LIBRARY SERVICE IN KUWAIT: A SURVEY AND ANALYSIS WITH RECOMMENDATIONS FOR PUBLIC LIBRARY DEVELOPMENT

DISSERTATION

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By

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The purpose of this study is to review the development of library service in Kuwait, to survey the current status and problems of the principal types of libraries, and to consider recommendations for the improvement of public libraries since they are relatively less developed and their problems manifest greater immediate needs than other types of libraries. While limited collections, poor services, inadequate staffing and financing are clearly at the root of many library problems in Kuwait, their cause in turn is clearly not lack of money, since the country's per capita income exceeds that of many advanced countries.

A survey approach was selected as a principal means for determining the library conditions and the prevailing attitudes of representative librarians in the country. Sixty-nine questionnaires were distributed and 72.5 per cent were returned at the time of the study in 1974.

The major findings of this investigation are as follows. A National Library has not yet been separately
established, though legislation for such a library has been recommended and a number of the component elements already exist. The Kuwait University Libraries now serve approximately 3,800 students and 210 faculty. Their well organized holdings total some 212,340 volumes, a large periodical collection of 2,800 titles, and a strong audiovisual collection.

School libraries are comprised of 270 libraries serving 160,230 students. Their collections include some 1,300,000 volumes and a large number of periodical titles. The School Libraries Department of the Ministry of Education provides centralized processing, and services are offered by a staff of 325, including 30 professional librarians.

Special libraries employ a total of 42 staff members, including 6 professional librarians. They serve a total population of 11,260 persons with well organized collections of some 130,680 volumes and 1,380 periodical titles.

Public libraries in Kuwait are composed of a Central Public Library and 18 other small public libraries. All libraries are organized under the Public Libraries Department of the Ministry of Education, which provides centralized technical processing. These libraries have collections totaling 172,000 volumes, mostly in Arabic, and a limited number of periodical titles.
One centralized public library system under a national library agency would appear to be an appropriate means of providing adequate library service in Kuwait. This Central Library Agency should be staffed with competent, professional librarians and charged with the task of planning, developing and formulating modern library standards, programs, resources, and services.

Under the supervision of the Central Library Agency, three large libraries should be established: a modernized Central Public Library in the City of Kuwait, two modern regional libraries in Hawalli and Ahmadi, and a chain of community libraries, deposit stations, and bookmobiles.

New library bylaws, procedures, and the use of modern mechanization should be adopted for appropriate library operations. Centralized services for public and school libraries could include centralized acquisition, processing, as well as binding, micro-reproduction, and storage of infrequently used materials.

Library services and resources should be provided for adults, children, and special groups. Special attention should be given to the staffing needs of public libraries, to an equitable salary scale, and to a formal library education program at Kuwait University. A national library association should be established. Appropriate planning and funding should be provided for constructing modern
This study concludes that the recent dynamic changes in the Kuwaiti society are a warrant for new approaches to meet the growing needs of the people for improved and adequate library service.
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CHAPTER I

NATURE AND PURPOSE OF THE STUDY

Introduction

The purpose of this study is to review the background and development of library service in Kuwait, to survey the current status and problems of the principal types of libraries in the country, and to consider recommendations for improvement, particularly with regard to public libraries, based on a critical analysis of survey findings. The study includes the investigation of present library practice in general and of the nature and extent of progress to date, as well as recommendations for future improvement.

Viewed against the country's rapid social, economic, and educational progress in recent years, the development of adequate library service has been relatively slow and limited. Unlike other developing countries, however, the problems of Kuwait would not appear directly or primarily attributable to restricted financial resources.

The dimensions of the limited development to date may be indicated by recent census statistics concerning the provision of public library service. The continuous development of public library service in the country is traced
only from the early 1920's, and by 1970, despite noteworthy progress in the 1960's with the establishment of a number of new library units, only nine such units were serving some 210,000 persons or 28.4 per cent of Kuwait's total population. By 1972, nineteen library units were serving a total population of 738,662; however, in spite of these gains, almost one-half of the population of Kuwait still received no library service of any kind. This was true for most of the 17.5 per cent of the population living in twenty-seven urban and rural areas with fewer than 10,000 inhabitants and for the 36.6 per cent of those living in urban centers.¹

Specific Purposes and Emphasis

The present study seeks to answer the following specific questions:

1. What forms of library service have been developed in Kuwait?

2. How adequate and effective is the current status of library service?

3. What new forms of library service and what modifications or innovations in administrative structures and patterns of support are needed for the future development of library service in Kuwait?

The principal aims of the study are to establish a body of facts on the current state of librarianship in Kuwait, to describe the patterns and problems of library service, to assess the present and future needs of Kuwaiti libraries, and to recommend ways of meeting these needs. Special emphasis is placed on public libraries and on the development of an adequate system of public libraries capable of meeting future needs in such an emerging nation.

Since it would be difficult to understand library development in Kuwait or any other country without a knowledge of its special geographical, historical, social, and economic elements, an effort is also made in the study to describe the general background within which present library conditions have evolved. Selected characteristics of Kuwait's present population are examined in further detail in considering the development and problems of the principal types of libraries in the country.

Methods and Procedures

A survey approach was selected as a principal means for determining the library conditions and the prevailing attitudes and opinions of representative librarians in the country. Questionnaires were distributed and collected during the period from December 27, 1973 to February 10, 1974. On-site observations were made and informal
interviews with librarians, government officials, and library users were also conducted during this period.

The survey population was defined to include all public, school, academic, and special libraries listed in library directories or otherwise known to librarians in Kuwait through the end of December, 1973. Badr's Directory of Archives, Libraries, Documentation Centers and Bibliographical Institutions in the Arab States, which lists libraries established through 1964, and the Directory of Libraries in the Arab World (Dalil al Maktabat fi al-Waṭan al-'Arabi), which includes public libraries in Kuwait established before 1972, were used for this purpose. Badr's current article, Libraries in Kuwait, was also used as a check list, although it excludes some special libraries. A current official study of the School Libraries Department of the Ministry of Education, Survey of School Libraries, was used as a source for identifying school libraries.

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2Ahmad Badr, Directory of Archives, Libraries, Documentation Centers and Bibliographical Institutions in the Arab States (Cairo, 1965), pp. 79-81.

3Arab League, Directory of Libraries in the Arab World (Cairo, 1973), pp. 131-144.


Private and foreign schools, as well as foreign cultural centers, were excluded from this study. Although special libraries are less developed than other types of libraries in Kuwait, those few in existence were included in the survey (despite occasional problems in applying an appropriate definition of special library). Also included were all organized government libraries, institutional libraries, and private-enterprise libraries which could be identified.

The data collected for the study dealt with the following kinds of information and factors:

1. socio-economic characteristics of Kuwait's population—distribution, age, sex, education, and income,

2. public expenditures for education and social services, including libraries,

3. the organization, collections, budget, staff, physical facilities, and services of each principal type of library (public, school, academic, and special),

4. library development needs and the problems hindering the development of library service, and

5. the current status of public library organization and practices in Kuwait in relation to the local problems.

Four questionnaires were designed to provide descriptive and statistical data on the existing public libraries, technical and teachers training institutes, university, and special libraries in Kuwait. Samples of these are included
in the appendices. Sixty-nine questionnaires were distributed, and 72.5 per cent were returned. A separate questionnaire was not used to secure data on school libraries, since the School Libraries Department of the Ministry of Education had only recently published a general survey report on school libraries in Kuwait\(^6\) which included statistical data on book collections, physical facilities, circulation, registered borrowers, and personnel. A summary of the questionnaire returns is given by type of library in Table I.

### TABLE I

**QUESTIONNAIRE CIRCULATION AND RETURNS BY TYPE OF LIBRARY**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Circularized</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Libraries</td>
<td>19</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Technical and Teachers Training Institutes</td>
<td>10</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Academic Libraries</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Special Libraries</td>
<td>30</td>
<td>14</td>
<td>46.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>50</strong></td>
<td><strong>72.5</strong></td>
</tr>
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A few problems were encountered due to the unavailability or difficulty of obtaining information from some public and special libraries. In these cases, librarians were asked to supply estimates. The number of returned questionnaires totaled fifty, which was a small enough number to allow the use of manual tabulation and analysis.

To supplement the questionnaires, informal interviews with approximately thirty individual library users were conducted in estimating public appraisal of library service. Opinions on the present practices of the public libraries and their future needs were also ascertained through informal interviews with librarians in public, school, academic, and special libraries.

In addition to the questionnaires, informal interviews, and direct personal observations, data were also gathered from published monographs, library literature, and reports of the Public Libraries Department, School Libraries Department, and the Libraries Department of Kuwait University. Published data on population, education, social services, and public expenditures were gathered chiefly from Kuwait Population Census, 1970.\textsuperscript{7} Statistical data were also

\textsuperscript{7}Kuwait, Planning Board, Kuwait Population Census, 1970 (Kuwait, 1970).
gathered from Kuwait's Statistical Abstract, 1973 and the Arab League's Educational Statistics for Arab Countries, 1969-1970. Other unpublished reports in mimeographed or typewritten form were received through personal contacts and are referred to in the text. Questionnaire returns gathered in January and February, 1974, were used in this study to supplement the published statistical data.

Statistical data were difficult to obtain for most years before 1965. Published or unpublished reports of public and school libraries were used accordingly to supplement the limited data on libraries in the annual reports of the Ministry of Education. Data from library reports and the questionnaires were also used in this study to reconcile differences found between statistics in secondary sources and the published literature. A particular problem in this regard was the reconciling of data in reports of individual libraries referring to calendar year periods with data in government reports referring to fiscal year periods (from April to March).

Organization of the Study

Subsequent chapters in this study have been organized as follows. Chapter II reviews the related literature on libraries in Kuwait and neighboring Arab countries with similar library conditions. Countries with more developed library service are also considered, with attention focused on library systems and on the essential elements apparently contributing to their success. Chapter III is devoted to the general background of Kuwait and includes information on Kuwait's physical features, history and government, population, economy, education and social welfare, and culture. In Chapters IV through VII the statistical and descriptive data gathered from all questionnaire returns are analyzed by type of library (public, school, academic, and special) in surveying their organization and distribution, resources, financing, staff, services, and physical facilities.

Chapter VII on public libraries includes a more detailed analysis of public libraries, since their role in the advancement of libraries and librarianship in Kuwait would appear to be crucial with regard to both past and future.

In Chapter VIII recommendations are formulated for the development of a modern public library system suitable to Kuwait's needs. Finally, Chapter IX summarizes the
findings and recommendations of the study, and makes recommendations for further investigation.
CHAPTER II

RELATED LITERATURE

A review of the relatively limited literature on school, public, academic, and special libraries in Kuwait and in neighboring Arab countries with similar library conditions is presented in this chapter. Attention is also devoted to selected studies on library development in certain non-Arab countries, including countries with more advanced library service which may serve as a basis for comparison and analysis.

School Library Studies

Harold Bonny was the first to undertake a separate study of school libraries in Kuwait. Writing in 1959, he surveyed their development to date and recommended a centralized school library system to provide school libraries with properly selected books, personnel, and a book processing center to distribute library materials regularly.\(^1\) Another study by Ali Haider was reported to be in progress.

in 1973 on public secondary school libraries. These two studies by Bonny and by Ali Haider appear, however, to be the only ones to date which have separately addressed school libraries in Kuwait.

The overall picture of problems in school library service in the Arab World in the 1950's was summarized by Lawrence Thompson in 1954 and by Francis Kent in 1960. Their reports were followed in 1972 by Alice Lohrer's study of school library problems in most of the countries in the Middle East (excluding Israel). As Lohrer observed:

Although it is to the Middle East that one turns for the earliest records of great libraries of the ancient world, modern, well organized libraries providing services to readers of all ages are singularly lacking in this area today. Illiteracy, inadequate schools, shortage of teachers, limited published materials in the native languages, lack of publishing houses, the low prestige of authors, and limited professional library personnel all contribute to the meager status of libraries and librarians.


Lohrer found that among the conditions hindering the development of effective library service in Arab countries were the high cost of books, the limited native literature, the inadequacy of standard reference materials, and the lack of bibliographical tools. Moreover, library literature in the native languages was found to be either nonexistent, poorly translated, or not well written.⁶

Mohammed Aman has similarly reported that a "lack of sufficient financing for school libraries has hampered the efforts of many creative librarians"⁷ and that even in the case of countries with better economic conditions and substantial funds allocated for education, such as Kuwait and Saudi Arabia, "the outmoded systems of education have made libraries an outside optimal activity and not an integral part of the educational process."⁸ Aman's recommendations call for establishing minimum standards for school library services and the planning and implementation of a program to train teacher-librarians, along with the inclusion of introductory school library courses in teacher-training institutions and encouraging local leadership for promoting school libraries.⁹ These programs are judged essential for

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⁶Ibid.
⁸Ibid.
⁹Ibid., p. 91.
initiating, continuing, and expanding library services to all schools. Aman notes further that countries with centralize\ndized school-library agencies have achieved some success in the development of school libraries, while other countries without such an agency have largely failed to develop sound school-library systems.\n
With regard to the problems and prospects of school libraries in Kuwait, Ahmad Badr agrees with Aman that Arab educators need to realize the limitations of existing textbook modes of teaching. Badr adds that the school curriculum in Kuwait is no exception to that of neighboring countries where the emphasis is on the assigned textbook and that "school boys and girls at the different levels of education do not know how and when to benefit from the school library."\n
Badr indicates that there is a need for new quarters for school libraries and recommends that plans for new school buildings should include designs for functional library facilities. The critical needs of Kuwait school libraries for full-time professional and certified school librarians with higher salaries have also been remarked by

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10Ibid.

Badr, who states:

School libraries follow store [house] regulations. Much administrative and routine work is involved. [The] Price of lost books from school libraries is deducted from the librarians['] salaries, i.e. safeguarding of books in the library at any cost is the first priority.12

Selim Zabbal, in his article on libraries in Kuwait in 1971, has noted the wide variation in the book collections of school libraries which range in content from the story of "Didy the Rabbit" for kindergartens to works on cytology and on electronic circuits for secondary and vocational schools.13 Librarians who were interviewed for this article reported that one of the basic problems facing school libraries in Kuwait is the school curriculum, which is geared to the textbook rather than to outside reading, new methods of learning techniques, or various other instructional media. School librarians suggested that the pupils should be allowed enough time to use the library freely rather than have their free reading restricted to forty-five minutes every two weeks. They also recommended that the school library program should be an integral part of the school curriculum.14

12Ibid.


14Ibid., 63.
In a country where the illiteracy rate is lower than that of several other Arab countries (under 48 per cent), where school pupils account for over 25.8 per cent of the total population, and where the per capita income is one of the highest in the world ($3,490 in 1967), the yearly government support for school libraries in Kuwait is only approximately $1 million. Meager funds, the absence of audio-visual and other non-print materials, the small book collections and inadequate periodical collections, the lack of public interest and library appreciation, obsolete administrative procedures in acquiring much-needed books, inefficient technical and public service operations, and the restrictions on book circulation are all problems contributing to the inadequacy of school and public library service in Kuwait.

Public Library Studies

The literature on public libraries in Kuwait is also quite limited. Writing on the problems of library personnel, Badr states:

16Ibid.
Public libraries are in desperate need of professional librarians. Such librarians (usually non-Kuwaitis) cannot be appointed due to the rules of Civil Service Commission which considers the librarian's job an administrative not technical one.\textsuperscript{17}

Similar conditions exist for public library personnel elsewhere in the Middle East. In her master's thesis dealing with the library conditions in Egypt, Farida Youssef\textsuperscript{18} also observed that while library users can read freely inside the library without charge, they are faced with bureaucratic restrictions which make it difficult to charge out books for use outside the library. Accordingly, the emphasis of the public library service has tended to be on book preservation rather than on dissemination. She states:

A patron who wants to check out books is required to pay a registration fee and is required to provide a guarantor who should be a government employee. The guarantor must sign a special form guaranteeing the borrower and assuming full responsibility for any loss or damage.\textsuperscript{19}

She concludes that "the high rate of illiteracy, the social, economic and educational problems are still the major factors unfavorable to library development in Egypt."\textsuperscript{20}

\textsuperscript{17}Ibid.


\textsuperscript{19}Ibid.

\textsuperscript{20}Ibid.
Mohammed Aman elaborates further on the problems of public library service in Egypt in noting that because of the still persistent social and economic problems of the country, the progress of public libraries has been very slow and library advancement has been virtually stalled, with no real government interest in integrating library improvement into a general economic and educational development plan.\(^{21}\)

In 1960, P. H. Sewell surveyed library service in Sudan and identified the common problems which this country shares with other Arab nations.\(^{22}\) He found that compared to the general social, economic and educational progress of the country, the expansion of library service posed relatively simple and inexpensive problems, however, he states:

For this very reason there is a danger that the contribution which well-planned library service gives to cultural, civic, and economic development will be incompletely realized, that library provision will be given too low a priority and library development plans put into effect with insufficient vigour.\(^{23}\)

Sewell acknowledges that one of the most difficult problems is the lack of readers among Sudanese, which is also true for many people in other Arab countries. He notes that


\(^{23}\)Ibid., 88.
readers are made, not born. Among other persisting problems that Sewell enumerates is one of convincing government officials that "public money spent on books and periodicals, for use rather than preservation, is well invested." A practical point of consideration in the delay of library provisions is raised by Sewell when he proposed that while the cost of library service is only a fraction of the cost of many other services, clearly, "library service may well make knowledge available which will contribute to an improved local economy."  

Academic Library Studies

The separate literature on academic libraries in Kuwait appears to be limited to a few general articles published mainly by Ahmad Badr and Sulaiman Kalander. In 1970, Badr and Kalander reviewed the organization, collections, and services of Kuwait University Libraries, with emphasis on their development since 1966 and their anticipated future growth. Similar descriptive information on the Kuwait University Libraries functions and operations is reported in

24 Ibid.
25 Ibid.
Badr's article on Kuwait libraries. Since 1971, news of activities in libraries has been published in a quarterly journal in Arabic entitled *University Library Journal* (Maktabat al-Jami'ah). Notes on bibliographic services (such as national, subject, and selected bibliographies) and on other professional activities have also occasionally appeared in library literature.

In writing about technical problems, and in particular the book-selection process for college libraries, George I. Za'rour has called for the revision and modification of the college curriculum in Arab universities, particularly with regard to enriching course content, raising the level of teaching, and requiring students to make greater use of libraries in preparing term papers, projects, and reports. Above all, Za'rour notes the need for improving the general outlook of instructors and encouraging students to use the library and its materials.

Za'rour also describes the urgent need for qualified librarians with strong subject background and with an understanding of, and skill in, the use of college libraries.

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30 Ibid., 31.
Special Library Studies

A survey of the existing literature on special libraries in Kuwait does not reveal any previous work, with the exception of Badr's article on libraries in Kuwait. Badr includes a brief description of what he considers to be the ten most important special libraries, along with some information on their scope, holdings, staff, catalogs, service hours, and budget. He does not, however, include any critical analysis or evaluation of the effectiveness or current practices of these libraries. The lack of other writings is possibly due to the fairly recent appearance of special libraries as such in Kuwait. The first was apparently organized only in the early 1960's.

Studies of Libraries in Non-Arab Countries

In studying library development in Afghanistan, Edward Reid-Smith noted that the development of a library system apparently depended primarily on the formation of a national policy backed up by appropriate library legislation. Since the expansion of library service also requires the training and education of library staff, Reid-Smith recommended that professional education, as a priority, should


precede establishment of more library units. He noted further the need for certain changes in attitudes on the part of both the government and potential users. To be cited in this regard also is the common problem shared by many developing countries in considering the book more as a financial liability and as a physical entity than for its content and potential uses.33

For the West Indies, Alma Jordan has surveyed library service and conditions and found that the deterioration of libraries in the islands tended to be caused by adverse political, economic, and social conditions.34 She recommended interlibrary-loan service and interlibrary cooperation as an economic and fruitful means for library improvement.35

In studying Canadian library problems, Violet Coughlin has concluded that the most effective way to provide adequate library service in rural areas is through larger library units supported by tax funds from cooperating local governments and supplemented by provincial aids.36

33Ibid.
Her study tests the hypothesis that the establishment of larger service units in rural areas is determined primarily by certain specific and essential elements: lay interest, professional leadership, satisfactory provincial legislation, provincial interest in implementing legislation, and local government commitment and support.\(^3\) Her findings suggested that economic conditions, population density, and education also have an influence on the presence or absence of such essential considerations as lay interest and local government support.\(^3\)

Paul Bixler has undertaken the study of problems and priorities and the formulation of recommendations for the improvement of Mexican libraries.\(^3\) His work was based on a fact-finding survey and an analysis of library functions and operations. He recommended the establishment of demonstration or pilot libraries in the provinces. "These could be public libraries for adults or they could be libraries for children, who so far have suffered not only from a lack of library attention but from a dearth of graduated reading materials."\(^4\)

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\(^3\)Ibid.

\(^3\)Ibid.


\(^4\)Ibid., p. 102.
In 1969, David Kaser and others surveyed the current state of library practices and services in eight selected countries in East and Southeast Asia.\(^4\) The study brought into focus the present library trends and found that most of the countries investigated are sharing similar library problems which require national surveys, comprehensive planning, and a new legislative approach to ensure the eventual creation of a professional library association. These measures are considered essential for the extension of library service in these countries.\(^4\)

Anna-Britta Wallenius conducted a study for the Scandinavian Institute of African Studies in 1971 which deals with the introduction of library service into several East African countries.\(^4\) The study concludes that the establishment of library service is directly related to East African economic progress and political stability.

In planning library services for the less-developed countries, C. V. Penna found that priority should be given to establishing clearly the specific, economic, educational, and cultural benefits of complete library service so that


\(^4\)Ibid., pp. 68-69.

\(^4\)Anna-Britta Wallenius, Libraries in East Africa (Uppsala, 1971), p. 3.
provisions for libraries might be given their due place in national growth plans.\textsuperscript{44} Penna also observed:

Library services must also be planned to meet projected future requirements in situations where national development may be proceeding rapidly, for it is becoming increasingly clear that the concepts underlying library plans for developing countries must be based on those which are only just emerging in more developed countries.\textsuperscript{45}

In dealing with the problem of planning library service for underdeveloped countries, Penna noted that the grouping of small public library units in larger systems; improving the coordination and cooperation among public, national, school, academic and special libraries; and the consideration of mechanized library systems are important features for enhancing library service for underdeveloped countries.\textsuperscript{46}

The related literature on the improvement and expansion of library service in the United States, which enjoys one of the most advanced positions in this regard, includes important classical as well as recent studies which could have implications for the development of library service in Kuwait. Libraries in the United States have long recognized the problems of extending library service to rural and sparsely populated areas. Long distances, scattered

\begin{itemize}
\item \textsuperscript{44} C. V. Penna, \textit{The Planning of Library and Documentation Services}, 2nd ed. (Paris, 1970), p. 16.
\item \textsuperscript{45} Ibid., p. 15.
\item \textsuperscript{46} Ibid., p. 14.
\end{itemize}
population, low income, and low educational levels are often associated with rural areas. Jesse Shera, in his study of the origins and growth of public libraries in New England, states that "it is known that libraries are distinctly an urban phenomenon, that they flourish only when the economic ability in the region is sufficiently great to permit adequate support, and that they are the product of a mature culture."47

Carleton Joeckel's 1944 study of the problems of the then current library situation found that the variation of personal income from state to state was "a primary cause of the inequalities in library support and library coverage."48 He noted the association between the high per capita expenditures for library support and the high degree of urbanization:

Where the population is largely concentrated in densely populated cities and towns, there the establishment of public libraries was natural and almost inevitable. In the more sparsely populated rural areas, on the other hand, the organization of public libraries has been correspondingly more difficult.49

In spite of the importance of individual income, and the association between high library expenditures and


49Ibid., p. 12.
increased urbanization, Joeckel also observed that the form of local government in New England was conducive to a greater coverage of the entire region, both urban and rural, than the form of local government in the Midwest; the structure of the local government in the Midwest seemed to account for the varying degree of library coverage in both city and rural regions.\(^{50}\) Joeckel suggested that the socio-economic factors are less significant when urban and rural areas are incorporated into one governmental unit, as in New England, than when townships separate the government of cities and other incorporated places from that of the surrounding rural area, as in the Midwest.

Joeckel also considered leadership at the state level essential to the success of library extension as is evidenced in California's experience with the county library system. Joeckel's study identified four patterns of library service that existed in 1944: the small-unit pattern, the city-county pattern, the incorporated-area pattern, and the retarded-development pattern.\(^{51}\) In defining library extension Joeckel stated that it is "the provision of at least a minimum level of library service to all the people

\(^{50}\) Ibid., p. 13.

\(^{51}\) Ibid., p. 15.
through a system of effective local units aided by state and federal auxiliary services.\textsuperscript{52}

In discussing various methods of financing and providing library service to all county residents, Eleanor Morgan in her study of county libraries says that "not until the public library was a common feature in towns, villages, and cities in many parts of the United States did library service to rural communities have a beginning."\textsuperscript{53}


Bernard Berelson's \textit{The Library's Public}, comprises a separate volume of the \textit{Public Library Inquiry} study. In this work and from his survey of the previous studies, Berelson observed that "the most significant factor in the

\textsuperscript{52}Ibid., p. 10.


use of libraries by adults is education. He writes:

In every case the proportion of people registered with or actively using the library rises sharply with the level of schooling. The sharp difference is attributable to the fact that people with more formal education read more easily, as well as to their reading habits.

In analyzing the relationship of occupation to library use, Berelson notes further that professional and managerial groups, white collar workers, and students made the greatest use of the library.

In his analysis of the effect of income on public library use, Berelson remarks the following:

The public library is not used much by either the very wealthy or the very poor. In this sense, the American public library is an institution patronized chiefly by the middle class in the community, the majority of its clientele being members of the middle income groups.

