td>-</td>
<td>1</td>
<td>12</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Agricultural School</td>
<td>1</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Teachers' Training Schools</td>
<td>11</td>
<td>9</td>
<td>26</td>
<td>5</td>
<td>51</td>
</tr>
<tr>
<td>Regional Offices</td>
<td>1</td>
<td>9</td>
<td>15</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>56</strong></td>
<td><strong>66</strong></td>
<td><strong>299</strong></td>
<td><strong>56</strong></td>
<td><strong>477</strong></td>
</tr>
</tbody>
</table>

According to the figures provided by Haider in 1974, the country needed 28,117 library personnel in the administrative as well as in the technical side. In 1974, the total number of the existing manpower did not go beyond 125 persons. The total number of schools in 1974 did not exceed 28,000\(^{[62]}\), whereas the total number of pupils was 6,182,102\(^{[63]}\). Now, due to the latest available statistics published in 1986, the total number of existing schools in the academic year 1985-86 throughout the country has been 70,025. The total number of pupils in all kinds of schools, as Table 25 indicates, does exceed 10,500,000\(^{[64]}\). 50,432 schools out of 70,025 belong to elementary schools; 11,526 belong to the intermediates (guidance cycles), and 3,030 belong to high schools. From the total number, about 81 per cent of the elementary schools, 62 per cent of the intermediates and 30 per cent of the high schools are located in rural areas\(^{[65]}\).
### TABLE 20*: WOMEN LIBRARIANS: 1984-85

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>Bachelor or Above</th>
<th>Post Diploma</th>
<th>Diploma</th>
<th>Below Diploma</th>
<th>Total</th>
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* Taken from I.R. Iran. Ministry of Education ... Statistics of Education, p. 52.
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* Taken from I. R. Iran. Ministry of Education ... Statistics of Education ..., p. 56.
TABLE 23: INTERMEDIATE SCHOOLS (GUIDANCE CYCLE):  
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* Taken from I. R. Iran. Ministry of Education ... Statistics of Education ..., p. 58.
### TABLE 24*: SECONDARY SCHOOLS: LIBRARIANS, 1984-5

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* Taken from I. R. Iran. Ministry of Education ... Statistics of Education ..., p. 60.
If one takes the above figures for 1986 into consideration, more than 70,000 librarians throughout the country are needed for an effective and efficient library service.

At present, several library science programmes at various levels, from para-professionals to professionals, are being taught at the higher education institutes. In none of these library science programmes the educational aim has been specified; and it is not known for which kind of functions or types of library these library students are educated and trained. No study has been done so to make clear the precise library needs of the country[66]. The library departments in practice have so far trained their students merely for technical services[67]. Library education in Iran has so far put its emphasis on the training of librarians for the special and university libraries. Regardless of probable reasons, no attention has as yet been paid to the training of qualified librarians for school libraries. On this matter, Sinai wrote:
Library education is offered in various Iranian universities at graduate, undergraduate and post diploma levels. The program is geared to university and special libraries; little attention is made to school and public libraries. Much emphasis is made to technical services, while reader services are neglected.

The graduate programme has so far aimed to provide students with a good instruction to all types of library and librarianship without specialisation. "The undergraduate curriculum does give some emphasis to school librarianship."[69]

Due to the lack of school librarians, part-time teachers are usually helping the libraries. Harvey has suggested that whenever there has been no qualified librarian, 'a teacher can be assigned temporarily to supervise the library in addition to regular teaching duties'[70]. With regard to such a problem, short-term courses for teacher-librarians have been held. It is true that short-term training programmes might be a temporary solution to the problem; but, if the formal and long-term programmes are not subsequently organised, the problems will remain unsolved. Oloumi stated that 'because short-term courses were not adequately preparing those who had to fill the librarian's role, the Ministry of Education should phase out such courses and upgrade training to an MLS type degree programme, as is done in the United States'[71].

A question that now seems to be inevitable is: who can best run the school library? Iman, one of the pioneers in libraries for children and young adults in the country, is of the opinion that it would be much better to have librarians who possess previous teaching experience or have studied in the field of education; a
school librarian with teaching experience can understand teachers and pupils more and also can find proper solutions to their various problems\[72\]. A school librarian should also be an educator; that is, the librarian must love the work with the young children, respect them very much and understand their needs\[73\]. Concerning the characteristics of school libraries, Tebroc, in the School Library, recommends that school libraries be run by teacher-librarians. Of course, these librarians should have already passed courses in general psychology, child and young adult psychology, curriculum planning, etc., be interested in science and culture, have active participation in the school educational programmes and have a firm belief in the co-ordination of school libraries' activities and the school curriculum. If the school library is to be one of the most valuable institutions that has contributed to the advancement of educational aims, the teacher-librarian should continuously know about any change in the educational system and make every effort to co-ordinate the library's programmes with it\[74\]. Obviously, such statements seem to be nothing but indirect suggestions for a dual qualification for those who have decided to set off to enter the realm of children and young adults' imaginations and activities.

The overall fact, from what has been so far discussed, would indicate that thousands of librarians for various positions are needed if the system of education wants school libraries to play their crucial roles in the school curriculum. An adequate number of teacher-librarians would make a significant contribution to the expansion and development of school libraries. A suitable and comprehensive plan would certainly provide the necessary grounds for the provision and preparation of an adequate number of teacher-librarians that, in return, would lead to an effective and efficient library service to the patrons and a notable contribution to the development of schools' educational
programmes. In this respect, Chapter Six attempts to analyse the competencies which may serve as a basis for a suggested library programme appropriate for the education of teacher-librarians in Iran.

According to the latest available information, the Ministry of Education has fortunately a plan under investigation on the basis of which one librarian has been anticipated for every library with a minimum collection of 2,000 books[75].
REFERENCES


2. Ibid, p. 419.


6. Ibid, p. 89.


8. Ibid.


14. Ibid.


18. Ibid., p. 53.


28. Tebroc. [School library], pp. 69-70.


30. Mehdizadeh, N. and Rogers, R. A. 'School libraries in Fars Province', p. 77.

32. Ibid.


35. Mehdizadeh, N. and Rogers, R. A. 'School libraries in Fars Province', p. 87.


44. Mehdizedeh, N. The present status of school libraries in Fars Province including primary, intermediate, high school and tribal school libraries. (MLS Thesis), Department of Library Science, Shiraz University, Iran, 1977, pp. 33-34.

45. Oloumi, T. S. D. An investigation of public high school libraries in Tehran, Iran and recommendations for their development, p. 87.

47. Khomarloo (Mirhadi), T. Do goftar: Ketukhane amoozesh gaahie va nagshe an dar ijad adut be motaleh. [Two speeches: school library and its role in making the habit of reading], p. 13.


50. Mehdizadeh, N. and Rogers, R. A. 'School libraries in Fars Province', p. 87.


52. Ibid, p. 76.

53. Mehdizedeh, N. The present status of school libraries in Fars Province including primary, intermediate, high school and tribal school libraries, p. 38.
54. Oloumi, T. S. D. *An investigation of public high school libraries in Tehran, Iran and recommendations for their development*, p. 43.


58. Appendix No. III.


60. Ibid., p. 13.


63. Ibid.


68. Sinai, A. 'Nekaati chand pyraamoone barnaamehaaya amoozeshe ketabdari dar daaneshgaahaaye Iran' [Some notes on the teaching of librarianship in the Iranian universities]. The Iranian Library Association Bulletin, p. 5. (From the English summary of the Persian article).


73. Ibid., p. 557.

74. Tebroc. [School library], p. 21.

75. Appendix No. III.
CHAPTER SIX

COMPETENCIES DEEMED NECESSARY FOR TEACHER-LIBRARIANS IN IRAN: DATA ANALYSIS

The process of data gathering through different questionnaires for the present study from the Iranian practising school librarians began in July, 1989 and continued to March, 1990. The data are used to determine the required and desirable competencies for the teacher-librarians in Iran, to assess their significance and importance for the Teachers' Training Colleges and Institutions (TTCI) or library schools and, also, to find out a proper framework for their education. Two kinds of data are presented and discussed in this chapter, as follows:

1. The information obtained through the questionnaire number one (see appendix) helps us to find out a proper framework for the education of teacher-librarians in Iran. This questionnaire contains five main components which are featured in Tables number 83 and 84:
   a. sources of finance; b. the responsible body for the education; c. type of education: short or long term programmes; d. level of education: associate of arts (AA), bachelor (BA) and master of arts (MA); and e. place of training: Teachers' Training Colleges & Institutes (TTCI); University-based library schools; and correspondence and radio and TV classes.

2. The data collected from questionnaire number nine (see Appendix) helped to determine of the competencies deemed necessary and desirable for the education of teacher-
librarians in Iran. To facilitate the analysis, first, the category of 'knowledge', then the category of 'skills' and, finally, the category of 'attitude' are discussed. The competencies in each category are presented in ranked order on the basis of the scores they received on a Likert scale[1]. Each competency, while accompanied by its related table and bar chart, is discussed and, based on the total responses, a statement is made as to the importance of each competency to a library programme (BA or AA) at the Teachers' Training Colleges and Institutes (TTCI) or library schools in Iran.

The practitioners who were surveyed for the present study varied in the extent of agreement over the necessity of the concerned competencies.

It is acknowledged that the sample of librarians surveyed for this study were likely to possess a partial view of those competencies deemed desirable to fulfil the educational needs of their clients; head teachers, principals and decision makers might have advanced a different set of competencies, or at least have ranked them differently. As McLelland has noted, the perceptive of decision-makers, as well as of the implementors of library policies, is of significance[2]. However, in the Iranian situation, as noted in Chapter 5, the concept of the school library is so poorly developed amongst senior educationalists, that it is to the 'grass-roots' librarian that one looks for a critical awareness of the competencies required for the development of the school library and the role of the professional librarian. This point will be developed in Chapter 7, when considering the need to change perceptions at the level of decision-makers - in both central government and within schools - in order to ensure the successful implementation
of a competency-based approach to training teacher-librarians. As the analysis of competencies will show, particularly with those competencies given less emphasis by the respondents, there needs, above all, to be flexibility in developing an initial professional curriculum. The responses of existing school librarians are of importance for pointing to the needs at present; what they must not do is to constrain the possibilities of future growth.

The perceptions of the validity of the various competencies by respondents could only be guessed at; exposure to particular kinds of formal education could, for example, have been an important variable. This was a further problem in interpreting the data. However, there were aspects of respondents' backgrounds which could be assumed, for example, the importance of knowledge in the fields of education and psychology. It can be assumed, as Pain states, that the knowledge and skills cited in the survey are found in teacher education and training\textsuperscript{[3]}\textsuperscript{[3]}, and that this holds good for Iran as for other countries. In the UK, for example, the Library Association, asserted that a 'knowledge and understanding of the theory and practice of education is desirable' and the Bullock Report, \textit{A language for life}, suggested that 'as a long term aim, all school librarians should be doubly qualified in teaching and librarianship\textsuperscript{[4]}\textsuperscript{[4]}, while the School Library Association endorsed dual qualification as the ideal\textsuperscript{[5]}\textsuperscript{[5]}. In this regard, in the discussion, following lectures given at a one-day workshop on 'education-school librarians' held at Loughborough University in 1985, the point was made that 'the study of education provides a school librarian with the opportunity to see the library through the eyes of a teacher, developing an awareness of teachers' ideas and points of view, leading to potentially fruitful
teamwork.[6].

With regard to the acquisition and evaluation of attitudes, as Griffiths and King stated, these are extremely important for work performance[7]. Chisolm also argued that, despite the difficulties associated with the evaluation of attitudes, they must be looked on as a vital dimension of a competency-based programme[8]. Griffiths and King believe that attitudes are mainly acquired through experience, but can be changed through suitable education and training[9]. Pain also writes that some of the desired attitudes can be developed through the use of learning methods which encourage discussion, problem-solving, student initiative, working in groups and individually[10].

The competencies are ranked in combined values with percentages as an indicator of the level of emphasis as perceived by the respondents in the study, regardless of them being assessed as necessary or desirable. Also, the competencies are separately ranked with percentages as an indicator of the competencies deemed necessary and desirable for the education of teacher-librarians in a BA or an AA at the Teachers' Training Colleges and Institutes in Iran.

Those competencies which were not in the questionnaire and yet were recommended by the practising school librarians are also put forward and discussed - it was considered essential to assess these data, in addition to the competency assessments provided by the questionnaire responses, to ensure as wide-ranging a discussion as possible on the merits of the various competencies.

In order to aid interpretation of the bar charts, the related
scores were computed with the help of the Likert Method of Summated Ratings, as follows:

\[ sn = 2 \times n + Xd - Xu \]  \hspace{1cm} (1) \\  \[ sd = 2 \times d + Xn - Xu \]  \hspace{1cm} (2) \\  \[ Sn = \frac{sn \times 10}{N} \quad \text{and} \quad Sd = \frac{sd \times 10}{N} \]  \hspace{1cm} (3)

where

- \( sn \) = The summated score for competencies deemed 'necessary'
- \( sd \) = The summated score for competencies deemed 'desirable'
- \( s \) = The summated score for the specified category (necessary or desirable)
- \( Xn \) = The number of cases in the category of necessary
- \( Xd \) = The number of cases in the category of desirable
- \( Xu \) = The number of cases in the category of unnecessary
- \( N \) = The number of cases in the distribution

Comparative studies discussed in the analyses include Abdel-Motey's *Education for school library media specialists in the State of Kuwait: a competency-based approach*[^11], Pain's *Survey of competencies required by school librarians: a report*[^12] and Pfister's *Competencies essential for school media specialists*[^13]. A job description for school librarians, which was recently specified by the Ministry of Education[^14] in Iran, is also included in the discussion. The three mentioned studies are comparable with the present study in that practising school librarians were asked to give their opinions as to the value of competencies to the present-day practice of school librarianship.

TABLE NO. 26: COMPETENCIES RANKED BY COMBINED VALUES: CITIES OF BUSHER, MASHAD AND SHIRAZ

I KNOWLEDGE

<table>
<thead>
<tr>
<th>Position</th>
<th>Competency</th>
<th>%</th>
<th>Level of emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquisition and Selection</td>
<td>92.9</td>
<td>VH</td>
</tr>
<tr>
<td>2</td>
<td>Cataloguing and classification</td>
<td>90.1</td>
<td>VH</td>
</tr>
<tr>
<td>3</td>
<td>School librarianship</td>
<td>87.2</td>
<td>VH</td>
</tr>
<tr>
<td>4</td>
<td>Educational psychology</td>
<td>83.3</td>
<td>H</td>
</tr>
<tr>
<td>5</td>
<td>Child and adolescent psychology</td>
<td>82.6</td>
<td>H</td>
</tr>
<tr>
<td>6</td>
<td>General reference sources and referral services</td>
<td>82.1</td>
<td>H</td>
</tr>
<tr>
<td>7</td>
<td>Children and young adults' literature and related sources</td>
<td>80.4</td>
<td>H</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to librarianship</td>
<td>76.6</td>
<td>H</td>
</tr>
<tr>
<td>9</td>
<td>General psychology</td>
<td>75.8</td>
<td>H</td>
</tr>
<tr>
<td>10</td>
<td>Personality psychology</td>
<td>75.3</td>
<td>H</td>
</tr>
<tr>
<td>11</td>
<td>Social psychology</td>
<td>73.4</td>
<td>H</td>
</tr>
<tr>
<td>12</td>
<td>Counselling psychology</td>
<td>70.8</td>
<td>M</td>
</tr>
<tr>
<td>13</td>
<td>Educational systems</td>
<td>69.6</td>
<td>M</td>
</tr>
<tr>
<td>14</td>
<td>Developmental psychology</td>
<td>68.4</td>
<td>M</td>
</tr>
<tr>
<td>15</td>
<td>Principles and philosophy of education</td>
<td>67.6</td>
<td>M</td>
</tr>
<tr>
<td>16</td>
<td>Learning theories</td>
<td>63.7</td>
<td>M</td>
</tr>
<tr>
<td>17</td>
<td>Library administration</td>
<td>56.8</td>
<td>L</td>
</tr>
<tr>
<td>18</td>
<td>Elementary education</td>
<td>55</td>
<td>L</td>
</tr>
<tr>
<td>19</td>
<td>Curricular planning</td>
<td>51.6</td>
<td>L</td>
</tr>
<tr>
<td>20</td>
<td>Educational administration</td>
<td>45.1</td>
<td>L</td>
</tr>
</tbody>
</table>

VH = very high; H = high; M = moderate; L = low; K = knowledge
\( \bar{x} \) = the mean of the distribution; \( \sigma \) = the standard deviation of the distribution;
\( \bar{x}_k = 72.3; \sigma_k = 12.7 \)
<table>
<thead>
<tr>
<th></th>
<th>SKILLS</th>
<th>%</th>
<th>LEVEL OF EMPHASIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promotion of reading and studying</td>
<td>96.9</td>
<td>VH</td>
</tr>
<tr>
<td>2</td>
<td>Library promotion</td>
<td>94.2</td>
<td>H</td>
</tr>
<tr>
<td>3</td>
<td>Teaching library skills to students</td>
<td>93</td>
<td>H</td>
</tr>
<tr>
<td>4</td>
<td>Pastoral care of pupils in the library</td>
<td>90.2</td>
<td>H</td>
</tr>
<tr>
<td>5</td>
<td>Helping and guiding students in locating information</td>
<td>88</td>
<td>H</td>
</tr>
<tr>
<td>6</td>
<td>Display of book exhibitions, etc.</td>
<td>85.6</td>
<td>H</td>
</tr>
<tr>
<td>7</td>
<td>Co-operation with teachers for the success of curricular programmes</td>
<td>78.6</td>
<td>H</td>
</tr>
<tr>
<td>8</td>
<td>Audio-visual equipment use</td>
<td>75.8</td>
<td>M</td>
</tr>
<tr>
<td>9</td>
<td>Communication with other school libraries and other outside information centres</td>
<td>75.5</td>
<td>M</td>
</tr>
<tr>
<td>10</td>
<td>Giving talks and speeches to students in the library to motivate them to read and develop their study skills</td>
<td>69.2</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>Library financial management</td>
<td>61.6</td>
<td>L</td>
</tr>
<tr>
<td>12</td>
<td>Computer use</td>
<td>34.9</td>
<td>L</td>
</tr>
</tbody>
</table>

VH = very high; H = high; M = moderate; L = low; S = skills
\( \bar{X} \) = the mean of the distribution; \( \sigma \) = the standard deviation of the distribution;
\( \bar{X}_S = 78.6 \quad \sigma_S = 16.7 \)
### TABLE NO. 28  COMPETENCIES RANKED BY COMBINED VALUES: CITIES OF BUSHER, MASHAD AND SHIRAZ

#### III ATTITUDES

<table>
<thead>
<tr>
<th>Competency</th>
<th>%</th>
<th>Level of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Integrity</td>
<td>96.9</td>
<td>VH</td>
</tr>
<tr>
<td>2 Dynamism</td>
<td>96.9</td>
<td>VH</td>
</tr>
<tr>
<td>3 Commitment</td>
<td>95.5</td>
<td>H</td>
</tr>
<tr>
<td>4 Conscientiousness</td>
<td>95.4</td>
<td>H</td>
</tr>
<tr>
<td>5 Responsibility</td>
<td>94.1</td>
<td>H</td>
</tr>
<tr>
<td>6 Patience</td>
<td>93.3</td>
<td>H</td>
</tr>
<tr>
<td>7 Initiative</td>
<td>92.5</td>
<td>H</td>
</tr>
<tr>
<td>8 Realism</td>
<td>92.3</td>
<td>H</td>
</tr>
<tr>
<td>9 Willingness to learn</td>
<td>91.9</td>
<td>H</td>
</tr>
<tr>
<td>10 Awareness of the workplace</td>
<td>91</td>
<td>M</td>
</tr>
<tr>
<td>11 Prudence</td>
<td>89.8</td>
<td>M</td>
</tr>
<tr>
<td>12 Consistence</td>
<td>89.6</td>
<td>M</td>
</tr>
<tr>
<td>13 Willingness to help and co-operate</td>
<td>89.3</td>
<td>M</td>
</tr>
<tr>
<td>14 Positivity</td>
<td>89.3</td>
<td>M</td>
</tr>
<tr>
<td>15 Self-motivation</td>
<td>89.1</td>
<td>M</td>
</tr>
<tr>
<td>16 Flexibility</td>
<td>79.6</td>
<td>L</td>
</tr>
</tbody>
</table>

VH = very high; H = high; M = moderate; L = low; A = attitudes
\( \bar{X} \) = the mean of the distribution; \( \sigma \) = the standard deviation of the distribution;
\( \bar{X}_A = 91.7 \)
\( \sigma_A = 4.1 \)
According to the practising school librarians' assessment in the present study, the competencies were ranked in order of importance which resulted in the final statement being made as to the value of each individual competency (Tables Nos. 32-34). Competencies checked as necessary were given two points, one point for desirable and nought for unnecessary. The total value was divided by the total value possible for each competency. Those competencies which were determined necessary or desirable and received more than one standard deviation above the mean, one standard deviation above the mean, one standard deviation below the mean and more than one standard deviation below the mean of the total value possible should be given a 'very high', 'high', 'moderate' and 'low' emphasis, respectively, when implemented in a bachelor or an associate of arts level education at the TTCI or library schools in Iran.

