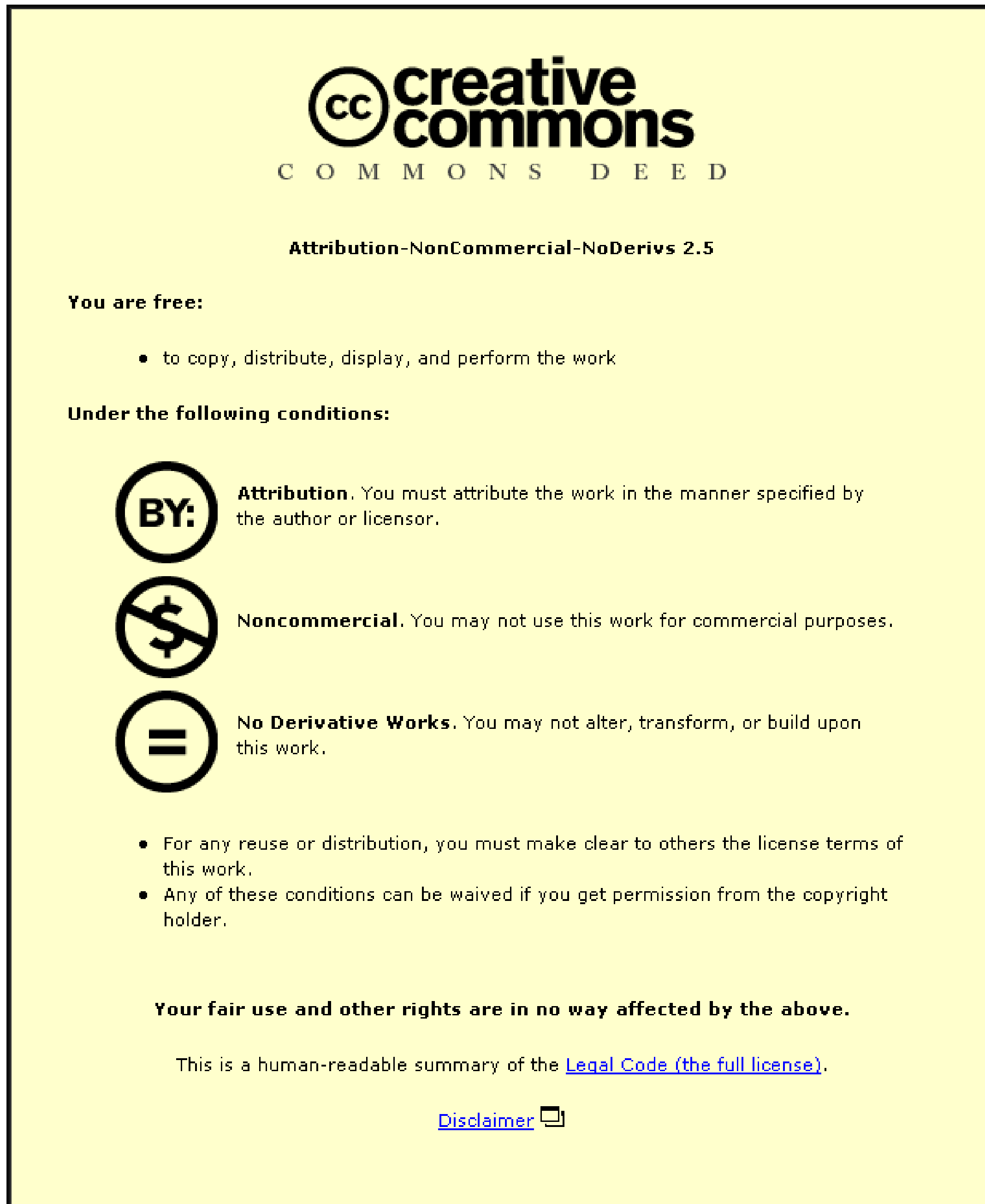


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**COOPERATION AMONG UNIVERSITY LIBRARIES IN THE
GULF COOPERATION COUNCIL COUNTRIES:
PROPOSALS FOR EFFECTIVE COOPERATIVE PROGRAMMES**

by

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DEDICATION

I dedicate this research to the soul of my late father, my dearest mother for her constant prayers, my dearest wife for her support, encouragement, and patience, and to my children Sarah, Hannah, and Mohammed for their sacrifice and patience especially during my study period.

CERTIFICATE OF ORIGINALITY

Unless otherwise stated, this work is the result of the researcher's own investigation and experience. It has not been submitted to this or any other institution for a higher degree.

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ABSTRACT

The aim of this research is to examine the current situation of university libraries in the GCC countries identifying the problems and difficulties being faced by them and suggest means and ways by which an effective library cooperation may solve these problems.

A general description of library cooperation is given, including that in developing countries and in the Arab world.

Apart from literature sources the material for this research was obtained by questionnaire, personal visits to university libraries and some related research institutions in the countries concerned and by some personal observations and experience.

The development of library and information services in general in the GCC countries is examined, but particularly various features of university libraries, from administration to user services. University library resources, technical services, and existing cooperative activities are also discussed in detail.

There are some major issues which are related to library cooperation such as financial resources, adequacy of library collections, collection development practices, uniform standards of technical processing of library materials, availability of bibliographical apparatus and experienced professional manpower. The analysis of these issues brought out factors which should motivate individual libraries to engage in a library cooperation and resource sharing network.

There is no practical or well organised resource sharing programme among university libraries in the GCC countries, even the existing marginal activities are not satisfactory to all university libraries concerned. This is mainly due to the absence of a well organised central agency which should take the lead to implement a well developed cooperative model for library cooperation in the region.

The various professional meetings which have been organised at a regional level emphasised the importance of establishing effective cooperative links among university libraries in the Gulf region, but little implementation of these proposals have resulted so far. With the current political situation in the Gulf region and with the limitation on financial resources, the need for effective library cooperation is emphasised now more than ever before. Therefore, this research makes some practical recommendations emphasising the need for a central agency responsible for library cooperation programmes and proposing a model for an effective resource sharing network among university libraries in the GCC countries in the hope of improving the existing situation.

PREFACE

The concept of library cooperation and resource sharing among libraries is not a new phenomenon, but with the increase in the volume of publications produced and limitation on financial resources, the demand for effective resource sharing programmes in the various fields of library operations have increased over the years. Therefore, cooperation between libraries has extended from the traditional form of inter-library loan activity to the most advanced automated interlinking facilities.

The rapid expansion in the higher education sector in the Gulf region in the 1970s resulted also in a rapid growth of library resources in all the universities. This development, however, resulted in competition among the university libraries to build their own resources independently of each other. As a result, a number of problems occurred ranging from lack of professional manpower to unnecessary duplication in library materials and wastage of efforts.

The formation of the Gulf Cooperation Council (GCC) in 1981 has initiated cooperation and coordination in political, economic and social fields. Cooperation among university libraries has not received much attention so far.

The worldwide economical circumstances, and the fall in oil prices at the beginning of the 1980s caused the governments of the GCC countries to lay down restrictions on their expenditure of their government's agencies which include higher education. As a result, most of the university libraries reduced their intake of library acquisitions and decreased emphasis on older material.

2 con v

During this researchers period as a Director of Administration at the Deanship of Library Affairs, KAAU, he was aware of the critical situation university libraries in the GCC countries in general and Saudi Arabia in particular were facing at the time and the consequences which would occur from this situation. This awareness was also felt during the various professional meetings held at the regional and national levels which were attended by the researcher. Therefore the idea for this research began to emerge.

The purpose of this research is to highlight the problems faced by university libraries in the GCC countries, identify areas of cooperation, establish priorities for cooperation and propose ways and means to achieve maximum cooperation, It is hoped that this research will result in optimal use of regional resources, will help eliminate unnecessary duplication in manpower and information resources and will enable libraries to provide an efficient service to the region as a whole.

This research comes in ten chapters, starting with an introductory chapter describing library cooperation and resource in general. Chapter 2 provides the research methodology which involves unstructured interviews and free discussions. Chapter 3 is a general survey on the development of library and information services in the GCC countries. Chapters 4 to 8 are concerned with the present situation of university libraries in the GCC countries including administration organisation, technical services, library resources, user services and cooperative activities. In Chapter 9 the researcher analyses some major issues which are related to library cooperation in the Gulf region and arrives at significant conclusions. Finally, Chapter 10 discusses the need for a central agency responsible for a formal cooperative programme, presents a model for library cooperation at the GCC level and suggests some general recommendations.

LIST OF ABBREVIATIONS

ABEGS:	Arab Bureau of Education for the Gulf States
AGU:	Arabian Gulf University
AH:	Anno Hegirea
ALESCO:	Arab League Educational Cultural and Scientific Organisation
GCC:	Gulf Cooperation Council
GLCC:	Gulf Library Cooperation Committee
IPA:	Institute of Public Administration
IU:	Islamic University
KAAU:	Imam Mohammed Ibn Saud University
KACST:	King Abdulaziz City for Science and Technology
KD:	Kuwaiti Dinar
KFNL:	King Fahad National Library
KFU:	King Faisal University
KFUPM:	King Fahd University of Petroleum and Minerals
KISR:	Kuwait Institute for Scientific Research
KSU:	King Saud University
KU:	Kuwait University
NSTIC:	National Scientific and Technical Information Centre
QU:	Qatar University
SA:	Saudi Arabia
SQU:	Sultan Qaboos University
SR:	Saudi Riyal
UAE:	United Arab Emirates
UAEU:	United Arab Emirates University
UAQU:	Umm Al-Qura University

GULF COOPERATION COUNCIL
GENERAL CHARACTERISATION

1. Member Countries:

Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and United Arab Emirates.

2. Year of Establishment: 1981.

3. Objectives:

The basic objectives of the GCC are:

1. To effect coordination, integration and interconnection between member states in all fields in order to achieve unity between them.
2. Deepen and strengthen relations, links and scopes of cooperation now prevailing between their people in various fields.
3. Formulate similar regulations in various fields including the following:
 - a) Economic and financial affairs
 - b) Commerce, customs and communications
 - c) Education and culture
 - d) Information and tourism
 - e) Legislation and administrative affairs
4. Stimulate scientific and technological progress in the fields of industry, mineralogy, agriculture, water and animal resources, the establishment of scientific research centres; implementation of common projects, and encourage cooperation by the private sector for the good of their people [1].

4. Organisational Bodies:

The GCC consists of the following three main organisations:

1. Supreme Council which consists of heads of member states
2. Ministerial Council which consists of the Foreign Ministers of the member states or other delegated Ministers.
3. Secretariat-General.

5. Headquarters: Riyadh, Saudi Arabia.

6. Boundaries:

In the west the Red Sea. In the east the Arabian Gulf. In the north Iraq, Jordan and Arabian Gulf. In the south Yemen and Arabian Sea.

7. Capital Cities:

Abu-Dhabi (UAE), Doha (Qatar), Kuwait (Kuwait), Manama (Bahrain), Muscat (Oman), and Riyadh (SA).

8. Main Source of Income:

Oil is the main source of income for all the six GCC member states, in fact they control more than one-third of the world's oil reserve.

9. Religion: Islam.

10. Language:

Arabic is the national and official language of all member states.

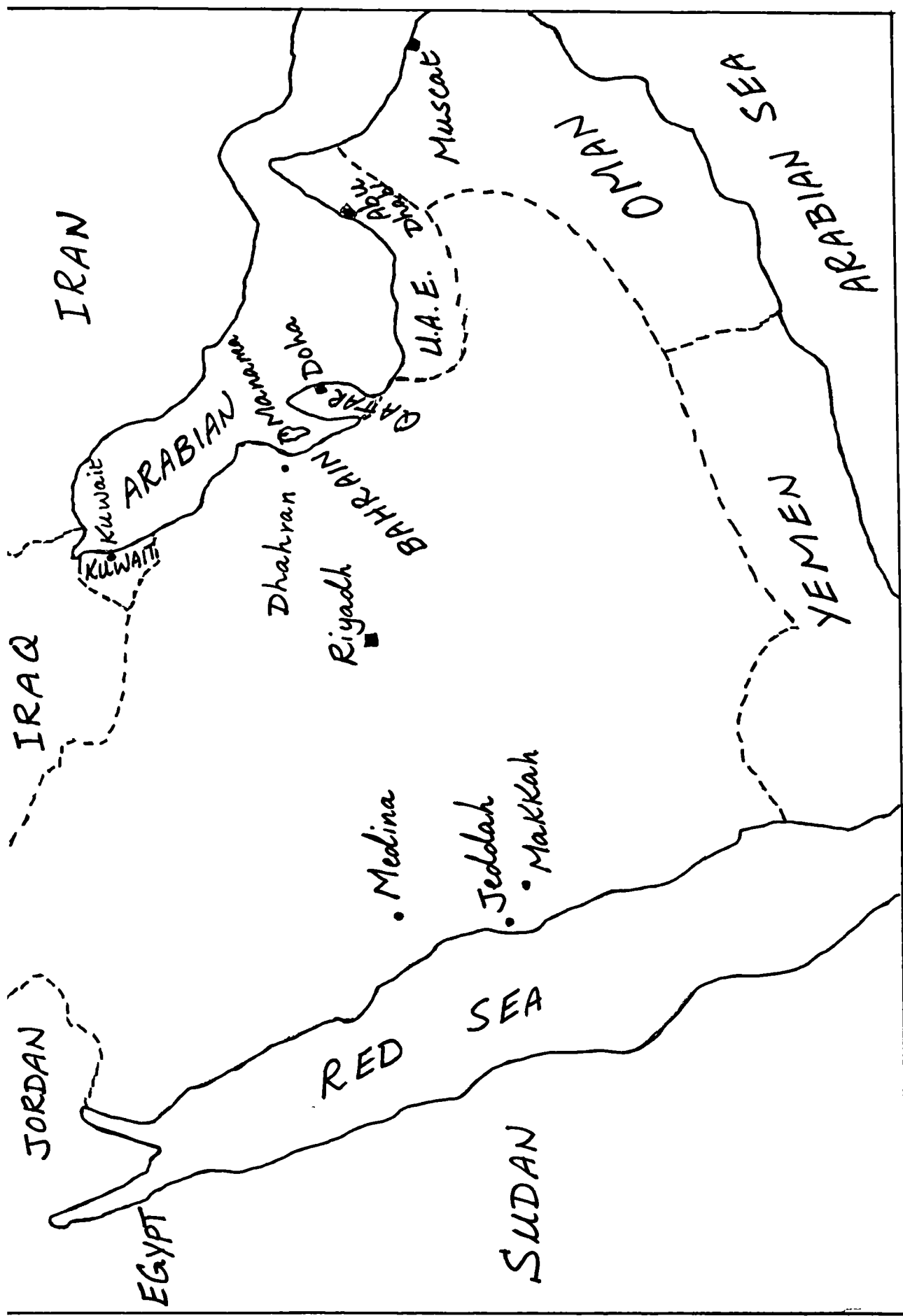
11. Population, area and currency [2]:

<u>Country</u>	<u>Population</u>	<u>Area</u>	<u>Currency</u>
Bahrain	503,000 (official estimate for May 1990)	691.2 km ² (266.9 miles ²)	Bahrani Dinar (BD) 1 BD = 1000 fils £1 sterling = 630.6 fils*
Kuwait	2,048,422 (official estimate at mid-1989)	17,818 km ² (6,880 miles ²)	Kuwaiti Dinar (KD) 1 KD = 1000 fils £1 sterling = 489.15 fils*
Oman	1,377,000 (UN estimate at mid-1988)	300,000 km ² (120,000 miles ²)	Riyal Omani 1 RO = 1000 baiza £1 sterling = 644.8 baiza*
Qatar	369,079 (census, 1986)	11,437 km ² (4,416 miles ²)	Qatari Riyal 1QR = 100 Dirhams £1 sterling = 6.104 Riyals*
Saudi Arabia	14,435,000 (official estimate at mid-1989)	2,240,000 km ² (864,869 miles ²)	Saudi Riyal 1SR = 100 Halalah £1 sterling = 6.280 Riyals*
UAE	1,622,464 (census, 1985)	77,700 km ² (30,000 miles ²)	UAE Dirham 1Dh = 100 fils £1 sterling = 6.156 Dirhams*

Sources

1. Gulf Cooperation Council. Charter of the Cooperation Council for the Arab States of the Gulf. Riyadh. The Secretariat General, N.D. p.6.
2. The Middle East and North Africa 1991. 37 ed. Europa Publications Limited, London, 1990.

* Currency's exchange rate as at 31 May 1990.



THE GCC COUNTRIES, CAPITALS AND MAJOR CITIES

CHAPTER ONE

COOPERATION AMONG UNIVERSITY LIBRARIES:

A GENERAL DESCRIPTION

1.1 INTRODUCTION

The main objective of the library is to provide efficient services to all users, but with the tremendous increase in knowledge and corresponding growth in the publishing industry, it was difficult, if not impossible, for individual libraries to achieve this objective completely. Therefore, the concept of library cooperation and sharing of resources has been recognised as a legitimate and functional alternative to deal with this difficulty. The importance of library cooperation has increasingly grown as a result of the realisation that no individual library, however large it may be, can ever be completely self-sufficient. A combination of circumstances has led to this realisation. These circumstances, as stated by Harrison and Beenham included:

- "1. a tremendous increase in knowledge and a corresponding growth in publishing;*
- 2. the spread of education from primary through to university level which led to greater and more diverse demands on the public library service by a much more literate public;*
- 3. the advance of technology with its effect on industry and commerce and the necessity for employers and employees to develop new skills and techniques;*

4. *increased opportunities for travel and international economic cooperation, which demanded up-to-date information about foreign countries."* [1]

As a direct result of these circumstances, libraries have changed their general attitude from an autonomous to a cooperative mode. Consequently, library cooperation has become one of the important elements of librarianship. Before turning to discuss some of the various aspects of this concept in depth and detail, it may be useful to review some of the definitions for the terms which will be frequently used.

1.2 DEFINITION

The term "cooperation" has been traditionally used to describe the idea of working together to achieve some purpose or common end to the parties who cooperate. The Oxford English Dictionary defines the term as "the action of cooperation i.e. of working together towards the same end, purpose, or effect; joint operation". [2]

A literature review on the traditional concept of library cooperation reveals that it is replete with diverse discussions on this subject. However, a search through professional glossaries and dictionaries for a definition for the familiar term "library cooperation" revealed that there is no specific entry for this term. The only available definitions appearing in these publications are those related to the following terms: "cooperative system", "library consortium", "resource sharing" and "networking". Since all these terms are used to identify the cooperative activities and interlinking relationship among the libraries, it may be worthwhile to review some of the definitions related to them.

The ALA Glossary of Library and Information Science defined some of the terms as follows:

Cooperative system: "a group of independent and autonomous libraries banded together by informal or formal agreements or contracts which stipulate the common services to be planned and coordinated by the policy making body of the cooperative system." [3].

Library consortium: "a formal association of libraries restricted to a geographical area, number of libraries, type of library, or subject interest, which is established to develop and implement resource sharing among the members and thereby improve the library services and resources available to their respective target groups. Some degree of formalisation, administration and procedures is required." [4]

Describing the idea of resource sharing Sewell wrote the following:

"resource sharing may appear to be nothing more than a new term for the familiar concept of library cooperation. True many of the same activities are included, but there is a significant difference in approach. The earlier term takes the existence of libraries for granted and describes how they can achieve their objectives better by working together. The new term appears rather to assume a range of physical, intellectual and conceptual resources on the one hand and a body of people with library and information needs on the other, and covers the activities involved in organising the one into a set of optimum relationships to meet the needs of the other." [5]

The US National Commission on Libraries and Information Science (NCLIS) in its National Programme Document defined the term network as:

"two or more libraries and/or other organisations engaged in a common pattern of information exchange, through communications, for some functional purpose. A network usually consists of a formal arrangement whereby materials, information, and services provided by a variety of types of libraries and/or other organisations are made available to all potential users. Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituent. Computers and telecommunications may be among the tools used for facilitating communication among them." [6]

Through reviewing the above various definitions we reach the conclusion that there are some common elements among these definitions. They include the following: despite the differences in the title of these terms, all were used to identify the idea of working together to achieve one common purpose. According to Kent: "consortium, networks, and cooperative ... are the terms used to label the organisational arrangements for achieving a variety of resource sharing activities." [7] In addition, all the above activities occur among a group of libraries; all are based on formal or informal agreements or contracts. Some of these activities, however, are restricted to one geographical area, type of library or communication facility.

Despite the fact that the professional glossaries do not give a specific definition for the term library cooperation, many writers have attempted to characterise this concept. Kaplan gave the following description of library cooperation:

"the furthering of mutually advantageous projects or programmes, agreed to by libraries or laymen, who work towards common goals, most often within organisations; these persons are empowered to make commitments, there are no administrative or fiscal relations between these persons." [8]

Emphasising the importance of library cooperation, Budington stated the following:

"the ultimate objective of librarianship and information sciences is to make possible those moments when information transfer takes place, from media to minds ... As seekers, custodians, and purveyors of information, we join in cooperative ventures to achieve more comprehensive coverage and easier access through planning and sharing our total resources."
[9]

In her description of the concept Trezza said:

"true cooperation is unselfish cooperation. It is never equal. It is based on the concept of 'what can I do for you' rather than 'what do I get out of it'. Unselfish cooperation is difficult." [10]

Finally, Kilgaur believed that there are at least three qualities which characterise library cooperation. They are:

1. Cooperation makes possible the establishment of new objectives for a group of cooperating libraries as distinguished from the classical goals of individual libraries.
2. The sharing of resources without cost to the institution providing the resources.
3. The pooling of human and financial resources to achieve a system unattainable by individual libraries. [11]

Consequently, library cooperation can then be described as the action of cooperation among a group of libraries banded together through formal or informal cooperative activities. The purpose of this action is to obtain free access to the resources of other cooperating libraries, to improve library services, to share

resources, knowledge, bibliographic data and even modern computer and tele-communication facilities. Library cooperation may be organised under geographical areas covering local, regional, national and international levels. It may be established among one type of library, or may be organised in speciality groups where the bond is a common subject interest. However whatever system may be adopted, the most important factor to be considered is that much thought, planning, and organisation is required before establishing effective cooperative activities. As was mentioned earlier, there are various terms which have been used to identify the concept of library cooperation. Therefore, throughout this research the following terms "library cooperation", "resource sharing", "cooperative activities" and "networking" will be used interchangeably.

1.3 OBJECTIVES OF COOPERATION

One of the main objectives of library cooperation is to provide a better service to all library users. There is no doubt that effective cooperation activities might reduce the rate of cost increase, but the basic function remains to promote free and easy access to all resources available in the cooperating libraries.

During their discussion on the subject of library cooperation, many writers pointed out the objectives which cooperative activities and resource sharing would be based on. Amongst these are the following which were proposed by the Directory of Academic Library Consortia:

1. "Assist member libraries in the selection of materials.
2. Purchase, catalog, and process library materials.
3. Coordinate cooperative acquisitions, inter-library loans, and the production of materials for the member libraries.

4. Promote the development of programmes for the expanded use of library resources.
5. Stimulate the improvement of library facilities and services.
6. Cooperate in the development of library personnel.
7. Provide, through cooperative acquisition by voluntary agreement, materials beyond the reach of individual libraries.
8. Achieve economical use of resources, both human and material.
9. Facilitate sharing of materials among members of the group."

[12]

The US Scientific and Technical Communication (SATCOM) report also discussed some other objectives of library resource sharing. The report stated:

"one of the principal reasons generally advanced in favour of improving cooperation and coordination among secondary services, and between secondary and primary services as well, is to reduce wasteful duplication of intellectual effort and the expense incurred in providing duplicate coverage of the same material. Another major reason is to increase the opportunities for improving the performance of specific services through enhancing the speed or comprehensiveness of coverage or through reducing costs. In addition, greater cooperation and coordination of services could reduce the number of resources that a user must check in a given field and would assist in deciding when new services are appropriate or feasible." [13]

It is a fact that we are living in an age of explosion of information and libraries face increased demand for materials on the one hand and increased inflation on the other. It seems that increasing the expenditure to buy more and more materials cannot be the real answer to the problem. The great danger, Fetterman believed, is to think that the mere injection of much more money into the present library systems will cure all of the present maladies [14]. Rather, an effective resource sharing programme among

libraries might be the solution for the present time since it has been shown to be possible and applicable. According to Fetterman, professional librarians and their associations have organised resource sharing activities across the United States in practical commitments to resource sharing. All of this has demonstrated that resource sharing is possible and practical even within the limit of the technology now available to us [15].

Finally, library cooperation programmes like any other cooperative programmes, succeed only if each participant believes that the arrangement will be beneficial to his institution [16]. A clear statement of priorities between the individual library and the group should be emphasised [17]. Questions must be considered and answered before establishing an effective cooperative programme. These questions are:

"Can libraries and their parent institutions continue to be independent and self-sufficient and rely on other libraries and institutions in the locality or region? Can the spirit of cooperation be co-existent with the stated mission and goals of the parent institution? Must one's own community of users be served first and best? Can libraries and their parent institutions afford the increasing costs of redundancy? What services can libraries afford to make available to non-institutional users? What is the priority or priorities of services among administration, faculty, graduate and undergraduate students and non-institutional users? [18]

Additionally, Evans suggested the following five points which he believed would prevent failure in a cooperative system:

- "1. do not think of the cooperative as supplementary and something it is possible to do without.
2. planners should spend time working out operational details.

3. the system should cause major operational changes in the member libraries.
4. do not think of the system as something for nothing for the library.
5. do have the cooperative's funding and operation handled by an independent agency." [19]

Whatever questions may be answered or taken into consideration, the most important factor in the success of any cooperative venture must remain in the goodwill and genuine desire of participants and their active contribution to ensure a systematical functioning of the venture.

1.4 FORMS OF COOPERATION

Cooperative activities or resource sharing programmes among libraries usually take several forms, and may be characterised in terms of the activities which can be achieved through cooperative agreements. Many writers have categorised library cooperation and resource sharing into several types. Metcalf pointed out that there are four basic forms of library cooperation and they are the following:

1. joint storage
2. bibliographical control
3. joint acquisition programmes
4. inter-library use. [20]

Henkle classified the cooperative activities among libraries into the following three types:

1. cooperation in inter-library lending
2. cooperative acquisitions and distribution of materials
3. cooperative development and distribution of bibliographic information. [21]

Purdy, however, emphasised only two categories of cooperative activities; they are:

1. methods of sharing resources more generously, systematically and expeditiously;
2. strengthening the resources to be shared [22].

Additionally, he attempted to analyse the range of programmes and plans which may describe the scope of library cooperation, and classified it into the following eight headings:

1. union catalogues and lists
2. cooperative development of resources
3. sharing resources in terms of use
4. communication
5. centralised processing
6. cooperatively sponsored planning and surveys
7. cooperative storage
8. cooperative computer centre [23].

These various forms of library cooperation may occur among all types of libraries, but in order that every type of library may be involved, it is then necessary that some sort of formal structure is enforced. In the early days of library cooperation, there were "informal agreements and tacit understandings between individual librarians in a simplistic and rural-oriented society" [24]. These

informal agreements hardly satisfy the needs of the highly integrated and technologically advanced society of the late twentieth century [25].

Cooperative activities among academic and research libraries were also based on informal or formal agreements. Weber and Lyndon [26] listed several examples of such agreements which took place among some academic libraries in the United States. In the United Kingdom, formally-organised cooperative activities among the university libraries began in 1925, when a Conference on Library Cooperation was held under the sponsorship of the Association of university Teachers (AUT), and attended by members of the Association's Library Cooperation Committee and by a number of academic librarians. The Conference discussed several issues. Among them were: to regularise loans activities between University libraries, to set up an enquiry office, and to form a joint standing committee with executive powers to enforce its policy [27].

Describing the importance of the need for library cooperation among the university libraries at the time, Thompson and Carr stated: "if the need for cooperation between university libraries was evident in the 1920s, the intervening years have only served to emphasise the need" [28].

According to the Report of the Committee on Libraries (the Parry Report):

"in estimating the efficiency of a university library one can make the broad assertion that it should be able to meet all the needs of undergraduates from its own stock, and as many as possible of the needs of its research workers. Where research is concerned, however, there is a margin of inability which is inevitable. In view of the highly-specialised nature of some of the research work done, the age and scarcity of some of the material required in the humanities, and the ever-increasing amount of

information (largely in periodical form and from foreign countries) demanded in the sciences, no University library can contemplate attaining self-sufficiency. This limitation has always been accepted by the libraries and means have been devised for overcoming it and ensuring that it imposes the minimum disability on the academic researcher. Now more than ever, with the increase in the number of academic people engaged in research and the mounting costs of books and periodicals, it has become necessary to explore all the means whereby a university library can cooperate with other libraries without impairing its own efficiency - indeed with a view to extending and improving its own services. [29]

Although there are many forms through which libraries can cooperate with each other, cooperative activities and resource sharing programmes among the university libraries have been occurring mainly in the following areas:

1.4.1 Inter-Library Loans (ILL)

Inter-library lending activity or sharing resources by lending books or any other materials from one library to another is considered the most practical and certainly the oldest form of library cooperation. Professionally it may be defined as:

"a transaction in which, upon request, one library lends an item from its collection, or furnishes a copy of the item to another library not under the same administration or in the same campus." [30]

The concept of inter-library loans is known to have been in practice since the earliest time of library development. It has been in existence for hundreds or even thousands of years; evidence has been found telling us that the library of Alexandria loaned books to the library at Pergamum around 200 BC [31]. Throughout the history of library development, the importance of this concept has been increasing among scholars and researchers.

During the early part of the seventeenth century the great French humanist, Nicolas Clude Fabri de Pirese attempted to establish a kind of inter-library loan system between the Royal Library in Paris and the Vatican and Barberini libraries in Rome [32]. This early attempt, however, failed to achieve its purpose.

In 1876 Samuel Green, the librarian of the Worcester Public Library in Massachusetts proposed that the libraries must help each other in fulfilling the needs of readers and this could be achieved if books from one library could be loaned to the members of other libraries [33]. He added that:

"... libraries would be willing to make themselves responsible for the value of borrowed books, and be willing to pay an amount of expressage that would make the transportation company liable for the loss in money should the books disappear in transit." [34]

At the present time, inter-library loan activity remains the most important and practical form of all resource sharing programmes. In the developed countries, libraries of all types, research institutions, and even individuals make full use of the facilities provided by such a system. Demands to use this type of activity have been increasing rapidly as a result of the various circumstances which have been mentioned earlier in the introduction to this chapter. In the United Kingdom and a few other countries inter-library loan requests are running at 50-60 per 1000 population each year [35].

Despite the fact that the inter-library loan activity is considered to be the easiest form of library cooperation since a single loan requires only a borrower, a willing lender, and a means of transmission, there are some basic requirements which must be taken

into consideration in order to facilitate an effective inter-library loan system. According to Ogler these requirements include the following: first, the country must have a developed library system. It is difficult and often impossible to have any form of inter-library lending where libraries are non-existent or are substandard. Secondly, there is a need for efficient bibliographical control; this includes bibliographical tools such as national bibliographies, union catalogues, and union lists of serials etc. The availability of such tools will help libraries to locate the required materials easily and more rapidly. Thirdly, there has to be some organised system through which requests can be handled [36].

Additionally, Line mentioned the following elements which are required to constitute an effective system:

- "1. The documents must be available.
2. Requests must be transmitted quickly.
3. Documents must be transmitted quickly.
4. Accounting must be simple.
5. Procedures and forms must be simple and standardised.
6. Local (or national) channels should normally be used first.
7. Each country must have a national centre, or centres, to plan, coordinate and monitor." [37]

The inter-library loan system usually functions on national and international levels. On a national level, there are two ways through which this activity can take place. It may be arranged through a central agency or coordinating body, or it may be made directly from one library to another. There are, however, some criteria by which national inter-library lending systems must be judged. According to Line these criteria include: satisfaction level (proportion of requests satisfied), speed of supply, and economics [38].

The International Federation of Library Associations (IFLA) has been paying considerable attention to inter-library lending activity especially on an international level. In this respect, the following two programmes were set up; the Universal Availability of Publications (UAP) and the Universal Bibliographic Control (UBC). One of the basic principles of UAP's programme is that:

"every country should accept responsibility to supply to any other country, by loan or photocopy, copies of its own publications, certainly those published from the present date, and as far as possible retrospectively. This responsibility may be discharged in various ways, among which national loan/photocopy collections appear to have particular advantages."
[39]

Despite these efforts there are, however, some problems which are hindering the international inter-library lending activity. Line confined these problems to the following three points: (a) problems related to postal services, (b) problems related to the bureaucracy of customs procedures in some countries; (c) problems related to the differences of copyright legislations in various countries [40].

In many developed countries, inter-library loan systems function through centralised processing centres which play a vital role in the success of these systems on national and international levels. One of the most well known centres is the British Library Document Supply Centre (BLDSC) at Boston Spa in the United Kingdom. It was first established in 1916 under the name of the Central Library for Students (CLS) to supply books to adult education students [41]. The BLDSC provides efficient world-wide services through its famous inter-lending activity, and in this respect, it is considered the largest library in the world. It systematically collects and supplies all types of documents and publications to supplement the collections of other libraries within the United Kingdom by lending and making

photocopies of its own stock whenever possible [42]. During the year 1988/89 a total demand of 3.3 million requests were received by the Centre. The satisfaction rate of the requests received was 87% from the Centre's own stock, with an additional 5% by back up libraries [43].

The impact of modern communication technology on inter-library lending activity in these countries is visible and tangible. In the United States, i.e. since the Online Computer Library Centre (OCLC) (formerly known as Ohio College Library Center) introduced its inter-library loan system in 1979, the most sophisticated electronic messaging facilities have been used to facilitate the functions of this system. Ever since, over 22 million inter-institutional loans have been made, and now libraries are borrowing from each other at a rate approaching 4 million loans annually [44].

In the United Kingdom, fast and modern telecommunication methods have been used by the BLDSC to cope with millions of requests received. Most of these requests are turned around within 48 hours. Among the speedy communication facilities used for inter-library loan purposes is the British Library Automated Information Services (BLAISE-Line). It is a computer database run by the British Library offering bibliographic data for millions of records in various subjects. Telephone and facsimile transmission are also used to process urgent requests within hours of receiving. The Automated Request Transmission by Telephone (ARTTel) service, is another useful facility used for processing requests. This service, however, is used mainly for users who process their requests through microcomputers or communicating word processors [45]. According to the British Library Strategic Plan (1989-1994), during the early 1990s a switched broad band telecommunication network will be introduced. This will allow the facsimile transmission, within the

United Kingdom of more documents at high speed and reasonable cost. It is also planned that high speed delivery to customers outside the United Kingdom through satellite and land-based telecommunication links will be achieved [46].

1.4.2 Cooperative Acquisition

This form of resource sharing programme refers to the activity whereby several libraries agree to coordinate their selection and purchase of new materials. The advantages which will be gained by participating in an effective cooperative acquisition programme may include the following: avoiding unnecessary duplication in library materials, efforts and expenditure. In addition, cooperative acquisition certainly makes it possible to achieve both "comprehensiveness and depth in the acquisition of materials in certain areas" [47].

Cooperative acquisition programmes can be achieved through the following two methods: (1) by a subject specialisation scheme in which member libraries take the responsibility for the systematic acquisition of materials or agree upon areas of specialisation; (2) by a purchasing arrangement whereby participating libraries agree on purchasing of costly items of little demand for common use.

There have been several examples of cooperative acquisition schemes which functioned on a national and international level. One of the best known schemes of this type functioning on a national level was the Farmington Plan in the United States. The main objective of this plan which was first started in 1942 was to:

"make sure that at least one copy of each new foreign book and pamphlet that might reasonably be expected to interest a search worker in the United States will be acquired by an American library, promptly listed in the Union Catalog at the Library of Congress and made available by inter-library loan or photographic reproduction." [48]

The Farmington Plan which was basically sponsored by the Association of Research Libraries (ARL) actually began its operations in 1948. Sixty major libraries including 50 university libraries, the Library of Congress, the National Library of Medicine, etc were involved in the plan.

After 24 years of successful operation the Farmington Plan was officially ended in December 1972. Although there were several reasons behind the discontinuance of the plan, the following two reasons, however, are believed to be the direct cause of its demise. The first was an amendment to Public Law 480 which, after 1961, made it possible for the Library of Congress to use foreign currencies from the sale of surplus agricultural commodities in acquiring materials which are distributed to American libraries. The second was the inception of the Library of Congress' National Programme for Acquisition and Cataloguing (NPAC) which, under Title II-C of the Higher Education Act of 1965, seeks to enable the Library of Congress to acquire, promptly catalogue, and make immediately available for use, the world's output of currently published library materials which are of value to scholarship.

In the United Kingdom, although there have been some successful cooperative acquisition schemes among some university libraries, these schemes were not as ambitious as the American Farmington Plan [49]. One of the earliest national cooperative acquisition schemes among the British university libraries was the "Background Scheme". It was initiated in 1925 by the Joint Standing Committee on Library Cooperation. The scheme, which included 35 university libraries and 8 large public libraries, concentrated mainly in collecting all British books published between 1550 and the nineteenth century.

Another type of cooperative acquisition scheme existing among the British university libraries is the acquisition of foreign materials based on area specialisation. The Standing Conference on Library Materials on Africa (SCOLMA) was established in 1962 to "facilitate the acquisition and preservation of library materials needed for African studies, and to assist in the recording and use of these materials" [50]. In this scheme, participants undertake to acquire publications from the area including pamphlets and government publications. Each library specialised in certain African countries, for example, Aberdeen University Library: Central African Republic, Tchad, Cameroun, Gabon, and Congo (Brazzaville); University of London Library: Lesotho, Botswana, Swaziland and Liberia. Similar schemes exist also for Asian, Slavonic and East European, Latin American, and Middle Eastern materials [51].

In his analysis of the existing cooperative acquisition schemes among the British university libraries, Cox identified the following three reasons which he believed caused the failure to achieve wider and more effective cooperative acquisition schemes for foreign materials: first, as university budgets have never been over-generous, it has been the norm that libraries would accommodate the demands and needs of their academic staff rather than allocate funds for acquisition of unrelated materials. Secondly, there are differences in the size of libraries both in terms of stock and annual intake. The compact golden triangle of London, Cambridge and Oxford with their richest resources have made researchers travel to them for more research materials. Thirdly, the availability of the National Central Library which was later joined by the National Lending Library, of which both were then merged into the British Library, has to some extent satisfied one of the Parry Report's prerequisites of a national plan for foreign acquisition [52].

One of the significant ventures of cooperative acquisition schemes functioning on an international level is the Scandia Plan which linked the four Scandinavian countries of Denmark, Finland, Norway and Sweden. It was laid down taking into consideration the common background of cultural, social and linguistic relationship, as well as the existence of some formal and informal nationally coordinated schemes of acquisition in some of these countries.

The Scandia Plan was first initiated in 1956 under the sponsorship of the Federation of Nordic Research Libraries [Nordiska Vetenskapliga bibliotekmuforbundet] (NVBS) [53]. The plan was based on the principles of a combination of a division of interests by subjects, geography and language. As it developed and was promoted, the plan was transferred in 1973 to the Committee for Cooperation between the Nordic Research Libraries [Nordiska Forskningsbibliotekens Samarbetskommittee] (NFBS). This transfer was due to the administrative problems which faced the plan in its early stage of development. In the same year, the plan was officially ordered to:

"develop rational and economic cooperative methods for literature support and, in connection with that, bibliographical information as well as loan activity between the research libraries in the Scandinavian countries." [54]

In 1977 a new intergovernmental agency called the Joint Nordic Organisation for Scientific and Technical Information and Documentation [Nordiska Samarketsorganet For Vetenskablign Inf] (NORDINF) was formed. The new organisation which was a combination of the two inter-Nordic bodies, the Committee for Cooperation between the Nordic Research Libraries (NFBS) and the Nordic Cooperating Body for Scientific and Technical Information and Documentation (NORDDOK), took over management of all projects under these two bodies including the Scandia Plan.

1.4.3 Cooperative Storage

The constant increase in the volume of literature produced has been reflected in the rapid growth in library collections. Consequently, this created space difficulty for many libraries. As a result, cooperative storage or joint storage was proposed as an alternative solution for this difficulty. The main purpose of this type of cooperative activity is to store the little-used and duplicate materials for occasional demands. For an effective cooperative storage scheme, the following two elements are essential: the availability of a deposit centre which will be used as a warehouse for all materials needing to be stored; the existence of good bibliographical tools such as union catalogues and lists covering the whole stock which are related to the member libraries, because without efficient tools "material is likely to be seldom used, and rare and potentially useful items are effectively lost" [55].

Cooperative storage schemes have been mostly practised in the United States and often among the research libraries as a result of the nature of their collections. In a study involving three notable American cooperative storage schemes, Harrar stated the following reasons for these schemes:

- "1. *cooperative storage warehouses provide more economical storage than could be achieved if each member housed the same materials within its own main building and branches;*
 2. *the materials stored receive little use and therefore generate low service costs;*
 3. *cooperative storage warehouses reduce costs even though they necessitate duplication of records and impose additional costs in transporting materials between the warehouses and the requesting libraries;*
 4. *delays in provision of desired material are unimportant as compared with savings in costs;*
 5. *cooperative storage warehouses increase the research resources available to the cooperating libraries."*
- [56]

The three schemes discussed by Harrar were the following: the first, exemplified by the New England Deposit Library (NEDL), is a central storage warehouse owned and operated by several participating members. Each participant merely rents space in a jointly-owned building, determines how its space is to be used, and maintains its own collections. The second type, illustrated by the Hampshire Inter-Library Centre (HILC), is a consolidated warehouse owned and supported by a group of cooperating libraries, and used in storing little-used serials of members. The collections are completely integrated and supported by contributed funds, as well as income from the disposal of duplicates. Part of the income is used in acquiring rarely consulted serials and expensive sets. The third type, illustrated by the Midwest Inter-Library Centre (MILC) now known as the Centre for Research Libraries (CRL), is different from the above two types, the holdings of the member libraries are absorbed into the collections, and duplicates are discarded. It has a professional staff which runs library programmes approved by the members and undertakes cooperative acquisition schemes to supplement the collections, and to strengthen the library resources in the region.

One important fact Harrar arrived at in her conclusions is that economies through cooperative storage had hardly been achieved. Pre-storage processing of the materials increased total handling costs, rather than reduce it; "the economies provided by a storage warehouse could be achieved by any library if the same techniques (i.e. compact storage, inexpensive maintenance, and simplified processing) were used on campus" [57].

Harrar suggested that the three cooperative storage schemes, "should not be looked upon as successful models upon which future storage facilities should be patterned". Rather libraries searching for

solutions initially expected to be provided by storage warehouses should look for other possibilities including modern developments such as communications networks of all types [58].

Despite Harrar's remarks on the three cooperative storage schemes and that they did not achieve their original objectives, there are, however, some examples of such schemes which are functioning successfully. According to Muller, one viable venture that should be mentioned is the Medical Library Centre which began operating in 1964. The Centre is sponsored by the American Academy of Medicine and other medical libraries, and houses a collection of little-used periodicals, textbooks and monographs all of which were transferred from member libraries. One aspect which is characteristic of the Medical Library Centre is its common subject interest (medicine). Muller considered this common aspect, not available in the other schemes, as a vital contributory factor to the success of the Centre. He believed that subject-based storage schemes such as law libraries, theology libraries, engineering libraries, etc, may achieve more benefits than those based on inter-institutional arrangements [59].

The need for the use of cooperative storage between the British university libraries has been very little. This is due to the fact that most university library collections are relatively small [60]. The only existing scheme which has been used as a store for deposited materials is the University of London Depository Library at Egham which began operation in 1961. There were three objectives for which this scheme was established:

- "1. to ease the pressure for additional library space in central London.

2. to provide cheaper accommodation for little-used books and periodicals from the libraries of the schools and institutions of the university.
3. to reduce duplication of holdings of such material in the various libraries." [61]

The Depository Library has been using the following two methods to store materials, private storage and cooperative storage. In the private storage, a certain amount of space will be allotted to a library for its own storage purpose. This method is used to help libraries facing particular problems, i.e. the need for a temporary storage place during re-building or new construction programmes; or for stock of special interest and therefore not to be discarded. There are no catalogues for this method of storage, and each library takes responsibility for transporting and shelving its own materials.

In the 'cooperative' storage method, all materials received from libraries are unified in one comprehensive collection, and normally only one copy of a specific title will be kept for general and inter-library loan use. Materials are shelved by size to achieve the maximum economy in space. A union catalogue of the whole collection based on an author entry supplied by the depositing library is set up [62].

1.4.4 Cooperative Cataloguing

Cooperative cataloguing or centralised cataloguing is another form of library cooperation. It may be described as the compilation of catalogue cards through a joint effort by a group of libraries which have agreed to share the responsibilities of classification and cataloguing procedures, in order to reduce duplication of operations

and to ensure uniformity in technical procedures of library materials.

This form of cooperative activity requires the availability of a centralised processing centre or a central agency to undertake all traditional technical procedures carried out by each individual library.

A centralised processing centre may take one of the following forms. It may be established as a part of one library system including all branch or departmental libraries (i.e. all branch libraries within one university or all libraries existing in one local area). It may be organised by a group of independent libraries (at a national, regional, or international level), or it may be run by a commercial agency.

There are several advantages and disadvantages in participating in centralised processing. Among the advantages are the following: it contributes in uniforming cataloguing procedures and bibliographical description. Despite the availability of some international standardised rules such as (AACR), (LC) etc, these rules have not been applied uniformly among many libraries. Boadi stated that the inconsistencies in the application of these rules may be attributable to human error or differences in the application of these rules, or it may be the result of deliberate policies to reflect a definite subject bias in the presentation of the material [63]. Another advantage may be to prevent duplication of efforts and waste of much needed manpower. Duplication of technical processing of library materials has been seen among many libraries. Freed from the traditional classification and cataloguing responsibilities, professional librarians could devote more time to public services. In addition, centralised processing may reduce the

cost of cataloguing and could also cut the expenses by avoiding purchase of bibliographic and other expensive tools.

Two cited disadvantages of centralised processing centres are delays in the receipt of the material and errors in cataloguing. Of the first it should be remembered that although some delays may occur, formerly delays were blamed on the interposition of an agency between the supplier and the user. The second disadvantage, that of errors, could be rectified if a high standard of alteration to detail was enforced. This, one would think, would be more easily obtained in one centralised processing centre rather than several independent libraries.

In some developed countries, the centralised or non-profit making agencies have been providing various efficient services. One of the primary services is the centralised cataloguing facility which includes production of catalogue cards and on-line cataloguing information service etc.

One of the major centralised processing centres in the United States is the Online Computer Library Centre (OCLC). Among its various services, it provides a computer support service for cataloguing which is considered the largest part of these services and the one used by many libraries. Each library using OCLC constructs a profile of its cataloguing needs, including the type of cataloguing information required, the number of catalogue cards needed for each item catalogued and any special information required on the card. Searching of the bibliographic database facility is also used by libraries who need to modify their cataloguing information. According to the 1988/89 Annual Report, there were 10,384 member libraries, including the serials union lists and group access participants. The database contains over 20 million records and 331

million location listings. It is updated daily from terminals in more than 10,000 libraries around the world [64].

In the United Kingdom, the British Library, in addition to producing the British National Bibliography (BNB) and the UK MARC, provides a range of bibliographic information services through its on-line BLAISE-LINE and off-line Selective Record Service (SRS) to the UK and LCMARC Exchange tapes. It also offers a Local Catalogue Service (LOCAS) which has been in operation since 1974 and provides an off-line catalogue production service. Cataloguing and bibliographic information services are also provided by some automated cooperative projects such as Birmingham Library Cooperative Mechanisation Project (BLCMP), South West Academic Libraries Cooperative Automation Project (SWALCAP) and Scottish Libraries Cooperative Automation Project (SCOLCAP). These cooperative projects will be discussed later in the section on cooperation in automation.

1.4.5 Exchange of Materials

Exchange of materials between libraries could be another useful form of resource sharing programme. As a matter of fact, it is considered as the cheapest way to obtain materials which are not available through normal channels of purchasing. Through an effective exchange programme much valuable material can be gained. Materials such as government publications, research papers and reports, publications of associations and societies etc are only available through this type of cooperative activity.

This form of library cooperation usually takes place through the following two methods; the exchange of unwanted duplicate materials and the exchange of newly published materials. The latter method is usually confined to large university or research libraries; it is

often used to obtain materials from countries in which commercial trade facilities are limited and restricted.

There are also two methods through which libraries can participate in exchange programmes: (a) direct contact between libraries, i.e. a library may mail its list of exchange to other libraries to select whatever appropriate for their needs; the first library to request an item gets it just for mailing or shipping costs; (b) through a centre or coordinating body, i.e. a centralised agency will act as a storehouse and distributor for all materials needing to be exchanged which are received from participating libraries.

In the United Kingdom, this type of activity was carried out by the British National Book Centre (BNBC), a division of the National Central Library (NCL). BNBC was established in 1948 in order to exchange and distribute the unwanted publications available in the British libraries. The Centre functioned both within and outside the UK. It was, however, reformed in 1974 to the Gift and Exchange Service (GES) and ever since has been a division of the British Library Document Supply Centre (BLDSC). The purpose of GES is to assist the British libraries to dispose of unwanted materials either by taking them into DSC's own stock to ensure at least one copy is maintained for loan purposes, or else by offering them to other libraries through regularly circulated lists available by subscriptions. The service of the GES covers all the UK although its international service was suspended at the end of 1981 [65].

Finally, participating in a well planned and systematic exchange programme will contribute to solving some of the serious problems and difficulties libraries may face. Libraries suffering from space difficulties may benefit from such a programme if they discharge their unwanted materials on a regular basis. Others lacking complete

sets of periodicals or any other type of publication may find their needs to fill the gaps through such a programme.

1.4.6 Cooperation in Automation

One of the remarkable turning points in the development of librarianship was the application of automation in libraries. The computer has made library operations much easier and faster and enabled libraries to make use of cataloguing data such as MARC records which are produced by central agencies.

Although the computer has been used much in library operations, its benefits have been felt most in the area of technical services and bibliographic access.

In most developed countries, where the university libraries are totally or partly automated, several cooperative automated schemes have been established to "design and develop a system to utilise centrally produced machine readable bibliographic records in MARC formats in local libraries, and to assess the practicality of a regional data bank, accessible to a number of libraries, using these records as well as locally produced records" [66]. Evans divided cooperative automated networks into the following four types:

- "1. library cooperatives and consortia, which provide for the sharing of materials and expertise. These include organisations like the Research Libraries Group (RLG), which organised its membership to provide the capacity to work together to meet mutual needs through institutional planning and cooperation.
2. non-profit computerised bibliographic organisations, which provide their services on a fee basis to members. Examples are

On-line Computer Library Centre Inc (OCLC) and Western Library Network (WLN).

3. commercial vendors with "turnkey" (ready-to-operate) systems for cataloguing, materials control, and acquisition. Biblio-Techniques, Carlyle Systems Inc, and Library Systems Services are examples of commercial organisations selling systems that may be linked to look like an integrated library system.
4. breaker networks or library service centres that arrange for cooperating institutions to obtain automated services at discounted prices. AMI and OS Bibliographic Council (Dallas), SOLINET (South-Eastern Library Network), and SUNY (State University of New York), and OCLC are examples of this group." [67].

There are several examples of cooperative automation schemes in which the British university libraries were involved. Among these schemes were: the Birmingham Cooperative Mechanisation Project (BLCMP) which was established in 1969 by the University of Birmingham, Birmingham Public Libraries, and the University of Aston. The scheme aimed to provide a cooperative computer based cataloguing system using both MARC records and records produced locally [68]. At the present time, the BLCMP is considered the largest cooperative scheme in the UK. It includes 46 members of almost all types of library.

The South West Academic Libraries Cooperative Automation Project (SWALCAP) was also established in 1969 to provide a cooperative automation system to the university libraries of Bath, Bristol, Exeter, and Cardiff. Two major services were offered by the network: circulation control system and cataloguing system [69]. In

1989, however, the SWALCAP was renamed SLS (Information Systems) Limited as it shed mutual status and became a conventional trading company [70].

The third example is the Scottish Libraries Cooperative Automation Project (SCOLCAP) which was established in 1973 to provide "a mode to access BLAISE, and enable Scottish libraries to make use of BLAISE/LOCAS facilities, while avoiding the heavy telephone line costs which would otherwise be incurred" [71]. SCOLCAP, however, discontinued in 1989 as technological developments have overtaken progress and the trend now is to have a de-centralised system rather than a centralised one as libraries have been able to acquire their own computers.

In 1984, the Joint Academic Network (JANET) was established by the Computer Board for Universities and Research Councils, the Science and Engineering Research Council (SERC) and the National Environment Research Council (NERC), linking together all UK University Computer Centres. The main purpose of the network is to "facilitate access to academic computing resources across the UK, in the interests of teaching and research" [72]. In other words to eradicate the geographical barriers between the higher education and research locations in the UK. JANET provides facilities such as electronic mail, database management, graphics packages, access to databases of specialised information, programming language compilers, file transfer and access to applications software of different types.

1.5 ORGANISATIONAL STRUCTURE

Different patterns and models for the organisational structure of networks systems and cooperative activities have been designed and produced by many writers. Kent mentioned three basic network

structures to be distinguished in order to understand how networks operate. They are the following:

1. The star network: it entails one network member holding most of the resources, with all other members utilising these resources (Figure 1).
2. The hierarchical network: it entails members sharing resources locally, passing unsatisfied needs along to the next greater resource centre (Figure 2).
3. The distributed network: it is composed of members with equal, but different resources, with all members able to call directly on the resources of all other members (Figure 3) [73].

The models proposed by Sinclair and illustrated by Evans, however, clarified in more detail the way in which cooperative activities among the libraries are functioning. Sinclair proposed the following four theoretical models of cooperative activities:

Type A: this is a bilateral exchange model, in which materials are exchanged between two participating libraries. In practice, where such an exchange is found, the exchange rate is usually calculated upon a proportional basis, according to some agreed upon value (e.g. one for one, two for one) (Figure 4.1).

Type B: this is a multilateral development of type A, and can be called, for convenience, the pooling model. In this model, more than two libraries contribute to and draw from a pool of materials (Figure 4.2).