With regard to the relationship of income and education to regions, he found that regions with wealth or more highly educated residents have greater public library use than do areas where inhabitants are poor or less educated. He also found that when library service is equally available to residents of both rural and urban areas, the urban

56 Ibid., p. 24.
57 Ibid., p. 37.
58 Ibid.
59 Ibid., p. 40.
residents make greater use of libraries than the rural residents.60

In his investigation of the relationship between race and public library use, Berelson found that Blacks used public libraries less than Whites, presumably because of the fewer library facilities available for Blacks and because of less formal education to prepare them for reading. He adds:

No surveys have been made comparing the use of libraries by Negroes and white under similar circumstances, that is, when both library facilities and education are controlled. The best hypothesis would be that in communities which provide public library service to Negroes of moderate or higher education, they make as full use of the library as do the white people of the same levels of education.61

A recent 1969 study based on material assembled for the National Advisory Commission on Libraries (Libraries at Large edited by Knight and Nourse) supports Berelson's conclusion that where library service is provided to Blacks of moderate or high education, they tend to make as full use of the public library as their White counterparts.62

At the same time all adults, including Blacks, with an eighth-grade education or less were found to use libraries

60Ibid., p. 42.

61Ibid., p. 40.

with less frequency than those with higher educational levels.63

In describing library users the same socio-economic determinants were employed in Libraries at Large as in The Library's Public, that is, age, education, sex, occupation, economic status, marital status, race, and residence. The characteristics of nonusers are inferred from the research on library users. Libraries at Large indicates accordingly that public library nonusers are primarily those who are poorly educated, the racial minorities, males, low-income persons, the elderly, and rural groups.64 Public library use by adults is again cited as largely a function of educational level:

The racial minorities (Negroes, etc.) in the lower-income brackets and with fewer educational opportunities use the library in fewer numbers than do majority-group members. The relationship between races and library usage is probably more a function of socio-economic factors than of skin color per se.65

Similar results have been reported from an investigation directed by Harold Mendelsohn, which was conducted in 1967 for the Gallup Organization, and which was based on a sample of adults who had visited the public library within three months preceding the survey. The study concluded that

63 Ibid., p. 71.
64 Ibid., p. 62.
65 Ibid., p. 63.
"the largest proportion of nonusers are to be found among
the least-well-educated, among the least-well-off econom-
ically, among Negroes, among farm people, and in rural
locales with populations of less than 2,500."\textsuperscript{66}

In her study of library service in rural areas in
Louisiana, from 1956 to 1969, Julia Avant found positive
associations between socio-economic characteristics fre-
quently identified with lower degrees of library use (such
as low education and income) and actual use of twenty-two
demonstration libraries.\textsuperscript{67} She noted, however, that low
population density was not related to the percentage of the
total circulation of adult materials, circulation per
borrower, or circulation per adult borrower. This would
indicate that as population densities increase, proportion-
ate decreases may be reflected in library-use variables.
She concluded that these socio-economic characteristics
tend to be associated with high degrees of certain types of
library use and that high proportions of agricultural
workers and those with low family incomes were also asso-
ciated with higher per capita expenditures for library
resources. Stronger relationships were also indicated

\textsuperscript{66}Ibid., p. 72.

\textsuperscript{67}Julia King Avant, "Extending Library Service to Rural
dissertation, Graduate Library School, Indiana University,
Bloomington, Indiana, 1972, p. 224.
between per capita expenditures for library resources and library use.68

Summary

A review of the literature related to library development reveals a number of the social, economic, educational, and cultural factors and problems associated with the development of library service in most of the emerging countries as well as in Kuwait. Establishing libraries and extending library service is primarily a governmental responsibility, and it would appear increasingly clear that identifying the specific economic, educational, and cultural benefits of adequate library service must also be considered in any national development plan.

Relationships between library use and certain socio-economic characteristics appear to be well established in a variety of contexts. The educational level of populations has been closely associated with the degree of library use. Occupation and income have also been associated with library use. Positive associations exist additionally between certain socio-economic characteristics such as population density and the degree of library use.

Findings regarding the successful establishment of larger library units in rural areas suggest further that the

68Ibid., p. 225.
essential determinants include such factors as lay interest, professional leadership, satisfactory legislation, local interest in implementing legislation, and local government commitment and support. Other elements such as economic conditions, population density, and education level also appear in turn to influence these factors significantly.

Many of the patterns and relationships thus identified would appear to hold important implications with regard to understanding the past and present development of library service in Kuwait as well as for recommendations for the future.
CHAPTER III

GENERAL BACKGROUND OF KUWAIT

Kuwait is the diminutive of the word Kūt which means in Arabic "a small fort." Although slightly smaller than New Jersey, Kuwait is one of the largest oil-producing countries of the world. The highly accelerated growth of the country's economy in the last twenty-five years has resulted in a massive increase of capital surplus and a reserve in foreign exchange which is considered to be the largest in the world.

The country's relative economic and political stability and its emphasis on private entrepreneurship have been reflected in the rapid urbanization of the country. In less than two decades, the City of Kuwait, the state's capital, has emerged from a traditional and modest desert town to an air-conditioned metropolitan city, the largest of its kind in the Gulf area, with a population of 217,749.

Physical Features

Kuwait is located on the northwestern shore of the Arabian (Persian) Gulf. It is bounded on the north and west by Iraq, on the south and southwest by Saudi Arabia, and on the east by the Gulf. (See map on page 37.) The country is not large in area, having only 6,200 square miles and sharing with Saudi Arabia some 2,500 square miles of neutral zone which has been administered jointly by the two countries since 1922.2

The land is mainly flat desert, broken only by a 400-foot ridge at Ahmadi, an oil harbor twenty-five miles south of the City of Kuwait, and a 900-foot prominence inland. The City of Kuwait is located on Kuwait Bay which provides a naturally sheltered harbor affording access to the Indian Ocean as well as to the Gulf inland to Iraq.

The climate is extreme. While summer shade temperature may reach 125°F., the coldest January temperatures range mostly between 45°F. and 60°F., with only a rare frost. The annual rainfall is from one to seven inches, coming mainly between October and April.3

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MAP OF KUWAIT
Kuwait owns Failaka Island, which has 3,000 residents, as well as several uninhabited islands in the Gulf. Recent archaeological findings at Failaka have revealed the existence of an early Bronze Age culture some 4,000 or 5,000 years ago. During the Hellenic period the island became a Greek settlement, as evidenced by the discovery of coins and by the remains of a temple built in 334 B.C. at the time of Alexander's invasion into Persia.

**History and Government**

In early times, little was known about the mainland of Kuwait. Although it is situated on the fringe of the populated plains of Mesopotamia, it has always been a part of the nomadic desert of Arabia. Kuwait had no political impact on the area in the Middle Ages, neither was it influenced during that period by the great powers, such as the Abbasid Caliphate of Baghdad (750-1250), the Mongols (1250-1546), or the Ottoman Empire (1546-1918). The explorations of Bartholomew Diaz and Vasco da Gama in the sixteenth century brought the first European influence to the Gulf area. The Portuguese fleet maintained a chain of forts along the coast of Kuwait for about one century to protect their trade routes in the area. The Danish traveler, Carsten Neibur, who visited Kuwait in 1765, noted that

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"in the favorable season of the year, this town is left almost desolate, everybody going out either to the fishing, or upon some trading adventure."\(^5\)

In 1776, Kuwait's trade was boosted as a result of the war between Persia and Turkey, which forced the British East India Company to move its trade headquarters for the Gulf area from Basrah (Iraq) to Kuwait. William Palgrave, an English traveler to the Middle East, described the conditions of Kuwait in the early 1860's: "In its mercantile and political aspect, the town forms a sea outlet, the only one, for Djebel Shomer (Jabal Shammar) and in this respect like Trieste for Austria."\(^6\)

The present ruling family dates its origin from about 1756 when settlers in Kuwait from the al-Ṣabāh and al-Khalīfah families of the famous 'Anaizah tribe appointed the head of the al-Ṣabāh family as Shaikh. Since that time the al-Ṣabāh family has provided Kuwait's rulers. Under Shaikh Mubarak's reign (1896-1915), Kuwait concluded a protective treaty with Great Britain to combat the threats of Turkish domination. Great Britain, concerned by the Berlin-Baghdad railway concession giving the Germans the right to

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extend their railway to Kuwait, signed the treaty in 1899. The treaty provided for British naval and military protection, and in return, the Shaikh agreed not to cede any of his territory nor to have any relations with any country without Britain's consent. The British-Kuwaiti relationship lasted for over half a century, until the treaty was abrogated with Kuwait's achievement of full independence in 1961. Kuwait subsequently became the one hundred-eleventh member of the United Nations in May, 1963.

Kuwait has until recently been governed as an absolute monarchy headed by the Emir, a member of the Mubārak lineage of the al-Ṣabāḥ family. The longevity of the al-Ṣabāḥ rulers has favorably influenced the stability of the country from the beginning of the reign of Shaikh Ṣabāḥ I in 1756. Only ten Emirs have since ruled Kuwait over a span of more than two hundred years. The dramatic transition from poverty to abundance was begun during the reign of Shaikh Ahmad al-Jābir al-Ṣabāḥ (1921-1950), and new heights of prosperity were achieved under the late Emir, Shaikh 'Abd Allāh al-Sālim, who was succeeded in 1965 by his brother, the present ruler, Shaikh Ṣabāḥ al-Sālim al-Ṣabāḥ.

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7Rentz, "History of Kuwait and the Al-Sabah Dynasty," op. cit., p. 6-8.

In 1963 the absolute monarchy was changed to a constitutional system with a fifty-member National Assembly elected to four-year terms and restricted to adult males only. The paternalist ruling house and top government officials are still readily accessible to the Kuwaitis, a tradition inherited from the Arab tribal system and the closeness of the small indigenous population. The Kuwaiti government, under the leadership of the Emir, is composed of fourteen ministries and several independent government agencies which are responsible for providing centralized social services in Kuwait (see Figure 1).

The judicial system, based on Islamic tradition, was reorganized in 1959 with the promulgation of modern legal codes based largely upon Egyptian models. Courts of law were also established at this time to cope with needs of the emergent society.  

Population

The existence of libraries as social institutions is necessarily much affected by the society which they serve, and it would be difficult to understand the development and use of libraries in Kuwait without some background knowledge of its people who represent a rich variety of ethnic, cultural and religious groups.

Fig. 1--The organizational structure of the government of Kuwait
While no demographic investigations as such have been made to determine precisely the socio-economic composition of Kuwait, there have been a number of economic and other studies which have analyzed the population.

The Kuwaiti people have long possessed a distinctive character of their own. Their sea-born trade orientation has interacted over the years with tribal traditions of the desert in helping shape a more urban society, though strong family ties have continued to be maintained.10 The composition of the population of Kuwait began to change significantly only with the arrival of immigrants from neighboring countries attracted by the oil boom dating from the early 1950's. The first official census of 1957 recorded a population of 206,468, and the 1961 census reported 321,621, reflecting an annual growth rate of about 12 per cent. In 1957 about 80 per cent of the non-Kuwaiti population was male but this number decreased to 73 per cent in 1961.11

The total population of Kuwait in 1970 was 738,662, with concentration largely in three major centers: the capital governorate of the City of Kuwait with 217,749 inhabitants, the Hawalli governorate with 415,940, and the

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11 Ibid., p. 25.
Ahmadi governorate with 104,219. The indigenous population totaled 347,396 or 47 per cent in 1970, and the non-indigenous population numbered 391,266 or 53 per cent.

According to the 1965 study by the International Bank for Reconstruction and Development, non-Kuwaiti residents then comprised at least half of the population and two-thirds of the work force, including nearly all those with professional training. The immigration of these residents and workers to Kuwait, largely without their families, has been mainly responsible for the rapid growth in population.

In his 1968 study of Kuwait's population and labor force, Ragaei El Mallakh also noted the impact of immigration on Kuwait. An annual 11.5 per cent population increase from 1957 to 1965 was achieved principally through naturalization, with the non-Kuwaiti proportion of the population increasing by some 20.5 per cent per annum during the same period. The great majority of these immigrants came from

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12Kuwait is administratively divided into three major governorates (regions): Kuwait City with five districts and 18 suburbs and villages, Hawalli governorate with 19 districts, and Ahmadi governorate with 14 districts.


neighboring Arab countries and from Iran, Pakistan, and India.

As El Mallakh has observed, the distribution of population among different age groups is also of importance to the social and economic development of any country:

If a large portion of the population falls into the working-age group (15-64), it indicates that the nation's human resources are sufficient to cooperate with other economic factors for launching the process of development. On the other hand, should a large proportion of the populace be ranked as non-workers (children under 15, aged persons 65 and over), then the country could face two problems. (1) Its human resources of productive age might not be numerous enough to meet the demands for development. (2) This group needs special care in education, health, leisure programs, and retirement benefits, which represent heavy expenditures for social services.16

His study reports that in 1965 the working-age group represented 48 per cent of the indigenous population and that 52 per cent of the total Kuwaiti population was either under fifteen or over sixty-four years of age. This contrasts with the non-Kuwaiti population, where 78 per cent of the males fell into the working-age category. Among the female non-Kuwaitis, 71 per cent were included in the fifteen to sixty-four age groups, making the percentage of potential workers 74.5 per cent of the total number of non-Kuwaitis, compared with 48 per cent of the Kuwaitis.17

16Ibid., p. 14.
17Ibid.
The study suggests that with the present emphasis on education, which is free through the university years, young people will be spending a longer period in school and entering the labor market at a later age, while the older generation of Kuwaiti who have lived through the years of increasing affluence will probably continue their pattern of work beyond the sixty-four-year age limit.\(^{18}\)

With regard to the composition of the labor force, El Mallakh also remarks the higher ratio of employment to population among non-Kuwaitis than among Kuwaitis:

This was explained in part by the fact that the non-Kuwaitis come to the country specifically for work and are required to find employment in order to remain, while part of the indigenous population is no longer in need of work as they have other sources of income.\(^{19}\)

In describing the non-indigenous population, El Mallakh notes further that in no other Arab country can one find such a large proportion of non-native Arabs: 40.2 per cent of the total population. Approximately three-fourths of these non-Kuwaiti Arabs (Palestinians, Egyptians, Lebanese, and Syrians) are primarily in the medical, education, and engineering professions, and serve as specialists in social, legal, and economic affairs.\(^{20}\) The non-Kuwaiti Arab women

\(^{18}\)Ibid., p. 15.

\(^{19}\)Ibid., pp. 15-16.

\(^{20}\)Ibid., p. 172.
constitute most of the country's nurses, teachers, and administrators in welfare services.

Economy

In pre-oil times, Kuwait turned seaward for revenues because of its lack of land resources. Trade, fishing, and pearling were the predominant economic activities of the country prior to 1950. The sea provided a convenient economic stability for over one hundred years. A peak was reached in 1912 when Kuwait had 812 ships and 30,000 sailors and pearl divers; however, the number of ships declined to only five by 1956, largely as a result of the more lucrative opportunities in the new oil industry. 21

The rapid development of the oil industry since the early 1950's has drastically changed the economic and social conditions in Kuwait. While crude oil production totaled 46.5 million barrels in 1948, production was greatly increased in the next two decades, reaching 956.2 million barrels in 1968 and 1,201.6 million barrels in 1972, thus making the country one of the largest oil producers in the world. 22 Oil revenues rose from a modest level in 1953 to over $570 million in 1963 and to $1,550 million for the fiscal year 1972-1973. At the same time, natural-gas

21Ibid., p. 12.
production reached a level of 647,808 million cubic feet in 1972, with fifty per cent of this production being used to generate electricity for Kuwaiti industries.\textsuperscript{23}

Of the total national labor force of 460,656 in 1970 at least 75,000 were employed by the government. Sixty-five per cent of those in government service were Kuwaitis. Construction employed the second largest group of workers, numbering 33,672 in 1970, and of this number only 2,188 were Kuwaitis. The third largest group, some 33,013 in business and industry, included 25 per cent Kuwaitis. Agriculture was and is relatively insignificant, since only three per cent of the country's land is suitable for cultivation.\textsuperscript{24}

To provide an alternative source of employment to oil, the government currently contributes widely to local industry, such as the petrochemical industries at Shuqiba, where the Kuwait Chemical Fertilizer Company has a potential production capacity of 1.5 million tons a year. Several factories in Kuwait are also producing processed foods, soft drinks, and other consumer items. The ever-increasing demand for housing and office buildings, roads, hospitals, schools, and other public facilities has also stimulated the construction materials trade.\textsuperscript{25}

\textsuperscript{23}Ibid., p. 167. \textsuperscript{24}Ibid., pp. 39-40. \textsuperscript{25}The Middle East and North Africa, op. cit., p. 469.
At the end of World War II, per capita income in
Kuwait was estimated at only $21; in 1970 this figure rose
to over $3,000, exceeding that of the United States.
Presently, the Kuwaiti dinar is one of the most stable cur-
currencies in the world, and the current exchange rates are
set at $3.04 and £ 1.20 to one Kuwaiti dinar.26

Education and Social Welfare
Because of a strong emphasis on education, illiteracy
in Kuwait is now under 47 per cent of the total population,
which is considered relatively low by general standards of
developing countries. In the 1972-1973 school year, Kuwait
had a total of 160,231 pupils (71,234 females and 88,997
males) attending public schools, in addition to 36,691
students enrolled in private, foreign, and Arabic schools.
During the same period, the Ministry of Education employed
11,505 people (5,771 females and 5,734 males) as teachers
and supporting staff. Moreover, in 1972-1973 the number of
kindergarten, primary, intermediate, secondary, and special
schools comprising the public educational system totaled
273, an increase of 28 schools over the previous year.27

26 Ibid., p. 470.
Since 1967, school attendance has been compulsory for children between the ages of six and fourteen. The state also provides free vocational and technical training at a technical college and at various special institutes. A college education is also free at Kuwait University, which opened in 1966 and is now emerging as a major center of higher learning in the Gulf area.

Because health programs have been of immense concern to Kuwait, government expenditures on public health totaled approximately $70 million in 1972-1973. The country's continuous effort to maintain a comprehensive, free medical service is directed primarily toward the interrelated problems of health and public hygiene. Public health services were virtually nonexistent before the government hospital (al-Mustashfā al-Amīrī) was built in 1949. It was followed in 1961 by the 550 bed al-Šabāh Hospital, one of the largest modern medical facilities in the Middle East, which was built at a cost of $10 million. The maternity section at the al-Šabāh Hospital, completed in 1968 at a cost of approximately $6 million, has 258 rooms for 391 patients. At the present time, two additional large hospitals are under construction: the Mubārak al-Kabīr Hospital with 1,050 beds at an estimated cost of $35 million, and

al-Fahāhil Hospital with 500 beds at an estimated cost of $20 million. A chain of modern government clinics is also now operating throughout Kuwait for out-patients.29

The modernization and urbanization of Kuwait has thus been proceeding at a pace unmatched by any other developing country. In only two decades, nearly all of the mud dwellings and humble homes in the area once known as the old town of Kuwait have been eradicated and replaced by modern high-rises, office buildings, shopping centers, and lavish homes which now characterize the ultra-modern City of Kuwait and its suburbs.30

Culture

Arab culture remains predominant among Kuwait's residents, who are mainly Muslims of the Sunni and Shiite sects. Arabic is the official language of Kuwait, although many Kuwaitis have acquired a knowledge of English and Persian through commercial contacts in India, Iran, and East Africa, and elsewhere in the Gulf area. The Kuwaiti dialect of Arabic is the spoken language; standard Arabic is the written language of the Kuwaitis and all other Arab peoples.

With improved educational facilities, local culture has received wide support from the government. Writers and poets have been active in developing their talents and promoting literary works through literary magazines and clubs. Freedom of the press is now guaranteed by the Constitution within the framework of the Press Law, which limits the government's power to suspend the publication of any newspaper without a court order. Kuwait has six daily newspapers, of which two are in English, twenty-two magazines and professional journals, and a government-owned broadcasting and television station. Social clubs and theaters have also flourished in an era of prosperity which continues to see rapid change in all aspects of Kuwaiti life.

Summary

Although Kuwait is a small country in size and population, it enjoys a position as one of the largest oil-producing countries of the world. This fact has contributed to the highly accelerated growth of the country's economy and wealth in recent years. Kuwait is now a constitutional monarchy headed by the Emir, who is a member of the Mubarak lineage of the al-Ṣabāh family and who is elected by the family.

The population of Kuwait, totaling 738,662 in 1970, resides principally in three major centers: the capital governorate of the City of Kuwait, the Hawalli governorate, and the Ahmadi governorate. The indigenous population now comprises only 47 per cent of the total population. The non-indigenous population constitutes 53 per cent of the total population and two-thirds of the work force, including nearly all those with professional training.

It is to the credit of the Kuwaiti government that in a relatively short span of twenty-five years, it has used its massive oil revenue to achieve vast economic, social, and educational progress, surpassing all other emerging nations in this regard. The abundance of the country's national wealth, the free education, and the benefits of the modern social welfare state have greatly enhanced the previously austere life of Kuwait's inhabitants. Thus, Kuwait's unique situation may be viewed as creating conditions that should be highly favorable for the future development of library service.
CHAPTER IV

ACADEMIC LIBRARIES

Introduction

As in other countries, libraries in the State of Kuwait are organized primarily according to their types and functions. In general, most of the libraries are financed and controlled by the Kuwaiti government except in the case of a few special libraries that are established to serve private enterprises, such as banks and corporations, or independent associations. Public and school libraries in Kuwait are administered by the Ministry of Education; the university libraries are administered by Kuwait University. A few government ministries and agencies in Kuwait also have special libraries which are directly subsumed under the parent department or unit which they serve.

Modern library development in Kuwait may be traced from the private founding of the first public library in 1923, which was succeeded in 1936 by the still existing Central Public Library in the City of Kuwait. Further significant progress in the development of public or other types of libraries was not to come, however, until the 1950's, following the advent of the modern oil prosperity era. The first university libraries and the first special
libraries were organized as such only in the 1960's.

Kuwait University Libraries

Kuwait University, established in 1966, was the first institution of higher learning founded in the Gulf area. The planning of this university was initiated in 1960, but the project was disrupted for two years during 1964 and 1965. The new university was inaugurated in November 1966.

The total student population in 1972-1973 was recorded at 3,820, representing an increase of 26.8 per cent over the previous year, with a total teaching staff of 209 faculty members.¹

At present, the areas of study at Kuwait University are limited to programs in the College of Sciences, the College of Arts and Education, the Girl's College, the College of Commerce, Economics and Political Sciences, and the College of Law and Sharia.²

Coeducation is not yet fully accepted in Kuwait University; separate library facilities are still maintained for men and women.


Organization and Distribution

Ten college and departmental libraries are now established within Kuwait University. These libraries are governed by the Libraries Department of the University, which assumes the responsibility for planning, organizing, and providing library service to the academic community. The Department is headed by the Chief Librarian, who reports to the Secretary General of the University, whose position is similar to that of Vice Chancellor for Business Affairs in American universities. The organization of the Kuwait University Libraries is patterned after that of many Arab universities, and in particular the Egyptian university library, which is regarded as an administrative unit. During the planning period in the early 1960's, an attempt was made to pattern the organization of the university library after university libraries in advanced countries, bringing it into closer alignment with the educational process in the context of the teaching-and-research philosophy of higher education. This attempt was impeded when the planning phase was disrupted by political differences in 1964.3

At present, the university libraries are still organized under the Libraries Department, a centralized

administration which includes five major divisions: Technical Services Division, Bibliography and Documentation Division, Audio-Visual Division, Reprography Division, and Personnel Division (see Fig. 2). There are six separate libraries for the six college and three departmental libraries: one for periodicals, one for United Nations publications, and one for the National Heritage Center containing the Kuwaitiana Collection, known as Markaz al-Turāth al-Qawmi. 4

The libraries of the University are technically governed in conjunction with a faculty library committee representing the various academic departments who advise on policies, planning, collection development, book-funds allocation, and other library-service programs.

Separate library facilities are now provided for the departmental and college library collections on the temporary campuses of Kuwait University at al-'Udailiyah, Khaldiyah, Keefan, and Shuwaikh, which are to be consolidated into a new campus now under construction at Shuwaikh, a suburb of the City of Kuwait. Library facilities are now restricted to the colleges which were established in 1966; additional facilities are to be provided for the anticipated

new colleges of engineering, medicine, and pharmacy.\textsuperscript{5}

The technical-services operations are centered in the Libraries Department, where library materials are selected, acquired, processed, and then distributed regularly to their designated locations. The large and relatively strong collections of periodicals and non-book materials are separated from the book collections in the college libraries and housed in the Periodicals Library and the Audio-Visual Library.

Resources

Library holdings, amounting to 20,000 volumes in 1966, increased to a level of 212,338 volumes in 1973.\textsuperscript{6} This represented the second-largest concentration in Kuwait, although many of the books were duplicated in various colleges because of the university's policy on the segregation of the sexes. By the end of 1972-1973, a total of 29,336 book titles and 2,796 periodical titles were reported in the college and departmental libraries. These figures included 24,221 foreign titles, 13,850 Arabic titles, and 1,275 reference titles. The periodical collection consisted of 2,616 titles mainly in European languages, with 180


\textsuperscript{6}Badr, "Kuwait University Libraries," \textit{op. cit.}, p. 81.
in Arabic. The average number of books per student was fifty-six. In Table II the University's library resources are compared by type of college and departmental library. The two libraries of the Girl's College included a total of 61,500 volumes, the largest among the University libraries. The College of Arts and Education came next, with 60,000 volumes reported as of the end of 1972-1973.

During 1972-1973, two of the college libraries added more than two thousand volumes each, and three more libraries added over three thousand volumes. The College of Law and Sharia reported the smallest addition, some three hundred volumes. The total number of books added in 1972-1973 amounted to 14,320 volumes for the six libraries included in the survey.