Regarding the level of emphasis which should be given to each competency, the present researcher has not so far encountered in the literature a scientific basis for drawing a borderline between, e.g. high or medium emphasis or medium or low emphasis.

Pfister, in his study[15], through the use of C. O. T. E. Standard (the Florida Department of Education Council on Teacher Education), makes a boundary of 51% for a competency to be considered essential. Abdel-Motey, in his study, makes a borderline of 50% for competencies to have high emphasis in the curriculum, between 40% and 49.9% to have medium emphasis and less than 40% to have low emphasis. But there is neither a reference to any sources for this borderline nor any explanations for the inequality of intervals between, e.g. medium and high emphasis or medium and low emphasis.

Although there seems to be, in the social and human sciences, no scientific basis for drawing a borderline for the level of
emphasis which should be given to each competency, however, to make a sound basis for different boundaries and also having equal intervals, the present researcher computed means and standard deviations for the three categories of competencies (Knowledge, Skills and Attitudes). Those competencies which received more than one standard deviation above the mean have been labelled as 'very high' emphasis, those competencies which received one standard deviation above the mean have been given 'high' emphasis, those competencies which received one standard deviation below the mean have been given 'moderate' emphasis and those competencies which received more than one standard deviation below the mean have been given 'low' emphasis.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Category</th>
<th>Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquisition and selection</td>
<td>9.1</td>
</tr>
<tr>
<td>2</td>
<td>Cataloguing and classification</td>
<td>8.5</td>
</tr>
<tr>
<td>3</td>
<td>School librarianship</td>
<td>8.5</td>
</tr>
<tr>
<td>4</td>
<td>Educational psychology</td>
<td>7.9</td>
</tr>
<tr>
<td>5</td>
<td>General reference sources and referral services</td>
<td>7.9</td>
</tr>
<tr>
<td>6</td>
<td>Child and adolescent psychology</td>
<td>7.8</td>
</tr>
<tr>
<td>7</td>
<td>Children and young adults' literature and related sources</td>
<td>7.6</td>
</tr>
<tr>
<td>8</td>
<td>Personality psychology</td>
<td>7.1</td>
</tr>
<tr>
<td>9</td>
<td>General psychology</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Social psychology</td>
<td>6.7</td>
</tr>
<tr>
<td>11</td>
<td>Introduction to librarianship</td>
<td>6.6</td>
</tr>
<tr>
<td>12</td>
<td>Counselling psychology</td>
<td>6.4</td>
</tr>
<tr>
<td>13</td>
<td>Development psychology</td>
<td>6.1</td>
</tr>
<tr>
<td>14</td>
<td>Educational systems</td>
<td>5.9</td>
</tr>
<tr>
<td>15</td>
<td>Principles and philosophy of education</td>
<td>5.8</td>
</tr>
<tr>
<td>16</td>
<td>Learning theories</td>
<td>5.3</td>
</tr>
<tr>
<td>17</td>
<td>Library administration</td>
<td>3.7</td>
</tr>
<tr>
<td>18</td>
<td>Elementary education</td>
<td>3.6</td>
</tr>
<tr>
<td>19</td>
<td>Curricular planning</td>
<td>3.3</td>
</tr>
<tr>
<td>20</td>
<td>Educational administration</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>CATEGORY OF SKILLS: COMPETENCIES RANKED THROUGH THE LIKERT SCALE</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Promotion of reading and studying</td>
<td>9.5</td>
</tr>
<tr>
<td>2</td>
<td>Library promotion</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Pastoral care of pupils in the library</td>
<td>8.7</td>
</tr>
<tr>
<td>4</td>
<td>Teaching library skills to students</td>
<td>8.6</td>
</tr>
<tr>
<td>5</td>
<td>Displaying of book exhibitions, etc.</td>
<td>8.3</td>
</tr>
<tr>
<td>6</td>
<td>Helping and guiding students in locating information</td>
<td>8.2</td>
</tr>
<tr>
<td>7</td>
<td>Co-operation with teachers for the success of curricular programmes</td>
<td>7.5</td>
</tr>
<tr>
<td>8</td>
<td>Communication with other school libraries and outside information centres</td>
<td>7.1</td>
</tr>
<tr>
<td>9</td>
<td>Audio-visual equipment use</td>
<td>5.8</td>
</tr>
<tr>
<td>10</td>
<td>Giving talks and speeches to the pupils in the library to motivate them to read and develop their study skills</td>
<td>5.8</td>
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<tr>
<td>11</td>
<td>Library financial management</td>
<td>4.8</td>
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<td>12</td>
<td>Computer use</td>
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<tr>
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<td>Positivity</td>
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<td>Willingness to help and co-operate</td>
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<td>Category</td>
<td>Desirable</td>
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<td>Personality psychology</td>
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<td>Developmental psychology</td>
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<td>General reference sources and referral services</td>
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<td>Acquisition and selection</td>
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<td>Cataloguing and classification</td>
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<td>Educational systems</td>
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<td>Elementary education</td>
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<td>Library administration</td>
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<td>Skill Description</td>
<td>Score</td>
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<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Communication with other school libraries and outside information centres</td>
<td>6.7</td>
</tr>
<tr>
<td>2</td>
<td>Co-operation with other teachers for the success of curricular planning</td>
<td>6.5</td>
</tr>
<tr>
<td>3</td>
<td>Displaying of book exhibitions, etc.</td>
<td>6.3</td>
</tr>
<tr>
<td>4</td>
<td>Audio-visual equipment use</td>
<td>5.9</td>
</tr>
<tr>
<td>5</td>
<td>Pastoral care of pupils in the library</td>
<td>5.6</td>
</tr>
<tr>
<td>6</td>
<td>Library promotion</td>
<td>5.3</td>
</tr>
<tr>
<td>7</td>
<td>Promotion of reading and studying</td>
<td>5.2</td>
</tr>
<tr>
<td>8</td>
<td>Giving talks and speeches to students in the library to motivate them to read and</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>develop their study skills</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teaching library skills to students</td>
<td>5.1</td>
</tr>
<tr>
<td>10</td>
<td>Helping and guiding students in locating information</td>
<td>5.0</td>
</tr>
<tr>
<td>11</td>
<td>Library financial management</td>
<td>4.2</td>
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<td>12</td>
<td>Computer use</td>
<td>2.3</td>
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<tr>
<td>No.</td>
<td>Competency</td>
<td>Value</td>
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<tr>
<td>1</td>
<td>Willingness to help and co-operate</td>
<td>5.8</td>
</tr>
<tr>
<td>2</td>
<td>Willingness to learn</td>
<td>5.8</td>
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<tr>
<td>3</td>
<td>Positivity</td>
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<td>4</td>
<td>Initiative</td>
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<td>Prudence</td>
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<td>6</td>
<td>Awareness of the workplace</td>
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<td>7</td>
<td>Readism</td>
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<td>Patience</td>
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<td>Commitment</td>
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<td>Flexibility</td>
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<td>Conscientiousness</td>
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<td>13</td>
<td>Integrity</td>
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<td>14</td>
<td>Dynamism</td>
<td>5.2</td>
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<td>15</td>
<td>Self-motivation</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Responsibility</td>
<td>5</td>
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</table>
In the following assessments of respondents' rankings of the knowledge categories required by teacher-librarians, there are some obvious and clear priorities - notably the acquisition and selection of materials and knowledge of the means to organise materials by effective cataloguing and classification. Similarly, a knowledge of school librarianship and of educational psychology are unsurprisingly rated very highly by respondents. Less easily understandable are the comparatively low ratings given to library administration (or management) and curricular planning, both of which would be considered significant aspects of the curriculum for teacher-librarians in other cultural settings. However, it is hoped to explain these anomalies as the analysis proceeds and to identify the particular needs of the school librarian in the Iranian situation. Each competency is considered and compared with the findings on competencies in other similar studies and a critical assessment is made of the merits of each category of knowledge.
I. Category of Knowledge: Competency No:

Bar chart for Category of Knowledge

Table NO.
DISTRIBUTION OF RESPONSES

<table>
<thead>
<tr>
<th>R</th>
<th>G</th>
<th>NECESSARY</th>
<th>DESIRABLE</th>
<th>UNNECESSARY</th>
<th>TOTAL</th>
<th>NO ANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NOC</td>
<td>%</td>
<td>NOC</td>
<td>%</td>
<td>NOC</td>
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<tr>
<td>SHIRAZ</td>
<td></td>
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<td></td>
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<tr>
<td>MASJID</td>
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<tr>
<td>BUSHEER</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>

Table:

R = responses
G = group of cities
NOC = number of cases

[ ] = The number in the bracket refers to table number 26; and the letter, opposite to the number inside the bracket, indicates the level of emphasis which should be given to each competency. Vh = very high; H = high; M = moderate; and L = low.

Bar Chart:

The number on the horizontal axis are competency numbers of the knowledge category; and the numbers on the vertical axis are in accord with the Likert type of scaling (Tables 29 and 32).

= Necessary

= Desirable

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The participants were in full agreement concerning the necessity of the knowledge of acquisition and selection for school librarians. The high rate of responses given to this competency demonstrates the school librarians' feeling and interest to become more involved in the process of building and developing library collections. School librarians' interest in making a proper collection for their libraries is also in accordance with their job description specified by the Ministry of Education. According to the item number one of the school librarian job description, school librarians are obliged to purchase and acquire books which are necessary and suitable for the educational programmes of their schools.

Whilst sixty-eight per cent of the practitioners in Abdel-Motey's study valued this competency highly for a bachelor and on-the-job training programmes, ninety-five per cent of school librarians in Pain's survey agreed that selection, acquisition and stock revision are essential. Similarly, seventy-three per cent of the participants in Pfister's study chose the selection, evaluation and maintenance of the collection as an essential competency. The reason for a comparatively low value given to this competency
by the practitioners in Abdel-Motey's study is the existence of the Central Department for School Libraries (CDSL) which is the responsible body for the evaluation, selection and acquisition of materials and, therefore, school librarians are not responsible for such a task whereas the very high rate of value given to this competency by the practitioners in Pain's survey indicates that the British librarians have the full authority and choice to select and acquire the resources which are appropriate for their school libraries. The Iranian librarians have also given a similar high value to the promotion of reading and studying (ninety-four per cent) and library promotion (eighty-eight per cent). Their success will surely depend on a rich and a well-developed collection. However, this seems to be contrary to the moderate value given to the competency number ten of skills' category which aims at motivating students to read and develop their study skills. The reason why only fifty-one per cent of the Iranian librarians valued this as necessary may be explained by the lack of adequate reading and studying space for such a purpose.

This competency received the highest overall value as well as the highest mean value of all competencies ranked by the combined values in the category of knowledge. Based on practising school librarians' responses in the present study, this competency was given 92.9 per cent of the total possible points and should have very high emphasis in the education of teacher-librarians in a bachelor or an associate of arts level education at the Teachers' Training Colleges and Institutes or library schools in Iran, just as argued in other studies. There seems no reason to question the significance of this area of knowledge.
As regards the indispensibility of this competency, the participants had almost similar opinions. The reason why the respondents gave a high value to this competency could be due to the great importance which has been given it so far in the theoretical as well as practical arena of Iranian librarianship. Moreover, this can also be an indication of the desire and the sense of duty on the part of school librarians to carry out the item number two of their job description in which they are required to catalogue and classify their library collections.

The participants in the comparative studies are also in close agreement with the practising school librarians in the present study over the necessity of the knowledge of cataloguing and classification. Eighty-seven of the practitioners in Abdel-Motey's study rated this competency as high while seventy-seven and seventy-one of the participants in Pain's and Pfister's studies, respectively, considered it essential for the education of school librarians. According to the latest research on the subject of school libraries, only 7.5 per cent of the state school libraries in Tehran used the Dewey Decimal Classification System (DDC) and 1.7 per cent used the Library of Congress Classification System (LC) (Part II of Chapter Four). This
reluctance to use some sort of a classification system seem to have been dramatically, after the 1979 Islamic revolution, changed. As the collections are being quantitatively increased and developed, more librarians are becoming interested in organising their collections for a better accessibility and use by the young pupils as well as the teaching staff of their schools. Therefore, a knowledge of cataloguing and classification is regarded as essential for a proper and scientific organisation of the collections. The comparatively low value given to this competency (seventy-seven per cent) by the practitioners in Pain's survey is probably due to the availability of aids in locating information in school libraries in Local Education Authorities such as Nottinghamshire and Leicestershire, as a result of which the school librarians feel less need for the knowledge of cataloguing and classification. School pupils usually request their needs in the form of 'have you a book about ...?' which will be answered by a simple subject index guide such as 'where is that book?', 'Crack the Code: subject index A-Z', 'Reference books in the secondary school resources centre', and 'Find your way: library subject index' published by the Nottinghamshire County Council, Leisure Services/Libraries or 'Subject index for use in primary schools', published by the Leicestershire Libraries & Information Service. In practice, the online cataloguing, the cataloguing in publication (CIP) on the back of the title page of each book and subject guides such as the abovementioned titles will almost suffice the needs of school librarians. Such aids are rarely found in school libraries like those surveyed by the present study. Thus, librarians in developing countries are more in need of a cataloguing and classification knowledge than their counterparts in the developed countries.

Based on the responses given by the practising school librarians in the present study, this competency received 90.1 per cent of
the total possible points which is the second highest value in the list of competencies ranked by the combined values in the category of knowledge. This competency, therefore, should be given a very high emphasis in the education of teacher-librarians in a bachelor or an associate of arts level education at the Teachers' Training Colleges and Institutes or library schools in Iran.

Here, again, the impact of the library programmes of Shiraz Library School might be conceived. The very high value given to the knowledge of school librarianship reflects also the school librarians' needs and understanding of the importance that this competency has in the better performance of their duties.

Whilst school librarians in Abdel-Motey's study were divided as to where the competency should be acquired, seventy-five per cent of the practitioners gave it a high value which is comparable to the seventy-seven per cent given by the librarians of this study who considered it necessary whereas eighty-four per cent of the practitioners in Pain's study checked it as essential.

The reason for giving a high rate of value in Abdel-Motey's, Pain's and the present study, to this competency, lies in the
importance of school librarianship which contributes directly to education. One of the fundamental contributions of school libraries to education is to equip pupils with the skills which make them able to learn more effectively through using various sources held in the school library.

Based on the responses given by the practising school librarians in the present study, this competency received 87.2 per cent of the total possible points and should therefore have an equally high emphasis in the education of teacher-librarians in Iran.

Bar chart for the knowledge category

This assessment reveals the fact that the school librarians believed in the great influences that this competency may have in their better understanding and dealing with the young users of school libraries. It is through a good knowledge of this branch of psychology that school librarians hope to enhance the pace of learning in the pupils. Having valued the competency of 'teaching library skills to students' highly, school librarians indicated that they expect, with the help of their background in educational psychology, to provide a favourable ground for their library patrons to learn efficiently how to use the resources of their school libraries.
While two of the comparative studies were short of this competency in their list of required competencies, only nineteen per cent of the practitioners in Pain's survey felt this competency was not a requirement in the education of school librarians. Due to its content, the knowledge of educational psychology can be a very valuable tool for school librarians to understand the behaviour, expectations and learning problems of their young clients and the ways to deal with them, as far as their professional responsibilities are concerned.

Based on the practising school librarians' responses, this competency received 83.3 per cent of the total possible values and, therefore, should also have high emphasis in the library education of teacher-librarians in Iran, although it is interesting to note that developmental psychology, which respondents presumably assumed would take them further into the discipline of psychology, with little relevance to their work with pupils in the library setting, was much less favoured as a subject.

The participants also rated this competency highly for the education of school librarians. The value given to the knowledge
of child and young adult psychology by the school librarians in the present study demonstrates the importance and the delicacy that they maintain for this competency. Nevertheless, the rate of value given to this competency does not seem to be adequate and in complete harmony with the value they have given to the competency number three of skills category. The skill and ability to perform 'the pastoral care of pupils' is an essential and delicate task which entails the possession of a good and sound knowledge in the area of child and adolescent psychology. This disparity in the evaluations of these two competencies, however small, is probably due to the school librarians' underestimation of the significant role which the knowledge of child and adolescent psychology can exert on the successful performance of pastoral care of pupils in the library. Whilst Pfister's and Abdel-Motey's studies did not have this competency in their list of competencies, fifty-eight per cent of the school librarians in Pain's survey regarded knowledge in the area of child and teenage behaviour as essential which is close to the assessment by school librarians in the present study.

Based on the responses given by the practising school librarians in the present study, this competency received 82.6 per cent of the total possible values and should be given high emphasis in any library programmes designed for the education of teacher-librarians in Iran.
The participants were in close agreement concerning the fundamentality of this competency in the education of school librarians. The value given to this competency shows the librarians' interest in doing the task of a reference librarian which is also in accordance with the article number five of the school librarian's job description in which librarians are required to help students in the proper use of the collections.

But there is, again, an inequality of assessment between this competency and competency number six of skill category. The reason for not giving a relatively high value to the fundamentality of this competency might be due to the librarians' insufficiency of knowledge in this area of competence while their relatively high evaluation of the skill and ability to help students in locating information reflects their eagerness as well as performing their duties. As it was stated in part two of Chapter Four, the pupils' access to the collections has been limited; but these pupils, as it was revealed in Chapter Three, might use the well-resourced and well-developed libraries of the Institute for the Intellectual Development of Children and Young Adults (IIDCYA) during hours that schools are closed.
This competency, with ninety-one per cent, received the highest overall value of all competencies in Abdel-Motey's study. While school libraries under his investigation were 'inadequately stocked and the services ... minimal', no explanation has been given for this competency to receive the highest value of all competencies in the study. The participants in Pfister's study, in contrast to Abdel-Motey's, and also with no explanation, gave a relatively moderate value to this competency. Only seventy-per cent of the participants considered it essential and this is at a time when automated systems have made it possible for users to identify and locate information easily and also access to information through the use of electronic means or satellite reception have become feasible. Technological advances with continuous new information systems for access, production, storage and delivery necessitate a sound command of knowledge and skills in the area of information sources and services. It is seemingly with regard to these advances in technology that more than ninety per cent of the practitioners in Pain's survey considered knowledge and skills in information sources and services essential.

Based on the responses asserted by the practising school librarians in the present study, this competency received 82.1 per cent of the total possible points and should enjoy high emphasis in the education of teacher-librarians in Iran, although it must be noted that the respondents' conceptualisation of general reference sources and referral services would inevitably differ from those in Pain's study, where respondents would be accustomed to national and local networking and the potential for school librarians to access a complex national information infrastructure. The qualitative impact of the responses in the present study are not invalidated - but the very different perspective on the knowledge area must be acknowledged.
The majority of the participants agreed over the necessity of this competency for the education of school librarians and this indicates the importance held by the librarians for the knowledge of children and young adults' literature. However, the way this competency has been assessed is in contrast to the evaluation of competency number one of skills category made by the same school librarians. Sixty-six per cent of the librarians rated this competency as necessary which is unco-ordinated with the ninety-four per cent who considered the ability and skill to promote reading and studying necessary. The relatively low value given to the essentiality of knowledge in children and young adults' literature may be explained by the present lack of experience and insufficiency of formal education in this area of competence as well as the inadequacy of proper Persian literature for children in the market and in the school libraries' collections. The need for a better-developed publishing industry, together with effective distribution, is a reality with which teacher-librarians in Iran have to grapple. Again, this is a point which will be considered in Chapter 7 when considering the implementation of the curriculum.
This helpful and proper competency to the job of school librarians has been missing from the competency list of both Pfister's and Abdel-Motey's studies. However, due to its great value in the job of a school librarian, three participants in Abdel-Motey's study recommended that a knowledge of children's literature be included in a library programme for the education of school librarians. Since school librarians work with children and young pupils, a knowledge of children and young adults' literature seems to be a sine qua non for a good performance in such a setting as the school library. Contrary to these two studies, a very high percentage (ninety-seven per cent) of the school librarians in Pain's survey rightly considered the knowledge of 'children's fiction and non-fiction and teenage fiction and non-fiction' essential due to the very different expectations of UK librarians, who are accustomed to a flourishing publishing industry and a continuing concern on the part of publishers to develop text books to meet curriculum needs - despite the, at present, poor resource-base in many UK school libraries.

Based on the practising school librarians' responses in the present study, this competency received 80.4 per cent of the total possible points and, therefore, should have high emphasis in the education of teacher-librarians in Iran.
The participants differed in their opinions about the necessity and desirability of this competency. This division of ideas amongst librarians may be due to a lack of awareness from their own educational experience. The knowledge of personality psychology can enable school librarians to discern and sympathise with young people's problems and, also, to cope better with the difficulties which might arise as a result of children and young adults' abnormality and personality problems. It is somewhat surprising that while the encouragement of pupils to read was seen as important, the means of aiding them in this through an understanding of psychology, was seen as relatively unimportant although, as argued above, this is presumably because educational psychology is seen to be the most significant knowledge area for the teacher-librarian.

