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Preface

Comments throughout this report are based on personal observations; discussions with librarians, administrators and educators; and my own past experience as a student and a librarian within the Egyptian educational system. Because I am, in part, a product of the Egyptian system I feel more justified in making certain recommendations than I might otherwise.

It is my feeling that many of the basic ingredients for successful library operation and library education are available in Egypt. They need only to be developed. In many instances evaluation for progress is already in process. Advanced professional education, technological assistance, collection building, and increased inter-library and interuniversity cooperation are needed in varying dosages throughout the Egyptian educational-library network.

Observations and recommendations have been subdivided into five sections:

- I. Egyptian Universities
- II. Model Libraries
- III. Professional Education (Master's Level)
- IV. Continuing Education
- V. School Libraries - Western Educational Region

Hopefully, suggestions will be used as general guidelines. The approaches taken to resolution of problems will probably vary from one educational system to another. Personalities involved, institutional level of interest, and unique circumstances will all influence speed and method of incorporating changes. In all instances, we recommend that Egyptian talents be employed and developed as extensively as possible at the outset.

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I. Egyptian Universities:

The library facilities of Cairo University, Ein Shams University, University of Alexandria and Elmenia were studied through on-site observations and interviews with students, librarians, and administrators. As anticipated, each library operation has its unique attributes and problems to be solved. Yet, several major considerations for improved library service are common to all.

Without exception, the university administrators, faculty, and librarians seemed to recognize serious deficiencies in present modes of internal organization and public services. In general, difficulties are attributed to lack of sufficient staff training; overcrowded or otherwise inadequate physical facilities; lack of audio visual facilities; insufficient use of modern technology; inavailability of foreign materials in several critical subject areas, i.e., sciences, medicine, etc. It is true, that in one way or another, these problems have a debilitating influence on university services to students and faculty. But, to the outside observer, the foremost problem in all of the universities appears to be lack of coordination among the numerous libraries of each university. This shortcoming tends to compound the generally recognized problems. Traditionally, each faculty maintains its own library. While this practice does provide great convenience for students and teaching staff within each faculty, it does not provide for economy of operation.

Each university supports the annual operations of at least 12 separate libraries. Although a "central" library is also designated, it is "central" largely in the geographic sense rather than in scope of collection or library facilities.

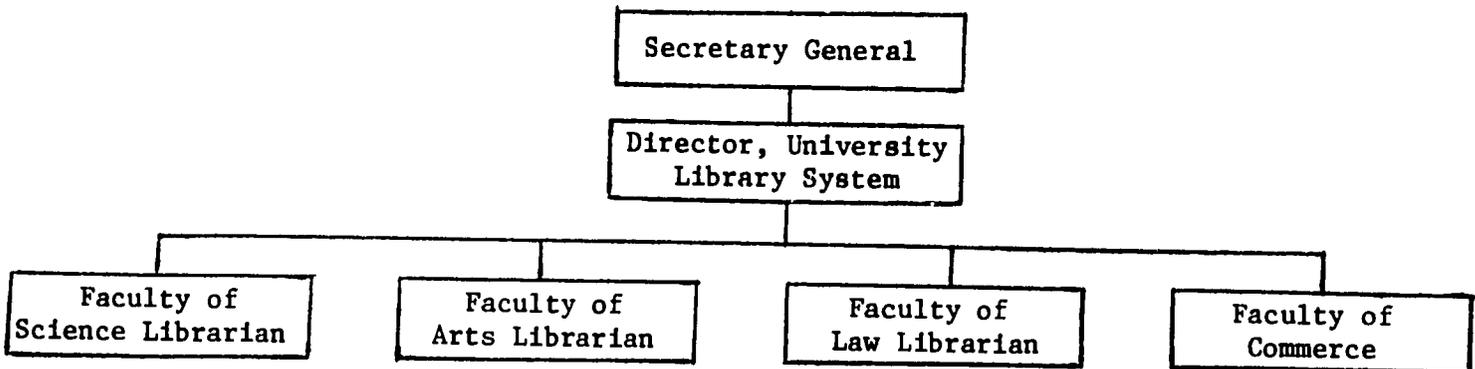
In terms of both immediate results and practicality it seems appropriate to make the best possible use of resources already available within the universities. Cooperation and coordination offer the most expeditious approach to improved services and economy of operation.

A systems approach to organization and services is strongly recommended.