An analysis of library resources in these six college libraries, all of which completed the survey questionnaire, shows the sciences accounting for forty per cent of the total resources, while the humanities, including general works, and the social sciences, including law, each made up thirty per cent of the total library collections.\(^7\)

Because of the duplication of library materials in the men's and women's colleges, the number of unique book titles was under 40,000; twenty-five per cent of these were

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\(^7\)Libraries completing the questionnaire provided approximations by measuring the library's shelf list cards at 100 cards per inch.
TABLE II

BOOK COLLECTIONS AND EXPENDITURES PER STUDENT AT KUWAIT UNIVERSITY, 1972-1973*

<table>
<thead>
<tr>
<th>College and Departmental Libraries</th>
<th>Number of Service Outlets</th>
<th>Number of Students</th>
<th>Library Holdings</th>
<th>Expenditures (in U.S. Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average per Student</td>
<td>Total Volumes</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>426</td>
<td>55</td>
<td>23,569</td>
</tr>
<tr>
<td>Girl's College</td>
<td>2</td>
<td>1,857</td>
<td>33</td>
<td>61,500</td>
</tr>
<tr>
<td>Arts and Education</td>
<td>1</td>
<td>561</td>
<td>107</td>
<td>60,000</td>
</tr>
<tr>
<td>Commerce, Economics &amp; Poli. Sci.</td>
<td>1</td>
<td>828</td>
<td>25</td>
<td>20,873</td>
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<tr>
<td>Law &amp; Sharia</td>
<td>1</td>
<td>148</td>
<td>60</td>
<td>8,918</td>
</tr>
<tr>
<td>Periodicals Collection</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>19,644</td>
</tr>
<tr>
<td>Kuwaitiana Collection</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>6,292</td>
</tr>
<tr>
<td>College and Departmental Libraries</td>
<td>Number of Service Outlets</td>
<td>Number of Students</td>
<td>Library Holdings</td>
<td>Expenditures (in U.S. Dollars)</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------------------------------</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Average per Student</td>
<td>Total Volumes</td>
</tr>
<tr>
<td>Audio-Visual Collection</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>667</td>
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<td>UN Collection</td>
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<td>4,875</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>3,820</td>
<td>56</td>
<td>212,338</td>
</tr>
</tbody>
</table>

*Sources:*

Survey Questionnaire Returns, 1974.

textbooks, and seventy-five per cent provided background reading to support the teaching programs.

Surprisingly enough, by the end of 1972-1973 the number of foreign book titles (24,221, mainly in English) was nearly double the number of Arabic titles (13,850) although Arabic is the language of instruction. This presumably reflects the low productivity of the publishing industry in the Arab world and the limited book market both of which would seem to require greater public support for improved development.

Finance

Higher education in Kuwait, like public-school education, is free as one of the benefits of the public welfare system. Kuwait University is a state-supported institution with an independent budget totaling $19 million for 1972-1973. This total compares with only $5 million spent in 1967-1968.8

In spite of this considerable expenditure, the 1972-1973 allocation for library service constituted only 1.17 per cent of the total budget. Library allocations are restricted to library acquisitions, staff salaries, equipment, and services.

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The total library expenditures recorded in 1972-1973, as shown in Table II, averaged $58.20 per student, the highest amount for any institution in Kuwait. The highest expenditure for library services per student among the various colleges at Kuwait University, as shown in the same table, was $80.30 in the College of Science; the lowest recorded was $21.50 per student in the Girl's College.

Staff

At the time of the survey, eighty-eight staff members were employed in the University Libraries. Eighteen of these held first and advanced degrees in library science: one held a doctorate, four held master's degrees from the United States, one held a master's degree from India, two held diplomas from England and France, and ten held a bachelor of arts degree in library science from Cairo University. Six staff members with college degrees had completed their library training in England, and twelve others had received some library-training courses at Kuwait University. The remaining non-professional and supporting staff held high-school diplomas or intermediate diplomas (equivalent to junior-high-school diplomas).

All of the college and departmental libraries were served by at least two professional librarians, a librarian and an assistant librarian. The Girl's College was predominately staffed by female professionals, with
nonprofessionals forming more than half of the total library staff.

Although librarians are considered professionals in Kuwait University, they are not yet accepted as full partners in the educational enterprise, nor is librarianship recognized as a learned discipline. This has resulted in sharp differences in the salary scales for faculty and librarians. In spite of this, a beginning librarian's position in the University pays over $500 per month, almost $200 more than in public or school libraries. The problem has stemmed from the assumption that the preparation of the majority of the librarians at Kuwait University does not go beyond the bachelor's degree. In the future, an advanced education for librarians should enhance their academic status and help narrow the compensatory gap between librarians and the teaching faculty.

Two library-training programs have been in operation since 1968 at the Libraries Department of the University. One program is for trainees with a college education. It consists of in-service training and a few courses offered in library organization and administration, as well as technical and readers' services. The other training program is for the nonprofessional staff, library assistants, and clerks and is designed to provide instruction in library
operations, routines, and procedures.\textsuperscript{9} A few Kuwaiti graduates are now on scholarships abroad for advanced study and training in library and information sciences, mainly in the United States and England.

Services

A wide range of library services is provided in all college and departmental libraries of Kuwait University, where professionals are available over seventy hours per week during the academic year and thirty-six hours per week in the summer when classes are suspended. All divisions reported offering guidance and advisory service, library instruction, book exhibits, and reference service, although only two prepared reading lists or offered current-awareness information to their faculty.

From 1966 to 1972, the Libraries Department of Kuwait University provided a total of 40,000 textbooks free to students from the freshman year through the senior year, at an average rate of ten books per student during each year of study at the University. This practice, however, was suspended in 1973.\textsuperscript{10}

\textsuperscript{9}Badr, "Kuwait, Libraries in," \textit{op. cit.}

\textsuperscript{10}\textit{Ibid.}
Altogether, the libraries of the University reported a total of 254,295 registered student and faculty reader visits in 1972-1973, of which 32,701 were outside readers from the community. Circulation figures for the same period totaled 84,138 volumes. Circulation service is provided for all enrolled students, faculty members and the university administrative staff.

Library collections in the college and departmental libraries are well organized and easily accessible to library users in open-shelf arrangement. All collections are cataloged and classified. Arabic books are cataloged according to an adaptation of the Anglo-American cataloging rules for Arabic materials, in which a book is entered under the first name of its modern Arab author. The Anglo-American rules are strictly followed for non-Arabic materials, mainly in English, which account for a large proportion of the total book collection. Although Library of Congress printed catalog cards are used, difficulties have resulted because of the time lag in ordering and receiving the catalog cards.

Books are arranged by Dewey Decimal Classification for all non-Arabic materials, and by a modified Dewey Decimal Classification for Arabic materials. While the Library of Congress list of subject headings is used for non-Arabic materials, a new list of subject headings for Arabic
materials is now being published.  

A special interest has been taken in developing a union card catalog for all book collections located on the university campuses. This is to be closely linked with the dictionary card catalogs of the colleges and departmental libraries. Other bibliographic tools provide access to the periodicals collection which covers a wide range of subjects in science and technology, social sciences, and the humanities, predominantly in English, with a considerable number of titles from the United States.

Reprographic services, including photo-duplication, micro-reproduction, and printing, are available for both students and faculty. Over 15,000 photo-copies were furnished to library users in 1972-1973. A limited inter-library-loan service has also been established, and loans are provided on an individual basis with other institutions in Kuwait.

Another important service is the depository library of United Nations publications, in which are also housed the publications of other important international organizations. Although audio-visual materials are treated separately, an excellent collection of microforms is available for library users along with the required equipment and facilities.

\[\text{Ibrahim Ahmad El-Khazindar, List of Arabic Subject Headings: Letter A (Kuwait, 1973).}\]
A special collection of Kuwaitiana—including material on Kuwait, the Gulf, and Arabia—is available for students and researchers at the National Heritage Center, which is the projected home for the Kuwait National Library when the pending legal deposit law and the necessary legislation are approved. In the present absence of a separate National Library in Kuwait, the Libraries Department of Kuwait University is functioning to a large extent in this capacity in providing bibliographic services not only to the academic community but also to the country. Its bibliographic series, "Selected Bibliography on Kuwait and the Arabian Gulf," may be considered as a nucleus for a national bibliography.12 In addition to library bulletins, guides, indexes, and subject bibliographies published since 1968, a computer-printed "List of Publications Received by Kuwait University Libraries Covering the Period from July, 1971, to July, 1973" was published in 1973. Finally, the professional reading of the library staff has been promoted by the publication of the University Library Journal, a periodical containing original and translated articles by professional librarians in Kuwait and other Arab countries.

Physical Facilities

Kuwait University temporarily occupies government-owned facilities on four separate campuses at al-'Udailiyah, Keefan, Shuwaikh, and the main campus at Khaldiyyah. The library facilities of the University are scattered accordingly over four districts in the City of Kuwait. A new consolidated campus is underway at Shuwaikh, which will provide quarters for the six existing colleges and three new colleges: engineering, medicine, and pharmacy. All the college and departmental libraries represented in the present survey occupied a total of over thirty-five thousand square feet in buildings constructed in most cases within the last fifteen years. The oldest building occupied by the College of Law and Sharia library, was constructed in the early 1950's. The library administration and the technical-services operations were located in cramped quarters with only fifteen hundred square feet. The Audiovisual Library, the smallest in physical size, had only five hundred square feet.

In their present quarters, the University Libraries have not had adequate room for expansion, nor have modern techniques and library layouts been possible. Careful planning and design of library buildings will be needed to provide adequate library facilities on the new campus of Kuwait University at Shuwaikh.
Summary

Academic libraries, though quite new in Kuwait in comparison to public and school libraries, appear in general to be well developed and well organized. The Libraries Department of Kuwait University administers the separate college and departmental libraries serving a total academic population of 3,820 students and 209 faculty members.

Library expenditures may be considered relatively low in relation to the total expenditures of the whole university, only 1.17 per cent of the total outlay in 1972-1973. A sharp increase in allocations is needed and expected for the projected rapid growth in student enrollment, the new educational programs, and an improved curriculum, all of which will require the expansion of library services, facilities, and resources.

Although the total book collections provide over fifty-six books per student, the considerable number of duplicate titles represents a drain on book funds and restricts the fuller development of library resources. Expenditures for books averaged $58.20 per student in 1973.

A relatively small group of professional and semi-professional librarians now provides a quite varied range of library services to the academic community. Additional qualified librarians and subject specialists will be needed to meet present as well as future demands.
Presently, through special collections, publications, and bibliographic services, the Libraries Department of the University also functions as a National Library for Kuwait, pending the formal establishment of such a library in conjunction with the National Heritage Center.
CHAPTER V

SCHOOL LIBRARIES

School library development in Kuwait has progressed steadily since the late 1950's. This progress reflects the rapid growth of the Kuwait public school system and the increasing expenditures on education which totaled $130 million in 1972-1973, double that for 1967-1968.\(^1\) Expenditures for education in Kuwait constitute the single largest item in the government's annual expenditures.

In 1972-1973, Kuwait had a total of 160,231 pupils attending kindergarten, primary, intermediate, secondary, vocational, and technical schools in the public-education system.\(^2\) The public school programs include twelve grades: two at the kindergarten level, four at the primary, three at the intermediate (junior high), and three at the secondary level.\(^3\) Since 1967, school attendance at the primary and intermediate levels has been compulsory for children between the ages of six and fourteen. Coeducation exists

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\(^2\)Ibid., p. 80.

in kindergarten and primary schools, but does not go beyond this level because Kuwaiti culture still separates the sexes at an early age.

In the school year 1972-1973, the kindergarten population of 12,786 attended forty-nine schools; 69,241 pupils attended ninety-six primary schools; 52,399 pupils attended seventy-eight intermediate schools; and 21,278 pupils were enrolled in twenty-eight secondary schools.4 The total number of students in vocational, technical, religious, and special schools and institutes was 4,507 in twenty-two institutions. Eighty-one private schools, which had a total enrollment of 36,691 are not included in these figures.5

Organization and Distribution

The school library system in Kuwait is organized under a separate department in the Libraries Division of the Ministry of Education. Figure 3 shows the existing organizational structure of the School Libraries Department, its various functions, and the levels of management. The School Libraries Department was first established in 1954 and charged with the planning, supervision, and provision of

5Ibid., p. 73.
Fig. 3--Organizational chart for the School Libraries Department of the Ministry of Education, Kuwait, as of 1972-1973
library service to every public school in Kuwait. The department is also responsible for selecting, purchasing, and processing school library collections, for training personnel, and for staffing school libraries. School library service was modernized in 1959 when Harold Bonny, a UNESCO library expert, suggested in his report to the Ministry of Education the establishment of a centralized book-processing center where all technical service operations would be done for all materials in school libraries. The Processing Center of the School Libraries Department is the first of its kind in the Middle East where library materials are selected, purchased, cataloged, classified, processed, and distributed regularly to every school library. The Book Processing Center maintains a large union catalog for all book collections available in the public school libraries in Kuwait.

In 1972-1973, public school libraries in Kuwait totaled 270, with twenty-four new libraries being established that year. Table III shows the increase in the number of

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</tr>
</thead>
<tbody>
<tr>
<td>1962-1963</td>
<td>59,551</td>
<td>24</td>
<td>40</td>
<td>36</td>
<td>3</td>
<td>11</td>
<td>114</td>
<td>92</td>
</tr>
<tr>
<td>1967-1968</td>
<td>112,021</td>
<td>41</td>
<td>67</td>
<td>51</td>
<td>10</td>
<td>15</td>
<td>184</td>
<td>180</td>
</tr>
<tr>
<td>1972-1973</td>
<td>160,231</td>
<td>49</td>
<td>96</td>
<td>78</td>
<td>28</td>
<td>22</td>
<td>273</td>
<td>270</td>
</tr>
</tbody>
</table>

*Sources:


libraries as well as in the school population between 1962-1963 and 1972-1973. The school libraries and student population have almost doubled in number, with eighty new libraries being established in the five-year period between 1962-1963 and 1967-1968, and with the number of libraries increasing more slowly but steadily between 1967-1968 and 1972-1973. It may be seen from this table that the total number of schools does not equal the total number of school libraries since, in the case of technical and vocational schools and the institutes of special education, a number of separate libraries were brought together to serve these special groups.

Resources

In the school year 1972-1973, the school libraries of Kuwait contained over 1,300,000 volumes. This averages eight books per pupil, the highest rate for school libraries in the Middle East. Forty-nine kindergarten libraries contained 102,314 volumes, with six collections of over 2,000 volumes each in newer schools which have been established since the 1950's. In 1972-1973 some 37,160 volumes, consisting of 925 new titles, were added to

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kindergarten book collections. The average rate of book provision for the kindergarten population is eight books per child.

Table IV compares the school library collections by type of school. The combined intermediate schools have the largest book collections in the school system, with a total of 514,859 volumes, followed by the primary schools with book collections totaling 372,096 volumes. Altogether the primary-school collections increased by 39,633 volumes in 1972-1973, with 940 new titles being added to each primary-school collection during that year. On an average, there were five books for each pupil in primary schools, a lower number than for kindergartens. The average number in intermediate school libraries was ten books per pupil, higher than for secondary schools. Vocational and technical schools and special institutes averaged twenty-seven books per pupil; this was the highest rate per pupil for book provision in the school-library system in Kuwait.

In kindergarten, as well as in primary schools, collections of children's literature in Arabic are generally small and out of date; this is largely reflective of the lack of sufficient juvenile book publishing in Arab countries. A few hundred titles of children's literature in

10 Ibid.
TABLE IV

SCHOOL LIBRARY BOOK COLLECTIONS AND EXPENDITURES PER PUPIL IN KUWAIT, 1972-1973*

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of Schools</th>
<th>Number of Pupils</th>
<th>Book Collection (Volumes)</th>
<th>Book Expenditures (in U.S. Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average per Pupil</td>
<td>Average per School</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>49</td>
<td>12,786</td>
<td>8</td>
<td>2,088</td>
</tr>
<tr>
<td>Primary</td>
<td>96</td>
<td>69,241</td>
<td>5</td>
<td>3,876</td>
</tr>
<tr>
<td>Intermediate</td>
<td>78</td>
<td>52,399</td>
<td>10</td>
<td>6,601</td>
</tr>
<tr>
<td>Secondary</td>
<td>28</td>
<td>21,278</td>
<td>9</td>
<td>6,850</td>
</tr>
<tr>
<td>Technical and Teachers Training</td>
<td>22</td>
<td>4,507</td>
<td>27</td>
<td>5,526</td>
</tr>
<tr>
<td>Institutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>160,231</td>
<td>8</td>
<td>4,772</td>
</tr>
</tbody>
</table>

*Sources:


English are available for kindergarten, primary, and intermediate schools, but often in old editions. Tools for book selection, such as reading lists, bibliographies, and school library catalogs, are virtually nonexistent, not only in Kuwait but in most Arab countries. The book-selection process is quite restricted, since librarians are limited in their selection to Arab publishers' lists. Also, the available books are often published in limited numbers and are out of print in less than a year. Arabic works of literature, fiction, and light reading materials tend to predominate in school library collections and very few libraries have sufficient reading materials to support their school curriculum.

The number of current magazines and newspapers received is generally higher in secondary, vocational, and technical schools, which average thirty-five Arabic titles, than in kindergarten and primary schools, which receive fewer than ten titles each.

Library collections are organized on open shelves according to a modified Dewey Decimal Classification adapted for Arabic materials. Library card catalogs consist of separate author, title, and subject catalogs. Foreign collections are mainly in the English language and are classified according to the Dewey Decimal Classification.
Audio-visual materials and instructional equipment fall under the jurisdiction of the Audio-Visual Division of the Ministry of Education, which supplies Kuwait's public schools with educational films, filmstrips, recordings, records, and microforms. Instead of being an integral part of school library collections, non-print materials are maintained separately in special quarters at the Audio-Visual Division of the Ministry of Education.

Financing

The public school system in Kuwait is entirely financed by public funds from government expenditures allocated to the Ministry of Education. Although funds for public and school libraries constitute only one per cent of the total budget for education, school library expenditures totaled approximately one million dollars in 1972-1973,\textsuperscript{11} averaging $6.24 per pupil as shown in Table IV. The highest expenditure per pupil, in all types of schools was in the technical and vocational schools where $22.18 was spent on each pupil; the lowest, $3.89 per capita, was in the primary schools. While secondary school library expenditures averaged $7,143 for each secondary school library, kindergarten library expenditures averaged only $2,041.

Staff

In 1972-1973, the school library system employed 325 persons, of whom only thirty were at a professional level with a bachelor of arts degree in library science. Of these thirty, only sixteen were working as school librarians, predominantly in the secondary, vocational, and technical schools, while fourteen worked in the School Libraries Department performing professional duties in technical services, school library supervision, library training, and administration. The majority of these librarians were Egyptians who acquired their library education from the Department of Archives and Librarianship at Cairo University. Only one Kuwaiti had the same library training.

All secondary-school libraries were staffed either by librarians with degrees in library science or by college graduates with some library training conducted under the supervision of the School Libraries Department. No librarians with library degrees worked in school libraries below the secondary level. Six women with library degrees worked in the public secondary schools for girls. Intermediate schools were staffed by twenty-one college graduates with some library training. Generally, the kindergarten, primary, and intermediate schools employed less highly educated librarians and library assistants, of whom forty-seven held secondary-school diplomas and 224 had education
below the secondary-school level. The majority of these librarians and library assistants were Kuwaitis.¹²

Although data on salaries were not available, informal interviews with librarians provided estimates on the salary scale, increments, promotion, and rank. Two salary scales evidently exist, one for Kuwaitis and the other for non-Kuwaitis, and professional librarians with the same qualifications and the same duties receive different pay. The monthly salary for Kuwaitis was over $700, while non-Kuwaitis received less than $300. Moreover, a Kuwaiti high-school graduate earned over $400 per month, while a non-Kuwaiti college graduate received less than that. The resulting situation has occasioned a morale problem among a large number of school librarians, particularly the professionals.

Services

School libraries are well organized for use and are open thirty-six hours a week; most of the reporting libraries schedule individual weekly classes, and library hours are designated for free reading and library use for all pupils at all school levels. In addition to circulation and reference service, all school libraries reported other

activities, such as book displays, radio broadcasts of library interest, library bulletins edited by friends-of-the-library groups, reading lists, and the preparation of subject bibliographies. Children's story hours are regular features in kindergarten libraries.

Physical Facilities

Of the 270 school libraries represented in the survey, almost all had separate library rooms, the size of each school library being influenced largely by the date the school was founded. Generally, in modern school buildings, a kindergarten library occupied over eight hundred square feet, with a seating capacity of twenty children. In most of the newer primary schools, the library occupied over one thousand square feet, with a seating capacity of thirty students, and generally the rooms were pleasant and well arranged. The intermediate school library typically occupied over fifteen hundred square feet, with a seating capacity of fifty pupils; a high-school library occupied over two thousand square feet and had a seating capacity of sixty students. Nearly all secondary school libraries were well designed and cared for, especially in secondary schools for girls, where modern furniture and new quarters created an excellent environment for promoting library use.
Technical and Teachers Training Institutes

Ten questionnaires were circulated to twenty-two technical, religious, and teachers training institutes, ten of which were known to have libraries at the time. Although only seven questionnaires were completed, the School Libraries Department supplied data on all the institutions for school year 1972-1973. Together, they had 4,507 students and a total collection of 121,571 books, with an average of twenty-seven books per student (see Table IV). Most of these libraries had separate quarters occupying approximately three thousand to four thousand square feet.

The libraries of teachers training institutions and the technical college were staffed by professionals and semi-professionals with some library training in the lower technical schools. The largest book collection reported was that of the Teachers' Training Institute for Men at al-'Udailiyah, containing 23,700 volumes and 135 periodical titles. This library had two professional librarians serving a population of 332 students and 102 teachers; its collections covered the humanities, social sciences, and science. The book collections, which included over seven thousand volumes in the English language, are organized on open shelves and classified by the modified Dewey Decimal Classification for Arabic materials. The library in general is considered to be among the best equipped in Kuwait.
The Technical College at Shuwaikh, which has one thousand students and two hundred fifty teachers, reported a total book collection of eleven thousand volumes and seventy-five periodical titles in 1972-1973. The collections were predominantly vocational in nature, with over two thousand volumes in science and technology.

Four vocational schools for boys and girls with a student population totaling 2,121, mainly majoring in manual training, home economics, and secretarial training, reported a total collection of 41,300 volumes and 157 periodical titles. Their school libraries are similar to those of the secondary schools.

The library of the Religious Institute of the City of Kuwait, reported current holdings of 13,848 volumes and 45 periodical titles, mainly in Islamic studies and Arabic language and literature. This institute was founded in 1947, and the library is housed in old and crowded quarters with a seating capacity for only twenty students.

Eleven small special-training institutes for the blind, the mentally retarded, and the physically handicapped reported three separate collections totaling 31,723 volumes and 205 periodical titles. The three libraries were staffed with semi-professional librarians serving 1,385 pupils. Library services for these special groups are available, although non-book materials and equipment are provided separately.
Summary

In the last twenty years school library service in Kuwait has progressed steadily and has surpassed that of the public library service, although the latter was instituted well before the organization of school libraries. In 1972-1973, 270 school libraries were serving 160,231 pupils. While school libraries enjoy the largest book collections, totaling over 1,300,000 volumes, shortages of professionally trained staff still prevail, and in school libraries below the high-school level sixty per cent of their staff have training below a secondary school level. The libraries of secondary schools and teachers training institutes are relatively strong, and the scope of their services is impressive. A number of good library collections are distributed among these institutions, and the libraries are staffed largely by professional librarians.

In general, the school libraries in Kuwait would appear to be well organized and equipped, particularly at the secondary and technical levels. In 1972-1973, the school library system provided over eight books and spent an average of $6.24 per pupil.
CHAPTER VI

SPECIAL LIBRARIES

Special librarianship is relatively new in comparison to public, school, and academic librarianship in Kuwait. The first special libraries were established in the early 1960's. The development of most of these libraries has to date been slow, and their services have as yet not always been fully understood or utilized. A few of the existing libraries have, however, made significant progress in the last few years.

Organization and Distribution

A questionnaire was circularized to thirty institutions (other than Kuwait University) which were identified as having special book collections. Fourteen responses were received which reflected libraries sufficiently organized to merit inclusion in this study. Most of the other institutions not responding indicated that they did not have separate library collections or that their collections were disorganized or scattered and they had no librarians.

Of the fourteen special libraries included in the survey, four were government ministry libraries and five served other independent government agencies.
Outside the government sector, three libraries served private industry and one served a professional association (the Kuwaiti Teacher's Association). All of these relatively new libraries were located in the City of Kuwait metropolitan area.

The four governmental libraries were organized as subdivisions of the Ministry of Education, the Ministry of Information, the Ministry of Foreign Affairs, and the Ministry of Endowments and Islamic Affairs. The libraries serving independent government agencies included mainly research libraries organized as divisions of large research centers, such as the Kuwait Institute for Scientific Research, the Planning Board, the Arab Planning Institute, the Kuwait Fund for Arab Economic Development, and the National Assembly. A similar type of organization was reflected in the libraries of the Kuwait National Petroleum Company, the Central Bank of Kuwait, and the Kuwait Chamber of Commerce. The library of the Kuwaiti Teacher's Association was organized as a unit attached to the Board of Directors, with services provided on a part-time basis only.

Resources

The fourteen special library collections reported in the survey totaled 130,676 volumes and 1,378 periodical titles.\(^1\) The average rate of book provision for the total

\(^1\)Survey Questionnaire Returns, 1974.
The population served in the fourteen organizations was twelve books per staff member, as shown in Table V.

The combined total number of books for the special libraries of the five government ministries was 78,772 volumes in 1973. This figure includes the Ministry of Education Library, with 36,500 volumes, and the Ministry of Endowments and Islamic Affairs collection, with 19,202 volumes in Islamic studies. The libraries of the Ministry of Foreign Affairs and the Ministry of Information held collections of over eight thousand volumes each. The smallest collection was reported by the Ministry of Justice, whose law books numbered just under four thousand volumes.

Altogether, 8,792 volumes and seventy-two periodical titles were added to the ministry library collections in 1973.

The average rate of book provision for the population served in the ministries was eleven books for each staff member, again as shown in Table V.

Five special library collections in the independent government agencies reported a total of 27,884 volumes and 737 periodical titles at the end of 1973, with 1,130 volumes and 235 periodical titles being added in that year.