Of the comparative studies, forty-two per cent of the practitioners in Pain's survey, which is quite similar to Shirazian, expressed that the knowledge of child and teenage problems should be considered essential with fifty-one per cent valuing it as desirable.
Based on responses given by the practising school librarians in the present study, this competency received 75.3 per cent of the total possible points and, therefore, should have high emphasis in the education of teacher-librarians in Iran.

The participants agreed about the necessity of this competency in the library programmes designed for the education of school librarians. By giving this competency a necessary value, school librarians implied that a knowledge of general psychology could be helpful in making them familiar with many basic theories and findings in the field of psychology which, in turn, are useful in guiding their library activities.

Whilst this competency seems to be a basic issue in the library education of anyone who wants to work with the youngsters, comparative studies had not included this competency in their list of competencies.

Based on the practising school librarians' responses in the present study, the competency of general psychology received 75.8 per cent of the total possible points and, therefore, should be given a high emphasis in the education of teacher-librarians in
The participants differed in their responses as to the kind of emphasis which should be given to this competency. Despite its importance and practicality in the workplace of a school librarian, this competency was not given a high value and this might be due to the weak educational background of the respondents in this area of competence; and this contrasts with the fact that 'personality psychology' is already included in the curricular programmes of librarians at an associate of arts level and very recently at bachelor level. To have effective liaison with colleagues, especially teaching staff of the school, or to be active in communication with the outside information agencies, school librarians need to have a sound background in the social psychology, otherwise the concerned tasks would be extremely difficult and might eventually lead to the ignorance of this part of the duty or, at best, only its partial fulfilment. The school librarians' relatively moderate assessment of the competencies number seven and eight of skill category supports this latter argument.

Since school librarians are expected to have constructive liaison
and also exchange views and ideas with the schools' community, the knowledge of social psychology could be valuable and helpful in their mutual relationship for the success of library's programmes as well as the success of educational objectives of the school. Similarly, and even more importantly, the knowledge of social psychology could be helpful in fostering and developing in the young pupils the attitude of sociability. In this regard, seventy per cent of the practitioners in Pain's study felt that the attitude of 'sociability' should be considered as an essential competency for the education of school librarians.

Based on the responses given by the practising school librarians, this competency received 73.4 per cent of the total possible points and, therefore, should have high emphasis in the education of teacher-librarians in Iran.

School librarians expressed, more or less, similar views, while librarians from Shiraz gave this competency a high value. This might be due to the impact of promotional library programmes of Library Science Department of Shiraz University. This library school offers, whenever the conditions and possibilities permit, library programmes at various levels which will have undoubtedly
positive effects on the librarians who work in the vicinity of this institution. However, compared to the competency of 'school librarianship', this competency did not receive an appropriate assessment, reflecting school librarians' professional attitude towards its role and importance in their job performance.

Seventy-four per cent of the practitioners in Pain's 'Survey of the competencies required by school librarians' valued this competency as essential. This competency was also assessed as high in a bachelor programme by seventy-seven per cent of the practitioners in Abdel-Motey's study. Since the introduction to librarianship has been a basic and fundamental area of competencies for the profession, it is not surprising to find that most of the participants in the present study as well as the comparative studies considered this competency necessary. Commenting on the necessity of this competency in the education of school librarians, Pain wrote that 'all school librarians require a sound [and] basic library education background' [17].

Based on the participants' responses in the present study, this competency received 76.6 per cent of the total possible points and should have high emphasis in the education of teacher-librarians in Iran.

1. Category of Knowledge: Competency No. 12: Counselling Psychology
The school librarians were almost in close agreement concerning its necessity in the education of the person in charge of the school library. The participants' agreement over the inclusion of this competency in the library education of a school librarian reflects the great relevance of this competency in the work of a school librarian who has to deal with the problems and difficulties of young patrons of their libraries. A knowledge in the area of 'counselling psychology' can have a positive effect on the librarian's attitude towards pupils' needs and demands. In this respect, the librarians' modest evaluation of competency number eleven of attitude category confirms this latter statement that librarians would be 'willing to help' if they are asked to.

Of the comparative studies, twenty-eight per cent of the practitioners in Pain's survey expressed that the skill and ability of 'pupil counselling' should be considered essential in the library programmes designed for the education of school librarians with fifty-four per cent assessing it as desirable. This branch of psychology is concerned more with the personal and occupational problems as well as the educational guidance of the school library patrons and, therefore, can be helpful to the person in charge of the library in the proper performance of the entrusted duties.

Based on the responses given by the practising school librarians in the present study, this competency received 70.8 per cent of the total possible points and should be given moderate emphasis in the education of teacher-librarians in Iran.
The difference in views and attitudes towards this competency may be explained by the present inadequacy of the educational background that school librarians have in the area of developmental psychology. In fact, since no course is offered on this subject at both bachelor and associate of arts level, librarians do not enjoy the advantage of having a knowledge in this area of competence. This competency can have a positive effect on the school librarians' persevering attitude. In this regard, the attitude of 'patience' gained a highly positive value by the participants, reflecting the importance of this competency.

Although this competency was not included in the list of competencies in Abdel-Motey's and Pfister's studies, the participants in Abdel-Motey's study recommended the inclusion of the 'knowledge of stages of child development' in the library programme designed for the education of school librarians. Similar to the present study, forty-four per cent of the practitioners in Pain's survey valued the 'knowledge of child and teenage development' as essential and fifty-four per cent assessing it as desirable. Since this area of competence deals
with the child and the developmental stages which a child has to go through, it can be of great help to the knowledge and understanding of school librarians in dealing with the children's educational problems and needs.

Based on the practising school librarians' responses in the present study, this competency received 68.4 per cent of the total possible values and should be given moderate emphasis in the education of teacher-librarians in Iran, according to those surveyed.

The majority of participants were in close agreement concerning the fundamentality of this competency. Although the knowledge of educational system is useful in the way that can make the person in charge of the library be familiar with the system he/she is involved in and of which the library is a part, the school librarian, probably due to lack of adequate educational background in this area of knowledge, were not unanimous about the necessity of this competency. Also, this competency is missing from the curricular programmes of both teachers and librarians at BA and AA levels. As it was stated in part one of Chapter Two, due to the constant changes that took place in the
educational system of the country, teachers as well as parents became confused, displeased and, in the end, indifferent to the system of education. The impact of those confusions and indifferences, even after more than one decade, seems to be still present and observed. While those librarians surveyed by Pain also rated knowledge of the educational system as only relatively important, it is likely that this is due to their existing familiarity with the concepts, rather than the disillusion that may have characterised the Iranian teacher-librarian's responses. In-service courses in the UK frequently address the most important educational issues, especially as the National Curriculum gets under way, and therefore there is not the urgency to include this within the initial professional curriculum.

Thus, whilst fifty-six per cent of the practitioners in Pain's survey felt this competency should be considered essential, thirty-five per cent gave it a desirable value and only two per cent rejected its inclusion in the educational programmes developed for the education of school librarians.

Based on the responses given by the practising school librarians in the present study, this competency received 69.6 per cent of the total possible values and should have probably a moderate emphasis on the education of teacher-librarians in Iran, according to the respondents. Nevertheless, if changes are to be introduced into the educational system of a fundamental kind, and if a greater understanding of the management of change is to be fostered, then this emphasis might require reappraisal.
A considerable number of the participants had similar opinions about the significance and importance of this competency in the work of school librarians, reflecting the librarians' interest in the basic knowledge of education.

The scope of this competency includes concepts, theories, aims and objectives and foundations and principles of education which can be used as a helpful guide by the educators as well as the librarians who work with school pupils. The knowledge of principles and philosophy of education can enable school librarians to have a better understanding of the workplace in which the young children are being educated.

The curricular programmes of teachers contain this competency whereas librarians do not have it in their library curricula at both BA and AA levels. It is through this competency that school librarians learn about the goals and objectives of education in general and schooling in particular. One of the objectives of education, or, in this case, schooling, is to teach students lifelong skills which are transferable across disciplines and, also, make them effective users of information. Contrary to the
The knowledge in this area of competence can broaden school librarians' view concerning the methods and techniques as well as the resources which are suitable for a better understanding and helping the young pupils with their learning problems. However,
this low rate of value given to this competency may be justified by the present insufficiency of educational background that the school librarians possess in this area of competence. This, of course, highlights the difficulty in simply using existing teacher-librarians' perceptions as the guide to curricular development for the future. If there is to be growth and development, there is a need to shift perceptions rather than merely to perpetuate them. In any case, this contrasts with school librarians' assessment of competency number 4 of skills category. School librarians have given a high value to the competency of 'teaching library skills' which indirectly necessitates the possession of a good background in the area of learning theories. Since this area of competence is missing from the curricular programmes of both teachers and librarians at BA and AA levels, it seems to be natural for school librarians to lack a sound and adequate background in learning theories and the low value given to this competency by librarians indicates its absence in the background of their knowledge. Courses in this area of competence are usually offered in the colleges of education at the postgraduate levels and this may also justify the low value which has been given to this competency by the practitioners in Pain's survey. Similarly, forty-seven per cent of the practitioners in Pain's survey felt that the knowledge of 'learning methods' should be considered essential for the education of school librarians while thirty-seven per cent assessed it as desirable.

Based on the practising school librarians' responses in the present study, this competency received 63.7 per cent of the total possible values and should have moderate emphasis in the education of teacher-librarians in Iran, at the moment, but there is a likelihood that this, too, will assume greater importance as educational change intensifies and quickens in pace.
The response to this competency was of considerable interest and points to the particular situation in Iran. The participants were almost divided in their responses to this competency. The desire and inclination to give this competency a relatively low value is probably due to the fact that, in practice, the responsibility of administering the school library is more with the principal of the school or his/her deputy than the librarian. However, this is in sharp contrast to the school librarians' assessment of competency number 3 of skills category which was given a high value. The ability to supervise and accomplish the pastoral duties and activities entails some knowledge in the area of library administration which, at present, they lack. The newly announced programme of library education at bachelor level includes a course in library administration.

Respondents in Abdel-Motey's study also were nearly divided with only thirty-five per cent of the practitioners valuing it highly for a bachelor programme and forty-one per cent valuing it for on-the-job training. Whilst forty-nine per cent of the school librarians in Pain's survey considered this competency essential, totally, sixty-seven per cent of the participants in Pfister's
study assessed it as essential. Whilst it was not peculiar, due to the similarities of school libraries in developing countries, to see that school librarians in Abdel-Motey's study expressed an even less favourable view towards this competency than the librarians in the present study, it was perhaps surprising to find that the majority of the practitioners in Pain's survey considered such a competency as non-essential (although, again, the fact that many school libraries in the UK are supported by public library services to schools might account for this). It may also be explained that librarians in the industrialised countries are more service-oriented than their counterparts in developing countries.

Based on the responses given by the practising school librarians in the present study, this competency of library administration received 56.8 per cent of the total possible points and should have low emphasis in the education of teacher-librarians in Iran, if the responses are to be given credence. Once again, this will have to be re-evaluated as the curriculum is implemented, and validated.
The participants differed in their judgement about the level of emphasis which should be given to this competency. It is at the primary school that the child learns the basic knowledge and skills of language, writing, reading and arithmetic as well as the theories, attitudes and views of how to live and behave properly outside school life. Thus, the knowledge of elementary education seems to be of great use to the job of school librarians who work with young children. The difference in opinion among the participants in this study about the necessary or desirability of this competency is probably due to the degree and extent of difference in the school librarians' experiences as well as to their level of involvement in this area of competence. Contrary to the seeming necessity of this competency in the work of a teacher or school librarian and its effect on the selection of children's literature, it has not been well-received by the librarians probably due to its omission from both the curricular programmes of teachers and librarians at BA and AA levels. Sixty-one per cent of the practitioners in Pain's survey expressed that the knowledge of 'aims of education, issues in education and trends of education' should be viewed as essential in the educational programmes of school librarians with thirty-eight per cent valuing it as desirable.

Based on the practising school librarians' responses in the present study, this competency received 55 per cent of the total possible points and should have low emphasis in the education of teacher-librarians in Iran.
Respondents were similarly divided as to the level of emphasis which should be given to this competency, one which might be considered essential if libraries are to be effective supports of the curriculum.

Curricular planning certainly necessitates a warm relation and close co-operation between the librarians and the teaching staff. It is a contradiction on the part of librarians to give a higher value to the competency of co-operation with teachers (no. 7 of skills category) and, at the same time, rating the participation in curriculum development very low. The reason for giving this low value might be explained by the fact that librarians have not significant involvement in the curricular planning of their schools which are mostly centralised by the Ministry of Education. Again, this points to the difficulty when using only the school librarians' responses as an indicator for curriculum planning. However, as Table 13 of Chapter 5 shows, there has been recently some improvements in this direction and librarians are gradually being invited to the teachers' councils for the curriculum development. Such a move is not, although a sign of hope and also effective, but a small step in the right direction...
which should be continued, encouraged and supported by the educational authorities.

Whilst the participants in this study, due to their little or no involvement in the educational and curriculum development of their schools, gave a relatively low value to this competency, seventy-seven per cent of the practitioners in Pain's survey valued the knowledge of curriculum development as an essential competency which meant that school librarians in her survey were mostly involved in the curriculum design of their schools.

Based on the responses expressed by the practising school librarians in the present study, the competency of curriculum planning received 51.6 per cent of the total possible values and should be given a low emphasis in the education of teacher-librarians in Iran; however, if change is to be effected in Iranian school libraries, some consideration will need to be given to curriculum planning as a subject of study for school librarians in the future.

The participants were divided in their responses as to which level of emphasis should be given to this competency. The
knowledge of educational administration helps and enables the librarian to co-ordinate and lead all activities of the colleagues towards the achievement of educational objectives of the school and also to provide the proper educational grounds for the attainment of those goals. Despite its importance and impact on the 'curricular planning' (competency no. 19) and 'co-operation with teachers for the success of curricular programmes' (competency no. 7) on one hand and its existence in the educational programmes of teacher-librarians on the other, the school librarians were unwilling to have this competency included in their education. Thus, the low rate of responses given to this competency by the participants of this study indicates that school librarians were not, due to their heavy load of teaching or other outside school work, involved in these kinds of activities.

Contrary to the practitioners of this study, eighty per cent of the participants in Pfister's study felt that the ability to develop goals and functions which support the educational objectives of the total school programme should be regarded as essential, a function of a very different cultural setting, in which much greater autonomy is available to the individual school.

This competency received the lowest overall value and mean of all competencies in the category of knowledge. Based on the responses given by the practising school librarians in the present study, this competency received 45.1 per cent of the total possible points and, therefore, should have low emphasis in the education of teacher-librarians in Iran, due, largely, to the practical impossibility of teacher-librarians administering, and taking part in, the administration process in schools - they are largely implementing the practices and policies indicated by the Central Office of Library Affairs.
As with the knowledge areas, the skills regarded as important by the respondents produced some surprises. For example, the promotion of reading and studying and library promotion figures prominently, while co-operation with teachers for the success of curricular programmes was less highly rated. The reasons for this are related to those discussed with reference to the knowledge competencies; at present, school libraries are seen by Iranian librarians as adjuncts to the curriculum rather than an integral supporting element. The skills needed therefore are those that enable pupils to develop their reading and library use, rather than the more fundamental enabling of teachers to access the library as a means of enhancing the curriculum. Hence, computer use, which in the industrialised countries, is seen as a means to developing those essential information-handling skills in both teachers and pupils that enrich all aspects of the curriculum, received the lowest rating of all.

Thus, while the responses are valid as a means of assessing the skills at present regarded as important to librarians in schools, these can by no means be regarded as other than an intermediary set of significant competencies. The balance between the various skills will inevitably shift as school libraries develop. However, at this stage, it is important to proceed from the base of existing expectations when designing a curriculum, whilst continually evaluating the shifts in need and changes in expectation.
II. CATEGORY OF SKILLS: COMPETENCY NO:

**TABLE NO. DISTRIBUTION OF RESPONSES**

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<th>R</th>
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<th>Necessary</th>
<th>G</th>
<th>NOC</th>
<th>Desirable</th>
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Table:

R = responses  
G = group of cities  
NOC = Number of cases

[ ] = The number in the bracket refers to table number 27; and the letter, opposite to the number inside the bracket, indicates the level of emphasis which should be given to each competency.

Vh = very high;  
H = high;  
M = moderate; and  
L = low

The numbers on the horizontal axis are competency numbers of the skill category; and the numbers on the vertical axis are in accord with the Likert type of scaling.(Tables 30 and 33).

= Necessary  
= Desirable
The participants were almost unanimous concerning the essentiality of this competency for the education of school librarians. The high rate of necessity given to this competency reflects nothing but the great enthusiasm and eagerness of school librarians to develop the habit of reading among the young pupils. While admirable, as indicated above, this does exemplify the role of the school library as first and foremost a reading resource, rather than an instrument for curriculum development and change. This action of school librarians is also in harmony with the item number nine of their job description in which they are required to foster and develop, through various means, the habit of reading in the pupils. By giving the highest value to this competency, the school librarians indirectly confirmed their assessment of competency number one of knowledge category. These two competencies received the highest overall values of all competencies in their categories, indicating school librarians' close attention towards their crucial significance in the promotion of reading and studying among the children and young pupils.

Comparatively, eighty-six per cent of the school librarians in
Pain's survey rated this competency as essential while seventy and fifty-one percent of the practitioners in Abdel-Motey's and Pfister's studies, respectively, valued this competency highly and essential for the education of school librarians. Whilst the practitioners in Abdel-Motey's and Pain's studies expressed balanced views concerning these two competencies, the participants in Pfister's study differed in their assessment of the concerned competencies. The reason why his participants gave a lower value to the ability to promote the reading habit might be due to the fact that school children are already under the encouragement of the outside school forces including the families to read and study and, therefore, there seems to be little need for the librarians to persuade their young clients to read and study. In these school libraries, there is much greater emphasis on the library as an instrument of information skills development.

This competency ranked among the three top and received the highest overall value as well as the highest mean value of all competencies in the study. Based on the practising school librarians' responses, this competency received 96.9 per cent of the total possible points and should have very high emphasis in the education of teacher-librarians in Iran.
Similar reservations need to be expressed with the promotion of the school library. The participants were nearly in complete agreement concerning the necessity of the library promotion skills for the school librarians. This high rate of value (94.2 per cent) given by the librarians to this competency reflects the present interest and eagerness of school librarians to motivate and encourage pupils to use their school libraries and read their libraries' non-textbooks which is also in accordance with the item number four of school librarians' job description. However, the irony is that while more than eighty-eight per cent of the school librarians considered the skill of 'library promotion' necessary, only sixty-six per cent of these same librarians regarded children and young adults' literature as necessary. There is a clear dysjunction here, which indicates how cautiously we must assess these responses for long-term curriculum development. The reason for giving a lesser value to the children's literature is not because of librarians' disinclination in this area of competence but is probably due to the shortage of suitable literature in the native language for children and young pupils in the market, and the perception that promotion is at least one means of enhancing children's awareness of reading.

The participants in the comparative studies, similarly, gave this competency a relatively high value. Ninety-five, seventy-two and sixty-two per cent of the librarians in Pain's, Abdel-Motey's and Pfister's studies, respectively, valued this competency highly and essential for the school librarians, although it ought to be acknowledged that 'promotion' can mean different things in different settings - as what is being 'promoted' will vary according to the level of school library development.

Based on the responses asserted by the practising school librarians in this study, this competency of library promotion
received 94.2 per cent of the total possible values and, therefore, should be given high emphasis in the education of teacher-librarians in Iran.

The majority of the participants (8.15 per cent) were nearly in complete agreement concerning the necessity of this competency for the education of school librarians. This large agreement among the participants over the pastoral care of pupils in the library can be taken as an indication of the importance given by the school librarians to the education of young pupils who otherwise would waste their own time and energy as well as their fellow pupils' time and energy. Only thirty-three per cent of the school librarians in Pain's survey regarded this skill as essential while eighty-four per cent of these librarians also judged that the knowledge of student supervision should be considered essential. This indicates a clear cultural difference as to the meaning of 'pastoral care' and the less obviously structured and intensive attention required for pupils in UK school libraries, in relation to their personal rather than educational development. In the UK, pastoral care is the province of the year-tutor or form teacher. This competency may be considered in relation to competencies number four and ten of
skills category. A good and constant pastoral care of pupils is eminent if the programmes of 'teaching library skills' and 'giving talks and speeches to pupils' are actually deemed to succeed. While competencies number three and four were valued highly, the ability to 'give talks and speeches ...' was assessed low. The reason for this relatively low assessment might be due to the lack of adequate accommodation available in the existing school libraries for this type of activity.

Based on the responses given by the practising school librarians in the present study, this competency received 90.2 per cent of the total possible values and, therefore, should have high emphasis in the education of teacher-librarians in Iran, given the needs of the Iranian pupil.

