



PNU University

English in Knowledge and Information Science (2)

(رشته علم اطلاعات و دانش‌شناسی)

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امروزه کتاب‌خوانی و علم‌آموزی، نه تنها یک وظیفه‌ی ملی، که یک واجب دینی است.

مقام معظم رهبری

در عصر حاضر یکی از شاخصه‌های ارزیابی رشد، توسعه و پیشرفت فرهنگی هر کشوری میزان تولید کتاب، مطالعه و کتاب‌خوانی مردم آن مرز و بوم است. ایران اسلامی نیز از دیرباز تاکنون با داشتن تمدنی چندهزارساله و مراکز متعدد علمی، فرهنگی، کتابخانه‌های معتبر، علما و دانشمندان بزرگ با آثار ارزشمند تاریخی، سرآمد دولت‌ها و ملت‌های دیگر بوده و در عرصه‌ی فرهنگ و تمدن جهانی به‌سان خورشیدی تابناک همچنان می‌درخشد و با فرزندان نیک‌نهاد خویش هنرنمایی می‌کند. چه کسی است که در دنیا با دانشمندان فرزانه و نام‌آور ایرانی همچون ابوعلی سینا، ابوریحان بیرونی، فارابی، خوارزمی و ... همچنین شاعران برجسته‌ای نظیر فردوسی، سعدی، مولوی، حافظ و ... آشنا نباشد و در مقابل عظمت آنها سر تعظیم فرود نیاورد. تمامی این افتخارات ارزشمند، برگرفته از میزان عشق و علاقه فراوان ملت ما به فراگیری علم و دانش از طریق خواندن و مطالعه منابع و کتاب‌های گوناگون است. به شکرانه‌ی الهی، تاریخ و گذشته ما، همیشه درخشان و پربار است. ولی اکنون در این زمینه در چه جایگاهی قرار داریم؟ آمار و ارقام ارائه‌شده از سوی مجامع و سازمان‌های فرهنگی در مورد سرانه‌ی مطالعه‌ی هر ایرانی، برایمان چندان امیدوارکننده نمی‌باشد و رهبر معظم انقلاب اسلامی نیز از این وضعیت بارها اظهار گله و ناخشنودی نموده‌اند.

کتاب، دروازه‌ای به سوی گستره‌ی دانش و معرفت است و کتاب خوب، یکی از بهترین ابزارهای کمال بشری است. همه‌ی دستاوردهای بشر در سراسر عمر جهان تا آنجا که قابل کتابت بوده است، در میان دست‌نوشته‌هایی است که انسان‌ها پدید آورده و می‌آورند. در این مجموعه‌ی بی‌نظیر، تعالیم الهی، درس‌های پیامبران به بشر، و همچنین علوم مختلفی است که سعادت بشر بدون آگاهی از آنها امکان‌پذیر نیست. کسی که با دنیای زیبا و زندگی‌بخش کتاب ارتباط ندارد بی‌شک از مهم‌ترین دستاوردهای انسانی و نیز از بیشترین معارف الهی و بشری محروم است. با این دیدگاه، به‌روشنی می‌توان ارزش و مفهوم رمزی عمیق در این حقیقت تاریخی را دریافت که اولین خطاب خداوند متعال به پیامبر گرامی اسلام (ص) این است که «بخوان!» و در اولین

سوره‌ای که بر آن فرستاده‌ی عظیم‌الشان خداوند، فرود آمده، نام «قلم» به تجلیل یاد شده‌است: «إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ» در اهمیت عنصر کتاب برای تکامل جامعه‌ی انسانی، همین بس که تمامی ادیان آسمانی و رجال بزرگ تاریخ بشری، از طریق کتاب جاودانه مانده‌اند.