Of these five collections, three were mainly in economics and the social sciences. The Arab Planning Institute's 9,155 volumes comprised the largest collection, followed by the Planning Board's 8,125 volumes, and the 4,468
<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Number of Service Outlets</th>
<th>Number of Population Served</th>
<th>Book Collection (Volumes)</th>
<th>Book Expenditures (in U.S. Dollars)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average per Staff Member</td>
<td>Average Cost per Staff Member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average per Library</td>
<td>Total Volumes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Average Cost per Library</td>
</tr>
<tr>
<td>Ministry Library</td>
<td>5</td>
<td>7,092</td>
<td>11</td>
<td>15754.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 5.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Government Agency</td>
<td>5</td>
<td>708</td>
<td>39</td>
<td>5576.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>112.09</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Enterprise</td>
<td>3</td>
<td>1,973</td>
<td>10</td>
<td>6826.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11.40</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Association</td>
<td>1</td>
<td>1,487</td>
<td>2</td>
<td>3541.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.17</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>11,260</td>
<td>12</td>
<td>9334.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 12.49</td>
</tr>
<tr>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Source: Survey Questionnaire Returns, 1974.
volumes of the Kuwait Fund for Arab Economic Development. The smallest collections were those in science at the Kuwait Institute for Scientific Research, which reported 3,280 volumes, and the law collection of the National Assembly, amounting to 4,040 volumes. The independent government agencies, which averaged thirty-nine books per staff member, had the highest per capita provision in all the special libraries (see Table V).

Three special collections in the libraries of private business reported a total of 20,479 volumes and 385 periodical titles, with additions of 3,710 volumes and 107 periodical titles during 1973. The largest business collections were the 11,279 volumes at the Kuwait Chamber of Commerce, the banking and finance collection of 5,178 volumes at the Central Bank of Kuwait, and the 4,012 volumes on petroleum at the Kuwait National Petroleum Company. The average rate of provision for the population in this sector was ten books per staff member.

Finally, the Kuwaiti Teacher's Association reported a small collection of 3,541 volumes and only five periodical titles, predominantly in the social sciences and the humanities. The average rate of book provision for the membership served was two books per person.
Financing

The ministry and independent government-agency libraries were entirely financed by government funds allocated to the five ministries. Their expenditures in 1972-1973 totaled $149 million; of this only $37,125 was spent on building library collections.\(^2\) Their budget reflected only 0.025 per cent of the total expenditures of the parent agency, or $5.23 per staff member (see Table V). Library-staff salaries are included in the total personnel budget of these ministries and agencies.

The five independent government agencies in Kuwait had a combined total expenditure of $11,188,000 in 1972-1973, but their spending for book acquisitions was only 0.71 per cent of this figure. These agencies, as shown in Table V, spent $112.09 per staff member in 1973, the highest amount of any special library group. Library spending in private enterprise was only $11.40 per staff member, a figure higher, however, than for the ministry libraries. The lowest library expenditure recorded was the $1.17 spent per member by the Kuwaiti Teachers's Association.

The total expenditures made by private enterprise (mainly corporations) and the Kuwaiti Teacher's Association were not available for analysis and comparison.

Staff
At the time of the survey forty-two persons were employed in special libraries in Kuwait, only six of whom were at a professional level: one with a master's degree in library science from the United States and five with the bachelor of arts degree in library science, mainly from Egypt. Of those working in special libraries, five held college degrees, and thirty-one employees performing clerical work had only high-school educations. Personnel problems appeared to be evidenced in inadequate salaries and in unequal pay between the Kuwaitis and non-Kuwaitis, although no Kuwaiti professionals were reported to be currently working as special librarians in Kuwait. Kuwaitis without college educations were making $100 per month more than the beginning non-Kuwaiti professionals. In private business a beginning professional librarian's salary was over $400 per month. Librarians in some ministry and independent government-agency libraries indicated that low salaries and lack of organizational support were serious problems to be overcome before further progress could be made.

Service
At the time of the survey, cooperation among the special libraries and with other types of libraries was virtually nonexistent. Various small collections in
economics were scattered among a number of institutions with overlapping functions, resulting in a duplication of their resources. Duplication of periodical titles in the sciences and social sciences was common, although the excellent periodical collections at Kuwait University could easily be shared by many libraries.

Almost all special-library collections covered in the survey were well organized, however, and arranged on open shelves for easy access. The Dewey Decimal Classification was used for non-Arabic material (mainly in English), which comprised over sixty-five per cent of their total collections. The Arabic materials were classified by a modified Dewey Decimal Classification. Anglo-American cataloging rules were used for non-Arabic materials, and an adapted version was used for Arabic materials. All libraries reported providing author-title-subject card catalogs, but only two subscribed to Library of Congress printed catalog cards. While a systematized list for Arabic subject headings is yet to be completed, most of these libraries reported using self-compiled lists, except in the case of non-Arabic material for which the Library of Congress subject headings are commonly employed.

All libraries were open thirty hours per week and provided advisory service, reading lists, subject bibliographies, book displays, and reference and circulation
services, but only three offered current-awareness service and only five furnished photo-duplication. The Kuwait Institute for Scientific Research was planning to install a computer for information storage and retrieval and to convert its library into a documentation center, providing indexing and abstracting service as well as technical translations.

Physical Facilities

All libraries represented in the survey reported having separate library rooms, ranging from one room occupying five hundred square feet to ample quarters occupying over three thousand square feet. Although the Ministry of Education and the Ministry of Endowments and Islamic Affairs held the two largest special collections, they were housed in poorly maintained and dilapidated buildings. Several of the special libraries were small and cramped, with limited reading and browsing space. Only three of fourteen libraries included in the survey had superior facilities: the Kuwait Institute for Scientific Research, the Kuwait Fund for Arab Economic Development, and the Arab Planning Institute.

Summary

The development of special libraries in Kuwait has been slow, although certain of the ministries, independent
government agencies, and private enterprises have made significant progress.

The fourteen special library collections examined in this survey reported a total of 130,676 volumes serving a combined staff population of 11,260 persons, for an average rate of 11.6 books per person. The independent government agencies had the highest book expenditures among these institutions, with $112.09 being spent in 1973 for each staff member.

Inadequate resources and financial support, low pay, a shortage of qualified librarians and subject specialists, and the negative attitudes of some government officials and corporation executives would appear to pose the principal problems for the future growth of special libraries in Kuwait. The lack of interlibrary cooperation, adequate working conditions, and a professional association also undoubtedly contribute to the difficulties facing these libraries.

There are, however, a few superior special libraries, including those of the Arab Planning Institute and the Kuwait Fund for Arab Economic Development, which offer impressive services to their institutions.
CHAPTER VII

PUBLIC LIBRARIES

Introduction

In this chapter a somewhat more extended and critical analysis is undertaken of the development and current state of public librarianship in Kuwait. Public libraries are emphasized in this regard because of their relatively limited present development, particularly when viewed in comparison to the stronger school and academic libraries, and because of their potential institutional impact as sources of information, education and cultural growth for the majority of Kuwaiti people. Attention is focused primarily upon patterns of organization, service, resources, staffing, financing, and physical facilities and upon problems in each of these areas. Consideration of such patterns and problems is necessarily without the benefit of any national library standards; however, Kuwait is not unique in this respect, since most developing countries lack such standards for evaluation and planning.

As previously noted, the history of library development in Kuwait is to be traced from the founding in 1923 of the first public library which was named al-Maktabah al-Ahliyyah (the National Library). A small initial book collection of
fifteen-hundred volumes, mainly in Arabic, was donated by a group of enlightened citizens who were active in engendering support for this library. Among the Kuwait founders who supported the library with books and funds were Yusuf ibn 'Isā al-Qina'ī, Abd al-Hamīd al-Ṣāni', and Sultan ibn Ibrāhīm al-Kulaib. Ahmad Badr reports that the first librarian in charge of operations and services was 'Abd Allāh al-'Umran al-Najdī, who was later succeeded by Mabārak ibn Jāsim al-Qina'ī.

Little is known about the early years of this library beyond some general information reported in a few Arabic sources concerning the people who contributed to the library, the names of librarians in charge, and the general nature of the book collection. No official records of the services, operation, or activities of the library appear to have been preserved. In any event, because of limited support and inadequate funds, the library apparently declined after its founding, and most of its collection was subsequently lost or damaged during an ensuing period of uncertainty and repeated moving from one place to another.

2Ibid.
This first organized library with its diminished collection was eventually succeeded by and absorbed into a new public library which was established in 1936 in the City of Kuwait by the Department of Education (now the Ministry of Education). The new library, the Central Public Library of Education (Maktabat al-Ma'arif al-'Aimmah), was housed in a two-story building located in al-Mubarakiyah, the town's oldest market place. It remained the only public library in the town of Kuwait in the 1930's, serving an estimated population of 40,000. The main support for this library came from the Department of Education, which paid the nonprofessional staff and appropriated approximately $500 annually for building the collection.³

Services of the new library were largely limited to reading inside the building for a few hours a day. The facilities were used primarily by pupils and teachers, although the library was available also to the general public. The collections remained relatively restricted in number and did not exceed ten thousand volumes until the late 1950's. By the latter time, approximately three thousand volumes were also located at Hawalli, where the next public library was established in 1957. Both libraries then as today were used mostly by young people.

³Ibid.
Since 1957 seventeen other public libraries have been established in Kuwait; however, public library service has continued to be hampered by inadequate financial support, a lack of planning, and a shortage of professionally trained personnel. Library development in Kuwait has lagged accordingly far behind that of more developed countries, in spite of the country's strong financial resources and its economic and social progress.

Organization and Distribution

Since 1954, the organization of public libraries in Kuwait has been centered in the Public Libraries Department of the Ministry of Education, which also includes a School Libraries Department. Figure 4 shows the organizational structure of the Public Libraries Department which includes the Central Public Library unit and the 18 branch library units. The Public Libraries Department serves as the governing body for the Central Public Library and the eighteen other libraries. The Department provides centralized book selection, processing, and distribution, as well as the technical and administrative supervision of all public libraries in Kuwait. Within this organizational structure, public library service in the country has never really been unified, however, under the jurisdiction of the Central Public Library. Now as in the past each library operates independently from the Central Public Library, although they
Fig. 4--Organizational chart for the Public Libraries Department of the Ministry of Education, Kuwait, as of 1973
are called branch libraries in Arabic (al-Maktabat al-far'iyah).

As previously described, following the establishment of the Central Public Library in 1936, public library service was subsequently expanded to include eighteen other libraries which are now distributed as shown in Table VI. This table shows the location of each library founded from 1936 through 1973 together with the area, number of inhabitants, and population density of each district served. It may be noted from this table that while public library service is available through these nineteen libraries, which operate on a full-time basis, they are unevenly distributed among the main three governorates (regions) in Kuwait, and there are still many localities, including centers with large populations, which are without library service of any kind, despite the founding of five new branch libraries in 1971 and five in 1972.

Although the City of Kuwait contains five inner districts with a population of 217,749, it still continues to be served by only one library, the Central Public Library.\(^4\) Hawalli, the second and the largest governorate in Kuwait, and its nineteen suburbs with a total population of 415,940, are served by only ten small independent libraries. In the Ahmadi governorate, which is the largest

<table>
<thead>
<tr>
<th>Library</th>
<th>Year Library Founded</th>
<th>Area Served by Library in Sq.Miles</th>
<th>Population</th>
<th>Population Density per Sq. Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library</td>
<td>1936</td>
<td>2.9</td>
<td>80,405</td>
<td>27,726</td>
</tr>
<tr>
<td>Hawalli</td>
<td>1957</td>
<td>2.5</td>
<td>106,542</td>
<td>42,617</td>
</tr>
<tr>
<td>Ahmadi</td>
<td>1960</td>
<td>22.9</td>
<td>21,265</td>
<td>929</td>
</tr>
<tr>
<td>Shamiyah</td>
<td>1965</td>
<td>0.8</td>
<td>7,670</td>
<td>9,587</td>
</tr>
<tr>
<td>Dasmah</td>
<td>1966</td>
<td>0.7</td>
<td>4,568</td>
<td>6,526</td>
</tr>
<tr>
<td>Salmiyah</td>
<td>1966</td>
<td>3.9</td>
<td>67,346</td>
<td>17,268</td>
</tr>
<tr>
<td>Faiha</td>
<td>1968</td>
<td>0.6</td>
<td>10,438</td>
<td>17,397</td>
</tr>
<tr>
<td>Qadisiyah</td>
<td>1968</td>
<td>0.6</td>
<td>11,065</td>
<td>18,442</td>
</tr>
<tr>
<td>Da'iyah</td>
<td>1970</td>
<td>0.8</td>
<td>8,136</td>
<td>10,170</td>
</tr>
<tr>
<td>Kheetan</td>
<td>1971</td>
<td>10.8</td>
<td>38,015</td>
<td>3,520</td>
</tr>
<tr>
<td>Keefan</td>
<td>1971</td>
<td>1.1</td>
<td>12,449</td>
<td>11,317</td>
</tr>
<tr>
<td>Sulaibikhat</td>
<td>1971</td>
<td>6.8</td>
<td>7,112</td>
<td>1,046</td>
</tr>
<tr>
<td>Rumaithiyah</td>
<td>1971</td>
<td>2.4</td>
<td>21,635</td>
<td>9,014</td>
</tr>
<tr>
<td>Khaldiyyah</td>
<td>1971</td>
<td>0.9</td>
<td>7,603</td>
<td>8,448</td>
</tr>
<tr>
<td>Failaka Island</td>
<td>1972</td>
<td>17.0</td>
<td>3,268</td>
<td>192</td>
</tr>
<tr>
<td>Sha'b</td>
<td>1972</td>
<td>0.8</td>
<td>5,674</td>
<td>7,092</td>
</tr>
</tbody>
</table>
TABLE VI--Continued

<table>
<thead>
<tr>
<th>Library</th>
<th>Year Library Founded</th>
<th>Area Served by Library in Sq. Miles</th>
<th>Population</th>
<th>Population Density per Sq. Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rawdah</td>
<td>1972</td>
<td>1.1</td>
<td>9,875</td>
<td>8,977</td>
</tr>
<tr>
<td>Farawaniyah</td>
<td>1972</td>
<td>1.7</td>
<td>37,250</td>
<td>21,912</td>
</tr>
<tr>
<td>'Udailiyah</td>
<td>1972</td>
<td>1.0</td>
<td>8,369</td>
<td>8,369</td>
</tr>
</tbody>
</table>

*Sources:*

Library unit populations were obtained from Kuwait's Statistical Abstract, 1973, pp. 14-15, Table 8, "Area, Population and Density by Locality (1970 Census)."

Survey Questionnaire Returns, 1974.
in size (1,983 square miles) but the smallest in population, 104,219 persons living in fourteen rural centers are served by only one library in the town of Ahmadi.\(^5\)

The nineteen public libraries in Kuwait are also unevenly distributed between urban and rural areas. Over ninety per cent of the present libraries are clustered in suburbs and urban centers of high-income groups. Only ten per cent of the libraries are located in high-density population areas made up of both low-income Kuwaitis and non-Kuwaitis. Public library service is not accessible for the Bedouin settlements and in sparsely populated rural areas, although these comprise nineteen per cent of the total population.

**Library Registration and Use**

Although public library use is free and available to all who can read, there are restrictive regulations on book circulation requiring registration and a large deposit from library borrowers. Statistics of registered library readers are accordingly to be preferred to circulation data as a measure of library use.

Despite their restricted availability, the use of public libraries in Kuwait reflects considerable gains. The number of registered readers increased from a level of

\(^5\)Ibid., pp. 15-16.
22.7 per cent of the literate population in 1962 to 68.6 per cent in 1973. In reflection of the government's emphasis on educational programs, the literacy rate in turn has shown a corresponding improvement from 40.3 per cent of the total population in 1962 to 52.8 per cent in 1973. Table VII summarizes the data on literacy and the use of public library facilities for the years 1962, 1967, 1972, and 1973. Statistics on public library usage for earlier years are not available.

Collections and Circulation

Since 1957 public library collections have also been expanding relatively rapidly in Kuwait. As shown in Table VIII the number of books per hundred population has more than doubled since 1962. In spite of this growth, the size of the collections still remains obviously small in relation to the growing population and the increasing reader demand for library materials. Although the Central Library has a relatively large collection of 36,031 volumes, many smaller libraries have only a few thousand, averaging only 9,053 volumes. The book-budget request for 1974-1975, if granted, would be five times higher than the 1973-1974 allocation (estimated at $100,000)\(^6\) and should help improve

TABLE VII

PERCENTAGE OF LITERATES AND PUBLIC LIBRARY REGISTRANTS IN KUWAIT, 1962-1973*

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (1)</th>
<th>Percentage of Literates (2)</th>
<th>Percentage of Illiterates (3)</th>
<th>Percentage of Literate Registered as Readers (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>321,621</td>
<td>40.3</td>
<td>59.7</td>
<td>22.67</td>
</tr>
<tr>
<td>1967</td>
<td>467,339</td>
<td>46.0</td>
<td>54.0</td>
<td>25.95</td>
</tr>
<tr>
<td>1972</td>
<td>738,662</td>
<td>52.8</td>
<td>47.2</td>
<td>52.39</td>
</tr>
<tr>
<td>1973</td>
<td>738,662</td>
<td>52.8</td>
<td>47.2</td>
<td>68.61</td>
</tr>
</tbody>
</table>

*Sources:

Column (1) Population figures for 1972 and 1973 are based on 1970 census.


Column (2) and (3), Kuwait, Planning Board, Statistical Abstract, 1973, p. 28.


Column (4), Survey Questionnaire Returns, 1974.
TABLE VIII
PUBLIC LIBRARY BOOK COLLECTIONS AND CIRCULATION PER 100 POPULATION AND PER 100 REGISTERED READERS IN KUWAIT, 1962-1973*

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Book Collection</th>
<th>Book Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Books Per 100 Population</td>
<td>Books Per 100 Registered</td>
</tr>
<tr>
<td>1962</td>
<td>321,621</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>1967</td>
<td>467,339</td>
<td>15</td>
<td>57</td>
</tr>
<tr>
<td>1972</td>
<td>738,662</td>
<td>22</td>
<td>43</td>
</tr>
<tr>
<td>1973</td>
<td>738,662</td>
<td>23</td>
<td>34</td>
</tr>
</tbody>
</table>

*Sources:
Survey Questionnaire Returns, 1974.
The 1970 Census was used as a base for the population figures for 1972 and 1973.
matters in this regard.

From Table VIII, it may also be seen that the number of books used inside the library is many times that of books circulated outside the library. As previously indicated, outside circulation would presumably be much greater if libraries did not require deposits from borrowers.

Distribution of Resources

As might be expected, there are wide differences in holdings between the newly established public libraries and the older ones. The nineteen library collections surveyed averaged 9,053 volumes per library, ranging from 3,135 to 36,031 volumes. The three largest collections were in the Central Public Library (with 36,031 volumes), in Hawalli (with 15,426), and in Ahmadi (with 13,970).

In 1973 the nineteen libraries added a combined total of 31,200 volumes, with an average of 1,643 volumes being added to each library. While this represents an increase of eighteen per cent over the previous year, the average number of books provided for each registered reader was only 0.34 or 34 books per 100 residents. The average number of books provided per person for the total population was 0.23, or 23 books per 100 persons.

Table IX compares the subject composition of library resources by Dewey classes in the nineteen public libraries in Kuwait and shows the percentage of each class
TABLE IX

DISTRIBUTION OF PUBLIC LIBRARY COLLECTIONS
BY CLASSES AND LANGUAGES AS OF 1973*

<table>
<thead>
<tr>
<th>Library Collections by Classes</th>
<th>Total Volumes in Arabic</th>
<th>Percentage of Total Arabic Collections</th>
<th>Total Volumes in English</th>
<th>Percentage of Total English Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General Works</td>
<td>3,864</td>
<td>2.64</td>
<td>2,360</td>
<td>9.15</td>
</tr>
<tr>
<td>100 Philosophy</td>
<td>6,547</td>
<td>4.47</td>
<td>441</td>
<td>1.71</td>
</tr>
<tr>
<td>200 Religion</td>
<td>17,701</td>
<td>12.10</td>
<td>214</td>
<td>0.82</td>
</tr>
<tr>
<td>300 Social Science</td>
<td>16,014</td>
<td>11.0</td>
<td>1,416</td>
<td>5.5</td>
</tr>
<tr>
<td>400 Language (Philology)</td>
<td>5,595</td>
<td>3.82</td>
<td>1,116</td>
<td>4.32</td>
</tr>
<tr>
<td>500 Pure Science (Natural)</td>
<td>7,094</td>
<td>4.85</td>
<td>2,789</td>
<td>10.8</td>
</tr>
<tr>
<td>600 Applied Sciences &amp; Technology</td>
<td>7,195</td>
<td>5.0</td>
<td>1,732</td>
<td>6.8</td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td>3,897</td>
<td>2.66</td>
<td>1,619</td>
<td>6.3</td>
</tr>
<tr>
<td>800 Literature</td>
<td>43,590</td>
<td>29.8</td>
<td>6,453</td>
<td>25.0</td>
</tr>
<tr>
<td>900 History</td>
<td>30,851</td>
<td>21.1</td>
<td>3,774</td>
<td>14.6</td>
</tr>
<tr>
<td>Monographic Series &amp; Serials</td>
<td>3,726</td>
<td>2.55</td>
<td>3,875</td>
<td>15.0</td>
</tr>
<tr>
<td>Manuscripts</td>
<td>144</td>
<td>0.01</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146,218</strong></td>
<td><strong>100.00</strong></td>
<td><strong>25,789</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Questionnaire Returns, 1974.
in the total book collections. The largest class reported for Arabic titles was literature, comprising 29.8 per cent of the total; the smallest was serial and monographic series, amounting to only 2.55 per cent of the whole. For the English language collections, the largest class was again literature, with 25 per cent of the total, and the smallest was religion, amounting to only 0.82 per cent. The lack of balance in the distribution of classes in the Arabic and the English-language holdings may be viewed as reflecting in part the shortage of professional staff members knowledgeable in building library collections to meet the essential needs of a community.

Only three significant collections of children's literature were found in Kuwait public libraries--2,000 volumes in the Central Public Library and 1,000 volumes each in Hawalli and in Ahmadi. The other sixteen libraries reported an average of only 300 volumes. Children's books form only 5.55 per cent of the total book collections in Kuwait public libraries, and this inadequacy would also appear to reflect the lack of appropriate acquisition and book-selection policies. While children's book collections averaged eight books per child in school libraries, the average number of books in public libraries was only 0.05

per child, or only five books per each hundred persons between six and nineteen years old.\textsuperscript{8}

Children's collections are limited in content and range and are often outdated. Fiction dominates the collections and constitutes over sixty per cent of the whole, with thirty per cent for biographies, history, and geography, and only ten per cent for all remaining subjects.

Although periodicals and newspapers are heavily used by library patrons, almost all libraries received only a small number, averaging about ten titles. The largest collection, that of the Central Public Library, contained only eighty-five titles. To help improve the situation, libraries have been given an additional monthly allowance of approximately $75 for local subscriptions to magazines and newspapers. The relative shortage of periodicals is also attributable in larger part, however, to the lack of appreciation by librarians of the value of current periodical literature in providing up-to-date information to complement their book collections. Small budget allocations for periodical and newspaper subscriptions and for binding and maintenance only compound the problem.

Audio-visual materials are almost nonexistent in most public libraries in Kuwait. A notable exception is Keefan library which has a small collection of speech tapes and

\textsuperscript{8}\textit{Ibid.}, p. 1.
phonograph records (mostly recordings of the Koran), but
in general, public library holdings of maps, films, film-
strips, paintings, music recordings, and musical scores are
insignificant.

Organization of Collections

Although the Dewey Decimal Classification is used in
public libraries, two separate collections are maintained;
an Arabic collection and a non-Arabic collection for bi-
lingual readers. European-language materials (mainly
English), are arranged by Dewey Decimal Classification on
open shelves, while Arabic materials are arranged according
to a modified Dewey Decimal Classification. Book-processing
for all public libraries is done centrally at the Public
Libraries Department, which maintains a shelf list for all
library collections. In cataloging, the Anglo-American
cataloging rules are applied for English language materials.
For Arabic materials, modified rules are used. Although
all libraries have public catalogs arranged by author,
title, and subject, some of these catalogs are not main-
tained as needed.

Services

Library public service hours range from fifty to sixty
a week, six days a week, and most libraries are open two
periods per day, in the morning and in the afternoon.
The emphasis in service in public libraries is primarily on reading inside the library. Loan service has been hampered, as previously noted, by circulation regulations which require an excessive deposit before books can be borrowed. While 177,879 volumes were used inside all libraries in 1973, only 16,936 volumes were circulated outside. The loan period is for two weeks and renewals depend on the user's needs. Most libraries permit the loan of only one book at a time.\(^9\)

Library service for young people has been provided since 1936 by the Central Public Library and later by all public libraries. By 1973, approximately four times more young people than adults were using public libraries.\(^10\) Although official library statistics do not show the number of readers registered by age group, it was observed in several visits to various public libraries that the large majority of library users tended to be young people.

Reference and advisory services are still virtually nonexistent in individual public libraries; however, the Public Libraries Department provides a limited mail-answering service for individual library users.

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No libraries reported participation in community activities; however, individual and group orientation and instruction in the use of the library receive some attention.

Other services such as book displays, reading lists, library bulletins, and subject bibliographies are now provided on a modest scale at all libraries, but public lectures, debates, and educational film showing are generally lacking.

Again, notable exception to this general picture is to be found in the public lectures, debates, and educational film programs that have been conducted in the Keefan Library which is the pride of the Public Libraries Department and show place of the country's public libraries. In this regard note may also be made of the Central Public Library which has a growing special collection devoted to books and manuscripts on Kuwait, prominent local figures, and other items of national interest to the Kuwaiti public.

Public library service for special groups--the blind, physically handicapped, invalids, hospital patients, and prison inmates--does not as yet exist in Kuwait. Libraries do not provide bookmobiles, book collections in Braille or in large print, talking books, or other such specialized learning resources. The only available services for the blind and physically handicapped are provided on a limited scale by the Institute of Special Education for elementary,
intermediate, and vocational pupils. These important services are, accordingly, still to be developed together with bookmobile service to rural and sparsely populated areas. Such special services have proven especially effective in countries with more advanced library service.

Another basic need is to be cited with regard to cooperative services. All public libraries are now operated under the jurisdiction of the Public Libraries Department (of the Ministry of Education) which is responsible for the organization, planning, and extension of library service for all urban and rural areas in Kuwait. Despite this centralization, however, there is little or no formal cooperation or coordination among the individual public libraries in providing interlibrary services or in providing local services designed to meet certain standards.