The participants from the concerned cities were entirely in agreement that this competency should be considered necessary for the education of school librarians. Such a high percentage given to this competency demonstrates the desire and interest of school librarians in helping their patrons to take the fullest advantage of their school libraries' resources. School librarians' action in this respect could also be due to the item number six of their
job description in which they were asked to teach pupils study skills deemed necessary for the use of collections, book summarisations and note-taking. These librarians have given similar high percentages of values to competency number six of this same category which was meant to help students to locate information. This indicates that librarians have been insistent that their students should be taught the necessary skills and also helped to take the fullest advantage of their school libraries' collections. The comparative studies, as it follows, have rightly taken a similar line in dealing with these two competencies.

Likewise, a high percentage of the practitioners (ninety-one per cent) in Pain's survey felt that the ability to 'teach information/study skills' was essential for the education of school librarians with seventy-eight per cent of the participants in Pfister's study giving 'the ability to teach library media skills' an essential value for the education of school librarians.

Based on the responses given by the practising school librarians in the present study, this competency received 93 per cent of the total possible values and, therefore, should have high emphasis in the education of teacher-librarians in Iran.
The participants in the present study were in close agreement concerning the indispensibility of this competency for the education of school librarians. The reason for giving a high value to this competency might be that the participants felt it was through this opportunity that they could promote and introduce the library to their teaching staff as well as the pupils. This type of activity was also in accordance with the item nine of their job description. The school librarians have again taken the same general direction of promoting their school libraries. This is also in line with the item number nine of their job description in which they are required to set up 'book exhibitions' in their schools. Despite the willingness of librarians and the inclination of the educational authorities for carrying out these type of activities, the difficulty for the accomplishment of this requirement is with the inadequacy of facilities available in the school. Such a limitation can be effective in the discouragement of the school librarians not to give a higher value to this competency. Similarly, eighty-one per cent of the practitioners in Pain's survey rated this competency as essential for the education of school librarians with sixteen per cent giving it a desirable value. This indicates that school librarians in her survey have been really interested in the promotion of their libraries as well as the promoting of the reading habit of their school communities.

Based on the responses given by the practising school librarians in the present study, this competency received 85.6 per cent of the total possible points and, therefore, should be given a high emphasis in the education designed for the teacher-librarians in Iran.
The participants were almost unanimous in their opinions as to the high importance of this skill. The high rate of value given to this competency reflects the vital role that school librarians have to play in the intellectual and skill development of pupils as well as the efforts towards the achievement of educational objectives. This was also incompatible with the item number five of school librarians' job description in which they are required to help their pupils in the best use of their school library's collections. Moreover, the way this competency has been dealt with is in full accordance with the competency number eleven of attitudes category. By giving a high value to this competency, the school librarians have indicated that they are really interested in helping their school pupils to use the available resources as much as it is possible.

Eighty-one per cent of the total respondents in the present study valued this skill as necessary compared to eighty-eight per cent of the practitioners in Pfister's study who assessed the 'ability to guide students and school staff in the use of library media, equipment and services to meet instructional objectives' as essential.
Based on the responses given by the practising school librarians in the present study, this competency received 88 per cent of the total possible values and should have high emphasis in the programmes designed for the education of teacher-librarians in Iran.

Through their valuation of this competency, the participants indicated that the success of school librarians' educational programmes was bound up partly with the existence of good co-operation and warm relations with the school teaching staff and also between the school library personnel. As indicated in Chapter 4, there has been recently some considerable improvement in the co-operation between the librarians and the teaching staff. However, it is strange that while the majority of librarians considered the ability and skill to co-operate with the teaching staff for the success of school educational programmes necessary, only a small minority of them regarded the knowledge of curricular planning as essential and this is also in contrast to the assessment made by the practitioners in Pain's survey who rated the knowledge and skill in both of these areas of competence highly. Also, due to the existence of some common goals and objectives between the school libraries and the
Institute for Intellectual Development of Children and Young Adults (IIDCYA) (Chapter 3), a strong co-operation between them seems to be essential and even inevitable if they want to achieve their educational and cultural goals.

Based on the practising school librarians' responses in the present study, this competency received 78.6 per cent of the total possible values and, therefore, should have high emphasis in the programmes developed for the education of teacher-librarians in Iran.

The participants were almost equally divided as to which level of emphasis should be given to this skill. This division amongst the participants may be explained by the lack of adequate experience deemed necessary in this type of task, which a large number of the present school librarians did not have and, also, the disinclination of the outside information agencies to co-operate. Such variation in opinions about the necessity or desirability of this skill was contrary to the item number eight of their job description in which they were asked to be active in communication with other information centres, especially neighbouring school libraries. The necessity of this competency
has been considered, in contrast to the competency number six of this same category, lower than one may expect or conceive. The knowledge and experience of school librarians, concerning the reluctance of the outside information centres for co-operation, could have been a determining factor to give a lower value to the skill of 'communication with other school libraries and the outside information centres'.

Whilst ninety-one per cent of the school librarians in Pain's survey valued this competency as essential for the education of school librarians, seventy-two per cent of the practitioners in Abdel-Motey's study gave it a high value which is comparative to the seventy-four per cent of responses overall given to the present study.

Based on the practising school librarians' responses in the present study, this competency received 75.5 per cent of the total possible values and should have moderate emphasis in the library programmes designed for the education of the teacher-librarians in Iran.
The participants varied in their responses to this competency. The reason why school librarians from Shiraz gave it a relatively very high value reflects the inclination of school librarians in this area of competence as well as the demonstration of the availability of these AV equipment in a considerable number of the schools in the city of Shiraz. While studies up to 1977 report the severe inadequacy or lack of the audio-visual materials in the school libraries, a recent survey by this researcher (Table 3 of Chapter 4) shows that thirteen per cent of them possess these type of materials. Although the percentage of value given to this competency is not as high as one may have expected, but it is in accordance with the existing situation in which only thirteen per cent of school libraries have some sort of audio-visual materials. This kind of assessment is also in harmony with the competency number one of this same category and the item number nine of school librarians' job description which asked the librarians to foster and develop the reading habit in pupils. Audio-visual materials can be one of the means through which the librarians would be able to encourage their young patrons to use their school libraries and to read and study non-textbooks and use non-book materials.

Fifty-eight per cent of the total school librarians in the present study valued this competency as necessary compared with fifty-nine per cent of the participants in Pfister's study who considered 'the ability to evaluate and select audio-visual and other library equipment using appropriate criteria' as an essential competency. In this respect, thirty-three per cent of the practitioners in Pain's survey expressed that the 'operation of audio-visual equipment' should be regarded as a necessary skill for school librarians with forty-nine per cent assessing its knowledge essential. Fifty-one per cent of the practitioners in Abdel-Motey's study also valued the knowledge in this area of
As regards the comparative studies, what is surprising is the low rate of value which has been given to this competency by the participants in Pfister's and Pain's studies. It is with regard to the crucial role of audio-visual materials in a resource-based learning centre, especially in industrialised countries, that a high rate of value to such competencies is justly expected. Pain has rightly asserted that school librarians should be conversant with the relevance of audio-visual technology to education and librarianship[18]. But neither she nor Pfister has offered any explanation as to why their participants have given a low value to this competency. It is probable that a familiarity with equipment is largely taken for granted by their respondents.

Based on the practising school librarians' responses in the present study, this competency received 75.8 per cent of the total possible values and, therefore, should have moderate emphasis in the library programmes designed for the education of teacher-librarians in Iran.

The participants were almost divided as to which value should be given to this competency. The reason for giving a moderate value to this competency may be due to the inadequacy of space which
is available, at the present time, for this purpose. Since school libraries' reading and studying space are not usually large enough to accommodate a large number of students at any one time, school librarians have little room to manoeuvre in this direction. If this argument is ignored, then the way this competency has been assessed is in clear contrast to the assessment of 'acquisition and selection' competency. It seems to be thoroughly unreasonable to manage a well-resourced centre without having planned any activities which can motivate pupils to read and develop their study skills.

Seventy-nine per cent of the school librarians in Pain's survey regarded this skill as an essential competency. Similarly, seventy per cent of the practitioners in Abdel-Motey's study gave a high value to the ability to 'provide programmes to motivate students to read, develop their abilities, meet their needs and solve their problems', while sixty-four per cent of the participants in Pfister's study judged that the 'ability to assist students in acquiring basic skills through the use of media resources' is an essential competency and, also, sixty-three per cent of the participants in the same study considered the 'ability to plan learning activities and opportunities that motivates students to use media' as essential.

Based on the responses given by the practising school librarians, this competency received 69.2 per cent of the total possible values and should have moderate emphasis in the education of teacher-librarians in Iran.
The participants were almost divided as to which value should be given to this competency. This low rate of value given to this competency and the variation in responses may be due to the lack of adequate skill and practical training in this area of management which a school library should already have. As shown in Table 2 of Chapter Four, only fifty-two per cent of the surveyed libraries expressed that they had some sort of a budget. Thus, the librarians have to keep records of receipts and expenditures and also manage their libraries within the allocations made to them, and this is almost a new task entrusted to school librarians. If we take the number of school libraries which might not have been given any budget and the difficulty of this new entrusted task into account, then, it would be more understandable why librarians varied in their responses. As with the poor rating of library administration, as changes occur, a reappraisal of this competency will be required. Librarians need to be able to budget accurately and to plan their resource acquisition. As school libraries in Iran develop a momentum within schools, the need for effective management skills will become more pressing.

The practitioners in Pain's survey (seventy-seven per cent)
assessed the 'knowledge and skill of library financial management' as an essential competency, while sixty-six per cent of the participants in Pfister's study considered 'the ability to keep appropriate records of receipts and expenditures for library media programme funds' as essential.

Based on the practising school librarians' responses in the present study, this competency received 61.6 per cent of the total possible values and, therefore, should have a low emphasis in the library programmes designed for the education of teacher-librarians in Iran.

About half of the school librarians assessed this competency as unnecessary. None of the participants from Busher considered this competency necessary. The reason why this competency was given such a very low rate of value may be simply due to the lack of such equipment in the school libraries; however, fifteen per cent of the total respondents valued it as necessary, reflecting their desire in the use of computers.

At the time when computers are becoming increasingly important and prevalent in all areas of the life in industrialised societies and microcomputers are already in many of the school
libraries, it seems to be odd that school librarians in Pain's survey were reluctant to consider the ability and skill for the 'operation of computer' essential, although there is reason to believe that, with the increasing importance of computers in UK schools, this finding is no longer valid. The majority of her respondents regarded this competency as desirable rather than essential, reflecting the relatively low acceptance of this technology at that time. The computerisation of school libraries is, now, a debatable issue and as Beswick states\[19\], not a priority, but if children and young adults are, as Lee responded to Beswick\[20\], to be prepared for adult life, then, computers should be looked upon as an essential part of the school library. The reason that the practitioners in Pain's survey were unwilling to give a high value to this competency might be due to the fact that the interactive nature of computers, as some leading educators claim\[21\], requires the use of higher level cognitive skills and this is something which many school librarians may find it hard to cope with. Strangely enough, sixty-one per cent of the practitioners in Abdel-Motey's study valued this competency for a BA programme and this is in contrast to the fact that there is currently no use of computers in their school libraries. In addition to their interest in this type of library service, these librarians might have envisaged that computers would quickly solve their problems. This competency was missing from the proposed list of competencies in Pfister's study.

Based on the responses expressed by the practising school librarians in the present study, this competency received the lowest overall value as well as the lowest mean value of all competencies in the study. It received only 34.9 per cent of the total possible values and should have low emphasis in the library programmes designed for the education of teacher-librarians in Iran.
The responses to the questions on the attitudes needed by school librarians were largely expected. However, the lowest score was awarded to the concept of 'flexibility' which does give cause for some concern, as this quality is likely to be of increasing significance if school libraries are to develop effectively in Iran.

There was a clear cultural difference expressed by Iranian practising librarians, when comparing their responses with UK librarians - flexibility was a much more highly-prized attribute in the UK. Developing attitudes in individuals to enable them to perform effectively is one of the more difficult tasks of a curriculum, and considerable sensitivity will be required if the desired effect of shifting entrenched attitudes is to be achieved. While the responses to desirable attitudes were a useful indicator of current aspirations and awareness, they should, however, also point to areas such as flexibility that require attention in training librarians to respond to the demands placed on school libraries in assisting Iranian educational development.
### III. CATEGORY OF ATTITUDES: COMPETENCY NO.

#### TABLE NO. 30

<table>
<thead>
<tr>
<th>City</th>
<th>Necessary (%)</th>
<th>Desirable (%)</th>
<th>Unnecessary (%)</th>
<th>Total Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiraz</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mashad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Busher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **R** = responses
- **G** = group of cities
- **NOC** = number of cases
- [ ] = the number in the brackets refers to Table No. 28; and the letter opposite to the number inside the brackets indicates the level of emphasis which should be given to each competency
  - **Vh** = very high; **H** = high; **M** = moderate; and **L** = low

#### Bar chart:

The numbers on the horizontal axis are competency numbers of the knowledge category; and the numbers on the vertical axis are in accord with the Likert type of scaling (Tables 31 and 34).

- **Necessary**
- **Desirable**

---

260
The participants had similar views about the necessity of this competency in the work of school librarians.

Ninety-one per cent of the practising school librarians in this study valued this competency necessary compared with the ninety-eight per cent of the practitioners in Pain's survey who considered this competency essential for the school librarians. The high rate of responses given to this competency in her survey and the present study indicates that school librarians were prepared to be responsible for the hard task of making their libraries an integrated part of the school's educational system. This competency received the second highest overall value as well as the second highest mean value of all competencies in this study.

Based on the practising school librarians' responses in the present study, this competency received 95.5 per cent of the total possible values and, therefore, should have high emphasis in the library programmes designed for the education of teacher-librarians in Iran.
III. Category of Attitudes: Competency No. 2: Integrity

The participants were in full agreement about the essentiality of this competency in the education of school librarians. Such a very high rate of value given to this competency reflects the importance attached to the nature of the competency as felt by the participants. The librarians have indicated that they were aware of the fact that, due to the children's sensitivity, their firmness and honesty would be readily felt and warmly welcomed by their young clients.

Ninety-four per cent of the school librarians in this study valued this competency highly necessary, compared with eighty-eight per cent of the school librarians in Pain's survey who regarded the attitude of 'integrity' as an essential competency. This competency ranked the second highest (on the Likert Scale) among the competencies in the category of attitudes.

Based on the practising school librarians' responses in the present study, this competency received 96.9 per cent of the total possible values and should be considered very high in the library programmes designed for the education of teacher-librarians in Iran.
The participants unanimously agreed about the necessity of this competency for the education of school librarians. The high rate of value given to this competency reflects the forcefulness of an energetic personality deemed vital in school librarians' characteristics. While ninety-four per cent of the participants in this study felt this competency should be considered necessary, sixty-three per cent of the practitioners in Pain's survey rated it as an essential competency, demonstrating their less enthusiasm for new and exciting ideas which is contrary to the actual practice which this researcher was witnessing during his several visits to school libraries, and the impression was not that they were showing off to the visitors.

Based on the practising school librarians' responses in the present study, this competency received 96.9 per cent of the total possible values which is also one of the highest overall values as well as the mean value of all competencies in the study and, therefore, should have very high emphasis in the library programmes developed for the education of teacher-librarians in Iran.
A high percentage of the respondents judged that this competency should be looked upon as necessary for the school librarians.

The participants were again in full agreement about the necessity of this competency. The high value given to this competency points out the fact that school librarians liked to carry out their duties carefully and honestly. Comparatively, ninety-three per cent of the practitioners in Pain's survey considered this competency essential.

Based on the responses given by the practising school librarians in the present study, this competency received 95.4 per cent of the total possible values and, thus, should have high emphasis in the library programmes of teacher-librarians in Iran.
The participants were almost unanimous concerning the necessity of this competency in the education of school librarians. The high value given to this competency reflects the feeling of school librarians that they had to take the initiative in proposing activities and plans which could lead to the enrichment of the school's educational programmes.

Eighty-five per cent of the school librarians valued this competency as necessary, compared to ninety-one per cent of the school librarians in Pain's survey who judged the competency of 'initiative' as essential. This demonstrates that the school librarians must have the attitude of initiative in advancing the school's educational objectives.

Based on the practising school librarians' responses in the present study, this competency received 92.5 per cent of the total possible values and should have high emphasis in the library programs designed for the education of teacher-librarians in Iran.
The participants were almost in full agreement as to the dispensability of this competency.

Eighty-seven per cent of the respondents in this study valued this competency necessary, compared to the ninety-five per cent of the practitioners in Pain's survey who regarded the competency of 'patience' as essential. The high percentage given to this competency by the librarians in this study reflects the endurance and perseverance of attitudes needed by school librarians in order to perform their library duties properly. The possession of such characteristics and attitudes can help a librarian who works with children and young adults for several hours a day, every week of the month and year. To be successful in the job, the school librarian, like the classroom teacher, must have the patience of Job. It takes a vast amount of patience to work with children and control one's feelings and not get easily annoyed and frustrated.

Based on the responses given by the practising school librarians, this competency received 93.3 per cent of the total possible values and should have high emphasis in the library programmes.
designed for the education of teacher-librarians in Iran.

III. Category of Attitudes: Competency No. 7: Awareness of the Workplace

<table>
<thead>
<tr>
<th>N</th>
<th>NECESSARY</th>
<th>DESIRABLE</th>
<th>UNNECESSARY</th>
<th>TOTAL</th>
<th>AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHMN</td>
<td>35</td>
<td>10.1</td>
<td>3</td>
<td>7.9</td>
<td>18</td>
</tr>
<tr>
<td>PhD</td>
<td>31</td>
<td>77.5</td>
<td>9</td>
<td>22.5</td>
<td>40</td>
</tr>
<tr>
<td>INSR</td>
<td>18</td>
<td>90</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>85.7</td>
<td>14</td>
<td>14.3</td>
<td>90</td>
</tr>
</tbody>
</table>

The participants were almost in close agreement concerning the necessity of this competency for the success of school librarians in their library programmes.

Eighty-six per cent of the respondents in this study felt this competency should be necessary which is similar to the eighty-one per cent of the practitioners in Pain's survey who considered the 'attitude of awareness' essential. The high value given to this competency by the librarians in the present study indicates that school librarians already knew that they should be aware of the needs, demands and difficulties of their school community as well as the possibilities and facilities available to them in the workplace.

Based on the responses given by the practising school librarians in the present study, this competency received 91 per cent of the total possible values and should have moderate emphasis in the library programmes designed for the education of teacher-librarians in Iran.
A considerable number of the respondents felt that this competency should be regarded necessary for the education of school librarians.

The indispensability of this competency was largely confirmed by the participants. The high rate of value given to this competency shows the readiness and eagerness of school librarians to learn new ideas and opinions from classroom teachers and colleagues as well as young pupils. Eighty-four per cent of the school librarians assessed this competency as necessary, compared to ninety-one per cent of the practitioners in Pain's survey who considered the competency of 'willingness to learn' essential.

Based on the responses given by the practising school librarians in the present study, this competency received 91.9 per cent of the total possible values and should have high emphasis in the library programmes designed for the education of teacher-librarians in Iran.

### Table No. 74

<table>
<thead>
<tr>
<th>City</th>
<th>Necessary</th>
<th>Desirable</th>
<th>Unnecessary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiraz</td>
<td>32</td>
<td>82.1</td>
<td>17.1</td>
<td>99</td>
</tr>
<tr>
<td>Mashhad</td>
<td>35</td>
<td>87.5</td>
<td>12.5</td>
<td>40</td>
</tr>
<tr>
<td>Isfahan</td>
<td>16</td>
<td>80</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>83.6</td>
<td>16.2</td>
<td>99</td>
</tr>
</tbody>
</table>

Bar chart for the category of attitudes

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
The participants in this study were almost unanimous about the necessity of this competency of attitude. The high value given to this competency by the school librarians reflects their awareness and concern about the problems, difficulties and realities of the workplace which they should take into account when they want to plan their library services, learning activities or to establish procedures for the use of library.

Based on the practising school librarians' responses in the present study, this competency received 92.3 per cent of the total possible values and, therefore, should have high emphasis in the library programmes designed for the education of teacher-librarians in Iran.
The participants had similar views about the acquisition of this competency for the education of school librarians. The high value given to this competency indicates that school librarians were aware that they had to think enough before taking any action or decision and be very careful when planning library activities and objectives.

Whilst eighty-one per cent of the participants in this study assessed this competency necessary, sixty-one per cent of the practitioners in Pain's survey considered this competency essential for the education of school librarians. By giving a comparatively higher value to this competency, Iranian practitioners have shown more concern for this area of competence than their British counterparts.