Organization and Administration:

Within a cooperative system, the individual faculty libraries would have joint responsibility for providing the broadest scope of service possible to clientele as efficiently as possible. In terms of administration and personnel it is recommended that:

1. University administrators establish cooperative library systems with lines of authority clearly established via position descriptions and organization charts, i.e.



2. Appointment of a Director of University Libraries. Individual with library experience, training abroad and at least M.L.S. degree.
3. Resources, functions, and general operations of branch (faculty) libraries be closely evaluated in terms of scope and usage. It may be possible to combine some facilities. For example, all health related collections (dentistry, pharmacy, nursing, medicine) might be incorporated in one "Health Services Library."
4. Establishment of a "Governance Committee" consisting of representatives of each library system to make recommendations for policy formulation, shared resources, improved services, etc. to the Director of Library System Services.
5. University budget for library services should be consolidated - one budget administered by the Director of the Library System to include services for all libraries. This move should encourage economy, help prevent duplication of effort, and encourage greater sharing of resources.
6. Provide opportunities for advancement within the personnel structure. With greater cooperation among libraries within a system - transfers from one branch to another should become possible. Increased efforts in terms of innovation or continuing education should be rewarded. Otherwise, highly experienced or well educated personnel move on to more lucrative positions elsewhere.
7. "In-service" training programs for staff members with special topic classes provided on new technology, reference, etc. These programs could be provided by qualified staff and/or guest university instructors, other librarians.

8. Provide for open channels of communication and cooperation between university systems. (This cooperation may involve exchange of information, staff time, or materials for patrons. We envision for the future establishment of a "general" union catalog for universities in Egypt, development of interlibrary loan and delivery systems, and A-V instructional materials film cooperatives.)

Technical Services:

The effectiveness of library services is largely dependent upon the availability of up-to-date materials and the ease with which they can be provided to patrons. For that reason, effectiveness in purchasing and processing operations is very important to the overall operation of the library system. To insure the best service to the library user at minimal cost, we suggest that the following steps be taken:

1. All purchasing and processing of library materials be centralized. Representatives of each branch library would serve on a review committee. Recommended titles would be approved by the Director of Systems. Centralized purchasing would eliminate tendency of branch libraries to purchase specialized materials for limited needs.
2. System of cataloging and classification be approved for the entire system, with necessary changes in cataloging of older materials made gradually in each library.
3. Initiation of a union catalog of all titles purchased within the system. At the outset, it will be possible to incorporate only new titles. Eventually, (over a period of years) it may be possible to incorporate all holdings of university libraries. The ideal would be a complete computerized catalog bank incorporating the holdings of all university libraries.
4. Addition of equipment to facilitate preparation of cards - camera and duplicating equipment or purchase of card sets from L.C. whenever possible.
5. Use of dust jackets - more attractive, also protects books - typed labels can be utilized.

Public Services:

In the area of public services, we encourage library administrators to consider extensions of services now available:

1. Orientation programs for first year university students on the use of the library and research techniques.
2. Open stacks insofar as possible. At present, reference collections only are available on open stacks. This seriously curtails browsing. However, prior to opening stacks, system of storage would need to be revamped. At present, a classed catalog is available and books are assigned a Dewey number. However, books are shelved via serial number. Optimum browsing can be achieved by placing books on the same subject together on the shelf. It is recognized that this might indeed be a gradual process and that open stacks might not be available for some time to come.
3. Purchase of audio-visual equipment to enable on-premises use of A-V materials.
4. Weeding and evaluation of collections to reflect needs of students and faculty and to insure currency.
5. Development of clipping files for the most up-to-date information - especially in the areas of social sciences and science where rapid developments rapidly make books obsolete.
6. Consideration of "interlibrary" loan of materials once a union catalog is established. Initially, a union list of periodicals might be established by the major Egyptian Universities. (We understand that a catalog of foreign titles is already in progress).
7. Encourage librarians to actively assist students and professors in locating materials for projects and/or answers to specific inquiries.
8. Establishment of "reserve area" where professors can request that materials be held over a certain period of time for use by a class on an "in library use" basis.
9. Active listening to needs of patrons and passing on suggestions for purchase to the library selection committees.
10. Access to specialized materials needed by instructors for use in their classes, i.e., purchase of film-loops on biological or medical topics, production equipment for transparencies (if not already available in one centralized source.)

Some of the changes suggested do include major expenditures. However, many suggestions involve only reorganization and a shift of emphasis - and may in the end, save enough money to pay for new implementations.