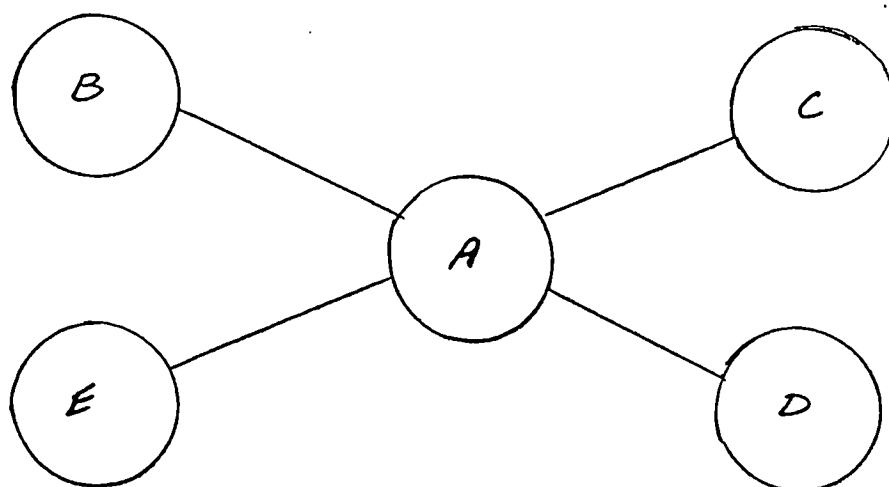


FIGURE 1: STAR NETWORK STRUCTURE. ONE NETWORK MEMBER (A) HOLDS ALL RESOURCES, WITH ALL OTHER MEMBERS (B-E) UTILISING THESE RESOURCES

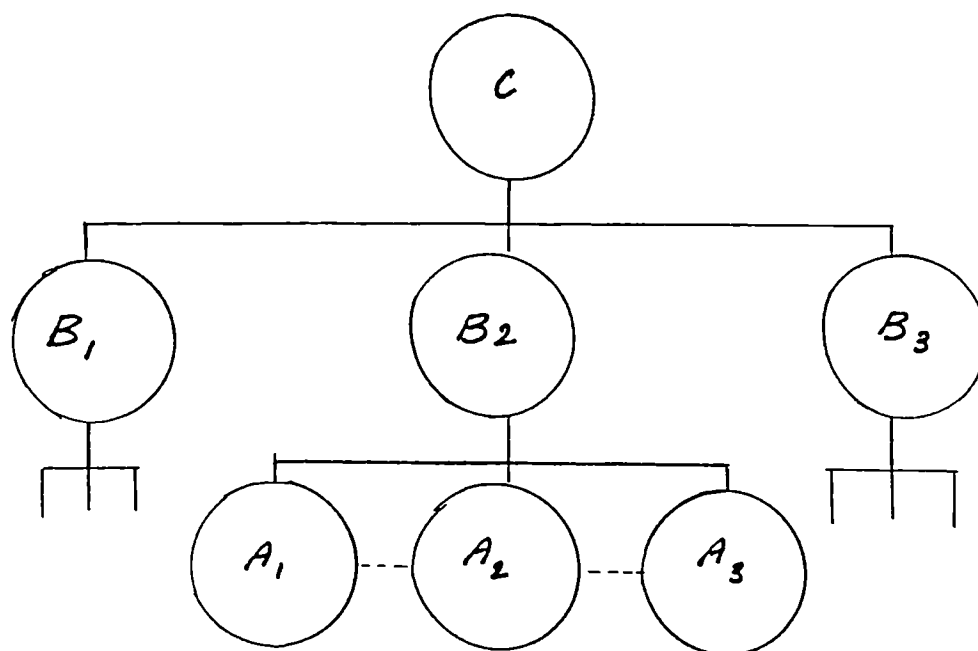


FIGURE 2: HIERARCHICAL NETWORK STRUCTURE. NETWORK MEMBERS (A_1, A_2, A_3) SHARE RESOURCES, WITH MOST OF NEEDS SATISFIED BEFORE REQUESTING SERVICE TO THE NEXT GREATER RESOURCE CENTRE (B_2); FINALLY THE FEW REMAINING UNSATISFIED REQUESTS ARE REFERRED TO THE "LIBRARY OF LAST RESORT" (C), WHICH MAY BE OBLIGED TO CHECK OTHER CENTRES (B_1, B_3) TO LOCATE REQUIRED MATERIALS.

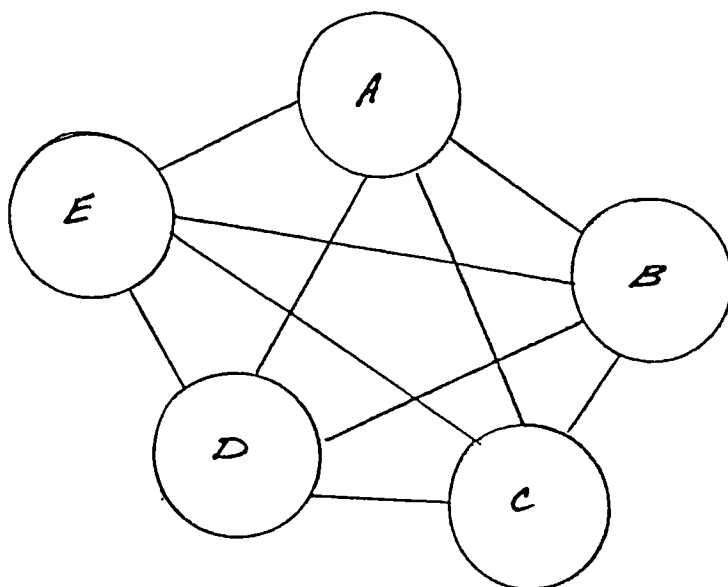


FIGURE 3: DISTRIBUTED NETWORK STRUCTURE. ALL NETWORK MEMBERS (A, B, C, D, E) HOLD, IN THEORY, DIFFERENT RESOURCES, WHICH THEY SHARE WITH ONE ANOTHER

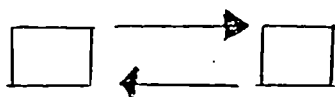


FIGURE 4.1: TYPE A (EXCHANGE)

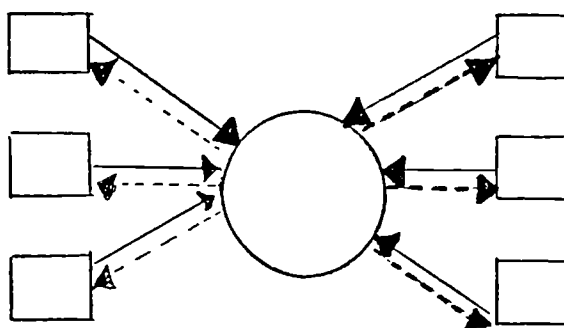


FIGURE 4.2: TYPE B (POOLING)

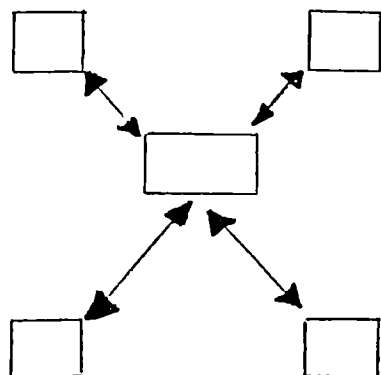


FIGURE 4.3: TYPE C (DUAL SERVICE)

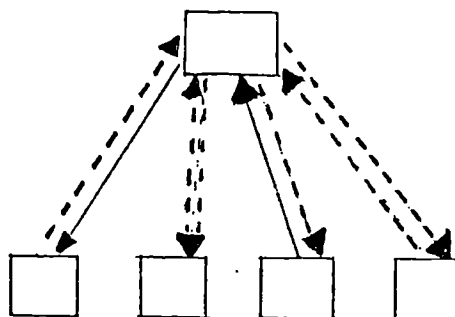


FIGURE 4.4: TYPE D (SERVICE CENTRE)

(FIGURES 4.1, 4.2, 4.3, 4.4 AS ILLUSTRATED BY G.E. EVANS. DEVELOPING LIBRARY AND INFORMATION CENTRE COLLECTIONS, 2 ed., p.333)

Type C: this dual service model is one in which two or more participating libraries take advantage of the facilities of one of the participants to produce a common output - for instance, a union list, the term "dual services" is proposed both to distinguish this model from the next, and to emphasise the fact that all participants, including the facilitator, contribute to the common output (Figure 4.3).

Type D: this model is one in which a number of libraries employ the services of facilitating participants to input and process materials for individual purposes rather than to the end of a common output. Hence, it is called the service-centre model. While the facilitator may be merely a service bureau, and not otherwise employ its own facilities, the model comes under the pricing conditions which will be stipulated for this type of cooperation (Figure 4.4) [74].

1.6 BARRIERS TO LIBRARY COOPERATION

Although the objectives of library cooperation and resource sharing programmes are clear and straightforward, it seems that there are still some obstacles and barriers which hinder the efforts towards the establishment of networks for such activities. Through a literature review on this issue, it is apparent that the problem is attitudinal rather than technological. Fetterman stated that "the obstacles to resource sharing are no longer inherent in technology, but in people" [75]. Harris also emphasised this when he said "cooperation works only so far as personalities allow it to work" [76].

In 1968 the American Library Association held a series of ten one-day meetings to identify barriers preventing library cooperation. Forty-six major barriers were identified which Nolting has summarised under the following five headings:

"1. Psychological barriers:

- fear of loss of local autonomy
- clash of personalities
- jealousy and stubbornness
- complacency and self-satisfaction
- mistrust between librarians
- inertia and differences
- unwillingness to experiment

2. Lack of information and experience:

- lack of knowledge of needs of users
- lack of information about the true functions of different types of libraries
- unpredictability of demands on the library by its legitimate users
- lack of public interest and concern for total library services
- Failure to inform the public on library collections and services
- Lack of knowledge by libraries of new inter-library loan code
- Failure of small libraries to realise the value of resources of larger libraries
- Unawareness of successful cooperative efforts in other states.

3. Traditional and historical barriers:
 - lack of adequate funds
 - fear by large libraries of being over-used and under-compensated
 - lack of understanding by laymen of library needs
 - institutional competition between school and public libraries.
4. Physical and geographical barriers:
 - distance between libraries and distance of users from libraries
 - difference in size of collection
 - lack of space in public libraries to serve students
 - delay in satisfying needs and requests of users
 - over-emphasis by librarians on housekeeping activities
 - lack of a good public transit system
5. Legal and administrative barriers:
 - too many local government taxing units
 - lack of communication across jurisdictional lines
 - large number of institutions providing library services
 - lack of appropriate enabling legislation
 - lack of creative administrative leadership
 - cumbersome fiscal practices of local governments
 - lack of effective public relations programmes
 - lack of contacts with voluntary and governmental agencies engaged in area wide cooperation
 - lack of bibliographic tools and controls
 - failure to utilise technological equipment
 - incompatibility of equipment, procedures and rules between libraries
 - lack of properly trained staff." [77]

Nolting himself believed that most of the above forty-six barriers are not real and emphasised that "many are based on false assumptions, some are excuses, and still others are arguments for cooperation" [78]. He added that librarians who accept such barriers are themselves the real obstacles [79].

1.7 LIBRARY COOPERATION IN THE DEVELOPING COUNTRIES

The importance of library cooperation and resource sharing among university libraries in developing countries has been emphasised by several writers, conferences, seminars, etc. One of the earliest attempts to draw attention to this issue was the Regional Seminar on Bibliography, Documentation and Exchange of Publications in Latin America, held in Mexico in 1960, of which one basic recommendation was that "there should be a coordination of and broader cooperation among the university libraries" [80]. Gelfand also stated that the "largest libraries must engage in cooperative activities to augment their resources, for today it is impossible for any library to be absolutely comprehensive in all fields" [81]. In a study involving one developing country, Doustdar pointed out that the lack of coordination and cooperation between the Iranian university libraries has prevented them from fulfilling educational objectives for developing the nation [82]. He also emphasised the need for satisfactory library cooperation when he said:

"there is a greater need for a well designed system, preferably a systems approach, in the attempt to define identifiable requirements of the nation's libraries. The need for such cooperation is urgent and each year's passing further increases it." [83]

According to Ahmed, in some developing countries, where University libraries have inadequate collections, small funds, unsuitable library buildings and a lack of professional librarians, the need

for library cooperation and resource sharing is of most importance [84].

However, there have been many barriers and obstacles which prevent the establishment of effective resource sharing programmes among university libraries in developing countries. One of the fundamental barriers repeated frequently in library literature is the lack of resources. According to Parker, librarians cannot share what they do not have, and may well feel that if too little is shared between too many, everyone will end up with even less than they had to begin with [85]. Havard-Williams also emphasised this when he said: "resources cannot be shared when resources are so limited as to be only adequate for immediate use of local clients" [86]. Soltani discussed some other problems including low rate of publications, limited resources, lack of bibliographic control and tools, lack of cooperation, lack of referral centres, and absolute lack of any effort to create the reading habit [87].

The shortage of qualified librarians and well trained library staff is another obvious major problem facing cooperative activities among university libraries in developing countries. According to Bowden "the shortage of trained staff is one of the most critical areas inhibiting library development, and consequently cooperation in the developing countries at the present time and for the foreseeable future" [88]. This shortage is considered as a main obstacle to the availability of information in the third world [89]. There are generally too few librarians, documentalists, systems engineers, analysts, programmers, communications and telecommunications specialists, etc [90]. Salman also discussed the shortage of skilled manpower, and pointed out some other problems, including the low pay and often poor job status which discourages people of the right calibre and the traditional training patterns not in line with

today's information-development needs [91]. She proposed that statisticians, the education authorities, personnel officers, and those responsible for vocational training have regard to both quantity and quality of the library professional problem [92].

The lack of governmental support, legal legislation and professional associations also hinder the introduction of effective networks systems. A failure by governmental authorities to recognise the importance of library development is a frequently listed problem which hampers library development in developing countries [93]. According to Line, "the most fundamental was a lack of recognition of the value and importance of libraries, which was reflected not only in inadequate financing and a low economic and social status of librarians, but in the relegation of library planning to a very low rank in national priorities" [94]. Havard-Williams stated that librarians, information officers and archivists have all tended to avoid contact with the body politic. He believed that information workers need to press on actively in the political field by establishing strong professional associations to achieve this end. He emphasised, "in modern society pressure groups seem to 'get places'" [95]. Robredo believed that the major problems that arise in connection with the establishment of an information network in the developing countries and possibly in every country in the world. They can be laid at the door of the top-level decision makers themselves. He added, while we frequently find men who are highly sensitive to the problem of information, they may not always see clearly enough all the implications of the decision to create an information system or network [96].

Additionally, the general public in developing countries, as well as policy makers, also do not recognise the importance and value of library services in supporting and assisting the social, educational

and economic progress of the country [97]. Librarians and information workers in developing countries have also failed to consider the importance of library cooperation. According to Bowden:

"with few honourable exceptions developing countries' librarians have not considered the benefits that cooperation could bring. When they have given it thought it has more often than not been to prepare a list of problems as if to convince themselves that cooperation is impractical and therefore unworthy of further consideration." [98]

Ahmed summarised the barriers which are hindering the establishment of networks among university libraries in developing countries in the following twelve points:

- "1. deficient postal system
2. unreliable telephone services
3. insufficient and improperly trained manpower
4. lack of bibliographical apparatus, union catalogues, etc
5. incompatible processing of materials
6. non-availability of telex installations
7. size of library collections
8. lack of financial allocations to bear the cost of coordination
9. lack of a national body to oversee, coordinate and build up networking
10. negative attitudes to resource sharing
11. lack of student enthusiasm for intensive study and research
12. reluctance of large libraries to participate because of the danger of being overutilised without compensation". [99]

Finally, Bouazza concluded that resource sharing among libraries in developing countries will not be successful unless these countries realise the importance of information for solving social problems in

particular and helping the social and economic development in general [100]. Bowden proposed solutions for some regional problems including establishing some central agency or informal organisation to coordinate cooperative activities. This could be a government ministry or a library association or a national library. He also suggested establishing processing centres to undertake all technical processing of coordinating libraries. Additionally, he proposed establishing practitioner's organisations where all cooperating libraries come together [101]. For effective and practical resource sharing activities, Eaton listed the following useful suggestions:

- "1. be familiar with approaches tried elsewhere, but do not assume that they can be transplanted. While some can be accepted with modification, others should be rejected in favour of better ones more suitable to local conditions.
2. recognise and make allowances for problems that will arise from limitations of infrastructure, e.g. postal and telephone service, equipment maintenance etc.
3. assume that there is no one best approach. Consider various forms of cooperation and devise programmes that can be carried out with resources available.
4. clarify objectives in advance. Try to assess potential demand for library service by studying the nature and extent of user's needs.
5. devise programmes from which all participants, including large libraries, will benefit.

6. recognise that cooperation requires money, staff and commitment to the common purpose.
7. consider the possibilities of multi-country programmes where there are solidly based national systems on which to build.
8. be sceptical about elaborate computerised systems as the only sound approach, but be willing to experiment with computerised networks where conditions seem favourable." [102]

1.8 LIBRARY COOPERATION IN THE ARAB WORLD

Library cooperation or cooperative networking systems in the real sense of the term do not exist among university libraries in any Arab countries, even in the prosperous ones where the university libraries have been developing rapidly and could afford to purchase and obtain whatever they need of library materials, adequate buildings, and modern telecommunication facilities. There has been no cooperation and coordination to organise an effective use of these privileges. The existing marginal cooperative activities are not functioning effectively and not practised as one would expect. There have been many professional meetings organised by Arab organisations and institutions held in various Arab countries. These meetings emphasised the need for library cooperation among libraries in the Arab world. Sharif listed the following professional meetings sponsored by the Arab League Educational Cultural and Scientific Organisation (ALECSO):

- "1. Meeting of experts on publication exchange between Arab countries, June 22-28, 1957 in Damascus.

2. Meeting of experts on book development in Arabic speaking countries, January 25-28, 1967 in Cairo.
3. Meeting of experts on documentation in the Arab world, September 20-25, 1969 in Cairo.
4. Meeting of experts on book development in Arabic speaking countries, September 4-8, 1961 in Beirut.
5. Seminar on library services, bibliography, documentation, Arabic manuscripts and national archives, October 5-11, 1971 in Damascus.
6. Meeting of experts on book development in Arab countries, May 1-6, 1972 in Cairo.
7. Meeting of experts on book development in Arabic speaking countries, December 4-10, 1972 in Qatar.
8. Seminar on the development of libraries in Arab universities, March 12-15, 1972 in Baghdad.
9. Conference on bibliographical control for the Arabic book, November 24-December 1, 1973 in Riyadh.
10. Seminar on using the computer on bibliographic control in the Arab speaking countries, November 29-December 4, 1975 in Khartoum." [103]

ALECSO needs to play an even more effective role in the library profession, especially with regard to library cooperation, by organising and holding more conferences and seminars emphasising the

great need for library cooperation among all the Arab countries in general and individual countries in particular.

Dyab in his article "University Libraries in Arab Countries", discussed very briefly the state of university libraries in some Arab countries including the following two members of the GCC: Kuwait and the United Arab Emirates. He concentrated mainly on the development of their collections and services provided. Dyab concluded that the situation of library services in most, if not all, of the countries is not encouraging. He identified a number of problems which prevent their effective performance. These problems include: inadequate library collections, lack of professional staff, lack of strong library associations, and lack of user education. Finally, he described library cooperation in these libraries as follows:

"There does not exist any coordinated structure which could integrate the resources and services of these Universities either at the state or inter-state level. Inter-library cooperation is least visible at different echelons." [104]

Discussing the development of university libraries in the Arab countries through cooperation Sharif stated some problems which he believed will be solved if cooperative activities at regional and national levels are organised. They include: inconsistency in classification schemes used, lack of professional staff, lack of user education, and difficulties concerning the application of library automation. He also identified five possible forms of cooperation which include: cooperative acquisition programmes, union catalogues, lists and bibliographies, communication, library training, and inter-library loan services. Finally, he made some general recommendations to overcome the problems which are facing the academic libraries in the region. Among these recommendations

are the following: creation of a new cadre for librarians, more training programmes are required, exchange of personnel programmes, establishment of inter-library loan system, compilation of bibliographic tools, and establishment of a centralised processing centre [105]. The lack of cooperation and coordination among different types of libraries in the Arab countries was emphasised by Khafaji who believed that cooperative activities among libraries does not exist in the Arab world. He also believed that there is no adequate information infrastructure existing in any Arab country. He pointed out some considerations in planning for a national information system including using modern technologies, establishing a national centre for bibliographic control, establishing an adequate communication system, using international standards, and creating programmes for staff training [106].

In a useful article, Salem attempted to analyse the information infrastructure in the Arab countries. He discussed the establishment of databanks in these countries and highlighted some unique characteristics of information handling, users, software, hardware, manpower, and budget. The writer stated some common features characterising the Arab countries. These include:

- "1. lack of technical and skilled manpower in library, information and computer fields.
2. tight control of major vendors over the Arab countries information and informatics market.
3. lack of basic Arab tools to standardise information technology in both hardware and software.

4. wide use of Cobol which holds the lion's share among the programming languages.
5. information and informatics education still below the level required in school and university education.
6. unavailability of clear and well defined policies of information and informatics in the Arab countries.
7. low use of hardware by time, and the wide variation of exploitation from one Arab state to another.
8. poor maintenance of equipment and lack of spare parts and their unusually high costs.
9. unavailability of scientific societies and unions which could help to promote and develop the information profession.
10. the lack of comprehensive surveys, basic sources and necessary directories which could help in outlining the situation of information technology in the Arab countries, especially for the support of proper and sound plans and studies.
11. centralised administration prevailing in most institutions and organisations of the Arab countries, and leading to a complete absence of coordination between them in the information and informatics fields." [107]

Additionally, Salem proposed some solutions and recommendations for the development of information infrastructure in the Arab countries at the national, regional, and international levels. His recommendations for the regional level include:

- "1. current changes in science and technology and their channels of transfer to the Arab countries.
2. role of information in the development of the Arab countries.
3. coordination between the Arab countries in plans for information services.
4. seeking of help from international organisations and agencies." [108]

In 1986 a Symposium on Cooperation Among Libraries and Information Centres in the Arab Countries, Kairoun, 16-20 January 1986, was held in Kairoun, Tunisia under the auspices of Institut Supérieure de Documentation (Higher Institute of Documentation) at the University of Tunis. The symposium, which was attended by many professional experts from ten Arab countries, discussed two main issues: cooperation among libraries and information centres in the region and formation of a union for the Arab librarians. Several papers and reports describing various aspects of library cooperation as well as the experiences of some individual cooperative activities existing in some Arab countries were presented and discussed by the participants. The symposium gave special attention to the issue of library cooperation among libraries in the Arab world. This was apparent through some of the final recommendations which included: emphasising the importance of library cooperation among all types of libraries in each country, establishing exchange programmes for publications among all Arab libraries, compilation of bibliographic tools such as national bibliographies, union catalogues, union lists etc, and reviewing the existing library legislations in all Arab countries in order to facilitate an effective cooperative system among all libraries in the region [109].

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CHAPTER TWO

THE STUDY

2.1 INTRODUCTION

The development of higher education in the Arab Gulf States is a recent phenomenon. The oldest institution of higher learning, King Saud University, Riyadh, Saudi Arabia was established only in 1957. Establishment and growth of additional universities was slow during the next ten years. The late seventies, however, saw an unexpected increase in the number of Universities and their student population as a result of the large number of schools which were established during the mid-sixties. The number of universities increased from three in 1965 to seven in 1975 and to twelve in 1986 (Table 1). The number of students and teachers increased at a much faster rate. As an example, King Abdulaziz University, Jeddah, Saudi Arabia established in 1967, which had one faculty and ninety eight students in 1975, increased to nine faculties and over fifteen thousand students in 1985 on the Jeddah campus alone.

This development is reflected in the rapid growth of library resources in all the universities. Growth among the libraries, however, has been independent of, and sometimes in competition with each other. The last few years have seen a growth in graduate programmes of study and increased research activity in the region as a whole. The demands on library resources have put great pressure on library managements. As a result some coordination and cooperation has begun to develop.

TABLE 1: THE GROWTH OF UNIVERSITIES IN THE GCC COUNTRIES

University	Year Founded	Place and Country
KSU	1957	Riyadh, SA
IU	1961	Medina, SA
KFUPM	1963	Dhahran, SA
KU	1966	Kuwait
KAAU	1967	Jeddah, SA
IMSU	1974	Riyadh, SA
KFU	1975	Al-Hasa, SA
QU	1977	Al-Daha, Qatar
UAEU	1977	Al-Ain, UAE
UAQU	1981	Makkah, SA
AGU	1982	Al-Manamah, Bahrain
SQU	1986	Al-Khoud, Oman

Source: Guide of Higher Education in the Arabian Gulf States, 2 ed, Riyadh, ABEGS, 1985

The situation of university libraries in the Arabian Gulf countries is slightly different from those of developing or developed countries, especially with regard to the financial situation. Until recently these libraries were not lacking in financial resources or facing any restrictions in expenditure. In fact, the governments of

these countries were spending generously on the educational sector of which libraries are a part. The phenomenon of overspending, however, affected the university libraries in both positive and negative ways. In a positive way, the effect was a rapid development and growth in the library holdings and the expansion of library buildings. This, unfortunately, had the negative effect of an increase in the rate of duplication of library materials unnecessarily which also meant duplication in the technical processing of these materials. Most of these University libraries depend on expatriate manpower to a large extent and have in general shortage of staff positions. Processing of library materials is always in arrears. Retrospective collection development, essential for graduate and research programmes, is very expensive in terms of manpower and space.

Since oil is the main source of income for the Arabian Gulf countries, the fall in its prices at the beginning of the 1980s has affected all oil producing countries dramatically. This reduced the financial resources for the Gulf Cooperation Council Countries (GCC). As a result, the restrictions which were laid down on spending in the governments' budgets reduced the rate of acquisition in most of these university libraries, especially by reducing the emphasis on older materials. With reduced budgets the university libraries could not afford to continue multiplying their collections without taking serious note of problems which are going to remain with them for years to come. It seems that these university libraries have no choice but to coordinate their resources and services in some sort of cooperative activity. Such cooperation hopefully will assist in solving some of their common problems and difficulties. So far very little effort has been made to establish cooperative activities among the university libraries in the GCC since its formation in 1981.

2. 2OBJECTIVES OF THE STUDY

The main purpose of this study is to review the current state of the university libraries in the GCC countries, to identify the problems and difficulties being faced by them and suggest ways and means to achieve maximum effective cooperation to solve the problems. The study will concentrate on the following:

1. To describe the existing condition of the university libraries in the GCC countries.
2. To identify areas where the university libraries are facing problems or are expecting to face difficulties in the near future.
3. To determine areas where cooperation is already taking place.
4. To identify areas where cooperation in sharing resources and services will alleviate some of the problems and difficulties.
5. To establish priorities in cases of possible cooperation.
6. To suggest some practical solutions and recommendations for an effective cooperative programme among the university libraries in the GCC countries.

2.3 VALUE OF THE STUDY

This study has the unique advantage of being the most comprehensive study on a research basis carried out so far about the university libraries in the GCC countries.

It highlights the real status and actual functions of the university libraries in this part of the world. It includes much valuable knowledge derived from the practical experience of the researcher during his service period as an administrator at King Abdulaziz University Library, Jeddah, Saudi Arabia. The researcher has attended several professional meetings, seminars and symposiums held for library experts in the Gulf region.

The study will hopefully draw the attention of the authorities in each member country or the Secretariat General of the GCC to the problems hindering the full and effective use of library resources in the region.

It also provides useful information on the library situation in the GCC countries as a whole, some of which is not available in written literature.

Finally, it may raise some serious issues which may attract others to further studies. It is hoped that this study will be of value, not only resulting in optimal use of regional resources, but also helping eliminate unnecessary duplication in manpower and information resources and enabling libraries to provide effective services to the region as a whole.

2.4 SCOPE AND LIMITATION OF THE STUDY

The scope of this study is limited to the GCC countries which include Saudi Arabia, Kuwait, Qatar, United Arab Emirates, Bahrain, and Oman. It will cover the central libraries of the following universities:

1. King Saud University (SA).
2. Islamic University (SA).
3. Kuwait University (Kuwait).
4. King Abdulaziz University (SA).
5. Imam Muhammed Ibn Saud Islamic University (SA).
6. King Fahad University of Petroleum and Minerals (SA).
7. King Faisal University (SA).
8. Qatar University (Qatar).
9. United Arab Emirates University (UAE).
10. Umm-Al Qura University (SA).
11. Arabian Gulf University (Bahrain).
12. Sultan Qahass University (Oman).

The study will discuss the development of the central (main) libraries existing in the above twelve universities. This includes administrative organisation, size of the collections, services provided and exploring the existing cooperative activities these libraries are engaged in. The period coverage of the study will be for five years from 1981/82 to 1985/86 since the formation of the GCC.

The reason for choosing this period was the fact that the limitation in financial resources affected most of the university libraries especially in Saudi Arabia which has the largest number of university libraries. As a result, the growth of library resources in some university libraries began to slow down and a number of periodical subscriptions have been cancelled. It is certain that this situation will remain for some time to come, especially with the recent events occurring in the Gulf region. Consequently the growth of library resources will be slow, if at all. In fact during

the writing of this thesis the researcher has been in contact with some university library authorities who have said that the situation has remained unchanged for the last five years as far as library resources are concerned.

Due to their level and the nature of teaching programmes, university College and Polytechnic College, both in Bahrain, will not be included in this research. In late 1988, these two Colleges were merged and the University of Bahrain was established.

2.5 RELATED LITERATURE

Much literature on library cooperation and resource sharing about the developed countries has been produced. Material on the developing countries is very limited and is of much more recent origin. Most of it is of a general nature. Several expert reports and doctoral dissertations completed during the last ten years indicate that this subject is being seriously discussed in professional circles.

The size of literature related to this subject is such that it would serve no purpose to review it all again here. The definitions, objectives, forms and some other aspects of library cooperation in these countries have been mentioned and discussed in the previous Chapter.

A search through the literature on university libraries in the GCC countries reveals very little on inter-library cooperation and resource sharing, and those papers which are available are mostly descriptive. The literature which has been found through diverse sources may fall into the following two categories:

- a) articles or papers written on one aspect of library cooperation and limited to only one member country of the GCC;
- b) general work on the development of librarianship in the Gulf region without specification on library cooperation and resource sharing among the GCC university libraries.

The available literature which may border on the subject of this study will be reviewed below in chronological order:

1. Sayed Hassaballah. "Cooperation Among Libraries in Saudi Arabia" [1] (in Arabic).

At the beginning of his article, the writer reviewed the general aspects of cooperation among libraries as a whole, then he discussed the possibilities and the areas in which Saudi libraries could cooperate with each other. He concluded his article by emphasising three aspects of library cooperation: acquisition, technical services, and inter-library loans. Finally he pointed out the important fact that cooperation should not depend on "courtesy" but on "solid", well planned and formal agreement.

Despite the above article being too general and discussing this concept in only one member country of the GCC, it was one of the earliest attempts to highlight the necessity of establishing cooperative activities among libraries in Saudi Arabia.

2. Abdulrahman Dohayan. "Islamic Resource-Sharing Network: a feasibility study for its establishment among University libraries of Saudi Arabia and the Republic of Turkey as representative Islamic Nations" [2].

Although the scope of the study on hand is much wider, Dohayan's work is considered the first study on a research basis which deals with cooperation and resource sharing involving a member country of the GCC.

The study is divided into six main chapters covering 156 pages. After the introductory four chapters, the fifth chapter was limited to data analysis and findings. It was divided into three parts, addressing the existing conditions of librarianship in Saudi Arabia and Turkey, library cooperation among the Universities in both countries, and the Islamic Resource-sharing Network project. In the first part, the author discussed two university libraries in each country regarding their collections, communication technology, audio-visual materials, methods of bibliographic control and budgets. Then he reviewed the cooperative activities among the Saudi and Turkish university libraries with the following conclusions:

- "1. There are some types of cooperation among the university libraries within each country. However, they are not the types of cooperation that should exist. Furthermore, the cooperative arrangements within each country are limited to certain universities.*
- 2. Cooperation between Turkish and Saudi Arabian university libraries is minimal, and access may be limited to the needs of institutions for manuscripts which date back to the Uthoman (Ottoman) Empire only.*

3. *There are cooperative programmes of the Saudis and the Turks separately with other countries, including England, the United States and some European countries. This cooperation however is limited to very few types of service."* [3]

Although the author admitted that there were some types of cooperative activities and resource sharing programmes among the university libraries of both countries, he did not, however, detail what types of cooperative activities or resource sharing programmes these libraries were engaged in.

Finally, he made four types of recommendations to improve library services in Saudi Arabia and Turkey. These were regarding:

- a) The Saudi libraries.
- b) The Turkish libraries.
- c) The libraries of both nations.
- d) The IRSN.

3. K. Shearer. "The Arabian Gulf Plans its Library Future" [4].

Although the title of the above article intimates that it may be about the development of librarianship in the Gulf region, the writer discussed the library and information services in the state of Kuwait only, and that was only through his attendance at the workshop on the development of libraries and information systems and services in Kuwait and the Gulf area held in Kuwait. The article did not give any details about the libraries in the other Gulf states, or suggestions for the future development of library services in the region.

4,5. The following two papers were presented at the Symposium on New Technology in Libraries: Prospects and Problems for Libraries in the Gulf States, held in Dhahran, Saudi Arabia in 1982:

- a) "Inter-library Lending: Problems and Prospects" by M. Shoeb Nomani [5].
- b) "Problems of Library Development in the Gulf States" by Mohammed Jamil Qureshi [6].

In the first paper, the writer concentrated on the aspects of inter-library loan activity among Saudi libraries, stating some of the problems encountered, which include absence of a national bibliography, union catalogues and union lists of periodicals and report literature available in academic and research libraries. The writer also made some useful recommendations including the creation of an effective library network, establishment of a national referral centre, compilation of union catalogues and a national bibliography.

In the second paper, Qureshi reviewed and discussed in brief some of the problems and difficulties facing the development of library services in the Gulf region. These problems include absence of library standards, lack of library legislation to give legal status to various types of libraries, lack of library planning on a national level, shortage of library manpower, lack of library education, and non-existence of library professional associations.

Although the title of the latter paper gives the impression that it is about the Gulf states as a whole, the writer focuses mainly on Saudi Arabia, especially when he dealt with the problems related with the shortage of manpower. Both papers, however, are of value and relevance to this study in spite of their being limited to one aspect of library cooperation and their overall brevity.

6. Nazir Ahmed. "University Library Practices in Developing Countries" [7].

This work is an attempt to survey the actual practices and functions of the university libraries in eight developing countries including the following three members of the GCC, Saudi Arabia, Kuwait and Qatar. The work is divided into seven chapters covering mainly the following points: administrative organisation, reference and information services, acquisition, collections, planning and designing buildings and coordination and mobilisation.

Although Ahmed's work was more than just a survey of the actual practices of the university libraries in developing countries, it included much useful information about three member countries of the GCC. Describing the state of library cooperation among the university libraries in these countries, he wrote:

University libraries in rich Arabic Islamic countries do not face some of the problems shared by university libraries in Western as well as poor Arabic Islamic countries. Nonetheless, they lack professionally trained staff, a participative mechanism and the genuine desire to initiate and lead such cooperative ventures at national levels or actively contribute to international schemes of coordination". [8]

7. S. Nazim Ali, Academic Libraries and their Services in the Arabian Gulf [9].

In this descriptive article, the author reviewed in brief the current situation (as in 1986) and the development of university libraries in the Arab Gulf countries. He described the administrative organisation, and manpower, including the problem of shortages of qualified librarians and discussed the categories of library staff, technical services and reader services in these libraries. In relation to library cooperation, the author only mentioned the inter-library loan links between some of these libraries and foreign libraries. He pointed out that due to the limitations of local resources, most libraries still depend on the BLDSC in the UK to supply prints of articles and other materials. Similar activities are also maintained with libraries in the USA.

8. M.S. Ashoor. Bibliographic Networking in the Arabian Gulf Region: Prospects and Problems for Information Exchange" [10].

Ashoor submitted the above paper to the Congress of Muslim Librarians and Information Scientists held in Malaysia, 20-22 October 1986. At the beginning of his paper, the author pointed out that the pooling and sharing of resources of various institutions for overall better access has been totally neglected. He emphasised the need to develop appropriate systems and networks to facilitate the sharing of resources in the region. Such systems will help in various ways, e.g. they might overcome the shortage of semi-professional staff, reduce the cost of acquiring library materials, eliminate duplication in creating bibliographic

records, facilitate the utilisation of materials through inter-library loans, enrich information services and reduce computer and technical manpower costs.

The author believed that the environment to establish a network for resource-sharing among institutions in the Gulf region is more conducive now than ever before. He also stated that the following developments in the area had a direct impact on information and resource sharing: 1) improvements in telecommunications and data communication services, 2) the introduction of automation in libraries, and 3) the founding of some specialised institutions such as King Abdulaziz City for Science and Technology (KACST) and the GCC [11].

Ashoor suggested that the conference should encourage the GCC to take the responsibility for initiating and developing a system for the sharing of information and resources in the region. Two major steps should be taken: a) it should form a task force which should include representatives of large academic libraries, particularly those who have experience and are exposed to automated library systems. It should work concurrently on various fronts: legal, administrative, technical, bibliographic, etc to initiate work for a library network; b) four functional committees to plan and implement the network should be formulated. These are (i) the Data Processing and Communication Committee, (ii) the Library Committee, (iii) the Guidelines and Control Committee, and (iv) the Promotion and Training Committee [12].

The above paper is of value and importance to this study, despite being brief, for the following reasons: it highlighted the improvements in telecommunication services in

the Gulf region which may provide a technological framework needed for effective resource sharing programmes. It also emphasised the urgent need for library cooperation among the university libraries in this part of the world.

9. Shukry, Al-Anany. "Inter-Library Loans Among Saudi University Libraries" [13].

After a basic introduction, the author discussed the various aspects of library cooperation in general, listing some of the problems inhibiting this activity which include: 1) technical problems, 2) lack of users' experience in libraries, 3) lack of professionals, 4) difficulty in using modern technologies, and 5) lack of linkage between research centres and universities.

In relation to the cooperative activities among Saudi universities, Anani discussed cooperation in the area of preparation and compilation of union lists and catalogues. He studied the following two cooperative projects: the Union List of Arabic Periodicals existing in Saudi Universities and the Union Catalogue of Arabic Books. However, the Union List of Arabic periodicals was prepared by the efforts of KACST, while the Union Catalogue has been under preparation since 1984.

The writer studied the actual practice of inter-library loan activity among the Saudi University libraries and mentioned the decision of the deans of library affairs to obtain benefit from the proposed inter-library loan system adopted by the Arab Bureau of Education for the Gulf States (ABEGS). He made a comparison between this proposed system and an American plan

called "Model inter-library loan code for regional, states, local or other special groups of libraries" [14]. The ABEGS inter-library loan system will be discussed in more detail in Chapter Eight, Sections 8.4 and 8.5.

10. Yahya, Saati. "Cooperation Among Saudi University Libraries in Collection Development" [15].

In this useful article, Saati discussed the current situation of library cooperation through collection development. He pointed out that the subject of library cooperation had been raised and discussed during the annual meetings of the Council of Deans of Library Affairs; several suggestions and recommendations in this regard have been made and proposed but little was achieved.

Saati emphasised the importance of collection development in any cooperative scheme and stated that the Saudi university libraries do not make full use of the benefits of such activity despite their great need to develop their various collections.

As an important area in collection development, Saati discussed the state of periodical collections in Saudi university libraries. He pointed out that due to economies in library expenditures, during the last few years, most of these libraries cancelled many of their current subscriptions to foreign periodicals. He went on to state that this matter had not been given due consideration by authorities of these libraries; had they done so, this crisis could be better solved. To overcome this problem, he suggested that each university library should subscribe to a specific type of

periodical, and with efficient bibliographical tools such an arrangement would be beneficial. The writer also discussed the competition among university libraries in purchasing and microfilming manuscripts which had caused increased prices and a large amount of duplication. Competition also extended to collecting theses and dissertations; each library tried to develop its own collection separately. He suggested establishing a main centre for all dissertations written by Saudis which were submitted within and outside Saudi Arabia.

Although Saati's article was restricted to one aspect of library cooperation and in only one member country of the GCC, it raised a useful point when he emphasised strongly the great need for effective and practical cooperation not only among Saudi university libraries but also in the Gulf region as a whole [16].

11. Finally, Susan Seymour wrote a master's thesis entitled "The University Libraries of the Arabian Gulf: Extending their Role in the Areas Development" [17]. This work is the most recent study within the limits of the MPhil thesis and operating with inevitable linguistic and cultural constraints of university libraries in some member countries of the GCC. The writer attempted to analyse the factors which have restricted the development of libraries in general and university libraries in particular in Kuwait, Bahrain, Qatar, Oman and UAE and to ascertain ways of improving the organisation and role of these university libraries. The writer also provided some suggestions as to how the university libraries could be reformed to benefit the whole development process. In relation to library cooperation, the writer suggested some form of coordinating library commission in each

country investigated in order "to be an enabling body providing the power and resources for librarians to act, rather than acting directly itself" [18].

Although the scope of the study on hand is much wider, Seymour highlighted some serious problems which are facing university libraries not only in the five countries investigated by her, but all the GCC countries including Saudi Arabia which has seven university libraries. With regard to regional cooperation, she stated that "regional cooperation rarely works well in the Gulf" [19]. This may be true, but it can be said that since the situation of university libraries in the region as a whole, as far as financial resources are concerned, has been dramatically changed and the attitude towards regional cooperation has also been changed. Consequently, there is no choice for these university libraries but to cooperate and share their resources for mutual benefit.

2.6 METHODOLOGY

The method used for this study was a descriptive survey which was used to evaluate the current condition of university libraries and to explore the existing cooperative activities among the university libraries in the GCC. Babbie stated that among the numerous objectives of the survey research method are the three following general objectives: description, explanation and exploration [20].

The subject of this study is such that one must collect original data from the field. This data is not available in the published literature so it was decided to use the descriptive survey method for conducting research.

It was also decided to collect relevant information through the following procedures:

2.6.1 Questionnaire

Due to the lack of literature in the GCC countries related to the subject of this study, it was decided to develop a comprehensive questionnaire. The following steps were used for the preparation of the questionnaire.

1. Similar studies were reviewed to develop the initial draft of the questionnaire.
2. The draft was discussed with the advisor.
3. The reviewed version was then discussed during a visit to Saudi Arabia to confer with Mumtaz A. Anwar, Associate Professor and Director of Library Services, King Abdulaziz University, and Abbas S. Tashkandy, Professor of Library and Information Science and Secretary of Research Council, King Abdulaziz University. Professor Tashkandy is one of the Saudi academic experts in the field who himself was directly involved in the establishment of the Saudi Council of Deans of Library Affairs and the initiation of an inter-library loan system among the university libraries in the Gulf region. Both Dr Anwar and Professor Tashkandy gave their valuable comments and views clearly and generously.
4. A final draft based on all the previous discussions was prepared, studied and approved by the advisor (Appendix 1).

5. It was translated into Arabic (Appendix 2). Both the English and Arabic versions were given to each institution.

The final questionnaire consisted of 21 pages including 123 questions which were carefully designed in accordance with the data required for analysis. It was divided into two parts. The first part included the following items:

- General information
- Administrative organisation
- Budgets
- Staff
- Library collections
- Selection and acquisition
- Classification and cataloguing
- Bibliographic services
- User services
- Inter-library loans
- Reference services
- Periodicals
- On-line database search services
- Automation of library operations.

The second part of the questionnaire was designed to elicit information on the areas of possible cooperation.

2.6.2 Personal Visits

Personal visits to all the university libraries concerned and some research institutions in almost all the GCC countries were carried out. Copies of the questionnaire were distributed during these visits, and published and unpublished materials relating to each institution were also collected.

2.7 DATA COLLECTION AND PROCEDURES

In October 1986, after the preliminary stages of the study were finished, a field trip was made to the following member countries of the GCC (arranged in chronological order of the visit): Saudi Arabia, Qatar, Bahrain and the United Arab Emirates. Although a visit was planned to the Sultanate of Oman, this was not possible at the time due to visa difficulties.

The main purpose of this trip was to investigate personally the actual working conditions of the university libraries, to use personal contact to collect the relevant data for this study and to conduct interviews with deans of library affairs, directors of the departments of university libraries in all universities of the GCC countries, and with certain key figures in related institutions, organisations, and councils, in addition to a number of academic experts in the field who have been dealing with and involved in the attempts to establish cooperative activities among the university libraries in the Gulf region (see Appendix 3 for the list of persons contacted during the trip).

The trip took one month during which the following cities were visited: Jeddah, Makkah, Madina, Riyadh, Dhahran, Ahhsa, Kuwait, Manamah, Doha and Abu-dhahi. All possible efforts to collect data, such as circulating the questionnaire and interviewing the relevant key figures, were made.

The field trip started with a visit to Saudi Arabia, which has the largest number of universities of all members of the GCC. According to the plan, the researcher visited the following university libraries, institutions and organisations:

1. Deanship of Library Affairs, KAAU, Jeddah.
2. Deanship of Library Affairs, UAQU, Makkah.
3. Deanship of Library Affairs, IU, Madina.
4. Deanship of Library Affairs, KSU, Riyadh.
5. Deanship of Library Affairs, IMSU, Riyadh.
6. Deanship of Library Affairs, KFUPM, Dhahran.
7. Deanship of Library Affairs, KFU, Al-Ahsa.
8. The Library, KACST, Riyadh.
9. The Library, ABEGS, Riyadh.
10. The Information Centre, the Secretariat General of the GCC, Riyadh.

The State of Kuwait was the second member of the GCC in the schedule.

The following places were visited:

1. The Department of Libraries, Kuwait University.
2. The Library, Faculty of Arts, Kuwait University.
3. The National Scientific and Technical Information Centre (NSTIC), Kuwait Institute for Scientific Research (KISER), Kuwait.

While visiting Qatar, Bahrain and the United Arab Emirates, an extensive tour of University libraries listed below was carried out:

1. The Library, University of Qatar, Al-Doha.
2. The Medical Library, Arabian Gulf University, Manamah (this library was the only one in existence at the time; it was acting as a central library for the University).
3. The Library, United Arab Emirates University, Al-Ain.

The researcher spent three days in each city, during which time all possible enquiries were made. It was planned that during the first day of stay the questionnaire would be handed over in the hope of collecting

it on the third day of the visit. However, it was impossible to complete in the time, therefore none of the eleven questionnaires was ready for collection.

During the interviews all the deans and directors of the university libraries which were visited promised to respond to the questionnaire as soon as possible. One month after returning to his place of study, the researcher sent reminders to all the libraries concerned.

A copy of the questionnaire was despatched to the director of libraries at Sultan Qaboos University, Oman.

The responses to the questionnaire from all of these libraries were as follows:

1. It took between 2-4 months to receive the responses of ten libraries.
2. After the first reminder and several letters which were sent, it took ten months to receive the response from the Arabian Gulf University Library.
3. After the first reminder, additional letters were sent and several telephone calls were made, but despite this, the authorities in Qatar university libraries did not respond either to the questionnaire or to the enquiries. Therefore, the researcher wrote a personal letter to the President of Qatar University explaining the whole matter and seeking his assistance to solve the problem. Finally, in January 1988, the questionnaire was received after it had been followed up by the President of the University.

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CHAPTER THREE
THE DEVELOPMENT OF LIBRARY AND INFORMATION SERVICES
IN THE GCC COUNTRIES

3.1 INTRODUCTION

During the last ten years, the development of library and information services in the Gulf region was a subject of serious consideration. Many studies including academic researches and articles have been published discussing the various aspects of library and information services and suggesting means and ways to improve these services. A number of professional activities such as conferences, seminars, workshops, etc were also organised to discuss the development of library and information services either at national or regional levels. Four notable activities organised to discuss the development of library and information services at the national and regional levels were:

1. *Workshop on the Development of Libraries and Information Systems and Services in Kuwait and the Gulf Area. Kuwait, 15 to 19 March 1980.* The workshop, which was organised by the Kuwait Institute for Scientific Research (KISR), resulted in several excellent recommendations. Four types of goals for the development of academic, special, public, and school libraries were recommended by the workshop [1].
2. *The first conference of Saudi Librarians, Riyadh, 6 to 8 April 1980.* This conference which was organised by Riyadh University (later KSU) was the first attempt and an official one, to meet and discuss on a national level the state of the

library profession and draw up a plan for the future development of libraries and information services in the country. The delegates came from school, public, government, special and university libraries. Representatives also came from the Saudi Arabian National Centre for Science and Technology, Information Centre of the Ministry of Finance and National Economy and the Civil Service Bureau. The conference made a number of excellent recommendations concerning the formation of a library association, a special cadre for the Saudi librarians and resuscitation of the national library in addition to some other recommendations to improve library and information services in the Kingdom [2].

3. *Symposium on New Technology in Libraries; prospects and problems for libraries in the Gulf States. Dhahran, 26 to 28 April 1982.* Although the main theme of the symposium was the application of new technology in libraries, some other subjects such as inter-library lending, problems of library development, and prerequisites for inter-library cooperation in the Gulf region were also discussed. The symposium resulted in some useful recommendations related to the shortage of skilled manpower and the role of certain Arab institutions and organisations in the development of information services and modern librarianship in the Gulf region [3]. ✓
4. *Symposium on Strategy of Libraries and Information Centres in the GCC Countries, Riyadh 13 to 16 October 1985.* The main objective of this symposium which was held under the auspices of the Secretariat General of the GCC was to discuss the development of library services in the GCC in general and university libraries in the GCC countries in particular. Although the symposium aimed to discuss various aspects of

library services in the region, the participants were mainly invited from university libraries and research institutions. A number of interesting papers were presented and discussed in detail, some of which related to the development of university libraries. The symposium made a number of useful recommendations concerning the development of library services in general, creation of information centres, emphasising the need for effective cooperative links among all types of libraries [4].

The useful recommendations resulting from these activities emphasised the importance of the development of library and information services in the Gulf region. However, except for the university and some special libraries, it can be said that most of the Gulf region countries are still lacking in an adequate and effective library system. It is sad to note that the long-term effect of some of these activities and their recommendations did not meet the expectations of the participants. One of the major problems which may prevent the development of library and information services in the region could be the lack of a national plan for library development. Although the national development plans of some governments of the Gulf countries pay special attention to the progress of education, there is no direct mention of the role or place the library should play in the educational system. According to Qureshi:

"This lack of recognition of libraries by the Gulf states governments leads one to wonder about the methods that can be used to attract the attention of government offices to their failure to recognise the library as a vital agency in education". [5]

Other major problems which are facing the development of library services in the Gulf region are:

1. The absence of library standards.
2. Lack of library legislation.
3. Shortage of professional manpower.
4. Non-existence of library professional associations. [6]

This chapter will review the development of library and information services in the GCC countries which include national, public, school, and special libraries as well as library education.

3.2 NATIONAL LIBRARIES

National libraries do not exist in all the GCC countries. Among all the six member countries, only Qatar and Saudi Arabia have national libraries.

Qatar National Library (Dar Al-Kutub Al-Qatariyah) was established in 1962 as a result of merging the two libraries which were then in existence; the Education Department Library (Maktabat Al-Marref) and the Public Library (Al-Maktabah Al-Amah). The main functions of the national library at that time were to offer basic library services to the public and to the Ministry of Education, collecting publications and documents related to the interest of the country, and supervising school libraries [7]. The role and functions of the library, however, were expanded due to the tremendous expansion in the educational system at all levels, increase in the publishing industry, and growth in the cultural activities among the general public. At the present time, the Qatar National Library provides effective library and information services to all the general public as well as to the various government departments. It acts as a national body for preserving the national heritage, depository centre for all the publications produced in the country, compiling the national bibliography and other bibliographic tools, organising

professional activities such as training programmes, professional meetings and book fairs, and exchanging publications with regional and international libraries etc [8]. The national library is administered by the Director of the National Library who reports directly to the Minister of Education. There are six branch libraries scattered around the country which are operated under the administration of the national library. Since 1970, the national library has been publishing the National Bibliography of Qatar (Qaimat Al-Intaj Al-Fikri Al-Qatari). The bibliography is arranged according to (DDC) and has separate sections for Arabic and English publications. The last issue of the national bibliography appeared in 1983, ever since then the national library has not published any national bibliography. Additionally, the library published some other useful publications including bibliographies on the history of the Arabian Gulf, catalogues of some special collections, catalogues of book fairs held in Qatar and lists on some Islamic subjects. According to the Legal Deposit Law No 14 of 1982 "five copies of each work published in the country should be deposited in the national library, if the total number of copies published is less than 500 copies then only three copies need to be deposited" [9]. The total collection of the Qatar National Library included 134,000 volumes and a total of 36 staff [10].

The history of the national library in Saudi Arabia goes back to 1968 when the then so called National Library (Al-Maktabah Al-Wataniyah) was established in Riyadh. Although the title of the library in the Arabic language indicates that it is a national library, in reality it was not functioning as a real national library but as a public library. It is functioning under the auspices of the Directorate General of Public Libraries in the Ministry of Education. The national library, according to Line "carries out very few truly national functions, and those only at a

low level" [11]. The consequences of the lack of national library functions are that:

"There is no national bibliography; there is no inter-library cooperation (including inter-library loans); there is no comprehensive collection of both local and foreign materials to serve the entire country; there is no union catalogue to provide bibliographic access to the library holdings in the country; and there is no legal deposit law or copyright act". [12]

Since the national library plays a very important role in the development of library and information services of a country, there have been several calls for the importance to establish a national library in Saudi Arabia. As a result, a technical committee headed by the Deputy Minister of Higher Education and consisting of eight other members including three professional experts was formed to initiate steps towards the creation of a national library. After several meetings, the Committee drew up a broad plan for the proposed national library which was then referred to the Council of Ministers for the final approval [13].

In late 1989, a Royal Decree No M/9 dated 13.5.1410 AH (11.12.1989 AD) was issued announcing the establishment of the King Fahad National Library (KFNL) (Maktabat Al-Malek Fahad Al-Wataniyah) in Riyadh city. The main objective of the KFNL is to collect, organise, control, preserve and publish all the publications concerned with the Kingdom's interest. Some other objectives are: (1) to record all publications deposited in the library in accordance with the legal deposit law; (2) to produce the national bibliography, union catalogues, and other bibliographical tools; (3) to establish bibliographic databases; (4) to organise professional activities such as conferences, seminars, meetings and book fairs; (5) to cooperate with the international organisations, institutions and

libraries; and (6) to promote the national library and information services in the Kingdom [14]. The KFNL is governed by a Board of Trustees which reports directly to the Council of Ministers. The board is headed by the Governor of Riyadh city and consists of six prominent citizens including two senior professional experts who are appointed by a Royal Decree. Recently, a comprehensive study for a new legal deposit law was prepared by the KFNL and was referred to the Council of Ministers for approval [15].

It is hoped that with the unlimited support and facilities provided by the government to the new national library, it would be looked at as a model for an effective and modern national library not only in Saudi Arabia, but among all the GCC countries.

In the remaining countries Kuwait, Oman, United Arab Emirates and Bahrain, where designated national libraries do not exist, specialised centres either attached to university libraries or to a government agency play the role of a national library in some of these countries. The National Heritage Centre which is attached to Kuwait University Libraries Department was established in 1971 to function as a national library for Kuwait. The main objectives of the centre are: to collect documents, publications, manuscripts, films, etc on Kuwait and the Arabian Gulf, to organise these documents and make them available for the scholar's use, and to compile the national and other bibliographies [16]. The Centre which is administratively under the Kuwait University Libraries includes one special library, research and bibliographies unit, archive and information unit which is considered one of the best information centres on the Arabian Gulf studies in the region; documents and manuscripts unit, photocopying and printing unit; and publishing and translation unit which publishes the most famous journal in the Arabian Gulf "Journal of the Gulf and Arabian Peninsula Studies"

[17]. Under the legal deposit law of 1972 five copies of all printed publications issued in the country had to be deposited in the Centre [18].

In Oman, the Ministry of National Heritage and Culture has a Documentation Centre dedicated to preserving the current sources of information about the country. The 1984 Press and Publications Law requires five copies of each published or imported printed item to be deposited in the Ministry of Information [19].

Since there is no national library in Bahrain, the Manamah Public Library assumed the role of the national library for the country. The Manamah Public Library requires all publishers and institutions in Bahrain to deposit in the library five copies of each work published in the country [20].

In the United Arab Emirates there is neither a national library in existence nor any other library institution; an agency assumes the role of a national library. This is due to the fact that the library system in the country is still under development [21]. According to article No 6 of the Publications Law of 1973 ten copies of each item published in the country had to be deposited in the Ministry of Information [22].