Based on the practising school librarians' responses in the present study, this competency received 89.8 per cent of the total possible values and should have medium emphasis in the library programmes designed for the education of teacher-librarians in Iran.
The participants were almost in complete agreement concerning the necessity of this competency. The high rate of value given to this competency demonstrates that school librarians were pleased and ready to perform and carry out their sensitive and difficult responsibility of being a school librarian. According to the school librarian's job description (Appendix XV), school librarians are responsible for developing necessary skills in their young library clients.

Similarly, one of the highest values (ninety-eight per cent) in Pain's survey was given to this competency, reflecting the importance of this area of competence from the practitioners' point of view. Her school librarians' assessment of this competency is in complete agreement with their judgement of competency number one of this same category.

Based on the responses given by the practising school librarians in the present study, this competency received 94.1 per cent of the total possible values and, therefore, should have high emphasis in the library programmes designed for the education of teacher-librarians in Iran.
Most of the participants had the same opinions as to the necessity of this competency for school librarians.

The high value given to this competency by the school librarians indicates that they knew they were expected to be practical and constructive while dealing and working with teachers as well as pupils. Eighty per cent of the practising school librarians in this study valued this competency necessary, compared to seventy-nine per cent of the practitioners in Pain's survey who regarded this competency essential.

Based on the responses given by the practising school librarians in the present study, this competency receive 89.3 per cent of the total possible values and should have moderate emphasis in the library programmes developed for the education of teacher-librarians in Iran.
A great majority of the respondents felt this competency should be looked upon as necessary in the programmes developed for the education of school librarians.

The participants were also in close agreement about the value which should be given to this competency which indicates that school librarians were eagerly ready to help and co-operate with their patrons whenever they were asked or needed. This type of attitude is also incompatible with the item number five of school librarians' job description specified by the Ministry of Education. This competency received an absolute majority of one hundred per cent by the practitioners in Pain's survey, indicating their real interest in fostering skills development in their clients as well as the maximum use of their resource centres.

Based on the responses given by the practising school librarians in the present study, this competency received 89.3 per cent of the total possible values and should have moderate emphasis in the library programmes designed for the education of teacher-librarians in Iran.
The participants expressed similar opinions concerning the essentiality of this competency. The school librarians' judgement concerning the necessity of this competency demonstrates that school librarians were expected to be always in the same mood of thought and behaviour, keep always their promises, keep to the principles and make harmony between words and deeds. Of the comparative studies, seventy-two per cent of the practitioners in Pain's survey considered this area of competence essential, indicating their less enthusiasm for this area of competence.

Based on the responses given by the practising school librarians in the present study, this competency received 89.6 per cent of the total possible points and should have moderate emphasis in the library programmes designed for the education of teacher-librarians in Iran.
III. Category of Attitudes: Competency No. 15: Self-motivation

The participants were in close agreement over the necessity of this competency. Similarly, ninety-five per cent of the practitioners in Pain's survey valued the competency of 'self-motivation' as essential. By giving a high percentage of the total value to this area of competence, the school librarians in the present study indicated their interest and desire to be active and vigorous in carrying out their task without the notice or encouragement of others.

Based on the responses given by the practising school librarians, this competency received 89.1 per cent of the total possible value and should have moderate emphasis in the library programmes designed for the education of teacher-librarians in Iran.
III. Category of Attitudes: Competency No. 16: Flexibility

<table>
<thead>
<tr>
<th>%</th>
<th>NECESSARY</th>
<th>DESIRABLE</th>
<th>UNNECESSARY</th>
<th>TOTAL</th>
<th>AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>36.3 5 11 26.9 2 5.3</td>
<td>38</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>60 4 12 12 30 40</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>60 3 15 1 5 20</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>65 66.3 25 26.5 7 7.1 90</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most of the respondents felt this competency should be regarded as necessary for the education of school librarians.

The participants agreed over the essentiality of this competency. This competency has received the lowest value among the competencies in the category of attitudes, reflecting the difficulty that librarians felt in being tractable and able to be persuaded easily. Whilst this competency was given a necessary value by only sixty-six per cent of the participants in the present study, it received one of the highest values (ninety-five per cent) among the competencies of attitudes by the practitioners in Pain's survey, indicating their awareness of the sensitivity of the workplace in which they are working and the type of clients they are working with.

Based on the responses given by the practising school librarians, this competency received 79.6 per cent of the total possible values and, therefore, should have low emphasis in the library programmes designed for the education of teacher-librarians in Iran, if one takes the views of respondents into account in designing the curriculum. However, it could equally be argued
that a lack of awareness of the need for flexibility in a fast-changing library environment requires action through the curriculum, and that developing a greater openness to the role of the library within education can only be achieved through a positive commitment to encouraging flexibility. Certainly, this will require careful consideration as the curriculum is designed.

Respondents' Comments

The participants were invited to make any comments they wished and also to add any competencies lacking in the questionnaire which they thought could be of value for the education of school librarians and their responses provided the following information. These additions were classified under the three previous categories of 'knowledge', 'skills' and 'attitudes':

I Knowledge:

1. General knowledge:

A general background concerning all branches of the modern knowledge was suggested for the education of school librarians in order to help pupils as well as the academic staff of the school. In this regard, eighty-one per cent of the school librarians in Pain's survey considered general knowledge necessary. Altogether, this demonstrates that a general knowledge is well-nigh essential to school librarians who work with children and young adults, as well as subject teachers.
2. Knowledge of bibliography:

Three of the respondents suggested a knowledge of bibliography. They believed that school librarians should know the existing collections of the library, in general, and be aware of newly-published books. Such a knowledge is a must for the librarian who wants to offer referral services.

II Skills:

1. Book orientation:

One of the participants recommended that various book orientation seminars be held. For this purpose, school librarians should be able to convene with other librarians and educational trainers to organise book exhibitions at various levels of difficulty and also to administer book orientation classes for the participants. The intention behind this exercise is to make the patrons of school libraries more interested in reading and studying books.

2. Information searching:

One of the respondents suggested that school librarians should be information seekers and, therefore, should have the ability to develop the skills of information searching in their young library patrons.
III Attitudes:

Several competencies concerning attitudes have been suggested by a considerable number of the respondents to the questionnaire. The participants felt that if school librarians wanted to be successful in their roles and make their pupils interested in books and reading, they should have the following characteristics.

1. Sociability and approachability (recommended by 5 librarians)

2. Well-mannered and good behaviour (recommended by 5 librarians)

3. Creativity (recommended by 3 librarians)

4. Logical (recommended by 3 librarians)

5. Innovation (recommended by 3 librarians)

6. Enthusiasm (recommended by 3 librarians)

7. Independence (recommended by 3 librarians)

8. Sagacity (recommended by 3 librarians)

In the opinion of the respondents, what makes, in the first instance, the young and beginning users of the school libraries more interested in books and libraries is well-mannered, good behaviour, sociability and approachability of the librarian and not the size of the collections or the decoration of the library. Some of the above proposed attitudes have been considered highly
essential in Pain's survey. One hundred and ninety-seven per
cent of the school librarians in Pain's survey valued the
attitudes of 'approachability' and 'enthusiasm' respectively
essential for the education of school librarians. All in all,
this demonstrates that along with an in-depth knowledge of the
profession, school librarians need also to possess a wider range
of personal qualities and characteristics.

CONCLUSION

There is no doubt that school librarians require a wider spread
of professional librarianship understanding as well as some
understanding in the field of education and psychology than their
counterparts in other areas of librarianship. The importance as
well as the developing market of school librarianship has
attracted high calibre people along with an ever-increasing
number of professional librarians into school libraries. Thus,
there is no surprise if we find that the largest share of the
United States' professional librarians (near to 50%) work in
school libraries[22].

Despite the increased and evidently increasing significance of
school librarianship, UK professional education appears,
paradoxically, to be moving away from this field in the
curriculum for professional librarianship. Children's
literature, for example, has so far appeared, due to its
importance, in the compulsory core courses for undergraduates at
many of the British library schools, including Aberdeen,
Birmingham and Liverpool, while children's library services are
being offered at Aberdeen, Aberystwyth and Newcastle[23].
However, the new information indicates that courses on children's
and school librarianship are being curtailed - in 3 of the major
library schools, Belfast, Strathclyde and Loughborough, there have been shifts in the curriculum away from these subjects, although children's literature is still being taught as an optional course at Loughborough.

The role of the school librarian involves whole areas of interaction - with teachers as well as pupils. This can be an important role, especially if an individual pupil sees the librarian as the only person he/she can talk to in the school[24]. This is why in the U.S., the media specialists hold membership of both the teaching and library professions and, in the Australian school libraries, the teacher-librarians are trained and educated in both education and librarianship[25].

It was therefore cause for concern, in the present study, that, despite the evident awareness of the core areas of knowledge, skills and attitudes, there were some obvious gaps in understanding, in relation to the needs of professional education for school librarianship. For example, despite the important role of education and psychology in the work of school librarians, there are also competencies, such as 'developmental psychology', 'principles and philosophy of education', 'learning theories', 'elementary education', 'curricular planning' and 'educational administration', that have been underestimated by the participants in the present study.

Also, as Herring points out, school librarians should act not only as the management of the school library resource centre but also as an 'active member of the school's curricular planning team'[26]. The low emphasis given to 'educational administration' by school librarians in the present study showed they were little involved in the curricular planning of their schools, unlike their UK or US counterparts.
On a positive note, it should be added that the Iranian practitioners received, with great enthusiasm, the suggestion of including attitudinal competencies in their library education, and they also suggested several more competencies of attitudes. These recommended competencies have already been presented and discussed. Despite their difficulties in acquisition and evaluation, other studies, including those by Griffiths and King, Chisholm and Ely, and Information power: guidelines for school library media programs, have considered their existence in the educational programmes of school librarians as extremely important for work performance.

It is evident, therefore, that while the proposed curriculum for school librarians in Iran must take account of the perceptions of existing librarians - particularly in ensuring the acceptability of the curriculum in its early stages of development - there must be an awareness of the need continually to monitor its effectiveness in meeting the evolving needs of the Iranian educational system.

The difficulty for the educator of school librarians lies with decisions on core and optional elements in the curriculum, given the still embryonic state of school librarianship in Iran. The concept of a necessary core is well understood. Beswick, for example, argues the school librarian should be well trained in the areas of selection of materials, reference and enquiry work, the organisation of knowledge and the organisation and management of the library[27]. In some colleges and universities, like Library and Information Studies of the University of Melbourne, more emphasis is placed on just four subject areas: literature, collection development, bibliographic organisation and retrieval.
of information and management[28].

However, the idea of a core curriculum has not been welcomed by others, for example, Saunders, who believes that a 'core' and professional education courses for both developing and developed countries is not practicable. He writes that 'it is surely very clear that library and information goals and objectives can often be very significantly different in the developing world from those in the more advanced and developed countries. And from this, it would surely follow that professional education should likewise be different'[29]. Hayes also thinks that the concept of 'core' should be regarded within the context of the objectives of a particular institution and the community which it serves. He rejects any idea of a model core curriculum and believes that such a thing is impracticable even across the different institutions in the same country. 'Even in the U.S., there is indeed difficulty for the student who transfers from one institution to another, since there actually is little common agreement on what is the core requirement'[30]. In making a further distinction between the advanced and developing countries, Saunders's extensive experience in the developing countries, as he claims, has made him to believe that for developing countries 'everything is core'[31].

The decisions to be made in designing a viable curriculum for Iranian school librarians centred around two issues, therefore:

1. The extent to which the respondents' views were valid in designing the curriculum, given their admittedly limited perspective which was based largely on their experience within the existing Iranian situation.

2. The need to consider future developments and particularly the development of a more responsive school library network
that would assist in the evolution of Iranian education.

Given these two areas of concern, it was evident that the curriculum should take account of the current situation, if it were to be favourably received by decision-makers - in central government and in individual schools. It would be necessary to demonstrate to decision-makers that a curriculum had the support of those already working within the field, in order to win credibility. However, there was also the need for an awareness that continuing changes to the curriculum would be required; the monitoring of educational changes and consequent adjustments to the curriculum would be an essential element in the implementation of the new curriculum.
REFERENCES


6. Ibid, p. 36.


18. Ibid.


29. Wilfred L. Saunders. 'The environment of library education'. In: Russell Bowden (ed.). Library education


CHAPTER SEVEN

A SUGGESTED EDUCATIONAL PROGRAMME FOR TEACHER-LIBRARIANS IN IRAN
AND RECOMMENDATIONS

INTRODUCTION

As the analysis of the competencies in Chapter 6 has shown, there is the need for careful consideration, not only of the initial programme for the curriculum, but also how it will be implemented, and how developed. Implementation depends, in the Iranian context, on the acceptance by the Ministry of Education of the practices, as well as the principles, involved in innovation. As we saw in Chapter 4, there have been problems in the past in moving beyond statutory provision provided for by government ordinances into actual implementation on the ground.

It was considered important, therefore, in designing this educational programme, to anticipate such problems in the design of the study. Hence, practising librarians were approached, who could offer credible competencies that would meet the needs of the current situation. The curriculum has been designed to provide a practical programme for school librarians - and yet with sufficient flexibility to meet new demands as they arise. A competency-based approach to curriculum is especially well suited to the needs of a developing country, where the need for change is a prime consideration.

It is therefore equally important to encourage the process of change through continual monitoring of courses and of the programme as a whole, with close links maintained between practising librarians and educators to ensure the continuing relevance of courses.
A further point which is of significance is the need to ensure that books and other materials are available for effective school library development. Educating librarians is not enough: a healthy publishing industry and distribution network is equally important if school libraries are to meet curriculum needs.

1. Framework of the Programme

The information obtained through the questionnaire number 3 (Appendix IV) helped in assessing a valid framework for the education of teacher-librarians in Iran. This questionnaire contained five main components which have been featured in tables 94-95: a) source of finance; b) the responsible body; c) type of education: short or long-term programme; d) level of education: associate of arts degree (AA); bachelor degree (BA or BSc) and master degree (MA, MLS or MSc); and e) place of education: Teachers' Training Colleges and Institutes (TTCI); University-based library schools; and correspondence and radio and TV classes.

Source of Finance

As Table 83 shows, the respondents reported that any educational programme designed for the education of teacher-librarians should be financed by both the Ministry of Education (ME) and the Ministry of Culture and Higher Education (MCHE). Some of the respondents commented that where the education was supposed to be held under the auspices of the Ministry of Education, it should be funded by that ministry; however, the majority expressed the view that such a programme should preferably be financed by both the ME and MCHE.
Responsible Body for Education

According to Table 83, the department of library science, the respondents reported, should be in charge of delivering educational programmes and conferring degrees. Regarding the responsible body for education, comments made by the respondents made it clear that the responsibility should be determined on the duration of programmes; if the education were short-term, it should be undertaken by the Office of Educational Aids and Library Affairs (OEALA); otherwise, the library schools should be the first responsible body for the education. As Table 84 indicates, the majority of the respondents believed that professional education should be offered by the department of library science.

Validation

As one means of ensuring credibility amongst both the library profession and educators, the validation of the programme is of considerable importance.

While the department of library science should be the body for conferring degrees, there should also be input from the Ministry of Education to ensure the relevance of the degree programme. The practice in the UK of involving 'external examiners' in the validation process can also be encouraged. Such examiners could be drawn from the Ministry and from respected members of the library profession.

Certainly, validation should be given careful consideration, to ensure the degree is respected by educators and retains the support of funders.
Type of Education

As is shown in Table 84, the majority of the respondents expressed their desire for a long-term programme. Whilst some of the respondents had favourable views concerning both short and long-term plans, many of them preferred long-term programmes over the short-term ones. Also, as Chapters Three and Four indicated, short-term courses have been useful in the past but were not found to be the ultimate solution to the severe shortage of librarians; however, short-term programmes to supplement the formal long-term programmes can be a more helpful and effective solution to education and training needs.

Level of Education

It is clear from Table 83 that library education at both an associate of arts and bachelor level is most appropriate. At present, both of these levels are being offered and library education at master's level is currently being offered by only a few of the library schools.

Place of Education

Four kinds of training facilities, as Hannesdottir states[1], are common in the education of school librarians: 1) university-based library schools; 2) Teachers' Colleges; 3) correspondence courses; and 4) continuing education and seminars. As Table 84 indicates, the majority of respondents considered the Teacher's Training Colleges and Institutes (TTCI) and university-based library schools (UBLs) as the most suitable places and institutions for the education of teacher-librarians in Iran. Some of the respondents have commented that the easiest, most
economical and useful way of educating school librarians is through compulsory courses at TTCI. At present, no programmes in school librarianship are being offered at BA or an AA level; library schools, with the exception of Tehran University, educate only generalists and the total number of graduates from all library schools are not also more than a few hundred per year. But, according to a 1985-1986 statistic\[2], more than thirty-four thousand students are given education at the TTCI throughout the country. If any proper library programme is designed for teachers at TTCI, it can be by a very long way the easiest and most economical method of reducing the severe shortage of school librarians. The comments made by the respondents confirm that teachers' training colleges are the most appropriate institutions for the library preparation of teacher-librarians, and the fact that there are not, at present, any library programmes available for the education of school librarians at both BA and AA levels. All in all, these points support the hypothesis of this study that neither library schools nor Teachers' Training Colleges at present offer any proper library programmes for the education of teacher-librarians. Given the present situation of school libraries and the severe shortage of librarians, only a suitable library education programme will provide favourable grounds for the preparation of an adequate number of teacher-librarians.

2. Course Programme

For the determination of courses, behavioural objectives and course content which emphasise the competencies deemed necessary by the present study (Chapter Six), a review of related literature together with an examination of a considerable number of existing university programmes (Appendix XVI) was carried out.

A detailed course programme, including behavioural objectives,
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1. Library instruction should be held in the afternoon

2. At present, the easiest, simplest and the most economical method of reducing the severe shortage of school librarians is through compulsory courses in librarianship at the Teachers' Training Colleges and Institutes and Colleges of Education

3. If the library education is offered under the auspices of the Ministry of Education then this same ministry should be held responsible for its financial support

4. Library education for teacher-librarians is necessary and the duration of instruction depends on the level of study of the workplace (primary, intermediate and secondary schools)

5. The responsibility of education should be placed with either library schools or the Office of Library Affairs according to the level of instruction

6. School librarians should hold a degree of qualification similar to the teachers

7. Opposed to any kind of short-term training

8. The library instruction should be more practical
TABLE 84
SHORT TERM AND LONG TERM PLAN

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indicators of competence, course description, indicative sources and the evaluation subject, will appear in the Appendix XVIII. It is, however, again important to note at this point that this course is indicative and not immutable. There will be the need for continual reappraisal of course objectives and hence course structure and content, as the needs of school libraries develop in line with Iranian educational developments.

Course Structure

The course has eight compulsory and three optional units.

A. Compulsory units:

1. Collection Development

2. Organisation of Information in School Libraries

3. School Librarianship (Teacher-Librarianship)

4. Education and Psychology

5. Information Sources and Services

6. Children's and Young Adults' Literature

7. Introduction to Librarianship

8. Information Skills
B. Optional units:

The following three courses were considered to be less important than others, by the respondents, but because of their significance for the work of a teacher-librarian it is suggested that they form elective courses within the programme, and that this be evaluated, as indicated below, when the first cohort of librarians has completed their studies.

1. School Library Administration

2. Audiovisual Materials and Equipment Use

3. Introduction to Communication Skills

Concerning the teaching of attitudes, at present, several courses including the Persian language and literature, Islamic ethics, Persian history, etc., are usually taken by all students at bachelor and associate of arts level of education. By taking courses, such as Islamic ethics, the student teacher can develop positive and necessary attitudes relevant to his/her future work place.

Since the inclusion of the two following areas of competence in the programme were suggested by some of the participants of the study, they might be considered in any possible future revision of the programme.

1. Bibliography of the Persian Language and Literature

2. General Knowledge of Pure and Social Sciences.
Length of the Course

The course requires two years of full-time study.

Involvement Time

The involvement time for each unit is 64 hours, 4 hours per week for one term.

Teaching Methods

Teaching methods will vary from lectures, seminars, tutorials, workshops, projects to visits and excursions.

Practical Placements

Four separate two-week placements will be organised by the college in primary, intermediate and secondary school libraries. Incidental teaching 'on-the-job' is expected to occur during placements. Reports on progress are required from supervising librarians.

Schematic Presentation of Courses

A schematic presentation of compulsory and optional courses is presented on the next page.
EXPLANATION OF THE SCHEME

1. Introduction to Librarianship. 2. Education & Psychology

By placing the above two courses in the first term of the first year, it is expected that the student teacher will gain a considerable background in and understanding of: a) the history and theory of library and information science, educational role, goals, services and users of each type of libraries; b) the physical, psychological and cognitive development of children and young adults as they relate to information agencies of varying types, as well as the theories of personality and learning process and the application of psychological findings to educational settings. Through these courses, the student teacher will have a better understanding of the role, function and nature of her/his future work place.

3. School Librarianship (Teacher Librarianship)

In the second term, the student teacher will be acquainted with the role of the teacher-librarian as a specialist information professional as well as the nature and functions of the school library as an integral part in the total educational programme. The school librarianship unit will also explore the teacher-librarian's function in working with other teachers in curriculum development and its implication through library-based activities.