Financing

Both public and school libraries in Kuwait come under the jurisdiction of the Ministry of Education, whose total allocations for both services in 1973 amounted to only $1.3 million, or only approximately one per cent of the total public-education expenditures. Less than one-third of this amount was identified, in turn, as being for public libraries. 11

The government of Kuwait finances public libraries as public-service institutions, the same as public schools, hospitals, housing, and other public works. The Ministry of Education is the largest government agency in the country and supervises the massive spending on education. Partly because of this, one of the most complex tasks encountered in the present study was the determination of actual government expenditures for libraries, and in particular the Ministry of Education's outlays for public libraries. Generally, statistics were not readily available, since specific appropriations for public library service within the national budget, or within the budget of the Ministry of Education, are not clearly differentiated from other appropriations.

Public library service has been integrated into the public education system in Kuwait, and its budget includes separate provision only for books, periodicals, and binding. Other public library capital expenditures for such items as buildings, equipment, furniture, and audio-visual materials are included in the total capital expenditures of the Ministry of Education. Operating expenditures of libraries, including personnel salaries, general expenses (electricity, gas, communications), maintenance (building, equipment, furniture, transport vehicles, etc.), materials and supplies, and other miscellaneous expenses, are also included in
the operating expenditures of the Ministry of Education. For these reasons, expenditures for public library service have had to be estimated in many instances in the absence of more precise financial data. For this purpose, approximate figures were obtained through interviews with several librarians and through personal study of the operation of the Public Libraries Department, the Central Public Library, and the eighteen smaller libraries. The total operating expenditures for public library service in 1973 were estimated accordingly at some $350,000 for personnel salaries, utilities, binding, maintenance, materials and supplies, equipment, and other miscellaneous expenses. This figure includes $100,000 for the acquisition of library materials. The operating expenditures of individual libraries were similarly estimated to range from $8,000 to $65,000, with an average of $17,000.

On a per capita user basis, operating expenditures for public libraries (excluding the technical and administrative services of the Public Libraries Department) apparently varied from $0.19 to $2.45, with an average of $1.34, as shown in Table X, which compares the estimated annual operating expenditures by individual libraries for 1973. While Hawalli, one of the larger libraries serving a population of 106,542, thus had the smallest spending per capita ($0.19), Failaka, the smallest library serving
TABLE X

ESTIMATED ANNUAL OPERATING EXPENDITURES FOR POPULATION SERVED BY PUBLIC LIBRARIES IN KUWAIT, 1973*

<table>
<thead>
<tr>
<th>Library and Service Outlets</th>
<th>Estimated Expenditure</th>
<th>Estimated Population Receiving Library Service (1970 Census)</th>
<th>Expenditure Per Capita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Libraries Department</td>
<td>$ 65,000</td>
<td>--</td>
<td>$ --</td>
</tr>
<tr>
<td>Central Public Library</td>
<td>35,000</td>
<td>80,405</td>
<td>0.43</td>
</tr>
<tr>
<td>Hawalli</td>
<td>20,000</td>
<td>106,542</td>
<td>0.19</td>
</tr>
<tr>
<td>Ahmadi</td>
<td>20,000</td>
<td>21,265</td>
<td>0.94</td>
</tr>
<tr>
<td>Shamiyah</td>
<td>14,000</td>
<td>7,670</td>
<td>1.82</td>
</tr>
<tr>
<td>Dasmah</td>
<td>10,000</td>
<td>4,568</td>
<td>2.19</td>
</tr>
<tr>
<td>Salmiyah</td>
<td>20,000</td>
<td>67,346</td>
<td>0.30</td>
</tr>
<tr>
<td>Faiha</td>
<td>15,000</td>
<td>10,438</td>
<td>1.44</td>
</tr>
<tr>
<td>Qadisiyah</td>
<td>15,000</td>
<td>11,065</td>
<td>1.35</td>
</tr>
<tr>
<td>Da'iyah</td>
<td>14,000</td>
<td>8,136</td>
<td>1.72</td>
</tr>
<tr>
<td>Kheetan</td>
<td>18,000</td>
<td>38,015</td>
<td>0.47</td>
</tr>
<tr>
<td>Keefan</td>
<td>14,000</td>
<td>12,449</td>
<td>1.12</td>
</tr>
<tr>
<td>Sulaibakhat</td>
<td>10,000</td>
<td>7,112</td>
<td>1.41</td>
</tr>
<tr>
<td>Rumaithiyah</td>
<td>14,000</td>
<td>21,635</td>
<td>0.65</td>
</tr>
<tr>
<td>Khalediyah</td>
<td>10,000</td>
<td>7,603</td>
<td>1.31</td>
</tr>
<tr>
<td>Library and Service Outlets</td>
<td>Estimated Expenditure</td>
<td>Estimated Population Receiving Library Service (1970 Census)</td>
<td>Expenditure Per Capita</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Failaka Island</td>
<td>$8,000</td>
<td>3,268</td>
<td>$2.45</td>
</tr>
<tr>
<td>Sha'b</td>
<td>8,000</td>
<td>5,674</td>
<td>1.41</td>
</tr>
<tr>
<td>Rawdah</td>
<td>12,000</td>
<td>9,875</td>
<td>1.21</td>
</tr>
<tr>
<td>Farawaniyah</td>
<td>16,000</td>
<td>37,250</td>
<td>0.43</td>
</tr>
<tr>
<td>'Udailiyah</td>
<td>12,000</td>
<td>8,369</td>
<td>1.43</td>
</tr>
<tr>
<td>Total</td>
<td>$350,000</td>
<td>468,685</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td>$1.34</td>
</tr>
</tbody>
</table>

*Sources:

Survey Questionnaire Returns, 1974.

a population of 3,268, apparently had the highest per capita expenditure ($2.45). The second largest per capita expenditure was identified for the Dasmah library ($2.19), followed by Shamiyah library ($1.82). In general, libraries with populations over 20,000 evidenced the smallest per capita expenditures, which varied between $0.19 and $0.94, indicating an uneven distribution in operating expenditures for the whole public library system.

In 1973, cost per circulation for the nineteen libraries in relation to total operating expenditure was estimated from $0.49 to $5.17, with an average of $0.68. Table XI shows these costs for each public library in Kuwait in 1973. The highest cost per circulation was identified for the Qadisiyah library ($5.17); the lowest ($0.49) for the Dasmah library. The higher cost per circulation would not appear to be any direct reflection of inefficiency, however, in view of wide variations in such factors as book collection additions and staffing levels which are reflected in the total expenditure figures.

With regard to the overall level of funding, the total expenditures for education in Kuwait in 1972-1973 amounted, as previously noted, to $130 million or $170 per capita for the population as a whole, while only $350,000 or $0.47 per capita was apparently expended for public library service for the population as a whole (including
<table>
<thead>
<tr>
<th>Library</th>
<th>Operating Expenditures</th>
<th>Total Circulation</th>
<th>Cost Per Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Public Library</td>
<td>$ 35,000</td>
<td>14,088</td>
<td>$ 2.48</td>
</tr>
<tr>
<td>Hawalli</td>
<td>20,000</td>
<td>25,380</td>
<td>0.79</td>
</tr>
<tr>
<td>Ahmadi</td>
<td>20,000</td>
<td>8,825</td>
<td>2.27</td>
</tr>
<tr>
<td>Shamiyiah</td>
<td>14,000</td>
<td>4,469</td>
<td>3.13</td>
</tr>
<tr>
<td>Dasmah</td>
<td>10,000</td>
<td>20,272</td>
<td>0.49</td>
</tr>
<tr>
<td>Salmiyah</td>
<td>20,000</td>
<td>12,339</td>
<td>1.62</td>
</tr>
<tr>
<td>Faiha</td>
<td>15,000</td>
<td>7,960</td>
<td>1.88</td>
</tr>
<tr>
<td>Qadisiyiah</td>
<td>15,000</td>
<td>2,899</td>
<td>5.17</td>
</tr>
<tr>
<td>Da'iyyah</td>
<td>14,000</td>
<td>15,841</td>
<td>0.88</td>
</tr>
<tr>
<td>Kheetan</td>
<td>18,000</td>
<td>13,077</td>
<td>1.38</td>
</tr>
<tr>
<td>Keefan</td>
<td>14,000</td>
<td>9,351</td>
<td>1.50</td>
</tr>
<tr>
<td>Sulaibakhat</td>
<td>10,000</td>
<td>8,085</td>
<td>1.24</td>
</tr>
<tr>
<td>Rumaithiyah</td>
<td>14,000</td>
<td>5,029</td>
<td>2.78</td>
</tr>
<tr>
<td>Khaldiyyah</td>
<td>10,000</td>
<td>6,143</td>
<td>1.63</td>
</tr>
<tr>
<td>Failaka Island</td>
<td>8,000</td>
<td>2,664</td>
<td>3.00</td>
</tr>
<tr>
<td>Sha'b</td>
<td>8,000</td>
<td>6,029</td>
<td>1.33</td>
</tr>
</tbody>
</table>

*TABLE XI
COST PER CIRCULATION IN PUBLIC LIBRARIES IN KUWAIT, 1973*
TABLE XI -- Continued

<table>
<thead>
<tr>
<th>Library</th>
<th>Operating Expenditures</th>
<th>Total Circulation</th>
<th>Cost Per Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rawdah</td>
<td>$ 12,000</td>
<td>5,389</td>
<td>$ 2.23</td>
</tr>
<tr>
<td>Farawaniyah</td>
<td>16,000</td>
<td>20,189</td>
<td>0.79</td>
</tr>
<tr>
<td>'Udailiyah</td>
<td>12,000</td>
<td>9,983</td>
<td>1.72</td>
</tr>
<tr>
<td>Total</td>
<td>$ 285,000</td>
<td>195,012</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td>$ 0.68</td>
</tr>
</tbody>
</table>

*Sources:
Survey Questionnaire Returns, 1974.
both library users and non-users). 12 In the future, the level of support for public libraries should be increased and preferably linked to a certain percentage of the total educational expenditures. Allocations to individual libraries should also be made on a more equitable basis. C. V. Penna 13 has recommended that the determination of expenditures for library service should reflect such factors as the percentage of literate population, the annual increases in population, the number of students enrolled in the educational system, and the per capita income rate as well as certain special factors such as occupational distribution and social mores (such as those in Kuwait which restrict women from using the public libraries).

Staff

Eighty staff members were employed in 1973 in Kuwaiti public libraries. Of these only nine were professional librarians with a bachelor of arts degree in library science. The non-professional staff included seventy-one library assistants and clerks, ten of whom had college degrees and sixty of whom had intermediate or high-school diplomas. Professional librarians in Kuwait are required to hold at

12 Survey Questionnaire Returns, 1974.

least a bachelor of arts degree in library science. Preprofessionals are those with other college degrees, and nonprofessionals are those with intermediate or secondary school diplomas only.

The nine professional librarians in Kuwait in 1973 were serving a total user population of 738,662, according to the 1970 census for a ratio of one professional librarian to each 82,074 persons. Three of the nine worked as librarians in branch libraries, and six were in technical and supervisory positions.

Due to this shortage of professional librarians, the composition of public library staffs is predominantly nonprofessional, with many nonprofessionals filling positions as librarians and assistant librarians. The relatively low level of formal education and training of the majority of nonprofessional staff members is also to be considered a significant problem facing Kuwaiti libraries. Higher educational levels and improved inservice training will be necessary for continued progress in the future.

The nine professional librarians in 1973 had an average of ten years of library experience, counting service in both Egypt and Kuwait. All of them were graduates of the Department of Archives and Librarianship at Cairo University, with bachelor of arts degrees in library science.
The program at Cairo University was established in 1951 to meet the increasing demand for trained librarians in Egypt and other Arab countries. The curriculum of this program involves a four-year college education in library and archival sciences as well as liberal arts with an emphasis on the social sciences and humanities. The courses in library science include the history of books and printing, introduction to library science, library and society, cataloging and classification, library administration, library service, Arabic reference, foreign reference, and bibliography. The courses in archives cover diplomacy, Arabic paleography, archives administration, history of arts, numismatics, Arabic inscriptions, and Arabic papyri. Students are also required to take courses in English, French or German, and Latin or Greek. The one-year diploma program for holders of bachelor's degrees is offered for students interested in specializing in either library or archival science. Another program, requiring three years of graduate study leading towards the master's degree, is projected for the future.

As another source of trained personnel to meet the shortage of professionally qualified librarians in Kuwait,

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15 Ibid., 164.
Ahmad Badr has recently proposed to the Council of Kuwait University the establishing of an academic Department of Information and Library Sciences patterned after American library schools. The recommended programs would lead to a bachelor's degree, and a master's degree in library and information sciences. A special emphasis would be given to the preparation of personnel for school and public libraries.

The library and information science courses for Kuwait are somewhat more advanced than the courses in the Egyptian program. The curriculum would include information storage and retrieval, indexing and abstracting, automation, the literature of science and technology, special libraries, and information and documentation centers.  

A library training program is already available in Kuwait for nonprofessionals who work in the Public Libraries Department and the Central Public Library or who are assigned to the eighteen smaller libraries. This three-month training program is administered jointly by the Civil Service Bureau and the Ministry of Education. The emphasis of the program is largely directed toward routine library operations and procedures, rather than library services, resources, or administration. Most of the participants

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16 Ahmad Badr, "Proposal for Establishing the Department of Information and Library Sciences at Kuwait University," unpublished report, Kuwait, 1974 [mimeographed].
hold high-school diplomas only and are not expected to deal with professional problems. Few of these library trainees now indicate a desire to participate in more advanced programs.

Staff distribution and duties.--As previously noted, public libraries in Kuwait now have a total of 80 professional and nonprofessional employees in library positions. This count, which excludes maintenance personnel, yields an average of approximately four employees per library. The number of professional librarians in the individual libraries ranges from none to six, the number of preprofessional staff from one to two, and the number of nonprofessional staff from two to ten. Of the four employees per library, only 0.45 are classified as professional librarians who have received appropriate academic training (see Table XII). Preprofessionals account for 1.05 of the staff, and 2.5 are classified as nonprofessionals.

The ratio of professional librarians to other library employees, again excluding maintenance workers, is one to eight in the Public Libraries Department and in the public libraries; the ratio of professional staff to preprofessional staff is one to four. It may be seen in Table XII that preprofessionals in all libraries are in effect at the same level as professional librarians in terms of their
### TABLE XII

**DISTRIBUTION OF PUBLIC LIBRARY STAFF BY PROFESSIONAL AND NONPROFESSIONAL CLASSES AS OF 1973**

<table>
<thead>
<tr>
<th>Library and Service Outlets</th>
<th>Number of Professional Librarians</th>
<th>Number of Preprofessional Librarians</th>
<th>Total Professional Staff</th>
<th>Total Nonprofessional Staff</th>
<th>Total Library Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Libraries Department</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Central Public Library</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Hawalli</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ahmadi</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Shamiyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Dasmah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Salmiyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Faiha</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Qadisiyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Da'iyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kheetan</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Keefan</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sulabikhat</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Rumaithiyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Khaldiyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
**TABLE XII--Continued**

<table>
<thead>
<tr>
<th>Library and Service Outlets</th>
<th>Number of Professional Librarians</th>
<th>Number of Preprofessional Librarians</th>
<th>Total Professional Staff</th>
<th>Total Non-Professional Staff</th>
<th>Total Library Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failaka Island</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sha' b</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Rawdah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Farawaniyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>'Udailiyah</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>21</strong></td>
<td><strong>30</strong></td>
<td><strong>50</strong></td>
<td><strong>80</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>0.45</strong></td>
<td><strong>1.05</strong></td>
<td><strong>1.5</strong></td>
<td><strong>2.5</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Questionnaire Returns, 1974.*
duties, since they are assigned the same work as professional librarians, but without receiving the same salary. In almost all libraries the nonprofessionals outnumber the professional staff.

Although the shortage of qualified librarians remains a persistent problem, the skills of the librarians now at the Public Libraries Department are still not always used to best advantage. Much of their time is spent in performing tasks such as filing, taking inventory, accessioning books, lettering, stamping forms, performing circulation routines, shelving, and preparing routine statistical reports as prescribed in the Public Libraries Department's job descriptions for librarians and assistant librarians.\textsuperscript{17} According to bylaws for the public libraries, library administration is assigned to a professional librarian with a college education whenever one is available; otherwise, duties are assigned to a preprofessional with a high-school education as a minimal educational requirement.

Despite the shortage, no serious attempt or commitment has been made as yet to recruit more professional librarians; only two were appointed in 1973, a coordinator for the Public Libraries Department and a second librarian for a public library. As a result,

\textsuperscript{17}"Public Libraries Bylaws," \textit{op. cit.}, p. 2.
important basic needs, such as planning for development and providing adequate library service in the larger as well as smaller units, have been largely neglected.

Kuwait public libraries also lack qualified female librarians, especially women who can provide direct service to children. A persistent problem in this regard is directly related to the social mores which separate the sexes. Although it is not written policy for public libraries that women cannot be employed, there are no females working in any public library in Kuwait, with the exception of one librarian at Dasmah library, which is strictly for women.

**Salary and status.**—Data on salaries were not readily available for this study. A reluctance to divulge information on pay scales was encountered in almost all types of libraries in Kuwait supported and administered by government agencies. This was apparently due to the structure and policies of government personnel administration, under which the Civil Service Bureau (Diwān al-Muwazzafīn) is empowered to establish rules governing the classification of positions, appointments, recruitment, promotion, increments, fringe benefits, and technical, professional and nonprofessional salary scales for all civil-service employees in Kuwait. Because of the sensitivity of this
area and its significance to this study, informal personal interviews with professional and nonprofessional staff members were held to obtain information.

Members of the non-Kuwaiti staff thus reported a serious inequity in the salary structure. Two salary scales were identified: one for the Kuwaitis and another lower one for non-Kuwaitis. Under a formula developed by the Civil Service Bureau, the job classification plan provides classes for civil-service positions for Kuwaitis. A Kuwaiti college graduate is entitled to a position in the fourth class, which pays a minimum of about $700 per month, while a non-Kuwaiti with the same education is considered as nonclassified personnel on an annual contract and receives less than half the salary of his Kuwaiti counterpart.18 Moreover, a Kuwaiti high-school graduate under this plan may earn more than an experienced non-Kuwaiti librarian with a college education. Such inequity in salaries as well as in promotions, increments, and other fringe benefits, were an evident source of dissatisfaction to non-Kuwaiti librarians.

Physical Facilities

Despite their desirable locations in the busy shopping centers of Kuwait's districts and suburbs, public library buildings in Kuwait generally reflect a lack of modern library planning and design. Although the largest library, the Central Public Library, is strategically located in al-Mubārakīyah, one of the busiest business centers in the heart of the City of Kuwait, the poor condition of its dilapidated building and also that of the Public Libraries Department building would appear depressing, not only to the library staff but to the library users as well. The two-story building housing the Central Public Library, constructed in 1936, has a floor space of six thousand square feet, crowded with books and readers. The first floor contains closed book stacks and quarters for technical services; reader's services are on the second floor. As a whole, the building's cramped quarters and awkward arrangement make it unsuitable for providing effective library service. It was not designed originally for library purposes.

Since 1965, sixteen public libraries have been established, five of them in 1972. These are housed in government-owned buildings adjacent to the cooperative shopping center in each district. Unfortunately, these buildings were also not originally designed for modern
library service. All the newer libraries occupy one floor of approximately twelve hundred square feet, with seating capacity for no more than thirty persons and with only limited room for expansion. Because the buildings were cheaply built and awkwardly designed, their life expectancy and utility are limited. They share in appearance unattractive exteriors as well as interiors. In general, they are poorly kept up, and maintenance and housekeeping are at a minimum. Such poor facilities constitute another major problem hindering the development of library service in Kuwait.

Summary

Despite their relatively recent establishment, significant progress has been made in the development of public libraries in Kuwait, notably in the growth of book collections and in the increased number of libraries. In general, however, public library services continue to lag behind those of more advanced countries.

Public library service has been provided on a regular basis since the founding in 1936 of the Central Public Library which superseded the older National Library dating from 1923. Service is now offered through eighteen additional public libraries, though these are small and unevenly distributed among the main three governorates in Kuwait. There are still many localities, including centers with
large populations, which are without library service of any kind.

Ninety per cent of the present libraries are located in urban centers with higher-income populations; only ten per cent of the public libraries are located in high-density areas populated by low-income Kuwaitis and non-Kuwaitis. No public library service is available to Bedouin settlements or to sparsely populated rural areas.

While a variety of services are available through the Central Public Library and the eighteen small independent libraries controlled by the Public Libraries Department of the Ministry of Education, the emphasis is still primarily on reading inside the library. Bureaucratic limitations on book circulation, limited resources, and poor physical facilities seriously hinder the effectiveness of most of the library service programs.

Public library book collections have doubled in size in the last ten years; however, the number of volumes remains obviously small when viewed in relation to the growing population and the increased demand for library materials. The average number of books provided for the total population is only 0.23 per person, or 23 books per 100 residents.

Library collections consist largely of books, with the largest proportion being in the humanities. There are
few periodicals and practically no audio-visual materials. The nineteen collections surveyed averaged 9,053 volumes per library. The largest collections were in the Central Public Library (with 36,031 volumes), Hawalli (with 15,426), and Ahmadi (with 13,970). Over seventeen times as many books were used inside public libraries as were circulated, primarily because of the deposits required from readers in order to borrow materials.

Of eighty staff members employed in public libraries in 1973, only nine were at a professional level with a bachelor of arts degree in library science; seventy-one assistants and clerks held only intermediate or high-school diplomas. The total of eighty full-time employees (excluding maintenance staff) yielded an average staff size of approximately four employees per library. The ratio of professional librarians to other library employees is disproportionately low, one to eight. In all libraries preprofessionals were regarded on the same level as professionals in that they were assigned and performed essentially the same duties, although they did not receive the same salary. Serious salary inequities were evidenced with regard to non-Kuwaitis who are also treated in effect as temporary employees. The lack of adequate job descriptions, the failure to recognize librarianship properly as a profession, inconsistency in promotions, and poor working
conditions are further contributing factors to the total personnel problem.

In contrast to the massive spending on education, $130 million or $170 per capita in 1972-1973, the overall per capita expenditure for public libraries in Kuwait was only approximately $0.47 in the same year. While public libraries have been integrated into the public educational system in Kuwait, their budgets make direct provision only for books, periodicals, and binding. Other capital and operating expenditures are included in the total expenditures of the Ministry of Education. In 1973, the total operating expenditures for public library service were estimated at $350,000, including $100,000 for the acquisition of library materials. Operating expenditures for individual libraries ranged from $8,000 to $65,000, with an average of $17,000. On a user per capita basis, operating expenditures for libraries varied from $0.19 to $2.45, the average being $1.34.

Well designed library buildings are still largely lacking in Kuwait. Most libraries are crowded, awkwardly arranged, and usually too small to accommodate readers. Public library buildings show no evidence of modern library planning or design, despite their good locations in Kuwait's shopping centers. Since 1965, sixteen public libraries have been established, including five in 1972;
however, these are housed in government-owned facilities, cheaply built and awkwardly designed. All are too small, have limited room for expansion, and share a common drabness that does little to attract readers.

Although public libraries in Kuwait are heavily used, their relatively small collections, the lack of local reference and advisory services, the lack of library service to special groups, the restrictions on borrowing books, and the shortage of qualified staff are all major factors limiting the effectiveness of public library service. Accordingly, the distribution of libraries, their services, resources, staff, financing, and facilities are all to be judged as needing major improvement.

In summary, while much progress has been made, public library service in Kuwait is still limited in its scope and quality and uneven in its availability. Some corrective measures are to be anticipated, but, in general, the Public Libraries Department of the Ministry of Education still has no formulated overall policy or programs to effect substantial changes in this regard. As a result, the presently small and poorly equipped public libraries now trying to serve large areas with increasing populations must continue to offer substandard services, the near and long range effects of which are clearly undesirable. As McColvin has observed in considering the problems and dilemma faced by
relatively weak libraries under these conditions:

[Such] libraries are unable to do work of any genuine value and so cannot serve to teach the public or their governments that libraries have a genuine function to perform. One might add that by giving a false picture of library service, the existence of a poor library militates directly against its improvement, since it is difficult to persuade financing authorities that it is inadequate. Lastly, poor libraries defeat the primary aims of good library service, discourage and disperse librarians of high calibre and set up a vicious circle of inadequate support, weak, ineffective libraries, and poor personnel. 19

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CHAPTER VIII

RECOMMENDATIONS FOR A PUBLIC LIBRARY SYSTEM IN KUWAIT

When viewed against other types of libraries in Kuwait, the development of public libraries may be singled out as warranting special attention.

The problems faced by public libraries in Kuwait would appear to be of sufficient consequence and dimension to merit added effort and a systematic approach for their solution. These problems would also appear unlikely to be solved unless substantial changes are effected in the present organizational structure for providing public library service. While limited collections, poor services, inadequate staffing, and other such factors are clearly at the root of many library problems in Kuwait, their cause in turn is clearly not lack of money, as is the case in many developing countries with limited economic resources. In Kuwait, where the per capita income exceeds that of many advanced countries, the problem would appear to stem more from the failure to organize the various libraries into an appropriately defined and coordinated system capable of providing the necessary leadership, planning, and organizational support.
In seeking to formulate a particular approach to be recommended for Kuwait in this regard, a wide variety of system models and elements are available for consideration. Library systems may be defined at different levels ranging from a single centralized library with separate departments, branches, and agencies to regional and national combinations depending on either centralized or cooperative arrangements among many different libraries, including those of various types. One definition of library systems refers to "a complex of . . . libraries in which the resources and services of this complex are made available either to the libraries belonging to the system or directly to the patrons in the system's service area." Whatever the definition or particular libraries involved, three predominant organizational patterns may be identified for providing public library service: the federated system, the cooperative system, and the consolidated system.