3.3 PUBLIC LIBRARIES

One of the earliest types of library founded in the Gulf region are the public libraries. In their early stage of development these libraries began as learning institutions attached mainly to mosques. The mosque libraries included valuable collections of manuscripts and rare books mainly donated by individuals as memorials. Among

the oldest of such libraries were those founded in Saudi Arabia of which some still exist.

The historical development of public libraries in Saudi Arabia can be divided into two periods. The first period is known by the libraries which were attached to the two Grand Holy Mosques at Makkah and Medina. These libraries include unique and valuable collections of manuscripts and rare books dating from the early Islamic period [23]. The second period as indicated by Al-Nahari is known by the libraries that have been established since 1932 [24]. The public libraries are supervised by four different governmental agencies:

1. The Directorate General of Public Libraries (DGPL) in the Ministry of Education was established in 1959 and supervises 60 public libraries throughout the country. All technical processing including acquisition and cataloguing for all these libraries are carried out centrally by the DGPL. The total collections of these 60 libraries is 1,221,000 volumes. The largest is the National Library in Riyadh, which has 100,000 volumes, 300 periodicals, 200 manuscripts and 9 staff [25].
2. The Ministry of Pilgrims and Endowment (MPE) is responsible for the supervision of some old public libraries in Makkah and Medina. These libraries are known by their special religious collections which were mainly endowments made by some eminent citizens. Among the most famous libraries are the Holy Makkah Public Library founded in 1959 with a collection of 12,000 volumes, 1291 manuscripts and 50 periodicals [26]. Another of these libraries is the Arif Hikmat Library in Medina founded in 1853 with a collection of 6325 volumes and 6935 manuscripts [27].

3. The General Presidency of the two Holy Mosques (GPHM) is also responsible for the supervision of some old public libraries which are attached mainly to the two Holy Mosques at Makkah and Medina. The GPHM administers the following two public libraries: Al-Haram Al-Makhi Library founded in Makkah in 1850 with a collection of 30,000 volumes and 2500 manuscripts [28]. The library holds various unique collections endowed by some eminent persons such as Sharif Abdulmuttalib (Prince of Makkah) and Rushdi Basha (Governor of Hijaz) [29]. The second library is Al-Haram Al-Madani Library in Medina founded in 1932 with a collection of 5894 volumes and 942 manuscripts [30].
4. The Presidency of Islamic Researches, Ifta, Dawah and Guidance (a governmental agency responsible for religious affairs) runs the Saudi Library in Riyadh. The Library has about 15,000 volumes and 200 manuscripts [31].

In general, public libraries in Saudi Arabia face a number of problems. Abbas stated that "The fragmentation of these organisations and the absence of an effective administration within the four bodies, a direct result of the lack of qualified and experienced personnel, hinder public library development" [32]. In addition, the absence of public library legislation, insufficient funds, the lack of needed resources, inadequate facilities, the lack of appreciation of the public libraries' role, the absence of planning, the lack of cooperation and coordination and the inadequacy of programmes and activities are the major problems hindering the development of public libraries [33].

In Kuwait, the first public library came into existence in 1923 when a group of intellectual citizens established the Public Library (Al-

Maktabah Al-Ahliyah). In 1936, this library was merged with another public library founded by the Department of Education (later Ministry of Education) [34].

As the educational system was developed and the number of students and teachers increased, consequently the number of public libraries increased as follows: 3 libraries in 1962, 6 libraries in 1967, 19 libraries in 1972 to 22 libraries in 1978 [35]. According to the 1989 Unesco Statistical Yearbook, the 22 public libraries have book collections totalling 279,000 volumes and 119 staff members [36]. Administratively, the public libraries are attached to the Department of Public Libraries in the Ministry of Education which includes a central library and a number of branch libraries. All technical services including acquisition and cataloguing are done centrally by the central library which then distributes the materials to all branch libraries. Likewise in Saudi Arabia, public libraries in Kuwait face a number of technical and administrative problems. These include the lack of clear objectives, identity, planning, standard bibliographies, and selection and collection development policies for book and non-book materials [37].

The first public library established in Bahrain was in 1946. The Department of Libraries in the Ministry of Education is responsible for the supervision of the 12 public libraries activities. The Manama Public Library (MPL), the largest public library, is the headquarters for all public libraries in the country. Acquisition and all technical services of library materials are centralised and done by the MPL. The MPL which contains two specialised music libraries for listening and use of instruments is designated as a depository library for the national and some international publications [38].

The development of public libraries in Qatar began in 1954 when the Education Department Library was established to provide basic library services to students, teachers as well as to the general public. In 1956, another public library was founded. As was mentioned earlier, these two libraries were absorbed by a new public library to form the Qatar National Library in 1962. As the educational system was developed and the cultural activities increased, there was a need for more public libraries to be established. Therefore, the Qatar National Library considered three ways of providing library services to the public. They could use bookmobiles, some school libraries could play a dual role as a school and public library, or public libraries could be created as branches of the national library. After choosing the third alternative, it was decided that public libraries would be established in other cities rather than in the districts of the capital city [39]. In his report "Guidelines for the Development of Library and Information Services in Qatar", Broom pointed out that the main areas for concern of this alternative are: "(1) the administrative and technical capacity of the national library to support the development envisaged, and (2) the emphasis in the services currently being provided on conservation rather than exploitation" [40]. At the present time, there are six public libraries under the administration of the Qatar National Library. One of these libraries is Al-Khansa Public Library which has been designated for women's use only. Acquisition and cataloguing of library materials are carried out centrally by the national library. The six public libraries have a total book collection of 124,384 volumes, 180 periodicals and 54 staff [41].

In the United Arab Emirates, there are 12 public libraries scattered among the seven emirates. They are administered by the following two government agencies: the Ministry of Information and Culture, and

the Ministry of Municipalities. The distribution of these 12 public libraries is as follows: 3 libraries in Fujairah, and one library in each of Ras Al-Khaimah, Ajman, and Umm Al-Quaiwain [42]. One of the notable public libraries is the Dubai Public Library with a collection of about 15,000 volumes mainly in Arabic [43].

The Islamic Library is the only public library which exists in Oman. it has a collection of about 20,000 volumes and includes a children's section. Additionally, the British Council and the United States Information Services, both are in the capital area, maintain well-stocked reading rooms and reference facilities [44].

3.4 SCHOOL LIBRARIES

School libraries in the GCC countries are generally administered by the Department of School Libraries in the Ministry of Education of each country. The department is responsible for complete functioning of the school libraries; the selection and acquisition of the library materials, providing the furniture and equipment and organising training programmes etc.

In Saudi Arabia, systematic establishment of school libraries began in 1959 when the Department of School Libraries was established to develop and supervise school libraries in all types of schools in the country. Acquisition and technical processing of library materials for all the school libraries are done centrally by the department in Riyadh. Khalifa described the school library situation in Saudi Arabia as follows:

"The majority of schools have no libraries at all, and the existing school libraries are not real libraries in the sense of the word; in most instances they are merely a small collection of books, around 500 volumes, placed in a small cupboard ... No audio-visual materials or microforms exist at all in these

libraries. Very few librarians in these libraries have library qualifications ... The pupils cannot use these libraries except in their spare time during the school day ... School libraries have no real role in the education process". [45].

There is no direct source which could give the exact number and the size of the collections of school libraries in Saudi Arabia. The Directory of Libraries in Saudi Arabia published in 1979 by Riyadh University (later KSU) listed only 83 school libraries; the average elementary school library listed had 700 volumes, 2 periodicals and one librarian, each intermediate school library had 1000 volumes, 4 periodicals and one librarian; while each secondary school library had 1200 volumes, 4 periodicals and one librarian [46]. However, the latest estimation which was based on a field work study of the number of school libraries existing in the country was made by Hashim as 3228 school libraries [47]. He also found out that during the four years of 1978/79 to 1981/82 a total number of 587 new titles were supplied to the 3228 school libraries [48]. This is a clear indication that the acquisition programmes of library materials for the school libraries were not carried out at a high rate nor on a regular basis. Additionally, Hashim pointed out that the collection development policy used by the Department of School Libraries does not meet the international standards designed for school library programmes [49].

The school library system in Kuwait began in 1954 when the Department of School Libraries in the Ministry of Education was established. The main objectives of school libraries in Kuwait are: to develop effective library services in accordance with the educational development, and to make available all library materials which support the objectives of education [50]. the Department of School Libraries is responsible for providing all school libraries with books and personnel, as well as operating a book processing

centre which distributes the processed materials to all school libraries [51]. The number of school libraries in Kuwait is 570 with a total book collection of 3,127,000 volumes and 905 staff [52].

In Qatar, the Department of School Libraries in the Ministry of Education is responsible for the supervision of all school libraries in the country. The Department acquires books, makes lists of titles and sends them to all school libraries. Therefore, there are some similarities in the collections of these libraries. After the books are chosen, the school libraries catalogue and classify their own books and periodicals [53]. Broome stated that encouraging efforts have been made for the development of school libraries in Qatar. These efforts, however, were concentrated on the physical facilities such as accommodation, furniture and new equipment [54]. He believed that this concentration may change the school libraries into show places rather than working facilities [55]. Therefore, he suggested some useful recommendations to improve school library services in the country. His recommendations include the improvement of all types of school libraries with regard to their general stock, staffing, building design and expanding their library services [56]. There are 156 school libraries with a total book collection of 471,000 volumes and 157 staff [57].

School libraries in Bahrain are also administered by the Department of School Libraries in the Ministry of Education. All acquisition and technical processing of library materials is carried out centrally by the Department. There are two types of school libraries in the country. The state school libraries and the private school libraries. Some of the best state school libraries are to be found in the secondary schools, while among the 26 private school libraries are some that meet excellent international

standards [58]. The total number of school libraries in Bahrain is 150 with a total book collection of 186,000 volumes and 93 staff [59].

In Oman the Ministry of Education is responsible for the function of all school libraries in the country and distributes books to all of them [60]. There are 130 school libraries with a total book collection of 132,000 volumes and served by 97 staff [61].

School libraries in the United Arab Emirates are still in their early stage of development. There are almost no school libraries in any types of school; if they exist they are not up to standard [62].

The state of school libraries in the GCC countries can be described as unsatisfactory. There are several problems which are hindering the development of school libraries in the region. These include: (a) lack of appropriate accommodation; (b) lack of adequate funds; (c) lack of well trained professional staff; (d) lack of clear acquisition policies for the selection of library materials; and (e) lack of good reading habits among the pupils. Therefore, there is a great need for a well-planned school library system for each member country of the GCC. The authorities in the Ministries of Education in each state must give serious consideration to these problems in order that the school libraries do not remain at substandard level.

3.5 SPECIAL LIBRARIES

Apart from the university libraries, special libraries in the GCC countries are considered one of the well developed libraries. All special libraries are mainly maintained by some government agencies, research institutions, learned societies and private organisations.

The subject coverage of the collections of each of these special libraries is determined by the objectives of the agency or the organisation it serves. Many of these libraries have established documentation centres serving specialised needs such as enquiry services, providing indexing, abstracting, bibliographic services, translation and reproduction services to their users [63]. All of these libraries are staffed with expatriate professional librarians mainly from the Middle East area, to overcome the lack of local professionals [64].

Although most of the government agencies and the private organisations in the GCC countries have special libraries, "some of them are nothing more than small storage places for their own publications" [65]. The number of special libraries and the size of their collections varies from one country to another. Noteworthy among these libraries are those of the following organisations and institutions which were visited during the field trip:

1. King Abdulaziz City for Science and Technology (KACST), previously known as the Saudi Arabia National Centre for Science and Technology (SANCST), was established in 1977 to "formulate the national policy for science and technology development, and to show up the strategy and plan for its implementation; conducts research programmes, assists the private sector in research and development, supports joint research programmes with international institutions, awards scholarships and grants, and cooperates with government agencies, scientific organisations and research centres in the country" [66]. A further objective was to establish and manage an information centre maintaining data on national and international scientific institutions [67]. Recognising the importance of current scientific and technical information for

the support of its research and development programmes, KACST created the Directorate of Information Systems and Technical Services which provides a wide variety of information services to the academic and research community in the Kingdom. The directorate maintains the following national databases:

- a) Science and Technology Bibliographic Database (English) which has over 30,000 records of all types of literature including journal articles, books, essays, dissertations, government documents, and technical reports. Each record contains category and type of literature, full bibliographic data, detailed abstract, source of availability, and several other data elements;
- b) Science and Technology Bibliographic Database (Arabic). This database contains over 15,000 Arabic records of all types of documents written by Saudis, published in Saudi Arabia or of interest to Saudi Arabia;
- c) Science and Technology Terminological Database. KACST developed this database to challenge the most critical problems faced by the Arab world in Arabization of scientific and technological terminology. The database includes scientific and technical terms in Arabic, English, French and German;
- d) Union List of Periodicals Database. This database contains information about foreign language periodicals held by the university and special libraries in Saudi Arabia. A total of over 11,500 records are available in this database which can be searched on line from any location in the Kingdom and in the Arab Gulf states through KACST's information networks.

- e) Union List of Arabic Periodicals which was compiled by KSU libraries in 1986. The database contains over 1500 Arabic periodical titles which are held by the university libraries in the Kingdom;
- f) current awareness database; and
- g) science and technology manpower database [68].

In addition, the directorate operates and maintains the following two networks:

- a) The King Abdulaziz City for Science and Technology network (KACSTNET) is a local dial-up network which links research institutions and organisations from different parts of the country with the central computer in KACST. This network, however, is considered a one-way communication network; i.e. all the participating institutions are able to use KACST's information systems while KACST has no access to their information systems; and
- b) The Gulf Academic Network (GULFNET) is the first computer network in the Arab world for the academic and research institutions in the Arab Gulf countries. It was established in 1985 and links computer centres of major universities and research institutions through public leased telephone lines. At the present time, ten universities and research institutions in the Gulf region are connected to the network [69].

The directorate also provides some other information services including searches of major international databases and documents ordering and delivery services who go over 10,000 documents per year. About 56 per cent of the documents supplied are from KACST and local libraries, and 44 per cent from the British Library and other foreign vendors [70].

Finally, KACST has a special library to meet the day-to-day information needs of its management and personnel. The library's stock is strong in science and technology policies, research management, solar energy, information technology and other related fields, and includes about 6000 books, subscribes to over 350 periodical titles, 325,000 technical reports on microfiche and over 42,000 source documents relating to the national databases created by KACST [71].

2. The Secretariat-General of the GCC was established in 1981 as a result of the formation of the Gulf Cooperation Council (GCC) to fulfil the following objectives:

- a) preparation of studies relating to cooperation, coordination, integrated plans and programmes of joint action for the member states;
- b) preparation of regular reports on GCC activities;
- c) follow up the manner whereby the member states implement the resolutions and recommendations of the Supreme Council or Ministerial Council;
- d) preparation of reports and studies upon the request of the Supreme Council or Ministerial Council;

- e) drafting administrative and financial regulations which are in keeping with GCC development and increasing responsibilities;
- f) preparing the GCC budgets and final accounts;
- g) preparation of meetings and agenda of the Ministerial Council as well as its draft resolutions;
- h) proposing to the Chairman of the Ministerial Council the convocation of an extraordinary session of the Council, if required;
- i) any other duties entrusted thereto by the Supreme Council or Ministerial Council [72].

The Information Centre in the Secretariat-General of the GCC was established to provide effective information services concerning all the member states to the various departments and units of the Secretariat-General, as well as to government agencies, universities and institutions in the member states. The Centre includes a special library mainly concerned with subjects related to the Gulf region. It comprises the following two sections:

Section one: deals with specialised periodicals, government publications, newspapers and magazines which cover all subject fields in the member states. The library subscribes to almost all the periodicals published in the Gulf region, in addition to a number of periodicals published in some Arab and foreign countries.

Section two: deals with book and reference collections and their circulation activity. These collections are generally concerned with Gulf-oriented subject fields. It also contains some books dealing with Arab and non-Arab affairs. The borrowing facility, however, is mainly restricted to the Secretariat-General staff and government agencies.

3. The Arab Bureau of Education for the Gulf States (ABEGS) is a regional organisation established in 1976 for the "coordination, integration and whenever possible unification of efforts of the member states (Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, UAE) in the fields of education, culture and science" [73]. The ABEGS has been actively involved in several educational projects in the Gulf region. Among its notable and successful projects is the creation of the Arabian Gulf University (AGU) in Bahrain. It was also involved in adopting an inter-library loan system among the university libraries in the region (this will be discussed in a separate chapter). In addition, it has been publishing many publications including the two famous journals "Risalat Al-Khaleej Al-Arabi" and "Arab Gulf Journal of Scientific Research". The ABEGS has a relatively small special library with a collection mainly concerned with the subjects of education and science in the Gulf region. The library also subscribes to a number of periodicals published in the region and in some other Arab countries.
4. Kuwait Institute for Scientific Research (KISR) was established in 1967 to promote scientific research programmes designed to address the country's needs in a number of fields, follow up scientific and technological achievements worldwide

and utilising this knowledge in Kuwait, and conduct joint scientific projects with local and international technological bodies [74]. In order to support research programmes with scientific and technical information, the National Scientific and Technical Information Centre (NSTIC) was established in 1976 as an independent unit of KSIR. The main objectives of NSTIC are to collect, organise, identify and utilise information resources in science and technology in providing bibliographic and information services and in the transfer and exchange of documents and information on the national and regional levels [75]. NSTIC has been active in the provision of information services on the national level, where over 40 per cent of its services are provided to government agencies, academic, business, and industrial institutions in the country, especially Kuwait University, which accounted for 30 per cent of these services [76].

NSTIC consists of the following three main administrative units: Technical Services Department, Information Services Department, and Automated Information Systems Group.

- a) Technical Services Department: this department is responsible for all technical services which include acquisition, selection, classification and cataloguing of library materials.
- b) Information Services Department: the main duties of this department are to provide information, reference services, circulation, maintaining users profiles, on-line and manual searches, compiling bibliographies on topics of interest to other departments in KSIR, publishing the monthly information bulletin and

providing instruction on the use of the information sources. The department also provides effective on-line search facilities through linking to various international databases such as Lockheed, System Development Corporation (SDC), Bibliographic Retrieval Services (BRS) and EURONET.

- c) Automated Information Systems Group: the main responsibility of this unit is to plan, develop and implement computer systems and programmes related to NSTIC functions. Among its various activities, the group offers a wide range of training programmes including on-the-job training for KISR staff, and organising technical seminars and professional workshops. In addition, several scholarships have been provided to Kuwaiti staff to pursue their graduate library and information science education.

Since one of the main objectives of NSTIC is to develop a strong collection with special emphasis on science and technology, a well-developed special library was built to meet the day-to-day needs of information supply. In 1985/86 the total holdings of the library were 45,000 book volumes, 1800 periodical titles, 5000 reference titles, and a collection of 300,000 technical report titles on microfiche [77]. As the library is designated as a depository library for government documents, a special collection on Kuwait including studies, reports, books, periodicals, and other related documents was developed and organised.

5. The Institute of Public Administration (IPA) has one of the finest special libraries in Saudi Arabia. It has one main library located at the headquarters in Riyadh city and two other branch libraries in Jeddah and Damman. Founded in 1962, the main library has a magnificent collection concentrated on business management and administration material. Additionally, the IPA has a documentation centre aimed at collecting and organising all government documents in Saudi Arabia. Its collection in 1985 exceeded 36,000 documents [78]. Although the main library provides its services to all types of library users, the documentation centre serves only the following three groups:
- a) government agencies;
 - b) faculty members and students of IPA; and
 - c) researchers [79].

3.6 LIBRARY EDUCATION

Library science education in the GCC countries can be divided into two programmes. Academic programmes offered at university level and training programmes offered by some training and special institutions. The main objectives of library science education in the region is to prepare professional librarians for all types of libraries as well as information centres, and to recognise the profession of librarianship as any other practical profession in the region.

There are five Library Science programmes at the university level in all the GCC countries. Four of these programmes are offered in Saudi Arabia and one in Qatar. The Department of Library Science at KSU, KAAU, UAQU, and IMSU offer a four-year undergraduate programme leading to a BA degree in library science. The requirement for the

undergraduate programmes at KSU, KAAU and UAQU is to complete 120 credit hours including various courses required by the university, faculty, and the department. At the IMSU, the undergraduate programme requires students to complete four academic years. Each year is divided into two semesters, and each semester includes 24 credit hours. After the second year, the students have the choice of specialising in library science as a general specialisation or in the field of manuscripts only. In addition, the Departments of Library Science at KAAU and IMSU offer a two-year postgraduate programme leading to a master's degree in library science. At Qatar University, the Department of History and Librarianship in the Faculty of Humanities offers a joint BA degree in history and librarianship. The students are required to complete 120 credit hours, of which 70 credits are in history, 30 credits are in library science and 20 are selected from other departments [80].

In addition to the academic programmes, some training and specialised institutions offer various training programmes in librarianship. The IPA in Riyadh and its branches in Jeddah and Damman offer six or eight weeks in-service training programmes for library staff already working as librarians. The purpose of these programmes is to improve the librarians' skills in the supervision and administration of their libraries, and to keep them in touch with the up-to-date and recent innovations in librarianship and with new techniques for the dissemination of information [81]. Another training programme offered by the IPA is a two year training programme leading to a diploma in library science. The programme is offered for the new students who have already finished their secondary education level and have not been engaged with any governmental jobs. It is designed to prepare a well-trained sub-professional librarian to work in all types of libraries. The programme includes four semesters, and the duration of each semester

is fifteen weeks. At the end of the fourth semester, students must have a field working experience at any governmental library [82].

The Department of Library Science at the Teachers' Institute in Kuwait offers a four year training programme leading to a higher diploma in library science. The objective of this programme is to prepare professional staff to work mainly as school librarians [83]. Among the various courses taught in the programme are: Introduction to Library and Information Science, Information Resources, Introduction in Library Automation, Classification and Cataloguing, Children and Young Peoples Libraries, and Practical Work [84]. In addition to these domestic programmes, various government agencies, including universities, offer scholarships for studying library science at the postgraduate level abroad. At the present time, there are a considerable number of graduates who hold PhD degrees in librarianship working as teaching staff in various universities.

Although there are a sufficient number of academic departments and training institutions which offer effective library education programmes at various levels, library education in the GCC countries face some major problems. These include: first, the lack of new posts to absorb the increasing number of graduates who are then forced to find an alternative profession. Secondly, a lack of textbooks in the Arabic language. Finally, the ignorance of the nature of library science as a profession and all its facets [85].

Finally, in concluding this chapter it must be said that the development of library and information services in the GCC countries did not develop in parallel with the development which occurred in the other governmental sectors such as education, communications, health, etc. Apart from university libraries and some special libraries, especially those which are attached to research

institutions, national, public, and school libraries were not given much attention, despite many professional efforts which have been organised to discuss the various aspects of library services in the Gulf region. It can also be said that these libraries are far behind to say that they meet the standards as far as services and attitudes are concerned with those in Western countries.

There is no doubt that the role of well developed library and information services in the development of educational and cultural systems in a country are of great importance. Therefore, the authorities in the GCC countries should give serious attention and recognise the importance of library and information services in the development of the nation.

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CHAPTER FOUR

UNIVERSITY LIBRARIANS IN THE GCC COUNTRIES -

I: ADMINISTRATION

4.1 INTRODUCTION

During the last fifteen years a substantial increase in the number of student enrolments and in the number of teaching staff has been putting a lot of pressure on higher education and research activities in the Gulf region. As a result, the only libraries that have developed noticeably and have grown rapidly so far have been the university libraries. This is due, as Khurshid said: "to the governments' conviction that the library is critically important to the University curriculum" [1]. Tashkandy described the development of university libraries in one of the GCC countries in the following words:

"to sum up the development of university libraries in Saudi Arabia: there are probably enough institutions; there are extensive plans for more buildings; allocations for possible automation in libraries have been made; budgets are adequate; and there is wide-open support from the government for all aspects of librarianship - but, on the other hand, there are woefully few professional librarians trained to solve the professional problems of librarianship, and there is a lack of standards. There is a need for more professional coordination of library development in areas such as bibliographic control, inter-library loans, resource sharing, and automation of library processes". [2]

University libraries in the GCC countries are like any similar libraries in other parts of the world. They have the same objectives, administrative organisation, technical and user services. They function through a network of libraries which

includes a central library and a number of branch libraries usually located in the various faculties and institutes of each university (Table 2).

In this Chapter, we will discuss the various practical elements in these libraries to identify how these libraries are functioning. However, first it is necessary to review the historical development of the libraries.

4.2 HISTORICAL DEVELOPMENT

The historical development of university libraries in the GCC countries goes back to 1957 when the first library in the Faculty of Arts in KSU was established. This was followed by the creation of the following libraries: Faculty of Science Library (1958), Faculty of Commerce Library (1959) and Faculty of Pharmacology Library (1961). In 1964, the University decided to establish a Central Library to include all subject areas of knowledge; in the same year an administrative unit called the General Library was formed. The main purpose of this unit was to organise and supervise all library activities within the university which included the Central Library and the above four faculty libraries. In 1966 the Faculty of Agriculture Library was founded, followed by the Faculty of Education Library in 1967, the Faculty of Engineering Library in 1968, Faculty of Medicine Library in 1969 and the Institute of Arabic Language Library in 1974 [3]. From 1969 to 1974, the university libraries in KSU saw remarkable development. According to Saati, among the characteristics of this period were:

1. In-service training programmes for the KSU libraries were arranged by the Institute of Public Administration (IPA) in Riyadh.

2. Expansion in acquisition programmes especially in relation to foreign materials.
3. More efforts were made to collect and purchase valuable manuscripts from various sources.
4. A number of library staff were sent abroad for further and advanced studies and training.
5. The central library was transferred to a larger and more appropriate building [4].

The most important event in the history of Saudi university libraries in general and KSU libraries in particular was the introduction of the first organised centralised library system. In 1974 the Saudi Supreme Council of Higher Education agreed to create an independent Deanship for Library Affairs to organise and supervise all library systems in each Saudi university [5]. The KSU was the first to establish a deanship for library affairs. Under the new system, the university libraries were considered as any other academic institution of the university. As a result, a Dean of Library Affairs was appointed to represent the university libraries in all university councils and activities.

In late 1985, the KSU was moved to its newly built huge campus outside Riyadh city. The beautifully designed Central Library building was located in the middle of the campus. It included seven floors and was built on 65,000 square metres. It was designed to contain over 3 million items [6]. During the organisation of the new Central Library the following six branch (faculty) libraries of Arts, Science, Commerce, Engineering, Agriculture and Institute of Arabic Language were merged with the collection of the new Central

Library. At present, the library services at KSU are provided through the Central Library and a number of branch libraries which are mainly located in the girls campus and are allotted for the use of female students and staff.

The Islamic University's library system began in 1961 when a central library with a small collection of 3000 volumes of books mainly related to Islamic studies was established. In the same year the first branch library in the Faculty of Al-Sharia (Islamic law) was founded. From 1961 to 1978 when the deanship of library affairs was established, there were 8 branch libraries. Describing the functions of the library system at this period, Saati stated that the IU did not practice the same system which was used by the KSU, rather, each branch library used to function under the direction of each faculty's administration, and there was no sign of centralisation in selection, cataloguing or even classification [7]. At present, the Deanship of Library Affairs is responsible for all library activities and services which include the central library and 13 branch libraries.

Since its creation in 1963, the KFUPM library, previously known as the University of Petroleum and Minerals (UPM), has been considered the most developed university library in Saudi Arabia. This was due to the fact that the library was organised and run from its earliest days by foreign experts. According to Ashoor: "Careful planning of the library system has made the UPM library a leading science information centre in the Middle East" [8]. The university library system is completely centralised, and there are 6 branch libraries, a number of departmental libraries and some reading rooms. One of these libraries is the Recreation Centre Library previously known as the Compound Library. In the early days of this university there was:

"an unofficial effort by the ladies of the North Compound to fill a need which they felt - the need for recreational libraries for the University families. These libraries have had no financial assistance from the University. The materials, in large part paper backs, were donated by the families themselves, although the Woman's Group has, on occasion, contributed towards the purchase of encyclopaedias to be used by faculty children in the preparation of their homework". [9]

TABLE 2: NUMBER OF CENTRAL AND BRANCH LIBRARIES IN THE GCC UNIVERSITY LIBRARIES

University	No of Central Libraries	No of Branch Libraries
KSU	1	8
IU	1	13
KFUPM	1	6
KU	None	14
KAAU	1	9
IMSU	1	13
KFU	2	10
QU	3	-
UAEU	2	11
UAQU	1	7
AGU	None	1
SQU	1	2

Source: Responses to the questionnaire.

In 1986/87 the Recreation Centre Library included 19,000 volumes and received 160 periodical titles, both in Arabic and English. In addition, there is a small collection of audio cassettes, phonorecords and sheet music [10].

In late 1966 the Kuwait University Library started to function with a collection of 20,000 volumes and 60 periodical titles, and with a staff of 12 workers, 7 of them expatriate professionals, 5 non-professionals and including 3 Kuwaitis. In 1985/6 the number of

library staff had increased to 225 workers of which 37 were professionals and 188 non-professionals. In the first year of its function, the university library's budget was 63,720 KD and it had risen to 1,779,000 KD in 1984/85 [11]. The university library system is fully centralised. However, there is no central library for the use of the university as a whole. The Department of University Libraries is responsible for almost all the administrative and technical processing for the existing 14 branch libraries.

The history of KAAU libraries goes back to 1967 when the first university library was opened to students in Jeddah City. The Central library was located within the only existing building which was the Faculty of Economics and Administration. Due to the fact that, in the beginning, the university was a private institution, the library began functioning with only a modest collection of books, mostly donated by the public. In 1971 when the university was adopted by the government as an independent academic institution, the Central Library was moved to the new building of the Faculty of Science. However, with the rapid development in the university and the growth in the library collections, the university decided to build a separate building for the Central Library. In 1977 the new two floor prefabricated Central Library building was officially opened. The building provided the library with an area of 9000 square metres and was designed to serve as a temporary site until the main building proposed in the master plan of the new campus is completed. However, in 1987 an extension of a three floor building was added to the old building to cope with the increasing volume of the library collections. At present, the Deanship of Library Affairs controls all the university library system which includes the Central Library and nine branch libraries.

The historical roots of university libraries at IMSU go back to 1951 when the Central Library was founded at the Riyadh Scientific Institute. The Central Library was expanded with the creation of the following three faculties: Faculty of Al-Sharia (Islamic law) in 1953, Faculty of Arabic Language in 1954 and Higher Judicial Institute in 1965. The number of holdings in the Central Library had grown to 7410 volumes in 1975 [12]. In the same year the Deanship of Library Affairs was created. Describing the state of the library system in the University before the establishment of the Deanship of Library Affairs, the 1978 Guide of the Deanship stated the following:

"before the establishment of the deanship, branch libraries were as scattered islands. Acquisition was practised without coordination or proper control. The old library collections were lacking in uniform classification and cataloguing rules and schemes as well as efficient services". [13]

Since 1975, however, when the Deanship of Library Affairs was established, the situation has improved remarkably. Centralised library systems were adopted and several new divisions within the Deanship were created to organise and coordinate all library activities in the university. At the present time, in addition to the Central Library of the university, there are 13 faculty and 59 institute libraries.

In 1975 KFU libraries were established on two campuses in Al-Hasa and Dammam. The university library systems consist of the following libraries: the Central Library in Dammam, which also contains the collections of the Faculty of Architecture and Planning which are located in the same building; the Faculty of Medicine and Medical Sciences, two libraries for male and female students and the

university teaching hospital, and the central library in Al-Hasa, the Faculty of Veterinary Medicine and Animal Resources, Faculty of Agriculture and the Faculty of Education. All technical services such as acquisitions and classification, are carried out centrally at the Dammam campus.

Qatar University libraries were initiated in 1973 with the Faculty of Education which included two male and female sections. There were two separate libraries including a small collection of 3000 volumes. In 1977, with the creation of the three faculties of Humanities, Science, and Al-Sharia (Islamic law), the collection grew to 35,000 volumes of which 20,000 were in the Arabic language and 15,000 in foreign languages [14]. According to Aman and Khalifa:

"this library did not have any periodicals, audio-visual materials nor microforms. Until 1977, there were no catalogues except for a mimeographed one in the Women's library. There were no registers for circulation or book accession, no classification, legislation or job specifications. In short, one cannot say that there was a university library before 1978, but rather heaps of books accumulated on the shelves." [15]

In 1980 the Faculty of Engineering and the Computer Information Centre were established. The following four faculty libraries were also created in the same year:

1. Faculty of Humanities Library to serve the students of humanities and Al-Sharia (male and female students).
2. Faculty of Science Library to serve the students of science and engineering (male students only).

3. Faculty of Science Library to serve the students of science (female students only).
4. Faculty of Education Library to serve the students of education (male and female students). [16]

Although this development had a remarkable effect on the growth of library collections these collections were scattered in several locations of the university which hindered their effective use. Therefore, the university Libraries Development Committee decided in 1982 to reorganise the library system by merging all faculty libraries into one centralised library system. As a result, three central libraries were formed. The first was allotted for the male students' use, the second for female students' use and the third was assigned for the periodicals only, and allotted for both sexes use on a rotational basis. At that time the collections were increased to 115,618 volumes and 1561 periodicals [17].

In 1985/86 the university was moved to its newly built campus outside Doha City. The five floor library building was especially designed to house the three central libraries in one main building. For the convenient use of the female students totally separate entrances and exits were designed. The periodicals central library was located between both male and female libraries. However, the university authorities decided to give up the whole building for the female students and periodicals use only. A small building which was originally built as a cafeteria for the university, was allotted as the central library for the male students and staff. The building is very small, crowded and above all inadequate for use as a central library for the university.

The UAEU libraries began their activities in late 1977, with one central library and a collection of 7756 volumes of books and 693 periodicals of which 207 were in Arabic and 486 in English, and with 34 workers. The central library included the following two divisions: the technical services division which was responsible for acquisition, classification and cataloguing and the public services division which supervised all user service activities [18]. At present, the library systems are fully centralised and the Department of University Libraries is responsible for all library functions which include: 2 central libraries, 4 faculty libraries which exist in the main campus, and 7 libraries for part-time university students which are scattered around the Emirates.

The history of UAQU libraries goes back to 1971 when a central library was established to serve the students in Makkah campus (which was part of KAAU at the time). The central library was under the direction of the General Supervisor of University Libraries in KAAU. In 1974 when the Deanship of Library Affairs was established in KAAU, a Vice-Dean for Makkah campus was appointed. This situation continued until 1981 when the government decided to separate the two campuses of KAAU and create UAQU. As a result, a full Deanship for Library Affairs was founded. As in most other Saudi universities, the UAQU has a central library and a number of branch libraries.

The functions of the AGU library began in 1982 with the Faculty of Medicine and Medical Sciences. It was a simple initiation with a small collection of books and periodicals mostly related to medical sciences. In late 1986 when this researcher visited the library, the collection had grown to 13,000 volumes and 480 periodicals. The library had three workers of which one was a professional librarian. A new campus for the university which includes a three-

floor central library building was under construction. It was suggested that the new central library would be officially opened in 1987/88, but it was delayed due to financial difficulties. It was also proposed that the university library system would be fully centralised.

The SQU library system began its activities in 1986 with one central library located in the main campus in Al-Khaudh. Another two libraries were also founded within the campus, one in the Faculty of Medicine and Medical Sciences and the other in the Central Mosque of the University. Although the centralised pattern was suggested to be used for the university library system, the existing two libraries are functioning independently.

4.3 OBJECTIVES

The main objective of a university library is to support the teaching activities and research programmes in the university by providing the necessary materials to the students, faculty members and scholars and also providing them with adequate library services. Gelfand emphasised the educational role of the university library in the following words:

"it should not be operated as a mere storehouse of books attached to a reading-room but as a dynamic instrument of education. It should feed the intellect of the student, encourage the researchers of the faculty, and invite all who enter its house to partake fully of its intellectual and cultural fare". [19]

In the Western countries the main objective of a university library is to "provide facilities for study and research for the members of its own institution" [20]. Rogers and Weber, however, listed the following objectives of the university library:

1. "The selection of materials to be acquired and their procurement by various methods; materials may include books, periodicals, manuscripts, microtexts, films, sheet maps, and other graphic materials.
2. The organisation and catalogue listing of these materials via a complex of bibliographical records to aid in their location.
3. The marking, backplating, and tagging of materials to show their ownership, location, source of funds from which purchased or the name of the donor.
4. The binding and protection of these collections to assure, within reason, their availability for future generations of students.
5. The circulation of materials, some under various degrees of controlled access, in order to make the materials as widely accessible as possible to members of the university community.
6. The provision of assistance to readers in the use of these materials, by means of publications, individual instruction, group instruction, and other instructional means designed to facilitate their use.
7. The provision of study facilities in a useful variety of accommodations and locations, so designed to be conducive to scholarly work.

8. The relations with other libraries and institutions having library collections so as to benefit the scholar elsewhere who needs occasional use of the university's items and, conversely, to benefit the university's scholars who occasionally need access to items in other libraries". [21]

The universities in the GCC countries have set high objectives for their libraries which are being achieved due to the huge budgets allocated to these libraries [22]. Each university library has a statement of the objectives of the library. These objectives, however, are quite similar to each other. Therefore, the objectives of the KSU libraries and KU libraries will be stated here. The KSU libraries will represent all Saudi university libraries, while the KU university libraries represent the remaining GCC University libraries.

The university libraries at KSU were established (to interpret its role as striving) to meet the following objectives:

1. "To provide the academic community with comfortable facilities with which to utilise the informational and documentational services for the libraries.
2. To facilitate scholarly research.
3. To make known the results of scholarly research by keeping up to date collections.
4. To cooperate with libraries in the Kingdom and abroad". [23]

The objectives of the KU libraries are to provide adequate library services for students and academic staff to meet study and research

requirements. It should serve the Kuwaiti community by providing library and cultural services to meet local needs and by collecting materials concerning the national heritage and disseminating information about it; acquire the maximum amount of selected scientific and cultural literature and exchange the University's publications for those of foreign scientific institutions and universities, particularly in the Arab world; to collaborate with other libraries by training their staff in modern library methods as required [24].

4.4 ADMINISTRATIVE ORGANISATION

It must be noted that the most remarkable turning point in the administrative organisation of the university libraries in the GCC countries was the application of the Deanship system in the functioning of some of these libraries. As a result, the university libraries were given a full independent administrative status which helped them to function more effectively and systematically, and also develop substantially. As a matter of fact much of their developments occurred after the Deanships of Library Affairs were established.

At the present time, the administrative organisation of the university libraries in the GCC countries is organised under the following two main bodies: the Deanship of Library Affairs which exists in all Saudi universities, and the Department of University Libraries which exists in KU, QU and the UAEU. Due to their being newly established, the two university libraries of the AGU and SQU have no independent administrative body for their libraries, rather they function under the direct supervision of some higher authorities of the University.

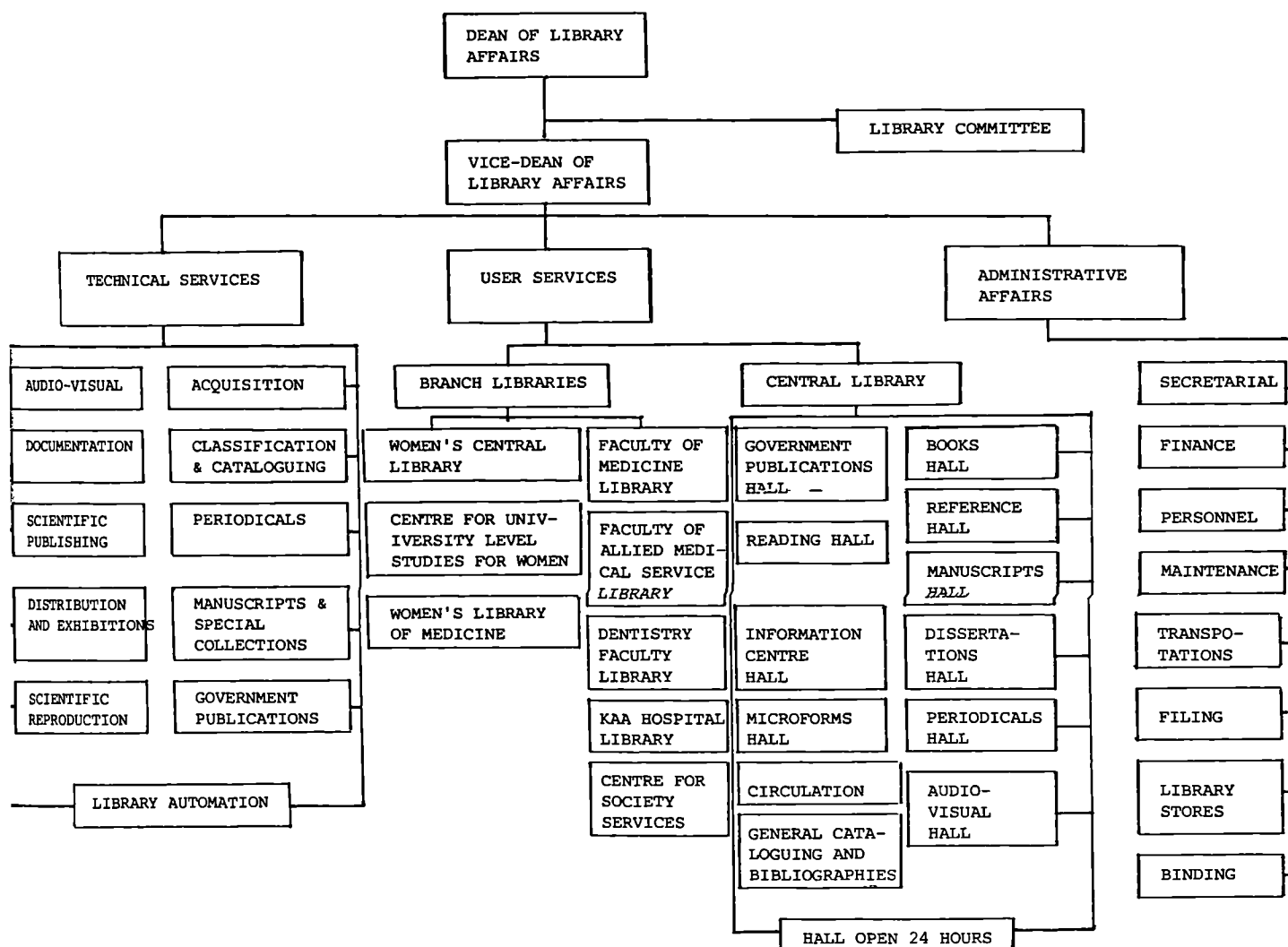
Each Deanship and Department consists of three main divisions for Administrative Affairs, Technical Services, and User Services which also consist of various sections. These divisions and sections will be discussed in more detail in Section 4.4.3. As a typical example of an organisational chart of the functions of a Saudi university library system, Figure 5 shows the organisational chart of the Deanship of Library Affairs in KSU, while Figures 6, 7 and 8 show the organisational charts of the Departments of University Libraries in QU and UAEU and the University Library in SQU.

The figures show that although there are some differences in the titles of some divisions or in the chain of administrative responsibilities from one library to another, all the university libraries include the above mentioned three main divisions. The figures also provide the names of various sections which are under each division. However, only the two organisational charts of KSU and SQU libraries include names of sections under the Administrative Affairs Division.

4.4.1 Library Administration

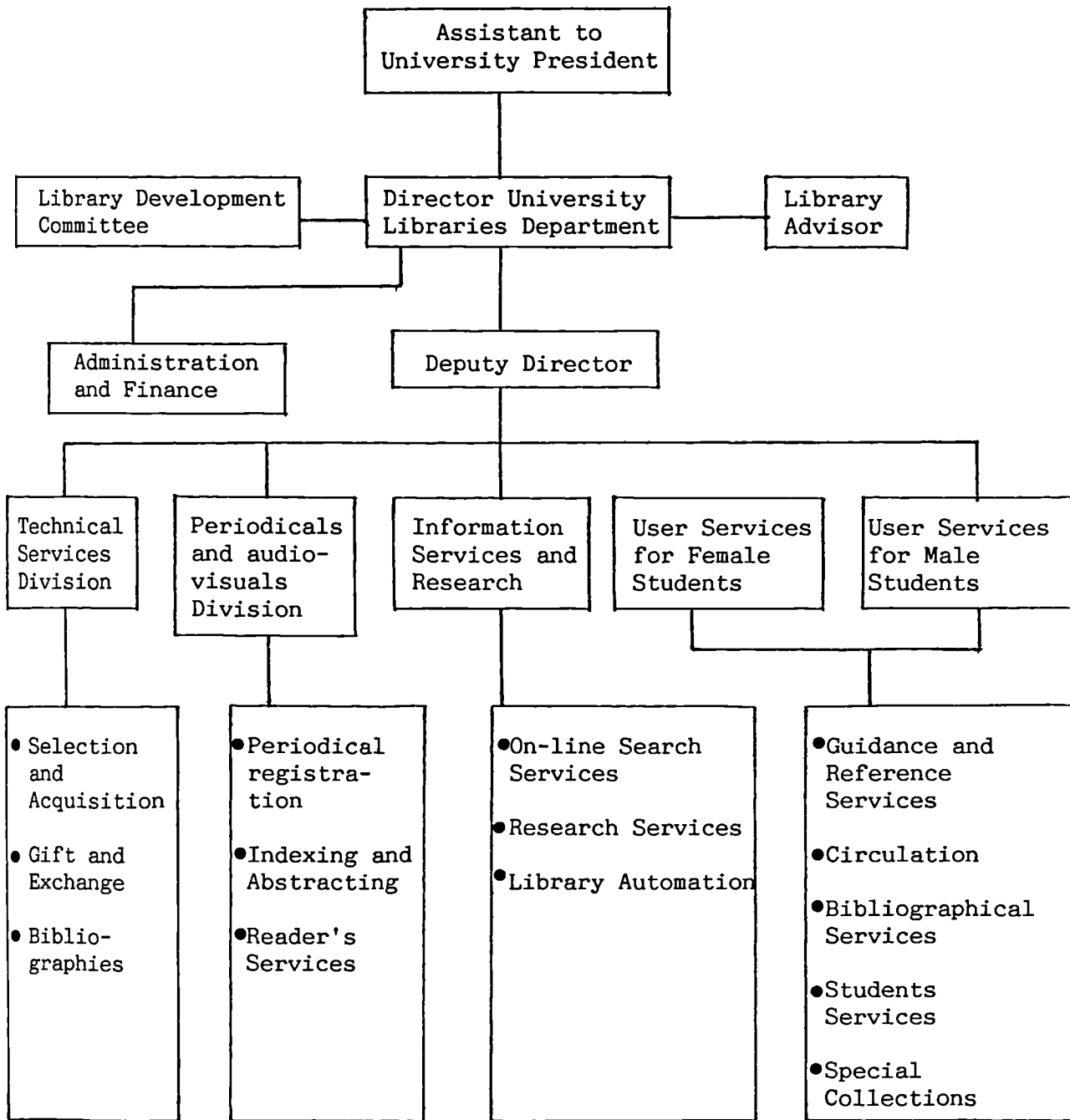
Since its creation in 1974, the Deanship of Library Affairs has been considered as an independent academic institution of the Saudi universities. Within the university administration, each Deanship has its own regulations and policies, committees, budgets and staff. The Dean of Library Affairs is the top administrator, holding a senior position within the university. He is a member of both the supreme and the University Councils. He is responsible for all university libraries in terms of administration, organisation, finance, planning and represents the university libraries within and outside the university. The Dean is usually an academic faculty member appointed by the President of the university for a full-time period of three years which may be renewed for one further term. He

FIGURE 5: ADMINISTRATIVE ORGANISATION CHART OF THE DEANSHIP OF LIBRARY AFFAIRS, KSU



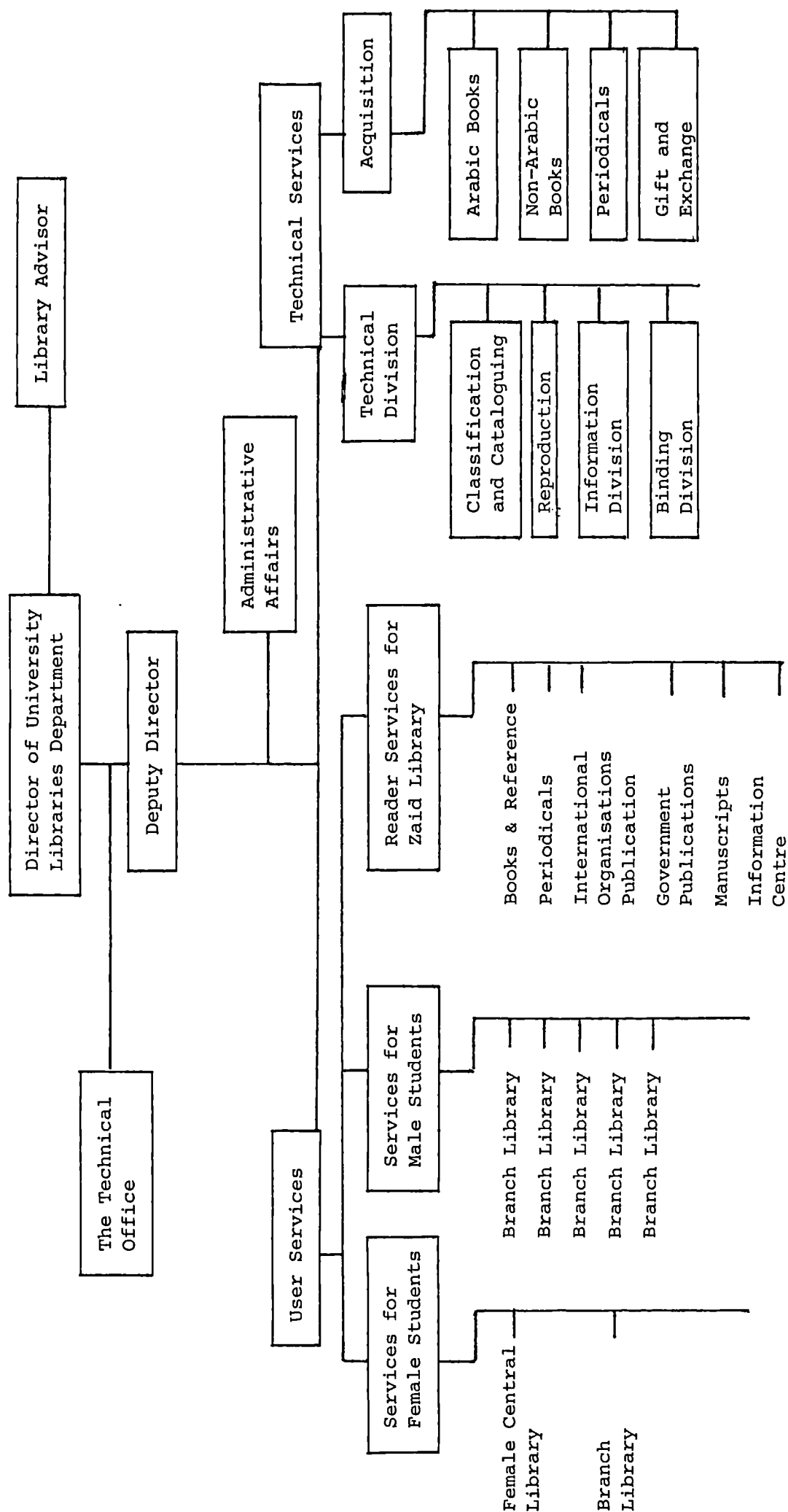
Source: The Annual Report of the Deanship of Library Affairs, 1985/86

FIGURE 6: ADMINISTRATIVE ORGANISATION CHART OF THE DEPARTMENT OF UNIVERSITY LIBRARIES, QU



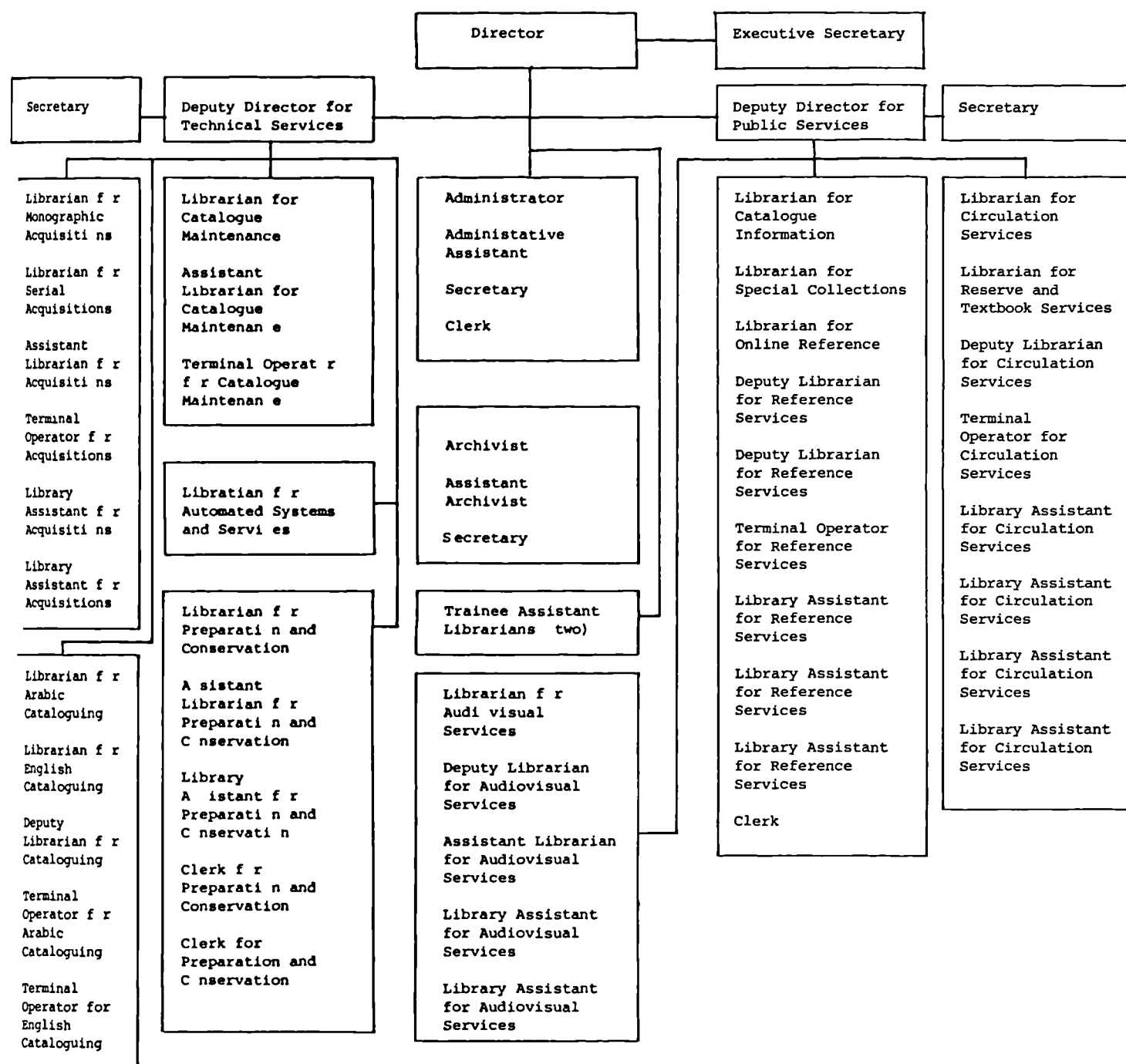
Source: An organisational chart provided with the questionnaire by the Department of University Libraries, QU

FIGURE 7: ADMINISTRATIVE ORGANISATION OF THE DEPARTMENT OF UNIVERSITY LIBRARIES, UAEU



Source: United Arab Emirates University. Department of University Libraries. Guide to the University Libraries. Abu Dhabi. Al-Rafidain Press, 1986, p.19 (in Arabic)

FIGURE 8: ADMINISTRATIVE ORGANISATION OF THE SQU LIBRARIES



Source: Organisational chart provided with the questionnaire by the SQU University Library

reports directly to the Vice-President or to the Vice-President for Postgraduate Studies and Research. This, however, varies from one university to another, e.g. the Deans of Library Affairs in the IU, KAAU, IMSU and KFUPM report to the Vice-President, while the Deans in the KSU, KFUPM, and UAQU report to the Vice-President for Postgraduate Studies and Research. The reason for differences in this line of responsibility among these universities is that some universities recognise the Deanships as an administrative unit rather than an academic or educational unit of the University. Therefore it comes under the direction of the Vice-President, who is in charge of the administrative side of the university. In the other universities, where the Deanships are recognised as an academic unit, the Deans report to the Vice-President for Postgraduate Studies and Research, who is responsible for all academic and research activities in the university. In this researcher's view, however, the issue is not to which Vice-President the Dean should report but that the role and importance of the university library should be fully appreciated by the man who occupies the post of the Vice-President under whose administration they fall. Although there are at least 17 qualified Saudi PhD holders in library and information science in all Saudi universities (8 of which are in KAAU alone), the criteria for the post of Dean of Library Affairs in these universities does not require qualification in library science. At present the KFUPM is the only university with the post of Dean occupied by a professionally qualified person. According to Rogers and Weber:

"although a professor or a man from another field of endeavour may make a special contribution to advancing the library programme, a man of equal ability who has chosen academic librarianship as his profession and has spent years in studying the theory and learning the practice of librarianship is in the best position to handle the administration of the University library".[25]

Since it is not required for the man who occupies the post of Dean of Library Affairs in Saudi universities to be professionally qualified or trained, it is, therefore, important for these universities to reconsider this issue, because in this researcher's opinion, a qualified or professionally experienced Dean will be more beneficial and useful for the development of the university libraries.