4. Children and Young Adults' Literature

The student teacher will be introduced to the basic selection tools which aid in the evaluation of suitable reading materials.
for children and young adults. The participant teacher will become familiar with how to analyse the visual, aural and literary elements of an information source. This unit extends also the student teacher's knowledge of literature for children and young adults so that he/she will be able to provide reading guidance in the library.

5. Information Organisation

In the third term, the participant teacher will be introduced to the theory and practice of information organisation. This course aims to enable the student teacher to catalogue and classify newly acquired materials. The practical application of the principles of cataloguing and classification will be covered in the weekly workshop.

6. Collection Development

This course aims to provide the participant teacher with the principles of and criteria for selection and acquisition in relation to the needs and interests of the pupils and teaching staff. The student teacher will be enabled to select and acquire appropriate collections which support the school curricular programmes. The preparation of a policy statement will be put forward.

7. Information Skills

This course, in the fourth term of the programme, intends to give the student teacher the ability to plan and present library orientation programmes to the school library and its services for
pupils and newly employed teaching staff, and also to teach individuals and classes how to use their school libraries.

8. Reference Sources and Services

This course aims to make the participant teacher familiar with the variety of information resources and referral services, with the ways of finding information and guiding young pupils in locating and using information effectively.

1. Management of School Library (Elective)

This course aims to introduce the participant teacher to theories and principles of management as well as processes and techniques and their applications which are relevant to the administration of school libraries. It will also help the student teacher to develop policy statements and to evaluate their school libraries' activities and services.

2. Audiovisual Materials and Equipment Use (Elective)

This course aims to familiarise the student teacher with a wide range of audiovisual materials and equipment, their use, care, maintenance, storage and simple repair.

3. Communication Skills (Elective)

This course aims to enable the participant teacher to develop good and proper working relationship with the school teaching staff and other members of the school community.
EVALUATION AND COURSE APPRAISAL

In order to ensure the quality of delivery of courses, continual monitoring through student assessment and self-assessment by teachers should be introduced.

In addition, there should be an overall evaluation of the effectiveness of the course in meeting the needs of the profession through a study to be undertaken when the first cohort has been employed by schools for about twelve months; or around three to four years after the implementation of the first programme.

As we have noted earlier, this evaluation process should be seen to comprise an essential part of the educational programme for teacher-librarians if school librarianship is to meet the needs of a fast-changing educational system, and if the programme is to retain, and indeed to enhance, its credibility.

SUMMARY OF CHAPTERS

Chapter One:

To have a better understanding of the country and the educational setting where the school librarian is supposed to work, a short account of geography and history of the country has been provided. The population, literacy problem, climatic and natural conditions, its history before and after Islam and the Islamic Revolution of 1979, new geographical distribution of provinces, the pre- and post-Islamic education, the modern educational system have been briefly discussed. Various approaches to curriculum development, such as traditional approach, systems approach and competency-based approach, have been presented and
discussed. The methodology and the different types of data which were collected through questionnaires have been explained.

Chapter Two:

While the traditional Islamic schools go back many centuries, secondary education in Iran goes only back to the foundation of 'Darrulfooonoon School' in 1889. It was only in 1935 that the cornerstone of a university was laid down and nothing worthy of mention happened since then up to 1954. From 1954, up to 1979, the educational policy, as well as the aims and principles of education, were continuously being changed for no good reason. These constant changes in the educational system led to the confusion and frustration of both parents and teachers. The Iranian system of education was, like other features of the society, affected by the Islamic Revolution of 1979. After 1979, the educational system has been programmed in accordance with the new Islamic constitution and regulations. Although teaching methods, during the last ten years, have undergone some changes, the classroom instruction is not essentially resource-based learning; the emphasis is almost on the study of a single textbook for each subject. However, the programmes, such as 'KAD' or 'Parvareshi classes' which entail the wider reading beyond the assigned textbook and also the frequent use of the school library, are hopeful signs that the teaching method will eventually be based on the use of a well-resourced centre.

Chapter Three:

Iran has had a long history of the book and great libraries which contained the treasures of culture. In fact, Iranian civilisation has enjoyed the antiquity of libraries for several
milleinia. However, the concept of modern librarianship in this country is regarded to be a recent phenomena. The foundation of Tehran University in 1934 and the pre Second World War is a turning point in the growth and establishment of ample libraries throughout the country. From this period, until the mid-1960s, when the notable IIDCYA (the Institute for the Intellectual Development of Children and Young Adults) was founded, the situation of libraries and librarianship is not a happy one. Despite the various activities and a growth of membership in the libraries of the IIDCYA, children and young adults have started to use more mosque libraries which offer more services and present more cultural and recreational programmes than the well-advanced and resourced libraries of the IIDCYA.

Chapter Four:

The establishment of school libraries in the country dates back to the beginning of 1940s and the concept of school library, in the modern sense, did not appear until 1950. The first Iranian School Library Association ceased to exist immediately after its inception in 1960 owing to the lack of support from its members and the educational authorities. Several laws, during the 1960s and 1970s, were passed in favour of the establishment and development of school libraries, but at no time were they carried out. Many school libraries, due to teacher-librarians' personal interest and endeavour, came into being and became a going concern. However, the field of school librarianship remained undeveloped and, up to the early 1980s, school libraries have been inadequately financed, stocked and staffed with little or no service at all. After a long period of negligence, the importance of school libraries has been recently, to some extent, recognised by the educational authorities. Still, school libraries' growth and development have been more of quantitative
than qualitative. At present, the number of school libraries has dramatically increased and their collections, to some extent, improved, their services varied, staff increased, co-operation between librarians and the teaching staff strengthened and, finally, the librarians' involvement in the educational processes of schools have increased.

Chapter Five:

Although the education of school librarians goes back to 1960, however, the severe shortage of qualified school librarians has been considered as one of the main obstacles in the process of school libraries' development and expansion. School libraries have been run either by part-time teachers or schools' clerks who have had no previous library training and, thus, no notable library services have been offered to the young children who have been eager to read and learn beyond the classroom instruction. Therefore, these so-called school librarians have not played the role which is expected of qualified school librarians. The low status of school librarians has discouraged capable librarians from entering this field of librarianship, although this attitude has been substantially changed. The majority of school libraries have been so far in the charge of teacher-librarians who have irregular working hours and usually work on a part-time basis. Several irregular short-term courses and workshops, here and there, have been organised to educate and train these teachers but there has not been as yet any regular or formal academic programme to give them library education. However, there has been some improvement, during the last ten years, in the activities of school librarians, their co-operation with teachers and Teachers' Academic Councils, and the encouragement of pupils to read more and use their libraries.

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Chapter Six:

The data gathered from the Iranian practising school librarians were analysed to determine which competencies are necessary or desirable for the education of teacher-librarians in Iran. Competencies, such as 'acquisition and selection', 'reference sources and referral services', 'children's literature' and 'library and study skills', were determined necessary and only 'Computer use' was valued as desirable. Those areas of competence which were assessed most for a bachelor degree or an associate of arts level of education are as follows: Collection development; organisation of information in school libraries; teacher-librarianship; education and psychology; information sources and services; children and young adults' literature; introduction to librarianship; and information skills. Areas of competence like 'management of school libraries', 'audiovisual materials and equipment use' and 'communication skills' were considered as optional.

Chapter Seven:

A suggested draft programme for the education of teacher-librarians in Iran has been presented. This programme consists of eight compulsory and three elective courses which should be offered at the Teacher Training University, Teachers' Training Colleges and Institutes and library schools at both bachelor and associate of arts level of education. The duration of the course is two years and its graduates will be eligible to run their school libraries. Summary of thesis, including capitulation of chapters, major findings, contribution to knowledge, and recommendations for the education of teacher-librarians, has been presented.
CONCLUSION

The present study on the education of teacher-librarians attempted to provide a unique insight into the needs of the profession and to offer a major contribution to the field of school librarianship in Iran. The suggested programme fills a gap which has existed for decades in the development of curricular programmes for the educational preparation of teacher-librarians.

In addition, this study fills a gap in the professional literature by collecting and organising an extensive collection of materials on school libraries and school librarianship in Iran. This will provide a favourable basis for further investigation in this field. Fortunately, it coincides with the time when the policy of the educational authorities is to encourage and support the development of school libraries.

Major Findings

Development and Services

In the 1970s, despite some quantitative growth in the establishment of libraries, the vital role of libraries in education was not understood and, therefore, the situation of school libraries remained undeveloped. However, during the 1980s, school library services improved.

Users

School libraries have been considered by the pupils as helpful and supportive. More than 41 per cent of the pupils go,
individually, or in a group, to their school libraries to use the collections or to browse the book shelves.

Collections and the Curriculum

School libraries' collections play a role and support, to some extent, the educational programmes of schools. The percentages of the collections which have been supporting the curriculum and the independent study or both have been 4.4, 17.6 and 78, respectively.

Non-book Collections

1. Over 25 per cent of the surveyed school libraries have been in the enjoyment of some type of audiovisual materials including tape recorder, overhead projector, radio and cassette tape recorder, slide viewers and film strip projector.

2. The existence and use of audiovisual materials and equipment in school libraries are assessed as helpful for fostering and developing the reading habit in the young pupils.

Selection Policy

1. Selection policy has undergone a major change: material selection is not done any more by only an individual. The selection is now carried out jointly by the following people: librarians; principals and their deputies; teachers'
councils; and the pupils, with teacher-librarians having the highest percentage (77.22).

2. School librarians are very much interested to be involved in the process of building and developing their collections.

3. If selection is to be meaningful, materials must be available; as noted above, non-book as well as book materials are of significance. The production of materials is therefore an aspect that would be considered by decision-makers.

Management

The poorly developed situation of school libraries has resulted in practising school librarians placing a low priority on the need for knowledge of library administration/management.

Library and Study Skills

The majority of school librarians have been holding library orientation sessions and teaching library skills to young pupils to enable them to use their libraries properly.

IT and School Libraries

School librarians declared the computerisation of their school libraries as desirable rather than essential owing to the non-existence of IT in their schools.
Roles and Activities

A considerable number of school librarians hold the view that their libraries and themselves are playing a direct role in the support of their school educational programmes and, therefore, their libraries are active educational units.

Co-operation

In the majority of school libraries, the co-operation between the librarian and teachers, in order to encourage and promote the use of library amongst the young pupils, has been considered as 'good' and 'fair'.

Status

The general attitude of inferiority towards the librarians and amongst themselves has been greatly changed. Most of the school librarians, in the view of teachers and headteachers, have status equal to the academic staff of the school.

Library Education

As regards the library background of school librarians, over 3 per cent, 25 per cent and 20 per cent of them have possessed and passed bachelor's degrees, associate of arts' degrees and short-term courses, respectively.
Personal Characteristics

Practising school librarians have demonstrated that a school librarian needs, in addition to an in-depth knowledge of the profession and also the acquisition of necessary information skills, to possess a wider range of personal qualities and characteristics, such as 'integrity', 'commitment', 'patience', 'self motivation', 'flexibility' and 'sagacity'.

Teacher-Librarianship

1. The majority of school libraries (over 64%) have been administered by teacher-librarians. The percentages of those who have been working on a full-time basis or part-time basis are 12.1 and 52.8, respectively.

2. Forty-eight competencies were identified, for the work of a teacher-librarian, which fell into three categories: librarian-oriented; teacher-oriented; and manager-oriented.

3. A study of forty-four university programmes in the field of librarianship and also sixteen individual/group studies and standards helped to identify twelve areas of competence deemed important for the work of a teacher librarian: audiovisual materials and equipment use; building library collection; computers and automation; communication; education and psychology; foundation of librarianship; information skills; information sources and services; management of information centres; school/teacher-librarianship; school library media centre and information of organisations; and resources for children and youngsters.
4. The knowledge in the field of teacher-librarianship has been regarded by the practising librarians as an essential area of competence for the better performance of their duties.

IMPLEMENTING A COMPETENCY-BASED CURRICULUM

Through the two following steps, the implementation of the suggested programme is looked forward with certitude to being carried out:

1. Personal discussions with educational authorities, especially Teachers' Training Colleges and Institutes, as well as the authorities in the departments of library and information studies can convince these people of the need for the implementation of the curriculum.

2. Publication of the library programme suggested as the result of this study will publicise further its excellence and necessity and can encourage educational authorities for its implementation. Dissemination of the findings of this study will be actively pursued in the relevant professional journals - both in Iran and internationally. It is considered that this would be of great value in raising awareness of the importance of the development of a competency-based curriculum for teacher-librarians in Iran.

RECOMMENDATIONS

On the basis of the literature review, experiences and observations of the researcher, and the analysis of the data presented in this study, the following are recommended:
1. Since no single formal education programme can cover every detail of every possible future need that teacher-librarians may encounter throughout their careers, a survey concerning an educational scheme for on-the-job training or continuing education should be carried out, as well as continual monitoring of the recommended full-time initial education programme.

2. To support the educational programme designed for the education of teacher-librarians, publications of a scholarly journal in the field of education for teacher-librarianship is essential.

3. To enhance the status, standard and level of education of teacher-librarians, studies should be launched as to how to establish a professional and active teacher-librarian association.

4. A study should be made for the establishment of a college of teacher-librarianship. Through such a college, a proper and permanent education is ensured.

5. After implementation of the programme, courses and instructional procedures should be periodically monitored, assessed and updated. It is appropriate, after three or four years of operation, to examine the programme and its graduates.

6. Consideration should be given to the availability of books and non-book materials to enhance the development of school libraries.

Iran's future development and progress will be mainly dependent
on a proper educational system which, in turn, depends on a well-developed library system, with school libraries as its grassroots. It is hoped that this study can be looked upon as a positive move in that direction, a contribution toward a better recognition of school libraries' role in the educational programmes, and a step towards further research in the field of teacher-librarianship.
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APPENDICES
APPENDIX I

TRANSLATION OF QUESTIONNAIRE (No. 1)

Dear Librarian,

This is a questionnaire for my research on the education of 'teacher-librarian' in the Islamic Republic of Iran. The following questions intend to find out the present situation of libraries of the Institute for the Intellectual Development of Children and Young Adults (IIDCYA). Your answers to the following questions are very much appreciated.

1. Name of the library:
   Location:
   Establishment year:
   Opening hours:

2. Educational background of the Librarian:

   Years of work experience:
   Number of staff: Full time: Part time:

3. Size of book collection: Pre-Islamic Revolution:
   Post-Islamic Revolution:

4. Does the library have textbooks which are directly related to schools' curricular programmes?: No [ ] Yes [ ]
   What percentage?:

5. Who selects the collection?:
   Librarian in charge [ ] Ministry of Education [ ]

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6. Space size of the study hall (if different from the pre-Islamic Revolution):

7. Number of chairs and tables:

8. Does the library have any budget?: No □ Yes (specify how much) □

9. Membership age (if different from previous decade):
   No □ Yes □ (specify please):

10. Membership conditions (if different from pre-1979):
    No □ Yes □ (specify please):

11. Membership number:

12. How many children and young adults do come, on daily average, to the library?:

13. How many books are, on daily average, borrowed from the library?:

14. In addition to the loan of books, what kind of programmes and activities (such as story-telling, film-making, book exhibitions, poetry recitation, acting plays, etc.) does the library have? (if different from pre-1979):

15. Do the children and young adults participate in the library's programmes and activities? Yes □ No □

16. Other comments (if you like):

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Dear Tribal School Librarian,

This questionnaire intends to find out the present situation of the Tribal School library. Your answer to the following items is a great help and will be much appreciated.

1. Name of the library:
   Location:
   Establishment year:

2. Opening hours of the library:

3. Educational background of the Librarian:
   Years of experience:
   Number of staff:   Full time:   Part-time:

4. Space size of the study hall:

5. Number of study chairs and tables:

6. Does the library have any budget?:  No ☐
   Yes ☐ (specify how much):

7. What is the total number of books (Persian as well as other languages) that the library holds?:
   Pre-Islamic Revolution:
   Post-Islamic Revolution:

8. Does the library have any audio-visual materials?:
   No ☐    Yes ☐ (specify please):

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9. Membership number:

10. Daily average number of books borrowed from the library:

11. What is the daily average number of pupils who go to the library?:

12. Is there any fine for late books?:
    No □ Yes □ (specify how much):

13. Is there any fine or penalty for the loss of a book?:
    No □ Yes □ (specify how much):

14. Does the librarian also teach?:
    No □ Yes □ (specify what):

15. Does the librarian participate in the school's academic council?:
    No □ Yes □ (specify how often):

16. Do the pupils come to the library?:
    No □ Yes □ (specify the form):
    Individually: □ In groups □ With class (with or without the teacher) □

17. What kind of activities does the librarian do in order to encourage pupils to go to the library?:

18. Other comments (if you wish):
APPENDIX III

TRANSLATION OF LETTER NO. 500/15073/3, DATE 17.11.67
(6.2.89)

IN THE NAME OF GOD

Islamic Republic of Iran,
Ministry of Education,
Developmental Vice-Ministry.

Dear Mr Jowkar,

Concerning your request for the statistics of school libraries, receipt of your letter is acknowledged. Unfortunately, there is no access, for the time being, to complete statistics and this is due to the establishment of new schools and school libraries which necessitates rapid and constant changes in the related figures and statistics.

As regards the library collection, for example, one week in Daymah (January, 1989) was announced by the Developmental Vice-Ministry of the Ministry of Education as a 'Gift Week of Books', the aim of which was to support and strengthen school libraries through the donation of books by pupils and their parents which was warmly welcomed by the organisations, institutions and public; also, due to the occasion of the 10th anniversary victory of the Islamic Revolution, 1,367 school libraries were established in the deprived areas of the country and, at the same time, the existing school libraries were too supported.

Also, to encourage the spirit of reading useful books, pupils throughout the country are, every year, invited by the
Developmental Vice-Ministry of the Ministry of Education, to compete in a 'Reading Book Match'. Regarding the situation of school libraries, a project is under investigation by the Developmental Vice-Ministry of the Ministry of Education that through its collected statistical data, positive steps for related plannings will be taken. For every library with a minimum collection of 2,000 books, one librarian has been anticipated whose duty is the selection and acquisition, arrangement of reading books competitions, loan of books and other library works.
APPENDIX IX

Mr A Jowkar,
35, Derby Road,
Loughborough,
Leics.,
LE11 0AD.
England.

Dear Secretary,

As an overseas student, I am carrying out a research on the 'education of the teacher-librarian'. At this stage of my work, I need to examine the various standards published so far for the education and qualification of the teacher-librarians/school media specialists. I wonder if you could send me a copy of such standards published by your association.

If you are interested in the outcome of this research, I will, in due course, send you a summary of the results.

Your early response to the above request would be very much appreciated.

Yours sincerely,

A. Jowkar
Dear School Librarian,

This questionnaire intends to find out the present state of school libraries in the Islamic Republic of Iran. Your answer to the following items will be most appreciated.

1. Name of the school:
   Location:
   Year of establishment:
   Type of school:  Primary [ ]  Intermediate [ ]  High [ ]

2. Type of library:  Purpose-built library [ ]  Classroom [ ]

3. Opening hours of the library:  School working hours (Either in the morning or afternoon) [ ]  Break-time and lunchtime [ ]

4. Who is in charge of the library?:  Librarian [ ]  Teacher-Librarian (full-time) [ ]  Teacher-librarian (part-time) [ ]
   Other [ ] (specify please)

5. Background education of librarian in charge of the library:
   A.A. [ ]  BA or BSc [ ]  MA or MLS [ ]  Short-term training [ ]  None [ ]

6. Space size of the library:
7. Number of pupils

8. Library budget: No □ Yes □  (If yes, amount):
   Source: School annual budget □ Parent/teachers Association □ School co-operative shop □
   Department of Developmental Affairs
   Other □ (specify please):

9. Size of book stock: Pre-Islamic Revolution:
   Post-Islamic Revolution:

10. Audio-visual materials: No □ Yes □ (specify please):

11. Who does the selection of collection?: Librarian in charge of the library □ Teachers' councils □ Teacher-Librarian □ Principal & Vice-Principal □
    Other □ (specify please):

12. School librarian in the view of teachers, principal and vice-principal: Equal to the teacher □ A little less than the teacher □ Equal to the clerical staff □
    Less than the clerical staff □
    Other □ (specify please):

13. Librarian participation in the Teachers' Academic Councils: Always □ Sometimes □ Never □

14. Library orientation lessons to pupils: Yes □ No □

15. Library collection in support of the school curriculum or independent study:
    Curriculum □ Independent study □ Both □
16. Daily reference of pupils, on average, to the school library:
   Daily number of books, on average, borrowed from the library:

17. Librarian/teacher co-operation in order to promote the use of the library:
   Good □ Fair □ Weak □ None □

18. How often do pupils, individually or in groups, with or without teacher, go to the library?:
   Monthly □ Quarterly □ Annually □ Never □

19. School librarian's activities, in addition to the loan of books, to promote the use of library:

20. Librarian's view about the direct role of libraries in support and improvement of the curriculum:
   Good □ Fair □ Weak □ Very little □

21. The school library from the academic staff's, principal's, vice-principal's, and pupils' point of view:
   An active educational unit □ A non-active educational unit □ A non-educational unit □

22. Other comments (if you like):

With many thanks.