دانشگاه پیام‌نور با گستره‌ی جغرافیایی ایران‌شمول خود با هدف آموزش برای همه، همه‌جا و همه‌وقت، به‌عنوان دانشگاهی کتاب‌محور در نظام آموزش عالی کشورمان، افتخار دارد جایگاه اندیشه‌سازی و خردورزی بخش عظیمی از جوانان جویای علم این مرز و بوم باشد. تلاش فراوانی در ایام طولانی فعالیت این دانشگاه انجام پذیرفته تا با بهره‌گیری از تجربه‌های گرانقدر استادان و صاحب‌نظران برجسته کشورمان، کتاب‌ها و منابع آموزشی درسی شاخص و خودآموز تولید شود. در آینده هم، این مهم با هدف ارتقای سطح علمی، روزآمدی و توجه بیشتر به نیازهای مخاطبان دانشگاه پیام‌نور با جدیت ادامه خواهد داشت. به‌طور قطع استفاده از نظرات استادان، صاحب‌نظران و دانشجویان محترم، ما را در انجام این وظیفه‌ی مهم و خطیر یاری‌رسان خواهد بود. پیشاپیش از تمامی عزیزانی که با نقد، تصحیح و پیشنهادهای خود ما را در انجام این وظیفه‌ی خطیر یاری می‌رسانند، سپاسگزاری می‌نماییم. لازم است از تمامی اندیشمندانی که تاکنون دانشگاه پیام‌نور را منزلگاه اندیشه‌سازی خود دانسته و ما را در تولید کتاب و محتوای آموزشی درسی یاری نموده‌اند، صمیمانه قدردانی گردد. موفقیت و بهروزی تمامی دانشجویان و دانش‌پژوهان عزیز آرزوی همیشگی ما است.

دانشگاه پیام‌نور

Table of Contents

Study Guide	IX
Pronunciation Guide	XI
Vowels and Diphthongs	XIII
Unit 1: Library Building Movement at the Universities	1
Unit 2: Using the World Wide Web at the Reference Desk	15
Unit 3: Search Engines	33
Unit 4: From Bibliographic Models to New Cataloging Rules	55
Unit 5: Information Retrieval.....	77
Unit 6: Digital Library	93
Unit 7: Bibliometrics to Webometrics	113
Bibliography	135
The Answer Keys.....	135
Glossary.....	147

پیشگفتار مؤلفین

یادگیری زبان انگلیسی از جمله ضروریات هر گونه تحصیل، مطالعه و پژوهش علمی در جهان امروز است. این مهم، برای رشته علم اطلاعات و دانش‌شناسی که با دنیای اطلاعات، گردآوری شده در پایگاه‌های اطلاعاتی به زبان بین‌المللی (انگلیسی) در ارتباط است، بیشتر نمایان است. کتاب متون اختصاصی انگلیسی ۲ با توجه به نیاز دانشجویان رشته علم اطلاعات و دانش‌شناسی از متون تخصصی و علمی روزآمد در زمینه علوم کتابداری و اطلاع‌رسانی و فناوری‌های نوین، که امروزه در کتابخانه‌ها و مراکز اطلاع‌رسانی به‌کار گرفته می‌شود، بر گرفته و تدوین شده است.

مطالب کتاب در قالب هفت درس ارائه شده است. متن‌های درس شامل یک بخش و یک متن همراه با واژه‌ها، تمرین‌ها و نکات تکمیلی برای درک هرچه بیشتر مطالب آورده شده‌است. از ویژگی‌های مثبت کتاب، روزآمد بودن مطالب آن است. از جمله اشکالاتی که همواره بر کتاب‌های درسی زبان انگلیسی رشته علم اطلاعات و دانش‌شناسی گرفته می‌شود، متون قدیمی و ناهماهنگ با مفاهیم نوین مطرح شده در جامعه علمی است. بر این اساس در این کتاب از متن‌هایی استفاده شده که عمده‌تاً روزآمد و در عین حال قابل فهم و تخصصی هستند تا علاوه بر افزایش مهارت‌های خواندن و درک متون انگلیسی، اطلاعات علمی و تخصصی دانشجویان به زبان انگلیسی نیز افزایش یابد.