Below the post of Dean of Library Affairs there is a post of Vice-Dean, occupied by an academic faculty member for a two year term, renewable for one further term only. The Vice-Dean is appointed by the President of the university upon recommendation from the Dean of Library Affairs. There are no specific requirements for the post of Vice-Dean, therefore some of the occupants of these posts do not hold a PhD degree. At present, all Saudi Deanships, except KFUPM, have this post; in fact some of the Deanships have more than one post for Vice-Dean. UAQU and KAAU took the lead in creating a post for Vice-Dean for the Women's Campus. Recently KAAU created two more posts for Vice-Dean, one for administrative affairs, and the other for automation. The Vice-Dean assists the Dean with his administrative duties and takes over some of these duties during his absence. However, his role in the Deanship is very limited especially if he is not professionally qualified.

In some universities, such as KAAU and UAQU, in addition to the post of Vice-Dean there is a post for Director of Libraries which is occupied at present by a professionally qualified expatriate. The Director is responsible for technical services, user services and supervision of all university libraries and reports directly to the Dean of Library Affairs. The post of Director of Libraries does not exist in the other Saudi universities. However, IMSU have a post of Director General of Technical Services which is occupied also by a

professionally qualified expatriate who is in charge of all technical services activities.

Since the Dean of Library Affairs and the Vice-Dean occupy their posts on a term basis, and the existing Directors of Libraries are expatriates, who expect to stay in the post for a period controlled by the length of their contracts, it is the view of this researcher who has worked as administrator at KAAU Libraries) that it would be more advantageous to create a permanent post for the Director of Libraries in each Deanship of Library Affairs. This post should be occupied by a professionally qualified local person on a permanent basis.

The university libraries at KU, QU and UAEU are governed by the Department of University Libraries in these universities. The Department is responsible for all administrative and technical activities and services of all university libraries. It is considered as an independent administrative unit of the university. The Director of the Department of University Libraries in each university is the Chief Librarian and the top administrator of the university library system. He is not a member of any executive councils of the university. The person to whom the Director reports usually represents the university libraries in these councils. The chain of administrative responsibility over the Department of University libraries varies from one university to another, e.g. in KU, the Director of the Department of University Libraries reports to the Assistant to the President for Research, in QU he reports to the Assistant to the President, in the AGU, because it is in the early stages of development, the Director of the Faculty of Medicine Library reports directly to the President of the university, while the Directors of the Department of University Libraries at UAEU and SQU report to the Secretary General of the University.

The post of Director of the Department of University Libraries is a permanent post occupied at present in KU, QU and the AGU libraries by a professionally qualified expatriate and in the UAEU and SQU libraries by professionally qualified locals. The constant change of the occupant of the post of the Director may create a confused situation for the university libraries. According to the Assistant Director of KU libraries, since the creation of the Department of University Libraries three different directors have been appointed to this post, the first an Egyptian academic expert, the second a Kuwaiti professionally qualified and well trained librarian who left the post in 1985 on a long term loan outside the university, and the third and present an American (originally Egyptian) academic expert. Each one of them has had his own administrative policies and organisational system for the university libraries. This unfortunately has affected the development of these libraries [26].

Below the post of the Director, there are posts for the Deputy or Assistants to the Director. The occupants of these posts usually assist the Director with his administrative, technical, and public service duties and act for him during his absence. At present all Departments of University Libraries have these posts except the AGU Library. In KU there are two local assistants, one for administrative affairs and the other for technical services. Both hold Master's degrees in library science. In the UAEU and QU libraries there is a post for a Deputy Director in both of them which is occupied by professionally qualified locals. Finally SQU has created two posts for Deputy Directors of University Libraries, one for public services and the other for technical services. The occupants of these posts are permanent unlike the occupant of the post of Vice-Dean at the Saudi Deanship of Library Affairs.

4.4.2 Library Committee

The statement of rules and regulations of all university libraries in the GCC countries declares that there should be a library committee for each library. As yet the AGU has not formed a library committee as it is still under development. The function of the library committee is usually limited within the framework of the university libraries. KFUPM libraries specified the library committee functions as follows:

1. "Make periodic inspections of the library facilities for evaluation and for the purpose of securing data on which to base recommendations.
2. Formulate policy recommendations for consideration of and approval by the Rector of the university and secure approval by the Rector of the university especially with regard to long-range development.
3. Make systematic, periodic, surveys of the university's needs in relation to library services, and report these to the Director of Library Services, with recommendations.
4. Administer the annual survey of Faculty and Departmental requests for library acquisitions, and submit a minimum acquisition list to the Director of Library Services.
5. Consult with any Department or group of Departments likely to be affected, before changes in the operation and development of the library services shall be recommended to the Director of Library Services and the Rector of the university". [27]

The Library Committee consists of a Chairman, a Deputy Chairman, and six members and meets at times convenient to its members and when convened by the Chairman. Reporting directly to the Rector, the Committee holds authority on delegation from him and is charged with certain important responsibilities of evaluation, and limited duties of administration [28].

The Library Committee of KSU consists of the following members:

1. Dean of Library Affairs (Chairman).
2. Vice-Dean of Library Affairs.
3. University Librarian/Director.
4. Five professors from various faculties of the university appointed for two years by the university Council.
5. Two members from the university or outside the campus, in consultation with the Deanship of Library Affairs and with the approval of the university Council [29].

Some of the rules and regulations of the library committee specify which members of the faculty should be represented in the committee, e.g. in the KAAU, the Chairman of the Department of Library Studies should be included in the committee, while in the IU a Professor of Postgraduate Studies in relation to research activities should be a member of the Committee. There is no student representation on any library committee.

The period of service on the library committee is limited to two years in the KSU, IU, IMSU, KFUPM, KFU and UAQU while it is limited to a one year period in the KAAU only. It can be renewed for one

more term only at KSU, IU and KAAU. Among the other Saudi university libraries, only the KSU library gives the right to the President of the university to reject the recommendations made by the library committee within fifteen days. However, if the committee insists, they may be then referred to the university Council which may reject them outright, accept and approve them or suggest modifications [30].

The Department of University Libraries in KU does not have a university-wide library committee. Rather, each faculty has its own library committee. The functions of this committee are:

1. To advise the Dean of the faculty on matters concerning the faculty library.
2. To follow up the implementation of the general policies of the faculty library.
3. To study the administrative problems and difficulties facing the faculty library.
4. To act as a coordinator body between the faculty administration and the library.
5. To suggest procedures and steps for faculty library developments [31].

Each faculty has the right to choose the members of the committee, which consists of five faculty staff in addition to the faculty librarian.

It is desirable for the Department of University Libraries to reorganise the university library system as a whole and have a university-wide library committee.

The composition of the University Libraries Committee in QU includes the President of the university or his Deputy as chairman, the Director of University Libraries as secretary to the committee, 8 members of the teaching staff from various faculties and institutes of the University, 2 members of staff from the university Administration, and 2 members from the Department of University Libraries. Professional library experts from outside the University may be invited by the committee to attend some of its meetings [32].

Although the functions of the UAEU Libraries Committee is similar to the functions of the other University Libraries Committee in the region, it is called the Supreme Library Committee. It is headed by the Vice-President of the University as Chairman, the Secretary General of the University as Deputy Chairman, Deans or Vice-Deans of the University's various faculties, Director of the University Libraries, and two professional experts in librarianship. The term of the Committee is on a yearly basis with regular meetings at least three times during the academic year upon request of the chairman or his deputy [33].

The most recent university library committee, that of the SQU, was created for the following objectives:

1. To lay down rules, regulations and instructions in the use of university libraries.
2. To frame the general policies of university libraries and specify their needs.

3. To discuss the problems and difficulties facing the University libraries and suggest solutions.
4. To discuss the selection lists of various departments of the university.
5. To suggest the creation of new departments and divisions within the university library.
6. To accept or refuse materials offered to the university library as a gift [34].

The term of the library committee is for one year and it may be renewed for one further year only. It consists of the Assistant to the President of the university as Chairman, Director of the University Libraries, one of the Central Library staff as Secretary to the Committee, the Librarian of the Faculty of Medicine, Directors of the university's various centres, teaching staff from each faculty recommended by the Dean of the Faculty, and two staff members from the University Administration upon recommendation from the Secretary General of the University [35].

4.4.3 Library Divisions

As was mentioned earlier most of the university libraries in the GCC countries include the following three main divisions: Administrative Affairs, Technical Services, and User Services. Under these divisions, there are several sections. As shown in Table 3, the number of these sections varies from one library to another. However, all of these university libraries except the AGU include the three basic administrative sections of: Personnel, Finance, and Files. Regarding the technical services, all the university libraries have sections for Acquisition, Classification and

University Library	Administrative Affairs				Technical Services							User Services						Other Divisions				
	Personnel	Finance	Files	Stores	Acquisi- tion	Class. & Catal.	Periodi- cals	Manu- scripts	Documen- tation	Govt. Publics.	AVA Mats.	Special Collec.	Gift & Exchange	Arabic/ foreign Div.	Binding	Reference	Photo- copying	Circu- lation	Info. Services	Publi- shing	Text- books	Univ. Press
KSU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	-	✓	-	-
IU	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	✓	✓	* ✓	✓	✓	-	✓	-	-	-	-
KFUPM	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	* ✓	-	✓	-	✓	✓	-	-	✓
KU	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	-	-	✓	✓	-	-	-	-	-
KAAU	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	-	-	✓	✓	✓	-	-	✓	-
ISMU	✓	✓	✓	✓	✓	✓	✓	✓	-	-	✓	-	✓	-	✓	-	✓	-	-	-	-	-
KFU	✓	✓	✓	✓	✓	✓	✓	-	-	✓	-	-	✓	-	-	✓	✓	✓	✓	-	✓	-
QU	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	✓	✓	-	✓	✓	-	-	✓	-	✓	-
UAEU	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	-	✓	-	✓	✓	-	-	-	-	-	-
UAQU	✓	✓	✓	✓	✓	✓	✓	✓	-	-	✓	-	✓	-	✓	✓	✓	✓	-	-	✓	-
AGU	-	-	-	-	✓	✓	✓	-	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
SQU	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	-	-	-	✓	-	✓	-	-	✓	-

* This section is known as the Foreign Books Section at the IU and the Arabic Division at KFUPM.

Source: The organisational chart of these university libraries, and actual personal investigation.

Cataloguing and Periodicals. The Manuscripts Section does not exist in KFUPM, KFU, QU and the AGU. There are sections for documentation in KSU, KU and KAAU. This is called the Documentation Centre in KAAU, and is devoted to abstracting and indexing some of the old Saudi newspapers and the government official newspaper, Um-Al Qurah newspaper. Among the twelve university libraries, only five have a section for government publications and official documents. It is known as the Government Publication Section in KSU, KAAU and the UAEU, while it is known as the Kuwait and Arabian Gulf Information Centre in KU and Government Documents Section in KFU.

Although there are a small number of films, records, microfilms, and some reading equipment in each of these university libraries, only five have a separate section for audio-visual materials.

A section for special collections exists in three universities. It includes in KSU libraries the following materials: dissertations, rare books collections and the vertical files on Politics, Economy, and Social Events of the Arabian Gulf region. In KAAU this section is composed of the collections of dissertations, a recently established Middle East studies collection and maps in addition to some old private libraries which belonged to some famous people and which were donated to the university library. In QU library, a small collection includes some audio-visual materials and a number of dissertations arranged under this section.

There are nine sections for Gifts and Exchange among all these university libraries. This is called the Gifts and Exchange Section in seven libraries and, due to its role in distributing university publications and organising the annual book fairs, it is called Distribution and Exhibitions Section in KSU library. In IMSU it is called the Cultural Exchange and Gifts Section. However, the main purpose of these sections is to distribute the Islamic, Arabic and

Cultural publications of these universities by gifts rather than exchange.

The Foreign Books Section was established in the IU to acquire and deal with the small amount of non-Arabic books which are mostly related to Islamic studies, as the teaching in this University is in the Arabic language. Conversely in KFUPM, the Arabic Section was formed to deal with the Arabic book collection, the main teaching language in this University being English.

There is a section for the binding of library materials in six university libraries. It is called in the IMSU the Section of Binding and Maintenance. It usually binds all library materials. In the other libraries where such a section does not exist, the libraries bind their materials in the university press or outside the campus.

Regarding the User Services Division, all the university libraries except the IU and IMSU have a separate section for reference services which are usually considered as a part of user services.

In some university libraries, there is a section for photocopying services which provides useful services in relation to photocopying and microfilming facilities. This section includes a reproduction laboratory which has the most sophisticated photocopy and microfilm reproduction machines. It is known in some universities as the Scientific Photocopying Section (Kism Al-Tasweer Al-Elmy). This section exists in the following six university libraries: KSU, KU, KAAU, KFU and UAQU.

Although circulation is considered as one of the basic services to be provided by the university library, only seven universities have a separate section for circulation. In KU, due to the fact that

there is not a central library in the university, the Department of University Libraries does not have this section. Rather, there are small circulation units located in each faculty library. In QU, IMSU, UAEU and AGU libraries the circulation services are provided through the Section of Library Services.

The university libraries of QU and KFUPM took the lead among the other universities of the region in establishing a unique section to provide their clients with the information they need. It is known as the Information Services Section in KFUPM. It includes a reference unit and an on-line searching unit, as well as providing periodical indexes and abstracting services, inter-library loan services, photocopying services and library instructions. In QU libraries it is called the Information and Research Services Section. It provides the students, teaching staff, and scholars with a wide range of information services, which include on-line search facilities.

In addition to the various sections which are grouped under the above three main divisions, some of these University libraries include some extra sections such as: Publishing, Textbooks and the Press. The Publishing Section exists only in KSU libraries. The main purpose of this section is to receive all materials approved for review, handling and publishing in the University. Although there is no separate section for publishing purposes, one of the responsibilities of the Department of University libraries in KU is to carry out all administrative procedures of publishing activities within the University.

The Textbooks Services Section exists only in the following five University libraries: KAAU, KFUPM, QU, UAQU and SQU. This section usually deals with all activities concerned with university textbooks with regard to ordering, storing, and distribution to the various faculties of the university. In the universities where such

a section does not function as a part of the University library system, there is a separate textbook centre which functions independently.

The two university libraries of IU and KFUPM are responsible for overall supervision of their University Press. It functions under the direct management of these libraries. The Press in the other universities is considered as an independent administrative unit of each university.

4.4.4 Library Staff

There are several factors which affect the nature and the size of university library staff. Among these are: the size of student population and faculties and other users who may benefit from the services provided by the library, the nature and range of curriculum, teaching methods, the actual condition of the library collection and annual acquisition rate, the state of the library building, its location and internal organisation, its opening hours and the types of services offered.

In some Western countries guidelines and standards have been recognised for the size of library staff, their selection and appointment, salaries and professional status, etc. These guidelines and standards were based on a classification of professional and non-professional positions and used to allocate the number and grades of positions required in relation to the size and nature of the users to be served. Position classification was often used as a basis for setting salary schedules and standards for library staff [36]. Durey quoted the Guide to Canadian University Library Standards produced in 1965, in which it is recommended that 31 percent of the total library staff should be professional librarians [37]. The American Library Association and the Association of College and Research Libraries Joint Committee on

University Library Standards proposed in 1969 that the percentage of professionals should be as high as 35 per cent [38].

In the 1970s, however, the numerical balance between the professional and other assistant staff was a matter of debate. According to Thompson and Carr: "the debate on this issue has been heightened as a result of the financial stringency in universities, which began in the 1970s and which has led to the loss of many ancillary staff posts" [39]. Asheim stated that various tasks in libraries do not require professional training and can be carried out by capable assistant staff [40]. Neal, in his work 'British University Libraries' supported this view when he said:

"a high proportion of qualified staff does not necessarily mean a good library service, but may imply that some senior staff are employed on tasks that could be done more economically, and perhaps better, by junior staff". [41]

Library staff in the university libraries in the GCC countries are also divided into professional and non-professional staff. As shown in Table 4, the number of these staff varies from one library to another. The total numbers of staff range between 151 and 4. Three University libraries have more than 100 staff, six university libraries have more than 50 staff, and three university libraries have less than 50 staff.

Regarding the professional staff, the KSU library has the largest number of 128, while the AGU library has the smallest number of one professional. Four University libraries have between 30 and 50 professional staff, five university libraries have between 10 and 30 professional staff, and only one university library has less than 10 professional staff.

TABLE 4: DISTRIBUTION OF STAFF BY CATEGORIES, 1986

University Library	No of Professionals	No of Non-Professionals	Total	Percentage of Professionals
KSU	128	23	151	84.8
IU	5	19	24	20.8
KFUPM	31	23	54	57.4
KU	29	117	146	14.0
KAAU	30	38	68	44.1
IMSU	34	31	65	52.3
KFU	21	61	82	25.6
QU	46	18	64	71.9
UAEU	14	88	102	13.7
UAQU	21	30	51	41.1
AGU	1	3	4	25.0
SQU	21	20	41	61.2

Source: Responses to the questionnaire.

The number of non-professional staff varies from 117 to 3. Only one university library has more than 100 non-professional staff, two university libraries have between 50 to 90 non-professionals, six university libraries have between 20 to 40 non-professionals, and three university libraries have lower than 20 non-professionals.

The percentage of professionals to the total number of staff varies from 84.8 to 13.7. Five university libraries have more than 50 percent of professionals of their total number of staff, while seven university libraries have less than 50 percent of professionals. However, if we measure these percentages against the standards proposed in 1969 by the American Library Association and the Association of College and Research Libraries Joint Committee which is 35 percent, the following seven libraries of KSU, KFUPM, KAAU, IMSU, QU, UAQU, and the SQU meet these standards, while the five libraries of IU, KU, KFU, UAEU, and the AGU are well below the suggested standards.

Due to the shortage of local professional staff, most of the university libraries in the GCC countries, depend to a large extent on expatriate manpower, mostly from Egypt, Pakistan, India, the United Kingdom and the United States. However, only six university libraries out of the twelve provided full information regarding the number of local and foreign staff employed during the five years 1981/82 to 1985/1986. It was not possible to obtain such information even from the annual reports of those university libraries.

Table 5 shows that during the five years 1981/82 to 1985/86 the number and the percentage of foreign staff in these six university libraries was high. Five of the six libraries had a greater number of expatriates in comparison to local staff. In 1981/82 the number

TABLE 5: NUMBER AND PERCENTAGE OF FOREIGN STAFF DURING THE FIVE YEARS 1981/82 TO 1985/86

University Library	Nationality of Staff	81/82 %		82/83 %		83/84 %		84/85 %		85/86 %	
KSU	Local	43		45		78		63		63	
	Foreign	107	71.3	108	70.6	109	58.1	96	60.4	88	58.3
	Total	150		153		186		159		151	
KFUPM	Local	9		11		11		11		11	
	Foreign	41	82	42	79.2	41	78.8	42	79.2	43	79.6
	Total	50		53		52		53		54	
KAAU	Local	14		14		15		16		18	
	Foreign	24	63.2	34	70.9	38	71.7	41	71.9	40	69
	Total	38		48		53		57		58	
IMSU	Local	16		16		16		19		27	
	Foreign	47	74.6	45	73.8	43	72.9	41	68.3	38	58.5
	Total	63		61		59		60		65	
KFU	Local	11		13		16		20		19	
	Foreign	18	62.1	24	64.9	25	61	24	54.5	22	53.7
	Total	29		37		41		44		41	
QU	Local	24		33		42		40		45	
	Foreign	14	36.8	23	41	22	34.4	22	35.5	22	32.9
	Total	38		56		64		62		67	

Source: Responses to the questionnaire

of foreign staff varied between 107 in KSU libraries and 14 in QU libraries, while the percentage varied between 82 in KFUPM libraries and 36.8 in QU libraries. However, during this time the general trend had been to replace expatriates with local staff. As a result, in 1985/86 the number of foreign staff had decreased to 88 in KSU libraries and to 22 in KFU libraries, the percentages also dropped to 58.3 in KSU libraries and 32.9 in QU libraries.

4.4.5 Library Budget

Since education at all levels in the GCC countries is totally free, the main sources of income for the university libraries are the governments of these countries. Each university library estimates its budget according to its needs a few months before the end of the financial year. The university finance department, which usually controls all university finance, then looks at the estimated budget and presumably suggests certain modifications or reductions in the budget estimates. Following this, the budget is submitted to the University Planning and Budgetary Department for final approval. However, unlike the university libraries in Western countries, the budgets of the university libraries in the GCC countries do not include salaries for the library staff. Salaries are usually paid through a central fund for the whole university. The budget only includes funds for purchasing library materials such as books, subscriptions to journals, furniture, and shipments. In some university libraries the library budget is not completely spent and in some cases library funds are used for other purposes such as supporting the lack of other funds of the university.

Regarding the data concerning the budgets of these university libraries for the five years 1981/82 to 1985/86, only five university libraries: KU, KAAU, IMSU, QU and UAQU provided full information. During the investigation to collect data with regard to

the annual budgets of these university libraries, the researcher was aware that not all of these university libraries kept full records of their annual budgets. It was proposed that a table for the budgets of these university libraries compared to the total budgets of the universities should be designed. Therefore, a search through the annual reports of these libraries and the universities was used to obtain the relevant data. However, it was possible to obtain full information on only seven university libraries.

Table 6 shows the budgets of the seven universities and their libraries for the five years 1981/82 to 1985/86 and the percentage of each library budget to the total budget of the University. The table indicates that the budget of KSU libraries is the largest budget among all the university libraries. It was 9,538,195 SR in 1981/82, and 0.27% of the total budget of the University. However, the budget of the library fluctuated during the five years, reaching a low of 4,573,446 SR and a percentage of 0.22% by 1985/86. The budget of the library in the IU was at a constant 4,000,000 SR for the first three years 1981/82 to 1983/84, then was decreased to 2,750,000 SR by 1985/86, the percentage being 1.1% to 1.4% to the total budget of the University during the five years. The budget of KFUPM libraries was steadily reduced from 5,000,000 SR to 3,500,000 SR during the five years. Although the total budget of the university in KFUPM was considerably reduced during the five years, the percentage of the library budget to the total budget of the university increased from 0.53% in 1981/82 to 0.67% by 1985/86. The budget of KU libraries steadily increased from 317,500 KD in 1981/82 to 622,000 KD by 1985/86. In KAAU, although the total budget of the University fluctuated during the five years, the budget of the library steadily increased. The percentage was also increased from 0.40% in 1981/82 to 0.70% by 1985/86. In IMSU, after the initial increase in the budget of the library from 6,000,000 SR in 1981/82

to 6,500,000 SR by 1983/84, there was a decrease to 4,000,000 SR by 1985/86, and the percentage of the total budget of the University fluctuated accordingly. The budget of the libraries in UAQU began with 934,857 SR in 1981/82 and increased to over 3,000,000 during the three years 1982/83 to 1984/85, but was reduced to 2,483,274 SR by 1985/86. The percentage of the total budget of the University fluctuated.

TABLE 6: UNIVERSITY LIBRARY BUDGETS AND PERCENTAGE TO THE TOTAL

Years	Budgets	KSU	IU	KFUPM	KU	KAAU	IMSU	UAQU
81/82	University budget	3,431,000,000	314,000,000	932,000,000	42,327,355	1,392,000,000	1,148,000,000	438,000,000
	Library budget	9,538,195	4,000,000	5,000,000	317,500	5,662,205	6,000,000	934,857
	Percentage	0.27	1.2	0.53	0.75	0.40	0.52	0.21
82/83	University budget	3,810,000,000	282,000,000	813,000,000	44,670,056	1,502,000,000	1,139,000,000	524,000,000
	Library budget	-	4,000,000	5,000,000	337,500	6,482,378	6,500,000	3,077,000
	Percentage	-	1.4	0.61	0.75	0.43	0.57	0.58
83/84	University budget	3,348,000,000	341,000,000	698,000,000	46,526,457	1,343,000,000	1,150,000,000	519,000,000
	Library budget	9,135,743	4,000,000	4,500,000	493,000	6,604,792	6,500,000	3,438,852
	Percentage	0.27	1.2	0.64	1.1	0.49	0.56	0.66
84/85	University budget	4,925,000,000	324,000,000	689,000,000	56,450,000	1,505,000,000	1,257,000,000	525,000,000
	Library budget	10,014,213	3,600,000	4,500,000	616,800	7,410,000	5,500,000	3,768,360
	Percentage	0.26	1.1	0.65	1.1	0.49	0.43	0.71
85/86	University budget	1,997,000,000	261,000,000	521,000,000	68,564,000	1,374,000,000	1,088,000,000	453,000,000
	Library budget	4,573,446	2,750,000	3,500,000	622,000	9,700,000	4,000,000	2,483,724
	Percentage	0.22	1.1	0.67	0.90	0.70	0.36	0.54

Source: Responses to the questionnaire and the annual reports of some University libraries.

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CHAPTER FIVE

UNIVERSITY LIBRARIES IN THE GCC COUNTRIES -

II: TECHNICAL SERVICES

5.1 ACQUISITION

5.1.1 Selection and Acquisition Policy

It is well known that the most important value of a library lies in its comprehensive collection, its quality and quantity, and to what extent it fulfils the needs and demands of its users. This, however, cannot be achieved unless a well organised selection and acquisition policy for library materials is enforced. According to Gelfand:

"A well selected collection may attract more students to the library, encourage reading beyond curricular requirements, and provide a helpful stimulus to those who want to improve their reading ability." [1]

The selection and acquisition policy in the university library should take into consideration several factors. Among these factors are the following: the size of the university and the geographical location of its faculties which may need a high proportion of duplication, the character of the existing collections and availability of other library resources through cooperative arrangements, and the educational objectives and research activities of the university [2]. In addition, Ahmed listed the following points on which he believed the selection policy should be based:

- "1. it should be geared to meet the present and future needs of students and staff.

2. students should be encouraged to recommend materials for the library.
3. all the faculty members should be persuaded to choose materials in their areas of specialisation.
4. one-man selection in any particular subject field should be avoided.
5. gaps in the selection process should be filled in by competent senior library staff.
6. subject specialist librarians should be empowered to liaise with the faculty members in choosing books." [3]

In response to the questionnaire and interviews concerning the selection and acquisition practices, all the GCC university libraries provided considerable information. Selection and acquisition in these university libraries is practised through the Acquisitions Division in each university library. The main function of this division is to select and purchase all materials required by the various faculties and departments of the university. Other functions of this division may include the following:

1. To participate in selection of library materials, especially reference works.
2. To provide faculty members with publishers catalogues and leaflets.
3. To receive recommendations of selected materials from various faculties.

4. To check the recommendations of selected materials to ensure that the bibliographical details are correct.
5. To process and approve the order forms for selected materials.
6. To receive the required materials and compare them with the original order forms.
7. To deal with the various publishers and booksellers with regard to the selected materials.
8. To complete all registration procedures of the selected materials.
9. To transfer the selected materials to other divisions of the library.
10. To check all financial procedures concerning the invoices of selected materials.

All the university libraries except the AGU library have a written policy for the selection and acquisition of library materials. Each policy describes the actual practices of selection and acquisition procedures in each university library. The main feature of each policy is to build strong and well balanced collections geared to the service's objectives. There are certain principles to which all selection and acquisition should adhere. Among them are: the selection and acquisition of materials should take into consideration the balance of other subject areas of library collections, the selected materials should not contradict the country's religious, political and cultural traditions.

5.1.2 Selection Practices

Although the main responsibility for selection and acquisition of library materials in the university library is retained by the university librarian, the actual selection and acquisition is usually made by him and several other members; among these members are: faculty members, students, library committee, and library staff. In the GCC university libraries, selection and acquisition of library materials are mainly made by faculty members, library committee and library staff. According to the responses to the questionnaire, all the university libraries reported that most of their selected materials are suggested by faculty members. In fact, faculty members in some of these universities are contributing actively in the selection and acquisition practice. In the KFUPM library, faculty members participate to the extent that one-quarter of the recommendations are advanced by them. According to the university library handbook:

"... these items usually express a specific need for a title. This makes it the most reliable procedure and explains why library policy is designed to increase cooperation on the part of the UPM community." [4]

In all the university libraries, faculty members are allowed to select most of the materials except the reference and general works, which may be selected by the director of university libraries or faculty librarians. All the materials which are chosen by the faculty members must be approved by the head of the academic department concerned in each faculty. Despite the fact that most of the selected materials in these libraries are obtained on the recommendation of faculty members, there are some problems which affect the systematical selection and acquisition practices in these university libraries. In KAAU, for example, the general lack of interest and cooperation of some faculty members with the university

libraries is considered a main obstacle to effective selection and acquisition practices. Selection lists and publishers' catalogues are usually sent to faculty members for selection purposes, but are often returned only after much pressure from the university libraries authorities, and suggestions are then found to be imprecise or totally unrelated to the subject or area of specialisation of the faculty member. This problem, however, seems to be facing most of the university libraries in many developing countries. According to Ahmed:

"in many developing countries, the majority of faculty members are not anxious to take the trouble to make useful suggestions for additions to stock. They are also not capable of determining which bibliographies would be suitable for developing the collection."

[5]

The library committees in IU, UAEU, AGU and SQU are also involved directly in selection and acquisition practices which may allow for a more balanced and unbiased selection. In the IU, all the selected materials must be reviewed and approved by the library committee. Although one of the KAAU libraries' statements of rules and regulations indicates that the Dean of Library Affairs may form a selection committee which should include several faculty members and some of the university library staff, there is no such committee at the present time. Rather, there is a selection committee in some faculties which basically deals with textbook requests only. It is composed of heads of department and senior teaching staff from each department of the faculty. In some university libraries such as KSU and KAAU, students and non-academic members of the university may also participate in the selection of library materials. The participation of such members of the university may contribute effectively to collection development programmes of the university library. Wilson and Tauber believed that:

"if the librarian wishes to foster student-library relationships, he may encourage the participation of students in suggesting titles for purchase and developing student and fraternity book clubs." [6]

In the IU, IMSU and UAQU libraries, postgraduate students are also allowed to suggest materials related to their researches through their tutors. However, the Dean of Library Affairs or the Director of the Department of University Libraries is empowered to decide whether the materials should be purchased.

The following eight university libraries of KSU, KFUPM, KAAU, IMSU, UAEU, UAQU, AGU and SQU reported that on the whole their library staff also fully participate in selection and acquisition. However, their responsibility in the selection activities is only concerned with general reference books and bibliographical apparatus, non-textbooks, periodicals, and other general materials. The role of university library staff "especially if they are subject specialists" in the selection and acquisition practices is essential to collection development programmes. Danton emphasised this when he said:

"if the library has on its staff enough members with the highest subject and bibliographical knowledge, and if these individuals are given the responsibility and sufficient time for book selection, the result will be a more objectively, consistently, thoroughly built-up book collection than can otherwise be the case." [7]

All the twelve university libraries are lacking in such library staff. This problem does not face the GCC university libraries only, but also most of the university libraries in the Arab countries. Saati in his study "The Selection and Acquisition Policies in Saudi University Libraries" suggested that all the Departments of Library Studies in the Arab universities should seriously consider this

phenomenon. They should encourage graduates from various subject areas such as Science, Medicine, Engineering and so on to enrol for the postgraduate programmes in librarianship, so that they would be qualified as subject specialists [8]. In the Western countries, however, most of the individuals who are involved in collection development in university libraries have one or more graduate degrees in some subject besides library science [9].

5.1.3 Selection Tools

In order to ensure effective selection and acquisition practices, the university library requires a varied and up-to-date collection of selection tools. There are several types of selection tools which are basically used for choosing various types of library materials. Evans discussed the following seven general categories of selection tools for books and some microforms:

1. "current sources for in print books;
2. catalogues, flyers, announcements;
3. current reviews;
4. national bibliographies;
5. recommended, best, core collection list;
6. subject lists; and
7. microforms selection aids" [10].

Ahmed, however, classified selection tools for library materials into the following four categories:

- a) "for choosing reference materials
- b) for choosing books
- c) for choosing periodicals and continuations
- d) for choosing non-print materials." [11]

Among the most practical selection tools are bibliographical handbooks and book selection guides which are produced annually, including the basic bibliographical information for ordering a specific book (author, title, publisher, date, etc). Some examples of such tools are: Books in Print (R.R. Bowker), Cumulative Book Index (H.W. Wilson), British Books in Print (Whitaker), Publishers Trade List Annual (Bowker), and Cumulative Book List (Whitaker). Other essential bibliographical tools include national bibliographies such as the British National Bibliography [12], Bibliographie de le France [13], and Deutsche Nationalbibliographie [14]. Additionally there are different sources which are mainly used as selection tools for collection development retrospectively. Bonk and Magrill listed many examples of book selection aids including various retrospective selection tools [15].

Another useful selection tool is reviewing periodicals and newspapers. Many trade and professional periodicals give reviews of books either in advance or after publication. Some of the widely used trade periodicals which give reviews of books in advance of publication are the Publishers Weekly (PW) and Kirkus Review. The weekly journal 'PW' published in 1872 by Bowker gives advance news about new titles, critical notes on important publications; and a useful series of forecasts, editorials, author profiles, interviews, and best seller lists in the USA. Special issues include Spring, Summer and Fall announcement numbers, including books to be published in the near future. Kirkus Reviews is also published in the USA by Kirkus Service and issued twice a month, providing reviews of books several weeks or even months before the books' publication date. There are also some professional periodicals appearing with reviews of books in different subject fields. In the library profession the following three periodicals are the most popular source of book reviews: Booklist, Choice, and Library

Journal. Booklist is a semi-monthly journal published by the American Library Association since 1905. Each issue contains reviews of various new books including reference works, books for the young, adults, and children, and surveys the latest films, video, classroom filmstrips, and selected educational microcomputer software. Published also by the ALA, the monthly journal 'Choice' has been issued since 1964. It is considered one of the most important book review tools for many types of libraries. 'Choice' provides a considerable number of reviews of newly published books, especially academic publications. Reviews appearing in this journal are prepared by subject experts whose names appear with the reviews. The semi-monthly periodical 'Library Journal' published by Bowker since 1876 includes a separate section for book reviews arranged by broad subject areas. Reviews of books are signed by librarians and educators, and provide practical evaluations of current titles.

Publishers' catalogues and announcements are also used as a very practical selection tool. Many publishers and booksellers regularly provide their clients with annual catalogues, leaflets, and announcements of their publications. These include complete bibliographical information about each item with regard to the author's credentials, readership level, contents, brief description, format, price and publication date.

In addition to the above selection tools, there are also various sources through which libraries can select their materials. Ahmed listed a number of potentially significant selection tools coming from a variety of sources. They are as follows:

1. the catalogues compiled by professional bodies solely for their members, e.g. the Library Association, London, and the British Institute of Management.

2. *most faculty members in both the developed and developing countries prepare course outlines and append a reading list for students.*
3. *faculty members sometimes produce a list of useful and required works and send it to the library for purchase.*
4. *subject bibliographies compiled by specialists in the field or subject specialist librarians.*
5. *printed catalogues of different university libraries.*
6. *announcements on radio and interviews with authors of currently published works.*
7. *visits to local bookshops and established publishers, as well as national bookdealers.*
8. *attending book exhibitions held locally, nationally and internationally.*
9. *examining exchange lists received from other libraries on a reciprocal basis.*
10. *bibliographical records of unanswered reference enquiries prepared by the reference librarian.*
11. *lists of unfulfilled lending requests due to non-availability of works in stock.*
12. *a record of orders unfulfilled because they were out of print, out of stock, not yet published and similar reasons." [16]*

In the Arab world, there is an obvious lack in the availability of effective and adequate selection tools. According to Saati, this is due to the following:

1. Poor level of publishing industry in the Arab countries.
2. Low interest in bibliographical works.
3. The minor involvement of the Arab faculty members and librarians in selection practices which has resulted in a lack in appreciation of the importance of selection tools [17].

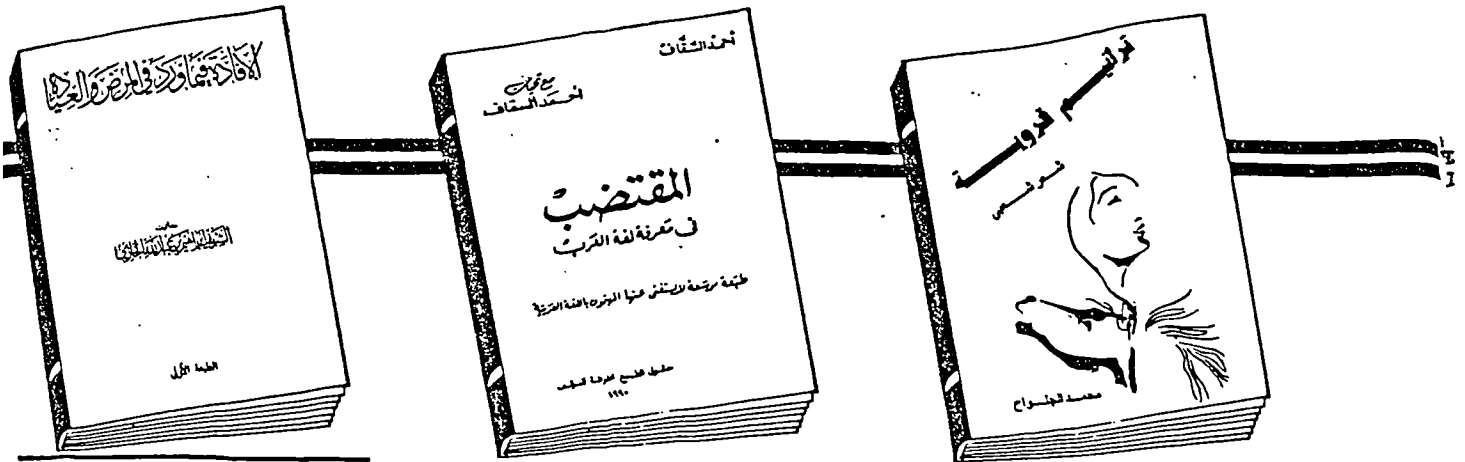
In the GCC University libraries, various sources are used for the selection of the following types of library materials: locally published materials, Arabic materials, foreign materials, and periodicals.

5.1.3.1 Selection of local materials

For the selection of current locally published materials, all the GCC University libraries are mainly dependent on the following two sources: publishers' catalogues and announcements which are produced by many local publishers and booksellers, and book reviews appearing in various local trade and specialised journals. Among the well known trade journals which regularly provide reviews of books published in the region are: "Addarah Journal" which has been published quarterly in Riyadh by King Abdulaziz Research Centre since 1975. Each issue includes an illustrated section for some newly published books written by local writers (Figure 9). It gives basic information such as: author, title, number of pages, edition, and publication date of each book. Another journal is "Al-Moujallah Al-Arabiah", a monthly journal published by Dar Al-Moujallah Al-Arabiah in Riyadh. Each issue of this journal, which has been published since 1975, contains a useful book review section (Figure 10). It provides detailed information about abstracts about some new books published in the region. There are also some specialised journals which include book review sections. At the present time, there are only three library journals available in the GCC countries. They include a considerable number of reviews of current publications produced in the region. One of the most popular and widely used is "Alam Al-Kutub" (World of Books) which has been published quarterly in Riyadh since 1980 by Dar Thakef Publishing House. This journal is devoted to all aspects of the book industry in the region and the Arab world including publishing, reviews and bibliographies. The second is "Maktabat Al-Idarah" published by the

FIGURE 9: A PAGE FROM "ADDARAH JOURNAL": .NEW BOOKS SECTION

<p>• جوانب من التمية والتقدم في المملكة العربية السعودية . تأليف : د. ساء عبد الحميد قاعود ، د. السيد خالد المطري . راجعه ونقحه : سمود. المحمرة نهد آل سعود ٥٩٦ صفحة - الطبعة الأولى ١٤٠٩هـ</p>	<p>• مجموع فتاوي ومقالات متنوعة و الجزء الثالث ، التوحيد وما يلحق به . تأليف الشيخ : عبد العزيز بن عبد الله بن عبد الرحمن بن باز . ٤٥٩ صفحة - الطبعة الأولى ١٤١٠هـ الناشر : الرئاسة العامة لإدارات البحوث العلمية والإفتاء والدعوة والإرشاد بالرياض .</p>	<p>• جواهر الشعر الشعبي شعراء وشاعرات من المملكة العربية السعودية ودول الخليج و الجزء الأول ، خليف بن سعد الخليف ٢٨٠ صفحة - الطبعة الأولى ١٤١٠هـ</p>
<p>جوانب من التمية والتقدم في المملكة العربية السعودية تأليف : د. ساء عبد الحميد قاعود ، د. السيد خالد المطري . راجعه ونقحه : سمود. المحمرة نهد آل سعود ٥٩٦ صفحة - الطبعة الأولى ١٤٠٩هـ</p>	<p>مجموع فتاوي ومقالات متنوعة تأليف : عبد العزيز بن عبد الله بن عبد الرحمن بن باز . ٤٥٩ صفحة - الطبعة الأولى ١٤١٠هـ الناشر : الرئاسة العامة لإدارات البحوث العلمية والإفتاء والدعوة والإرشاد بالرياض .</p>	<p>جواهر الشعر الشعبي شعراء وشاعرات من المملكة العربية السعودية ودول الخليج و الجزء الأول ، خليف بن سعد الخليف ٢٨٠ صفحة - الطبعة الأولى ١٤١٠هـ</p>
<p>الشرائع السابقة ومدى حجيتها في الشريعة الإسلامية تأليف : عبد الرحمن بن عبد الله الدرويش ٦١٢ صفحة - الطبعة الأولى ١٤١٠هـ</p>	<p>• تاريخ أبي سعيد هاشم بن مرثد الطبراني (المتوفى ٢٧٨هـ) حققه : نظر محمد الفاريابي ٢٤٨ صفحة - الطبعة الأولى ١٤١٠هـ</p>	<p>• جواهر الشعر الشعبي شعراء وشاعرات من المملكة العربية السعودية ودول الخليج و الجزء الثاني ، خليف بن سعد الخليف ٤٠٠ صفحة - الطبعة الأولى ١٤١٠هـ</p>



• الأمانة فيما ورد في

• المرض والعيادة

• إبراهيم بن عبدالله الحازمي

هو دراسة جيدة في بابها تطرق فيها المؤلف لبيان حقيقة المرض والعيادة. وأشار إلى أن العيادة هي زيارة المريض، وبين الأدلة الشرعية على زيارة المريض وكيف أن فضلها عظيم. ثم بين زيارة النبي صلى الله عليه وسلم لأصحابه وتلقاهم لهم وما يسر لزيار المريض من قول الخير والدعاء له. ثم بين أن المرض يكثر الذنوب وثواب الصابر على المرض وكيف أن البلاء على قدر إيمان الإنسان. ثم ذكر بعض الآداب التي يجب أن يتحلى بها من أراد زيارة المريض من عدم التثقل عليه ورفع معنوياته. ثم ذكر علاج مصيبة المرض وكيف يكون بالاسترجاع والإيمان بالله والرضا بالقضاء والقدر.

وكنا نود لو أن المؤلف الكريم قد تطرق لعلاج المرض وكيف أكد هذا الإسلام نفسه من الأمر بالعلاج (تداوا) عباد الله ولا تداوا بحرام) إلى غير ذلك من الأحاديث والآثار.

وكيف أن العلماء المسلمين قديماً وحديثاً تطرقوا لهذا بما لا مزيد عليه. ومن ذلك (زاد المعاد) لابن القيم قديماً ومن الكتب الحديثة (لماذا جعل الله الأمراض) د. زهير الزميلي (إلى إخواننا المرضى) للشيخ أحمد الحصين ورسالة (إلى أصحاب الأسرة البيضاء) للشيخ عمر العيد.

• المقتضب في معرفة

• لغة العرب

• أحمد السقاف

صدر كتاب «المقتضب في معرفة لغة العرب» منذ بضعة أشهر بطبعته الثالثة للأستاذ أحمد السقاف. وهو من الكتب النحوية التي يحتاج لها القارئ العربي اليوم أكثر من أي وقت مضى، لاسيما بعد أن ساد الضعف النحوي واللغوي في أوساط الطبقات المتعلمة والمتقنة في مختلف مستوياتها. فأصبح من الضروري دوماً ملاصقة قواعد اللغة العربية، واستنكارها واسترجاعها، لتستقيم الألسن والأقلام، من طلاب العلم ومدرسيهم، والكتاب والمتقنين والمنشئين.

ولقد احتوى هذا الكتاب المقتضب على مجمل شامل لقواعد لغتنا، إذ لخص لنا الأستاذ السقاف الكثير من تلك القواعد الخاصة بالاسم: إعرابه وبنائه، وفي ألقابه وأعلامه، وفي مقصوره ومنقوصه، وفي أسمائه الخمسة، وفي تننيته وجمعه، وفي منعه من الصرف. وكذلك الخاصة بالفعل: في مضارعه ونصبه وجزمه وتركيبه، وفي أمره وتركيبه، وفي ماضيه صحيحه ومعتله. وفي أفعال المدح والذم والتعجب. والخاصة بالمبتدأ والخبر، والمفاعيل، والمصادر، والمشتقات، والحال، والتمييز، والمناضي، وحروف الجر، والتوابع، والتصغير، والنسب.. وغيرها من موضوعات نحوية ولغوية وصرفية.. لا تخلو من جهد يقوم على الاقتباس والتلخيص والترتيب. ومن خلال الاستشهاد بالأمثلة المتنوعة لتقريب المادة النحوية وأحكامها.

«ترانيم قروية، لمحمد الجلاوح.. ففي كثير من نصوصه الغزلية والوجدانية يقترب من الشعر الفصيح، واللغة العربية البعيدة عن العامة إلى حد ما

كقوله:

[حلمي يكمن في نفوس الناس كلها/ من شروق الشمس إلى أرض الغروب/ حلمي في كل القلوب/ حلمي في حظ قوي مثل الجبل/ يحقق الآمال ويوزع قبل/ حلمي في حظ يخلي الناس في الدنيا عسل/ وينتشر نور المحبة وما يخلي أي زعل].

وإن مما يحجب هذا الشعر إلى النفس طراوته وعذوبته ورقته وشفافيته وسرعة انسيابه في المشاعر والوجدان، لأنه يفيض بالمشاعر والعواطف مثل قوله:

[يا أرض محفورة في قلبي دهر/ يا نخل.. رواه جدي. يا غصن مغروس في تراكب ثمر/ خلي لون الغيم وردي]. وقوله: [ويا ويل المشاعر/ إذا صارت رقيقة وما تصابر/ إذا جرت مراكبها، عيون حسننها ساحر/ وصارت في سما الخاطر/ مثل موجة بحر ترسي على الشاطئ/ مثل قطعة غيوم تبلل الواطي/ مثل نسمة ربيع تدور/ أو هزة وتر مجرور/ والدنيا جميلة مكللة بالنور]. والكثير من جملة الشعرية تستحيل إلى نغم موسيقي يصدر بالغناء مثل: «يا غصن أخضر ندي! يا ورد أحمر طري، ص ٣٣ و ص ٣٨، وأحب أسمع لحن كافي. أبي أكتب شعر وأفي. وأحب أكتب غناوي الطير. أحب أمشي طريق الخير». ص ٩٠. ولساني ما سكت عنك. وقلبي ما نسي اسمك».

Library and Documents Centre, IPA, Riyadh, Saudi Arabia. This journal has been published quarterly since 1971. Each issue contains reviews of current books and articles dealing with various subjects. The third is "Arab Journal for Librarianship and Information Science", a quarterly journal published by Mars Publishing House in Riyadh. Each issue also includes a book review section of current publications in the region and the Arab World.

With regard to the selection of locally published retrospective materials, the following two sources are the most practical methods used by most of these university libraries:

- a) The back issues of some local journals: as was mentioned earlier there are various types of local trade and specialised journals which have been providing reviews of books since their first publication date. Among these journals are: Al-Manhal 1937-, Al-Arabi 1958-, and Al-Arab 1966-. Most of the GCC university libraries have complete sets of these journals which are considered a very useful tool for retrospective collection development of locally published materials.
- b) Published bibliographies: there are two types of bibliographies which are used as a basic tool for the selection of locally published retrospective materials. Despite the fact that national bibliographies may be considered one of the major sources for the selection of both current and retrospective materials, only two university libraries reported using national bibliographies in such activity. This is because among all six member countries of the GCC only Bahrain and Qatar have published *their national bibliographies* so far. In the remaining countries, where national bibliographies have not yet been published, the

university libraries reported using subject bibliographies and lists as an effective tool for such purpose. The KU libraries published a number of subject bibliographies including "Selected Bibliography on Kuwait and the Arabian Gulf" [18]. It contained 1300 entries of foreign books and articles on Kuwait and the Gulf region. This bibliography was supplemented in 1975 by "Source Book on Arabian Gulf States: Arabian Gulf in General, Kuwait, Bahrain, Qatar and Oman" [19]. In most Saudi university libraries, several subject bibliographies are also used as practical tools. Among these bibliographies are: "Mujam Al-Matbouat Al-Arabiah: Al-Mumlamakah Al-Arabiah Al-Saudiah" (Catalogue of Arabic Publications: Kingdom of Saudi Arabia) compiled by Ali Jawad Al-Taher. This bibliography was published as a series of 56 articles in Al-Arab Journal covering the period from early printing in Saudi Arabia up to the beginning of the 1970's. In 1985, Al-Taher republished his bibliography in a two volume work carrying the same title with the Arab Establishment for Studies and Publishing in Baghdad, Iraq. A similar bibliography was also compiled by Shukry Al-Anany under the title "Mujam Al-Matbouat Al-Saudiah" (Catalogue of Saudi Publications) and was published by the Public Libraries Department, Ministry of Education in Saudi Arabia in 1973). It included 1638 entries covering the period from early printing until the beginning of 1973. Another useful subject bibliography is "Harakat Al-Taleef wa Al-Nasher fi Al-Mumlamakah Al-Arabiah Al-Saudiah 1390-1399 AH" (Publishing Trends in Saudi Arabia 1970-1979. A subject Bibliography and an Analytical Study, Riyadh, Riyadh Literary Club, 1979). This work is an analytical study on the trend of publishing in Saudi Arabia including a subject bibliography of 767 Saudi and non-Saudi publications within the country during the period from 1970 to mid 1979.

5.1.3.2 Selection of Arabic Materials

Due to the lack of effective and practical Arabic bibliographical selection tools, all the GCC university libraries reported that the main sources for the selection of current Arabic materials are publishers' catalogues, leaflets and announcements which are provided by many Arab publishers and booksellers. However, some regional and national bibliographies are used to some degree by some university libraries for the selection of such materials. One of the most widely used bibliographies is "Al-Nashrah Al-Arabiah Lil-Matbouat" (Arab Bulletin of Publications) compiled by the Arab League Educational, Cultural and Scientific Organisation (ALECSO) in Tunis. This regional bibliography is an attempt to compile the book production of some Arab countries. It covered several types of publication including books, pamphlets, government publications, theses and dissertations, new serials and periodical title changes. Although this bulletin is not comprehensive and does not cover all the Arab countries, it is considered one of the most practical selection tools for the Arabic materials, and is available in almost all the university libraries. National bibliographies of various Arab countries such as Egypt [20], Iraq [21], Jordan [22], and Syria [23] are also used to some extent for the selection of Arabic materials. In addition, reviewing the Arabic periodicals is also used as a useful source for selection purposes. There are various types of trade and specialised journals which are published in many Arab countries. Some of them provide weekly or monthly reviews on current books and publishing activities in the Arab world. One of the most well known journals among all the GCC university libraries and published in the Gulf region is: "Mujalat Derasat Al-Khaleej wa Al-Jazerah Al-Arabiah" (Journal of the Gulf and Arabian Peninsula Studies). This journal, published quarterly by Kuwait University, concentrates on historical and psychological studies. Each issue

includes a cumulative bibliography on all the literature published concerning all the Gulf states.

There are several sources which are used as retrospective selection tools for Arabic materials. Among the most practical tools used by most of the university libraries is "Mujam Al-Matbouat Al-Arabiah" (Catalogue of Arabic Publications) by Y.I. Sarkis [24]. This useful work was an attempt to record all Arabic book published before 1920. The following bibliographies are also used by some university libraries for selection purposes: "Al-Kutub Al-Arabiah Allatinushirat fi Masser Bain Amai 1926-1940" (Arabic Books Published in Egypt between 1926 and 1940) by Aida I. Nusair [25], "Dalil Al-Matbouat Al-Massriah 1940-1956" (Guide to Egyptian Publications 1940-1956) by Ahmed M. Mansour [26] and "Fihrist Al-Matbouat Al-Iraqiah 1856-1972" (Index to Iraqi Publications 1856-1972) by Abduljabbar Abdulrahman [27].

5.1.3.3 Selection of Foreign Materials

The production of various types of selection tools for all kinds of library materials by the Western countries has facilitated the selection of foreign materials in the GCC university libraries. None of these university libraries reported having obstacles or difficulties concerning the selection of foreign materials. Each University library has a collection of adequate bibliographical selection tools including guides to reference materials, basic book guides and a variety of retrospective selection tools. In addition to the above traditional selection tools, all of these university libraries reported using foreign publishers' catalogues and booksellers' lists as very practical and useful tools for the selection of foreign materials. Famous publishers and booksellers in the Western countries such as Blackwell, Bumpus, Haldane and Maxwell, Smith and Walter Johnson regularly supply their clients in

the Gulf region with advance catalogues and lists of their productions including full and detailed information about each publication.