DEFINITION OF PROBLEMS AND ALTERNATIVE SOLUTIONS

Cairo University:

The Libraries of Cairo University offer a relatively strong collection and an experienced staff including several professional librarians. In visiting the libraries and in talking with librarians and administrators several "problem" areas were defined. Improved library services at Cairo University will hinge on resolution of these difficulties:

<u>Problem</u>	<u>Alternative Solution</u>
<p>1. <u>Technical Processing:</u></p> <p>Staff not highly experienced in Library of Congress cataloging and classification. To speed processing and increase accuracy, verification of title in the National Union Catalog and use of NUC entries is utilized. The NUC catalog is not up-to-date (runs only through 1966) and duplicating equipment for cards is not available.</p>	<p>1. a. Purchase of NUC catalog 1967 to present by author and subject. Estimated cost \$5,000.</p> <p>b. Purchase of Camera and necessary auxiliary equipment for card reproduction. This option depends upon the availability of copying machine. (Xerox, Polaroid)</p> <p style="text-align: center;">OR</p> <p>c. Purchase of "Mini-graph," Electric Typewriter stencils etc., for duplicating typed unit cards for Non-L.C. materials.</p> <p>d. Purchase of L.C. card set for titles listed in NUC.</p>
<p>2. <u>Cataloging System:</u></p> <p>The Cairo University central library is in mid-process of converting from Dewey to L.C. for the same reasons as in U. S. libraries - uniformity, provision for greater detail, ease of utilizing processed cards, and open options for computerized cataloging in the future. However, because of a shortage of L.C. qualified staff, the project is progressing very slowly. In fact, the African Institute discouraged with its progress, has begun reconverting from L.C. to Dewey.</p>	<p>2. a. Provide four to six catalogers with at least a bachelor's degree with an opportunity to study the L.C. system of cataloging in the U.S. The program should endure at least six months and include course work and "internship" training. (A Ford Foundation grant had provided for 3 months training for 6 librarians. This was found to be insufficient. Also Cairo University was unable to "hold" the trained staff.)</p>

Problem

Alternative Solution

2. Cataloging System (Con't.)

- 2. b. Hire four to six American L.C. catalogers to work in Egypt with the U.S. trained Egyptian librarians in cataloging and in training other Egyptian librarians on a one to one basis.
- c. Provide opportunities for librarians to study for Master's degrees in the U.S. Librarians should go to the U.S. on a "J" visa to ensure return to Egypt for at least two years work in their "home" library.

3. Acquisition:

Over purchase of specialized titles throughout the university and high cost/low discount for titles purchased on a limited basis.

- 3. a. Centralized purchasing with a committee reviewing all recommendations from departments. Orders can be "batched" for necessary duplicates to get highest discount and multiple orders eliminated for low interest titles.

4. Circulation System:

At present, the circulation system does not provide for handling overdues expeditiously.

- 4. a. Implementation of a modernized circulation system to suit the needs of the university.

5. Storage and Preservation:

Storage and preservation of materials within the university libraries and throughout the university system.

- 5. a. Administrators have recommended purchase of a microfilming machine. The equipment is quite costly - \$60,000. The potential for use is great; however, we feel that careful planning for use and justification for purchase should be made prior to acquisition of the equipment.

6. Ineffective use of materials housed throughout the university system because of inadequate finding aids.

- 6. a. Establish union catalog of listings for university-wide collections.

Ein Shams University:

At Ein-Shams, the central library was relocated from one of the palaces to a former examination hall. (The exam hall had been abandoned because it was not suitable for administration of exams.) Because the building was not intended as a library facility, its problems of library organization are compounded. A new building is promised, but no progress has been made to date.

The content of the collection serving 100,000 students is very good and includes many rare books, theses, and dissertations. In addition, the library offers a learning resources center which provides filmstrips, etc. The university houses 10 faculty libraries and a Middle Eastern Library for Research. The concept is good; however, many improvements are needed:

Problem

1. Resources owned by the university are not utilized to fullest extent because of decentralization and lack of appropriate bibliographic tools.
2. Physical Facilities:
Present building offers no control of materials and many books are lost. In addition, it is in ill repair and not attractive to library users.
3. Audio-visual and instructional materials are out-dated and equipment is not available for maintenance, use, or production.

Alternative Solution

1. Initiation of a central "union catalog" of resources. If necessary, only new titles could be incorporated at the beginning.
Catalog of periodicals should be added.
2. Control of entrances via central circulation desk. Basic repairs and addition of "esthetic" qualities to the building.
3. Weeding and additions to the collection. Addition of appropriate cleaning equipment, projectors, etc. A-V area should be relocated if possible.