در این کتاب تلاش شده است تا دانشجویان پس از مطالعه هر درس با مهم‌ترین واژه‌ها و مفاهیم مربوط به آن آشنا شوند به‌طوری‌که بتوانند از منابع و متون اصلی

انگلیسی استفاده کنند و در پایان به سؤال‌ها و تمرین‌های برگرفته شده از متن پاسخ گویند. قطعاً این کتاب علی‌رغم تلاش فراوان مؤلفین و ویراستار علمی، خالی از اشکال نیست. بسیار سپاسگزار خواهیم بود اگر استادان ارجمند و دانشجویان عزیز رشته علم اطلاعات و دانش‌شناسی دانشگاه پیام‌نور، ما را از دیدگاه‌های خود برای بهبود و ارتقاء هرچه بیشتر این کتاب، آگاه سازند.

در پایان از همه کسانی که ما را در تهیه این کتاب یاری کرده‌اند، به ویژه جناب آقای دکتر محمود رمضان‌زاده لک استادیار دانشگاه پیام‌نور که ویراستاری این اثر را به عهده داشته‌اند و پیشنهادهای مفیدی برای تکمیل آن ارائه داده‌اند، تشکر می‌شود.

هادی شریف‌مقدم

صالحه شریف‌مقدم

Study Guide

The objective of this book is to increase students reading skills in the field of Library and Information Sciences, and to help them become more independent readers. The book is divided to seven units, each unit comprising the following parts:

Word Definitions and Exemplifications

This part includes the definitions and exemplifications of the words that are assumed to be necessary to review before reading the main passage of each unit. The exercises provided in the section will help you learn the meaning of the words and use them in sentences on various topics related to Library and Information Sciences.

Reading Passages

The reading passages of 7 units of the book have been taken from English essays on a variety of topics related to the field. The main purpose of this part is to familiarize the students with typical authentic reading selections; to increase their reading ability; and to help them perceive facts, ideas, arguments, etc. found in each passage. The true (T), false (F) exercises, along with multiple-choice items, and open-ended questions, provided in this section will help students to get a better view of the topics related to Library and Information Sciences.

Word- Formation Exercises

In this part, you can improve your vocabulary by understanding how words can be changed to form different parts of speech. Several words are derived from the main passage of each unit and their parts of speech are given in the Word- Formation Chart. You should read this chart carefully and do the exercise that follows it. In this way, you will learn how to use a word in a variety of ways.

Translation Exercises

There is an ever-increasing demand for the students to become acquainted with the translation skills. The final part of some units includes two exercises related to translation skills. Firstly, there is a short passage, which should be translated into Persian. The students are required to read the whole passage carefully and translate it into fluent Persian. The translation must be technically correct, and the influence of English language should not be detected in the choice or order of words. Finally, several technical and other required words and phrases are selected to be provided by their Persian equivalents.

The Answer Keys

Since the book is designed as self- study textbook, the students can find the answers to all the questions of the various parts of each unit in the Answer Keys.

Bibliography

A list of the books and the websites, which the passages have been chosen from, is provided at the end of the book.

Glossary

The English-Persian glossary includes all the new and required words and terms for the students.

Pronunciation Guide

This guide (taken from Oxford Online Dictionary) will help you to understand and use the pronunciation symbols found in this book.

Consonants

p	Pen	/pen/
b	Bad	/bæd/
t	Tea	/ti:/
d	Did	/dɪd/
k	Cat	/kæt/
g	Get	/get/
tʃ	Chain	/tʃeɪn/
dʒ	Jam	/dʒæm/
f	Fall	/fɔ:l/
v	Van	/væn/
θ	Thin	/θɪn/
ð	This	/ðɪs/
s	See	/si:/
z	Zoo	/zu:/
ʃ	Shoe	/ʃu:/
ʒ	Vision	/ˈvɪʒn/
h	Hat	/hæt/
m	Man	/mæn/
n	Now	/naʊ/
ŋ	Sing	/sɪŋ/
l	Leg	/leg/
r	Red	/red/
j	Yes	/jes/
w	Wet	/wet/