A federated system is comprised of several independent libraries which join together under a designated board or agency to coordinate certain responsibilities and provide

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specific services, while retaining their individual autonomy. Under this system, a selected headquarters library may provide centralized technical services for all member libraries, while public services and resources are provided independently on a regular basis.\(^3\), \(^4\)

The second type, the cooperative system, is not limited to providing specific services and coordinating certain responsibilities, but includes the sharing of library resources and services among member libraries in a much larger geographical area. Under the cooperative system, member libraries may join together to create a governing body or board, elected or appointed, to be responsible for planning and administering system-wide matters. Although member libraries continue to operate their units independently, their role in the cooperative system involves contributing as well as receiving library resources and services for patrons in a wider service area. The cooperative system concept has been successful as an economical means of providing a wider range of library services in a large geographical area through strengthening


member libraries in resources, services, and improved systems management.  

The third type, the consolidated library system, is comprised of one large central library supported by a network of subordinate and usually lesser sized library units. Under this system each unit reports directly to the central library or the larger unit above it. The central library normally exercises overall operating control over the system. County-wide systems in the United States often manifest this pattern. A major problem has been the concern of already established libraries over loss of autonomy or over scattering their resources. This problem may be resolved, however, by appropriate agreements concerning the status and role of individual libraries and their obligations with regard to resources and services. Consolidated systems have also been established at the multi-county and regional levels. Under this type of system, individual libraries may join together through contractual agreements, financed in whole or in part by public funds from the various geographic or governmental units which the total system serves. In the United States such regional


6Nelson Associates, op. cit., p. 16.

7Ibid.
and multicounty systems have been strengthened by federal grants-in-aid for extending library service to rural areas.\(^8\)

Some form of this third type of consolidated system, would appear appropriate to the needs of Kuwait, since it more readily accommodates the present organizational structures and varying levels of development of different library units as identified in the survey of present patterns, conditions, and needs. In the United States such a consolidated system was successfully established at the state level in 1961 in Hawaii to develop a statewide program of library service, which includes not only an integrated public library service but also an integrated statewide school library system and a coordinated reference service.\(^9\) A centralized technical processing center for both public and school libraries was located at the Library of Hawaii, the central library agency for the system.\(^10\)

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\(^8\) Bowler, op. cit., p. 33.


Kuwait and Hawaii may also be noted in this regard to share a number of similar problems reflective of their similar size, varied societal structures, rapid rates of growth, and common governmental concerns.

Planning Library Service in Kuwait

The feasibility of developing an appropriate public library system in Kuwait would appear dependent in large measure initially upon the government's willingness to integrate library service into its overall social, economic and educational plan (a five-year plan), which is now being developed and coordinated by Kuwait's Planning Board (see Fig. 1, page 42). Unless a national plan for library service should be developed under auspices such as the Planning Board and implemented by appropriate library legislation creating an agency to coordinate library service, future public library development would appear to face formidable difficulties. At present, no such planning or library legislation exists.

In emphasizing the essential role of planning for the expansion and improvement of library service, C. V. Penna describes the principal problem in developing countries such as Kuwait:

Without planning, most library systems will remain poorly organized and equipped; without a clear definition of their cultural, educational, social and economic roles they
will continue to be unenterprising and unable to win the political support and obtain the resources that are essential to them if they are to develop in concert with national education.\textsuperscript{11}

In defining library planning, Penna states: "Planning means studying the goals and objectives of library service, calculating the costs, and determining library needs in relation to the economic and social development of the country."\textsuperscript{12}

In other words, the planning of library service must be determined by its goals and objectives in relation to its contribution to the nation's cultural, educational, and economic life. Such service must have social relevance to the population it serves.

In the present absence of library legislation in Kuwait, the first phase of planning would best be initiated under the supervision of Kuwait's existing Planning Board, where an office for library planning might be temporarily established under the leadership of a competent and experienced library consultant. This office might draw up a general library plan and recommend the initial library legislation necessary for the creation of a central library agency. An organizational structure might be defined under


\textsuperscript{12}Ibid.
this agency as shown in Fig. 5.

Library Legislation

Library legislation is needed to provide an appropriate legal base for establishing, organizing, and funding public library services. The importance of library legislation has been frequently stated in library studies and reports of international organizations. The UNESCO-organized Seminar on Public Libraries in Developing Countries held in 1953 at Ibadan, Nigeria,¹³ the 1955 International Congress of the International Federation of Library Associations,¹⁴ and the Delhi Seminar of Public Libraries¹⁵ all stressed the need for appropriate library legislation.

As previously noted, the proposed office for library planning temporarily located under the Planning Board would be responsible for drafting initial legislation to establish a new Central Library Agency. This office would also draft legislation making explicit provision for the funding, establishment, and maintenance of public library service and further charging the Central Library Agency with the


¹⁴Development of Public Library Services, papers presented at the International Congress of International Federation of Library Associations (Brussels, 1955).

Fig. 5--Proposed organizational chart for the Central Library Agency and public libraries in Kuwait
responsibility for planning and administering a nation-wide public library system.

The Central Library Agency

As previously shown in Fig. 5, the proposed Central Library Agency should be a separate government agency under the Ministry of Education. An Advisory Board for this agency might include civic leaders, educators, and certain top government officials from other concerned agencies. Board members might be appointed by the Minister of Education for multi-year overlapping terms. This board would exercise general advisory functions and help secure both public and governmental support. The board might recommend the appointment of a qualified director with an appropriate background and library experience to be responsible for the operation of the Central Library Agency. The director might be such a person or the same person as named originally as the library consultant to Kuwait's Planning Board. (The latter temporary office would be integrated into the new agency.) In any event, the director of the Central Library Agency should be assisted by a well-trained staff, including capable librarians responsible for the technical and administrative operations of the agency. The Central Library Agency might initially be organized to include several major divisions: a Library Development Division, a Technical Services Division, a Bibliographic Center, a
Public Libraries Division, a School Libraries Division (optional), and a Special Services Division. Through these divisions, the Agency could coordinate the country's public library program and provide a wide range of library services to public and school as well as to academic and special libraries in Kuwait. The Public Libraries Division would directly supervise the public library system.

The Central Library Agency, through its Public Libraries Division, would need to formulate a set of national standards for public library service, including standards for collections, services, financing, staffing, and facilities.

Organization of the Public Library System

In developing an improved system for public library service in Kuwait certain new library units would need to be established and several of the present smaller libraries would need to be combined into, or replaced by, larger units. In citing the need for larger public library units, Roberta Bowler states:

The best means of providing and assuring adequate public library programs is to (1) maintain a service area sufficiently large to provide an adequate financial base; (2) develop an appropriate natural geographical area, one which can be efficiently and effectively administered; (3) maintain a flexible approach to the boundaries of the unit so they may be extended or revised to meet changing needs; (4) encourage and maintain local initiative, interest, and support in public
library services; (5) plan a cooperative financial support program to represent a fair share formula of local, state, and federal funds; and (6) develop library service which will be equally available to the entire area and to all people regardless of age or educational attainment.

For many practical reasons, therefore, the further development and acceptance of larger units of service can be considered one of the most important and significant trends of the current decade.16

The smallness of Kuwait as a country, the closeness of its population centers, and the centralization of its social services would all appear to favor a consolidated public library system comprised of larger and stronger units than those presently existing.

The Central Public Library.--The chief library of the proposed system would be the Central Public Library in the City of Kuwait, which would be further developed as the largest and the strongest public library in the country. It should be re-housed in an adequately sized, centrally located, and functionally designed library building, with adequate room for anticipated future growth. It should be easily accessible to individual residents, to the business community, and to government agencies and social institutions. The Central Public Library would provide services to all residents of the City of Kuwait. It would also

16 Bowler, op. cit., p. 35.
provide special services not locally available to residents of the other two regions of Kuwait, Hawalli and Ahmadi. To serve these functions, the Central Public Library, should develop comprehensive collections of books and non-book materials to support and supplement regional and local community library collections. It should also provide reference and bibliographic services of greater depth and breadth than those available directly in the regional and community libraries. Through the Technical Services Division and the Bibliographic Center of the Central Library Agency, all public libraries in Kuwait would additionally be served by centralized purchasing, cataloging, book processing, and bibliographic services as coordinated through the Central Public Library.

Regional libraries.—Under the Central Public Library (serving both as headquarters library for the system and as the local primary library for the City of Kuwait) two major regional libraries would be developed in Hawalli and Ahmadi, the chief cities of the other two governorates of the country. Under each of these would be subordinate community libraries, mobile units, and deposit stations. The two regional libraries at Hawalli and Ahmadi would also serve as links between the Central Public Library and the outlying community libraries in coordinating
centralized services and in interpreting policies and procedures. The regional libraries would directly supervise and coordinate book collections, personnel, and services of the community libraries, bookmobiles, and deposit stations in their areas.

Each regional library would provide a normal range of services to residents of its region. To do this, each library would need to maintain a large book collection (possibly over 100,000 volumes), a large collection of audio-visual materials and equipment, and an adequate staff of professional librarians serving children, young people, and adults. When the need for unusual materials or services should arise, the regional libraries would utilize the resources of the Central Public Library.

Community libraries.--In planning the location and number of community libraries, various factors such as socio-economic characteristics of the area, density and type of population, projected growth of the community, and distances between libraries should be considered. In Kuwait, development of community libraries could be gradually accomplished through a variety of demonstration libraries, such as those established in the United States with the aid of state and federal funding. Each community

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library should have a carefully selected book collection (possibly 20,000 volumes or more) of both adult and juvenile titles, and a representative reference collection for general informational needs. Each community library should be under the supervision of a professional staff member with appropriate education and training, and a supportive clerical staff should be provided for routine operations. To supplement the services of community libraries, bookmobiles and deposit stations would be used as means of providing effective library service to rural and new residential areas.

Again, under the overall organizational structure of the proposed library system, the Central Public Library would be accountable to the Central Library Agency, the two large regional libraries at Hawalli and Ahmadi would be accountable to the Central Public Library, and the relatively small community libraries would be accountable to their respective regional libraries.

Library Financing

Adequate public library service presumes, of course, adequate funding by the Kuwaiti government in support of the Central Library Agency in developing and extending public library service in Kuwait. The relatively meager funding of the public libraries heretofore has resulted in generally weak resources and poor services. The Central
Library Agency should be authorized to request and allocate annual appropriation of funds. It should be responsible for identifying the level of needed financial support and for recommending the amount of funding for planning and development to ensure adequate library service based on standards adopted by the Central Library Agency. Larger financial allocations should be provided to this agency during early construction and developmental phases. Extra financial aid from private institutions and wealthy individuals might also be solicited by the Central Library Agency for sponsoring experimental projects and studies, for initiating new programs, and for improving and re-organizing existing services.\(^\text{18}\)

The appropriation of funds for the new public library system should be based on the nature of the services offered, the sizes of the populations served, and the location of libraries in given areas. To meet minimum standards of service, the Central Library Agency should establish minimum per capita costs for effective public library service.

C. V. Penna has also suggested that during the library planning phase the expenses for service should be compared with certain other national indicators "to

determine the percentage of expenses for library service in relation to expenditure for education, expenditure for cultural activities, and expenditure for scientific and technical information services."\(^{19}\) In pursuing such an approach for Kuwait, the Central Library Agency should apply cost analysis to capital and operating expenditures for libraries. Cost analysis would provide library planners with the means to measure the productivity of the system and to evaluate the results of certain services as well as to project requirements for future financing. In justifying the needs for larger financial allocations during the constructional phase, for example, Penna notes that "the total unit costs will be higher when the organization of the library system is at its first stage because of acquisition of sites, buildings, basic book collections, non-book materials, bookmobiles and transportation vehicles, equipment, etc., than when the service is installed and fully functioning."\(^{20}\)

Library Resources

The responsibilities of the Central Library Agency would include defining the objectives of the public library system and the formulating of standards for all materials selected and purchased. A general selection

\(^{19}\)Penna, op. cit., p. 65.

\(^{20}\)Ibid.
policy should be in writing and should be clearly understood by all staff members of the system, and especially by those who participate in the selection process. The policy for building public library collections should be based on a study of the needs and interests of various groups and on a knowledge of materials which will contribute to the education and to the betterment of the social, spiritual, and economic life of the people. To maintain the quality of collections, the systematic removal of outdated and inappropriate material should also be clearly provided for in the selection policy.

As a minimum standard, Arabic and English language materials might be provided at a rate of two volumes per capita in all public library collections. This standard could be raised as future needs should require and particularly as more library materials should become available in the book market.

In noting the crucial problem of deficient publishing facing many developing countries, Penna emphasizes the need for government support "in securing the capital investment and necessary expertise to establish a sound book production industry and, once this is established, to maintain imports of requisite raw materials."22

21 Ibid., pp. 36-37.
22 Ibid., p. 42.
This is true in the case of Kuwait, where the book publishing of Arabic materials has been quite limited and where the importing of Arabic and English materials has often been haphazard. To help remedy these conditions, the Technical Services Division of the Central Library Agency might be charged with the organization and coordination of the acquisition process for public and school as well as other types of libraries. Appropriate policies and procedures for the purchase of materials from local and foreign markets could be formulated for this purpose.

Library Personnel

Adequate public library development is also dependent upon the availability of well-trained staff. The present shortage of qualified librarians is one of the most crippling problems now facing libraries in Kuwait, which are now mainly staffed by persons insufficiently trained to provide the professional leadership and services necessary to plan and implement sound library programs.

The Central Library Agency should be responsible for evaluating total national requirements for professional librarians and nonprofessional supportive staff. Formal certification of librarians might also be recommended to assure career opportunities for qualified personnel, and, as a general policy the Agency might stipulate that all "appointments and promotions of personnel in libraries
[should be] ... on the basis of merit, without regard for race, sex, marital status, national origin, political opinions, or religious beliefs." In support of such policies, positions should preferably be defined and described according to the requirements, duties, and responsibilities for all personnel at the professional and subprofessional as well as clerical levels.

Professional positions should require an understanding of the basic principles of librarianship and a mastery of professional skills in the selection, organization, and use of library materials. A formal education in a professional library school should normally be expected; however, certain professional positions might be filled by subject specialists and professionals in related fields such as management, science, and technology, which require advanced education in fields other than, or in addition to, librarianship.

Adequate preparation of subprofessional and clerical staff is also needed. "Subprofessional positions require a broad, general education strengthened by introductory library school courses, in-service training, and/or well-supervised library experience. Subprofessional staff members perform elementary professional tasks under the

guidance of a professionally trained librarian."\textsuperscript{24} Clerical positions also often require specialized training as well as skills and ability to perform routine work in an efficient manner. All appointments to the library staff should require the recruitment of individuals with integrity, tact, and the ability to work with people.

As previously noted, the shortage of trained personnel has prompted Ahmad Badr's proposal for establishing a Department of Information and Library Sciences at Kuwait University.\textsuperscript{25} The success of such a department would depend in part upon close cooperation with other library education agencies in other countries, such as the United States. Assistance would be needed in the beginning in preparing Kuwaiti students and library trainees both in Kuwait and abroad. The recruiting and education of public library personnel would also require close cooperation between the Central Library Agency and the recommended Department of Information and Library Sciences at Kuwait University. In the beginning, a special emphasis might be placed on retraining the present force of librarians in the public libraries.

\textsuperscript{24}Ibid., p. 50.

\textsuperscript{25}Ahmad Badr, "Proposal for Establishing the Department of Information and Library Sciences at Kuwait University," unpublished report, Kuwait, 1974 [mimeographed].
A national library association, with a program of annual conferences, seminars, and workshops, would be another desirable means for encouraging and providing in-service education for Kuwaiti librarians. The present shortage of qualified librarians, the relatively low prestige of librarianship as a profession, and the lack of leadership experience in this regard are problems to be faced in effecting the formation of such an association. Both Kuwaiti and non-Kuwaiti librarians need an improved understanding of the important role which library associations can play in promulgating high standards, in upgrading the quality of the profession, in providing professional literature, and in providing for continuing education.

Technical Services

Technical services provided by the system would include the acquisition, cataloging, classification, and physical processing of library materials. When properly designed and administered, centralized technical services for an entire system can provide a more efficient and economical means of preparing materials for library use. Kuwait already has a degree of centralized technical services for public libraries, but the program is substandard in many respects. To rectify present deficiencies, a re-organized Technical Services Division should be established under the supervision of the Central Library Agency.
It could readily provide centralized processing for school libraries as well as for public libraries. Such centralized acquisition could afford economies in the purchase of multiple copies of library materials and in the utilizing of professional staff time. Centralized cataloging would ensure higher and uniform standards in cataloging and classification of library materials and reduce the unit costs of cataloging. Centralized book processing would similarly allow for improved work procedures and the more economical use of mechanical equipment. As the system should expand in size, significant benefits of scale would be additionally realized.

In the future, the Technical Services Division would need to consider the use of data processing equipment for some technical service operations. Computers are already being used in a few government agencies in Kuwait.

Bibliographic Services

A Bibliographic Center at the national level is recommended for locating library materials for interlibrary loan and for providing other bibliographic services to all types of libraries. These services require national and trade bibliographies in a variety of languages, printed book catalogs of scholarly research libraries, locally produced union catalogs, and other bibliographic tools. A Bibliographic Center with such resources should be
administered under the supervision of the Central Library Agency to ensure service to all Kuwaiti libraries, not merely the public library system. It might be housed, however, in the Central Public Library or at Kuwait University.

The responsibilities of the center should include the organization and maintenance of union catalogs and the administration of an interlibrary loan service for all libraries in Kuwait. The Center might also be responsible for preparing a union list of serials, for indexing and abstracting Kuwaiti journals and newspapers, and for preparing certain kinds of bibliographies. Such a center should be closely coordinated, of course, with any similar agency in the proposed National Library or in the Kuwait University Libraries. Indeed, if properly structured and administered, one such comprehensive Bibliographic Center might be responsible for serving the entire country and all of its libraries.

Readers' Services

The end goal of the modern public library is service to readers. To meet this goal, libraries must not only acquire and catalog materials, but also make these materials readily available for use both inside and outside the library.
New circulation policies should be formulated, accordingly, to encourage maximum use rather than the preservation of materials, which tends to be the case at present. Ideally, similar circulation policies should be observed by all public libraries. In such a small country, reciprocal borrowing privileges should also be established so that people from various localities would be able to use the loan service of any library in the national system.

Reference service should similarly be available in all member libraries. A comprehensive reference collection should be provided in the Central Public Library. Relatively large reference collections should also be available in the two regional libraries, and smaller ready-reference collections should be available in community libraries. All libraries and library users should have free access to the reference collections of the entire system, and they should additionally be able to seek the assistance of reference librarians and subject specialists of the Central Public Library as needed.

As previously noted, at present Kuwait has no standards or guidelines for library service to adults. The new Central Public Library should assume or share leadership in planning and developing guidelines for this service, with emphasis given to continuing education. Specific responsibility might be assigned to an adult services coordinator.
Individual libraries throughout the system should be encouraged to develop programs responsive to community needs and realistically related to the library's constituency. For example, social mores still prohibit a large segment of Kuwaiti women from coming to libraries; therefore, appropriate library programs should be developed to reach this part of the population in their homes.

Services to children should similarly be given high priority in planning for and providing public services. The Central Public Library should also assume or share leadership in formulating guidelines for service to children. Specific responsibility might be assigned to a coordinator charged with planning, developing, and coordinating children's programs in all public libraries and with effecting close cooperation with the school library system and other social agencies serving children.

Library service to special groups should additionally be defined as a responsibility of the public library system. The library should serve the blind, the physically handicapped, shut-ins, hospital patients, and prison inmates. Special services should also be provided to labor, industry, business, and government. The Central Public Library might be expected to lead the way in providing staff, materials, and equipment to meet the needs of these special groups.
Library Buildings

Functional, friendly, and accessible public library buildings to replace the present poor facilities constitute a final pressing need in Kuwait. One or more planning teams (including librarians, architects, designers, and consultants) should be authorized to plan for needed facilities. Such a team or teams might well visit countries with modern library buildings to gain first-hand knowledge of the problems and possibilities in exemplary designs. Their planning responsibilities would include ensuring that the design for each library is based on a careful analysis of the community to be served, its socio-economic characteristics and projected growth, and the programs envisioned to serve this population. Public libraries in Kuwait already enjoy good locations in business and shopping centers. Future buildings should be designed and equipped to exploit the opportunities of these locations more fully. Space requirements and furnishings should be determined by the size and type of library materials housed, the number and kinds of readers to be served, and the special needs of staff members. As social service institutions, public libraries might also provide multiple-purpose rooms, adaptable for community meetings, film showings, and other cultural activities. In general, library facilities should support the functions of the library in an attractive and open
environment which will encourage and contribute to library use.

Summary

A consolidated public library system is recommended for providing improved programs of library service in a small, rapidly changing and developing country like Kuwait. The development of such a library system should be undertaken as part of a national library plan formulated under the auspices of Kuwait's Planning Board. Library legislation is needed for the establishment of an independent central library agency responsible for a nation-wide public library system. Under this agency, the Central Public Library should function as the main resource center of a national public library system. This system should include two other major regional libraries in Hawalli and Ahmadi. Under each of the three major libraries there should be a network of community libraries, bookmobiles, and deposit stations.

Financial support for the system should be ensured by law. Funding should be adequate to meet specified standards of service. Cost analysis should be used to justify appropriation requests and to guide funding allocations and program development.

Library resources should be adequate in quality and quantity and should represent the varied interest and needs
of the people. Selection policies should encourage individual libraries to select books and non-book materials which are most appropriate for them.

Minimum standards for the qualifications of professional and nonprofessional staffs should be formulated. Formal certification of professional librarians, formalized position descriptions, and adoption of a merit basis for appointments and promotion are recommended to assure career opportunities and to remedy existing inequities.

An improved centralized Technical Services Division should acquire and provide processed library materials for all public libraries and possibly other libraries also.

A Bibliographic Center should be established under the Central Library Agency to serve all Kuwaiti libraries. It should maintain a union catalog, provide interlibrary loan services, list and index Kuwaiti newspapers and journals, and provide certain other bibliographic services on demand. The relation of such a center to the proposed National Library would need to be carefully defined. Indeed, one such center organic with the National Library might serve the entire country.

The public library system should provide a comprehensive program of reader services, including a liberalized circulation service, reciprocal interlibrary
borrowing privileges, and centralized reference collections and services. Guidelines and coordinated programs for services to adults, children, and special groups should be developed, with the Central Public Library providing leadership with regard to materials, staff, and equipment necessary to meet service objectives.

Finally, new functional and attractive library buildings should be provided to meet present and future program requirements.
CHAPTER IX

LIBRARY SERVICE IN KUWAIT: SUMMARY AND CONCLUSIONS

Review and Recommendations

This study has sought to review the background and development of library service in Kuwait, to survey the current status and problems of the principal types of libraries, and to consider recommendations for improvement, principally with regard to public libraries since the latter are relatively less developed and manifest greater immediate needs than other types of libraries in the country.

The history of libraries in Kuwait is to be dated only from the private founding in 1923 of the first public library which was succeeded in 1936 by the present government supported Central Public Library in the City of Kuwait. Significant progress in the development of all types of libraries was to come, however, only with the advent of the modern oil prosperity era in the 1950's. The first university libraries and special libraries were established in the 1960's.

All public and school libraries in Kuwait are organized under the Ministry of Education. A number of government ministries and agencies have separate special libraries, as
do a few private enterprises and associations. University libraries are all subsumed under Kuwait University.

A national library has not yet been separately established as such, though legislation for such a library has been recommended and a number of the component elements already exist, principally within the Kuwait University library system and the National Heritage Center. The latter was founded in 1971 and is now a national archive. A legal deposit law has been proposed, and functions have been defined for a national bibliographic center, including the publishing of a national bibliography and indexes to Kuwaiti journals and newspapers. The projected major divisions of the proposed National Library include departments for library collections, research and bibliography, reference and information service, archives and manuscripts, reprography, and publishing and translation. The scope of the collections would include all print and non-print materials published on Kuwait, Arabia, and the Gulf area.

The Kuwait University libraries now serve approximately 3,800 students and 210 faculty. Their well organized holdings total some 212,340 volumes with heavy title duplication because of parallel facilities for men and women. The periodicals collection of 2,800 titles is the largest in the Gulf area. Strength is present also in A-V materials. The separate college and departmental libraries are
administered under a chief director of libraries. A wide range of reader and technical services is offered by a staff of 88 members, including 18 professional librarians who have not yet achieved equal recognition with the academic faculty. Present physical facilities are crowded, but these are only temporary.

There are presently some 270 libraries in the public school system of Kuwait serving 160,230 students in elementary, intermediate, secondary, and vocational and technical schools. Their collections, which are well organized in the intermediate and higher schools, include some 1,300,000 volumes and a large number of periodicals titles. Audiovisual materials are provided separately to the schools by the Audio-Visual Division of the Ministry of Education. These libraries are administered under the supervision of the School Libraries Department, established in the Ministry of Education in 1954, which provides centralized processing for the individual libraries. The Department has a staff of 325, including 30 professional librarians and some 20 college graduates with library training. A good range of services is provided in most libraries, but a need still exists for more school librarians and qualified supporting staff. Separate and inequitable salary scales are observed for Kuwaitis and non-Kuwaitis. School library collections are impressive in their size, but their quality needs upgrading. Special selection tools are also needed.
Most physical facilities are adequate and some are superior. Only a limited number of special libraries (approximately 15) are to be identified in Kuwait at present. They employ a total of 42 staff members, including 6 professional librarians (all non-Kuwaiti). While the needs of these libraries include additional financial support, improved facilities, better staffing, and more equitable pay scales, significant progress is to be noted. Some exemplary instances exist of a wide range of services, although interlibrary cooperation remains to be developed. The special libraries serve a total population of 11,260 persons with well organized collections of some 130,680 volumes and 1,380 periodical titles. At least three special libraries have superior physical facilities, and one is planning to use a computer.

Most libraries in Kuwait share a need for more qualified librarians and for more trained supporting staff. Most professional librarians now in the country are graduates of the Department of Library and Archival Sciences at Cairo University. The founding of a library science department or faculty within Kuwait University has been recommended to offer programs at the bachelor's level to prepare library assistants and technicians and at the master's level to prepare professional librarians. The professional librarians now in Kuwait include one librarian with a Ph.D.
degree, 5 with master's degrees in library science from the United States, and approximately 60 with bachelor's degrees in library science, mostly from Cairo University. Library training is presently conducted in Kuwait by the Libraries Department of Kuwait University and by the School Libraries Department of the Ministry of Education to prepare library technicians and assistants. A special program is also available through the Kuwait University Libraries Department for college graduates who receive practical library training together with courses in library administration and in technical and reader services. A few Kuwaiti graduates receive government scholarships to study library science abroad, principally in the United States and England.