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Dear Sir,

I am doing a research on the education and training of teacher-librarians in the Islamic Republic of Iran. I have been recently informed that 'The Office of Educational Aids and Libraries' is active; thus, it seemed to me that this office is, for my enquiries, more appropriate. Your response to the following question is very much appreciated.

A. Concerning the situation of school libraries in Iran, I understand that there has been a project under investigation. I would wonder if you could provide me with some information about its findings provided that it has been, to some extent, finished.

B. What is the total number of school libraries throughout the country? Separate the answer according to:

1. Cities and provinces
2. Course of study:
   - School for exceptional children
   - Kindergarten
   - Elementary
   - Intermediate (guidance cycle)
   - Secondary
   - Technical schools
   - Vocational schools
   - Agriculture schools
C. What is the total number of school librarians throughout the country? Answer separately according to:

1. Their educational background:
   - School Diploma
   - Associate of Arts
   - Bachelor of Arts and Sciences

2. Type of employment:
   - Full-time
   - Part-time

3. Librarians:

4. Teacher-librarians:
   - Full-time
   - Part-time

D. Do school libraries have any official budget? If yes, how much?

E. Is there any code, in the organisational employment chart of the Ministry of Education, for the position of school librarian on the basis of which schools can request librarians for their libraries? If yes, what is their status in schools?:
   - Academic
   - Non-academic
F. What are the conditions and qualifications for those who want to work in school libraries?:

G. What is, at present, the level of educational background of those who want to work in school libraries?:

H. Do you give any library education to those who are in charge of school libraries? If yes, to what extent?
   □ In-service training
   □ Short-term training
   □ Summer-term training
   □ Other (specify please)

I. For the present, how many librarians do you need for your school libraries? What kind of planning have you made for the existing shortages? Do you make use of teachers in your school libraries?:

J. For the present or the future, what kind of planning do you have for the expansion and development of school libraries and the education of librarians for them?

With many thanks.
This questionnaire deals with the ways 'teacher-librarians' in Iran should be educated and trained.

Dear Colleague,

As you know, one of the main problems of school libraries in I. R. Iran is the severe lack of school librarians. Many countries in the world, in order to solve their similar problems, used, in the first decades of their efforts, teacher-librarians (and many still are using) who had no education in librarianship or, at most, they had participated in short-term training courses. At present, countries like Australia, Canada, England, Malaysia, New Zealand and Nigeria are using teacher-librarians in their school libraries. Whilst many of these countries prefer teacher-librarians to non-teacher-librarians, some, like New Zealand and England, go further and look for senior teachers and dual qualified librarians.

Your answers to the following questions would be helpful and would be greatly appreciated.

A. For the education and training of the 'teacher-librarian', which one of the following schemes is, with regard to the extent of the required number and present pressing need, and also the shortage of teaching staff, more appropriate?

1. Short-term plan:
a. In-service training (workshops, lectures, etc.),
during:

☐ Weekends (Thursdays and Fridays)
☐ Holidays (except Fridays and summer)
☐ Summer holiday
☐ Other (specify please):

b. Short-term training (containing core courses and workshops) to the teachers interested in working in school libraries for the duration of:

☐ 3 months (12 week courses and 1 week practical)
☐ 6 months (23 week courses and 3 weeks practical)
☐ Other (specify please)

c. Teaching basic courses in the Teachers' Training Colleges, Colleges of Education, and Teacher-Training University:

☐ optional courses
☐ compulsory courses: I (for all students)
☐ compulsory courses: II (for all students who want to work in school libraries after graduation)
☐ Other (specify please)

2. Long-term plan:

a. School librarianship at various levels:

Associate of Arts ☐
b. Joint education between departments of library science and departments of education at the following levels:

- Associate of Arts
- BA
- MA or MLS
- Other (specify please)

B. The responsible body for education and conferring degrees:

1. Which one of the following institutions should undertake the responsibility of teaching and the award of degrees?

- Departments of library science
- Departments of education
- Departments of library science (in conjunction with the Department of Education)
- The Office of Educational Aids and Library Affairs of the Ministry of Education
C. Sources of finance:

1. Which one of the following ministries should undertake the responsibility of providing necessary budgets?

- The Ministry of Culture and Higher Education
- The Ministry of Education
- Both of the Ministries
- Other (specify please)

D. Other comments (if you wish):
APPENDIX VII

18.9.89

Mr A Jowkar,
68, Queen's Road,
Loughborough,
Leics.,
LE11 1HD,
England.

Chancellor,
Teacher Training University,
49, Shahid Dr. Mofatteh Street,
Tehran,
I.R. Iran.

Dear Sir,

Reference is made to my letter of 17.5.89 to which I have not as yet received any reply. As mentioned in my previous letter, I am doing a research on the education of 'teacher-librarians in the Islamic Republic of Iran'. I need only a title list of courses which are taught to your undergraduate students during their four years of study.

Looking forward to receiving a prompt reply, I wish to remain

Sincerely Yours,

Mr A Jowkar
APPENDIX VIII

Mr A Jowkar,
68, Queen's Road,
Loughborough,
Leics.,
LE11 1HD,
Gt. Britain,

Dear

As an overseas student, I am carrying out a project on the 'education and training of the teacher-librarian'. At this stage of my study, I need to examine the various syllabi of courses offered for the education of this type of librarian. I wonder if you could send me a description of such courses that your department has so far considered in its curriculum for the education of teacher-librarians/school media specialists.

If you are interested in the outcome of this project, I will, in time, send you a copy of the results.

Your early response to the above request would be very much appreciated.

Yours sincerely,

A. Jowkar

aj/im
APPENDIX X
QUESTIONNAIRE (NO. 6)

Mr A Jowkar,
68, Queen's road,
Loughborough,
Leics.,
LE11 3TU, UK.

Dear

I am an overseas student doing a research on the 'education and training of the teacher-librarian'. This letter intends to find out, under the general headings of KNOWLEDGE, SKILLS and ATTITUDES, the competencies which the professionals and specialists of the field consider as NECESSARY and DESIRABLE for a 'teacher-librarian'.

As you know, due to the necessity of the school librarian and pupil/teacher close relationship, the librarian's role and responsibility is serious and sensitive. Familiarity with the pupils' difficulties would make the librarian able to act as a social helper and educational consultant in solving problems of pupils. The pupils will be attracted to the library more by those librarians who sincerely like them, understand their problems and are patient, polite, kind and friendly. This has made some researchers believe that school librarians should have general knowledge in education and psychology as well as knowledge in school librarianship and also special library skills and proper attitudes.

In the light of the above, and also with regard to your experience and familiarity with the field of school librarianship and the role and responsibilities of a teacher-librarian in a developing country, what kind of KNOWLEDGE, SKILLS and ATTITUDES do you think would be NECESSARY and DESIRABLE for a 'teacher-librarian' in a developing country.

Your prompt reply to the above request would be greatly thanked and appreciated.

Yours sincerely,

A. Jowkar (Mr)
APPENDIX XI

Mr A Jowkar,
68, Queen's Road,
Loughborough,
Leics.,
LE11 1HD.
England.

Dear

I acknowledge, with thanks, receipt of your kind letter dated
The information and views you expressed have been of great use,
and I hope to inform you, in due course, of the outcome of my
research.

Thank you very much again for your reply to my letter.

Yours sincerely,

A. Jowkar (Mr).
APPENDIX XII

TRANSLATION OF QUESTIONNAIRE (NO. 7)

Dear School Librarian:

The present questionnaire is in relation to the 'education and training of the school librarian in the Islamic Republic of Iran. Your views can be of great assistance.

A. School and its School Librarian:

1. Name of School

2. Course of Study: Elementary Intermediate High

3. Person in charge of the Library:
   Librarian Teacher Other (specify please)

4. Library education of the person in charge of the Library:
   A.A. B.A. Short-term training None

B. In your view, what kind of 'KNOWLEDGE', 'SKILLS' and 'ATTITUDES' would be 'NECESSARY' and 'DESIRABLE' for a person in charge of the school library? Specify your assessment of each item by writing 1 or 2 in front of it. (1 = Necessary 2 = Desirable).

C. Any comments if you wish:

With thanks.
APPENDIX XIII

TRANSLATION OF QUESTIONNAIRE NO. 8.

Dear School Librarian,

This questionnaire is in relation to the education and training of the school librarian in the Islamic Republic of Iran. Your views can be of great assistance.

A. School and its library and librarian:

1. Name of School:
   Location:
   School: Primary ☐ Intermediate ☐
   No. of pupils:

2. Area of the library:
   Type of opening hours of the library:
   School working hours ☐ Either morning or afternoon ☐
   Break time and lunch-time ☐

3. Who is in charge of the library:
   Librarian ☐ Teacher-librarian (full-time) ☐
   Teacher-librarian (part-time) ☐ Other (specify please)

4. Library education of the person in charge:
   AA ☐ BA ☐ Short-term training ☐ None ☐

5. Size of book stock:
   Audio-visual materials No ☐ Yes (specify please) ☐

6. School librarian in the view of teachers, Principal and
Vice-principal:
Equal to the teacher □ A little less than teacher □
Equal to the clerical □ Less than the clerical □
Staff □ Other (specify please) □

7. School librarian participation in the Teachers' Academic Councils:
Always □ Sometimes □ Never □

8. Library orientation lessons to pupils: Yes □ No □

9. Library collection in support of the school curriculum or independent study:
Curriculum □ Independent study □ Both □

10. Daily reference of pupils, on average, to the school library:

11. Daily number of books, on average, borrowed from the library:

12. Librarian/teacher co-operation to promote the use of the library:
   Good □ Fair □ Weak □ None □

13. How often do pupils, individually or in a group, go to the library?:
   Monthly □ Quarterly □ Annually □ Never □

14. School librarian's activities, in addition to the loan of books, to promote the use of the library:

B. In your view, what kind of 'knowledge', 'skills' and
'attitudes' would be necessary or desirable for a person in charge of the school library?

Specify your assessment of each provided item by writing either code number 1, 2 or 3 within the relevant box:

<table>
<thead>
<tr>
<th></th>
<th>1 = Necessary</th>
<th>2 = Desirable</th>
<th>3 = Unnecessary</th>
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</thead>
<tbody>
<tr>
<td>1. Librarianship knowledge and skills:</td>
<td></td>
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<tr>
<td>Introduction to librarianship</td>
<td></td>
<td></td>
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<tr>
<td>School librarianship</td>
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<tr>
<td>Acquisition and selection</td>
<td></td>
<td></td>
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<tr>
<td>Library administration</td>
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<tr>
<td>Cataloguing and classification</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>General reference sources</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Audio-visual equipment use</td>
<td></td>
<td></td>
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<tr>
<td>Computer use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and young adults' literature and related sources</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Psychology and Education Knowledge:

| General psychology | Child psychology | | Adolescent psychology | Educational psychology | | Development psychology | Personality psychology | | Social psychology | Counselling psychology | | Principles and philosophy of education | Educational systems | | Elementary education | Instructional administration | | Curricula planning | Learning theories | |

3. Attitudes and Characteristics:

C. Any comments (if you wish):
APPENDIX XIV

TRANSLATION OF QUESTIONNAIRE (NO. 9)

Dear School Librarian:

The present questionnaire is in relation to the 'education and training of the school librarian in the Islamic Republic of Iran. Your views can be of great assistance.

A. School and its School Librarian:

1. Name of School

2. Course of Study[] Elementary[] Intermediate[] High

3. Person in charge of the Library:

[] Librarian [] Teacher []Other (specify please)

4. Library education of the person in charge of the Library:

[] A.A. [] B.A. [] Short-term training[] None

B. In your view, what kind of 'KNOWLEDGE', 'SKILLS' and 'ATTITUDES' would be 'NECESSARY' for a person in charge of the school library? Specify your assessment of each item by writing 'X' within the relevant column.

Code: N = Necessary; U = Unnecessary; D = Desirable
1. Knowledge & Skills
Introduction to Librarianship
School librarianship
Acquisitions and selection
Audiovisual materials and
AV equipment use
Computer use
Library administration
Cataloguing and classification
General reference sources and referral services
Children & young adults' literature and related
sources
General psychology
Child & adolescent psychology
Educational psychology
Development psychology
Personality psychology
Social psychology
Counselling psychology
Principles & philosophy of education
Educational systems
Elementary education
Curriculum planning
Educational administration
Learning theories
Library promotion
Teaching library skills to students
Promotion of reading and studying
Display of book exhibitions
Communication with other school libraries
and other outside information centres
Library pastoral care
Helping and guiding students to find information
Giving talks and lectures to students in the library
to motivate them to read and develop their study
skills
Financial management of the library
Co-operation with teachers for the success of
curricular programmes

2. Attitudes:
Integrity
Realism
Prudence
Initiative
Awareness of the workplace
Self-motivation
Dynamism
Patience
Commitment
Conscientiousness
Willingness to help and co-operate
Consistence
Flexibility
Willingness to learn
Positivity
Responsibility

C. Other knowledge, skills
and attitudes (specify
please) or comments

With many thanks.
APPENDIX XV

TRANSLATION OF THE LAST PART OF LETTER NO. 500/7229/3 DATED 5/6/68 (27/8/89)

IN THE NAME OF GOD

Moavene parvareshi (Developmental Vice-Ministry),
Ministry of Education,
Islamic Republic of Iran.

Job description of School Librarian includes:

1. To purchase and acquire books which are deemed necessary and suitable for the school's curricular programme.

2. To register, catalogue, classify and maintain the existing library collections.

3. To provide and obtain the school library supplies.

4. To plan library programmes for the encouragement and persuasion of students to be active in the library and to read and study useful and educational non-textbooks.

5. To help students in order to take the full advantage and proper use of books.

6. To teach students the required study skills, book summarisation and note-taking.

7. To help students in order to be able to make school wall newspaper.

8. To have communication with other libraries and cultural centres
in order to exchange books and information.

9. To foster and develop the reading habit, the school librarians should arrange 'Book Reading Match' and display book exhibition in the school with the co-operation of developmental teachers.
## INSTITUTIONS WHOSE PROGRAMMES HAVE BEEN ASSESSED IN RELATION TO THIS STUDY

<table>
<thead>
<tr>
<th>NAME OF COUNTRY</th>
<th>INSTITUTION</th>
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<tbody>
<tr>
<td>Algeria</td>
<td>Institute de Biblioeconomie at Algiers, Constantine and Oran</td>
</tr>
<tr>
<td>Australia*</td>
<td>South Australian College of Advanced Education</td>
</tr>
<tr>
<td>Australia*</td>
<td>The University of Melbourne, Department of Library and Information Studies</td>
</tr>
<tr>
<td>Australia*</td>
<td>Western Australian College of Advanced Education, Department of Library and Information Studies</td>
</tr>
<tr>
<td>Australia*</td>
<td>Kuring-gai College of Advanced Education, Department of Library and Information Studies</td>
</tr>
<tr>
<td>Australia*</td>
<td>Riverina College of Advanced Education, School of Librarianship</td>
</tr>
<tr>
<td>Brazil</td>
<td>Universidade Federal do Ceara</td>
</tr>
<tr>
<td>Canada</td>
<td>The University of British Colombia, School of Library, Archival and Information Studies</td>
</tr>
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<td>NAME OF COUNTRY</td>
<td>INSTITUTION</td>
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<td>Canada</td>
<td>McGill University, Graduate School of Library and Information Studies</td>
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<tr>
<td>China</td>
<td>Fujian Teachers University</td>
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<tr>
<td>Colombia</td>
<td>Ministry of National Education, Division of Documentation and Education Information</td>
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<tr>
<td>Costa Rica</td>
<td>The University of Costa Rica</td>
</tr>
<tr>
<td>Egypt</td>
<td>Helwan University, Department of (Library) Educational Technology</td>
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<tr>
<td>India</td>
<td>Panjab University, Department of Library and Information Science</td>
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<tr>
<td>Iran</td>
<td>Shiraz University, Department of Library Science</td>
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<tr>
<td>Japan</td>
<td>Kyoto University, Graduate School of Education</td>
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<tr>
<td>Malaysia*</td>
<td>Specialist Teachers' Training Institute (STTI)</td>
</tr>
<tr>
<td>New Zealand*</td>
<td>Wellington College of Education</td>
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<tr>
<td>Philippines*</td>
<td>Philippine Normal College, Manila Library Science Department</td>
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<tr>
<td>NAME OF COUNTRY</td>
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<td>South Korea</td>
<td>Sung Kyun Kwan University, Department of Library Science</td>
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<tr>
<td>The Netherlands</td>
<td>Bibliotheek en Documentaire Informatic</td>
</tr>
<tr>
<td>UK*</td>
<td>Birmingham Polytechnic, Department of Librarianship and Information Studies</td>
</tr>
<tr>
<td>UK*</td>
<td>Loughborough University of Technology, Department of Library and Information Studies</td>
</tr>
<tr>
<td>UK*</td>
<td>Newcastle Upon Tyne Polytechnic Department of Librarianship and Information Studies</td>
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<tr>
<td>UK</td>
<td>Brighton Polytechnic Department of Library and Information Studies</td>
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<tr>
<td>UK</td>
<td>Liverpool Polytechnic School of Information Science and Technology</td>
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<td>UK</td>
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<td>UK</td>
<td>Manchester Polytechnic Department of Library and Information Studies</td>
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<td>UK</td>
<td>The Queen's University of Belfast Department of Library and Information Studies</td>
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</tr>
</tbody>
</table>
| UK              | Robert Gordon's Institute of Technology, Aberdeen  
|                 | Department of Librarianship and Information Studies |
| US              | Kutztown University  
|                 | College of Graduate Studies |
| US              | James Madison University  
|                 | Department of Secondary Education, Library Science |
| US*             | Southern Illinois University at Carbondale  
|                 | Department of Curriculum & Instruction |
| US*             | The University of Iowa  
|                 | Department of Library and Information Science |
| US*             | Shippensburg University, PA  
|                 | Department of Library Science |
| US              | Bridgewater State College, MA  
|                 | Department of Media and Librarianship  
|                 | DML (Unified Media Specialist Certification Programme) |
| US*             | University of Pittsburg  
|                 | School of Library and Information Science |
| US*             | Emporia State University  
<p>|                 | School of Library and Information Management |</p>
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<tr>
<td>US</td>
<td>Western Maryland College at Maryland</td>
</tr>
</tbody>
</table>
| US*             | East Carolina University, Greenville, NC  
Department of Library and Information Studies |
| US              | Fairmount State College  
Department of Library Science |
| US*             | St. John's University, Jamaica, NY  
Division of Library and Information Science |
| US*             | Western Kentucky University  
Department of Library Media (Department of  
Teacher Education) |

* The programmes from these institutions were of particular relevance to this study.
APPENDIX XVII

A DETAILED DESCRIPTION OF THE SUGGESTED PROGRAMME

The purpose of the present study was to determine the competencies necessary for the education of teacher-librarians in Iran. The collected data, presented in Chapter Six, together with a review of related literature and an examination of the several university programmes existing for the education of school librarians and teacher-librarians, provided a basis for a suggested competency-based programme.

1. Evaluation

Since a competency-based programme is outcome-oriented, procedures are needed which can help the programme evaluator to assess, as Stoffle and Pryor express, the student's ability to acquire and apply knowledge. In this respect, the assessment is largely a diagnostic and learning experience[1]. This idea is also shared by Schalock who asserts that the purpose of evaluation in a CBE programme is to diagnose and determine student progress toward the outcome attainment. Schalock points out that, in a CBE programme, students instead of taking yearly standardised tests, 'get regular diagnosis, monitoring, feedback, and correction along with instruction'[2].

The following strategies have been developed by the Syracuse University and are currently being used in the Syracuse competency-based education programme. The strategies have been grouped into: a) measures of competency; and b) indicators of competencies. Measures evaluate actual performance in real or
simulated situations while indicators evaluate behaviours which are imagined to be more or less associated with job performance. The assessment strategies that fall within the two abovementioned groups of measurement are as follows:\[3\]:

Measures of Competence

1. Field experience - this is assessment in a real-world context.

2. Actual demonstration - occurring in a field setting, not all real-world factors would be present.

3. Simulated demonstration - the variables to be tested are controlled and manipulated in specially devised setting.

Indicators of Competence

4. Portfolio - a collection of materials created by the student during the CBE programme is examined by one or more faculty for indication of competency attainment.

5. Paper/project - this would generally be a course assignment.

6. Oral presentation - this is a student controlled summary and discussion that would also generally occur within a course.

7. Oral test - this requires responses to an examiner's questions. The examiner may be one or more faculty or a board including one or more practitioners.

8. Written test - this requires conventional responses to selected and constructed items.
Daniel and Ely also came to the conclusion that assessment should be done, whenever the circumstances permit, in settings similar to actual workplaces[4].