Vowels and diphthongs

i:	See	/si:/
i	Happy	/'hæpi/
ɪ	Sit	/sɪt/
e	Ten	/ten/
æ	Cat	/kæt/
ɑ:	Father	/'fɑ:ðə(r)/
ɒ	Got	/gɒt/ (British English)
ɔ:	Saw	/sɔ:/
ʊ	Put	/pʊt/
u	Actual	/'æktʃuəl/
u:	Too	/tu:/
ʌ	Cup	/kʌp/
ɜ:	Fur	/fɜ:(r)/
ə	About	/ə'baʊt/
eɪ	Say	/seɪ/
əʊ	Go	/gəʊ/ (British English)
oʊ	Go	/goʊ/ (American English)
aɪ	My	/maɪ/
ɔɪ	Boy	/bɔɪ/
aʊ	Now	/naʊ/
ɪə	Near	/nɪə(r)/ (British English)
eə	Hair	/heə(r)/ (British English)
ʊə	Pure	/pʊə(r)/ (British English)

Unit 1

Library Building Movement at the Universities of the Islamic Republic of Iran

General Aims

This unit is designed to help you learn about the history of library buildings in Iran. It will also help you extend your technical vocabulary and comprehension skills through reading a text on how today's libraries came into existence.

Behavioural Objectives

After carefully reading this unit, you are expected to be able to:

1. Define the meaning of the words presented at the beginning of the unit and complete the exercises 1.1.1, 1.1.2 and 1.1.3.
2. Fully comprehend the text and do exercises 1.2.1, 1.2.2 and 1.2.3.
3. Do the word-formation exercise 1.3.
4. Give appropriate Persian equivalents for the terms chosen from the text in exercise 1.4.1 and translate the paragraph in exercise 1.4.2.

Word Definitions and Exemplifications

Aesthetic /i:s'θetɪk/

adj

Of or relating to art or beauty

The **aesthetic** quality of a library building is at times as important as its functional features.

2 English in Knowledge and Information Science (2)

Ancient /'eɪnʃ(ə)nt/ adj
Very old, aged
My brother studies both **ancient** and modern history of Iran.

Background /'bʌkgraʊnd/ n.
Circumstances, conditions, context
The university policy makers should consider the economic **background** of the students.

Characteristic /kə'rektə'rɪstɪk/ n.
Feature, quality
Different types of library buildings have some common Iranian and Islamic **characteristics**.

Compulsory /kəm'pʌls(ə)ri/ adj.
Obligatory, mandatory, required
Having a driving license is **compulsory** for driving a car in almost all countries.

Construct /kən'strʌkt/ v.
Build, make, establish
The university authorities have decided to **construct** a new library building within the university campus.

Destroy /dɪ'strɔɪ/ v.
To damage (something) so badly that it cannot be repaired.
A lot of library buildings were **destroyed** during World War II.

Detach /dɪ'tætʃ/ v.
Separate, disconnect, remove
There are plans to **detach** the reference material area from the periodicals section.

Distinctive **adj.**
A feature that distinguishes a person or thing from others
A **distinctive** feature of the mosque is a high dome supported with no pillars.

Dominant /'dɒmɪnənt/ **adj.**
Having power and influence over others, ruling, governing, or controlling
Lions are **dominant** over the rest of wild animals.

Eager /'iːgə/ **adj.**
Strongly wanting to do or have something, keen, enthusiastic
Kids in the first and second grades are very **eager** to be among the top students.

Enumerate /ɪ'njuːməreɪt/ **v.**
Name one by one, count, specify as in a list
Can you **enumerate** the different characteristics of a reference book?

Ignorance /'ɪɡn(ə)r(ə)ns/ **n.**
Lack of knowledge or information, unawareness
Ignorance was recognized as the main reason for their economic problems.

Illiteracy /ɪ'lɪt(ə)rəsi/ **n.**
The inability to read or write
Illiteracy rate decreased in the three decades after Iran's Islamic Revolution.

Introduce /ɪntrə'djuːs/ **v.**
Propose, present
Our professor **introduced** some of the most famous library buildings in the world.