University of Alexandria:

As at Ein Shams University, the University of Alexandria has plans for a new library which have not yet materialized. The library is very small for the needs of its clientele and is very traditional in its modes of organization. Problems outlined by administrators and noted by this observer are:

Problem

Alternative Solution

1. Limited access to materials because of closed stacks and book arrangement by serial number.

1. Arrangement of books by Dewey on the shelf to provide browser access to materials.

2. Usefulness of periodicals is lost because of decentralization and lack of indexes or catalog

2. Establish Union listing of periodicals and purchase available indices.

The library administrator has suggested that periodicals of a general nature be housed in the central library and that other specialized periodicals be housed in two or three central locations...i.e., a humanities library, a science library, etc.

3. Lack of appropriate research and study aids in faculty libraries as well as the main library.

3. Purchase of materials on microfilm, addition of microfilm readers and copying equipment.

The University of Alexandria boasts a feature unique to Egyptian University libraries - a Learning Resources Center.

4. While adequate in general, the learning resources center is in need of additional materials and equipment to further develop its concept.

4. Priority development of this center as a possible model for other Egyptian universities.

II. A Model Library:

Perhaps the first step in establishing a model library is the definition of its function. Once the purpose is determined the physical facilities, standards of operation, and scope of collection can begin to take shape.

Several primary functions are generally expected of the university library in its service to the academic community.

1. Assistance to faculty members in keeping up with new developments in their fields.
2. Provision of ready access to materials, facilities for study, and study aids such as typing facilities, photocopying devices.
3. Provision of resources necessary for research by both faculty and students and bibliographic assistance as necessary.

In general, the university library should provide an active expanding collection of books, periodicals, audio-visual materials, microfilms, and pamphlets in both Arabic and foreign languages. The collection must be both broad in coverage and in-depth. Most important; the collection must reflect the educational philosophy and objectives of the institution, the composition of the curriculum, methods of instruction, size of the clientele (both faculty and students), and demonstrated needs of the clientele. Ideally, the collection not only supports traditional programs but also study abroad, special seminars, and independent study.

The collection must be administered and ministered by well-trained individuals with a broad liberal arts background or subject specialty. The professionally trained university librarian should be prepared to conduct courses in orientation; work with faculty in planning library resources to meet the needs of courses; provide bibliographical access to the collection through cataloging and classification; and provide reference and circulation services.

The model university collection would include up-to-date materials in all formats (print and non-print) research materials, learning resource facilities, and recreational reading. In addition library staff would be highly trained in

the area of library science and in special subject areas as necessary...i.e., a "science librarian," "humanities librarian," "law librarian." While providing research facilities for faculty and students, the library would also concentrate on orientation for new students and curriculum-related materials for the undergraduate.

A particularly important part of a model library in Egypt is a learning resources center where the student can become familiar with the wide array of subjects and formats available. The prospective teacher will not only use these items as learning resources himself but will encourage use by his own students at a later date.

The administrative structure should provide for open channels of communication, opportunities for promotion for educational achievement, innovativeness, etc. The library administrator should be highly trained in library science and well-versed in academia in general. This will ensure good library management and the respect of other faculty members.

To develop the model library, the administrator should be selected first, along with a nucleus of highly qualified staff - at least 5 professional librarians at the outset. Working with an advisor (a library director recruited from an effective U.S. university operation) that group of professionals would assume primary responsibility for development of the collection, services, etc. Currently available materials will determine whether the library is structured around the present collection or built away from it to a more progressive inclination.

It is suggested that accepted standards of library service be used as a general guideline for establishing collection size, shelving needs, reading areas, etc. Visits to effective operations by library planners will also be most helpful.

The ideas discussed thus far could apply to any model library. At present we are concerned specifically with development of a model library at the University of Elmenia.

A new building for the library is already available. Furnishings, collection, and staff are yet to be selected. The writer feels that it is important that no development be undertaken unless it assures a modern, highly developed facility.

Since Elmenia now does not have a staff of professional librarians, it will be necessary to "import" librarians at the outset. To establish a modern system of operation, U.S. librarians interested in working in Egypt should be recruited to establish the library and its modus operandi. In the meantime, Egyptian librarians with college degrees in specialized areas, i.e., science, history, etc. should be participating in U. S. M.L.S. programs. Once trained in modern library methods, the Egyptians would gradually assume responsibility for complete operation of the model library.