5.1.4 Selection of Periodicals

The decision to select and acquire a periodical is a major decision and is quite different from the selection of a monograph. There are several factors which must be taken into consideration before such a decision is made. Evans pointed out some of the factors which make the periodical selection decision a major one. They include cost of long term commitment, processing, maintenance, storing, and service facilities [28]. In the university library, since periodicals remain the most popular and useful type of library material, their selection should be made with extra care. According to Bonk and Magrill:

"A number of factors arise when an academic or research library considers starting a new serial subscription. Obviously, the courses offered in the institution for the research programmes carried on will be an early consideration. Even if the serial appears to be within the scope of the library's collection, the selector may hesitate because of the price, the lack of indexing for the new title, the language of the text, the availability of back files (if they have appeared in more than one or two issues), or the fact that another library in the area already has a subscription." [29]

There are several tools which are used to select and acquire various types of periodicals. Among the most useful tools which should be available in every university library are the series of general directories published by Bowker which include Ulrich's International Periodicals Directory, 26th ed, New York, 1987-88. This directory includes 70,800 of various types of periodical from all over the world in 542 subject areas. The periodicals are arranged under broad subject headings including titles, frequency of publication,

publisher name and address, country of publication code and Dewey Decimal Classification number. Its companion publication is Ulrich's Irregular Serials and Annuals, 13th ed, New York, 1987-88. It provides information on some 35,900 periodical titles, and updated issues are published at irregular intervals. Another tool is Katz, Bill and Linda Sternberg Katz, Magazines for Libraries, 5th ed, New York, 1986. This useful directory is an annotated list of around 6500 titles according to subject. It gives an indication of the type of library for which each title is suitable.

In addition, the following tools are also valuable sources for periodicals selection, Ayer Directory of Publications, Philadelphia, Ayer Press, 1880-; Farher, Evan Ira. Classified List of Periodicals for the College Library, 5th ed., Westwood, Mass, Faxon, 1972; New Serial Titles 1950-1970; Subject Guide, New York, Bowker, 1975; and Woodworth, David P. Guide to Current British Journals, 2nd ed, London, Library Association, 1973.

Periodical selection tools in the GCC university libraries may be divided into two types, Arabic and foreign selection tools. For the selection of Arabic periodicals, three types of bibliographical tools are used by almost all the university libraries. They include: first, guides of current periodicals which are produced in all the Arab countries. Examples of such tools are: "Dalil Al-Dowriyat Al-Arabiah Al-Jariyah" (Guide to the Current Arabic Periodicals) by M. Al-Muhdi [30]. This useful guide is considered one of the earliest attempts in the Arab world to compile a list of the Arabic periodicals in a skilful way, and "Al-Dawriyat Al-Arabiah: Dalil Amm Lil-Suhuf wa Al-Mujalat Al-Arabiah Al-Jariyah fi Al-Waten Al-Arabi" (Arabic Periodicals: A General Guide to the Current Journals and Newspapers Published in the Arab World) [31]. This guide was first published in Cairo in 1973 by ALECSO and was republished in Tunisia

by the same organisation in 1981. The later issue, however, did not include Egyptian periodicals. Although this guide is considered one of the major regional bibliographical tools for the selection of Arabic periodicals, it is not as comprehensive as one would expect and is not updated on a regular basis. Secondly, there are guides or union lists of periodicals which are produced in a group of countries such as the Gulf states, e.g. "Dowriyat Al-Khaleej Al-Arabi: Qaimah Bibliographiah Bi Al-Suhuf wa Al-Mujalat Alati Sadarat Monzo-doukhal Al-Tibaah Hatta Al-Wagt Al-Hader" (Arabian Gulf Periodicals: A Bibliographical List of Journals and Newspapers Produced from Early Printing until Recent Times) by Basilah A. Leila [32]. This list was submitted to the Second Conference of the Iraqi Library Association which was held in Basrah in 1975 in association with the Arabian Gulf Studies Centre. It included 240 titles of various periodicals published in Bahrain, Kuwait, Oman, Saudi Arabia, and the United Arab Emirates. The following two guides are also used as very practical selection tools for Arabic periodicals, "Al-Dowriyat Al-Khaleejiah: Al-Suhuf wa Al-Mujalat Al-Sadīrah fī Al-Khaleej Al-Arabi" (Gulf Periodicals: Journals and Newspapers Published in the Arabian Gulf States) published by the Gulf States Information Documentation Centre in Baghdad [33]. This comprehensive guide is considered one of the best guides published so far about periodicals produced in the Arab Gulf states. It includes 540 periodical titles covering the Arab Gulf states as follows: Iraq 202 titles, Saudi Arabia 136 titles, Kuwait 80 titles, United Arab Emirates 61 titles, Bahrain 23 titles, Qatar 22 titles and Oman 16 titles. A similar guide was also published by the Arab Bureau of Education for the Gulf States under the title "Dalil Al-Dowriyat Al-Sadīrah fī Dawal Al-Khaleej Al-Arabiah" (Guide to Periodicals Published in the Arabian Gulf States [34]. It included information about 354 periodicals published in all the Arab Gulf states. In 1984 the ABECS in association with the Secretariat-General of the GCC

published another guide to periodicals carrying the same title. It was a re-edited issue of the previous guide. The new edition covered 336 titles of various journals and newspapers published in all the Arab Gulf States. Thirdly, there are guides or bibliographical lists of periodicals produced in any one country, e.g. "Al-Sahafah Al-Kuwaitiah fi Rube Garn: kashaf tahlili" (Kuwaiti Journalism During a Quarter of a Century: an analytical index) by Mohammed H. Abdullah [35]. This useful index includes bibliographical information about 51 various periodicals published in Kuwait from 1946 to 1972. "Kashaaf Al-Jaraied wa Al-Mujalat Al-Iraqiah" (Index of Iraqi Journals and Newspapers by Zahidah Ibrahim [36] is another index including detailed information about 750 journals and 741 newspapers published in Iraq from 1869 until 1973. It is considered one of the valuable sources for the selection of retrospective periodicals published in Iraq. Another useful tool is "Al-itejahat Al-Adadiyah wa Al-Nawiyah Lil-dawriyat Al-Saudiyah" (Numerical and Speciality Directions of Saudi Periodicals) by Hashim A. Hashim [37]. This work included the following three useful supplements:

- a) Periodicals which were published during the Ottoman, the Hashemite, and the Saudi governing periods.
- b) All current Saudi periodicals.
- c) Discontinued Saudi periodicals.

In addition, the following union lists of Arabic periodicals which are available in some university libraries are also used as a practical source for the selection of Arabic periodicals:

1. Cairo University, Central Library. Union List of Periodicals, Cairo University, 1972 (in Arabic).
2. Kuwait University, Department of Libraries. Guide to Arabic Periodicals, Kuwait, KU, 1977 (in Arabic).

3. United Arab Emirates University, Central Library. Guide to Arabic and Foreign Periodicals, Al-ain, UAEU, 1978 (in Arabic).
4. Riyadh University, Deanship of Library Affairs. Union List of Periodicals: Arabic Periodicals, Riyadh, Riyadh University Press, 1980 (in Arabic).
5. King Abdulaziz University, Deanship of Library Affairs. Catalogue of Arabic Periodicals, KAAU, 1980.

One valuable source must be pointed out here. It was published during the last few years and could be used as a very useful tool for the selection of Arabic periodicals. This source is "Al-Fihris Al-Mawahid Lil Al-Dawriyah Al-Arabiah Bi Jamiat Al-Mumalakah" (The Union List of Arabic Periodicals in the Kingdom's Universities) [38]. This list was published in Saudi Arabia by KSU and will be discussed in more detail later in a separate chapter.

For the selection of foreign periodicals, all the basic selection tools mentioned above which are available in almost every university library in the Western countries, are used by almost all the GCC university libraries. However, due to the educational nature of both the IU and IMSU, such tools are not used by their libraries.

5.1.5 Methods of Acquisition

There are several ways through which a university library can obtain its materials. They are usually acquired by purchase, gift, exchange and sometimes by a legal depository system, when a university library is designated as a depository library. In acquiring library materials, however, there are certain points which should be taken into consideration. Gelfand pointed this out in the following:

"regardless of the method of acquisition, all library materials, except perhaps those received as deposits, should be appropriate to the needs of the university. Inappropriate materials, even if free, are ultimately expensive. Like purchases, they require clerical work in the order department, cataloguing and processing and shelf space. The library should therefore apply to the selection of materials in the gift and exchange categories the same criteria as it employs for purchases. Acquisition of deposits should be on a selective basis in accordance with the same criteria unless the library is designated as the national library. In this case, of course, it should acquire everything that is published in the country." [39]

5.1.5.1 Purchasing

The main and most common method of obtaining materials in the GCC university libraries is and has always been by purchasing. This was due to the affluent period of the 1970's when all the GCC governments were eager to develop their universities and libraries. Therefore, university libraries were allowed to buy whatever materials they chose and in the quantity they required. Following the sharp drops in oil prices in the 1980's, this has been gradually restricted. The intake of library materials was affected by reducing the rate of acquisition in some university libraries. According to the 1985/86 Annual Report of KFUPM Library:

"due to the restrictions imposed by the budget, all acquisition operations have had to concentrate on very important books which are related to postgraduate studies and research programmes. As a result, there has been a 70% decrease in purchasing on the previous year. In addition, all purchasing of microfilms and audio-visual materials has been suspended for the same reason." [40]

The purchases of library materials in the GCC university libraries are usually made through the following three channels:

a) Purchase from publishers and booksellers:

According to the responses to the questionnaire, all the university libraries reported dealing with local and foreign (Arab and Western) publishers and booksellers for purchasing their materials. They also reported a number of problems and difficulties which face purchasing activity. One of the most common problems shared by all the university libraries is the shipment problem. Shipments from foreign publishers or booksellers (especially from the Arab countries) are sometimes received incomplete, without the original invoice, or it arrives long before the shipment, or the shipment is not in accordance with the required items. Consequently, this causes delay in processing the invoice and delay in payments.

b) Purchase from Book Fairs

Purchasing directly from book fairs is another useful method of acquisition used by the GCC university libraries. Most of these university libraries send one or two of their staff to attend various book fairs for purchasing purposes. Local and international book fairs are often held in various countries. One of the most notable book fairs held annually since 1948/49 in Europe is the Frankfurt Book Fair. Famous publishers and booksellers from Western countries as well as from Arab countries participate in this unique gathering. International book fairs are also held in Bahrain, Egypt, Kuwait, Lebanon, Saudi Arabia, and Tunis. Some universities in the GCC countries have also organised international book fairs. In 1976 the IMSU organised the First Islamic Book Fair. It concentrated mainly on Islamic books. Seventy-six Arab and foreign publishing houses participated in the fair. In 1978 KSU held the Riyadh International Book Fair. It was the first fair of its kind to be held in the country. The fair gathered

together a huge number of publishers, booksellers, suppliers and library professionals from the Kingdom, some Arab countries and some Western countries. This fair was held annually until 1983 when it was suspended. After four years' absence, it was once again held in October 1987 with the participation of 572 publishing houses of which 448 were from Arab countries and 124 from Western countries [41].

c) Purchase from Authors

It is a common practice for university libraries in the GCC countries to purchase direct from authors themselves. Some local authors present their publications directly to these libraries in the hope that the libraries will buy a number of copies of their works. This generally depends on the author's reputation, the value of the publication, and his personal relationship with the Head of the Library. In an attempt to encourage and support the publishing and book trade industry in the region, some governments in the GCC have supported their national authors by purchasing a large quantity of each work published by them. In 1983 the government of Saudi Arabia issued the Royal Order No 471/M dated 24.2.1404 AH emphasising that every government ministry, department and agency should buy at least 100 copies, some more, of each work approved by the Ministry of Information when the following conditions are fulfilled:

1. The author of the work should be a Saudi national;
2. The work should be printed inside the country;
3. The work should be useful for the public welfare [42].

As a result, most authors took full advantage of this support by putting pressure on the university libraries to purchase more and more of their publications even if their works were not related to the university's interest. This method, however, was not appropriate to be applied to university libraries, because it has been found that this decision put a lot of pressure on some university libraries. Library budgets allocated mainly to purchase research and important materials were wasted on some materials totally unrelated or unnecessary to the university's programmes, more pressures were put on library space, and the number of unnecessary duplicate copies were increased.

5.1.5.2 Gift

Gifts are considered one of the most popular and easy methods for obtaining library materials. There are, however, some factors which should be considered when a gift in the form of materials is donated to a university library. Among these factors are: (a) the value of the donated materials and whether or not they are related to the university's educational programmes; (b) the technical and maintenance processing of the donated materials. Can the library process the donated materials without putting extra pressure on the normal load? Can the library keep them up-to-date and house them? (c) The freedom of disposal of the donated materials. Can the librarian merge the donated materials with the actual collection of the library? Can he exchange duplicate items with other libraries for any other useful materials?

In the early stages of their development most of the GCC university libraries relied on gifts from various sources to build their collections. Members of the ruling families and several prominent citizens donated their private collections to many university libraries in the region. In Saudi Arabia, for example, some notable

private collections were donated to several university libraries. Among these collections are those of Prince Abdullah Ben Abdulrahman which was donated to IMSU libraries, Prince Abdullah Al-faisal to KAAU libraries, and Sheikh Omer Ben Hassan Al-sheikh to KSU libraries. Other valuable private collections donated also to KAAU were those of Sheikh Mohammed Nassif, Yusuf Yasseen, Abdullah Abduljabbar, Mohammed Ali Al-Sanousi and Dr Saleh Bawazeer.

One valuable and unique collection which QU libraries are proud of is Sheikh Faleh Al-Thani's private collection. It includes 1000 volumes on various subject fields and some rare books and manuscripts [43].

In addition to the donations received from individuals, other sources such as government agencies, foreign embassies, and international organisations actively contribute donations. However, in some university libraries such as KSU and KAAU, donated materials, especially from individuals, are carefully examined. A comprehensive list of the donated materials and inspection by library staff are usually required before accepting the donation.

5.1.5.3 Exchanges

In many developing countries where the university libraries cannot afford to purchase all required materials, obtaining materials through exchange programmes remains the most useful and practical method of acquisition. Aboyade pointed out the following advantages of exchange programmes:

- a) It is the only means of acquiring important foreign non-trade publications.
- b) It helps in circumventing currency restrictions.

- c) Libraries may have insufficient funds but surplus publications to be disposed of.
- d) It helps to publicise local publications in other countries [44].

Almost all the GCC university libraries are involved in some sort of exchange programme with libraries and institutions in or outside the region. These programmes, however, are not based on formal agreements or on a regular basis despite the fact that some of these university libraries have large collections allocated basically for exchange purposes. There are several factors which make such programmes impractical; lack of sufficient manpower, lack of space, and absence of clear policies and criteria for effective exchange programmes.

Due to their specialisation in Islamic studies and preaching activities the IU, IMSU, and UAQU libraries are the most actively involved in exchange programmes with Arab and Muslim countries. The university libraries of IU, KFUPM, KU, KAAU, IMSU and KFU, in addition to their universities' publications, also use duplicate copies and some old unused books and some periodicals as exchange materials. As a means of support and encouragement for national periodicals, some university libraries such as the Saudi University libraries subscribe to a considerable number of these periodicals which are also used for exchange activities.

One of the most valuable sources, which should be available in every acquisition department and used for exchange purposes, is the latest edition of the Handbook on the International Exchange of Publications published in Paris by Unesco. It includes detailed information with regard to methods of exchange, organisation of

national and international exchange services, rules, regulations and agreements for the exchange of materials, transportation and customs.

5.1.6 Legal Deposit

University libraries may be designated as legal depositories. Two types of publications can be deposited: (a) international organisations publications such as the UN and its agencies, and (b) national publications such as government publications.

According to the responses received, all the GCC universities except the IU and IMSU reported that all the UN and its various agencies' publications are deposited in their libraries. These include the WHO, FAO, World Bank and Unesco publications. The universities of KSU, KAAU, QU and UAEU reported that government publications are also deposited in their libraries, while the universities of KSU, IMSU and KFU reported that their libraries are designated as legal depositories for all their university publications. Since each of these universities produce a considerable number of publications each year, it would be worthwhile to enforce a compulsory legal depository system for university publications in each university library.

5.1.7 Ordering Procedures

After the materials are selected either by the library staff or faculty members, or other library users, several steps should be taken in the process of acquiring these materials. According to Evans:

"before the order is placed, several important decisions must be made: which acquisition method is to be used; what source of supply is to be tapped; and if the item is to be purchased, where the money is to come from." [45]

Once these decisions are made, the next step is the preparation of orders. The acquisition department then processes the order forms for the materials to be acquired. Thompson and Carr summarised the ordering procedures in the university library as follows:

1. "A card-file, alphabetically arranged by author, of books on order. The cards are prepared by the order department on the basis of 'recommendation' forms or slips filled in by the person requesting the book. The 'on order' cards, apart from the details of the book itself, record the date ordered, the order number, the bookseller's name and the fund to be charged.
2. A book, or set, of duplicate order forms. Each order form is headed with the library's name, and the forms are numbered consecutively. On the form is a place for the bookseller's name, and a column in which to list the of details the books being ordered.
3. An accessions register. This is a ledger in which the details (including source of supply) of each book acquired are entered against a running number (the accession number)." [46]

Ordering procedures in the GCC university libraries are carried out through the acquisition department in each university library. After the item is selected, an order form must be filled in with all information relevant to the item required. There are some slight variations in the arrangement of the information available on the order forms between some of the university libraries. All the order forms contain common information such as author, title, imprint, etc. As a typical example of an order form used by a GCC university library, Figure 11 shows a copy of an order form used by KFUPM

university library. The order forms are usually multiple order slips used for both Arabic and foreign materials.

FIGURE 11: SAMPLE ORDER FORM OF KFUPM LIBRARIES

UPM LIBRARY - ACQUISITIONS REQUEST

Author:

Title:

Series:

Publisher:

Place:

Date:

Copies:

Vols:

Edition:

List:

Dept:

Vendor:

ISBN:

LCCD:

Requested by:

Notify

After all checking procedures using all possible methods to determine whether the item is already available in the library, the order form information is then precisely checked and clearly typed. Two copies of the multiple form are usually sent to the publisher or bookseller, one copy is sent to the finance department, and one copy must be retained by the acquisition department.

5.1.8 Number of Copies Acquired

The number of copies of each title acquired by the GCC university libraries varies from one library to another. Nine university libraries out of the twelve reported acquiring more than one copy of each title and their policy in this regard is based upon the following reasons:

1. To ensure that at least one copy of the title is reserved in the central library.
2. To ensure that one copy of the title is retained by the female campus library.
3. Extra copies are acquired to be sent to the relevant branch libraries.
4. Extra copies are acquired of those titles heavily in demand.

None of the following three libraries, KFUPM, AGU and SQU, have a specific policy for the duplication of materials. Only one copy of each title is acquired by these libraries and to be kept in the central library. However, in some cases the number can be raised if the item proves to be in constant use.

5.1.9 Weeding Library Collections

Since library collections in the university libraries are subject to constant growth and development, it is essential for these libraries to weed and discard unwanted material from their collections on a regular basis in order "to save more space, to improve access, to save money, and to make room for new materials" [47]. There are several kinds of library material which can be discarded from library collections. McGraw listed the following items which can be removed:

1. Duplicates.
2. Unsolicited and unwanted gifts.
3. Obsolete books, especially science, medicine and health, technology, geography, transportation, and travel.
4. Superseded editions.

5. Books that are infested, dirty, shabby, worn out, too juvenile, too advanced.
6. Books with small print, brittle paper, or missing pages.
7. Unused, unneeded volumes of sets.
8. Periodicals with no indexes [48].

Regarding weeding and discarding from library collections in the GCC university libraries, the following seven libraries of the IU, KFUPM, KU, KAAU, IMSU, KFU and SQU reported having a policy for weeding library materials. Each policy emphasised the importance and the advantages of weeding policy. The weeding policy of the SQU has the following statement:

"to promote easy access to the most relevant materials and to cope with limitations of space the collection will be weeded as necessary to eliminate unused or superseded materials." [49]

Despite this, weeding library collections in these university libraries is rarely practised. This is mainly due to the lack of sufficient manpower and to the lack of genuine desire of the faculty members to participate in such activity. In some university libraries, when weeding is practised, the discarded materials are usually used for exchange programmes, as in the IU, KAAU, and IMSU libraries, or sold at nominal prices, as at KFU libraries.

The remaining five libraries, of KSU, QU, UAEU, UAQU, and AGU, reported not having any policy for weeding, and had not weeded for a long time.

In an interview, the Assistant to the Director of Libraries at KU, Mr Al-Mehemaid, admitted that due to the major space problem which is facing the university libraries as a whole, several working teams including a number of faculty members from various faculties have

been set up to review all library collections, especially the periodical collection, for weeding purposes.

5.2 CLASSIFICATION AND CATALOGUING ACTIVITIES

5.2.1 Classification

Once the book is acquired and received by the library, it is then the library's duty to ensure easy access for use of the book. This can only occur when the book has been technically prepared for appropriate use. Classification of library materials has been practised by university libraries to organise, locate, and facilitate effective use of these materials. According to Rogers and Weber: "in academic institutions, a systematic shelf organisation offers great benefits for scholars at all levels of sophistication" [50]. Several classification schemes have been adopted for this purpose. Among the most widely practised schemes are the Dewey Decimal Classification (DDC), the Library of Congress Classification (LCC), and the Universal Decimal Classification (UDC).

In the Arab countries, all the university libraries have adopted one of the above classification schemes for classification of their materials. However, due to the difficulties facing the classification of some Arabic materials, several individual efforts have been made to develop a suitable classification scheme to help with these materials. Sheniti discussed this problem comprehensively in a paper on the problem of subject cataloguing for libraries in the Arab world and the development of a classification scheme and a list of subject headings appropriate for their need [51]. He suggested that it should be possible to translate and adopt the DDC scheme and Sears List of Subject Headings or similar codes for use in the Arab countries' libraries. As a result, the DDC scheme was chosen to be translated and modified and to be used as the main and

most appropriate classification scheme for the Arabic materials. The main reason behind choosing this scheme was, as Sweedan said: "its popularity and flexibility which accept the modification easily" [52]. Several Arabic versions of DDC have been adopted in various Arab countries. The most widely used among these are the versions prepared by Sheniti and Kabish [53] and Ismail [54].

In the GCC countries, the DDC and the LCC schemes are the only two major schemes used for the organisation of library collections in all the university libraries in the region. According to the responses to the questionnaire, the following eight libraries, of KSU, IU, KU, KAAU, IMSU, QU, UAEU, and UAQU, reported using the DDC scheme, while the following four libraries, of KFUPM, KFU, AGU and SQU, reported using the LCC scheme. For the classification of Arabic materials and some subjects related to the Islamic religion, all the university libraries reported using one of the Arabic versions of the DDC scheme.

5.2.2 Cataloguing Rules

As part of the technical processing, cataloguing library materials is mainly practised to identify the library's holdings and to facilitate the effective use of these holdings. Cataloguing library holdings includes a description of each title in bibliographic terms, according to the rules used by each library. Gelfand identified a variety of cataloguing rules which are widely practised by many libraries in different countries [55].

In an attempt to emphasise the importance of bibliographic descriptions of library materials not only on a local or national level, but also on the international level, the IFLA International Conference on Cataloguing Principles held in Paris in 1961 reached an historic agreement by adopting a statement of cataloguing

principles for universal application [56]. This was followed by the International Meeting of Cataloguing Experts held in Copenhagen in 1969 which suggested that:

"efforts should be directed towards creating a system for the international exchange of information by which the standard bibliographic description of each publication would be established and distributed by a national agency in the country of origin ... The effectiveness of the system would depend upon the maximum standardisation of the form and content of the bibliographic description." [57]

The first text of the International Standard Bibliographic Description ISBD (M) for monographic publications was published in 1971. By 1973 this text was adopted by a number of institutions. However, comments received from these institutions who used the text led to the ISBD (M) Revision Meeting which was held in August 1973 at Grenoble, France, under the auspices of the IFLA Committee on Cataloguing. As a result, the first standard edition of the ISBD (M) was formally published in 1974 [58].

Since then the following texts of ISBD have been published:

1. ISBD (M) for Monographic Publications 1978, 1987.
2. ISBD (S) for Serials 1974.
3. ISBD (G) General 1977, 1979, 1983.
4. ISBD (NBM) for Non-Book Materials 1977.
5. IBSD (CM) for Cartographic Materials 1977, 1979.
6. ISBD (A) for Older Monographic Publications (Antiquarian)
7. IBSD (PM) for Printed Music 1980.
8. IBSD (CP) for Component Parts 1981.

International standards such as the Anglo-American Cataloguing Rules (AACR) and ISBDs, etc facilitated and promoted the control and exchange of bibliographic information between libraries and various databases in the Western countries. Cheffins emphasised the

important role of standardisation of the descriptive element for the effective interchange of records [59]. However, some of these standards cannot be used for certain languages such as Arabic. According to Moran:

"there is, however, a tremendous irrationality in the practice of Romanization. Keeping it in the new rules is like straining out the needle and letting the camel go through. Romanization is an insult to the language and literature of another country. It violates many of the principles in the Anglo-American code itself: that works should be entered under the name of the authors, that information should be taken from the title page, that we should use the name an author is generally known by. When an author writes in Arabic his name is in Arabic, Arabic is on the title page, the Arabic form is what he wants to be known by, and Arabic is what readers want to look for when searching for his work." [60]

The earliest efforts to adopt an Arabic version of the ISBD go back to 1973 when one of the recommendations of the Conference of Bibliographical Description for the Arabic Book held at Riyadh, Saudi Arabia, called on all libraries, documentation centres, and bibliographic institutions in all the Arab countries to adopt the ISBD for cataloguing activities and all bibliographic work; and proposed that ALECSO should enforce this recommendation [61]. As a result, a series of Arabic versions of the ISBD were developed and published by ALECSO. Among these are:

1. (Tadub K). "Al-Tagnin Al-Duwali Lil-wasf Al-Bibliografi Lil-kutub Tunis, Al-Monazamah, 1982" [ISBD (K). ALECSO, Tunis, 1982 (Books)].
2. (Tadub D). "Al-Tagnin Al-Duwali Lil-wasf Al-Bibliografi Lil-Al-Dowriyat. Tunis, Al-Monazamah, 1982". [ISBD (D), ALECSO, Tunis, 1982. Serials]

3. (Tadub A). "Al-Tagnin Al-Duwali Al-Aam Lil-wasf Al-Bibliografi. Tunis, Al-Monazamah, 1984". [ISBD (A) ALECSO, Tunis, 1984. General].

In response to the questionnaire, all the GCC university libraries reported following the Anglo-American Cataloguing Rules, Second Edition (AARC2). It seems, therefore, that there is some uniformity among these university libraries in cataloguing their materials.

Regarding the use of commercial cataloguing services for processing non-Arabic materials, only the following seven libraries, of KU, KAAU, IMSU, KFU, QU, UAQU and SQU, reported using such services and dealing with foreign booksellers and agencies such as Blackwell Oxford, Blackwell North America, and the Library of Congress, to obtain catalogue card sets. They also provided the following percentages of materials for which catalogue card sets are acquired from the above sources: KU 60%, KAAU 50%, IMSU 10%, KFU 80%, QU 80%, UAQU 38% and SQU 70%.

5.2.3 Subject Headings

As with the classification schemes and cataloguing rules, there are a variety of subject headings which are used to facilitate the effective use of library materials. The Library of Congress Subject Headings (LCSH) and Sears List of Subject Headings (Sear's) are among the most common and widely practised by different types of libraries.

According to the responses to the questionnaire, almost all the GCC university libraries reported using the LCSH for non-Arabic materials. As shown in Table 7 ten university libraries use the LCSH, one uses Sears S.H. and one does not use either of these. For Arabic materials, some Arabic subject headings have been developed

TABLE 7: SUBJECT HEADINGS USED IN THE GCC UNIVERSITY LIBRARIES

University Library	Non-Arabic Materials		Arabic Materials		Others
	LCSH	Sears SH	Al-khazinder SH	Al-sweedan SH	
KSU	✓			✓	
IU				✓	✓
KFUPM	✓			✓	
KU	✓		✓		
KAAU	✓		✓		
IMSU		✓		✓	
KFU	✓			✓	
QU	✓			✓	
UAEU	✓		✓		
UAQU	✓		✓		✓
AGU	✓			✓	
SQU	✓			✓	

Source: Responses to the questionnaire

by individual professionals. However, the following two subject headings schemes are the most widely used by all these university libraries:

1. Ibrahim Al-Khazindar. Arabic Subject Headings. Kuwait, Kuwait University Press, 1977 (in Arabic).
2. Nasser Al-Sweedan. Arabic Subject Headings. Riyadh, Deanship of Library Affairs. Riyadh University Press, 1978 (in Arabic).

As shown in the same table four university libraries use Al-khazindar S.H. and eight university libraries use Al-sweedan S.H., while some university libraries such as the IU and UAQU have adopted their own subject headings besides the above two subject headings schemes.

5.2.4 Processing Costs

The processing cost of a title is very important, especially if the library is lacking in professional manpower. Since all the university libraries in the GCC are facing this problem, it is necessary to know exactly how much it would cost to classify and catalogue a title of both languages (Arabic and non-Arabic). This data will be beneficial for all libraries in the region in terms of developing cooperative programmes in these areas. It was disappointing that most of these university libraries did not give much thought to such a question; five university libraries out of the twelve answered this question; the remaining seven university libraries reported that the processing cost was undetermined as yet. The cost of processing each title in those libraries which provided data is as follows:

KFUPM	=	12 Saudi Riyals	(£2.04)
KU	=	800 Kuwaiti Fils	(£1.72)
KAU	=	48 Saudi Riyals	(£8.15) for processing non-Arabic
			books and 71 Riyals (£12.06)
			for processing Arabic books
IMSU	=	20 Saudi Riyals	(£3.39)
UAU	=	20 UE Dinars	(£3.46)

(exchange rate as at 31 May 1989).

As shown in the above figures, the cost of processing each title varied from 800 Kuwaiti Fils (£1.72) to 71 Saudi Riyals (£12.06), and even between the Saudi university libraries, the cost is variable between 12 Riyals and 71 Riyals. This is an indication of the degree of difference in difficulty of cataloguing the materials, especially the Arabic materials, and not of individual cataloguing ability.

5.2.5 Shortage of Experienced Cataloguers and Backlog of Unprocessed Materials

The university libraries in the GCC countries face many problems in the area of technical processing. These vary from the lack of adequate staff to the lack of uniform standards and practices. Although the ratio of professional to non-professional staff in these libraries is very high there is a general shortage of experienced cataloguers. As a result, most of the libraries have developed a huge amount of backlog of unprocessed materials. The situation is critical in the Arabic language materials because no commercial cataloguing services are available for these materials. It will be evident from Table 8 that those libraries where there is more emphasis on Arabic have larger backlogs compared to those where this emphasis is less. For example, compare the IU (100,000 volumes), IMSU (52,000 volumes) and UAU (35,000 volumes) with KFUPM (2000 volumes) and KU (500 volumes). This is also an indication of

TABLE 8 : VOLUME OF UNPROCESSED BACKLOG MATERIALS

University	Arabic	Non-Arabic	Total
KSU	20,500	15,000	35,500
IU	100,000	-	100,000
KFUPM	2,000	-	2,000
KU	200	300	500
KAAU	5,000	12,000	17,000
IMSU	50,000	2,000	52,000
KFU	5,200	7,650	12,850
QU	5,000	3,000	8,000
UAEU	22,000	1,200	23,200
UAQU	35,000	600	35,600
AGU	1,250	50	1,300
SQU	6,000	500	6,500

Source: Responses to the questionnaire

TABLE 9 : DEVELOPMENT IN THE NUMBER OF CATALOGUERS DURING THE FIVE YEARS
1981/82 TO 1985/86

Univer- sity Library	81/82			82/83			83/84			84/85			85/86		
	Cate- gories			Cate- gories			Cate- gories			Cate- gories			Cate- gories		
	Local	Foreign	Total	Local	Foreign	Total	Local	Foreign	Total	Local	Foreign	Total	Local	Foreign	Total
KSU	4	18	22	4	19	23	1	15	16	1	15	16	2	14	16
IU	1	8	9	1	8	9	2	6	8	3	3	6	4	2	6
KFUPM	-	7	7	-	7	7	-	6	6	-	6	6	-	6	6
KU	5	8	13	5	8	13	6	8	14	6	7	13	6	8	14
KAU	-	5	5	-	5	5	-	5	5	-	6	6	-	6	6
IMSU	-	6	6	-	7	7	-	7	7	-	8	8	5	6	11
KFU	-	1	1	-	1	1	-	3	3	-	3	3	-	2	2
QU	6	5	11	6	5	11	8	3	11	8	2	10	10	2	12
UAU	-	3	3	-	2	2	-	2	2	-	2	2	-	3	3
UAQU	-	4	4	-	6	6	1	7	8	1	7	8	2	6	8
AGU	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
SQU	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Grand Total: %	16	65	81	16	68	84	18	62	80	19	60	79	29	58	87
		80			80.9			77.5			75.9			66.7	

Source: Responses to the questionnaire.

the difficulty with which Arabic materials are processed. All these libraries depend on foreign workers for the classification and cataloguing of their materials. Some of these libraries do not have a single local librarian engaged in technical processing. Table 9 shows the development in the number of cataloguers during the five years 1981/82 to 1985/86. During these years, six libraries had no local cataloguers. However, there has been a slow increase in the number of local cataloguers during these five years. In 1981/82, only 4 libraries had 16 local cataloguers (20 percent of all cataloguers). In 1985/86, 6 libraries had 29 local cataloguers (33.3 percent of all cataloguers). In KSU the number of local cataloguers dropped from 4 in 1981/82 to 2 in 1985/86. It is interesting to note that in general the increase in local cataloguers took place in those libraries where there is more emphasis on Arabic language materials. Does this indicate low English language competency on the part of local librarians?

5.3 LIBRARY AUTOMATION

The introduction of automation in library operations may be considered one of the greatest turning points in the history of the development of librarianship in the Western countries. Computers have facilitated much of the routine library work and also saved much staff effort and time. There are many advantages which can be gained when a library introduces an automated system for its various functions. Tedd, in her useful overview of computer-based library systems, described the application of computers in libraries as follows:

"Computers are used to assist a variety of functions such as maintaining and providing access to the catalogue of items in the collection, managing the issuing and returning of items from the collection, the acquisition of new items for the collection, controlling the serial publications and allowing the

retrieval of information from local files and searching external on-line information sources for references to the general literature, numeric data, or for the full text of documents." [62]

University libraries in Western countries took full advantage of the technological development of automated library systems. Almost all the university libraries are fully or partly automated; inter-linking networks exist between many university libraries and research institutions. The most sophisticated computer facilities have been used to facilitate and to ensure effective use of information resources. This picture, however, is not apparent yet in some poor developing countries. Computers have not as yet played any significant role in information activities. This may be due to various factors which hinder the introduction of automation to university libraries in these countries. Najdawi stated that in many Arab countries, the importance of an automated library system has not been realised yet. He believed that this may be due to the following:

Re 2d

1. "Financial problems especially in countries without oil revenue.
2. Shortage of qualified manpower and literature of library and information science in Arabic.
3. Communication difficulties and absence of a network system for all Arab countries.
4. Arabic coding and application in computers is not settled yet.
5. Legislation is still required to exchange information among Arab countries.
6. Proper awareness of importance of information by users.
7. Availability of different types of computers in the Arab countries and various international databases.

8. Small collections in most libraries in the Arab countries and shortage of professionals in all libraries.
9. Traditional attitude of librarians against use of computers in libraries." [63]

During the last ten years there have been some successful attempts by a number of universities and research institutions in the Gulf region to introduce an automated library system to the functions of their libraries. Adas [64], Ashoor [65], Gado [66], Iskanderani [67], and Khalid [68] reviewed the historical developmental steps and the experiences of their libraries in the application of automated systems. These attempts, however, were faced by certain problems, especially with regard to computerisation of Arabic materials. Ashoor in his paper "Bibliographic Networking in the Arabian Gulf Region: Prospects and Problems for Information Exchange" discussed these problems in detail and the attempts which have been made to solve them [69]. These problems were also discussed by Aman in his article "Use of Arabic Computerised Information Interchange" [70]. Although many of these problems have been solved lately and a unified Arabic code has been used by computer agencies to manufacture Arabic/Latin terminals and printers, there is a need for more modifications, especially with regard to Arabic printers [71].

At the present time all the GCC university libraries have either already introduced automation to their operations or in the process of introducing it in the near future. According to the responses to the questionnaire, the following three libraries, of KSU, KFUPM and SQU, reported that their library functions are already fully automated, and they have acquired the DOBIS/LIBIS automated system for automating library operations. The four libraries of IU, QU, IMSU, and AGU reported having developed their own in-house system

for their library operations. They also reported that the stages of automation of their library operations are as follows:

<u>Library</u>	<u>Fully Automated</u>	<u>Being automated</u>	<u>Being Planned</u>
IU	Circulation	Cataloguing	-
IMSU	Cataloguing	Public catalogue	Circulation Acquisition Serials
QU	-	Acquisition Serials	Circulation Cataloguing Public catalogue
AGU	Circulation Cataloguing Acquisition	- - -	- - -

The remaining five libraries, of KU, KAAU, KFU, UAEU and UAQU, reported that none of their library functions have been automated yet; they are planning to introduce automation in the near future. They also emphasised the use of an automated system already being used by some libraries in the country.

The successful application of the DOBIS/LIBIS automated system by the KFUPM library, which was the first university library in the Gulf region to apply this system, has encouraged some other universities and institutions in the region to adopt the same system. As a result, KSU, IPA, ARAMCO and SQU have adopted this system for automating their libraries [72]. In interviews held with the authorities of KAAU and UAQU libraries, the researcher was informed that both university libraries are carefully studying the experiences of other university libraries in the application of the DOBIS/LIBIS automated system, and are seriously considering the adoption of the same system [73].

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CHAPTER SIX

UNIVERSITY LIBRARIES IN THE GCC COUNTRIES -

III: LIBRARY RESOURCES

6.1 CATEGORIES OF COLLECTION

The constant growth in the volume of published materials and the increase in research activities has led to constant growth in the university library collections. Under these circumstances the university libraries cannot afford to obtain every published item. Therefore they should carefully build their collections and concentrate on developing strong, well balanced, and comprehensive collections appropriate to the research and teaching needs of their universities. The university library collections should consist of various types of library materials. These include materials of reference function, curricula function, general function, and research function [1]. The Parry Report listed the following examples of the materials which a University library may be expected to collect:

- a) student texts;
- b) books currently published;
- c) series;
- d) currently published periodicals;
- e) rare books and manuscripts;
- f) general desiderata including back sets of periodicals; and
- g) other materials -
 - i) maps;
 - ii) sheet music;

- iii) microforms;
- iv) recorded sound on tapes or records;
- v) cine films and other visual aids; and
- vi) cards and tapes for computers [2].

Wilson and Tauber described university library collections in the following words:

"... the university library is generally concerned with acquiring the standard books of general reference, standard reference books useful in specific fields covered by the curriculum, important books not specific to any one curricular field, adequate collections for each curricular field, essential books concerning fields not covered by the curriculum, a stock of books appropriate for recreational or leisure reading, and subscriptions to a selected number of general and specific periodicals." [3]

During the five years 1981/82 to 1985/86 of the existence of the GCC, there was remarkable development at higher education level with regard to the student population, number of university teachers, growth and expansion in postgraduate programmes and increased research activities. This development was accompanied with growth and increase in the resources of the university libraries. Like any university library in the Western countries, the collections of the university libraries in the GCC countries consist of various types of library materials including the three main collections of books, periodicals, and special collections. These collections are divided into two main sections Arabic and foreign. In this Chapter we will review the actual condition of the holdings of all the twelve university libraries with regard to the size of the collections, growth and development during five years, adequacy of the collections, and the collection of general materials including books, periodicals, and the special collections.

6.2 SIZE OF THE COLLECTIONS

The size of the collections in the University library vary from one library to another. There are several factors which may influence this size. These are: the size of the university itself, the number of students and teachers it serves, level of studies, educational nature, and research activities in the University. Clapp and Jordan emphasised this when they said:

"The minimum size required for the adequacy of an academic library differs from institution to institution depending upon the combined effect of the variables constituting the controlling factors in each case. Among the most important of these are:

- *the student body-size, composition (graduate or undergraduate, full time or part time, resident or non-resident, etc), scholastic aptitude, socio-economic and intellectual background.*
- *the faculty-size, involvement in research, "library-mindedness", etc.*
- *the curriculum-number of departments of instruction, number of courses, proportion of laboratory to literature courses, number of undergraduate "majors", number of fields of masters' and doctors' degrees, number of professional schools etc.*
- *methods of instruction-extent and use of textbooks, reading assigned and independent study, honours work, etc.*
- *availability of suitable places for study on the campus.*
- *geography of the campus-proximity to metropolitan areas, to other large libraries, etc.*
- *the intellectual climate-inducements and distractions to study, etc."* [4]

Ahmed in his work "University Library Practices in Developing Countries" discussed the size of University library collections in

certain developing countries. He analysed the standards proposed by the Republic of China Library Association which suggests 50,000 volumes for each subject taught, an additional 30 volumes for each student and an additional 500 volumes for each graduate student enrolled. He also stated that if there are 14 subjects or faculties, a basic collection of 700,000 volumes would fulfil these criteria, adding that no university library in the developing countries, except King Saud University libraries, meets such criteria [5].

The size of the university library collections may also vary from library to library in the Arab countries. There are factors which may affect the adequacy of these collections. Describing the university library collections in these countries, Dyab wrote the following:

"The library collections vary in their size from university to university. Many factors, including the financial support from the parent institutions, the nature of the programmes offered, and the number of students and teachers, have an effect on the collections of these libraries. Some of these collections may serve their communities, but most of them have severe inadequacies. Some libraries, particularly the newly established ones, have enough materials to serve the small numbers of students and teachers if they are supported by qualified librarians, while some of them suffer from the shortage of materials. Their collections are not large enough to meet the demands of their users." [6]

Although it has been some time since the remarks made by Dyab, the state of these collections remains the same and many of the problems which have affected the adequacy of these collections remain unsolved.

The volume of the university library collections in the GCC countries seem to have increased proportionally with the growth of

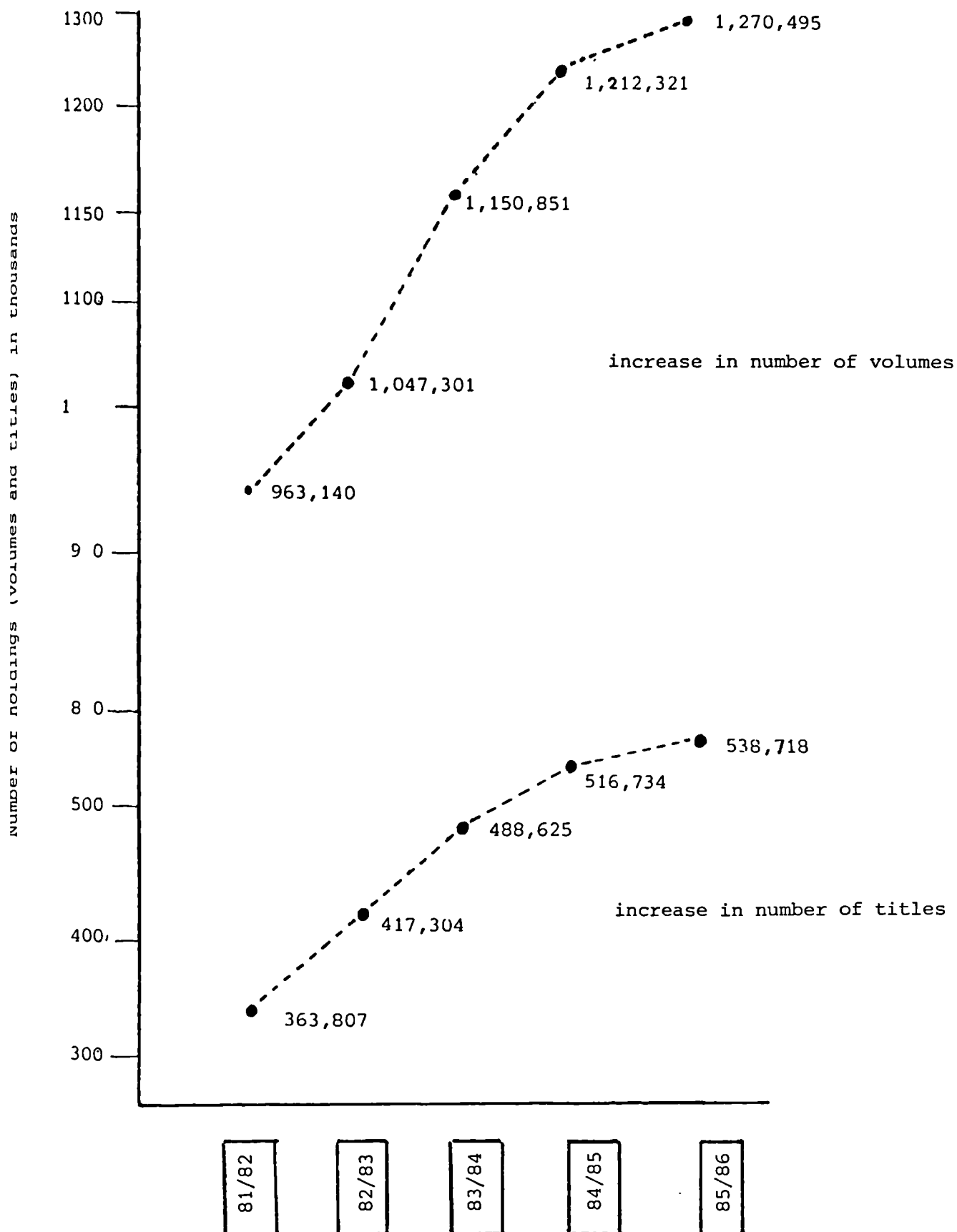
the student population, number of academic and administrative staff, and research programmes. According to the responses received, all the university libraries reported having considerable amounts of new materials added to the library collections every year. Due to some incomplete and imprecise responses to some parts of the questionnaire, the annual reports of some of these university libraries were used as a main source of information with regard to the collections growth and development. During the five years 1981/82 to 1985/86, the university library collections have grown in quantity and quality. As shown in Table 10 the total number of these collections has grown from 3,614,884 items (volumes and pieces) in 1981/82 to 5,300,033 items in 1985/86. The table reveals that in 1981/82 the KSU had the largest collections of 935,140 items, while the KFUPM had the smallest collections of 54,134 items. The collections of AGU and SQU are not shown in 1981/82 because these universities were established later. In 1985/86 KSU also had the largest collections of 1,270,495 items, whereas the SQU had the smallest collections of 9000 items. The table also reveals that there are some differences in the size of these collections from one university to another. This is due to the size of each university, number of teaching subjects, and number of students and staff existing in these universities. As a typical example of the individual growth of one university library collection, Figure 12 shows the growth of the largest collections, of KSU, over the five years. Although there has been noticeable growth in the size of these collections, the annual rate of increase over the five years has been variable in all the university libraries as shown in Table 11. The table also reveals that the annual rate of increase has been gradually decreasing in the three libraries KSU, KFUPM and IMSU.

TABLE 1G: GROWTH OF UNIVERSITY LIBRARY COLLECTIONS, 1981/82-1985/86

University Library	1981/82	1985/86
KSU	935,140	1,270,495
IU	211,000	369,315
KFUPM	559,015	681,000
KU	448,528	538,938
KAAU	375,736	549,190
IMSU	617,385	980,967
KFU	54,134	103,191
QU	110,160	235,585
UAEU	84,567	164,737
UAQU	219,219	382,903
AGU	-	14,712
SQU	-	9,000
TOTAL:	3,614,884	5,300,033

Source: *Responses to the questionnaire and the Annual Reports of some University libraries*

FIGURE 12: ANNUAL GROWTH OF UNIVERSITY LIBRARY COLLECTIONS AT KSU FROM 1981/82 TO 1985/86



Source: The 1985/86 Annual Report of the Deanship of Library Affairs, KSU

TABLE 11: ANNUAL RATE OF INCREASE IN UNIVERSITY LIBRARY COLLECTIONS
DURING FIVE YEARS

University Library	Total Collection 1981/82	Annual Rate of Increase 82/83 83/84 84/85 85/86 %			
KSU	935,140	12.0	9.9	5.3	4.8
IU	211,000	13.9	17.8	3.1	26.5
KFUPM	559,015	7.1	8.6	3.1	1.5
KU	448,528	5.7	4.0	5.5	3.6
KAU	375,736	11.4	8.5	8.5	11.5
IM U	617,385	14.0	10.2	4.6	2.7
KFU	54,134	33.2	2.8	7.7	29.2
QU	110,160	11.6	8.5	15.1	17.2
UAU	84,567	22.6	21.5	6.9	22.3
UAQU	219,219	18.3	20.5	15.1	6.5
AGU	-	-	-	-	37.0
SQU	-	-	-	-	-

Source: Responses to the questionnaire and the Annual Reports of
some University libraries

TABLE 12: SIZE OF BOOK COLLECTIONS, NUMBER OF STUDENTS AND TEACHERS
AND ALLOCATION OF EACH STUDENT AND TEACHER OF BOOK VOLUMES
1985/86

University Library	Book Volumes	Number of Students	Number of Volumes/ Student	Number of Teachers	Number of Volumes/ Teacher
KSU	932,65	26,873	35	2,565	364
IU	31,975	2,275	137	540	576
KFUPM	233,950	3,953	59	573	408
KU	448,521	18,187	25	774	579
KAAU	366,832	21,886	17	1,655	222
IMU	94,164	12,295	76	1,018	924
KFU	85,935	3,660	23	760	113
QU	190,000	5,057	38	405	469
UAEU	147,704	7,022	21	523	282
UAQU	330,223	15,056	22	1,113	297
AGU	13,000	215	60	28	464
SQU	7,500	580	13	-	-

Source: Responses to the questionnaire and the Annual Reports of
some University libraries

In spite of the remarkable growth in the university library collections in the GCC countries, there is no evidence of any evaluation studies having been carried out to examine and measure the adequacy of the growth in meeting the various needs of the universities. An attempt to evaluate these collections will give a critical analysis of the library's operations and programmes. It can help the university to explore the complexity of library activities by revealing how close are library and teaching problems; it can also locate the weak and strong areas in the library's collection [7]. The adequacy of a university library collection, however, cannot be measured and judged without taking into consideration the basic stock of the book collection, student population, and the number of university teachers. Table 12 shows the size of book collections in the GCC university libraries, number of students, and teachers, in addition to the number of volumes allocated per student and teacher. The table reveals that the IU has the highest rate of 137 volumes per student, followed by the IMSU 76 volumes, KFUPM 59 volumes, and AGU 60 volumes. In the remaining universities, the allocation of book volumes per student varies between 38 and 13 volumes. Regarding the teachers' allocation of volumes, a teacher in the IMSU would have the highest proportion of 924 volumes, whereas in the KFU the proportion of a teacher is 113 volumes. Isa proposed a set of standards for university libraries in Saudi Arabia [8]. University libraries in the GCC countries share a similar environment and these standards should be equally usable for these libraries. He suggested that a Saudi university library should have a basic stock of 130,000 volumes and should acquire on an annual basis 25 volumes per student and 160 volumes per faculty member [9]. If the figures suggested by Isa are taken into consideration, only three of the twelve university libraries included in this study, i.e. KFU, AGU, and SQU, possess less than the basic stock suggested by him. This figure of 130,000 volumes,

however, is not a valid criterion. Many libraries in the Middle East tend to acquire multiple copies varying from library to library. A measure in terms of number of titles would be a better basis for comparison. Isa's suggestion of annual growth of 25 volumes per student and 160 volumes per faculty member is a goal which no library can hope to achieve. According to this the KSU with a total book collection of 932,605 volumes (in 1986) will have to add 1,082,225 volumes each year (26,873 students x 25 and 2565 teachers x 160). The KAAU will have to add 811,950 volumes (21,886 students x 25 and 1655 teachers x 160) whereas its present collection is only 366,832 volumes. It is obvious that one cannot use Isa's proposals for measuring the adequacy of book collections of university libraries in the GCC countries.

As was mentioned earlier, there are several factors which may affect university library collections. During this researcher's field trip to the GCC universities, he was aware of the following which directly affected the size and adequacy of the university library collections. They include:

1. The heavy dependence on textbooks in instructional activities.
2. The language used in instructional activities in some universities such as the IU, KFUPM, IMSU.
3. Low level of academic research activity in these universities.
4. The lack of encouragement from the university teachers for the students to use the university library's resources to the full extent.
5. The students' attitudes, especially at undergraduate level, towards the university library.

Collections of the university libraries in the GCC countries may be divided into the following three main collections: book collections, periodical collections, and special collections.

6.3 BOOK COLLECTIONS

Since the books are the most used form of library materials, they comprise the largest proportion of the university library collections in the GCC countries. As shown in Table 13, the total number of the book collections in these university libraries in 1985 86 is: 4,007,409 volumes which is 75.6 percent of the total collections. The percentage of book collections compared with the other library collections in each library varies between 95.8 and 34.4 percent. They represent the highest proportion of 95.8 percent in the IMSU, whereas in KFUPM they comprise the lowest proportion of 34.4 percent. The table reveals that the book collections in these university libraries, excluding the KFUPM, comprise over 60 percent of the total holdings of each library.

The book collections in the GCC university libraries include the following categories:

1. Reference Collection: Each university library has a reference collection which includes various types of reference material such as: encyclopaedias, dictionaries, bibliographies, atlases, guides, indexes, etc. According to the responses to the questionnaire, all the university libraries except the IU and IMSU libraries stated that their reference collections are kept in a separate area of their libraries, while in the latter two university libraries they are kept within their library general collections. Regarding the size of reference

TABLE 13 : PERCENTAGE OF BOOK COLLECTIONS TO THE TOTAL LIBRARY COLLECTIONS 1985/86

University Library	Total Collections	Total Books Volumes	Percentage of Books to Total Collections
KSU	1,270,495	932,605	73.4
IU	369,315	310,975	84.2
KFUPM	681,000	233,950	34.4
KU	538,938	448,521	83.2
KAAU	549,190	366,832	66.8
IM U	9 0,967	940,164	95.8
KFU	1 3,191	85,935	83.3
QU	235,585	190,000	80.7
UAEU	164,737	147,704	89.7
UAQU	3 2,903	330,223	86.2
AGU	14,712	13,000	88.4
SQU	9,0	7,500	83.3
GRAND T TAL;	5,3 0,033	4,007,409	75.6

Source: *Responses to the questionnaire*

collections, only nine libraries provided complete information. As shown in Table 14 the total number of reference books in the nine university libraries is 117,527 volumes comprising 6.4 percent of the total volumes of books. The table also shows that three university libraries have over 12,000 volumes, four have over 7000 volumes and two have less than 900 volumes. The percentage of reference books to the total volumes of books varies between 11.3 percent as in KFUPM and 2.2 percent as in UAQU.