A related need exists with regard to the establishment of a professional library association in Kuwait to promote library interests, to assist in formulating library standards, and to encourage professional journals and other professional activities.

With regard to libraries in general in Kuwait, major needs of highest priority would appear to exist in relation to the public libraries. In addition to the Central Public Library in the City of Kuwait, 18 other public libraries are now organized under the Public Libraries Department of the Ministry of Education, which provides centralized technical processing. These libraries, which are unevenly
distributed geographically, served a population of some 503,700 registered readers in 1973 with collections totaling 172,000 volumes, mostly in Arabic. Periodicals and newspapers are available in only limited numbers, and non-print materials are largely lacking. The collections are cataloged and classified and readily available. The provision of materials, however, is primarily for reading use within the library. Outside circulation is restricted by borrower deposit requirements. Local reference service, interlibrary loan services, and special services for special groups are still to be developed. Physical facilities and equipment in the public libraries are generally inadequate, though individual libraries are well located in shopping centers as a rule.

Public education has been a major concern of the Kuwaiti government and one of its largest public investments. The public library, however, has not been adequately constituted as an integral part of the educational system in Kuwait. Consequently, no real attempt has as yet been undertaken to develop a national plan for public libraries or to provide the financial and legal means necessary for their proper advancement. In spite of the country's considerable wealth, limited financial support for libraries and the absence of library legislation have resulted in a lack of coordination, in substandard resources, staff, and
facilities, and in a general inadequacy of programs and services. Improved library service is both needed and appropriate to parallel the country's other high-level social benefits. Public library service can be a major force in the continuing education of adults, in combating illiteracy, and in contributing to the further social and economic progress of the country. A national program for public library development should be formulated, accordingly, as an integral part of the country's overall educational, social, and economic planning.

One centralized public library system under a national library agency would appear to be an appropriate means of providing adequate library service to all people in Kuwait. An essential role in this system would be assigned to a Central Library Agency, staffed with competent, professional library leaders, and charged with the task of planning, developing, and formulating modern library standards, programs, resources, and services. For this agency to be effective, there must be a strong government commitment, appropriate library legislation, and adequate financial support. Also necessary to the establishment of an effective library system is the formulation of minimum library standards to provide for integrated library units, adequate library resources, qualified professional staff, appropriate facilities, and a varied range of services for all the people.
Under the supervision of the Central Library Agency, three large libraries should be established: a modernized Central Public Library in the City of Kuwait and two modern regional libraries in Hawalli and Ahmadi. The three major libraries should be supplemented by community libraries, by outlying deposit stations, and by bookmobile service to rural and sparsely populated areas.

The recommended public library system presumes the enactment of appropriate legislation making provisions for the establishment of a Central Library Agency and for greatly increased financial support, preferably based on a percentage of the total per capita educational expenditure.

New library bylaws, procedures, and operations should be formulated to implement newer trends in library service. Cooperative measures should be introduced into the system whenever feasible. Reciprocal borrower's privileges should be instituted for all public libraries. Centralized services for public and school libraries could include centralized acquisition, cataloging and processing, as well as binding, micro-reproduction, and storage of infrequently used materials. A cooperative bibliographic center should be established (independently or with the National Library) to provide bibliographic services to all libraries, including especially an efficient interlibrary loan service.
The application of modern mechanization and computer technology to library processes and bibliographic services has been successfully undertaken in countries with advanced library systems, and similar measures should be envisioned for Kuwait in appropriate phases of library operations.

Library services and resources, including book and non-book materials, should be provided for special groups (the blind, physically handicapped, hospital patients, prison inmates) as well as the normal service to adults and children. A serious effort should be made to reach out for the potential user and the great numbers of now unserved people.

Special attention should be given to the staffing needs of the public library system. The Central Library Agency should establish a job classification and an equitable pay plan, with commensurate salaries and fringe benefits, as a means of recruiting qualified Kuwaiti and non-Kuwaiti librarians to the library profession. Formal library education should be required to fill professional positions. The recommended Department of Information and Library Sciences at Kuwait University would help meet basic needs in this regard.

A national library association should be established and supported by educators, government officials, and librarians to provide professional leadership, to represent
the library profession, to seek greater governmental financial support for libraries, and to enhance the professional development and education of librarians in Kuwait.

Present library facilities are a crucial problem, and appropriate planning and funding should be provided for constructing modern library buildings, aesthetically attractive and functionally designed to suit the country's special needs and its extreme climate.

The future course of library development will depend upon the support of the Kuwaiti intelligencia, top government officials, leaders, and educators, all of whom must be made to realize that good libraries can perform significant public service, not only in aiding educational, social, and economic progress, but also by contributing to the fulfillment of the aspirations of the Kuwaiti individual.

Further Research

In meeting needs of the present and the future, further study of Kuwait libraries and library problems will, of course, be required. The following topics for investigation were identified in conjunction with this investigation:

1. The relation of special socio-economic characteristics of Kuwait's population to public library use in smaller communities as well as metropolitan areas.
2. The identification of non-library users and their specific needs which might be met through improved library programs.

3. The most effective means of providing library service to sparsely populated districts and to Bedouin settlements.

4. A study of the public attitudes and support for the role of the library as a community-service center.

5. A study of non-book materials and other audio-visual aids provided through public libraries as a means of combating illiteracy.

6. A study of the book production and publishing industry in Kuwait and neighboring countries, particularly in relation to library development problems.


8. A study of potential cooperation with libraries in other Arab countries, including book exchange, inter-library loan service, bibliographic services, and coordination of library resources.

As a final recommendation, government grants for continuing research are to be encouraged to support such studies through Kuwait University and other appropriate agencies. Further research in all phases of Kuwaiti
librarianship is needed to provide the information required for adequate library planning and development and to lay the foundation for a strong library profession in the country.

The rapid and dynamic changes in Kuwaiti society in recent decades are a warrant for new and imaginative approaches in seeking to meet the growing needs of the Kuwaiti people and their expanding educational, cultural, and recreational aspirations. In pursuing these approaches Kuwaiti libraries, as basic social institutions, can play a vital role in enriching the life of all individuals, and, through them, the whole Kuwaiti society.
## APPENDICES

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KUWAIT ACADEMIC LIBRARIES QUESTIONNAIRE

1973-1974

Name of Person Completing Survey ____________________________
Position ____________________________________________________
Date ________________________________________________________

TO THE LIBRARIAN:

1. This questionnaire should cover all of the library units in your institution, including libraries in branches or extension centers. If it is necessary to omit any unit, please specify below.

2. If exact information is not available for any item, please provide an estimate of the required figure. If data are available for a combination of items but not for each component, make an estimate for each component.

3. For each item in this questionnaire there should be (a) an appropriate figure, (b) zero, (c) the symbol NA (not applicable), or (d) a check mark. Use NA only for an item that does not apply to your library. Enter 0 wherever the quantity to be reported is nothing or zero. Please do not leave any items blank.

4. For all statistics, please use the most recent fiscal and academic years.

5. Your collaboration in providing accurate data is appreciated. All data will be treated objectively and impersonally in the final report.

PART I: LIBRARY ORGANIZATION

A. Name of Institution: ________________________________

B. Location: ____________________________________
C. Name of Library Director: ________________________________

D. Who supports and controls this institution? ________________________________

E. To whom is Library Director responsible? ________________________________

F. Does library have a Library Board/Committee?  
   Yes ___________ No ___________

G. If yes, how is the Library Board/Committee appointed?  
   (specify): ________________________________

H. How many members are on this board/committee? __________

I. Term of office for Library Board/Committee members:  
   ________________________________

J. Check type of institution:
   University ___________ 4-Year College ___________
   4-Year Institution __________ 3-Year Institution __________
   2-Year Institution __________ 1-Year Institution __________

K. List number of students for most recent Academic Year  
   (1973-1974, 1972-1973, etc.):
   Undergraduate ___________ Graduate ___________

L. List number of faculty for Academic Year 1973-1974:
   Full-Time ___________ Part-Time ___________

M. Does your institution have any branch libraries?  
   Yes _____ No _____ ... or any Extension-Center Libraries?  Yes _____ No _______
Specify below each branch or extension library included in this questionnaire.

Branch Libraries:


Extension-Center Libraries:


Specify below each branch or Extension-Center library excluded from this questionnaire.

Branch Libraries:


Extension-Center Libraries:


PART II: LIBRARY HOLDINGS (COLLECTIONS)

Except where indicated otherwise report for the (12 month) fiscal year 1973-1974. Specify here the date on which your fiscal year ends:

Month _______ Day _______ Year _______

Special Note: A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use. Include bound periodical volumes and all non-periodical government documents. All forms of microtext (including microfilm) are to be excluded from Items 1-4, but are to be reported separately in Items 5-6. If the number of reels or other units of microtext are not separately available in your records, please estimate their numbers for purpose of providing separate data here.

A. Volumes Held, Added and Withdrawn

1. Number of volumes held at end of previous (1971-1972) year:

Arabic ______ European ______ Total ______
2. Number of volumes added during year. Do not subtract volumes withdrawn:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
</table>

3. Number of volumes withdrawn during the year:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
</table>

4. Total number of volumes held at end of year 1972-1973 (sum of items 1 and 2, minus 3):

<table>
<thead>
<tr>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
</table>

5. Number of reels of microfilm held at end of year:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
</table>

6. Number of physical units of other forms of microtext (e.g., microcards, microprints, or microfiches) held at end of year. (Estimate if necessary):

<table>
<thead>
<tr>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
</table>

7. Number of volumes added and withdrawn during each of last five fiscal years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Purchased</th>
<th>Gift</th>
<th>Volumes Added</th>
<th>Volumes Withdrawn</th>
<th>Net Gain or Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>Arabic</td>
<td>European</td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td>1972-73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1971-72</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1969-70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1968-69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Does library have a written book selection policy?
   Yes ______ No ______ If yes, please attach.

9. Does library have selection tools regularly used in selecting Arabic and European language books?
   Yes ______ No ______ If yes, please specify:
   ___________________________________________________________________________
   ___________________________________________________________________________

10. Does the library systematically build and preserve a local history collection on Kuwait?
    Yes ______ No ______ If yes, how many volumes are in the collection?

11. Does the library task to systematically build and preserve any other distinct collections?
    Yes ______ No ______ If yes, please indicate nature of collection(s) and size:
    ___________________________________________________________________________
    ___________________________________________________________________________

B. Serials:

   Include periodicals, newspapers, annual reports, yearbooks, memoirs, proceedings, transactions of societies; include monographic and publishers' series.

   1. Number of serial titles, excluding duplicates, being received at end of year, 1972-1973.

      Arabic _______  European _______  Total _______  

C. Periodicals:

   Of the total serials reported above, report here (estimate if necessary) the number which are periodicals. A periodical is a publication that is issued in parts which
usually contain articles by several contributors. It generally has a distinctive title and the successive numbers or parts are intended to appear to stated intervals, and usually for an indefinite period. Exclude such serials as monographs, newspapers, annuals, proceedings, transactions, yearbooks, and reports, which should be reported in Item Bl.

1. Numbers of periodical titles, excluding duplicates, being received at end of year, 1972-1973.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
</table>

D. Analysis of Resources:

1. For your present total collection (sum of Items A4-6, Bl, D1), enter in Column 2 below the approximate per cents for your current acquisitions (Item 2 Part A).

In each column the per cents should total 100. Provide approximations by measuring your shelf list cards at 100 cards per inch; estimate for unclassified serials or periodicals.

<table>
<thead>
<tr>
<th>Area</th>
<th>% of Total Collection (2)</th>
<th>% of Current Acquisition (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and General Works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences, including Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Sciences, including Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology (Engineering)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified Materials (including unclassified bound periodicals)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. How many volumes did the library have in the following areas as of 6-30-73?

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Volumes on 6-30-73</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
</tr>
<tr>
<td>Humanities and General Works</td>
<td></td>
</tr>
<tr>
<td>Social Sciences, including Law</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences, including Mathematics</td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td></td>
</tr>
<tr>
<td>Technology, including Engineering</td>
<td></td>
</tr>
<tr>
<td>Unclassified Materials, including unclassified bound periodicals</td>
<td></td>
</tr>
</tbody>
</table>

3. Non-Book Materials

<table>
<thead>
<tr>
<th>Exclude free publications &amp; duplicates</th>
<th>Number of Titles Currently Received</th>
<th>Number of Bound Titles</th>
<th>Number of Microtexts (Microfilms, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
<td>Arabic</td>
</tr>
<tr>
<td>a. Periodicals (excluding newspapers &amp; other serials)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Totals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Other Non-Book Materials

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number added in Fiscal Year 72-73</th>
<th>Total on 6-30-73</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td><strong>Audio-Visual Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recordings (discs, tapes, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Material for the Blind</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking Books (discs, tapes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Non-Book Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manuscripts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures, Photographs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Other Non-Book Materials (continued)

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number added in Fiscal Year 72-73</th>
<th>Total on 6-30-73</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td>Other Non-Book Materials (cont.) Microtexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(microfilms, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Cataloging and Classification Procedures:

1. Check type of cataloging rules used for Arabic materials
   Anglo-American Rules _____ Other _____ Please specify: ____________________________

2. Check type of cataloging rules used for European materials
   Anglo-American Rules _____ Other _____ Please specify: ____________________________

3. Check type of classification used for Arabic materials
   Dewey _____ Library of Congress _____ Other _____
   Please specify: ____________________________
4. Check type of classification used for European materials

Dewey_____ Library of Congress_____ Other_____

Please specify: ____________________________________________

_________________________________________________________

PART III: LIBRARY FACILITIES

Assistance in completing this section should be obtained from the director of physical plant or the Chief Business Officer. Provide estimated or approximated data, if necessary. Floor space in square feet is defined for this item as the area of a room based upon measurements taken from inside walls at floor level.

Total floor space in square feet allocated to library functions in all buildings (including branch and extension center libraries).

Of the total area reported above, estimate the square feet devoted to each of the following functions:

a. Stack areas for shelving volumes (include book storage areas)

b. Seating area

c. Staff offices and work areas

d. Other areas (lounges, exhibits, non-book storage, corridors, stairs, etc.)
PART IV: LIBRARY MECHANIZATION

Check where each of the following operations is presently mechanized.

<table>
<thead>
<tr>
<th>Item</th>
<th>Check One:</th>
<th>If &quot;NO&quot;, enter fiscal year if any, for which mechanization is planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>Yes___ No___</td>
<td>19_______</td>
</tr>
<tr>
<td>Serial Record</td>
<td>Yes___ No___</td>
<td>19_______</td>
</tr>
<tr>
<td>Circulation</td>
<td>Yes___ No___</td>
<td>19_______</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>Yes___ No___</td>
<td>19_______</td>
</tr>
</tbody>
</table>

PART V: STAFFING AND EXPENDITURES

A. Professional Staff

Include employees doing work that requires training and skill in the theoretical or scientific aspect of library work, as distinct from its mechanical and clerical aspects.

Non-Professional Staff

Include clerical and sub-professional staff, i.e., employees having less training and skill than professional employees. Do not include maintenance staff or students.

1. List number of full-time professional employees
2. List number of full-time non-professional employees

3. List professional positions filled as of beginning of Academic Year 1973-1974

4. List professional positions not filled as of beginning of Academic Year 1973-1974


Include data for all library units. Report all expenditures in this section to the nearest Kuwaiti dinar. Omit fils. Provide estimates where exact data are not available.

1. Salaries paid to professional staff before deductions K.D. 

2. Salaries paid to non-professional staff before deductions K.D. 

3. Expenditure for books and other library materials K.D. 

4. Expenditures for binding K.D. 

5. Other operating expenditures (include expenditures for supplies, printing, operating equipment, etc.) K.D. 

6. Grand total for salaries and expenditures K.D. 

Expenditures for your institution for educational purposes.

Figures for 1 and 2 below should be obtained from the controller or business office. Figures should be estimated if necessary.

1. Total expenditures for Educational and General Purposes, including general administration and general expense, instruction and departmental research, extension and public services, libraries,
operation and maintenance of physical plant, Organized Research and organized activities relating to educational departments.

K.D. ___

2. Ratio of total library operating expenditures to total expenditures of institution for educational and general purposes. (Divide total library expenditures by total expenditures of institution for educational and general purposes to obtain the percentage.)

C. Salary Table for Staff Employed on Full-Time Basis for at Least Nine Months in K.D.

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Annual Salary</th>
<th>Total Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Chief Librarian or Director</td>
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<tr>
<td>Associate/Assistant Librarian</td>
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<td></td>
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<tr>
<td>Department and Division Heads</td>
<td></td>
<td></td>
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<tr>
<td>Heads of School, College or Branch Libraries</td>
<td></td>
<td></td>
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<tr>
<td>All other Professional Assistants</td>
<td></td>
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<tr>
<td>All other Non-Professional Assistants</td>
<td></td>
<td></td>
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</tbody>
</table>
PART VI: CIRCULATION AND SERVICES

(ALL FIGURES FOR 1972-1973)

1. Circulation
   a. What is length of major lending period to faculty?
   b. What was the total circulation figure in 1972-1973?
      What was the total circulation figure in 1968-1969?
   c. Do you have overdue charge? Yes _____ No _____
      If yes, what overdue do you make for the majority of your collection?
   d. What circulation (check out) system do you use?
      Name or briefly describe:
   e. Total reference questions recorded
   f. Does library provide duplication services?
      (Xeroxing and copying services) Yes _____ No _____
      If yes, number of prints provided for 1972-1973
   g. Does library generally loan to individuals other than faculty and students? Yes _____ No _____
      If yes, on what terms:
h. Does library have a written circulation policy?
   Yes ______ No ______ If yes, please attach a copy.

2. Interlibrary Loan
   a. Does your library participate in an interlibrary loan program with other libraries? Yes ______ No ______ If yes, list number of items borrowed or loaned to other libraries. If no statistics are kept, please estimate for Fiscal Year 1972-1973.
      Number of items borrowed: __________________________
      Number of items loaned: __________________________
   b. What inter-library loan standards are used?
      (Please specify) ______________________________________
      __________________________________________________
      __________________________________________________
   c. Number of reference transactions in Fiscal Year 1972-1973:
      __________________________________________________
   d. From which libraries do you borrow most frequently on inter-library loans?
      1. __________________________________________________
      2. __________________________________________________
      3. __________________________________________________
      4. __________________________________________________
      5. __________________________________________________
e. To which libraries do you lend most frequently on inter-library loans?

1. 

2. 

3. 

4. 

5. 

f. What is duration of general inter-library loan lending period, if any, to:

- Faculty
- Students
- Other

If available, give statistics on nature and services of library cooperation generally offered to non-academic borrowers (institutional, governmental, commercial, industrial; attach a separate page if necessary).

3. Hours of Service

a. List hours of service at main library:

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
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</tr>
</tbody>
</table>

b. Total hours of full service for main library (total in Item a):

4. Inter-Library Cooperation

a. Does your library participate in any inter-library cooperation program?

- Yes
- No

If yes, list names of cooperating agencies and check cooperative services below.
<table>
<thead>
<tr>
<th>Cooperative Services Conducted</th>
<th>Cooperating Agencies</th>
<th>Given</th>
<th>Received</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Centralized purchasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Centralized cataloging</td>
<td></td>
<td></td>
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<tr>
<td>3. Centralized processing</td>
<td></td>
<td></td>
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<tr>
<td>4. Revolving book collection</td>
<td></td>
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<tr>
<td>5. Shared personnel</td>
<td></td>
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<tr>
<td>6. Bookmobile service</td>
<td></td>
<td></td>
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<tr>
<td>7. Film circuit</td>
<td></td>
<td></td>
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<tr>
<td>8. Reference service</td>
<td></td>
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<tr>
<td>9. Bibliographic center service</td>
<td></td>
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<tr>
<td>10. Other (specify)</td>
<td></td>
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</tr>
</tbody>
</table>

b. Check any of the following if library is involved in the listed cooperative service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Cooperating Agencies</th>
<th>Given</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audio-visual equipment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Service</td>
<td>Cooperating Agencies</td>
<td>Given</td>
<td>Received</td>
</tr>
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<td>---------------------------------------------</td>
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<tr>
<td>2. Book selection service</td>
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<tr>
<td>3. Consultant services</td>
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<tr>
<td>4. In-service training</td>
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<tr>
<td>5. Public relations and publicity service</td>
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<tr>
<td>6. Delivery service</td>
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<tr>
<td>7. Book return privileges to any library in system</td>
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<tr>
<td>8. Uniform borrowers card</td>
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<tr>
<td>9. Union catalog (if yes, describe)</td>
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</tbody>
</table>

c. Check the following items owned by the library. If available for public use, check with letter "P".

Film Projector _______  Slide Projector _______
Opaque Projector _______  Film Strip Projector _______
Phonograph _______  Offset Press _______
Tape Recorder _______  Copy Machine (Xerox, Thermofax, etc.) _______
Microcard Reader _______  Typewriter _______
Mimeograph, Ditto, etc. _______
PART VII: GENERAL (USE ADDITIONAL SHEET IF NECESSARY)

1. Is any annual report prepared by the library? (If yes, include a copy of the latest report.)

   Yes ________  No ________

2. Has there been a recent study or special survey made of the library?

   Yes ________  No ________

3. Describe any special services that your library offers.
4. State any unusual developments in your library services in the past year.

5. What are your comments about library service and opportunities? What do you think would best help to improve Kuwait library service in general and your library in particular?
6. Make any additional comments you wish concerning your anticipation of building plans, plans for new service, or anything you feel pertinent.
KUWAIT TECHNICAL AND TEACHERS TRAINING INSTITUTES QUESTIONNAIRE
1973-1974

Name of Person Completing Survey ____________________________

Position ____________________________________________

Date __________________________________________________

TO THE LIBRARIAN:

1. This questionnaire should cover all of the library units in your institution, including libraries in branches or extension centers. If it is necessary to omit any unit, please specify below.

2. If exact information is not available for any item, please provide an estimate of the required figure.

3. For each item in this survey there should be (a) an appropriate figure, (b) zero, (c) the symbol NA (not applicable), or (d) a check mark. Use NA only for an item that does not apply to your library. Enter 0 wherever the quantity to be reported is nothing or zero. Please do not leave any items blank.

4. A Central Library is an arrangement of library facilities, materials, and services in one location with its resources accessible to all patrons. An Instructional Materials Center is a central library which encompasses the widest field of reading and reference materials, textbooks, library books, magazines, pamphlets, maps, charts, pictures, and other audio-visual materials and which includes facilities and services to make them usable. A Classroom Collection refers to those library materials, usually books, which are maintained in a classroom and which are not part of a central collection. A Study Hall refers to a designated area for study to which students are assigned on a regular basis.
5. Your cooperation in completing this questionnaire will be appreciated. All data will be treated objectively and impersonally in the final report.

6. Report all figures as of June 30, 1973 or for the 1973-1974 school year unless otherwise indicated. Check or fill in each answer, entering NA (not applicable) for any item that does not apply to your library.

PART I: LIBRARY ORGANIZATION AND SERVICES

1. a. Name of Institution
   b. Location
   c. Who supports and controls this institution?
   d. To whom is librarian responsible?

2. a. Number of full-time certified staff (teachers and administration) as of 1973-1974 school year

   b. Number of students (use official 1973-1974 school year enrollment)

   c. Check type of institution:
      1. Technical School:
         Intermediate _____ Secondary _____
         Other (specify) _____
      2. Teachers Training Institute:
         4-Year Institute _____
         3-Year Institute _____
         2-Year Institute _____
         1-Year Institute _____
3. Does your institution have any branch libraries?
   Yes ______ No _______ or any extension-center libraries? Yes ______ No ______

4. Check type of library service offered (see instructions for definition).
   Central Library______ Instructional Material Center______
   Classroom Collection(s) ______ Other (specify ________)

5. a. Number of hours library open.

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<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
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</table>

b. Is library used as a study hall (see instructions for definition)?
   Yes _______ No _______

c. Does librarian have study hall responsibilities?
   Yes _______ No _______

d. Total number of hours per week that teacher-librarian is assigned to library services. (Teacher-librarian refers to a teacher who spends part-time as a librarian.)

   __________________________

e. Is library open during summer months?
   Yes _______ No _______

6. a. Total gross floor space area (square feet) for library services.
b. Normal study seating capacity  ____________

c. Basis on which library is used (check)
   Voluntary only  ____________
   Scheduled only  ____________

7. Check the following areas that are considered a part of your library. Indicate exact number of facilities if more than one.
   Reading Room  ____________  Carrel  ____________
   Conference Room  ____________  Area for teacher preparation of material  ____________
   Library Work Room  ____________  Exhibits and demonstration area  ____________
   Librarian's Office  ____________  Departmental Libraries  ____________
   Library Classroom  ____________
   Audio-Visual Room  ____________

PART II: LIBRARY PERSONNEL (STAFF)

1. a.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Number of Personnel</th>
<th>Total Hours per Week Worked in Library</th>
<th>General Duties</th>
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</thead>
<tbody>
<tr>
<td>Professional</td>
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<td>Clerical</td>
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<tr>
<td>Other</td>
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</table>
b. 1. Underline name of person in charge of library. 2. Circle degree if it is a library science degree. Attach additional sheets if necessary.