Library furnishings should include modern attractive shelving, reading areas, and standard library accessories including the card catalog, charging desk, etc.

Establishment of the model library is also an opportune time for introducing a model of internal operation from technical processing to administration and circulation systems.

The collection should be representative of the curriculum and needs of students and faculty. It should include basic research tools, broad subject representation, learning resources, and audio-visual aids. Specific title selections should be left to the discretion of the professional staff with faculty assistance. Quantity guidelines are available in accepted standards for colleges and universities.

III. Professional Education:

The organization, operation, and services of libraries largely reflect the qualifications and attitudes of their library administrators and staff. Egyptian university libraries now face the task of implementing modern technology through a conduit of personnel with inadequate preparation.

While at least part of the difficulty may be attributed to a total lack of library training for some personnel; another problem stems from the direction of professional library education in Egypt. Perhaps because of a rich historical environment, Egyptian library education programs traditionally have stressed preservation rather than progress. This writer feels that a more balanced mix of antiquity and technology in Egyptian library education is necessary to insure progressive library service for the Egyptian public.

Curriculum - Generally speaking, the core curriculum now provided, offers the student a strong base in the philosophy of librarianship and in the care of rare materials. To meet the demands of current day patron needs in libraries, it is suggested that new courses be added and that some of presently offered courses be altered slightly in scope. Greater opportunities for specialization might also be provided through the availability of elective courses. As a whole, the alterations should gradually encourage development of a philosophy of "the best possible service to the patron via the best means available." Program changes would place greater emphasis on public services, interlibrary cooperation, and modern technology.

New courses could be patterned after those now available in foreign library science programs with adjustments made to better suit the needs of the Egyptian library community. Suggested curricular additions include:

- Services to the Adult Reader
- Specialized Bibliography Courses
 - Bibliography of the Sciences
 - Bibliography of the Humanities
 - Bibliography of the Social Sciences

- Specialized Administration Courses
 - Administration of the Academic Library
 - Administration of the Public Library
 - Administration of the School Library
- Technical Services
- Introduction to Computer Science
(Information Technology)
- Advanced Cataloging
(Emphasis on L.C. classification)
- Government Documents
- Comparative Librarianship
- Non-Print Media

The courses will provide a stronger background for future student research. (i.e., selection of master's thesis and dissertation topics.)

Changes will of necessity be gradual. At the outset, it may be necessary to employ foreign library educators or Arabic educators trained in foreign schools to assist with program development. But after Egyptians have been trained in new concepts of library science, the program would become a totally national program.

Program Participants:

At present, the library education system discourages potential librarians. Unless the individual has completed a bachelor's program in library science, he is ineligible for a Master's degree training until he has completed a two-year interim training program. This procedure not only eliminates many promising young professionals, but also perpetuates the role of library technician as opposed to "professional." The individual completing the Master's program will have spent most of his six years of academic training learning (and relearning) the mechanics of library science at the expense of broader general knowledge.

Foreign professional library education programs now encourage a broad liberal arts background at the bachelor's level with the Master's programs providing the capabilities essential for library operation. A broad background is increasingly

important in serving the needs of the patron. For example, answering reference questions is facilitated if one knows something of the general subject area, otherwise, valuable time may be wasted searching for anthropological terminology in a scientific dictionary.

It is suggested that: (1) Master's candidates not be required to have prior library science training; (2) Master's candidates with a bachelor's in library science be required to complete additional liberal arts electives.

Support Materials:

One of the most frequently voiced criticisms of library training in Egypt is the scarcity of materials in the library education library. The student becomes almost totally dependent on the "wisdom" provided by the professor. The opportunity for further reading is very limited. It is strongly recommended that a basic reference collection of titles be acquired by the library school. In addition to classic book titles, library school collections should include current subscriptions to major library science periodicals indexed in Library Literature, and major bibliographic tools in arabic and foreign languages for handling and evaluation by students.

Course instructors should encourage use of this collection via assigned readings and projects.

Internships:

Egyptian library education programs do provide for internships. While the concept is good, the result may be the reinforcement of "older" methods of library operation. In the future, perhaps library interns will be able to divide their time between work in a "model" library and in a traditional library environment. This will allow for first-hand comparison and formation of a personal philosophy of librarianship. The writer feels that the revamping of Egyptian library education is the key to the future development of library services in all types of Egyptian libraries.