2. Text Collections: Some of the GCC universities, especially the Saudi universities, have a separate division for textbooks, responsible for acquiring and distributing textbooks to all the university students. All of the university libraries acquire extra copies of each textbook which are kept in the central library and the branch library concerned with the subject. These books are used to support the curricula which are taught in the university.
3. Research Collections: These include specialised collections on specific subjects or particular areas designated for research purposes. Some university libraries such as KSU, KU, and UAEU have developed valuable research collections on the Arabian Gulf Countries. They include comprehensive information on the Gulf region. The KAAU library has also developed a unique research collection called Middle East Studies Collection. It includes a variety of valuable resources written on the Middle East. All of these collections are kept in a separate area of the university library.

TABLE 14: TOTAL NUMBER OF REFERENCE VOLUMES AND ITS PERCENTAGE TO TOTAL BOOK VOLUMES

University Library	Total Book Volumes	Reference Volumes	Percentage
KFUPM	233,950	8,000	3.4
KU	448,521	32,250	7.2
KAAU	366,832	41,507	11.3
KFU	85,935	8,000	9.3
QU	190,000	7,100	3.7
UAEU	147,704	12,000	8.1
UAQU	330,223	7,110	2.2
AGU	13,000	650	5.0
SQU	7,500	910	12.1
TOTAL:	1,823,665	117,527	6.4

Source: Responses to the questionnaire

4. General book collections: Each university library has a portion of the collection allocated to general books, including books of general interest not related to curricula. To encourage reading ability among students some universities, such as KSU, KFUPM, UAEU, and UAQU, have developed halls of residence libraries situated in the halls of residence or recreational areas. The functions of such libraries are described in the Parry Report as follows:

"a) the duplication of some of the services given by a good main library in the university; and

b) the provision of those services which are not normally provided in a university library." [10]

5. Rare Book Collections: Most of the Universities have rare book collections. However, except for KSU, none of the university libraries stated in their annual reports the size of their rare book collections. Due to the educational nature of the IU, IMSU, and UAQU, which concentrate mainly on Islamic and Historical Studies, and as verification researches are regularly carried out, it can be said that these universities would almost certainly have large rare book collections.

As in most university libraries in the Arab countries, the book collections in the GCC university libraries are divided into two main categories: the Arabic collections which are in the native language and the Foreign Collections which are mostly in the English language. The total number of Arabic book volumes for the year 1985/86 was taken from information given in the annual reports of

ten university libraries. It was not possible to obtain such information for the AGU and SQU libraries. As shown in Table 15, the Arabic book volumes cover 56.7 per cent of the total book collections of the ten university libraries. The percentage of Arabic book volumes varies between 97.9 percent in the IU to 10.7 percent in the KFUPM. The table also shows that the percentage of Arabic books is over 95 percent in the two libraries of the IU and IMSU, and it is over 50 percent in the two libraries of UAEU and UAQU. In the remaining six university libraries, it is less than 50 percent. This is an indication that the percentage of Arabic books is high in the universities which concentrate on Humanities and Social Sciences, while it is low in the universities which concentrate on Pure and Applied Sciences. This naturally verifies the fact that the educational directions and the language used in instructional activities in a university have a direct effect on the collections of its library.

Although the subject specialisation of certain universities is generally known, there has been no official information or research study carried out with regard to the subject coverage of the library collections in these universities. The availability of such information is vital especially when an inter-library cooperation programme among these university libraries is taken into consideration. Therefore, a question regarding the subject coverage of these collections was designed to identify at least five major subjects which these collections cover and are considered strong in.

According to the responses received, the collections of IU and IMSU are strong in the fields of Islamic studies, Arabic language and literature, and some social sciences. The subject coverage of the collections in the KFUPM concentrates on Pure and Applied Sciences which include Engineering (general), Science (general) with special

TABLE 15 : NUMBER AND PERCENTAGE OF ARABIC BOOK VOLUMES TO THE TOTAL BOOK VOLUMES

University Library	Total Book Volumes	Total Arabic Book Volumes	Percentage
KSU	932,605	296,382	31.8
IU	310,975	304,564	97.9
KFUPM	233,950	25,000	10.7
KU	448,521	147,752	32.9
KAAU	366,832	122,277	33.3
IMSU	940,164	912,783	97.1
KFU	85,935	34,916	40.6
QU	190,000	87,303	45.9
UAEU	147,704	85,210	57.7
UAQU	330,225	242,469	73.4
TOTAL:	3,986,909	2,258,656	56.7

Source: 1985/86 Annual Reports of the University Libraries

concentration on Earth Sciences and Petroleum Studies, in addition to Computer Science. The collections of the remaining nine university libraries can be described as a mixture of General Knowledge, Social Sciences, Pure and Applied Sciences. Table 16 clarifies the subjects in which these university libraries responded that their collections are strong. The table indicates that subjects such as History, Social Studies and subjects related to Pure and Applied Sciences are considered strong in most of the libraries, whereas the subject of Agriculture is covered only by the three collections of KSU, KFU, and SQU. The subjects of Computer Science and Law are covered and considered strong in the two collections of KFUPM and KU.

It must be mentioned here that one of the most noticeable features of the book collections in the GCC university libraries is the volume of duplications in these collections. This is due to the acquisition policies followed by some university libraries with regard to the number of copies acquired which varies between 1 and 6 copies. There is no doubt that such policies should be reconsidered, especially at the present time when financial resources are limited. The number of copies acquired should be proportional to the demand for each book. On the other hand, one useful benefit of duplicate materials is to be able to exchange them for other materials through an effective exchange programme.

6.4 PERIODICAL COLLECTIONS

Periodicals as a form of library material are considered one of the most important and valuable sources for the university and research institutions libraries. They provide up-to-date information which cannot be obtained through books; they cover the most current events and recent developments in most subject fields. Lyle

TABLE 16.: SUBJECT COVERAGE OF THE UNIVERSITY LIBRARIES COLLECTION

University Library	Islamic Studies	Arabic Literature	History	Geography	Social Studies	Economics	Law	Engineering	Science	Medicine	Computer Science	Arid Land Studies	Education	Agri-culture	Linguistics
KSU	✓	✓	✓	✓	✓	-	-	-	✓	✓	-	-	✓	✓	-
IU	✓	✓	-	-	✓	-	-	-	-	-	-	-	-	-	-
KFUPM	-	-	-	-	-	✓	-	✓	✓	-	✓	-	-	-	-
KU	-	✓	-	-	✓	✓	-	-	✓	✓	-	-	✓	-	-
KAAU	-	✓	✓	-	-	-	-	✓	✓	✓	-	✓	-	-	-
IMSU	✓	✓	-	-	✓	-	-	-	-	-	-	-	-	-	-
KFU	✓	-	✓	-	✓	-	-	-	-	✓	-	✓	-	✓	-
QU	✓	-	✓	-	✓	-	-	✓	✓	-	-	-	✓	-	-
UAEU	✓	✓	✓	✓	✓	-	-	-	✓	-	-	-	-	-	-
UAQU	✓	✓	✓	-	-	-	✓	-	-	-	-	-	✓	-	✓
AGU	-	-	-	-	-	-	-	-	-	✓	-	✓	-	-	-
SQU	✓	-	-	-	-	-	-	✓	✓	-	-	✓	-	✓	-

Source: Responses to the questionnaire and through the personal visits

described the importance of periodicals in academic libraries as follows:

"Periodicals are a library in themselves. No matter what subject a student is interested in, it is among the journals that he is most likely to find the latest material. Back files of periodicals are essential for undergraduates writing papers or doing any kind of elementary research. An adequate periodical collection is an indispensable tool for keeping the faculty informed in their several fields.

... Most useful of the periodicals is the abstract journal, by means of which the student or faculty member may keep up with the flow of publication in a broad subject area; journals are important too for book selection, because they are the principal source of scholarly reviews. Finally they are also used extensively by students for general reading." [11]

All the GCC university libraries subscribe to a considerable number of periodicals covering various subjects in both Arabic and foreign languages. As shown in Table 17, the total number of periodical subscriptions in 1985/86 were 31,122 titles comprising 5916 titles in Arabic and 25,206 in foreign languages. The table also shows the number of subscriptions in each library and the percentage of Arabic titles to the total number of subscriptions. It reveals that the KSU has the largest number of subscriptions of 6554 titles, while the IU has the smallest number of 450 titles. The percentage of Arabic titles to the total number of subscriptions varies between 86.4 and 3.0 percent. With 86.4 and 52.6 percent respectively the IU and ISMU have the highest percentages of Arabic titles; this is due, as was mentioned earlier, to the educational nature, subjects taught, and the language used in instructional activities in these universities. In the remaining university libraries, the percentage of Arabic titles is between 35.9 and 3.7 percent.

Regarding the number of periodical subscriptions during the five years 1981/82 to 1985/86, ten university libraries provided complete

TABLE 17: NUMBER OF SUBSCRIPTION TITLES AND PERCENTAGE OF ARABIC TITLES TO TOTAL TITLES 1985/86

University Library	Arabic Titles	Non-Arabic Titles	Total	Percentage of Arabic Titles to Total
KSU	1,065	5,489	6,554	16.2
IU	389	61	450	86.4
KFUPM	204	1,927	2,131	9.6
KU	900	4,823	5,723	15.7
KAAU	700	4,258	4,958	14.1
IMSU	500	450	950	52.6
KFU	277	1,896	2,173	12.7
QU	285	1,761	2,046	13.9
UAEU	830	1,507	2,337	35.5
UAQU	701	1,254	1,955	35.9
AGU	15	480	495	3.0
SQU	50	1,300	1,350	3.7
GRAND TOTAL:	5,916	25,206	31,122	19.0

Source: Responses to the questionnaire

information. However, such information relating to AGU and SQU libraries will not be discussed because these universities were established later. Table 18 shows in some detail the development of periodical subscriptions during the five years. It reveals that in the first three years, 1981/82 to 1983/84, there has been an increase in periodical subscriptions in most of the university libraries. The number of subscriptions increased from 26,606 titles in 1981/82 to 33,772 titles in 1983/84. However, during these three years the percentage increase was not regular, but has been up and down. The table also reveals that during the last two years, 1984/85 and 1985/86, the number of these subscriptions dropped noticeably, by -4.9 percent in 1984/85 and -3.1 percent in 1985/86. In some university libraries, the number of subscriptions dropped sharply; for example, in KSU it was reduced from 11,741 titles in 1983/84 to 6554 titles in 1985/86, KFUPM from 3112 titles in 1983/84 to 2131 titles in 1985/86, and KFU from 2391 titles in 1983/84 to 2173 titles in 1985/86. This was due to the restrictions on financial expenditure imposed on these university libraries which aimed basically to economise on general expenditure. As a result, numbers of periodical subscriptions which were considered unnecessary have been cancelled [12]. In an attempt to reduce the total number of periodical subscriptions in KU libraries, a committee consisting of a member from each faculty was formed in late 1986 on request from the Department of University Libraries to review overall the existing number of periodical subscriptions [13].

Since periodicals play a very important role in the support of the university's research activities, the availability of a well stocked and complete periodical collection is essential for the success and efficiency of these activities. Additionally, such a collection will be a vital element in an effective resource sharing programme among university libraries. Therefore, questions with regard to the

TABLE 18: DEVELOPMENT OF PERIODICAL SUBSCRIPTIONS, 1981/82 - 1985/86

Univer- sity Library	81/82	82/83	%	83/84	%	84/85	%	85/86	%
KSU	9107	11917	30.9	11741	-1.5	8874	-24.4	6554	-26.1
IU	295	313	6.1	333	6.4	405	21.6	450	11.1
KFUPM	3631	2980	-17.9	3112	4.4	3162	1.6	2131	-32.6
KU	4580	4869	6.3	5176	6.3	5495	6.2	5723	4.1
KAU	4047	4176	3.2	4566	9.3	4835	5.9	4958	2.5
IMSU	226	638	182.3	770	20.7	950	23.4	950	0.0
KFU	1606	1351	-15.9	2391	77.0	2243	-6.2	2173	-3.1
QU	638	1668	161.4	1781	6.8	1838	3.2	2046	11.3
UAU	1465	1995	36.2	2214	11.0	2260	2.1	2337	3.4
UAQU	1011	1430	41.4	1688	18.0	1953	15.7	1955	0.1
Grand Total:	26606	31337	17.8	33772	7.8	32106	-4.9	31122	-3.1

Source: Responses to the questionnaire

adequacy of periodical subscriptions in meeting the faculty demand for new subscriptions each year, demand for back sets, and the percentage of periodical titles for which the GCC university libraries have complete back sets were formulated to identify the extent of periodical collections in these university libraries. However, only eight university libraries, namely KFUPM, KU, KAAU, IMSU, QU, UAEU, UAQU, and SQU, responded to these questions. According to the responses received, all the above mentioned libraries except KAAU and UAQU reported that they meet the faculty demands for new subscriptions each year. The KAAU reported that it does not meet such demands, while in the UAQU these demands were met only occasionally. With regard to meeting the faculty demands for the purchase of back sets, all the eight university libraries except KAAU reported that they do acquire the back sets of periodicals if required by faculty members, whereas in KAAU this is done on a selective basis. In addition, the eight university libraries reported that the percentage of complete back sets of their periodical titles were as follows:

IMSU	80%
KFUPM	60%
KU	50%
KAAU	30% complete and 70% complete on the last five years
QU	10%
UAEU	10%
UAQU	10%
SQU	10% complete on the last five years (81/82-85/86).

6.5 SPECIAL COLLECTIONS

In addition to the book and periodical collections, each university library has special collections consisting of special types of library materials. These include manuscripts, official publications, dissertations, and non-book materials. The size of these collections, however, varies from one library to another.

6.5.1 Manuscript Collections

In some Islamic and Arabic university libraries, manuscripts are considered one of the valuable sources of library materials. They play an important role in research activities, especially in those which are related to verification studies such as Islamic, Historical, and Arabic studies. According to the Parry Report:

"The collection of manuscript material, rare books and pamphlets is a library activity from which universities should by no means be debarred. It is a perfectly justifiable concern of a university to endeavour to preserve material which is already scarce or in danger of becoming unavailable, provided it can be done without detriment to the library's other obligations. Some libraries are fortunate enough to have private sources of income to make this possible."
[14]

In the GCC countries, some university libraries, such as the IU and IMSU, attach great importance to collecting and maintaining a valuable and unique collection of manuscripts and rare books in their libraries. These universities have been spending generously on the development of such library materials. One of the practical methods which is used by these universities to obtain manuscripts is by sending selected teams including some senior faculty members to various countries for the direct purchase or photocopy of available manuscripts in these countries. However, due to the absence of a

national union catalogue and the lack of efficient arrangements between these universities, there was an obvious waste in duplicate efforts, especially with regard to photocopying processes. Hence, an instruction from the Minister of Higher Education regarding the necessity of cooperation and arrangement in such activities was given to all the Saudi universities. As a direct result of this step, the Council of the Deans of Library Affairs was formed in 1983.

Although each university library has at least a small number of manuscripts, only seven libraries have developed separate collections for manuscripts. These collections include a variety of originals and photocopies of Arabic and Islamic manuscripts which are mostly in Arabic, Persian, and Turkish languages. Table 19 shows the growth of manuscript collections in seven university libraries during five years and the percentages of annual increase. It shows that out of a total of 71,647 manuscripts, the three libraries of KSU, IU and IMSU possess over 77 percent, whereas the other four libraries have less than 23 percent. The IMSU with 18,906 manuscripts has the largest collection, whereas the UAEU has the smallest number of 693 manuscripts. The table also reveals that the percentage annual increase in these collections was only regular in the IU, whereas in the KSU it was dropping gradually and it was up and down in the remaining universities.

6.5.2 Official Publications

Official publications may be defined as the publications produced by various government agencies, national and international organisations and institutions. In their various forms, these publications provide research students, faculty members and scholars with the most useful official information they need.

TABLE 19: GROWTH IN SIZE OF MANUSCRIPT COLLECTIONS, 1981/82-1985/86

Univer- sity Library	81/82	82/83	%	83/84	%	84/85	%	85/86	%
KSU	12471	14784	18.5	17893	21.0	18194	1.7	18271	0.4
IU	10700	11256	5.2	12446	10.6	14366	15.4	18081	25.9
KU	3900	4600	17.9	5200	13.0	5800	11.5	6500	12.1
KAAU	1478	1795	21.4	2038	13.5	2758	35.3	2990	8.4
IMSU	15630	17067	9.2	17799	4.3	18254	2.6	18906	3.8
UAEU	-	-	-	-	-	635	-	693	9.1
UAQU	4979	5267	5.8	5377	2.1	5672	5.5	6206	9.4
Grand Total:	49158	54767	11.4	60753	10.9	65679	8.1	71647	9.1

Source: Responses to the questionnaire.

Each GCC university library has a collection of official publications, consisting of various local, regional government publications and some foreign official publications mostly of international organisations such as the United Nations and its agencies. In fact the libraries of KSU, KU, KAAU, QU, UAEU, AGU, and SQU are used as depository libraries for all the United Nations publications.

Despite the considerable number of official publications produced by most of the government agencies in the GCC countries, the present state of the collections of official publications in most of these libraries is not encouraging, surprisingly even in a library such as KSU library which one would expect to be well stocked with such publications. The collections of official publications in these libraries are not complete and kept up-to-date, even local official publications produced within the country. In an analytical study of official publications in Saudi Arabia, Sweedan stated that there are several factors which hinder the effective use of such publications. These are: absence of a national bibliography, absence of a national library and depository regulations, lack of an effective distribution system for the official publications; most of the popular publications are out of print especially the old printed publications [15].

The size of official publications collections varies from one library to another. However, only eight university libraries provided data with regard to the size of the collections. The four following libraries of IU, KFUPM, QU, and SQU, did not provide such information, neither was it possible to obtain this information from the annual reports of these libraries.

Table 20 shows the sizes of some special collections including official publications collections in some of the university libraries. The size of official publications collections in eight university libraries ranges between 44,185 items as in KSU and 500 items in AGU. In the remaining six libraries, it ranges between 18,750 and 1000 items. It was mentioned earlier that the following three libraries, of KSU, KU and UAEU, have developed valuable research collections on the Gulf and Arabian Peninsula states. These collections, which are kept within the official publications collections, include some official publications of various government departments, historical documents and articles related to those states. In KSU library this collection includes 13,033 files covering political, economic and social subjects related to all Gulf states [16].

6.5.3 Dissertation Collections

Dissertations in the form of doctoral or masters' theses are considered one of the most important sources for research activities in the university. The collection of dissertations in a university library should include a variety of dissertations at least those which were given by the same University or those belonging to its academic staff.

Most of the GCC university libraries have dissertation collections. The size of these collections varies from one library to another. However, only nine university libraries provided information with regard to the size of their dissertation collections. As shown in Table 20, the total number of dissertation collections in the nine libraries is 15,570 theses. The table also shows that KU has the largest collection of 5000 theses, whereas the AGU has the smallest collection of 2 theses. In the remaining seven libraries the number of theses varies between 2663 and 100 theses.

TABLE 20: SIZE OF SOME SPECIAL COLLECTIONS IN SOME UNIVERSITY LIBRARIES
1985/86

Univer- sity Library	Official Publi- cations	Disser- tations	Non-book Materials				
			Microforms	Films	Tapes	Slides	Maps
KSU	44185	2663	17245	221	4103	2495	-
IU	-	305	6000	-	471	-	-
KFUPM	-	-	513010	1550	1571	19078	1638
KU	18750	5000	13000	6194	3153	30110	1500
KAAU	11920	3726	89764	243	430	-	844
IMSU	1000	-	10307	-	1350	140	-
KFU	15000	100	900	317	-	-	-
QU	-	2600	11500	-	-	-	204
UAEU	2500	125	350	-	-	-	-
UAQU	3642	1049	3187	40	308	7543	257
AGU	500	2	-	-	129	601	-
SQU	-	-	-	-	1500	-	-
Total:	97497	15570	665263	8565	13015	59967	4443

* Microforms include; microfilms, microfiches and microcards.

Source: Responses to the questionnaires.

As a useful element for the development of dissertation collections in the university libraries, most of the GCC university libraries require newly appointed academic staff to deposit a copy of their theses in the main library.

6.5.4 Non-Book Materials

Non-book materials are known as non-print audio-visual aids which can be viewed and listened to, such as films, microforms, tapes, slides, maps, and other graphic and cartographic materials. Audio-visual materials have been used in teaching activities because teaching can be more effective by graphic experience than by reliance only on traditional textual explanation.

Most of the GCC universities have modern educational technology centres and audio-visual units, either as a part of the university library or functioning independently and providing their services to all members of the university. The objectives of the Educational Aids Division which is a part of the Deanship of Library Affairs at KFUPM are:

"... assists faculty, students and researchers in their teaching, learning and research activities by providing and producing audio-visual and non-print materials. It also provides printing facilities to both academic and administrative departments and to other groups in the UPM community." [17]

In KAAU, there is an independent centre for educational technology equipped with the most modern and advanced audio-visual materials. One of its functions is to link both male and female campuses with a cable television system providing an effective service to all members of the university.

In the universities where audio-visual materials are part of the university library, these materials usually include microforms, films, recordings, maps, and other cartographic materials. As shown in Table 20, it was possible to obtain information with regard to the size of the collections of some non-book materials for all the university libraries. The table shows that the KFUPM has the largest collection of non-book materials including 513,010 microforms, 1550 films, 1571 tapes, 19,078 slides, and 1638 maps, whereas the AGU has the smallest collection of only 129 tapes and 601 slides. In the remaining libraries, the size and the type of non-book materials are variable.

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CHAPTER SEVEN

UNIVERSITY LIBRARIES IN THE GCC COUNTRIES -

IV: USER SERVICES

7.1 NATURE OF SERVICES

Once a book is acquired and technically prepared by the university library, it is also the library's duty to ensure effective use of this book. This is usually done through the user services department or division in each library. Since the main objective of the university library is to provide effective services to its users, achievement of such an objective will be measured by the standard of the services provided. However, the real success of a university library does not lie in the size or variety of its collections, but in the extent to which it meets the needs and demands of its users. According to Dix:

"The basic test of the quality of any university library is its ability to get into the hands of the reader the book he wants when he wants it." [1]

Although there are various types of services which can be provided by user services departments, the main services and facilities which should be effectively provided to users are the circulation services and reference and information services. Harlow believed that there are three distinctive levels of library user in an academic and research institution. These are: "(1) college level - the student's library, for the beginning student engaged in general education and in acquiring background for specific disciplines; (2)

university level - the maturing scholar's library, for the developing scholar and specialist emphasising a subject field or area, providing synthesis and an introduction to research; and (3) research level - for the advanced graduate, faculty member and research staff concerned with the extension or application of knowledge providing the necessary intellectual support for research." [2]

In the GCC university libraries, despite the fact that there are some differences in the title or organisational structure of user services departments or divisions, all of them provide effective user services. These include circulation activities, inter-library loan services, reference and information services, photocopying services and education of library users. The main objective of the Information Services Division at KFUPM library, which includes a reference and research department, an on-line searching department, inter-library loan and photocopying services, and library orientation and instruction is to "provide reference and information services on various topics and to interpret the library collection to its many and varied users." [3] The Collection User Services Division in some university libraries is responsible for overall circulation activities. However, circulation activities in the remaining GCC university libraries are grouped under the user services department or division of each library.

7.2 CIRCULATION ACTIVITIES

The main function of the circulation departments in the GCC university libraries is to facilitate an easy access to all library materials and to ensure an effective use of these materials. This includes accurate arrangement of the books on the shelves, operating loan services, and facilitating all library use. According to the

responses to the questionnaire, almost all the university libraries reported that the following categories of patrons make use of the facilities provided by the circulation department: teaching staff, students, non-teaching staff of the university, research scholars not belonging to the university, and general public. A financial guarantee, however, is required by some libraries if a member of the general public requires a loan service. The KFUPM, KU, and KAAU libraries require non-university borrowers to pay a deposit in case of loss of borrowed items. This payment varies between 20 KD in KU to 200 SR in KFUPM and 500 SR in KAAU libraries. The libraries also reported that most of their collections are kept on open shelves for easy access, while valuable materials such as manuscripts, rare books, restricted documents and some audio-visual materials are kept in closed areas and provided on request.

All the university libraries except KFU library provided full information with regard to the number of books borrowed by all types of library users. Such information was not available in the annual report of KFU library. Table 21 shows the number of items circulated, total collection, and percentage of circulated items to the total collection of each library as in 1985/86. It reveals that KSU library circulated the largest number of 249,196 items, whereas SQU library circulated the smallest number of 2205 items. In the remaining university libraries, the number of circulated items varies between 150,000 items as in QU library to 2517 items as in the IU library. The table also reveals that the percentages of circulated items to the total collection of each library vary from one library to another. It shows that QU library with 63.7 percent and AGU library with 60.9 percent had much higher percentages of circulated items compared with the other nine university libraries. In the remaining university libraries the percentages varied between 29.4 percent and 0.7 percent. Regarding the items circulated to

TABLE 21: ITEMS CIRCULATED BY TOTAL COLLECTION

University Library	No. of Items circulated in 1985/86	Total Collection 1985/86	Circulated Items % of Total Collection
KSU	249,196	1,270,495	19.6
IU	2,517	369,315	0.7
KFUPM	63,161	681,000	9.3
KU	146,442	538,938	27.2
KAAU	161,290	549,190	29.4
IMSU	63,600	980,967	6.5
QU	150,000	235,585	63.7
UAEU	28,417	164,737	17.2
UAQU	82,350	382,903	21.5
AGU	8,957	14,712	60.9
SQU	2,205	9,000	24.5

Source: Responses to the questionnaire

students enrolled, Table 22 reveals that a student in the AGU had the highest proportion of 41.7 circulated items, whereas a student in the IU had the lowest proportion of 1.1 circulated items. In the remaining universities the proportions of items circulated per student varied between 29.7 items and 3.8 items.

As a common practice among university libraries, the GCC university libraries do not circulate some types of library materials. These include periodicals, reference books, materials belonging to special collections and reserved items outside the library premises. However, in some university libraries such as KFUPM library, faculty members and staff may borrow bound periodicals for 48 hours only, and in addition, microforms, portable readers and video cassettes may be borrowed for 7 days [4]. At KAAU, due to the heavy demands made by faculty members and some scholars to borrow periodicals, the Director of the University Libraries set a policy which allowed faculty members and scholars to borrow the backsets of periodical volumes through their respective faculty libraries and not directly from the central library.

Nine university libraries reported using a reservation system whereby a library user can reserve an item from a library collection. The library users are requested to fill in a reserve slip and notification will be sent to them when the required item is located. However, all the nine university libraries indicated that the following factors are hindering the systematical functions of their reservation systems These are: lack of clerical staff, lack of effective university postal services, and the general lack of the user interest and recognising the importance of such a system. The three libraries of KSU, IU, and UAQU reported not providing their library users with such a service.

TABLE 22: ITEMS CIRCULATED BY STUDENTS ENROLLED

University Library	No. of Items Circulated in 85/86	Total No. of Students Enrolled 85/86	Items Circulated per Student
KSU	249,196	26,873	9.3
IU	2,517	2,275	1.1
KFUPM	63,161	3,953	16.0
KU	149,442	18,187	8.2
KAAU	161,290	21,886	7.4
IMSU	63,600	12,295	5.2
QU	150,000	5,057	29.7
UAEU	28,417	7,022	4.0
UAQU	82,350	15,056	5.5
AGU	8,957	215	41.7
SQU	2,205	580	3.8

Source: Responses to the questionnaire and the Annual Reports of the Universities.

The number of books allowed for each member of the university and the period of loan varies from one library to another. As shown in Table 23, the academic staff are allowed to borrow the highest numbers of books for the longest period of time. The number of books which they are allowed to borrow range between 20 books as in KSU library to 5 books as in the IU library, while the loan period varies between one term and one month. The number of books which are permitted to postgraduate students varies between 15 books as in KSU library to 3 books in the IU library, while the loan period ranges between one term and one month. The KSU library allows undergraduate students to borrow up to 10 books for a period of one week, while the IU library allows the same category of students to borrow only one book and for a period of one month. In the remaining university libraries, the number of books allowed to undergraduate students varies between 4 and 5 books for a period ranging between one month and two weeks. It can be seen from the table that the IU library lends the lowest number of books to the three categories of library users. This is in accordance with items 5 and 6 of the circulation policy used by the university libraries [5]. This has been confirmed by the Dean of Library Affairs in a letter to the author in which he also stated that this policy will be reviewed in the near future [6].

For overdue materials all the university libraries except the KU libraries sent reminders asking borrowers to return the materials without further delay. In KFUPM, for example, a notice is sent every week for all overdue materials. At the third notice, the borrower will not be allowed to borrow books from the library until he returns or renews the overdue materials. A much harder penalty for overdue materials is enforced by the IU library whereby a suspension from borrowing for a period equal to three times the overdue period is operated and the membership may be suspended for the rest of the

TABLE 23: BOOK BORROWING PRIVILEGES

Univer- sity Library	Academic Staff		Postgraduate students		Undergraduate students	
	No of Books allowed	Loan Period	No of Books allowed	Loan Period	No of Books allowed	Loan Period
KSU	20	1 term	15	1 month	10	1 week
IU	5	1 month	3	1 month	1	1 month
KFUPM	15	1 term	8	1 month	4	3 weeks
KU	15	1 term	10	1 term	5	2 weeks
KAAU	15	1 term	8	1 month	5	1 month
IMSU	10	1 term	8	1 month	4	3 weeks
KFU	8	1 month	-	-	5	2 weeks
QU	15	1 term	5	2 weeks	3	2 weeks
UAEU	10	1 term	8	1 month	5	2 weeks
UAQU	8	2 months	6	2 months	4	1 month
AGU	10	1 term	-	-	4	2 weeks
SQU	10	1 term	-	-	4	2 weeks

Source: Information gathered through personal visits and through handbooks of some University libraries.

academic year for subsequent overdue items, whereas in the KAAU library the suspension period for overdue materials is equal to the overdue period for the first time and for one academic term for the second time. The policy which is used for overdue materials by the KU libraries is to pay 50 K.Fils for the first day, 100 for the second day and 200 for the third day; the fine will be increased to a maximum of 5 K.Dinars (£10.7). It seems, however, that a suspension policy is more effective and practical than the fines, because it has been found that a student, especially in the prosperous countries, is willing to pay the maximum fine because he can do so without any hardship. Thompson and Carr believed that a fine policy in the university libraries is not a satisfactory method for the following reasons:

1. "It can be expensive, especially of staff time.
2. If the fines mount up too quickly on a book, it can be self-defeating, since the fact that there are such fines to pay may become a further reason for not returning the book.
3. Fines sometimes create an atmosphere of antagonism out of all proportion to their doubtful success in ensuring the prompt return of books. The library begins to look to uninformed minds like a money-grabbing organisation: there are still library readers who believe that libraries are built, stocked and staffed out of money obtained from fines.
4. Since a library's users are not in any way financially uniform, a fines system cannot work equitably." [7]

The fines policy which is enforced for the loss or the damage of items varies from one library to another. In the IU library a

borrower is requested to pay the actual price of the lost item without any additional charges, while the charge for lost or damaged items in the KFUPM library will be the actual price plus 50 SR (£9.4) to cover the ordering and processing costs. In the KAAU library a similar borrower will be charged 5 times the actual cost of the lost or unreturned items.

7.3 INTER-LIBRARY LOANS

According to the responses to the questionnaire, all the GCC university libraries reported using inter-library loans services with libraries and information centres in various countries around the world. The existing arrangement for the inter-library loans services are not based on formal agreements. However, at the GCC level, there have been encouraging efforts to establish a formal inter-library loan system among all the libraries of the region. This system will be discussed in a separate chapter.

There are several methods which may be used to provide the monographic materials on inter-library loans services. These include: (a) original copy on loan; (b) photocopy to be kept by the borrowing library; and (c) microform copy to be kept by the borrowing library. Among all the university libraries, IMSU is the only one reported to be using the above three methods to provide the monographic materials, whereas the following three libraries of KSU, KFU and SQU reported using (a) and (b) methods. The following five libraries of KFUPM, KAAU, QU, UAEU and AGU reported using (b) method, whereas the following three libraries of IU, KU and UAQU reported using (b) and (c) methods.

The above three methods may also be used to provide the periodical articles on inter-library loan services. The responses received in

this regard were as follows: the following three libraries of IU, KAAU, and UAQU reported using (b) and (c) methods, whereas the remaining nine university libraries reported using only (b) method to provide the periodical articles on inter-library loans services.

All the twelve university libraries reported that they neither require the borrowing library to pay the cost of photo or microform copies of materials provided, nor the mailing cost of materials sent on inter-library loans. However, when asked if it would be rather preferable for the borrowing library to pay these expenses, six university libraries agreed that the borrowing library should pay, while four university libraries did not agree and two university libraries did not answer the question.

With regard to the volume of transactions of inter-library loans which were made during the five years of 1981/82 to 1985/86, only eight university libraries provided such information. None of the annual reports of these university libraries, except for the KFUPM library, gave any details on *borrowed or supplied materials* made by these libraries. As shown in Table 24, KFUPM library had the highest number of inter-library loans transactions during the five years. This may be due to the fact that the university is specialised in Pure Science and Technology. This emphasises the fact that the greatest demand for inter-library loans concentrates on scientific and technological fields [8]. The table also shows that the number of inter-library loans transactions in the remaining seven university libraries is considerably low. According to Line and Smith, the following factors may contribute to the low level of inter-library loans demands in many countries:

TABLE 24: INTER-LIBRARY LOANS TRANSACTIONS DURING THE FIVE YEARS 1981/82 TO 1985/86

University Library	1981/82 Borrowed	1981/82 Supplied	1982/83 Borrowed	1982/83 Supplied	1983/84 Borrowed	1983/84 Supplied	1984/85 Borrowed	1984/85 Supplied	1985/86 Borrowed	1985/86 Supplied
KFUPM	207	187	280	118	342	205	1307	643	1628	217
KAAU	68	25	149	50	75	65	292	130	448	180
KFU	20	15	25	15	30	25	50	20	15	30
QU	-	-	-	-	78	-	132	-	160	-
UAEU	30	4	256	8	381	12	147	10	133	9
UAQU	10	2	44	42	62	46	142	80	69	45
AGU	-	-	-	-	-	-	250	20	1250	400
SQU	-	-	-	-	-	-	-	-	2	-

Source: Responses to the questionnaire.

1. "Inadequate local libraries are likely to generate little demand. References to documents are generally picked up from other document or from abstracting and indexing journals, and if local libraries do not possess reasonable collections of these, few references will be identified.
2. A local library may not be geared to deal with demand for documents it does not have, whether because there is no system for supplying them, because they are unaware of possible sources of supply, or because the machinery for requesting is inconvenient or clumsy.
3. Even if there is an interlending system, its performance may be so poor that it discourages use: delays of several weeks or months, with no great probability of ultimate satisfaction, are likely to deter many would-be users.
3. The user himself may be required to pay the costs of any loan or photocopy obtained" [9].

It is also evident from the table that the eight university libraries borrowed more items than they supplied.

7.4 ON-LINE SEARCH SERVICES

The introduction of on-line search services for use in academic and research institutions in the Gulf region has been seen as a remarkable progress towards research and information activities in the region. At the present time, on-line search services have become one of the most vital elements of the academic and research institutions of the region because they provide instant access to

millions of bibliographical records through various databases located around the world.

According to the responses to the questionnaire, almost all the university libraries reported providing on-line search services either on a direct link or through a national centre such as King Abdulaziz City for Science and Technology (KACST). These services, however, are mainly provided for academic staff, postgraduate students and research scholars whose literature needs extend far beyond those of undergraduate students. Since the cost of these services is considerably expensive and must be used appropriately and judiciously, all of these libraries require that the on-line search requests form must be signed and approved by an academic department head. The following five libraries of KFUPM, KU, QU, UAEU, and AGU, reported providing a direct on-line link with foreign databases through major database suppliers such as (DIALOG) and (ORBIT), whereas the six libraries of KSU, IU, KAAU, IMSU, KFU, and UAQU reported that their on-line search services are provided through KACST to which all requests for on-line searching of foreign databases and for requesting copies of documents should be sent. The SQU library reported that there are plans for an on-line search service and will be enforced in the near future. It was, however, impossible to obtain information with regard to the number of on-line search requests made by these university libraries as such information is not available in the annual reports of these university libraries.

7.5 REFERENCE AND INFORMATION SERVICES

The reference and information service in the university library is considered one of the basic and effective services provided to the library users. Rogers and Weber described the function of reference and information services in the university library as follows:

"The reference department function is to help the library's clientele locate book materials, citations, and information and to provide other bibliographic advice." [10]

Evans explained the duties of the information officers which were appointed at six British universities as an experiment sponsored by the Office for Scientific and Technical Information from 1969 to 1972 to introduce new information services to university users as follows:

- a) Responsibility for education and training of academic staff and postgraduate students in the use of information resources.
- b) Assistance to other library staff running introductory courses for undergraduates on library use.
- c) Promotion of effective use of information services, both traditional and mechanised (particularly by liaison with specific subject-based mechanised services) [11].

It was mentioned earlier in Chapter Four that only ten university libraries have a separate section for reference services. The IU and IMSU libraries provide reference services through their circulation departments. According to the responses to the questionnaire,

almost all the university libraries have at least one reference librarian responsible for all reference and information services. The main duties of the reference librarian at KFUPM is to:

1. "Explain how to use the library.
2. Identify the location of the various library facilities.
3. Provide assistance in using library resources, including the card catalogues and computer catalogue.
4. Assist in obtaining information from the collection, with special emphasis on the reference collection." [12]

Nine out of the ten university libraries provided full information with regard to the reference and information activity. KSU library provided only information related to the number of reference librarians available in their libraries. Although the reference section in KSU library is functioning effectively and the reference collection includes a considerable volume of reference materials, surprisingly the university library does not maintain any statistical information regarding the number of reference volumes nor keeps records of the number of reference questions handled per day which will undoubtedly be helpful in any attempt to evaluate the reference and information services provided by the university library.

As shown in Table 25, the number of reference librarians varies between 10 as in KSU library to one as in the three libraries of KAAU, UAQU and AGU. At the KSU, there are two reference librarians in the central library and one in each branch library. It is evident from the table that there is no balance in the number of reference librarians among these libraries, for example, the reference collection in KAAU library includes a total number of 41,507 volumes and is served by only one reference librarian, while

TABLE 25: REFERENCE AND INFORMATION ACTIVITY

University Library	No. of Reference Volumes	No. of Reference Librarians	Average No. of Questions per day
KSU	-	10	-
KFUPM	8,000	5	76
KU	32,250	3	340
KAAU	41,507	1	80
KFU	8,000	2	100
QU	7,100	3	54
UAEU	12,000	3	150
UAQU	7,110	1	20
AGU	650	1	30
SQU	910	6	35

Source: Responses to the questionnaire

the much smaller and newly developed collection of SQU library is served by a much higher number of reference librarians. It is highly unusual to allocate six reference librarians to a collection of 910 volumes and a student population of 580 students. However, all of these university libraries except the SQU admitted that the existing number of reference librarians is inadequate to provide effective services to the library users. One of the most noticeable problems facing the reference and information services in these university libraries is the lack of Arabic-speaking reference librarians. Most of the existing reference librarians are non Arabic-speaking. For this reason, the post of reference librarian in KAAU was unoccupied for at least five years. In this researcher's opinion (having had part-time experience as a reference librarian in KAAU library) in the majority of cases, it is the undergraduate students, especially the freshmen students who lack a working knowledge of the library and English language, who require the reference and information services most. Therefore this problem should be taken into serious consideration.

The table also shows the average number of reference questions handled per day which indicates that the KU libraries have the highest average number of questions followed by the UAEU and KFUPM libraries. In the three following libraries of KAAU, KFUPM, and QU the average number of questions is below 100 questions per day, while it is under 50 questions per day in the remaining three libraries of UAEU, AGU and SQU.

Since some library materials such as reference books, periodicals, theses, rare books and other heavily used items are not usually allowed to be removed from the library, the photocopying service has become one of the most popular elements of user services in all the GCC university libraries. As a part of reference and information

services, all of these university libraries provide an efficient photocopying service at a nominal cost to all library users. However, academic researches and projects sponsored by the university are photocopied free of charge. All the university libraries reported having various types of photocopying machines which are mainly located in the central library. To photocopy the required items each library user is required to fill in a photocopy request form (Figure 13). Due to the copyright restrictions, each university library has its own rules and policies for photocopying which apply to all library users.

7.6 STUDENT INSTRUCTION

In the GCC countries, most of the new students entering the Universities have no prior experience in using the library and its resources effectively. This is due to the lack of good and effective school libraries. According to Al-Nahari:

"The frequent total absence and at best inadequate number of school libraries have resulted in a remarkable level of ignorance on the part of university students as to the use of the university libraries." [13]

In 1978 in an analytical study on users' attitudes toward the resources and services of three university libraries in Saudi Arabia, Ashoor pointed out that more than 50 percent of the students reported that they had never used any type of library before coming to the university [14]. However, after twelve years of Ashoor's finding it can be said that the attitude of these students may have remained unchanged unless the authorities responsible for the educational system in all the GCC countries give serious consideration to this phenomenon. Introducing incumbent instruction courses in the use of libraries to the educational system,

Deanship of Library Affairs, King Abdulaziz University

خدمة تبادل الاعارة بين المكتبات - م.ب ٣٧١١ - جدة ٢١٤٨١

Inter Library Lending Service, P. O. Box 3711, Jeddah 21481

التاريخ

Photocopy Request طلب تصوير

Serial No. رقم التسلي

Please supply photocopy of the following material

الرجاء تصوير المواد التالية

مؤلف الكتاب Author of the book				عنوان المكتبة المقيمة Address of supplying library	
عنوان الكتاب Title of the book					
				لا يمكن ارسال المواد للأسباب التالية Material not sent because	
				— Not owned by library لا توجد	
				— Out on loan معارة	
				— البيانات غير واضحة	
				— Citation incorrect	
Year السنة	Edition الطبعة	رقم المجلد Volume No.	Pages الصفحات		

Date of Request تاريخ الطلب

Requested for

طالب المادة

Type of User

مستخدمون

Name الاسم

— Faculty member عضو هيئة تدريس

Phone تليفون

— Graduate student طالب دراسات العليا

Dept. القسم

— Undergraduate student طالب بكالوريوس

College الكلية

— Others اخرون

Approved by Director, User Services

موافقة مدير خدمات المستخدمين :

Date التاريخ

Signature التوقيع

especially at secondary and university levels, will not only be helpful in teaching how to use a library effectively, but also will improve the standards of an increasing number of student graduates. In addition, it may help to change most of the community's reading habits and their attitudes towards libraries in general.

Seven out of the eleven university libraries visited reported providing instructional programmes in the use of their libraries. Each programme includes an orientation tour of the library building and instruction in the use of library resources effectively. In some cases such as in the KAAU library extra evening classes are provided by senior library staff on a request to postgraduate students who lack the effective and practical use of reference and research materials.

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CHAPTER EIGHT

UNIVERSITY LIBRARIES IN THE GCC COUNTRIES:

COOPERATIVE ACTIVITIES

8.1 INTRODUCTION

Library cooperation or resource sharing in the real meaning of the term as understood in the Western world does not exist among the libraries in the GCC countries. Rudiments of library cooperation, however, have been formed at the GCC level in general and in Saudi Arabia in particular. It is interesting to note that a number of initial efforts in this regard have been made on a regional basis. The thinking behind these activities, it seems, must have been an urge to develop an effective and comprehensive system of library cooperation in the Gulf area.

One of the earliest efforts was the publication of the "Regional Union List of Scientific and Technical Periodicals in the Gulf Area: Kuwait, Iraq and Saudi Arabia" published in 1977. This list covered the periodical holdings of 27 organisations, mostly located in Kuwait, including approximately 7000 titles. A supplement was issued in 1979 which added 19 new journals [1]. The revised edition which included United Arab Emirates also was published in 1980. It covered 35 institutions in four countries and listed 9700 titles [2].

This chapter will review some of the efforts which have been made by some institutions to initiate cooperative activities among libraries in the GCC countries. It will also discuss the existing cooperative initiative already taking place among the Saudi university

libraries, and the current situation of library cooperation among the other university librarians in the GCC countries.

8.2 EFFORTS OF THE ARAB BUREAU OF EDUCATION FOR THE GULF STATES

The Council of Ministers of Higher Education for the Arab Gulf States, in its meeting held from 23 to 25 June 1979, discussed the need for an inter-library loan system among the university libraries of the region. As a result, the Arab Bureau of Education for the Gulf States (ABEGS) asked Professor Abbas S. Tashkandy to develop an inter-library loan system to be adopted by the Council of Ministers. A draft proposal was prepared and submitted to ABEGS. A meeting of the Deans and Directors of all the University libraries of the region was organised by ABEGS from 9 to 10 January 1982 to discuss the proposed system. This meeting was also attended by library experts of the area [3]. The draft was discussed in detail and was revised to cover suggestions made during the meeting.

The final draft of the inter-library loan system was presented to the 9th meeting of the Council of Ministers of Higher Education for the Arab Gulf States held in Muscat from 25 to 26 April 1982. The Council approved the scheme and suggested that a meeting of the heads of all concerned libraries should be called to sign the agreement. It was suggested that the system should be enforced after signatures for an experimental period of two years. The ILL system was signed in March 1985.

A meeting to review the working of the ILL system was organised by ABEGS in Riyadh from 6 to 8 January 1986. The progress in the area was reviewed and problems facing the effective functioning of the system were discussed. The discussions centred on the following three points:

1. Experience of the universities which had actually used the system.
2. Basic elements for the effective application of the system.
3. Rearrangement of some of the items of the system in the light of the experience of the past two years.

The meeting made recommendations for the better working of the system as follows.

First, regarding the application of the system:

1. The continuation in applying the system according to its present conditions.
2. Continuation in applying the system cooperatively on the basis that the lending library will cover the cost of loaned materials.

Second: Regarding the basic elements of the system:

a) Recommendations for the libraries:

1. The participants stimulate the libraries concerned to complete the necessary and basic bibliographical tools essential for an effective system.
2. Formation of administrative and technical units in each library to follow-up the systematic operation of the system.
3. The application of an automation system based on the experience of universities previously using one.

4. The application of adequate telecommunication facilities such as facsimile machines to provide quick and efficient services.

b) Recommendations for ABEGS:

1. Creation of a database at the headquarters of ABEGS to collect the holding lists of all participating university libraries.
2. ABEGS will make the arrangements to contact all relevant authorities at the Ministries concerned to facilitate and to ensure the free delivery of documents for the participating libraries.
3. Formation of a technical committee to study the possibility to make the technical processing of library materials uniform.
4. Regarding the items of the system and suggestions for the modification of its terms, the participants agreed that the system should be operated according to its present status. ABEGS will follow-up the various remarks made by the participating libraries.

c) General recommendations:

The participants recommended that organised visits to all member university libraries should be made every six months. ABEGS will arrange such activity [4].

The full translated text of the ILL system is available in Appendix 4.

8.3 PRESENT ACTIVITIES AND DIFFICULTIES OF THE ILL SYSTEM

During the two year experimental period, a number of the university libraries used the system occasionally. However, there were many obstacles which hindered the effective use of this system. In responses to the questionnaire and to the interviews, none of the twelve university libraries were satisfied with the present activities and functioning of the system. The following problems were mentioned repeatedly:

1. The availability of information:

Lack of information about the holdings of other libraries is the major problem which hinders an effective system. Basic bibliographical tools such as union catalogues and union lists are essential for the systematic functioning of the system. There is an obvious lack of up-to-date published union catalogues and lists. The inter-library loan system becomes impractical in the absence of these tools. One librarian remarked "how can we use a system without *knowing the location* of needed materials?"

2. Lack of good publicity for the system:

During his field trip, this researcher became aware that most of the university academic staff were lacking in knowledge of this system. Some of them did not know that their university library was linked with other libraries and research institutions through an inter-library loan system.

3. Lack of prompt responses from some libraries:

Some university libraries complained that it took a very long time to get a response from a library within the region. The required item takes a shorter time to get from abroad than from the region.

4. Slowness of the postal services:

Although the postal services in some parts of the region are excellent, there is some slowness in receiving the required items. Due to the lack of formal postal arrangements between ABEGS and the authorities in the postal services of the region, most of the required materials were affected by this factor.

8.4 EFFORTS MADE BY THE SECRETARIAT GENERAL OF THE GCC

When the GCC was formed in 1981, the idea of library cooperation was already in the air. The Secretariat General of the GCC took the initiative and called a meeting of the Deans and Directors of all the University libraries, the Directors of information centres and some professional experts. The meeting, held in Riyadh from 10 to 11 April 1983, explored the possibilities of promoting cooperative activities among libraries and information centres. The agenda consisted of the following three items:

1. Creation of a bibliographic centre.
2. Cooperation among libraries.
3. Exchange of experience in the field of librarianship.

Two days of thorough discussions resulted in several recommendations including emphasis on the importance of establishing a bibliographical centre for the GCC countries to collect all types of printed and non-printed materials produced in the region. Libraries and information centres in the GCC countries should be linked with each other for exchange programmes and annual meetings for the Deans, Directors and other authorities should be held to follow up and to enforce the recommendations [5].

During October 1985, the Secrétariat General of the GCC organised a four-day seminar on the "Strategy of Libraries and Information Centres in the GCC States" which was attended by senior librarians from all member states. This meeting adopted a comprehensive set of recommendations covering important areas of library and information services. The following recommendations are directly related to the subject of this study.

- "3. A permanent committee of Deans and Directors of all university libraries in the GCC countries should be formed in order to strengthen cooperation and coordination between all university libraries.
13. Cooperation and coordination between information centres and special libraries should be implemented through exchange of information, publications and expertise.
21. The importance of establishing a cooperative network system among libraries in the GCC in order to achieve cooperative cataloguing and bibliographic control.
22. A working committee should be formed to study the current technical standards used by libraries and information centres in the member states in order to achieve unification in the following areas:
 - a) Cataloguing rules
 - b) Names and author entries
 - c) Subject heading lists
 - d) Classification schemes
 - e) International Standard Book Numbering System
 - f) Alphabeticalisation numbering system" [6].

The next meeting of the Deans and Directors of university libraries called by the Secretariat General of the GCC was held at the Qatar University from 27 to 29 December 1986. This meeting was also attended by a representative of the Secretariat General of the GCC as an observer. After two days of lengthy discussions, the participants arrived at a set of recommendations which were mainly concerned with completing the necessary steps towards the establishment of a bibliographical centre for the GCC countries [7].

It must be pointed out here that, five years after the last meeting, no further meetings have been arranged and no tangible results have been achieved so far. This may be due to the fact that the activities of the Arab Bureau of Education for the Gulf States and of the Secretariat General of the GCC as far as the libraries are concerned have begun to overlap. Librarians have started to realise that if both these agencies continued to work in the same area it will result in unnecessary duplication of effort, wastage of time and confusion. It seems logical that only one of the agencies should continue with this good work.

The activities reviewed so far, although graced by the highest authorities in the region, have failed to achieve the objectives set forth both at the national and regional levels. These, however, focused the attention of and created an awareness in the authorities of the urgent needs of libraries, information centres and research institutions. The results of these meetings clearly brought out the fact that these institutions, no matter how large their resources are, could not fully support the academic and research needs of their community on their own. It was, therefore, essential to find ways and means to develop cooperation between these institutions both on a national and regional basis.

8.5 COOPERATIVE ACTIVITIES AMONG LIBRARIES IN SAUDI ARABIA

Although the first university library in Saudi Arabia was established in 1957, the rapid growth both in number and size started during the late 1960's due to a sharp increase in oil revenues of the country. The new libraries, however, continued to grow in isolation from each other because they had been receiving funds which fully covered their requirements. The need for cooperation was felt only when the budget levels could not be met during the beginning of the 1980's.

The inter-library relationships during the period mentioned above were limited to the exchange of publications, supply of microfilm copies of certain materials when requested and occasionally supply of photocopies of journal articles. Inter-library borrowing on a formal basis did exist between UPM (KFUPM), ARAMCO, and KFU libraries. A member of one of these libraries was allowed directly to borrow materials from other libraries [8]. This activity was facilitated by easy physical access due to proximity of location. These libraries would not have sent material on inter-library loan by mail to a library located further away. Another such activity was the joint programme of the KAAU and UAQU of computer listing of their journal holdings which began in early 1977 and continued until the national union list was started by SANCST (KACST).

8.5.1 The Council of the Deans of Library Affairs

The most important development so far was to come out of a circular letter sent to all university libraries by the Minister of Higher Education in 1983 [9]. The library authorities were asked to cooperate with one another with regard to the development of manuscript collections and to meet on an annual basis to develop cooperative relationships between all university libraries. This

initiative provided a golden opportunity which was used by KAAU to organise a meeting of the Deans of Library Affairs of all Universities. A representative of the information centre of SANCST and a limited number of library experts were also invited to attend. The meeting was held at the KAAU from 22 to 23 Jumad II, 1403 (3 to 4 April 1983).

The participants discussed a number of urgent issues and problems facing libraries and finally agreed on the following points:

1. Formation of the Council of the Deans of Library Affairs of all Saudi Universities.
2. Coordination between all the libraries in the field of manuscripts with regard to their purchasing, duplication, preservation and publishing up-to-date catalogues.
3. The publication of union lists of periodicals. SANCST (KACST) agreed to take the responsibility in preparing, compiling and publishing the union list of non-Arabic periodicals, while the KSU took the responsibility to prepare and publish the union list of Arabic periodicals.
4. SANCST (KACST) was requested to conduct a comparative study of available integrated library automation systems including DOBIS/LIBIS, which was already being used by the UPM (KFUPM), KSU and IPA, and recommend a suitable system which could be used by other libraries as well [10].

The meeting without any doubt was an historical turning point in the development of libraries in the Kingdom which was to provide a permanent forum for the discussion and resolution of problems faced

by the library profession. It was also to generate interest in cooperative efforts on the national level.

The major and immediate result of this meeting was the formation of the Council of Deans of Library Affairs which was formally approved by the Minister of Higher Education. The composition and functions are shown in Appendix 5 [11].

Since its formation, the Council has been meeting once a year at one of the universities on a rotating basis. During the past seven years the Council has adopted a number of useful programmes, but the implementation of the recommendations has been very slow and achievement has been limited. There are several factors responsible for this situation. These are:

- a) There being no independent administrative body or unit attached to the Council to follow up recommendations and complete the administrative procedures, The members of the Council assigned after each meeting to follow up recommendations are professional staff with full and busy schedules and duties, so any extra demands on their time cannot easily be absorbed into their working hours.
- b) There is no budget or financial support allocated for the functioning of this Council.
- c) The items on the agenda for this two day meeting are always too many for the time given to discussion. Therefore, many points are discussed in a hurried manner and not fully studied and explored.

Despite the lack of progress in many of its programmes, the Council has been able to achieve some major results. These are:

8.5.1.1 The Union List of Arabic Periodicals

The Union List of Arabic Periodicals was the first cooperative project to be carried out as a result of the recommendations of the first meeting of the Deans of Library Affairs. KSU collected the information from other universities and published the list in 1406 AH/1986 AD. It covers 234 pages and includes the holdings of 1327 Arabic periodicals available in six university libraries. KFU was not included because the information was not available at the time of compilation [12].

Each periodical entry in the list includes the following bibliographical information: title of the periodical, number of volumes, date of issue in Hejrah and Gregorian, place of publication, publisher, symbol for both library and holdings. Title, country of publication and subject indexes are provided. The introduction to the list mentions that *supplements and further* editions will be published. So far no supplements have been published.

This work is the first fruitful and tangible result of the cooperative efforts of the university libraries of Saudi Arabia. It is a very valuable research tool which has assisted these libraries in retrospective collection development and exchange of photocopies of articles whenever needed.