4 English in Knowledge and Information Science (2)

Monarchy /'mɒnəki/

n.

A country that is ruled by a monarch, such as a king or queen

For a long time in its history, Iran was governed by various **monarchies**.

Relatively /'relətvli/

adv.

Not absolutely, somewhat

In the past, public libraries were **relatively** unknown to the public.

Retain /rɪ'teɪn/

v.

Continue to have something, keep

Due to lack of renovation funds, our university library building **retains** its old architecture.

Synthesis /'sɪnθɪsɪs/

n.

Combination, mixture, something that is made by combining different things

Water is a synthesis of Oxygen and Nitrogen.

Trace /treɪs/

v.

To follow or study out in detail or step by step

Historians have **traced** the history of ancient peoples in works of art.

Unique /ju:'ni:k/

adj.

Unlike anything else, single, special, uncommon

Some library buildings are **unique** in their architecture and designs.

Ups and downs

Changeable

There have been many **ups and downs** in Iran's history of development.

Up-to-date**adj.**

Recent, modern, the latest, contemporary

Most people prefer to use **up-to-date** library facilities rather than the traditional ones.

Well-planned**adj.**

Carefully arranged or designed

Librarians can offer more suitable library services in **well-planned** buildings.

1.1. Vocabulary Exercises

1.1.1. Match the words in Column A with their appropriate equivalents in Column B.

Column A	Column B
1. Up-to-date	a. present
2. Detach	b. very old
3. Enumerate	c. somewhat
4. Characteristic	d. modern
5. Ancient	e. make, build
6. Ignorance	f. unawareness
7. Relatively	g. separate
8. Construct	h. feature
9. Introduce	i. mention

1.1.2. Match the words in Column A with their best Persian equivalents in Column B.

Column A	Column B
1. Unique	a. بی سوادى
2. Compulsory	b. مشتاق
3. Trace (v)	c. نگه داشتن
4. Illiteracy	d. بی همتا
5. Eager	e. ترکیب
6. Synthesis	f. دنبال کردن
7. Ups and downs	g. اجبارى
8. Retain	h. فراز و نشیب

Reading Passage

Library Building Movement at the Universities of the Islamic Republic of Iran

Although the modern concept of library and information services is new in Iran, yet there have been many old libraries in ancient Iran. For understanding the university library building movements in Iran, one should trace the history of educational institutions in the country. According to Rokn-Al-Din-Homayoun Farrokh (1965), various types of libraries existed in ancient Iran. Some of these libraries were located in educational institutions. In ancient Iran, education took place in two types of institutions, namely “Madresseh” and “Nezamiah,” which included their own libraries. These buildings have gone through many ups and downs. In various wars, earthquakes, fires, etc. many old libraries were destroyed completely.

Although no trace has been left of most of the famous ancient libraries, yet descriptions of these are found in many books of Iranian as well as Arab writers and historians. The bibliographer Ibn-Nadim enumerates a great part of these libraries in his book *Al-Fihrist*. Under the Sassanid empire, Khosrow I established a library for his university in Gondishapur. According to Hooshang Ebrami (1975), the Nizamiyah college was founded as early as 1064. The famous Nizamiyah in Nishapur, Isfahan and Shiraz each had their own well-known libraries. Rashid-al-Din Fazlullah, the Minister of Ghazan Khan, founded many other libraries early in fourteenth century. In the following century and during the Safavid empire, Sheikh Safi library was founded. , the Prime Minister between 1871 and 1873, founded the college of theology with a rich library, which is active at present too. Besides the above-mentioned libraries, some more Royal, private and special libraries were famous in ancient Iran, which are not being explained in this study.

The architecture of the ancient library buildings was influenced by, and could be considered to have been a synthesis of Islamic and Iranian art. High ceilings and wall shelves with high, arched windows are the distinctive characteristics of the old library buildings. The books on each particular subject were housed in separate rooms.