<table>
<thead>
<tr>
<th>Name 1</th>
<th>Position</th>
<th>Salary 1973-74 for 9-12 Months</th>
<th>Degree(s) 2 and year(s) Granted</th>
<th>Major Minor Subject Area</th>
<th>College(s) or University attended</th>
<th>Dates Attended</th>
<th>Memberships in Professional Associations</th>
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</table>

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PART III: COLLECTION (REPORT FOR SCHOOL YEAR 1973-74 UNLESS OTHERWISE INDICATED)

1. a. Total number of volumes on 6-30-73:
   Arabic________ European________ Total________
   b. Number of volumes added in Fiscal Year 1973-74:
   Arabic________ European________ Total________
   c. Number of volumes withdrawn in Fiscal Year 1973-74:
   Arabic________ European________ Total________

2. a. Number of fiction volumes on 6-30-73:
   Arabic________ European________ Total________
   b. Number of non-fiction volumes on 6-30-73:
   Arabic________ European________ Total________

3. a. Number of volumes added in Fiscal Year 1972-73:
   Arabic________ European________ Total________
   b. Number of volumes withdrawn in Fiscal Year 1972-73:
   Arabic________ European________ Total________

4. a. Number of current different magazine subscriptions:
   Arabic________ European________ Total________
   b. Number of current newspaper subscriptions:
   Arabic________ European________ Total________

5. a. Is audio-visual service a function of your library?
   Yes ______ No ______ If yes, complete the following:
   Number of 16mm films (a)_________________________
   Number of phonograph records and tapes (b)_______
Number of film strips (c)__________________________

Number of pamphlets and maps (estimate if necessary) (d)__________________________

Other non-book materials (specify) (e)__________________________

Total of a, b, c, d, e, ________________________________

b. Is library a member of any film cooperative?
   Yes ________ No ________

6. Check if library supplements its resources by borrowing from:
   Public Libraries _________
   College and University Libraries _________

PART IV: EXPENDITURES

1. a. Total annual salaries for professional library personnel:
   K.D. ________

b. Total annual salaries for non-professional library personnel:
   K.D. ________

2. Other expenditures for school year 1973-1974:
   Books (a) K.D. ________
   Binding and Rebinding (b) K.D. ________
   Periodicals (c) K.D. ________
   Library Supplies (d) K.D. ________
Audio-Visual Materials \( (e) \) K.D. __________

Other (specify) __________

\( \) \( (f) \) K.D. __________

Total \((a, b, c, d, e, f,)\) K.D. __________

3. Total library expenditures: \((1a, b, 2)\)

K.D. __________

PART V: GENERAL (USE ADDITIONAL SHEETS IF NECESSARY)

1. State any unusual developments in your library services in the past year.
2. What are your comments about library service and opportunities? What do you think would best help to improve Kuwait library service in general and your library in particular?

3. Make any additional comments you wish concerning present and/or anticipated building plans, changes, improvements, plans for new service, or anything you feel pertinent to your library situation.
KUWAIT SPECIAL LIBRARIES QUESTIONNAIRE
1973-1974

Name of Person Completing Survey ________________________________
Position ________________________________
Date ________________________________

TO THE LIBRARIAN:

1. This questionnaire was designed to apply to many types of special libraries. Not every question will apply to your library situation. In the event complete information is not available, estimate as accurately as possible.

2. Use additional sheets whenever necessary. Please refer to identifying item numbers when doing so.

3. For each item in this survey there should be (a) an appropriate figure, (b) zero, (c) the symbol NA (not applicable), or (d) a check mark. Use NA only for an item that does not apply to your library. Enter 0 whenever the quantity to be reported is nothing or zero. Please do not leave any items blank.

4. Please note all financial information will be kept confidential and that no individual or total figures will be identified. The figures used will appear only in unnamed statistical groupings. Financial information (expenditures, staff and salaries) will be destroyed when these data have been gathered and analyzed.

5. Report all figures as of June 30, 1973 or for 1973-1974 unless otherwise indicated. Please note that for comparative and total resources analysis this information will be most valuable. All data will be treated objectively and impersonally in the final report.
PART I: ORGANIZATION - SERVICE

A. Identification

1. a. Name of Library:__________________________
   b. Address:_______________________________
   c. Name of Organization:____________________
   d. Type of Organization:____________________

2. a. Year Library founded:____________________
   b. Number of persons who may use library:____
   c. Number of persons who do use the library annually:
   d. Number of persons in organization served by library:
   e. Number of branches:
   f. Location(s) of branch(es):__________________

B. Physical Facilities and Service

1. a. Total square feet of floor space:__________
   b. Seating capacity:_______________________

2. a. Volume capacity of library:______________
   b. Total number of vertical file drawers:_____
3. Schedule of Service:

<table>
<thead>
<tr>
<th>Hours Open</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Total</th>
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<tbody>
<tr>
<td>For General Use and</td>
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<tr>
<td>Circulation</td>
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<td>For Reading and</td>
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<tr>
<td>Research Only</td>
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</tbody>
</table>

4. Is any of your library function mechanized? (Example: data processing, information retrieval, etc.)

Yes ________ No ________

C. Circulation

<table>
<thead>
<tr>
<th></th>
<th>Number of Items Loaned</th>
<th>Interlibrary Loans (only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td>Books</td>
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<tr>
<td>Periodicals</td>
<td></td>
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<tr>
<td>Technical Reports</td>
<td></td>
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<tr>
<td>Audio-Visual Materials</td>
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<tr>
<td>Photo Copies</td>
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</tr>
</tbody>
</table>
D. **Interlibrary Cooperation**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>How many as of 6-30-73</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is library open to public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can public borrow as individuals</td>
<td></td>
<td></td>
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<tr>
<td>3. Will you make photo copies for public</td>
<td></td>
<td></td>
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<tr>
<td>4. Do you extend loan privileges to public libraries</td>
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<tr>
<td>5. Do you extend loan privileges to academic libraries</td>
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<tr>
<td>6. Do you extend loan privileges to other special libraries</td>
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<tr>
<td>7. Do you borrow materials on interlibrary loan</td>
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<tr>
<td>8. Do you borrow materials from public libraries</td>
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<td>9. Do you borrow materials from academic libraries</td>
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<tr>
<td>10. Do you borrow materials from special libraries</td>
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<td></td>
<td>Yes</td>
<td>No</td>
<td>How many as of 6-30-73</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----</td>
<td>------------------------</td>
</tr>
<tr>
<td>11. Do you borrow materials from other sources (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do you answer reference questions for non-employees, or non-members of your organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Will you make copies for above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Are publications issued by your library available to other libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you ask reference questions of other libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Do you exchange duplicates with other libraries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. Bibliographic and Technical Services**

1. If library regularly indexes or abstracts periodical articles, reports, documents, etc., indicate below how many items are handled in each service.
<table>
<thead>
<tr>
<th>Number of Documents for 1973-74</th>
<th>Indexed</th>
<th>Abstracted</th>
<th>Arabic</th>
<th>European</th>
<th>Arabic</th>
<th>European</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Internal Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Technical Reports (scientific)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Periodical Articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Patents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Legislative Material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. a. Does library prepare or obtain translations?  
   Yes ____________ No ____________

b. How many translated in 1973-74? ____________

3. a. Does library purchase prepared catalog cards?  
   Yes ____________ No ____________

b. Does library make its own catalog cards?  
   Yes ____________ No ____________

c. Does library purchase pre-cataloged books and/or materials?  
   Yes ____________ No ____________
d. Does library use a published classification system?
Yes ________ No ________
Name of system __________________________________________

e. Does library do majority of its own binding?
Yes ________ No ________

F. Expenditures (total-actual library budget figures for Fiscal Year 1973-74)

1. a. For personnel (exclude maintenance) K.D. ______

b. For library materials:
Books ______ Periodicals ______
Binding ______ Other (specify) ______
Supplies ______ Total ______

2. Stationery supplies (if budgeted) ______

d. Photo copying ______

e. Equipment ______

f. Travel ______

g. Other (specify) ______

PART II: COLLECTIONS

1. A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use.

2. A volume is considered added when it is recorded in the public catalog and made available for public use.

3. A title is a printed publication which is a separate whole, whether issued in one or several volumes. Do not count duplicate titles added.
A. Book/Materials

<table>
<thead>
<tr>
<th>Standard Materials</th>
<th>Micro-Reduction (Photocopies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Start of 72-73</td>
<td>Number Added</td>
</tr>
<tr>
<td>1. Book Stock</td>
<td></td>
</tr>
<tr>
<td>Volumes</td>
<td></td>
</tr>
<tr>
<td>Titles</td>
<td></td>
</tr>
<tr>
<td>2. Periodicals</td>
<td></td>
</tr>
<tr>
<td>3. Technical Reports</td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>External</td>
<td></td>
</tr>
<tr>
<td>4. Audio-Visual</td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
</tr>
<tr>
<td>Recordings, Discs &amp; Tapes</td>
<td></td>
</tr>
<tr>
<td>5. Other (specify Maps, pamphlets, charts etc.)</td>
<td></td>
</tr>
</tbody>
</table>


B. Periodicals

1. Report below number of periodical titles currently received exclusive of duplicate copies.
   a. By purchase (subscription or membership) Arabic ______ Foreign ______
   b. By gift Arabic ______ Foreign ______
   c. Through exchange Arabic ______ Foreign ______
   d. Total

2. Indicate the number of titles which are retained in full in back files.

<table>
<thead>
<tr>
<th>Period of Time</th>
<th>Standard Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
</tr>
<tr>
<td>a. At least one but not more than five years (include new subscriptions intended to be retained five years)</td>
<td></td>
</tr>
<tr>
<td>b. More than five years but not indefinitely</td>
<td></td>
</tr>
<tr>
<td>c. Indefinitely</td>
<td></td>
</tr>
</tbody>
</table>

PART III: PERSONNEL

A. Staff and Salaries

1. Filled and vacant positions (exclude maintenance).
   What is total number of hours that librarian is assigned to duties other than library? ______
   What are these duties? _____________________________
2. Salary table for staff employed on full-time basis for 9-12 months in Kuwaiti dinar.

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Annual Salary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Head librarian or director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate/Assistant librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department or Division head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other professional assistants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART IV: GENERAL (USE ADDITIONAL SHEETS IF NECESSARY)

1. Is an annual report, including a statistical report, prepared by the library?
   Yes __________   No __________

2. Has there been a recent study or special survey made of the library?
   Yes __________   No __________

If yes, please include a copy if available.
<table>
<thead>
<tr>
<th>Professional Library</th>
<th>Other</th>
<th>Non-Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Number of full-time positions filled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Number of part-time positions filled (in full-time equivalents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Total number of library staff (in full-time equivalents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Number of vacant positions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| e. If any staff members have library science education please indicate below (use additional sheets if needed). |

College or university attended: ________________  
Year ________________

Semester hours in library science: ________________  
and/or degree ________________

Qualifications other than library science:
Subject ________________
College or University ________________
Degree ________________  Year ________________

f. Indicate total number of hours per day librarian is assigned to library ________________
3. Describe any special services that the library offers.

4. State any unusual development in your library services in the past year.
5. What are your comments about library service and opportunities? What do you think would best help to improve Kuwait library service in general and your library in particular?

6. Make any additional comments you wish concerning present and/or anticipated plans, plans for new service, or anything you feel pertinent.
TO THE LIBRARIAN:

1. This questionnaire was developed to survey the resources of the various public libraries in Kuwait and was designed to apply to many types of public libraries.

2. If exact information is not available for any item, please provide an estimate of the required figure as accurate as possible. If data are available for a combination of items but not for each component, make an estimate for each component.

3. For each item in this survey there should be (a) an appropriate figure, (b) zero, (c) the symbol NA (not applicable), or (d) a check mark. Use NA only for an item that does not apply to your library. Enter 0 wherever the quantity to be reported is nothing or zero. Please do not leave any items blank.

4. Use additional sheets whenever necessary. Please refer to identifying item number when doing so.

5. Branch refers to a unit which services a community and which is administered and staffed by the library.

6. Report all figures as of June 30, 1973 or for 1973-1974 unless otherwise indicated. All data will be treated objectively and impersonally in the final report.
PART I: LIBRARY ORGANIZATION

1. Name of the library: __________________________________________
Address: ______________________________________________________
Name of Head Librarian: ________________________________________

2. a. Head librarian is directly responsible to (check):
   Library Board __________
   Government Agency __________
   Other (specify) __________

b. Library Board is appointed by (specify):
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

c. If library has a Library Board, how many members are on this board? __________

d. Term of office for Library Board members ________________________

e. If responsible to government agency, give title of official to whom Head Librarian reports
   ____________________________________________________________

f. If not responsible to Library Board or government agency, to whom is Head Librarian responsible?
   ____________________________________________________________

3. a. 1970 Census estimate for the location of your library: (Town, City, suburb, etc.) __________
Name source of estimate ________________________________

Circle whether estimate for: Town City Suburb

b. Give estimate for population entitled to free service and access to all library facilities

4. Who are legally entitled to free library service?
Specify: ________________________________

5.

<table>
<thead>
<tr>
<th>Give Estimate</th>
<th>Adult</th>
<th>Young Adult</th>
<th>Children</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of resident borrowers for Fiscal Year 1973-1974</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of new resident borrowers for Fiscal Year 1973-1974</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of non-resident borrowers for Fiscal Year 1973-1974</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of new non-resident borrowers for Fiscal Year 1973-1974</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. a. Is a fee charged for resident borrowers?
Yes ________ No ________
If yes, what is the amount of this fee?
K.D. ______ per ________

7. a. Schedule of service at main library:

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Circulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Study Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Who owns the (main) library building? ____________

c. If not publicly owned, what is the annual rental charge if any? K.D. ________
d. Does library occupy entire building?
Yes ________ No ________
e. Year main library was erected ______________
f. Year of last major improvement or addition to building if any ________
g. Square feet of floor space in main library_______
h. Seating capacity for readers in all public area in main library ________
i. How many volumes can be shelved in (main) library public area? ________
j. What is the total shelf capacity of the library? ________
k. Check if there is a separate room or area for:
   Children __________
   Reference __________
   Public Meeting Room(s) __________

l. Are any plans underway for new or expanded library quarters?  Yes _________  No _________

8. a. Number of branches, if any, owned or operated by the library __________

b. Number of public library classroom collections in schools __________

c. Number of deposit stations (collection of books deposited in a store, club, or other organization) __________

PART II: TECHNICAL SERVICES

1. a. Does library purchase catalog cards?
   Yes _________  No _________  If yes, give language, number and source(s) you purchase cards from:

   __________________________________________
   __________________________________________
   __________________________________________

b. Does library purchase pre-cataloged books?
   Yes _________  No _________  If yes, give language, number purchased in 1972-1973, and source(s) you purchased card from:

   __________________________________________
c. Check the way in which all or most books are entered in your public catalog:

Author _______ Title _______ Subject _______

Shelf List _______

d. What classification system is used in your public card catalog?

<table>
<thead>
<tr>
<th>Classification</th>
<th>Arabic</th>
<th>European</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dewey Decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library of Congress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART III: CIRCULATION AND READERS SERVICES

1. a. Arabic Materials

<table>
<thead>
<tr>
<th>Circulation for 1973-74</th>
<th>Adult</th>
<th>Juvenile</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonograph Records and Tapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. European Materials

<table>
<thead>
<tr>
<th>Circulation for 1973-74</th>
<th>Adult</th>
<th>Juvenile</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonograph Records and Tapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Grand total for Arabic and European materials: _______________________

2. a. What is the loan period for majority of books? ____________ (days)

b. What was the total circulation in 1972-73? ______

What was the total circulation in 1968-69? ______

c. Do you have overdue charge? Yes____ No____

If yes, what overdue do you make for the majority of your collection? ____________

d. What circulation (check out) system do you use?

Name or briefly describe: ____________________________

________________________

________________________
e. Does library rent books from a book rental agency?
   Yes ______ No ______ If yes, give total
   books in Fiscal Year 1972-73 ______. Total
   cost for Fiscal Year 1972-73 ______.

3. Interlibrary Loan
   a. Does your library participate in an interlibrary
      loan program with other libraries? Yes ______
      No ______ If yes, list number of items borrowed
      or loaned to other libraries. If no statistics
      are kept, please estimate for Fiscal Year 1972-73.
      Number of items borrowed: __________
      Number of items loaned: __________
   b. What interlibrary loan standards are used?
      (Please specify) ____________________________
      ____________________________
   c. Number of reference transactions in Fiscal Year
      1972-73: ______
   d. From which libraries do you borrow most frequently
      on interlibrary loans?
      1. ______________________
      2. ______________________
      3. ______________________
      4. ______________________
      5. ______________________
e. To which libraries do you lend most frequently on interlibrary loans?

1. 
2. 
3. 
4. 
5. 

f. Check if library services provided to:

- Hospitals
- Prisons
- Other (specify)

4. a. School Services

Check if library provides any of the following services:

<table>
<thead>
<tr>
<th>Service</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Secondary</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special teacher loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve shelf for students at public library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation with schools on book selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Estimate number of books provided in each category to schools in Fiscal Year 1972-1973.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom collections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposit to school libraries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. a. Interlibrary Cooperation

Does your library participate in any interlibrary cooperation program?

Yes _____  No _____

If yes, list names of cooperating agencies and check cooperative services below.

<table>
<thead>
<tr>
<th>Cooperative Services Conducted</th>
<th>Cooperating Agencies</th>
<th>Given</th>
<th>Received</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Centralized purchasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Centralized cataloging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Centralized processing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Revolving book collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shared personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bookmobile service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Film circuit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Reference service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Bibliographic center service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. **Interlibrary Cooperation (continued)**

<table>
<thead>
<tr>
<th>Cooperative Services Conducted</th>
<th>Cooperating Agencies</th>
<th>Given</th>
<th>Received</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Check any of the following if library is involved in the listed cooperative service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Cooperating Agencies</th>
<th>Given</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audio-visual equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Book selection service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Consultant services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In-service training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Public relations and publicity service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Delivery service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Book return privileges to any library in system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Uniform borrowers card</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Union catalog (If yes, describe)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. Check the following items owned by the library. If available for public use, check with letter "P".

- Film Projector
- Slide Projector
- Opaque Projector
- Film Strip Projector
- Phonograph
- Offset press
- Tape Recorder
- Copy Machine (Xerox, Thermofax, etc.)
- Microcard Reader
- Typewriter
- Mimeograph, Ditto, etc.

PART IV: BOOK COLLECTION

Instructions:

1. A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use.

2. A volume is considered added when it is recorded in the public catalog and made available for public use.

3. A title is a printed publication which is a separate whole, whether issued in one or several volumes. Do not count duplicate titles added.

4. If number of titles is not known, a satisfactory estimate can be determined by measuring the shelf list. One inch of cards equals approximately 100 titles.
1. a.

<table>
<thead>
<tr>
<th>Volumes</th>
<th>Adult Non-Fiction</th>
<th>Adult Fiction</th>
<th>Juvenile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
<td>Arabic</td>
</tr>
<tr>
<td>Total volumes as of 6-30-73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes added in Fiscal Year 1972-73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New titles added in Fiscal Year 1972-73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes withdrawn in Fiscal Year 1972-73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total volumes as of 6-30-72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. How many non-fiction volumes did the library have in the following categories as of 6-30-73?

<table>
<thead>
<tr>
<th>Dewey Decimal Classification</th>
<th>Number of Volumes on 6-30-73</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
</tr>
<tr>
<td>000 General Works</td>
<td></td>
</tr>
<tr>
<td>100 Philosophy</td>
<td></td>
</tr>
<tr>
<td>200 Religion</td>
<td></td>
</tr>
<tr>
<td>300 Social Sciences</td>
<td></td>
</tr>
<tr>
<td>400 Language (Philology)</td>
<td></td>
</tr>
<tr>
<td>Dewey Decimal Classification</td>
<td>Number of Volumes on 6-30-73</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Arabic</td>
</tr>
<tr>
<td>500 Pure Science (Natural)</td>
<td></td>
</tr>
<tr>
<td>600 Applied Sciences &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td></td>
</tr>
<tr>
<td>800 Literature</td>
<td></td>
</tr>
<tr>
<td>900 History</td>
<td></td>
</tr>
<tr>
<td>Reference (when cataloged separately)</td>
<td></td>
</tr>
</tbody>
</table>

c. Number of volumes added and withdrawn during each of last five fiscal years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Purchased</th>
<th>Gift</th>
<th>Volumes Added</th>
<th>Volumes Withdrawn</th>
<th>Net Gain or Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
<td>Arabic</td>
<td>European</td>
<td>Arabic</td>
</tr>
<tr>
<td>1972-73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1971-72</td>
<td></td>
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<tr>
<td>1970-71</td>
<td></td>
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<tr>
<td>1969-70</td>
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<tr>
<td>1968-69</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
d. Does library have a written book selection policy?
   Yes ______ No ______ If yes, please attach.

e. Does library have selection tools regularly used in selecting Arabic and European language books?
   Yes ______ No ______ If yes, please specify:

f. Does the library systematically build and preserve a local history collection on Kuwait?
   Yes ______ No ______ If yes, how many volumes are in the collection? ______________

g. Does the library task to systematically build and preserve any other distinct collections?
   Yes ______ No ______ If yes, please indicate nature of collection(s) and size: ____________

PART V: NON-BOOK MATERIALS

1. Serials, Periodicals, Magazines, Newspapers, etc.
### Exclude free publications & duplicates

<table>
<thead>
<tr>
<th>Number of Titles currently rec'd.</th>
<th>Number of Bound Titles</th>
<th>Number of Microtexts (Microfilms, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>European</td>
<td>Arabic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>European</td>
</tr>
</tbody>
</table>

#### a. Periodicals
(excluding newspapers and other serials)

#### b. Newspapers

#### c. Other
(specify)

#### d. Totals

### 2. Other Non-Book Materials

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number added in Fiscal Year 72-73</th>
<th>Total on 6-30-73</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td>Audio-Visual Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recordings (discs, tapes, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Material</td>
<td>Number added in Fiscal Year 72-73</td>
<td>Total on 6-30-73</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Arabic</td>
<td>European</td>
</tr>
<tr>
<td>Material for the Blind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking Books (discs, tapes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-Book Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manuscripts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures, Photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microtexts (microfilms, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART VI: STAFFING (PERSONNEL)**

**Professional Staff**

Include employees doing work that requires training and skill in the theoretical or scientific aspect of library work (a degree in library science) as distinct from its mechanical and clerical aspects.
Non-Professional Staff

Include clerical and subprofessional staff, i.e., employees having less training and skill than professional employees. Do not include maintenance staff.

Full-Time Equivalents

To determine staff positions by full-time equivalents, add the total number of hours worked per week by all part-time paid personnel and divide by the number of hours in your full-time work week. Please report all expenditures in this section to the nearest Kuwaiti dinar. Omit fils. Provide estimates where exact data are not available.

1. Filled and vacant positions (exclude maintenance)

2.

<table>
<thead>
<tr>
<th>(Use Separate Sheet if Needed)</th>
<th>Professional</th>
<th>Non-Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-time positions filled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of part-time positions filled (in full-time equivalents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number on library staff (in full-time equivalents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current number of vacant positions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Salary Table for Staff Employed on Full-Time Basis for 9 - 12 months.

<table>
<thead>
<tr>
<th>Type of Positions</th>
<th>Annual Salary</th>
<th>Total Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Head Librarian or Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate/Assistant Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department or Division Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heads of Branch Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other Professional Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Non-Professional Assistants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART VII: INCOME AND EXPENDITURE

1. Income
   a. Where does your major source of income come from? (Specify the source)  
   
   b. What is your income for Fiscal Year 1973-74?  
      Total K.D.  
   
   c. Financial gifts, donations, endowments, etc.  

d. Miscellaneous Income

e. Other sources of income (specify)

   Grand Total

2. Operating and Capital Expenditures (please attach a copy of current budget if available)

a. Wages for professional personnel:

   Total K.D.

b. Wages for non-professional personnel:

c. For 1. Books

2. Periodicals

3. Audio-visual

4. Other non-book materials

5. Binding

   Sub-Total _______  Total _______

d. For maintenance (including building and/or janitorial services)

e. Utilities

f. For fixed charges (rent, insurance, etc.)

g. For supplies and miscellaneous expenses

h. Other expenditures

i. Building

j. Equipment

k. Other (specify)

l. Grand Total  K.D.
PART VIII: BRANCHES

Branches refers to a unit maintained and staffed by the library. Do not list stations here. Stations being collections of books deposited in locations not managed by the library. List here only branches under your library's jurisdiction.
<table>
<thead>
<tr>
<th>Branch Name and Location</th>
<th>Total Number of Staff</th>
<th>Answer Yes or No Does Staff Include</th>
<th>No. Hours Open per week</th>
<th>No. Days Open per year</th>
<th>Total Seating Capacity</th>
<th>Total Branch Collection 1972-73</th>
<th>Total Branch Circulation 1972-73</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
PART IX: BOOKMOBILES

Make an entry for each bookmobile. "Bookmobile" refers to a vehicle that brings service directly to readers, either in communities or schools. It includes any mobile unit, such as a truck or trailer adapted to book service, if service is given directly to reader. Do not list bookmobiles or other vehicles used exclusively to transport books to branches, schools, stations, etc.
### Table

<table>
<thead>
<tr>
<th>Bookmobile</th>
<th>Year Purchased</th>
<th>Length of Bumper to Bumper</th>
<th>Feet of Shelving Space</th>
<th>No. of Staff with Bookmobile on the Road</th>
<th>Kind of Stop (See Note Below)</th>
<th>No. of Stops</th>
<th>Average Length of Stop in Minutes</th>
<th>Intervals between Visits (Days, Weeks, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Stop 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Community Stop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Stop 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Community Stop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

1. Does the circulation count for bookmobiles include figures for:
   - Circulation from classroom collections to individual students: Yes _____ No _____
   - Circulation from stations to individual readers: Yes _____ No _____

2. Enter here stops devoted exclusively to children in school; if stops at a school are also intended for General Community service, enter under Community Stop. If circulation is not kept separately for school and community stops, enter all circulation under Community Stop.
PART X: GENERAL  (USE ADDITIONAL SHEETS IF NECESSARY)

1. Is an annual report prepared by the library?
   Yes _______  No _______  (If yes, include a copy of the latest report.)

2. Has there been a recent study or special survey made of the library?
   Yes _______  No _______  (If yes, enclose a copy if available.)

3. Describe any special services that your library offers (i.e., story hours, film programs, regular book reviews, discussions, etc.).
4. State any unusual developments in your library services in the past year.

5. What are your comments about library service and opportunities? What do you think would best help to improve Kuwait Library Service in general and your library in particular?
6. Make any additional comments you wish concerning your anticipation of building plans, plans for new service, or anything you feel pertinent.
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