8.5.1.2 The Union List of Non-Arabic Periodicals

As requested by the first meeting of the Deans of Library Affairs, SANCST (KACST) started preparations for developing the Union list of Non-Arabic Periodicals database. After initial work was done, the

seven university libraries started sending the details of their periodical holdings for input into the database. The holdings of the libraries of KACST, King Faisal Specialist Hospital, and the King Khalid Specialist Eye Hospital were also added. The main work was finished at the beginning of 1407 AH (end of 1986 AD). The database contains information on over 11,500 titles [13]. The union list has not been published in book form. Computer print-outs are provided on request.

The database is now available on-line through KACSTNET and GULFNET facilities. The participating libraries are able to add additional holdings or titles to the database. Libraries linked on-line use the database for locating information and requesting copies of articles. It is also helping libraries in deferring purchase of back sets already available in the country. This excellent and useful project will enable libraries to avoid duplication and/or overlapping in their subscriptions and to spend the savings to procure additional materials to strengthen their collections for research needs [14].

8.5.1.3 Microfilming of Saudi Newspapers

Each university library subscribes to all Saudi daily and weekly newspapers, eleven in all. They also maintain complete files of these newspapers either in the original form or on microfilm. A number of university libraries have microfilming laboratories and were microfilming these newspapers without any coordination with other libraries. This resulted in duplicate work.

The Deanship of Library Affairs, KAAU, proposed a cooperative project to microfilm all locally published newspapers by allocating titles to various university libraries and then exchange copies between the participating libraries. The proposal was discussed and

approved by the Council of Deans of Library Affairs during its third meeting held at the IU during 15 to 16 Jamad II, 1405 AH (6 to 7 March 1985 AD). Each university library was allocated a certain number of titles so that all newspapers were covered [15].

The project, however, has not worked smoothly for two reasons: microfilm copies are not regularly exchanged. Some newspaper publishers have started microfilming these on their own. As a consequence, the Council, in its meeting held at the IMSU during 19 to 20 Rajah, 1406 AH (22 to 23 March 1986 AD) suggested that microfilm copies may be purchased from publishers direct when available [16].

8.5.1.4 Union Catalogue of Arabic Books in Saudi University Libraries

One of the tools required for a successful inter-library loan system is compilation of a national union catalogue of books. This was one of the earliest topics discussed by the Council of Deans of Library Affairs.

During the second meeting of the Council held at the UAQU from 14 to 15 Jamad I, 1404 AH (14 to 16 February, 1984 AD) a paper on the "Creation of a Union Catalogue of Arabic Books in Saudi University Libraries" was presented by Yahya Saati and M. Hannafi. The paper discussed the need and importance of this project and suggested the following points:

1. The union catalogue should be published on a rotation basis by all the university libraries.

2. The first edition should include the recently acquired materials. At the same time the Saudi University libraries should think about publishing a comprehensive union catalogue for all holdings of these libraries.
3. A technical committee should be formed consisting of the heads of classification and cataloguing departments at all Saudi university libraries.
4. The university libraries should send one catalogue card of each book to the unit responsible for compiling the catalogue as early as possible.
5. To save time and expense, the catalogue should be produced through photocopying the catalogue cards after adding the location symbol for each library.
6. The union catalogue should be published quarterly and should be distributed to all the seven university libraries and other institutions [17].

After detailed discussion, the Council agreed to form a technical committee consisting of professional librarians from each library to set up guidelines and draw up a plan to compile the union catalogue.

The first meeting of the technical committee was held at the UPM (KFUPM) library on 17 March 1984. A general outline for the project was prepared including the following points:

1. The proposed union catalogue would cover all Arabic books available in all Saudi university libraries.

2. The committee agreed that the proposed union catalogue should be issued every three months. To start with, an experimental edition covering the general works would be published.
3. Each participating university library should photocopy the catalogue cards of general works and despatch them to the IMSU [18].

Several meetings were held later on to reconcile differences in the determination of main entry and filing rules. The project, however, has been delayed and no list has so far been published. It seems that apart from technical issues, the major reason for delay has been the deficiency in manpower in several of the participating libraries. Access to a national union catalogue is essential for inter-library cooperation. Such a work will reveal the real strength of Arabic collections in these libraries.

This project might have to wait until all the libraries are automated and linked with each other on-line.

8.5.1.5 Other Projects

Several other useful projects have been discussed from time to time but have not been acted upon so far. Some of the important issues discussed have been:

1. Publication of abstracts of dissertations accepted by the Saudi universities.
2. Cooperation in the field of manuscripts.
3. Revival of the project for formation of a library association.

8.6 COOPERATIVE ACTIVITIES AMONG UNIVERSITY LIBRARIES IN THE GCC COUNTRIES

Since the main concern of this research is library cooperation among the university libraries in the GCC countries, the second part of the questionnaire was designed to examine the status quo of the cooperative activities among these libraries. This part includes 23 questions concerning this issue. Questions numbered 101 and 102 were formulated to explore whether or not these libraries are participating in any cooperative activities with other libraries or research centres in the country, and if so, what is the name of these libraries or research centres. All seven Saudi university libraries reported their participation in the Council of Deans of Library Affairs. In the remaining member countries of the GCC, the responses were as follows: three university libraries namely KU, QU and UAEU reported having some marginal cooperative activities with some libraries and research centres in their countries, however, names of these libraries or research centres were not provided. The two university libraries of AGU and SQU reported not engaging in any such activities.

Questions 103 to 106 are inter-related. They are regarding the existence of any of the following cooperative activities: acquisition of current materials, acquisition of backsets of journals, classification and cataloguing, preparation of Union lists of serials, microfilming of local newspapers, automation of library operations, reference services, inter-library loan services, personnel training, or other activities, and if any of these cooperative activities exist, whether they are based on formal or informal agreements. Ten university libraries admitted to being engaged in some types of cooperative activities. Two university libraries answered the questions negatively. Only five forms of

cooperative activities were repeated by the respondent university libraries. They were: preparation of union lists of serials, microfilming of local newspapers, inter-library loan services, exchange of publications, and access to national database system. It has been found that other forms of cooperative activities such as acquisition of current materials, acquisition of backsets of journals, classification and cataloguing, automation of library operations, reference services, and personnel training do not exist among these libraries.

Seven university libraries reported that their cooperative activities are based on formal agreements, while three university libraries reported their cooperative activities are not based on formal agreements.

Questions 107 and 108 are concerned with whether there are rules and regulations which govern the functions of the organisational body responsible for the cooperative activities, and if so, to provide a copy of the these regulations. All seven Saudi university libraries reported positively, while three university libraries in the other GCC countries reported negatively. The full translated script of the Council of Deans of Library Affairs composition and functions is shown in Appendix 5.

As expected, all ten university libraries reported their dissatisfaction with the present cooperative activities in which they are engaged. To find out the reason behind this attitude, questions 110, 111 and 112 were assigned to identify some of the major problems which are retarding cooperation among libraries in each country, and if the university libraries in the GCC countries are facing similar problems, and then to list four major problems each university library think that other university libraries in the

GCC countries are facing at the present time. Regarding the major problems which are retarding cooperation among libraries in each country, the responses of ten university libraries are tabulated below:

PROBLEMS RETARDING COOPERATION

<u>Problem</u>	<u>No of Libraries</u>
1. Lack of professional manpower	10
2. Lack of detailed planning for cooperative programmes	10
3. Lack of effective follow up on the decisions taken by the Council of Deans of Library Affairs	7
4. Absence of an organisational body to initiate cooperative activities	3

Problem number 3 is identified by the Saudi libraries whereas problem number 4 is given by the non-Saudi libraries which do not have a common forum such as the Council of Deans of Library Affairs in Saudi Arabia.

All responding libraries believed that university libraries in the GCC countries are facing similar problems. Only eight libraries answered the question (No 112) concerning four major problems each library was facing at the present time. The problems identified are as follows:

1. Lack of professional manpower
2. Lack of cooperation in collection development and acquisition of library materials
3. Lack of uniform standards of classification and cataloguing
4. Lack of bibliographic apparatus

It is interesting to note that only one problem, i.e. lack of professional manpower, is common in the two sets of problems, national and regional. The other three problems in the first group are of a strategic nature whereas the remaining three in the second set are mainly of a technical nature. These problems, combined together, present a real situation with which any programme of library cooperation must deal with. These issues, slightly reworded and rearranged are as follows:

1. Lack of professional manpower
2. Lack of cooperation in collection development
3. Lack of uniform standards of classification and cataloguing
4. Lack of bibliographical apparatus
5. Absence of an organisational body to initiate cooperative activities
6. Lack of detailed planning for cooperative programmes
7. Lack of effective follow up.

A question was assigned with regard to whether the formation of the Gulf Cooperation Council (GCC) will provide a framework and a strong basis for developing cooperative programmes among university libraries in these countries. All university libraries responded positively, they also believed that participation in effective cooperative programmes with GCC university libraries will undoubtedly benefit all participating libraries. Furthermore, ten university libraries indicated the ways in which they would benefit from a cooperative programme. These include:

1. Rationalise collection development by sharing responsibility in defined areas.

2. Standardisation of classification and cataloguing practice leading to uniformity
3. Reduce technical processing costs through cooperative cataloguing.
4. Sharing resources through an effective networking and inter-library loans.

Regarding the establishment of cooperative activities among university libraries in the GCC countries, questions numbered 116 to 123 were assigned to identify the attitude and opinions of all concerned university libraries towards establishing these activities.

All the university libraries were asked to rank the order of priority for some areas of cooperative activities which can be achieved if a model for cooperation was developed. The areas of cooperative activities included: collection development, classification and cataloguing, preparation of union lists of serials, microfilming of local newspapers, automation of library operations, inter-library loan, personnel training and any other suggested areas. The following three degrees for priority: high, medium and low were listed for the respondents to check. The responses to 12 libraries are tabulated below:

AREAS OF COOPERATION BY PRIORITY

<u>Area</u>	<u>Priority</u>		
	High	Medium	Low
1. Collection development	5	0	7
2. Classification and cataloguing	12	0	0
3. Preparation of union lists of serials	12	0	0
4. Microfilming of local newspapers	0	0	12
5. Automation of library operations	12	0	0
6. Inter-library loan	12	0	0
7. Personnel training	12	0	0
8. Other	0	0	0

When university libraries investigated were asked to identify an organisational body which should take the lead to initiate the cooperative activities, all university libraries suggested that the GCC Secretariat is the most appropriate forum to take such initiative. They also suggested that one member from each university library should be represented in the body to be made responsible for implementing the cooperative programme. Additionally they all agreed that the Secretariat of this body should be located at the GCC Secretariat in Riyadh City, Saudi Arabia.

The university libraries were asked to check one or more out of six difficulties that they might face in cooperative activities. Their responses are given as follows:

<u>Difficulties</u>	<u>No of Libraries</u>
1. Lack of support from higher authorities	10
2. Lack of financial support	12
3. Lack of manpower	12
4. Too much burden on larger university libraries	5
5. Lack of good mail services	7
6. Lack of goodwill among libraries	0

It is interesting to note that none of the libraries consider lack of goodwill among libraries as an obstacle in cooperative activities whereas this factor is frequently mentioned in the published literature. Too much burden on larger university libraries is considered a handicap by only 5 libraries. These are in fact the larger libraries. It did not really matter for smaller libraries. Lack of financial support and manpower are considered important factors for on-going activities. Most of the libraries (83 per cent) consider the lack of support from higher authorities might pose a problem.

Questions numbered 121 and 122 are concerned with whether, if a bibliographic database of all materials available in the university libraries of the GCC countries was planned, would they contribute their holdings to this database, and would they be willing to share the cost of maintenance of such a database. All universities expressed their willingness to commit their library holdings to this database. They also agreed to contribute financially towards the cost of maintenance of the database.

The final question requested each university library to provide any additional comments and recommendations concerning the development of cooperation among university libraries in the GCC countries. It

is interesting to note that none of the university libraries investigated provide such vital comments or recommendations which would be undoubtedly useful in the development of an effective cooperative programme.

Finally, it must be said that, although at the present time no effective library cooperation or resource sharing programme, in the real meaning of the term exists among university libraries in the GCC countries, it became clear, during the interviews, that the general attitude of authorities of university libraries and related research institutions is very enthusiastic towards the development of a cooperative programme. They showed great concern over the future development of university libraries, especially when financial resources have become limited. They also expressed their concern as to whether the university libraries in the GCC countries could continue to provide sufficient services to their users in the future. Consequently, all authorities interviewed expressed their complete willingness and eagerness to provide every possible effort and to extend any of their existing facilities including financial resources to make such an endeavour succeed.

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CHAPTER 9

SUMMARY, ANALYSIS AND CONCLUSIONS

9.1 SUMMARY OF THE STUDY

With the tremendous growth in the volume of printed output and with the increasing financial difficulties in recent times, individual libraries cannot be self-sufficient. Therefore, the concept of library cooperation has become increasingly desirable and indeed essential. Greater efficiency and a more comprehensive service in many areas can be obtained through effective resource sharing programmes which can take many forms. These have been variously described in the literature and include cooperative acquisition, cataloguing, storage, exchange of materials, inter-library loans, automation and so on (Section 1.4).

Cooperative schemes are found in developed countries, and good examples can be cited for instance in the USA and UK (Sections 1.4.1. to 1.4.6). Although resource sharing has its benefits, it also has its problems and difficulties (Section 1.6). However, it can be said that the advantages outweigh the disadvantages.

Resource sharing programmes may also exist in some developing countries but these are faced with many difficulties (Section 1.7). Effective library cooperation does not exist in the Arab world despite the various efforts which have been made by ALESCO to establish such an activity (Section 1.8). As in many developing countries, library cooperation among university libraries in the Arab countries faces a number of problems which include: inadequate

library collections; lack of professional staff; lack of effective library associations; and lack of user education (Section 1.8).

In the GCC countries there has been a rapid growth in higher education in recent years and accompanying growth of library facilities. With readily available finance many institutions have developed independently of and sometimes in competition with one another. However, more recently there has been greater financial restraint and their independence has limited the service the university libraries can give. As they can no longer continually expand their own resources, and since they share many common problems, they need to cooperate to maintain and expand the standard of service. There is no doubt that with the recent political events in the Gulf region, the need for practical resource sharing programmes now, more than ever before, need to be emphasised.

The main objective of this study has been to investigate the possibilities for sharing of library and information resources among the university libraries in the GCC countries (Section 2.2). The study was designed to meet the following specific objectives:

1. To describe the existing condition of the university libraries in the GCC countries.
2. To identify areas where the university libraries are facing problems or are expecting to face difficulties in the near future.
3. To determine areas where cooperation is already taking place.
4. To identify areas where cooperation in sharing resources and services will alleviate some of the problems and difficulties.

5. To establish priorities in cases of possible cooperation.
6. To suggest some practical solutions and recommendations for an effective cooperative programme among the university libraries in the GCC countries.

Therefore, a survey study based on comprehensive research questions has been carried out to assess the current situation of twelve university libraries in order to determine the actual state of their administrative organisation, collection development, technical and user services. It also considers ways in which the libraries are at present cooperating, areas of difficulty and possibilities for further cooperation in the future to alleviate difficulties facing them. Finally, the findings of the study will form the framework for suggesting the means by which effective library cooperation programmes would contribute not only in solving some of these problems, but also to improve library and information services in the Gulf region as a whole.

Different techniques have been used for collecting data. Library literature was considerably reviewed to provide background materials on library cooperation in general and library and information services in the Gulf region (Section 2.5). A comprehensive questionnaire was designed and distributed to the heads of all concerned university libraries in order to ascertain their library activities and their estimation for future resource sharing programmes. Personal interviews with the heads of the university libraries and some other related key figures have also been conducted (Section 2.6).

The data so collected has been discussed in the preceding five chapters. Chapters 4 to 7 deal with objectives 1 and 2. Chapter 8

presents the data related to objectives 3, 4 and 5. This chapter will highlight the areas related only to library cooperation. It will also review the major conclusions reached in the study.

9.2 ANALYSIS OF ISSUES RELATED TO LIBRARY COOPERATION

This section will analyse some major issues related to library cooperation based on responses given in the questionnaires, interviews, personal observations and experience. This analysis will bring out factors in the institutional and regional environment which will motivate individual libraries to engage in library cooperation. This discussion will provide a basis for a proposed model for library cooperation at the GCC level.

9.2.1 Adequacy of Financial Resources

A library is able to develop a well-balanced and up-to-date collection only if it receives adequate financial support with reasonable annual increase to take care of inflation and new demands. In the absence of professional standards suitable for developing countries, it is very difficult to measure the adequacy of financial resources received by the university libraries in the GCC states. The study, however, has shown that most of the libraries which provided details of their book budgets have experienced a drop in their allocations during the five years covered by the survey. Book and periodical prices increase by about 10 percent each year. During this period, almost all the universities have expanded their academic programmes in some subjects to master's level while some have added new disciplines. If both these factors are taken into consideration, library budgets have experienced a higher rate of decline than shown by the figures. The trend mentioned above is confirmed by a decrease in periodical subscriptions in some libraries during the last two years covered by

the survey. Some of these libraries have also indicated that they are unable to meet the demands of faculty members for new subscriptions.

As a result of shrinking budgets, library authorities have finally realised that they can no longer afford to develop their resources independently and have no choice but to cooperate with other libraries in sharing resources. This is evident from the formation of the Council of Deans of Library Affairs in Saudi Arabia and initiation of the inter-library loan system at the Gulf level. It may be pointed out that both these events received full governmental support.

The budgetary situation of libraries was complicated by a sharp drop in oil prices at the beginning of the 1980s resulting in decreased oil revenues for all the GCC countries. University allocations, especially in non-salary areas, were severely cut. As a matter of fact, book budgets for almost all libraries in the region were reduced by 50 percent or more. Consequently, periodical subscriptions have again been reduced drastically. As an example, the number of subscriptions at the KAAU has been cut from 4,958 titles in 1985/86 to about 2,200 in 1990/91. Book purchases have suffered much more during the past six years. This situation began to improve during the last two years but has been slowed down by the Gulf War.

Decrease in financial resources resulting in the reduction of current intake of periodicals and monographs has put additional pressures on libraries forcing them to maximise the use of limited resources through cooperative programmes. It is believed that if realistic cooperation programmes are initiated now, library authorities and concerned governmental agencies will support these

wholeheartedly. If a good model based on regional cooperation is proposed now, it would receive full political support. Any programme to be executed through the GCC will have more political clout and will bring in additional financial resources both at the regional and national levels.

9.2.2 Adequacy of Library Collections

University libraries in the GCC countries are very young. Their collections seem to have grown rapidly in response to the teaching and research needed of a large user population. The statistics available, however, are based on an item count which project some of these collections as quite large e.g. KSU with 1,270,495 items and IMSU with 980,967 items in 1985/86. It is, therefore, difficult to judge the adequacy of collections in the absence of standards and a title count.

The university libraries which maintain branches in their colleges in general acquire multiple copies; one copy for each concerned location. Some of these libraries purchase multiple copies without any consideration of location. This is true of Arabic publications. The researcher has himself observed that the number of copies of Arabic titles may vary anywhere from 3 to 10. Also quite a large proportion of these collections cover journal volumes and non-book materials. It seems reasonable to conclude that the title count of monographic volumes will be no more than one-third. Most of the collections are also weak in retrospective materials. Since 1985, current acquisition of all forms of materials has dropped sharply due to the decrease in financial resources.

Periodical collections in these libraries do not seem to fulfil the teaching and research needs of their universities. Most of the periodical sets are reported to be incomplete. Current

subscriptions have also been severely cut since 1985 due to budgetary problems. No new subscriptions are being placed.

Special collections of various types vary from library to library and are in general small except microform materials in some libraries. The largest manuscript collection, both in original and copy, is 18,906 pieces and the largest map collection is 1,638.

The library collections which are, discounting multiple copies, already small and weak in retrospect, are now experiencing much slower growth rate due to budgetary cuts. This trend which is expected to continue for some time will render these collections out of date, unbalanced and poor. It can be safely said that university library collections in the GCC countries in their present state are not adequate to meet the teaching and research needs of their countries. As a matter of fact, the situation is expected to deteriorate further.

9.2.3 Collection Development

Responses to the questionnaire, interviews and personal observation confirm that all the GCC university libraries face common problems and difficulties with regard to collection development due to a general lack of bibliographical tools and disorganised book trade as far as the Arabic language materials are concerned.

Arab librarians in general and those in the Gulf in particular face many difficulties in selecting and acquiring current publications produced by the Arab countries. Publisher's catalogues and advance notices of forthcoming books issued by the Arab publishers are exceptions rather than the rule. Book reviews are scarce and, if published, become available very late. The situation is further complicated by the fact that most titles are printed in short runs.

By the time books come to the notice of librarians, these are already out of print. Many authors have a tendency of publishing their own books which results in a highly localised sale. Publishers rarely promote their publications abroad - a trend which inhibits their import/export. This situation is further aggravated by the lack of national bibliographies in most of the Arab countries.

Once the books are selected, the Arab librarians face the dilemma of deciding the source of supply. Most Arab publishers also engage in bookselling. Booksellers are not well organised. They do not follow standardised practices of processing orders. Librarians, therefore, face the problem of remaining unsure whether the books ordered will be supplied or not. They have to improvise ways and means of selecting and acquiring Arabic materials which are sometimes unheard of in the professional literature. These methods, however, have their negative aspects also. It is not unusual for Arab librarians to rush to national and regional book exhibitions with the aim of acquiring as many titles as possible. As a consequence books are selected in a hurry which results in substandard selection and duplication.

Another problem has been to acquire older Arabic materials. There are a large number of titles which lack commercial basis for reprinting but are essential to build strong collections, particularly in the areas of humanities and social sciences. During the past 20 years librarians have acquired a lot of publications printed during the war years on cheap paper which has started to become brittle. Research libraries are going to face a bigger problem during the coming years in replacing these materials. It is strange that this issue is rarely discussed in the professional circles. It appears that the management of these libraries is not

fully aware of this acute problem. KAAU realised this situation early. A firm in Germany, located close to a large Arabic collection, was convinced that single-copy reproduction from microfilm would generate a reasonable demand from the Arab libraries to develop a "books-on-demand" market for older and brittle Arabic titles. KAAU acquired many titles in this form and still continues to do so. This programme, however, did not become popular with other libraries for unknown reasons [1].

Faculty members and experienced librarians play a critical role in collection development. University libraries in the GCC countries are less than fortunate in this respect. Lack of faculty interest in collection development is not uncommon. The number of faculty members who actively participate in the selection process is very limited. There is another extreme where some faculty members work on the basis of "anything goes". As a result of these two extremes, the librarians spend a lot of time in pursuing members who are inactive, and in cutting back items from those recommended by over-active faculty members. It is felt that librarians tend to do more selection than faculty members. This requires adequate and experienced library staff with strong subject background. Such librarians are simply not available in the region. It is safe to say that the quality of collection development has been less than desired due to the reasons mentioned above.

It is evident that university libraries have been facing similar difficulties in developing their collections. They have carried on their programmes almost in isolation and have rarely tried to coordinate with one another to find common solutions. This has been the result of each library receiving an attractive amount of funds for collection development in the past which gave rise to competition rather than cooperation. These libraries should have

collaborated at least in the area of retrospective collection building because older materials are not easy to come by and are in general very expensive. If university libraries had cooperated to build older collections in selected areas jointly, research scholars would have gained access to greater resources to meet their needs. Cooperation between university libraries in the area of collection development and acquisition of materials has been totally lacking in the region as a whole. Even libraries in one country have not cooperated with each other in this area. It seems that it happened due to the availability of large amounts of funds in the past which resulted in hasty growth of collections and more so because of the fear of revealing inherent weaknesses created by factors mentioned above.

9.2.4 Technical Processing of Library Materials

Lack of uniform standards and practices as discussed above is compounded by the lack of experienced cataloguers in the region. It may also be remembered that Arab cataloguers in general and Gulf librarians in particular are deficient in English language competency.

During the period of this study, there has been a continuous decrease in the number of foreign cataloguers. Foreign librarians with long experience and higher English language skills are gradually being replaced by fresh local graduates with very low English language knowledge. It is apparent from the fact that those libraries which place more emphasis on English language materials do not seem to use local librarians as cataloguers.

Lack of adequate number of good cataloguers has resulted in a backlog of unprocessed materials in all libraries. Backlog figures are much more striking in the libraries where Arabic receives more

emphasis (IU 100,000; IMSU 52,000; UAQU 35,600) (Section 5.2.5). The present trend in rapid nationalisation of jobs will definitely result in increasing backlogs and low quality cataloguing, particularly for English language materials.

It appears that all libraries face the problem of shortage of cataloguers both in numbers and in quality. This situation is expected to deteriorate in the coming years. Increase in staff positions, working experience and language competency cannot be achieved on a short-term basis.

It is apparent that solution of these problems lies in shared cataloguing. If all the automated libraries in the region are linked online to search their databases, the problems discussed above will, to a large extent, be solved easily. This will certainly be a motivating factor for these libraries to become part of a resource-sharing cooperative programme.

9.2.5 Availability of Standardised Technical Tools

Successful organisation of materials and retrieval of information to a large extent depends on first-class tools of trade, such as classification systems subject heading lists, cataloguing and filing rules. Arab libraries possess a very short experience in developing and using these professional aids. A number of individuals and organisations have attempted to produce these tools; but the results, except the Arabic translation of AACR2 [2] have not been satisfactory. Several translations with modifications of DDC are also available. The best one of these is based on the 18th edition of DDC. It has a number of weaknesses and is not suitable for a research library [3]. Several subject heading lists have been prepared by individual librarians. Each one of these has its drawbacks and none comes up to the level of fulfilling the needs of a research library.

Libraries also differ in the choice of elements of names of persons as entry headings. Interestingly enough, rules proposed by various quarters differ on this point. Some suggest entry under the first part of the personal name whereas others recommend the choice of the "well-known" part. Filing rules, rather practices, followed by the Arab libraries are not uniform. The practice of using author number to make the call number unique is rare in Arab libraries. An author numbering system was published during the late 1960s [4] but it did not prove suitable for use. Arab libraries use two or three letters of the entry element/title as a book number. Unique call numbers for each document are rarely assigned making retrieval of documents difficult.

Due to lack of standardised tools, there is a general lack of uniformity in the practices followed by the Arab libraries. This situation will continue to cause problems in any cooperative programme. There is, therefore, a great need for uniformity and consistency in the systems, rules and practices in the area of technical processing of library materials in order to develop an effective and purposeful cooperative programme.

Most of the libraries in the study have either already automated their routines or are in the process of doing so. It is only a matter of time when all the libraries will have their catalogues in the form of online databases. It was mentioned earlier that important academic and research institutions in the GCC are linked together online through GULFNET based at KACST. This network is designed for message communication. This is now being used by some libraries for database searching facilities available at KACST. Library automation provides a very favourable environment for cooperation networking. Once databases of these libraries are linked together, these could be used for acquisition, cataloguing and

reference purposes. This goal however, will be very difficult to achieve unless librarians join together to standardise their tools and practices. Communication links will only help if data to be exchanged is standardised. Librarians, therefore, need to join hands to standardise cataloguing and filing rules, subject heading lists and classification systems in order to have uniform bibliographic records. It is evident that the need for cooperation among libraries is now absolutely essential.

9.2.6 Lack of Bibliographical Apparatus

Bibliographic control of currently published literature and of the library holdings is essential for library cooperation. There is a general lack of bibliographical activity in the region. National bibliographies are rarely published. There is also a need for full catalogues of library holdings of all materials to be available to all users of each university. These university libraries in general do not maintain full union catalogues and if they do so these are available only in their central libraries. Non-book materials are, in general, not fully indexed.

Some efforts have lately been made to produce bibliographical aids on the national level. KACST has done some very useful work in this area and has developed a number of databases which are accessible on-line.

There is a real need to do much more in this area if cooperative programmes are to succeed. Hopefully, once all these libraries are able to automate their processes, develop their bibliographic databases and are linked together on-line, problems of bibliographic accessibility will be resolved.

9.2.7 Adequacy of Manpower

The rapid growth in the enrolment of students and library resources during the last 15 years have placed increased demands on library staff. The staffing situation has unfortunately not witnessed parallel improvement both in quantity and quality. There are a number of critical staffing issues which have affected and will continue to affect library services adversely unless certain remedial measures are taken.

To begin with, there are no guidelines, professional or executive, to lay down the size, nature and composition of staff in the university libraries in the GCC region. This has created a staffing pattern which does not fulfil the needs of growing institutions.

One of the major sources of difficulties has been the lack of professional leadership at the institutional level. Most of the positions of the chief of library executives have so far been held by non-librarians. In the beginning no senior local librarians were available when the libraries were established. Expatriate librarians were employed but were not given full administrative and financial authority. It was bestowed on a senior local officer in the university. The tradition was strengthened in Saudi Arabia in 1974 when the position of the Dean of Library Affairs was created. It was to be held by a faculty member for a three year term. Even now, only one out of seven Deans of Library Affairs in Saudi Arabia is a professional librarian. An almost similar situation prevails in other GCC states. Non-librarians holding top authority positions in general lack the understanding of the problems faced by libraries. Their main interest continues to be in their teaching assignments. There is also a feeling that the three year period is too short to understand the situation and develop long term plans. Where top positions are occupied by expatriate librarians, lack of

full authority, job insecurity and frequent turnover inhibit the development schemes, such as cooperative programmes, which require long-term commitment. As a result, forward thinking and long-term planning tend to be ignored.

The size of the staff varies considerably from library to library even in one country. It has been the outcome of the strength, personal relations and effectiveness of the chief executive officer of the library coupled with the importance given to library service by the higher authorities in each university. It appears that most of the libraries in the study are understaffed. A clear example is the KAAU which has 68 library staff to take care of a collection of 549,190 items, 21,886 students and 1,656 teachers. Libraries with inadequate staff try to give priority to immediate user needs rather than spend time and energy in developing cooperative programmes.

Another phenomenon is the illogical proportional relationship between the number of present professional and non-professional staff. Out of the twelve libraries surveyed, 5 have a professional staff of 50 percent or more, whereas 3 have 20 percent or less. KSU with 84.4 percent of its total staff as qualified librarians has the highest proportion and the UAEU with only 13.7 percent has the lowest figure. This imbalance in the professional/non-professional ratio is due to the practice whereby an expatriate librarian can be placed in any vacant slot.

Most of the libraries included in the survey have a high proportion of expatriate librarians than nationals on their staff. Although several universities offer bachelor's and master's degrees in library science, the number of librarians being produced is small. A good number of these graduates, mainly those who are intelligent, able and dynamic, do not join the profession due to its low socio-

economic status. Librarians are grouped with administrative civil service cadre with low salaries and limited chances of promotion. There are a number of cases where young librarians with foreign master's degrees have left the profession for more lucrative jobs within two years of their return. As a consequence of these factors, there is a chronic shortage of local librarians, especially so in supervisory positions. Foreign librarians are, however, being gradually replaced by the nationals at the beginning professional levels. On the other hand, university libraries are losing experienced expatriate librarians by taking in fresh graduates with no experience at all. This trend has created an awareness among library authorities to look for ways and means whereby resources can be shared to reduce pressure on limited manpower.

Local librarians, in general, lack strong subject background. This is due to the fact that library science is taught at the undergraduate level. The students start studying library science immediately after high school which deprives them of a strong subject background essential to develop their competency in subject analysis and subject oriented reference service. This situation would only change if library science were taught at the post-bachelor level. The local librarians will certainly add a number of years to their experience but will always lack the broad-based education which is essential to be a successful librarian.

There is a visible shortage, even of expatriate librarians, to fill in the managerial and specialised positions such as in automation, database searching, reference service etc. A number of such positions remain vacant for a long enough period of time to do damage to one or the other area of library operations. The main reason for this is the absence of attractive salaries and security of jobs. Some universities have tried to alleviate this problem by

transferring academic positions to their libraries on a temporary basis.

It is apparent from what has been said above that the pool of trained manpower in the GCC countries has so far been completely inadequate to meet the needs of the library infrastructure. One of the consequences of this is that the professional influence which is needed for the development of cooperation has not been there. So that even if there was a theoretical recognition of the need for cooperation, adequate professional cadre, especially of local origin, was simply not there to carry it forward.

Local librarians have lately been gradually occupying some positions of responsibility. It is realistic to develop cooperative programmes now because more local professionals are committed to it. It is being felt that cooperative activities will reduce the impact of some other problems.

9.2.8 Socio-Political Environment

Cooperative activities require a homogeneous environment to develop and prosper. Dissimilarities on institutional and regional levels deter the initiation and acceptance of cooperative responsibilities. GCC countries share a common language, culture and history. They have comparable political, administrative and educational systems. Their economic and industrial base is also similar. These factors have worked favourably to bring these countries closer and to develop ways and means to make better use of their economic resources.

In 1981, the Gulf Cooperation Council was created to initiate and promote coordination and cooperation in political, economic and social fields. Since then the GCC Secretariat has been very active

in the areas of standardisation and coordination in various fields, economic, commercial and industrial integration and gradually removing barriers between these societies. Important steps have been and are being taken to integrate the socio-economic fabric of these countries. A common urge for more closer ties in all aspects of national life is evident on a public and private level.

One of the objectives of the GCC is to initiate programmes for the better use of national resources through rationalisation, avoiding duplication and joint economic and industrial ventures. It is no surprise then that it was the GCC Secretariat which sponsored the development of a formal inter-library loan system to be adopted by the member countries. It is believed that any viable library cooperation programme will receive full support of the GCC Secretariat.

It must be mentioned that the recent Gulf war has forced the GCC countries to develop their resources, services and programmes much more closely than they had considered ever before. The feelings of closer cooperation have been strengthened by this event. This changed environment will definitely encourage and nourish library cooperation in the region.

The need for library cooperation among the GCC countries has always been there, the forces mentioned above will accelerate and strengthen these trends.

The discussion above has, in the light of the data presented in the previous chapters, clearly brought out deficiencies in library service in the university libraries of the GCC states. It has strongly demonstrated the need and immediacy for the development of cooperative programmes. Current cooperative activities although on

a minimal level, have been discussed and the problems facing these have been identified. It has also pinpointed the favourable circumstances and positive forces which will encourage the development of cooperation among the libraries of the region.

9.2.9 Current Cooperative Activities

The data relating to the current cooperative activities was presented in detail in Chapter 8. The overall picture has revealed that no effective library cooperation or resource sharing programmes exist among the university libraries in the GCC countries. A number of initiatives have, however, been taken both on a regional and national level. These have not been very successful so far.

At the Arab Gulf region level, efforts have been made to introduce an inter-library loan system. An ILL system sponsored by the Arab Bureau of Education for the Gulf States (ABEGS) was approved by the Council of Ministers of Higher Education of the Arab Gulf States in April 1982. It has never been fully implemented due to various problems, such as lack of up to date bibliographical tools, lack of good publicity and low turn-around response from libraries. There is also a fear of losing documents in transit which discourages libraries of sending whole documents by mail (Sections 8.2-8.3).

All the university libraries agreed that the mail services in the Gulf region as a whole are not satisfactory and efficient for an effective inter-library loan system. The postage is slow and unreliable. It takes a much longer time for a library to receive documents from another library in the Gulf region than from the British Library in Boston Spa.

Since there has been remarkable progress in the telecommunication services in the Gulf region it is possible for university libraries to communicate instantly with one another. The services available now include telex, electronic mail, and facsimile machines. As most of the university libraries visited have obtained facsimile machines, the effective use of such machines should play a vital role in the inter-library loan activities among these libraries, especially with regard to transmitting urgent and important documents.

In 1983, the Secretariat General of the GCC called a meeting of leading librarians from the GCC institutions to explore the possibilities of promoting cooperation among libraries of the region. The creation of a bibliographic centre, cooperation among libraries, and exchange of experience in the field of librarianship were discussed at this meeting which made several pertinent recommendations. Nothing, however, has come out of these recommendations so far. Librarians in the area feel that overlap in the interest of ABEGS and GCC in library affairs in the region is the main reason for the lack of progress (Section 8.4).

A solid base for cooperation among Saudi university libraries was laid in 1983 when the Council of Deans of Library Affairs was formed. The Council has initiated a number of projects, some of which have already been implemented. These include: the Union List of Arabic Periodicals; Union List of Non-Arabic Periodicals; Microfilming of Saudi Newspapers; Union Catalogue of Arabic Books in Saudi University Libraries. A number of important decisions have also been made by the Council of Deans of Library Affairs. These, however, have not yet been implemented (Section 8.5). These activities of the Council of Deans of Library Affairs although

limited so far, at least, have proved that cooperation is essential and can be achieved if there is a will to do so.

The present study has highlighted the problems facing library cooperation in the GCC states. According to the responses received, the following were identified as the major problems:

1. Lack of professional manpower
2. Lack of cooperation in collection development
3. Lack of uniform standards of classification and cataloguing
4. Lack of bibliographical apparatus
5. Absence of organisational body to initiate cooperative activities
6. Lack of detailed planning for cooperative programmes
7. Lack of effective follow up.

Areas which were identified as top priority for cooperation include: classification and cataloguing; preparation of union lists of serials; library automation, inter-library loan and personnel training.

All of the libraries in the study feel that there is no lack of goodwill among librarians for cooperative programmes (Section 8.6).

It seems that initiative for cooperation has already been taken in the region. Librarians are also aware of the problems which have delayed the development of cooperative programmes and are mindful of hurdles which might affect such activities in the future. They are fully aware of the need for cooperation in various areas and their priorities. Enough awareness and goodwill exists in the region to contribute to the success of any programmes that might be initiated.

9.2.10 Librarians' Attitude Towards Library Cooperation

Librarians' perception of benefits for their institution and presence of goodwill among library staff are considered as important factors in developing and implementing cooperative activities among libraries. "Goodwill" in the published literature is projected as negative. It is surprising that none of the responding libraries considered this as a difficulty that might face cooperative endeavours. Ten participating libraries indicate that they would benefit from a cooperative programme by rationalising collection development, standardisation in classification and cataloguing practices, reducing technical processing costs, and sharing resources through inter-library loan.

It seems that librarians in the GCC university libraries have benefited from their short experience and fully realised the fallacy of developing their collections and services without recourse to meaningful cooperation. Librarians' positive attitude as reflected in the survey is a good omen for the initiation and eventual success of cooperative programmes among these libraries.

9.2.11 Central Agency for Library Cooperation

Past experience in the Arab world has shown that joint projects will succeed only when these are blessed by a higher authority. It is no surprise then that all the libraries in the study point to the GCC Secretariat as the most appropriate body to initiate cooperative activities.

At the present time there is no central agency at the GCC level engaged in promoting library cooperation. The Council of Deans of Library Affairs takes care of cooperative programmes among the Saudi university libraries. It has, however, not been as successful as expected. The main reason for this has been the lack of a full-time

office to fulfil its responsibilities. Its programmes have also suffered due to the lack of good planning and effective follow up - both mentioned as problems facing library cooperation. It is evident that if a central agency is created at the GCC level and made responsible for policy, coordination and follow up, cooperative programmes will succeed.

9.3 CONCLUSIONS

The analysis presented in the section above confirms that library cooperation in the university libraries in the GCC states is minimal, disorganised and unsuccessful. It has also highlighted the weak points and positive factors of the library situation. The main points will be briefly recounted below:

1. Libraries in the Gulf area face a number of difficulties in collection development due mainly to the lack of bibliographical aids.
2. Library collections in general are inadequate compared to the needs of users and are weak in retrospect.
3. There is a severe shortage of local professional librarians with good experience and strong subject background. Even expatriate librarians with special skills are hard to find. Overall the library staff are inadequate in both terms of quantity and quality.
4. Book budgets of libraries are in general, inadequate and have seen sharp cuts during the last ten years due to a fall in oil revenues. This has resulted in sharp decrease in the current intake of monographs and periodicals.

5. Standardised professional tools for handling Arabic language materials in the area of classification subject headings, cataloguing, etc are not of good quality rendering organisation of materials difficult. There is also lack of uniformity in practices followed in these areas by these libraries.
6. All libraries have developed backlogs of unprocessed materials particularly of Arabic materials due to the absence of a centralised or commercial cataloguing service and shortage of experienced cataloguers. This situation is deteriorating further because expatriate cataloguers are gradually being replaced by fresh local graduates.
7. Most of the university libraries in the region have either automated their operations or are in the process of doing so. An on line computer communication network system (GULFNET for the GCC states is already operational. Most of the university libraries are already linked on line with each other through this network and use this for message transfer and for using database searching services provided by KACST.
8. Librarians' attitudes towards library cooperation are positive and they visualise that their libraries would benefit if a cooperative resource sharing programme is developed on the GCC level.
9. Current cooperative activities at the GCC level are negligible and unsuccessful. Saudi Arabia is the only country where cooperative efforts are being made by the Council of Deans of Library Affairs. This arrangement has also faced difficulties due to lack of authority and resources available to the Council.

10. There is no central agency at the GCC level at the present time responsible for initiating cooperative programmes. Librarians feel that success of cooperative activities will require good planning and effective follow up. This can only be done by a central agency which has formal authority for fulfilling its responsibilities. All libraries indicated that GCC Secretariat is the most suitable body to take this responsibility.
11. Socio-political environment is highly favourable for the initiation of library cooperative programmes on the GCC level.

It is evident from what has been said above that there is an urgent need for developing cooperation among libraries in the GCC countries and that strong positive forces exist to make these programmes successful.

The next chapter will present a model of library cooperation in the light of preceding discussions. Salient features of the model will be listed along with a set of recommendations for its implementation.

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CHAPTER TEN

A PROPOSED MODEL FOR RESOURCE SHARING NETWORK AMONG THE GCC UNIVERSITY LIBRARIES AND SOME GENERAL RECOMMENDATIONS

10.1 INTRODUCTION

The preceding chapter brought into focus the major areas and issues related to library cooperation in the GCC region. The main deficiencies in the library infrastructure of the region were identified. It also underlined the main conclusions arrived at in the study. These discussions have established the need and urgency of the initiation and development of cooperation programmes among the libraries of the Gulf region. It has also been shown that the present circumstances following the Gulf War are especially favourable for the commencement and eventual success of a formal cooperative programme. In the light of these discussions, this chapter will discuss the need for a central agency responsible for a formal cooperative programme, present a model for library cooperation at the GCC level and will also make some general recommendations.

10.2 THE NEED FOR A CENTRAL AGENCY RESPONSIBLE FOR A FORMAL COOPERATIVE PROGRAMME

It has been brought out in the previous chapters time and again that the present deficiencies in library resources and services cannot be easily overcome by half-hearted, informal and uncoordinated cooperative activities which lack the support of a central agency. This is obvious from the unsuccessful inter-library loan system

sponsored by the Arab Bureau of Education for the Gulf States and non-implementation of many of the valuable projects approved by the Council of Deans of Library Affairs in Saudi Arabia. This experience clearly shows that any cooperative programmes, especially those involving institutions in a multi-state region, must be initiated and followed up by a regional central agency. At the same time such cooperative programmes will have better chances of success if these initiate from an organised system in which each participating member shares its responsibility.

It must be noted here that the main components of a formal cooperative network are already in place although varying in their levels of resources and organisation. There are a number of institutions, agencies and organisational bodies, such as libraries of various types, specialised information centres, national agencies such as the King Abdulaziz City for Science and Technology and the Kuwait Institute for Scientific Research, and the communication links such as GULFNET, all of which can provide the basic elements of a regional network. The information technology being used by some of these bodies, such as mainframe library automation systems, online database searching facilities, CD-ROM technology, communication links including GULFNET and facsimile machines will make it easier for a regional cooperation programme to develop.

It was stated earlier that a regional authoritative body was essential to back up a cooperative system at the GCC level. The only organisation at this level is the Gulf Cooperation Council. We need to look at its objectives, policies and structure if these can accommodate library cooperation activities.

The objectives of the GCC as listed in its bye-laws include the following:

1. To effect coordination, integration and inter-connection between member states in all fields in order to achieve unity between them.
2. Deepen and strengthen relations, links and scopes of cooperation now prevailing between their people in various fields.
3. Formulate similar regulations in various fields including
 - c) Education and culture [1].

The Secretariat General of the GCC has the authority to:

1. Sponsor studies related to cooperation and coordination, and to integrate plans and programmes for member states common action.
2. Prepare periodic reports on the Cooperation Council's work.
3. Follow up the execution by the member states of the resolutions and recommendations of the Supreme Council and the Ministerial Council [2].

The Supreme Council also has the authority to appoint technical Committees including local experts [3].

During 1985 the Secretariat General issued a detailed policy document which, among other things, placed emphasis on the need of infrastructure for the development of coordination, a science and technology network, reducing the cost of various services through coordination, use of technology in all fields and the importance of library and information resources in education [4].

The details given above point to the fact that the GCC has been given a clearly defined mandate to work for the development of coordination and cooperation in all fields in the member states.

It was reported in Chapter 8 (pages 282-283) that the GCC Secretariat General initiated several meetings of Senior Librarians to promote cooperation activities. One of these meetings recommended the formation of a permanent committee of Deans and Directors of university libraries of the Gulf States [5]. These initial efforts did not succeed due to two main reasons. First the GCC and the Arab Bureau of Education for the Gulf States (ABEGS which included Iraq), both independent organisations were engaged in similar activities in the library and information sector. The situation developed into an unnecessary competition and confusion. Librarians, as a result, lost interest in their programmes. The circumstances have now changed completely. Iraq has been removed from the ABEGS. It is possible that ABEGS will be merged with the GCC set up in the near future. It is apparent that there will be no conflict or competition with the role played by the GCC from now on. The other reason was that no central agency was created by the GCC to oversee the implementation of the recommendations or programmes prepared on its behalf. This position was similar to the one in which the Council of Deans of Library Affairs in Saudi Arabia had found itself - lack of a central agency to follow up its decisions.

It is obvious from what has been said above that the GCC Secretariat General has the requisite authority and, therefore, is the most appropriate body to promote library cooperation activities among its member states. It receives this authority from its bye-laws and is capable of creating a central agency to oversee and financially support such activities. It must be pointed out here that all respondents in the study were unanimous in designating the GCC

Secretariat General as the most suitable body to launch library cooperative activities.

This researcher firmly believes that the GCC Secretariat General, which has already displayed interest in sponsoring library cooperation, should be approached to resume this role on an expanded basis. The Secretariat General has the resources to assume such a role and will surely succeed in its endeavours with full cooperation from individual libraries and organisations.

The GCC Secretariat General already maintains an Information Centre at its headquarters. This centre is basically meant to provide information resources and services to the Secretariat for carrying out its responsibilities. It has been authorised to develop communication links with national and foreign databanks, databases and information centres to meet the information needs of the Secretariat [6]. This Centre already has the basic elements of assuming a greater role of becoming a central agency for a cooperative network in the GCC member states. It is proposed that the role and functions of the GCC Information Centre should be expanded to include the responsibilities of a central agency in charge of library cooperation at the GCC level.

10.3 A MODEL OF LIBRARY COOPERATION

The following proposals can only be made as guidelines, because the decisions about the structure and responsibilities of the network will have to be made by the highest authority at the GCC level. Details will have to conform to the bye-laws and organisational set up of the GCC. The following details, therefore, should be treated as tentative.

The cooperative network, the model of which will be proposed below, should work for the overall improvement of library resources and services at the GCC level. This can be achieved through the following action lines:

1. To promote cooperative development of bibliographical apparatus such as library databases, union lists of serials, microfilms and other specialised materials.
2. To promote cost-effective methods and economical use of materials and human resources through shared cataloguing, cooperative reference services, etc.
3. To promote the development of uniform rules and regulations, standardised practices and technical tools such as subject headings lists, classification systems, form of entry headings, filing rules etc.
4. To provide access to an increased volume of information resources through collaborative collection development, reduction in unnecessary duplication and sharing of resources through online library database searching and document supply services.
5. To encourage sharing of experiences in highly technical fields such as library automation, building planning etc.

10.3.1 Organisational Structure

The various forms of library cooperation and models of networks were reviewed in Chapter 2 (pp 9-35). The model to be used in the GCC region must take into account the multi-nation library environment.

In such a situation, authoritative control from a central agency should be avoided as much as possible. Each member of the network must retain its authority and control of its resources. The main emphasis should be placed on cooperation, coordination and sharing resources. Although the cooperation network is being proposed for university libraries of the region it should be open to include additional members which are considered useful for the purposes of the network. King Abdulaziz City for Science and Technology and the Kuwait Institute for Scientific Research will be included in the proposed model.

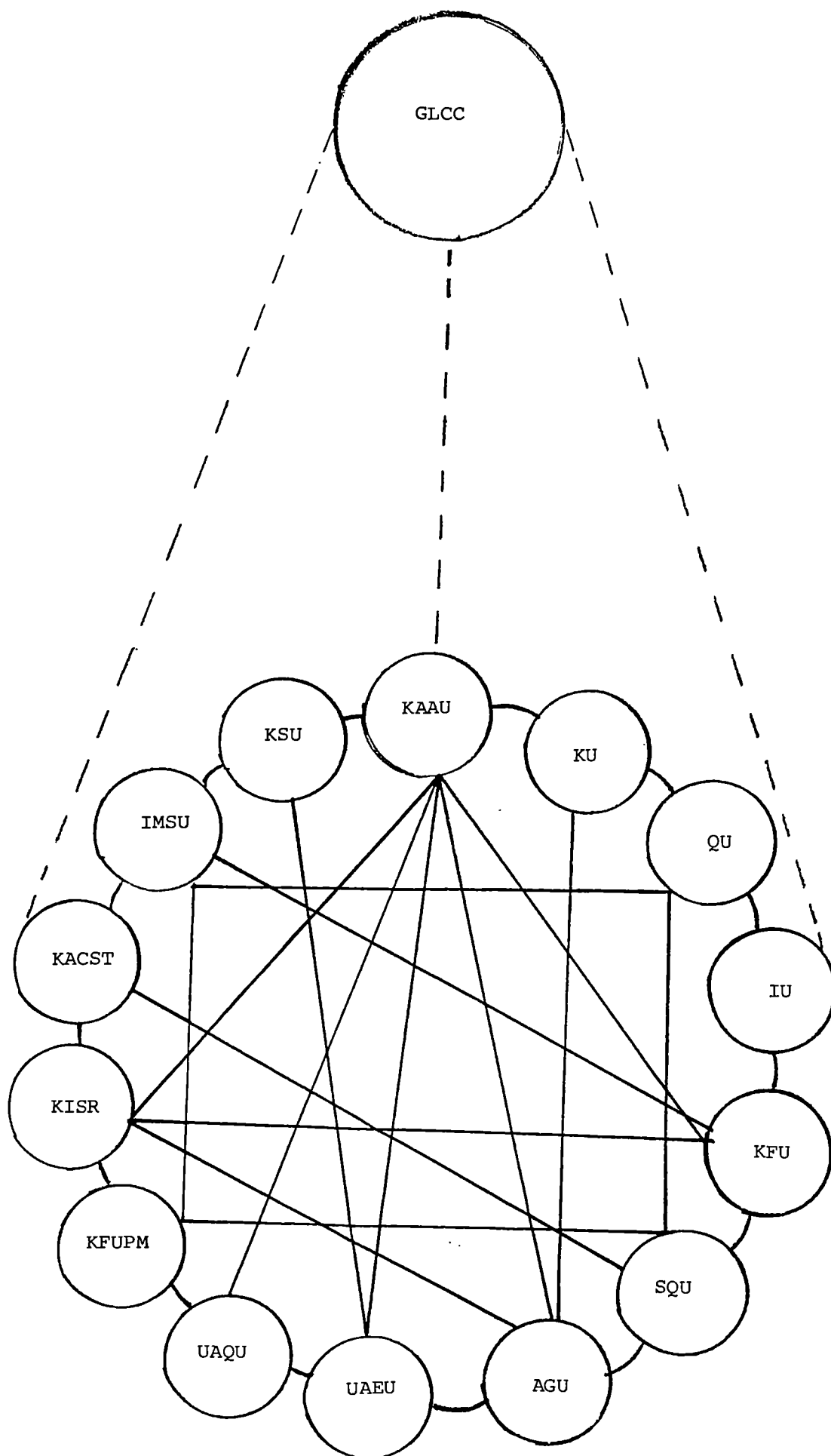
A modified form of distributed model should be used for developing the cooperative network. In such a network, each member will share equal authority and responsibility. The Information Centre at the GCC Secretariat General in its expended role will act as a central coordinating and follow up agency. The proposed model is shown in Figure 14. Needless to say that all arrangements for the network should be based on formal agreements.

10.3.2 Gulf Library Cooperation Committee

The GCC should create a Gulf Library Cooperation Committee (GLCC) which will be mainly responsible for policy formulation. It should also designate its Information Centre as the central agency with a separate department responsible for the network. The GLCC on the Information Centre Department for Library Cooperation should have no direct authority over individual members to avoid political and administrative problems.

The GLCC should consist of the representatives from each member state nominated by a competent authority for a specified term of office, e.g. three years. The number of representatives from each member state should vary from 1 to 4 depending on the number of

FIGURE 14: A PROPOSED MODEL FOR DISTRIBUTED NETWORK AMONG THE GCC UNIVERSITY LIBRARIES



libraries or information centres from that country in the network. A chairman should be appointed or elected from among the members and the officers in charge of the GCC Information Centre Department for Library Cooperation should be a member and secretary of the GLCC.

The GLCC should have the following responsibilities:

1. Policy making: It should have the authority to formulate policies and plans in the light of the objectives to be achieved by the library cooperation network. In order to fulfil these responsibilities the GLCC should have the authority and resources to conduct surveys, collect information and engage the services of agencies and individuals to prepare plans, policies, reports etc.

It should have the authority to appoint such sub-committees to do work in specified areas as and when necessary.

2. Coordination: In order to ensure the effective implementation of plans and policies regarding cooperative programmes, the central agency should have the resources and ability to coordinate between a large number of libraries and information centres. This will be a crucial role to be performed by the central agency because making decisions is much easier than getting these implemented. The GCC Information Centre will have to have a separate department and a well-qualified officer with reasonable staff to perform this task. Similarly each member of this network will have to designate a senior staff member as a contact person.

3. Follow-up and Evaluation: The success of the cooperative programmes will, to a large extent depend on the capability of the central agency to get the programmes implemented as planned.

Once certain projects have been decided upon and members which will be involved in their implementation identified, the central agency should prepare detailed plans including a time-frame for their execution. It should prepare periodic reports to be circulated to all members. The project should also be evaluated periodically to make sure that results expected are in fact being achieved. The central agency should have the authority and resources to engage experts for project evaluation.

Periodic reports will help the central agency in its public relations work. It should also plan to publish a newsletter to report on the activities and achievements of the network.

4. Financial support: The objectives of the cooperative network will require some projects which will not involve all the members. Such projects will be carried out by selected institutions or small groups of experts derived from member institutions and from outside. For example, a full translation of DDC-20, compiling a new list of subject headings etc will be done by highly selected and qualified individuals. Such projects will require financial support both for compilation and publication. The GCC Secretariat General will have to provide funds for such projects. The GCC Secretariat General, therefore, should take financial responsibility into consideration while allocating resources.

10.4 PRIORITIES FOR COOPERATIVE PROGRAMMES

Once the library cooperative network has been formally established and the GLCC has been created, immediate attention should be paid to determine areas where cooperative programmes should begin. Each area should be listed on a priority basis so that immediate and urgent problems are solved first.

The following broad areas are suggested to be considered in the cooperative programmes.