Therefore, there were many separate rooms for various subjects in every library building. Ibn Nadim, Yakut Hamawi and many others have enumerated and explained the characteristics of the old library buildings in their books.

Before the Constitutional Revolution of 1906, in which a constitutional monarchy was established, there was an absolute monarchy in Iran. The rate of illiteracy was very high, estimated to have been over 95%. Education was limited to some noble families while the majority of the people were limited to manual work on the farms. With the Constitutional Revolution of 1906, numerous changes took place in Iran. Of the most important was that primary education became compulsory for everybody. Numerous schools were established in cities as well as in villages. The close relation established with the West provided educational opportunities for a handful of students and scholars, the knowledge and expertise of whom contributed to the growth of the country. With the growth of the economy, the standard of living improved and the rigid structure of the society was changed to include new social classes. Women were permitted to take part in social activities and the country witnessed an unprecedented move towards urbanization.

The first modern university, built in the style of western universities, was established in Tehran in 1934. Shortly thereafter many more universities and colleges came into being in other large cities. For every newly established educational institution, at least one library building was constructed after a certain amount of time. The mushrooming growth of the number of students interested in higher education brought about a dramatic increase in institutions of higher learning, a change that in turn transformed the face of the society. Likewise, the need for well-planned and modern library buildings began to be felt seriously by librarians as well as the university authorities.

Generally speaking, central libraries have not all been very active in Iranian universities. For this reason, most of the universities have not owned well-planned central library buildings. The functions of a central library have often been fulfilled by the well-planned and large college libraries. In some institutes of higher learning, each department library provides students with extensive, but specialized, learning material on the department's field of expertise. Library activities are generally not centralized in a faculty-independent center.

8 English in Knowledge and Information Science (2)

Moreover, some central libraries are only in-charge of cataloguing, technical processing of books and other administrative works. Lack of central libraries has been felt even more strongly in medical universities, which were detached from larger state-funded institutions after the Islamic Revolution. Thus, in only some of the medical universities, enough time and funds were allocated to constructing new library buildings. The earliest central university libraries were founded in Tehran, Isfahan and Tabriz. The central library of Tehran University was established in 1950. The large and well-planned building of this library was also constructed in 1970. It is housed on 9 floors and the total carpet area of the library, at present, is 20,000 m². The establishment of this library was the first step in centralization of academic libraries in Iran.

With this introductory background of the library buildings in Iran, the following paragraphs proceed to give an overview of the university library buildings. The architectural characteristics as well as the various spaces of these library buildings have also been highlighted. The detailed characteristics of university library buildings in Iran have been discussed in two time frames: before and after the Islamic Revolution of 1979.

Before the Islamic Revolution (1979)

Construction of library buildings in the same pattern as those of the western countries started in the 1960s. Tehran university library building was the first attempt in its kind and was founded in 1970. This library building was planned and constructed by a non-Iranian construction company. The large space of this library building is useful for various library activities. The library building of Shahid Beheshti University was established in 1970. This library building is another of the well-planned university library buildings in Iran. The foundation of the library building of Shiraz University was laid before 1979, yet the building was completed after the Islamic Revolution. Similarly, major parts of the library building of Shahid Chamran University were constructed before the Islamic Revolution, but the completion had to wait until after the war in 1999. The present central library building of Payam Noor University was completed in 1974. It was built to function as the central library of Damavand University of the time.

According to the Iranian documentation center, some other relatively small library buildings such as those of Tabriz, Urmia, Al-Zahra, Amirkabir, Kerman and Hamadan universities were also constructed before the Islamic Revolution in Iran. The total covered area of these original library buildings is about 35,000 square meters. Although the number and the total carpet area of the original university library buildings, constructed during this period (1958-1979) is not too large, all of these library buildings are still in full use and are considered well-planned, functional and standard university library buildings.

After the Islamic Revolution

From 1979 onward, an attempt at reshaping the teaching material and the administration method of Iranian universities also included a reconstruction of the university library buildings. However, since construction of large and well-planned library buildings requires a great amount of time and money, the majority of the library building constructions of this era was only concluded in recent years.