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IV. Continuing Education:

Continuing education for staff at all levels of the library hierarchy is important to ongoing provision of quality library services. Even the library professional with a Master's degree cannot call a halt to his "education" with the receipt of his diploma. New ideas and modifications of accepted technique require continual refurbishment of library science knowledge. This perpetual learning process is completed through both formal and informal education. Library administrators and library educators should cooperate to insure that educational avenues are available and readily accessible to staff. As an additional incentive, library personnel structure should provide opportunities for advancement via increased education; otherwise, both staff knowledge and library services may have a tendency to stagnate.

Feasible modes of continuing education for staff include:

1. Professional collection of library science materials including active subscriptions to major library science periodicals.
2. Staff meetings at which new additions or changes in library operation are suggested, discussed, and/or explained.
3. In-service training for staff in the form of workshops in special areas, i.e.,
 - reference
 - public relations
 - adult services
 - new cataloging rules
4. University library cooperation in providing courses for practicing librarians wishing to continue their education. (Possibility of credits accumulated for an "Advanced certificate" with courses applied to a doctoral degree at a later date and salary increase possibilities for work beyond the Master's.)
5. Development of a "library technician" program open to present library staff with financial rewards for advanced training.
6. Opportunities for professional staff to participate in library conferences abroad and short-term formal classwork. For example, a library cataloger might enroll in a U. S. library school summer cataloging course.
7. Encourage development of a professional library association in Egypt (or possibly the Middle East). The Association could act as a catalyst for updating professional knowledge through professional meetings and seminars. The Association might also be able to counsel government officials on pressing library needs in Egypt and development of standards.

8. Cooperation among major libraries in sponsoring special workshops on topics of interest to all. This may enable greater flexibility in providing speakers via sharing staff talents as well as financial burdens for recruiting outside experts.

V. School Libraries - Western Educational Region:

School libraries in the western region of Egypt are in great need of support for improved collection and services. Dr. Ibrehim Shafii, Director of the Western Educational Region, is a learned man and a great advocate of Libraries. He is very anxious to implement good library service as one means of improving the total education process.

The existing "libraries" are usually little more than a single bench with a few pamphlets. These limited offerings cannot begin to support the curriculum and no librarians are available. Teachers use their own resources in introducing enrichment materials.

It is important to introduce books and to cultivate an interest in reading at an early age. Only through reading will the youngster come to understand new ideas, develop his thought processes, and become a thinking, open-minded adult. The interest of educators like Dr. Shafii and governmental assistance can provide the opportunity for cultural enrichment not provided to my generation. No school libraries were available and the student was totally dependent on his text book and the knowledge imparted by the teacher. Only through the assistance of well-educated interested parents was I introduced to the array of information and recreation available through books. It seems to be true that well-read parents beget well-read children. This trend could lead to a general improvement of libraries and education over a period of years.

As the first step in remedying the school library problem, Dr. Shafii is making plans to provide space in each school for a library. This will be done through the construction of facilities on the existing roof of each building. Because library collections are non-existent now, the new facilities will depend on completely new materials. It is suggested that at the elementary level:

1. A trained librarian be hired to develop library services in each district.
2. A basic library of non-fiction, fiction, reference titles, and periodicals with materials for all age levels served by the school be developed.

3. Librarians work with teachers in planning "library" sessions for classes and special reading incentives.
4. Each classroom be equipment with a library "shelf" of fiction, non-fiction, an encyclopedia and a dictionary.

Secondary schools are better equipped than elementary schools; however, additional equipment and materials are needed. Learning resources, updated books, recreational reading via current fiction and non-fiction are needed. Budget is a primary difficulty.

At present, some schools have qualified librarians but additional training would be advantageous. Previously, a plan to have school librarians study in the U. S. for several months was discussed. In visiting schools, several potential candidates for a study program were discovered. It is highly recommended that:

1. Six to twelve librarians be sent to the U. . for six months for a specially designed program. Training in modern school librarianship would be of great benefit to the development of school librarianship and education in Egypt.
2. On return from training in the U. S., trained librarians be provided with a tentative budget for materials and asked to develop a bibliography of "necessary" purchases for their respective schools within that budget.
3. An "outside" library expert be assigned to work with school librarians in developing collections and initiating services. This coordinator would act as a consultant and liason between the school and U. S. government agencies.

Note: I left Egypt with the impression that Dr. Shafii will submit the names of suggested candidates for U. S. study to Dr. Stanley Applegate, A.I.D.