The evaluation process is being validated by determining the extent to which each strategy has achieved what it was designed to achieve; the closer measures are to what happens in actual workplaces, the more valid they tend to be. Stoffle and Pryor also maintain that assessment of the student's performance is best completed under actual conditions. This approach, they write, is very expensive and usually not practicable. Most students are evaluated through a variety of means, including: multiple choice tests; simulations; games; etc.[5]. Finn, Ashby and Drury hold this view that all students should be given pre- and post-tests the purpose of which is to ascertain whether the student has achieved the learning objectives of the programme[6].

But, the indicators are less reliable since they rely on inference[7]. There is, as yet, no reached agreement among the researchers on techniques for estimating reliability of criterion-reference tests. Current recommendations are, as Briggs states, to establish dependability (test-retest reliability), adequacy (a sufficiently thorough test) and freedom from distortion (responding on basis other than capability intended for measurement)[8]. Schalock expresses that since the range of expected outcomes is great, it is not possible to identify a comprehensive list of all possibilities. In a CBE programme, he writes, 'the specified indicators of outcome attainment will only be examples of those that are acceptable'[9].

Concerning the assessment tools and attempts which have been so far made to break away from the limited traditional measures of verbal ability and scholastic aptitude, Pottinger is convinced of
a need for radically new types of tests - 'test of learning, critical thinking, problem solving ... which correlate with competent performance in jobs and other non-academic situations'. He continues to write down potentially useful ways to assessment that have been or are being developed: portfolios; journals; juries; supervisor or peer client ratings; in basket tests; work sample tests; simulations; contests; and rehearsed performances[10].

As Nickse points out, there is little in the literature to guide us, and nothing so concrete as a job description[10]. In this regard, the Iranian School Librarians' Job Description can serve as a criteria for the attainment of desired outcomes. The problem here is that roles and job descriptions are constantly changing. Schalock believes that there must be some assurance about a reasonable degree of stability that the life roles or job positions which serve as guides to programme operation should have. 'Neither institutions', he writes, 'nor students can afford to spend time and energy preparing for a role or position that is her today and gone tomorrow'. But, as he continues to explain, there is no easy solution to this dilemma, although efforts are being made by programme developers to work out a solution to the problem[12]. However, the competencies that were identified as necessary for the education of teacher-librarians in Iran can also be used as a base and criteria of evaluation for the programme once it is implemented.

As regards the competency level, there is, so far, no straightforward recommendations on how to find out the level of competence desired[13]. On the level of proficiency to be required, Pottinger states that 'appropriate levels should be established by empirical evidence sufficient to ensure that they will not be viewed as arbitrary'[14]. Desired outcomes, as Schalock writes, should be written at a level of generality and
they need not to be so numerous that they are overwhelming[15].

Instruction has also been considered as an important component of a competency-based programme and is designed to facilitate the development of the required competencies. In a CBE programme, instruction is presented through a variety of methods, including courses, internship, self-paced modules and learning packages[16]. As regards the effective methods of teaching, the four following points should be taken into account: 1) the learner's characteristics; 2) the nature of the particular objective; 3) the characteristics of the instructional environment; and 4) the teacher's style of teaching.

Although the curriculum development is being regarded as a cyclical process which implies that there is no starting-point and that it is a never-ending process, however, the final element is usually considered to be the feedback of all experience gained[17]. To get feedback from former students can also be an excellent way to evaluate the effectiveness of the programme. As Abdel-Motey writes, graduates of the programme can be included in the evaluation of the programme[18].

After implementation of the programme, courses and instructional procedures should be periodically monitored, assessed and updated. As Blank mentions, it is appropriate, after a year or two of operation, to examine the programme and the finished product[19]. Therefore, the curriculum corrections and modifications may be based on the assessment outcome of the programme.

The courses required for the education of teacher-librarians as specified by the practising school librarians' evaluation of competencies (Tables 32-34) are as follows:
2. Required Courses:

Course Title: Collection Development

Upon completion of this course, the participant teacher should be able to:

1. Develop an awareness of the teaching staff as well as pupils' educational and recreational needs and demands, and keep informed on newly published materials.

2. Select, deselect, evaluate and acquire print and non-print library materials at a variety of levels of difficulty.

3. Establish and administer collection development policies which support and enhance the ongoing instructional programme of the school.

4. Demonstrate how the reading and use of resources can be encouraged through the teacher-librarian's work with teachers and pupils.

During the course, the participant teacher will:

1. Demonstrate ability to apply principles of acquisition and selection in providing appropriate library materials needed for the curriculum and for the individual user.

2. Identify and consider criteria appropriate for the evaluation and selection of a wide range of library materials.

3. Prepare and develop policies and procedures for the acquisition and selection of learning resources, as well as
policies for weeding obsolete materials.

4. Discuss selection policies and the problems that arise in building collections for children and young adults.

5. Analyse selective and evaluative reviews of library materials, prepare a file of selection aids and determine the use of these tools in building a school library collection.

6. Co-operate and work with pupils and teachers in the selection and acquisition of instructional resources as well as the production of low-cost educational and recreational materials to support the teaching-learning process.

Course Description:

This course introduces basic principles of selection and building collections in a school library. The topics covered will include criteria and policies in selection and acquisition of print and non-print materials for reader interest and curriculum enrichment; stock control and the weeding of materials; experience will be given in the use and production of simple forms of non-print materials; the provision of appropriate policy statements will be discussed; emphasis will be on practical applications of bibliographical aids.

Indicative Sources:


**Course Title: Organisation of Information in School Library**

Upon completion of this course, the participant teacher should be able to:

1. Establish procedures for cataloguing, classifying and organising all kinds of learning resources, using Dewey Decimal Classification and its expansions for the case of Iran made by Tebroc*, Anglo-American Cataloguing Rules, Sears Subject Headings and Farsi Subject Headings.

2. Do cataloguing and classification, according to a well-established system and rules, and choose an appropriate circulation system.

---

* Tehran Book Processing Centre (Tebroc) has already expanded some areas of DDC in which classes were inadequate such as Persian literature and languages.
During the course, the teacher participant will:

1. Demonstrate mastery of the techniques to catalogue and classify book and non-book materials, maintain an accurate catalogue and do accepted inventory procedures.

2. Identify and discuss basic principles and rules of cataloguing and classification, applicable in original and copy cataloguing.

3. Demonstrate the ability to check and correct the filing of catalogue cards.

4. Demonstrate knowledge of problems in cataloguing Persian materials.

5. Demonstrate knowledge of problems in classifying Persian materials.


Course Description:

This course provides students with the skills and knowledge to arrange and organise the school library collections. Students will become thoroughly acquainted with the principles and techniques of cataloguing and classifying print and non-print materials; principles of descriptive and subject cataloguing; examines the Dewey Decimal Classification system; Sears list of subject headings; Farsi list of subject headings and some attention will also be given to other classification systems; descriptive cataloguing and subject analysis will also be
discussed. Practical application of classification using Dewey Decimal Classification is emphasised.

Indicative Sources:


Course Title: School Librarianship (Teacher-Librarianship)

Upon completion of this course, the teacher participant should be able to:

1. explain and discuss the nature, role and function of the school library as an integral part in the school's educational programmes.

2. Promote and enhance the role of teacher-librarian as a specialist information professional playing a gatekeeping role between the school and information community.

3. Consider issues of curriculum change and the teacher-librarian's response.

During the course, the teacher participant will:

1. Demonstrate an awareness of the role of the school library in the educational programme of the school.

2. Keep informed on current developments and trends in the school librarianship field.

3. Submit reports of field experience and also on the use, development and needs of the school library.

4. Review and discuss the objectives of the school library programme.

5. Demonstrate an understanding of the educational importance of book and non-book materials.

6. Discuss the main tasks and roles of a teacher-librarian in a
7. Plan collaborative curriculum planning with the teaching colleagues.

8. Visit a school library and present a report on the nature of the school and the scope of the services provided by the library in that school.

Course Description:

In this course, the student will be introduced to principles of school librarianship and the purpose of school library in relation to educational programme of the school. The topics will include: mission of the school library; relationship of library to mission of parent institution; functions and services of the library; programme of the library; materials (books and non-books); physical facilities; administration (inter-personal relationships, funding, acquisition and selection, organisation of the collection and networking and co-operation); the library in the educational programme of the elementary, intermediate and secondary school, and the role of teacher-librarians in the provision of school library service. Emphasis is on oral reports.

Indicative Sources:


Course Title: Education and Psychology

Upon completion of this course, the teacher participant should be able to:

1. Understand the psychological, physical, cognitive, physiological and moral development of children and
adolescents as they relate to information agencies of varying types.

2. Demonstrate knowledge of the learning process and the application of psychological findings to the educational settings.

3. Demonstrate knowledge of the scope, goals, objectives, and application of psychology to the education of children and adolescents.

4. Explain theoretical interpretation of personality and analyse trait theories of personality.

5. Indicate knowledge of the scope of social psychology and analyse the psychological conditions underlying the development of social groups, the process of deindividuation and the development of attitudes and social perception.

6. Identify principles of counselling and explain the implication of their applications to various situations.

7. Demonstrate knowledge of the educational systems, its goals and objectives.

During the course, the participant teacher will:

1. Discuss the teaching-learning process and the methods that teacher-librarians can use to improve the learning situation.

2. Identify the problems which affect the teaching-learning process.
3. Discuss the value of the application to education of psychological principles and findings.

4. Analyse the role of motivation and use of learning strategies.

5. Identify the motivational factors and attitudes in the process of learning.

6. Demonstrate satisfaction with process of collecting student's opinions about instruction.

7. Demonstrate an understanding of the societal forces which affect children's and young adults' choices of informational materials.

8. Discuss the internal or developmental factors which have influences over children's and youngsters' choices of sources of information.

9. Work with children and young adults and guide them on appropriate resources to complement planned curricula experiences.

10. Identify and discuss learning processes and varying levels of children and adolescents' development, especially with respect to their reading competencies.

11. Summarise the basic theories and objectives of the psychology.

12. Demonstrate knowledge of historical developments of modern psychology and its applications to the educational settings.
13. Identify the main contemporary schools of psychology and discuss the fundamental characteristics of each school.

14. Examine the structure and function of human consciousness as well as the psychology from the standpoint of a structuralist, functionalist, behaviourist, gestaltist, and psychoanalyst.

15. Discuss theories of learning in terms of stimulus, response and association.

16. Explain structural theories of personality, specify various types of traits and discuss the measurement of personality.

17. Discuss relationship which exist between attitudes and behaviour and describe characteristics of likeable people.

18. Identify basic academic and vocational difficulties that pupils face in the course of their studies and discuss the methods which are helpful to solve the more or less ordinary but nevertheless important problems.

19. Write several instructional changes and developments which, at primary, intermediate and secondary levels, occurred in the educational system in the last decade.

20. Advise and guide children and young adults how best to use their time and energy during their stay in the library.

Course Description:

This course aims to introduce students to knowledge of the learning process and the application of principles and findings of psychology to education. It also covers the theoretical
interpretation of personality, the role of learning in personality and personalistic characteristics. The course examines the basis for changes and constancies in psychological functioning throughout childhood and adolescence; theories of development and relations with parents and peers are discussed. The development of attitudes and the relationship between attitudes and behaviours, inter-personal attraction and the characteristics of likeable people will be put forward. Aims of education curriculum integration and planning will be explained.

Indicative Sources:


Course Title: Information Sources and Services

Upon completion of this course, the teacher participant should be able to:

1. Guide teachers how to use the school library in their teaching and train pupils in the use of resources and services of their school library.

2. Identify and apply the basic criteria for the evaluation of reference sources and develop an efficient system for lending, renewing, reserving and recalling needed learning materials.

3. Use inter-library loan networks to locate information from sources not located within the school library and develop a working relationship with outside information centres.

During the course, the teacher participant will:

1. Demonstrate how to use the basic reference tools to locate information sources.
2. Develop reading lists for teachers and pupils.

3. Discuss and evaluate the function and purpose of reference services.

4. Analyse critically the effectiveness of information resources as reference tools.

5. Conduct reference interviews and design manual search strategies.

6. Provide annotated bibliographies and pathfinders for those teachers who have requested them.

7. Identify and describe the basic reference sources.

8. Identify the basic types of reference questions, and provide information resources in response to reference enquiries.

9. Help pupils learn how to use reference courses and make informational and bibliographical notes.

10. Clarify reference questions and guide the users to locate the information for which they are seeking.

Course Description:

This course introduces students to the analysis of concepts and principles of information service in school libraries. Methods and procedures used to fulfill basic reference service such as interviewing and search strategy will be studied. It also includes the role of reference in the information environment, the characteristics and information habits of information users,
the structure and formats of information, reference work, referral function, basic reference tools and the importance of evaluating reference sources and services; preparation of subject bibliographies is emphasised.

Indicative Sources:


Course Title: Children's and Young Adults' Literature

Upon completion of this course, the teacher participant should be able to:

1. Use basic selection tools to aid in the evaluation of suitable reading materials for children and adolescents and to promote reading guidance.
2. Analyse the visual, aural and literary elements of an information source.

During the course, the teacher participant will:

1. Read at least sixteen children's and young adults' books and give an oral analysis of each book in the class.

2. Take active part in story-reading and story-telling practices performed in the class.

3. Identify writers of children's and young adults' books and articles, as well as the type of materials that they need.

4. Demonstrate the ability to choose appropriate literature for children and young adults.

5. Examine sources for reviews of children's and young adults' literature.

6. Specify types of literature that can be of great interest to pupils during their childhood and adolescence.

Course Description:

The course aims to provide the student with a brief survey of the history of children's and young adults' literature, with particular emphasis on the critical analysis of modern children's and adolescents' books and the contribution of books and reading to the development of children and young adults, and the publishing and marketing of children's and teenagers' books. Topics covered in the course include: introduction to picture
books; traditional literature; poetry; fiction; biographies; comics and magazines; classics; advertisements; the novel; school stories; other formats from infancy to adolescence; techniques for promotion; and criteria for selection.

Indicative Sources:


8. Ebrahimie, N. Mogaddameye bar farsi nevisi baraye koodakan [Introduction to writing in the Persian language for
Course Title: Introduction to Librarianship

Upon completion of this course, the teacher participant should be able to:

1. Demonstrate an understanding of the history and theory of library and information science, the social value and educational role, information science, the social value and educational role, goals, services and user of each type of libraries.

2. Keep informed of recent developments and trends in librarianship in general and school librarianship in particular.

During the course, the teacher participant will:

1. Describe and discuss the nature, role and functions of each type of library.

2. Analyse the role of information professionals in the
3. Discuss different types of libraries and their basic characteristics, goals, services and users of each type.

4. Demonstrate knowledge of historical developments of printing and publishing, books and libraries.

5. Identify and discuss activities which are common to most libraries.

6. Keep abreast of library professional literature and give a summary of eight recently-read articles about the most common aspects of librarianship.

Course Description:

This course aims to enable students to understand and appreciate librarianship as a profession, and also the history and development of books and libraries. Objectives, functions and types of libraries are studied. Other topics covered in this course include: the growth and development of library education and professional library associations; the literature of librarianship; management of libraries of all types, their goals, users and services; the social value and educational relevance of libraries; and the social, political, cultural and economic environments in which each type of library operates.

Indicative Sources:


**Course Title: Information Skills**

Upon completion of this course, the teacher participant should be able to:

1. Demonstrate ability to develop in the children and young adults the life-long habit of reading which will serve them in their process of self-education, and also to develop in them abilities to work independently and effectively.

2. Present instructional training and an information skills
programme for pupils and teachers in the skills of locating, retrieving, and interpreting information and motivate and guide pupils in the development of discriminating reading, viewing and listening habits, including critical thinking skills for life-long learning.

During the course, the teacher participant will:

1. Plan and provide library orientation progress to the school library and its services for new pupils and teachers.

2. Teach individuals and classes how to use the library.

3. Help pupils learn to skim for desired information.

4. Guide and assist teachers in learning to use the school library in their teaching.

5. Extend pupils' knowledge of how to make informational notes and compile bibliographies, and develop an ability to evaluate informational sources.

6. Produce programmes for instructing pupils in how to locate maps, pamphlets, records and audiovisual materials.

7. Develop a programme for pupils on the use of reference sources.

8. Demonstrate ability to teach library skills to pupils and assist them in acquiring basic skills through the use of information resources.

9. Help students organise, evaluate and present the result of their search.
10. Provide conditions for pupils to develop and expand their previous library and study skills.

Course Description:

This course aims to enable teacher-librarians to understand the principles of learning and teaching skills and appreciate the importance and essentiality of helping pupils 'learn how to learn'. The topics covered include: teaching pupils the art of learning (library skills, study and information skills); linking of skills with academic tasks; skills teaching approaches (the structured, or formal content approach; the unstructured or incidental approach; the integrated approach); skills in relation to instruction in use of library; skills in relation to reference/information work with children and young adults (such as: story-reading, story-telling, book talks, drama activities, etc.).

Indicative Sources:


3. Elective Courses:

**Course Title: School Library Administration**

Upon completion of this course, the teacher participant should be able to:

1. Develop a philosophy, goals and functions of the school library programme which reflects the stated educational objectives of the total school programme.

2. Demonstrate ability to outline policies and procedures that ensure the school community's optimum utilisation of the
library and its services.

3. Understand basic theories and principles of management, roles and functions of the manager and generate criteria for decision-making in areas requiring judgement.

During the course, the participant teacher will:

1. Formulate a library budget for the purchase of books and non-book materials within the allotted annual budget and justify the library budget request.

2. Set criteria for the work assessment of library staff, as well as pupil library monitors.

3. Identify the information needs of teachers and pupils and give them priority for short and long-term goals.

4. Plan a policy for lending, reserving and recalling needed library materials.

5. Prepare job specifications and inventory reporting procedures.

6. Name the basic services which a school librarian should make available to its community members.

Course Description:

Students will be made aware of the principles of management and their application to information services and the teaching
function of the school library. Subjects covered include: functions and management of elementary and secondary school library with emphasis on services, personnel, financial aspects, facilities and evaluation standards, planning and design, collection organisations, motivation and staff development, lobbying and managing for change.

Indicative Sources:


Course Title: Audiovisual Materials and Equipment Use

Upon completion of this course, the teacher participant should be able to:

1. Prepare instructional programmes and guidance in utilisation of audio-visual materials and equipment to enrich classroom instruction.

2. Handle confidently a wide range of audio-visual equipment.

During the course, the participant teacher will:

1. Specify criteria for selecting and purchasing library audio-visual materials and equipment.

2. Organise the existing audio-visual materials for easy access, as well as for circulation.

3. Orient pupils and teachers to the audio-visual materials and equipment owned by the library.

4. Instruct pupils and other members of the school community in how to use and operate the school's audio-visual equipment and perform all the procedures in proper sequence.

5. Direct audio-visual services centred in the school library.

6. List audio-visual materials and equipment needed by the school library to support the teaching process.

7. Identify types, characteristics and parts of important audio-visual equipment such as video recording, microfilm and microfiche reader, audio-visual recording, etc.
Course Description:

Students will gain an understanding of the use of audio-visual technique for effective communication in school libraries and resource centres. The topics covered include: an involvement with basic audio-visual equipment, its operation, care and first line maintenance; functions; selection; acquisition; production of the simple audio-visual materials; storage; the course deals mostly with video cameras and recorders, audio recorders, duplicators and photocopiers; emphasis is placed on understanding the role of audio-visual materials as informational and instructional tools.

Indicative Sources:


Course Title: Introduction to Communication

Upon completion of this course, the teacher participant should be able to:

1. Develop working relationship with the teaching staff and encourage positive attitudes towards school library and its information programmes and services and co-operate with public libraries and other school libraries, as well as other resource centres.

2. Plan and implement library promotional programmes which persuade pupils and other members of the community to read, study and use the school library.

During the course, the participant teacher will:

1. Produce brochures and booklets for pupils and other members of the school community, describing books and non-book collections and services that a school library offers to its community.

2. Prepare a promotional programme which can publicise the school library to the teaching staff as well as pupils using bulletin boards, book exhibitions, etc.

3. Plan library programmes which assist communication with, and co-operation between, the school library, the rest of the school, parents and the outside information centres.

4. Name examples of specific activities which can be announced as part of a public relations programme.
5. Work with community groups and interact with parents.

6. Make poster boards and instruction sheets introducing various departments of the library as well as its collections and services.

7. Set up book exhibition to promote the use of book and library.


9. Promote 'Book Week', 'Annual Match of Book Reading', etc.

Course Description:

In this course, the theory and practice of communication, promotional programmes as well as co-operative programmes will be examined. It provides students with skills in relation to written and oral communication within a library context. Other topics covered include: communicational means and analysis (written, such as: letters, newspapers, reports, etc. non-written, such as: speaking, listening and interviewing; displays, charts and graphs, radio and TV); other elements of communication; the role of library staff as communicators; non-verbal and visual communication; and library promotional activities.

Indicative Sources:

REFERENCES


9. Schalock. H. D. 'How can competencies be assessed? issues