Non-Medical University Library Buildings

Library building of Shiraz University opened its doors in 1986. It was completed by Iranian architects and librarians. Construction of the library building of Sistan and Baluchistan University was completed in 1991. It is entirely planned and constructed by Iranian architects and librarians. Construction of the central library building of Shahrud University was completed in 1994. It is also a well-planned building and was constructed by Iranian architects and librarians. Sharif University of Technology completed its five-storey, well-designed central library building in 1995. It is constructed within the university campus despite shortage of space. Three years later, Mazandaran University opened its newly-constructed central library building. This library building is also well-planned and unique in the area. Two very large, well-planned and functional university library buildings, both famous for their aesthetic features, are those of Shahid Chamran and Isfahan University. The foundation stone of the library building of Shahid Chamran University was laid down before 1979, yet the construction of the building was completed in 1999. The university being located in the city of Ahwaz, which is on the South-East of the country and in vicinity of the border with Iraq, the construction of its

library building had to be delayed during the eight-year war between Iran and Iraq. Isfahan university library building is the most recent library, one that was opened in 2000. Almost every standard has been observed and the required spaces necessary in a modern and up-to-date university library building have been provided.

Isfahan University of Technology has constructed a large, two-storey library building. Shahid Beheshti University is also constructing a four-storey library building quite close to its existing central library building. Although the present library building of this university is original and well-planned, a new building is being constructed to address the needs of the university's rapidly growing student body and lack of required space. According to the data collected, the required floor plans of the new central library building of Ferdowsi University have been drawn and confirmed by the university authorities many years ago. The location of the library building was also foreseen within the large university campus. However, despite the dire need for a new library building, construction of the building was only completed recently, a process which had to be delayed due to various problems including paucity of funds.

Medical University Library Buildings

The story of medical university library buildings is quite different from that of the non-medical ones. After the Islamic Revolution in Iran, medical universities were separated from the Ministry of Higher Education. Although some of the administrative and teaching buildings remained with the medical universities, none of the central library buildings were retained for them. Therefore, medical universities had to make provisional space for their library material or construct new library buildings. As many as six medical university library buildings were constructed during a relatively short period of time. The total covered area of the newly constructed buildings is much smaller than those of non-medical university library buildings. Yet, considering the smaller amount library material of medical universities, the relatively smaller space provided seems to have been sufficient for various library activities. In some cases, the old medical college library buildings are also used as central library buildings.

Since 1979, six medical university library buildings have been constructed in Iran. The two central library buildings of Hamadan and Kermanshah Uni

versities of Medical Sciences and Health Services came into being in 1986. Library building of Isfahan University of Medical Sciences and Health Service was also officially opened in 1988. Likewise, library building of Birjand University of Medical Science and Health Services was opened in 1989. Arak and Kashan also completed the construction of their new central library building in 1993 and 1995 respectively. The total carpet area of these 6 newly constructed library buildings is about 6000 square meters. This relatively small carpet area is almost sufficient for the present required space of the said libraries.

1.2. Reading Comprehension Exercises

1.2.1. True/False Items

Decide which idea is true (T) and which idea is false (F). Fill in the parentheses with T or F, in front of each sentence. Try to find a reason for your decision.

1. Old libraries were destroyed partly because of earthquakes, fire, etc, in old Iran. ()
2. Before the revolution of 1906, few people were illiterate. ()
3. In the old library buildings, a mixture of the Islamic and Iranian arts can be seen. ()
4. Before the revolution of 1906, primary education was obligatory for people. ()
5. The first modern university of Iran was built in Tehran in 1934. ()
6. Library activities are focused in central libraries in all Iranian universities. ()
7. Nowadays, medical universities are separate from governmental universities. ()

1.2.2. Multiple-Choice Items

Using the information given in the passage, choose the best choice (a, b, c, or d) to answer the following questions.

1. was the first library building whose structure resembled that of university libraries in the West.

a) Shahid Beheshti University	b) Payame Noor University
c) Tehran University	d) Tabriz University