10.4.1 Development of Standardised Professional Aids

Cooperative retroworking will require compatibility of bibliographic records. The libraries in the GCC region lack uniform practices and standards. Development of standardised professional aids, such as a standard translation of DDC, a comprehensive list of subject headings, uniform rules for entry headings, filing rules etc must be given top priority. This will facilitate on line access to library databases for acquisition, cataloguing and searching purposes. Several of these aids should be developed as funded projects and assigned to well-qualified individuals. Publication of such standard aids will be a service to Arab librarianship.

10.4.2 Library Automation

Library automation will enhance the resource sharing process. There are a number of areas which require joint efforts. There is a need to standardise ARABMARC. KACST has done some initial work on this project. Joint software use and/or development is essential for inter-linking of library databases. Many libraries in the GCC states are already using DOBIS/LIBIS integrated library automation packages. So far only cataloguing and searching modules of this system have been Arabised. Other modules need to be Arabised.

DOBIS/LIBIS has also been released in version 2 which is being Arabised by the American University in Cairo under a contract with IBM.

GLCC should seriously consider acquiring the new version of D/L and use it in a network mode instead of each library purchasing it on its own. This will accelerate the automation process in the region and will result in the development of a regional database with huge savings in collection development, technical processing and sharing of resources.

10.4.3 Cooperative Development of Bibliographic Apparatus

Libraries in the Gulf region are deficient in bibliographic aids. Efforts should be made to develop those aids which are the responsibility of libraries. Libraries should be motivated to contribute their holdings to union lists of various types each of which should be assigned to one member. For example, KACST already has an online union list of serial holdings of major Saudi libraries. This database could be expanded to cover the whole GCC region. Imam Mohammed bin Saud Islamic University could be given the responsibility of maintaining a union catalogue of manuscripts. Libraries should also be encouraged to complete their own catalogues whether manual or online.

Bibliographic projects such as indexing and abstracting Gulf journals could be jointly shared by all libraries. If library catalogues and such indexes are developed as online databases this could eliminate the need for publishing such tools.

10.4.4 Access to Online Library Catalogues and Shared Cataloguing

Most of the university libraries are already automated. Others are planning to do so. GLCC should plan to develop a communication network whereby each member library database is accessible online to all members of the network. This can easily be done even if the automation package being used is not the same. Such a facility will reduce the cost of cataloguing, create uniformity in bibliographic records, assist in collection development and facilitate resource sharing.

10.4.5 Document Supply Service

A system of efficient supply of copies of unavailable documents is the backbone of any resource sharing network. The present ILL system sponsored by ABEGS has not been very successful. This system should be reviewed on an urgent basis to remove any weaknesses. One of the difficulties faced by this has been the burden of financial responsibility on the document supplying library.

It is suggested that a system of coupons similar to the one used by the British Library Document Supply Centre may be adopted by the GLCC. This will compensate the services rendered by the document supplying libraries.

10.4.6 Cooperative Collection Development

Cooperation in collection development is considered as one of the most useful forms of effective resource sharing programmes. GLCC should take up the following areas for cooperation:

- a) Subject specialisation: Individual members should be assigned subject specialisation responsibilities in collection development on the basis of their own academic or research programmes.

- b) Shared serial subscriptions: Each member should be asked to commit to subscribe to a certain number of journals which will not be obtained by any other member. This will increase the number of unique titles available in the region resulting in less dependence on foreign document supply services.
- c) Retrospective collections: The gaps and weaknesses in the older materials should be identified and removed on a cooperative basis. For example, one complete run of a required journal must be available in the region.
- d) Cooperative acquisition of materials available in microform: Microform copies of research collections should be required in consultation with each other and when required made available to other members in copy or original.

10.4.7 Cooperative Use of Specialised Professional Manpower

Libraries in the Gulf region lack specialised manpower. Experts in automation, manuscript cataloguing and preservation, database searching and reference librarians are in short supply. The services of such individuals could be used on a cooperative basis. A system could be developed whereby such persons are given on loan for a specified period to the needy member of the network.

A long term solution is to work with the Department of Library Science to initiate staff development programmes on a joint basis.

10.4.8 Cooperative Staff Training

Staff development is needed on a continuous basis. A number of libraries in the system will have one or other area where these can help other libraries in in-service training. It is suggested that a survey of staff development needs to be carried out along with a

survey of the training capability of member libraries. Once this is done, a long term staff training programme should be started on a joint basis.

10.5 GENERAL RECOMMENDATIONS

1. Librarians with the cooperation of national and regional agencies should try to develop standards of library service. These would support their demands for increased financial support, more jobs and better status.
2. The university authorities, particularly in Saudi Arabia, should reconsider the position of the Dean of Library Affairs. This position must be filled in by a highly qualified librarian on a permanent basis. Rotating deanship occupied by a non-librarian has deprived the libraries of continuity in leadership and support.
3. The existing library education programmes should be critically evaluated and upgraded to include the use of information technology. Serious consideration should also be given to whether a post-Bachelor rather than an undergraduate programme will produce better qualified information professionals. Equal emphasis should be placed on the English language competency.
4. The university authorities should review librarians cadre and try to bring it on a par with the teaching staff. The present cadre does not meet the demands made on librarians by advanced research and education programmes of the universities.

5. Librarians should encourage and assist Arab publishers and booksellers to devise modern methods in promoting and selling their books.

10.6 CONCLUDING REMARKS

Finally, in concluding this chapter it must be said that from a personal point of view, there is a great urgency for effective cooperation and resource sharing programmes to be established among university libraries in the GCC countries. This urgency is emphasised at the present time, more than ever before because of the existing situation in the Gulf region which makes university libraries more concerned with cooperation with each other than self-sufficient and with services provided to users rather than competition in developing their own resources. The authorities in the university libraries and the Secretariat General of the GCC should make use of this situation to initiate practical and genuine cooperative interlinking activities among the libraries concerned taking into consideration the recommendations suggested in this research.

The recommendations made in this research are not utopian, but rather realistic, and born of great need to save time, effort and money and to improve services. These are based on preparing each university library to participate effectively in the suggested cooperative programmes establishing priorities for resource sharing activities depending on those most needed and desirable areas of cooperation, after which further cooperation in other areas can take place.

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APPENDIX 1

SURVEY QUESTIONNAIRE ON COOPERATION AMONG UNIVERSITY LIBRARIES IN GCC COUNTRIES

This questionnaire is designed to collect data on the present working of University libraries in the GCC countries and on areas of potential cooperation among these libraries. The questionnaire is divided into two parts. The first part consists of questions relating to the administration, technical and public services at the present time. The second part elicits information on the areas of possible cooperation. The aim of this study is to develop a model of cooperative activities for the University libraries in the GCC countries.

Most of the questions require yes or no answers: please provide concise answers where descriptive replies are needed. Your assistance in providing the required information will be highly appreciated.

A summary of the study after its completion will be provided to all participating libraries.

PART ONE

General Information:

1. Name of the University: _____

2. Name of the University library or library system: _____

3. Postal address: _____

4. Telephone No: _____ 5. Telex No: _____
6. Facsimile No: _____
7. Year of establishment: _____

Administrative Organisation:

8. To whom does the University library or library system report?
_____ President/Rector of the University
_____ Vice-President of the University
_____ Vice-President for Graduate Studies
_____ Secretary-General of the University
_____ Other (please specify)

9. Does your library or library system have written rules and regulations governing its administration?

Yes _____

No _____

10. If yes, please enclose a copy of these rules and regulations.

11. Please name the authority of the University which has the power to approve these rules and regulations.

12. Do the rules and regulations mentioned above provide for a University-wide library committee?

Yes _____

No _____

13. If the answer to the above question is yes, please list the major functions and responsibilities of the library committee.

1. _____

2. _____

3. _____

4. _____

5. _____

14. Does the main campus have more than one library?

Yes _____

No _____

15. How many libraries are there on the campus apart from the main library?

16. What is the relationship of other libraries with the main library? Please tick one or more as applicable

_____ Independent of the main library

_____ Fully administered and supervised by the main library

_____ Budget control only

_____ Technical services centralised

17. Does your University have a regional campus or campuses?

Yes _____

No _____

18. What is the relationship of the libraries on the regional campus/campuses with the library or library system of the main campus?

_____ Independent of your system

_____ Administered by your system

Budget

19. What was your annual budget for the following years? Please give the amount in local currency.

<u>Year</u>	<u>Salaries</u>	<u>Reading Materials</u>	<u>Other</u>	<u>Total</u>
81/82	_____	_____	_____	_____
82/83	_____	_____	_____	_____
83/84	_____	_____	_____	_____
84/85	_____	_____	_____	_____
85/86	_____	_____	_____	_____

20. How much money did you spend for the following items during each year?

<u>Item</u>	<u>81/82</u>	<u>82/83</u>	<u>83/84</u>	<u>84/85</u>	<u>85/86</u>
Monographs	_____	_____	_____	_____	_____
Journal Subscriptions	_____	_____	_____	_____	_____
Non-book materials	_____	_____	_____	_____	_____
Manuscripts	_____	_____	_____	_____	_____
Microforms	_____	_____	_____	_____	_____

21. Do you think your present budget is adequate to acquire new materials required for the teaching and research needs of the University?

Yes _____

No _____

Staff

22. What is the designation of the chief executive officer of the University library or University library system?

23. Is the position mentioned above filled?

_____ a) on a permanent basis by a qualified librarian

_____ b) on a term basis by any faculty member

24. If the answer to the question above is (b) is the present incumbent a professional librarian?

Yes _____

No _____

25. Do you have an organisation chart for the library/library system?

Yes _____

No _____

26. If yes, please attach a copy.

27. Please provide details of your library staff for the last five years in the following table:

81/82 82/83 83/84 84/85 85/86

Professional	Local Foreign				
Sub-Professional	Local Foreign				
Clerical	Local Foreign				
Other	Local Foreign				
Total					

/ 28. Is the present staff adequate for your needs?

Yes _____

No _____

29. If your answer to the question above is No, what do you think are the causes responsible for this situation? Please tick one or more as applicable.

_____ a) Scarcity of professional librarian

_____ b) Low salaries

_____ c) Shortage of positions in the budget

Library Collection

30. Please give the total number of volumes/items for various forms of materials for the following years:

Type of Material	81/82	82/83	83/84	84/85	85/86
Books					
Periodical volumes					
Official publications					
Manuscripts					
Microforms					
Films					
Maps					
Dissertations					
Audio/video tapes					
Slides					

31. Is your library a depository for the publications of:

- _____ a) United Nations and its agencies
_____ b) Government publications of the country
_____ c) Others (please specify)

32. Kindly list five subject areas in which your library collection is very strong:

1. _____
2. _____
3. _____
4. _____
5. _____

33. Do you, as a policy, try to develop your monographic collection retrospectively?

Yes _____

No _____

34. If answer to the above question is yes, in which form do you acquire these materials?

- _____ Original editions
_____ Photocopies
_____ Microform

Selection and Acquisition

35. Who is authorised to select reading materials for acquisition?

- _____ a) Library Committee
_____ b) Library staff
_____ c) Heads of academic departments
_____ d) Faculty members
_____ e) Others (please specify)

36. Who has the final authority to approve selected items for acquisition?

_____ a) Head of the library/library system

_____ b) Library Committee

_____ c) Others (please specify)

37. Do you acquire more than one copy of each title?

Yes _____

No _____

38. If answer to the above question is yes, could you kindly describe your policy on duplication of materials?

39. Where do you acquire the selected reading materials from? Please tick one or more as applicable.

_____ a) Local booksellers

_____ b) Foreign booksellers

_____ c) Local publishers direct

_____ d) Foreign publishers direct

40. Please mention three major problems that you face in acquiring reading materials from the sources mentioned above:

1. _____

2. _____

3. _____

41. Do you weed out materials on a regular basis?

Yes _____

No _____

42. If answer to the above question is yes, could you kindly describe the policy and procedures relating to weeding of materials?

43. What difficulties, if any, do you face in acquiring materials?

a) For Arabic materials:

b) For non-Arabic materials:

Classification and Cataloguing:

44. Which subject headings list do you use?

a) For Arabic materials: _____

b) For non-Arabic materials: _____

45. Which cataloguing rules are used in your library/library system?

46. Which classification scheme do you use to organise your collection?

47. Do you use commercial cataloguing services for processing non-Arabic materials?

Yes _____

No _____

48. If answer to the above question is yes, which of the following do you use to get catalogue card sets? Tick one or more as applicable:

- _____ a) Booksellers
_____ b) Catalogue Card Corporation of America
_____ c) Library of Congress
_____ d) Other (please specify)

49. Please give the approximate percentage of materials for which catalogue card sets are acquired from the sources mentioned above.

_____ %

50. Which of the following materials, in your opinion, are difficult to process?

- _____ Arabic language materials
_____ Non-Arabic language materials

51. How much does a book cost you to originally catalogue in your library? Please give the amount in local currency.

52. How much is your backlog of unprocessed books?

Arabic _____
Non-Arabic _____
Total: _____

53. If you have a backlog of unprocessed books, which of the following are the causes of this situation?

- _____ a) Shortage of cataloguers
_____ b) Shortage of sub-professional staff
_____ c) Shortage of typists
_____ d) Shortage of proper equipment
_____ e) Shortage of supplies

54. How many catalogues did you have during the following years?

Cataloguers	81/82	82/83	83/84	84/85	85/86
Local					
Foreign					
Total					

55. Do you think your staffing situation is going to improve during the next five years?

Yes _____

No _____

Bibliographic Services:

56. Do you maintain a union catalogue of all materials available in the main and branch libraries of your University?

Yes _____

No _____

57. If yes, do the branch libraries have a copy of the Union Catalogue?

Yes _____

No _____

58. Do you maintain a Union list of all serials available in the main and branch libraries of the University?

Yes _____

No _____

User Services:

A. Circulation

59. Which of the following categories of patrons use your library?
Please tick as many as applicable.

_____ Teaching staff
_____ Students
_____ Non-teaching staff of the University
_____ Research scholars not belonging to the University
_____ General public

60. How many users entered the main library during the following years?

81/82 _____

82/83 _____

83/84 _____

84/85 _____

85/86 _____

61. Are most of your collections on open shelves?

Yes _____

No _____

62. What types of materials (e.g. manuscripts) do you keep in closed shelves/areas. Please list by type.

63. How many books were borrowed during the following years?

81/82 _____

82/83 _____

83/84 _____

84/85 _____

85/86 _____

64. Are users able to reserve materials borrowed by others?

Yes _____

No _____

Inter-Library Loans:

65. Do you use the inter-library loan service with other libraries?

Yes _____

No _____

66. If answer to the question above is yes, which of the following categories of libraries do you deal with? Please tick one or more as applicable.

_____ a) Libraries and Information Centres in the country

_____ b) Libraries and Information Centres in the GCC countries

_____ c) Libraries and Information Centres outside the GCC countries

67. How do you provide the monographic materials on inter-library loans? Please tick one only.

_____ a) Original copy on loan

_____ b) Photocopy to be kept by the borrowing library

_____ c) Microform copy to be kept by the borrowing library

68. How do you provide the periodical articles on inter-library loans? Please tick one only.

_____ a) Original issue/volume on loan

_____ b) Photocopy to be retained by the borrowing library

_____ c) Microform to be retained by the borrowing library

69. Do you require the borrowing library to pay the cost of photo/microform copies of materials provided?

Yes _____

No _____

70. Does the borrowing library pay the mailing cost of materials sent on inter-library loan?

Yes _____

No _____

71. If the answer to the above two questions is no, would you rather prefer the borrowing libraries to pay these expenses?

Yes _____

No _____

72. How many transactions of inter-library loans were made during the following years?

81/82 82/83 83/84 84/85 85/86

Borrowed by
your library

Loaned by
your library

73. Are the present inter-library loan arrangements satisfactory?

Yes _____

No _____

74. If answer to the above question is no, what are the main problems that you face?

1. _____

2. _____

3. _____

4. _____

75. Are the above arrangements for inter-library loan services based on a formal arrangement?

Yes _____

No _____

76. Are you satisfied with the present mail service among GCC countries?

Yes _____

No _____

77. If answer to the above question is no, which of the following affect your inter-library loan services? Please tick one or more as applicable.

_____ a) Mail service is slow

_____ b) Materials sent on inter-library loan get lost

_____ c) Mail is expensive

_____ d) Other (please specify)

78. Do you think there is lack of communication among University libraries in GCC countries?

Yes _____

No _____

Reference Service:

79. Where do you keep your reference collection?

_____ a) within the library general collection

_____ b) in a separate area of the library

80. How many volumes do you have in your reference collection?

Arabic _____ volumes

Non-Arabic _____ volumes

81. Are indexes and abstracts kept with the reference collection?

Yes _____

No _____

82. Does the reference librarian assist in developing the reference collection?

Yes _____

No _____

83. How many professional librarians work in the reference service area? Please give number.

84. Is the present reference service staff adequate to provide service to faculty and students?

Yes _____

No _____

85. How many reference questions on the average are handled per day?

Periodicals:

86. How many periodical titles were on your current subscription for the following years?

	81/82	82/83	83/84	84/85	85/86
Arabic	_____	_____	_____	_____	_____
Non-Arabic	_____	_____	_____	_____	_____
Total:	_____	_____	_____	_____	_____

87. Please indicate the percentage of periodical titles for which you have complete back sets. Please tick one.

_____ 10%	_____ 60%
_____ 20%	_____ 70%
_____ 30%	_____ 80%
_____ 40%	_____ 90%
_____ 50%	_____ 100%

88. Are you able to meet the faculty demand for new subscriptions each year?

Yes _____

No _____

89. Are you able to meet the faculty demand for the purchase of backsets?

Yes _____

No _____

90. Which of the following equipments do you have?

- a) Photocopying machines
- b) Microproduction equipment
- c) Microform reader/printers
- d) Slide projectors
- e) Film projectors
- f) Video tape recorder/player
- f) Overhead projectors
- g) Cassette recorder/player

On-Line Database Search Services:

91. Do you provide access to foreign databases to research scholars in the University?

Yes _____

No _____

92. If answer to the above question is yes, how do you access to the databases?

- _____ a) On-line direct link
- _____ b) Through a national centre

93. Please list the national bases, if there are any in your country, to which you have access:

94. Is access to the databases mentioned above on-line?

Yes _____

No _____

Automation of Library Operations:

95. Are any of the library functions computerised?

Yes _____

No _____

96. If answer to the above question is yes, please check the function and stage of automation for each function.

<u>Function</u>	<u>Fully automated</u>	<u>Being automated</u>	<u>Being planned</u>
Circulation	_____	_____	_____
Cataloguing	_____	_____	_____
Acquisition	_____	_____	_____
Serials	_____	_____	_____
Public catalogue	_____	_____	_____

97. Did you develop your in-house system for library automation?

Yes _____

No _____

98. If answer to the above question is no, which system are you using?

99. If none of the library functions are computerised, are you planning to introduce automation in the near future?

Yes _____

No _____

100. If answer to the above question is yes, which of the following options would you select?

_____ a) system already being used by some libraries in the country

_____ b) develop a new system locally.

* * * * *

PART TWO

Cooperation with Other Libraries:

101. Does your library participate in any cooperative activities with other libraries or research centres in the country?

Yes _____

No _____

102. If answer to the above question is yes, please name the libraries and research centres you cooperate with.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

103. Which of the following cooperative activities do you engage in?
Please tick as many as applicable.

- ☐ 1. Acquisition of current materials
- ☐ 2. Acquisition of backsets of journals
- ☐ 3. Classification and cataloguing
- ☐ 4. Preparation of Union lists of serials
- ☐ 5. Microfilming of local newspapers
- ☐ 6. Automation of library operations
- ☐ 7. Reference services
- ☐ 8. Inter-library loan services
- ☐ 9. Personnel training
- ☐ 10. Other (please specify)

104. Are the present cooperation activities based on:

- ☐ a) Formal agreements approved by higher authorities
- ☐ b) Informal agreement

105. If the cooperative activities are based on formal agreement, is there a committee or council which is authorised to take decisions in this regard?

Yes _____

No _____

106. If answer to the above question is yes, please name this council or committee.

107. Are there any rules and regulations which govern the composition, functions and working of this committee or council?

Yes _____

No _____

108. If answer to the above question is yes please enclose a copy of these rules and regulations.

109. Are you satisfied with the present cooperative activities your library is engaged in?

Yes _____

No _____

110. If answer to the above question is no, what are the major problems which are retarding cooperation among libraries in your country? Please list three problems only.

1. _____

2. _____

3. _____

111. Do you think University libraries in GCC countries are facing similar problems?

Yes _____

No _____

112. Please list four major problems, you think University libraries in GCC countries are facing at the present time.

1. _____

2. _____

3. _____

4. _____

113. Do you think that the formation of the Gulf Cooperation Council provides a framework and a strong basis for developing cooperative programmes among University libraries in these countries?

Yes _____

No _____

114. Do you think participation in cooperative programmes with GCC University libraries will be beneficial to all participating libraries?

Yes _____

No _____

115. In what ways do you think your library will benefit from a cooperative programme mentioned above?

1. _____
2. _____
3. _____
4. _____

116. If a model for cooperation among University libraries in GCC countries was developed, in what order of priority would you put the following areas?

<u>Area</u>	<u>High</u>	<u>Priority Medium</u>	<u>Low</u>
1. Collection development	_____	_____	_____
2. Classification and cataloguing	_____	_____	_____
3. Preparation of Union lists of serials	_____	_____	_____
4. Microfilming of local newspapers	_____	_____	_____
5. Automation of library operations	_____	_____	_____
6. Inter-library loan	_____	_____	_____
7. Personnel training	_____	_____	_____
8. Other (please specify)			

117. If a model for cooperation among University libraries in GCC countries was developed, who do you think should take the lead to initiate it?

- _____ a) GCC Secretariat
- _____ b) Your University
- _____ c) Any other University

118. What do you think should be the composition of the body to be made responsible for implementing the cooperative programme?

- _____ a) One member from each University library
- _____ b) One member from each GCC country

119. Where do you think the Secretariat of the body mentioned above should be located?

- _____ a) At the GCC Secretariat
- _____ b) At one of the universities
- _____ c) Rotated on a yearly basis among all Universities

120. Which of the following problems in your opinion might adversely affect cooperation activities among University libraries in GCC countries? Please tick one or more as applicable.

- _____ a) Lack of support from higher authorities
- _____ b) Lack of financial support
- _____ c) Lack of manpower
- _____ d) Too much burden on larger University libraries
- _____ e) Lack of good mail services
- _____ f) Lack of goodwill among librarians

121. If a bibliographic database of all materials available in the University libraries of the GCC countries was planned, would you be prepared to contribute your holdings to this database?

Yes _____

No _____

122. If answer to the above question is yes, would you be willing to share the cost of maintenance of such a database?

Yes _____

No _____

123. Kindly provide any additional comments and recommendations concerning the development of cooperation among University libraries in GCC countries.

APPENDIX 2

ARABIC VERSION OF THE QUESTIONNAIRE

بسم الله الرحمن الرحيم

استبيان عام عن التعاون بين المكتبات الجامعية
فى دول مجلس التعاون الخليجى

يهدف الباحث من تصميم هذا الاستبيان اعداد دراسة تستهدف تطوير
نموذج لمجالات التعاون بين المكتبات الجامعية فى دول مجلس التعاون الخليجى.
وقد صمم الاستبيان المرفق بغرض جمع بيانات أساسيه حول الأوضاع القائمة
حالياً فى المكتبات الجامعية لدول مجلس التعاون الخليجى وكذلك استطلاع
مجالات التعاون الممكنه بين تلك المكتبات .

ويأتى تصميم الاستبيان فى قسمين ، يخصص الاول لاستطلاع الأوضاع القائمة فى
المجالات الادارية والاجراءات الفنيه والخدمات العامه ، ويخصص القسم الثانى
لاستطلاع بيانات حول المجالات الممكنه للتعاون .

ان معظم الاسئلة فى هذا الاستبيان تتطلب الاجابه بنعم أو لا . وفى حاله
الاجابات الوصفيه يأمل الباحث ان تكون موجزة ودقيقة .

ان الباحث يقدر المساعدة التى تقدمونها فى اعداد هذا الاستبيان ، ويعود
بتزويدهم بملخص للنتائج التى تخلص اليها الدراسة بعد اعدادها .

القسم الأول

بيانات عامة :

٠١ اسم الجامعة : _____

٠٢ اسم المكتبة أو النظام المكتبي : _____

٠٣ العنوان البريدي : _____

٠٤ رقم الهاتف : _____ ٠٥ رقم التلكس : _____

٠٦ رقم الفاكسيميلي : _____

٠٧ تاريخ انشاء المكتبة : _____

التنظيم الإداري :

٠٨ ما هي جهة الإشراف المباشر على المكتبة ؟

مدير الجامعة _____

وكيل الجامعة _____

وكيل الجامعة للدراسات العليا _____

أمين عام الجامعة _____

آخر (فضلا حدد مسمى وظيفته) _____

٩. هل هناك قواعد ولوائح مكتوبه تحكم ادارة المكتبه

_____ نعم

_____ لا

١٠. اذا كانت اجابة السؤال السابق بنعم فالمرجو ارفاق نسخة من تلك القواعد أو اللوائح المكتوبه .

١١. من هي الجهة التى تملك حق اصدار القواعد واللوائح الخاصة بالمكتبه؟
.....

١٢. هل تنص القواعد واللوائح المشار اليها أعلاه على وجود لجنة للمكتبه بالنسبة للجامعة ككل ؟

_____ نعم

_____ لا

١٣. اذا كانت الاجابة السابقة بنعم ، أسرد فضلا وظائف ومسؤوليات لجنة المكتبه .

أ

ب

ج

د

هـ

و

١٤. هل يحتوى الحرم الجامعى على أكثر من مكتبه واحده ؟

_____ نعم

_____ لا

١٥. ماعدد المكتبات الفرعيه فى الجامعه ؟

_____ مكتبه

١٦. ما هي علاقة المكتبات الفرعيه بالمكتبه المركزيه ؟ (اختر الاجابه المناسبه)

_____ مستقله عن المكتبه المركزيه

_____ تتبع المكتبه المركزيه بشكل كامل

_____ تتبع المكتبه المركزيه ماليا فقط

_____ تتبع المكتبه المركزيه فى الاجراءات الفنيه

١٧. هل تضم جامعتكم فروعاً أخرى خارج نطاق الحرم الجامعى الرئيسى ؟

_____ نعم

_____ لا

١٨. فى حالة الاجابة بنعم فى السؤال السابق ، ما هي علاقة المكتبات

فى فروع الجامعه بالمكتبه المركزيه للجامعه ؟

_____ مستقله عن المكتبه المركزيه

_____ تتبع المكتبه المركزيه بشكل كامل

_____ تتبع المكتبه المركزيه بشكل جزئى

١٩. الميزانيه السنويه للأعوام الماضيه (فضلا استخدم العملات المحليه)

السنه	الرواتب	التزويد	مصاريف اخرى	المجموع
٨٢/٨١	_____	_____	_____	_____
٨٣/٨٢	_____	_____	_____	_____
٨٤/٨٣	_____	_____	_____	_____
٨٥/٨٤	_____	_____	_____	_____
٨٦/٨٥	_____	_____	_____	_____

٢٠. ما هي المبالغ التي صرفت لتأمين المواد التالية خلال السنوات المشار اليها ؟

المادة	٨٢/٨١	٨٣/٨٢	٨٤/٨٣	٨٥/٨٤	٨٦/٨٥
الكتب	_____	_____	_____	_____	_____
الاشتراكات الدورية	_____	_____	_____	_____	_____
المواد من غير الكتب	_____	_____	_____	_____	_____
المخطوطات	_____	_____	_____	_____	_____
المصغرات	_____	_____	_____	_____	_____

٢١. هل تعتقد بأن المخصصات المالية الحالية كافية لتأمين المواد التي تحقق أهداف الجامعة التدريسية والبحثية ؟

_____ نعم
_____ لا

٢٢. ما هو مسمى المسؤول الرئيسي عن مكتبات الجامعة ؟

.....

٢٣. يشغل ^{٥٥}/_{٥٥} المنصب المشار اليه في السؤال السابق

_____ أ. بمختص في علوم المكتبات على أساس ثابت
_____ ب. بأحد أعضاء هيئة التدريس في الجامعة على أساس دوري.

٢٤. في حالة اختيار الاجابه (ب) في السؤال السابق ، هل المسؤول الحالي مختصا في علوم المكتبات والمعلومات ؟

_____ نعم
_____ لا

٢٥- هل لديكم خارطة تنظيمية للمكتب / للنظام المكتبي ؟

_____ نعم

_____ لا

٢٦- في حالة الإجابة بنعم ، فأمل ارفاق نسخة منها .

٢٧- املأ فخلا الجدول التالي بالتفاصيل الخاصة بالعاملين في المكتب

خلال لسنوات الخمس العاضيه

القبـه	الجنسية	٨٢/٨١	٨٣/٨٢	٨٤/٨٣	٨٥/٨٤	٨٦/٨٥
لمهنيون	موطنون جانب					
لفنيون لمساعدون	موطنون أجانب					
الكتبه	مواطنون جانب					
آخرون	مواطنون أجانب					
المجموع						

٢٨٠ هل تعتبرون بصفه عامه .أن العاملين حاليا يجسدون الاحتياجات الفعلية ؟

_____ نعم

_____ لا

٢٩٠ اذا كانت الاجابه فى السؤال السابق بلا ، فما هي فى رأيكم الاسباب

التي أدت الى ذلك الوضع . فضلا أختار اجابة أو أكثر مما يلى :

أ . ندرة المختصين من المكتبيين

ب . ضآله الرواتب

ج . عدم اعتماد الوظائف الكافيه فى الميزانيه

د . أسباب أخرى (نأمل تحديدها فيما يلى)

.....

.....

.....

المجموعات :

٣٠. املاء فضلا الجدول التالى موضحا اجمالى مجلدات المواد للانمـاط
المحددة فى الجدول حسب السنوات

السنوات					المواد
٨٦/٨٥	٨٥/٨٤	٨٤/٨٣	٨٣/٨٢	٨٢/٨١	
					الكتب
					مجلدات الدوريات
					المطبوعات الرسميه
					المخطوطات
					المصغرات
					الأفلام
					الخرايط
					الرسائل الجامعيه
					الاشراط السمعيصريه
					الشرائح

٣١ . هل تعد مكتبكم مكتبة ايداع بالنسبة لمطبوعات

_____ أ . الأمم المتحدة وهيئاتها المختلفه

_____ ب . المطبوعات الحكوميه المحليه

_____ ج . أية جهة أخرى . وما هي (:)

٣٢ . عدد أهم خمس مجالات موضوعيه تتميز فيها مجموعات مكتبكم بالقوه .

_____ أ .

_____ ب .

_____ ج .

_____ د .

_____ هـ .

٣٣ . هل تحاولون تطوير مجموعه المطبوعات الراجعه ، وهل للمكتبه سياسة

واضحه فى هذا الاتجاه ؟

_____ نعم

_____ لا

٣٤ . اذا كانت اجابة السؤال الماضى بنعم ، فما هي الاشكال التى تنموز

بها المجموعات الراجعه .

_____ الطبعات الاصليه

_____ مصورات

_____ مصغرات فلميه

الاختيار والتزويد :

٠٣٥ من هي الجهة المسؤولة عن الاختيار فى التزويد

- _____ أ . لجنة المكتبه
_____ ب . موظفو المكتبه
_____ ج . رؤساء الأقسام العلميه
_____ د . اعضاء هيئة التدريس
_____ هـ . آخرون (حددهم فضلا)

٠٣٦ من هي الجهة التى تملك صلاحية الموافقه على التزويد

- _____ أ . مدير المكتبه أو المكتبات
_____ ب . لجنة المكتبه
_____ ج . آخرون (حدد فضلا)

٠٣٧ هل تؤمنون أكثر من نسخة واحدة من كل عنوان

- _____ نعم
_____ لا

٠٣٨ اذا كانت اجابة السؤال الماضى بنعم ، فهل من الممكن وصف سياست

بالنسبه للنسخ المتكرره ؟

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

٣٩٠ ما هي جهات التوريد التي تعتمدون عليها في تأمين المواد المكنة
اختر فضلا واحدا أو أكثر من الآتي :

- _____ أ . وكلاء وبائعو كتب محليون
_____ ب . وكلاء وبائعو كتب في الخارج
_____ ج . ناشرون محليون
_____ د . ناشرون في الخارج

٤٠٠ ما هي المشاكل التي تعترضكم في التوريد بالنسبة للمصادر المشـ
اليها في السؤال الماضي . فضلا حدد أهم ثلاث مشاكل رئيسيه :

- أ .
..... ب .
..... ج .

٤١٠ هل تتخلصون من بعض المواد المكتبيه دوريا ؟

- _____ نعم
_____ لا

٤٢٠ اذا كانت الاجابه على السؤال الماضي بنعم ، فهل بامكانكم وصـ
سياستكم واجراءاتكم بالنسبة للتخلص من المواد ؟

-
.....
.....

٠٤٣ ما هي أهم المشاكل التي تعترضكم فى تأمين المواد التاليه

أ . المواد العربيه

.....
.....

ب . المواد الغير عربيه

.....
.....

الفهرسة والتصنيف :

٠٤٤ ما هي قائمة رؤوس الموضوعات التى تستخدمونها ؟

أ . بالنسبه للمواد العربيه
ب . بالنسبه للمواد غيرالعربيه

٠٤٥ ما هي القواعد التى تستخدمونها فى فهرسة مواد المكتبه

.....

٠٤٦ ما هي جداول التصنيف التى تستخدمونها لتصنيف المواد المكتبيه

.....

٠٤٧ هل تستخدمون خدمات الفهرسه التجاريه لفهرسة المواد غيرالعربيه

_____ نعم

_____ لا

٤٨ . اذا كانت اجابة السؤال الماضى بنعم ، فما هي الجهات التى تستخدمون خدماتها ؟

- _____ أ . وكلاء وبائعو الكتب
 _____ ب . المؤسسة الأمريكیه لبطاقات الفهرسه
 _____ ج . مكتبة الكونجرس
 _____ د . آخرون (حددهم فضلا)

٤٩ . وضح فضلا النسبه المئويه للمواد التى تستخدمون لفهرستها المصادر المشار اليها فى السؤال الماضى .
 %

٥٠ . ما هو اجمالى العناوين والمجلدات التى تمت فهرستها خلال السنوات الخمس الماضيه .

٨٦/٨٥	٨٥/٨٤		٨٤/٨٣		٨٣/٨٢		٨٢/٨١		
	عنوان	مجلد	عنوان	مجلد	عنوان	مجلد	عنوان	مجلد	
									المواد العربيه
									المواد غير العربيه
									المجموع

٥١ . ما هى أكثر المواد فى رأيكم اكثر صعوبة فى الفهرسه ؟

- _____ المواد العربيه
 _____ المواد الغير عربيه
 _____ مواد أخرى (حدد فضلا)

٥٢. كم تبلغ فى اعتقادكم تكلفه فهرسة الكتاب الواحد فهرسة أصلية
بمكتبكم . فضلا اعط رقم التكلفه بالعمله المحليه .

.....

٥٣. ما هو العدد التقريبى للمواد التى تنتظر الفهرسة

مواد عربيه

مواد غير عربيه

المجموع

٥٤. بالنسبة لمشكلة تراكم المواد فى انتظار الفهرسه . ما هى فى نظركم
الاسباب التى تسبب تلك المشكله .

أ . نقص المفهرسين .

ب . نقص الفنيين المساعدين

ج . نقص طابعى الآلهه

د . نقص الأدوات المناسبه

هـ . نقص المواد اللازمه للفهرسه

و . أسباب أخرى (حددها فضلا)

.....

٥٥ ما هو عدد المفهرسين فى المكتبه خلال السنوات الخمس الماضيه ؟

السنوات					المفهرسون
٨٦/٨٥	٨٥/٨٤	٨٤/٨٣	٨٣/٨٢	٨٢/٨١	مفهرسون محليون
					مفهرسون اجانب
					الاجمالى

٥٦ فى حالة وجود مشاكل فى عندد العاملين بالمكتبه ، هل باعتقادكم بأن تلك المشاكل ستجد طريقها للحل خلال السنوات الخمس القادمه؟

نعم _____

لا _____

الخدمات الببليوجرافيه :

٥٧ هل لديكم فهرسا موحدا يضم جميع المواد التى تحتويها المكتبه المركزيه والمكتبات الفرعيه بالجامعه ؟

نعم _____

لا _____

٥٨ اذا كانت الاجابة على السؤال الماضى بنعم ، فهل تحتوى المكتبات الفرعيه على نسخة من الفهرس الموحد ؟

نعم _____

لا _____

٥٩. هل لديكم قائمة موحده بالدوريات التى تضمها المكتبه المركزيسه
والمكتبات الفرعيه للجامعه؟

_____ نعم

_____ لا

خدمات القراء (الاعاره)

٦٠. تستخدم مكتبتكم من قبل (حدد واحده أو أكثر)

_____ اعضاء هيئة التدريس

_____ الطلاب

_____ منسوبى الجامعة من الاداريين والفنيين وغيرهم

_____ باحثون من غير منسوبى الجامعة

_____ العامه

٦١. ما هى الاعداد التقريبية لمستخدمى المكتبه خلال السنوات التاليه؟

_____ ٨٢/٨١

_____ ٨٣/٨٢

_____ ٨٤/٨٣

_____ ٨٥/٨٤

_____ ٨٦/٨٥

٦٢. هل تستخدمون نظام الرفوف المفتوحه

_____ نعم

_____ لا

٦٣. ما هي المواد التي تحتفظون بها في رفوف مقفله . (حددها فضلا بنمط الم

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

٦٤. كم يبلغ عدد الكتب والمواد التي أعيرت خلال السنوات التالية ؟

٨٢/٨١ _____
٨٣/٨٢ _____
٨٤/٨٣ _____
٨٥/٨٤ _____
٨٦/٨٥ _____

٦٥. هل بإمكان مستخدم المكتبة حجز مادة معاره للغير ؟

نعم _____
لا _____

الاعارة بين المكتبات :

٦٦. هل تستخدمون أى نمط من أنماط خدمات الاعارة بين المكتبات مع

مكتبات أخرى .

نعم _____
لا _____

٠٦٧ اذا كانت اجابة السؤال الماضى بنعم ، فأى فئة من الفئات التالية تتعاونون معها فى مجال الاعاره . (فضلا اختر فئة أو أكثر)

- _____ أ . المكتبات ومراكز المعلومات المحلية داخل القطر
_____ ب . المكتبات ومراكز المعلومات فى اطار مجلس التعاون الخليجى
_____ ج . المكتبات ومراكز المعلومات خارج اطار مجلس التعاون الخليجى

٠٦٨ ما هي الأشكال التى تقدمون بها المواد لأغراض الاعاره بين المكتبات

- _____ أ . اعارة الاعمال الاصلية
_____ ب . استنساخ مصور يحتفظ به فى مكتبة الاستعاره
_____ ج . نسخه مايكروفيلميه يحتفظ بها فى مكتبة الاستعاره

٠٦٩ ما هو الشكل الذى تقدمون به مقالات الدوريات لأغراض الاعارة بين المكتبات . (اختر واحدا من التالى)

- _____ أ . اعارة العدد الاصلى من الدوريه
_____ ب . استنساخ مصور للمقاله يتم الاحتفاظ به فى مكتبه الاستعاره .
_____ ج . مصغر فيلمى للمقاله يتم الاحتفاظ به فى مكتبه الاستعاره .

٠٧٠ هل تلزمون مكتبه الاستعاره بدفع تكاليف تصوير المواد ؟

- _____ نعم
_____ لا

٠٧١ هل تدفع مكتبة الاستعاره تكاليف البريد المترتب على استخدام

خدمات الاعاره بين المكتبات ؟

- _____ نعم
_____ لا

٧٢. إذا كانت الاجابة على السؤالين الماضيين بلا . فهل تفضل ان تتحمل مكتبات الاستعاره تكاليف خدمات الاعاره بين المكتبات ؟

_____ نعم

_____ لا

٧٣. كم عدد عمليات الاعارة بين المكتبات التى أجريت خلال السنوات الموضحة فى الجدول التالى :

٨٦/٨٥	٨٥/٨٤	٨٤/٨٣	٨٣/٨٢	٨٢/٨١	
					استعيرت من قبل كليتكم
					أعيرت من قبل كليتكم

٧٤. هل تشعرون بالرضا عن الترتيبات الحاليه لنظام الاعاره بين المكتبات؟

_____ نعم

_____ لا

٧٥. إذا كانت اجابة السؤال الماضى بلا ، ما هي المشاكل الرئيسة التى واجهتكم فى هذا النظام ؟

- ١
- ب
- ج
- د

٧٦. هل الترتيبات الخاصة بالاعارة بين المكتبات اعتمدت على ترتيبات رسميه مسبقه ؟

_____ نعم

_____ لا

٧٧. هل تشعرون بالرضا للخدمات البريدية الحاليه بين دول مجلس التعاون لخليجى ؟

_____ نعم

_____ لا

٧٨. اذا كانت اجابة السؤال الماضى بلا ، فأى من الجمل المذكورة "لناه" تؤثر فى اعتقادكم على خدمات الاعارة بين المكتبات .
(عملا اختر جملة "و أكثر)

_____ أ . خدمات البريد بطيء

_____ ب . بعض المواد التى ترسل فى اطار نظام الاعاره بين المكتبات

تفقد فى البريد

_____ ج . الخدمات البريدية باهظه التكاليف

_____ د . حقائق أخرى فضلا حدها)

.....

٧٩. هل تعتقدون بعدم وجود ترابط جيد بين المكتبات الجامعيه لـدول مجلس التعاون الخليجى ؟

_____ نعم

_____ لا

خدمات المراجعين:

٨٠. كم عدد المجلدات فى قسم المراجع بمكتبتكم ؟

باللغة العربية مجلدا

باللغات غير العربيه مجلدا

٥٨١. هل تحتفظون بالكشافات والمستخلصات ضمن مجموعته المراجع ؟

نعم

4

٥٨٢. هل يسهم أمين المراجع في تطوير مجموعه المراجع بالمكتبه ويشارك

فی الاختیار ؟

معم

2. _____

٨٣. كم عدد المختصين من المكتبيين ممن يعملون في وحدة خدمات المراجع؟

(فضلًا حدد العدد)

آمینا

٥٨٤ هل تعتقدون بكفاية العدد الحالي من العاملين في خدمات المراجع

بمکتبتکم ؟

نعم

72 _____

٨٥ . كم متوسط عدد الاستفسارات المرجعية التي تجرونها يوميا ؟

..... استفسارا مرجعيا .

الدوريات : _____

٨٦ . كم عدد عناوين الدوريات لديكم خلال السنوات التالية :

٨٦/٨٥	٨٥/٨٤	٨٤/٨٣	٨٣/٨٢	٨٢/٨١	
					عربيـــــــــه
					غير عربيـــــــــه
					المجمــــــــوع

٨٧ . اعط فضلا النسبه المئويه لمجموعه عناوين الدوريات التي تمتلكون

منها مجموعات كامله ابتداء من العدد الاول .

٦٠ % _____	١٠ % _____
٧٠ % _____	٢٠ % _____
٨٠ % _____	٣٠ % _____
٩٠ % _____	٤٠ % _____
١٠٠ % _____	٥٠ % _____

٨٨ . هل بامكانكم تلبية حاجات اعضاء هيئة التدريس بالنسبه لاشتراكات

الدوريات الجديده التي يقترحونها كل عام .

نعم _____ أحيانا _____

لا _____

٠٨٩ هل بإمكانكم تلبية حاجات أعضاء هيئة التدريس بالنسبة لشراء مجموعات الدوريات الكاملة التى يقترحونها ؟

_____ نعم
_____ لا
_____ أحيانا

٠٩٠ أى من الأجهزة والأدوات التالية تتوفر بمكتبتكم ؟

- _____ أ . أجهزة تصوير استنساخ
- _____ ب . أجهزة تصغير
- _____ ج . أجهزة طباعة وقراءة المصغرات
- _____ د . أجهزة عرض الشرائح
- _____ هـ . أجهزة عرض الأفلام
- _____ و . أجهزة فيديو
- _____ ز . أجهزة المصباح السحري
- _____ ح . أجهزة مسجلات صوته

خدمات قواعد المعلومات الببليوجرافيه :

٠٩١ هل تقدمون أية خدمات من قواعد المعلومات الببليوجرافيه الاجنبيه للباحثين فى الجامعه ؟

_____ نعم
_____ لا

٠٩٢ اذا كانت اجابه السؤال الماضى بنعم ، فما هو مدخلكم لقواعد المعلوم

- _____ أ . اتصال مباشر بقواعد المعلومات
- _____ ب . اتصال من خلال أحد المراكز الوطنيه

٠٩٣ حدد فضلا قواعد المعلومات الوطنيه التى تتوافر ببلادكم من التى
تتملون بها لأغراض المعلومات الببليوجرافيه

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

٠٩٤ هل الاتصال بقواعد المعلومات الوطنيه المشار اليها فى السؤال
الماضى يتم بشكل مباشر ؟

_____ نعم
_____ لا

مكنه عمليات المكتبات :

٠٩٥ هل تم تحويل أى من العمليات المكتبيه لديكم الى الآليه ؟

_____ نعم
_____ لا

٠٩٦ اذا كانت اجابة السؤال الماضى بنعم ، فضلا عدد نوع العمليه والمرحله
التي وصلت اليها عملية الآليه .

العملية	آليه تامه	يجرى العمل على الآليه	نخطط لآليتها حالاً
الاعماره			
الفهرسه			
التزويد			
الدوريات			
الفهرس العام			

٠٩٧ هل تطورون أو طورتم نظاما خاصا بكم لمكنة عمليات المكتبة ؟

_____ نعم

_____ لا

٠٩٨ اذا كانت اجابة السؤال الماضى بلا ، فما هو النظام الآلى الذى

تطبقونه على مكنة عمليات المكتبات لديكم .

تطبق نظام

٠٩٩ فى حالة عدم تطبيق المكنة حاليا على مكتبكم ، هل تخططون

مستقبلا للتطبيق الآلى على عمليات المكتبات ؟

_____ نعم

_____ لا

٠١٠٠ اذا كانت اجابة السؤال الماضى بنعم ، فما هي البدائل التى

تختارونها مما يلى بالنسبه لتصميم النظام الآلى .

_____ أ . اختيار تصميم قائم سبق تطبيقه واستخدامه فى

مكتبات أخرى .

_____ ب . تصميم وتطوير نظام خاص بالمكتبة .

القسم الثانى

التعاون مع المكتبات الأخرى

١٠١ هل تشارك مكتبكم فى أى نشاط تعاونى مع مكتبات ومراكز أخرى ؟

_____ نعم

_____ لا

١٠٢ إذا كانت اجابة السؤال الماضى بنعم ، فضلا حدد الجهات التى تتعاون معها المكتبة .

- أ
- ب
- ج
- د
- هـ
- و
- ز
- ح
- ط
- ى

- ٠١٠٣ أى من الأنشطة التعاونيه الآتية ترتبط بها مكتبكم .
(أكثر واحدا أو أكثر)

_____ التزويد الجارى
_____ تزويد الدوريات
_____ الفهرسه والتصنيف
_____ اعداد الفهارس الموحدہ للدوريات
_____ التصغير المايكروفيلى للصحف المحليه
_____ مكنة عمليات المكتبات
_____ خدمات المراجع
_____ خدمات الاعارة بين المكتبات
_____ التدريب
_____ برامج أخرى (فضلا حددهـ)
.....
.....
.....

- ٠١٠٤ تقوم الأنشطة التعاونيه الحاليه على

_____ أ . اجراءات رسميه شم اعتمادها من قبل السلطات الرسميه
_____ ب . اجراءات وديه غير رسميه

- ٠١٠٥ فى حالة قيام الانشطه التعاونيه بناء على اجراءات رسميه ، فهل
هناك لجنة أو مجلس أو هيئة مخولة لاتخاذ قرارات بشأن الانشطه
التعاونيه ؟

_____ نعم
_____ لا

٠١٠٦ اذا كانت اجابة السؤال الماضى بنعم ، حدد فضلا مسمى الجهة
أو اللجنة أو المجلس .

.....

٠١٠٧ هل هناك أى لوائح أو قواعد تحكم أعمال اللجنة أو المجلس .

_____ نعم

_____ لا

٠١٠٨ اذا كانت اجابة السؤال الماضى بنعم ، فضلا أرفق نسخة من تلك
اللوائح .

٠١٠٩ هل تشعر بالرضا لبرامج الانشطة التعاونيه التى تنجزها مكتبكم ؟

_____ نعم

_____ لا

٠١١٠ اذا كانت الاجابه على السؤال الماضى بلا ، فما هي المشاكل
الرئيسيه التى تعترض تنفيذ برامج تعاونيه بين المكاتب
فى البلاد . (فضلا حدد أهم ثلاث مشاكل)

٠١ ١

٠٢ ٢

٠٣ ٣

٠١١١ هل تعتقد بأن المكاتب الجامعيه فى دول مجلس التعاون الخليجى
الاخرى تواجه مشاكل مماثلـــــــــــــــــه ؟

_____ نعم

_____ لا

٠١١٢ فضلا حدد أهم أربعة مشاكل رئيسيه تواجه المكتبات الجامعيه

بدول مجلس التعاون الخليجي فى الوقت الحاضر

- ٠١
- ٠٢
- ٠٣
- ٠٤

٠١١٣ هل تعتقدون بأن انشاء مجلس التعاون الخليجي من الممكن أن يقدم

اطارا وقاعده أساسية لتطوير برامج تعاونيه بين المكتبات
الجامعيه لدول مجلس التعاون الخليجي ؟

نعم _____
لا _____

٠١١٤ هل تعتقدون بأن الارتباط فى برامج تعاونيه يمكن أن يكون ذا فائدة

ايجابيه لجميع المكتبات الجامعيه التعاونيه .

نعم _____
لا _____

٠١١٥ ما هى أشكال الاستفادة التى تستفيد بها مكتبتكم فى حاله ارتباطها

ببرامج تعاونيه مع المكتبات الأخرى كالتى أشير لها فى الأسئله
الماضيہ :

- ٠١
- ٠٢
- ٠٣
- ٠٤

١١٦ . فى حالة تطوير نموذج للتعاون بين المكتبات الجامعيه لدول مجلس
التعاون الخليجى ، فى أى أولوية أو أهمية تصنفون المجالات التالية :

الأولويه أو الأهميهـــــــــــــــــه			المجـــــــــــــــــالات
متدنيه	متوسطه	عاليه	
			٠١ تنمية المجموعــــــــــــــــات
			٠٢ الفهرسة والتصنيف
			٠٣ القوائم الموحده للدوريات
			٠٤ التصغير الفلمى للمصحف
			٠٥ مكننة عمليات المكتبات
			٠٦ الاعارة بين المكتبات
			٠٧ التدريــــــــــــــــب
			٠٨ مجالات أخرى وهي :
		
		
		

١١٧ . فى حالة تطوير نموذج للتعاون بين المكتبات الجامعية لدول مجلس التعاون الخليجى ، من هي - فى اعتقادكم - الجهة التى يجب أن تأخذ زمام المبادرة فى البدء فيه .

- _____ أ . الأمانة العامة لمجلس التعاون
_____ ب . جامعتكم
_____ ج . أى جهة أخرى (حددها فضلا)

١١٨ . فى حالة قيام هيئة للتعاون بين المكتبات الجامعية بدول مجلس التعاون ، ما هو نظام التمثيل المناسب فى تلك الهيئة .

- _____ أ . عضو من كل مكتبة جامعية خليجية
_____ ب . عضو واحد من كل دولة من دول مجلس التعاون .

١١٩ . فى حالة قيام هيئة للتعاون بين المكتبات الجامعية لدول مجلس التعاون ، ما هو - فى اعتقادكم - أنسب موقع لها ؟

- _____ أ . فى مقر الأمانة العامة لدول مجلس التعاون الخليجى
_____ ب . فى احدى الجامعات الخليجيه
_____ ج . فى مواقع مختلفه بحيث يتم الاشراف دوريسا من قبل الجامعات الخليجيه

٠١٢٠ أي من المشاكل التالية يمكن - فى اعتقادكم - أن تؤثر بشكل ضـ
على تطوير نظام للتعاون بين المكتبات الجامعيه لدول مجلـ
التعاون (فضلا اختر واحدة أو أكثر)

- _____ أ. عدم تشجيع السلطات المسؤوله فى الجامعات
- _____ ب. ضعف الدعم المادى
- _____ ج. ضعف القوى البشرىه العامله
- _____ د. اضعاء الثقل الأكبر على المكتبات الجامعيـ
الكبرىه .
- _____ هـ. ضعف الخدمات البريديه الجيده
- _____ و. عدم ارتياح أمناء المكتبات لبرامج التعاون

٠١٢١ فى حالة التخطيط لقيام قاعدة معلومات ببليوغرافيه تضم جميـ
المواد المتوفره فى المكتبات الجامعيه لدول مجلس التعاون
هل لديكم الاستعداد لوضع مجموعاتكم فى خدمة قاعدة المعلومات
المذكوره .

_____ نعم
_____ لا

٠١٢٢ اذا كانت اجابة السؤال الماضى بنعم ، هل لديكم الرغبه للمشاركة
فى تحمل تكاليف استمرار قاعدة المعلومات المذكوره وتطويرها .

_____ نعم
_____ لا

١٢٣. في حالة وجود أي معلومات اضافيه أو تعليقات أو توصيات بشأن تطوير مجالات وأنشطه التعاون بين المكتبات الجامعيه لـ جدول مجلس التعاون الخليجي ، يأمل الباحث أن تتكروموا باضافتهـــا فيمايلي: (أو في صفحات أخرى اضافيه)

شاكرا تعاونكم ، ومقدرا ما بذلت من جهد ووقت في تعبئة هذا الاستبان .

فجزاكم الله خيرا .

آنس صالح طاشکنسدی

APPENDIX 3

NAMES OF AUTHORITIES INTERVIEWED DURING THE FIELD TRIP

	<u>Name</u>	<u>Position</u>
1.	Dr Hisham A. Abbas	Dean of Library Affairs, KAAU Jeddah
2.	Dr Mumtaz A. Anwar	Director of Central Library, KAAU Jeddah
3.	Prof Abbas S. Tashkandy	Professor of Library Science and Secretary of Research Council, KAAU, Keddah
4.	Dr Nasser Al-Barakati	Dean of Library Affairs, UAQU Makkah
5.	Dr Abdulsabuh Kasimi	Director of Central Library, UAQU Makkah
6.	Dr Ali Sultan Hakami	Dean of Library Affairs, IU Medina
7.	Dr Saad Al-Rashid	Dean of Library Affairs, KSU Riyadh
8.	Dr Mohammed H. Al-Zair	Dean of Library Affairs, IMSU Riyadh
9.	Dr Ahmad A. Tamraz	Assistant Professor and Director- General of Technical Services IMSU, Riyadh
10.	Mr Mohammed A. Al-Tasan	Director of Information Centre KACST, Riyadh
11.	Dr Mohammed Fasihadeen	Librarian, KACST, Riyadh
12.	Dr Mohammed Al-Ahmed Al-Rasheed	Director-General, ABECS, Riyadh
13.	Mr Mohammed Abdulkareem Al-Shatti	Director of Information Centre, GCC Secretariat General, Riyadh
14.	Dr Saad Abdulah Al-Brak	Dean of Library Affairs, KFU Al-Hasa

- | | | |
|-----|--------------------------|---|
| 15. | Dr Mohammed Saleh Ashoor | Dean of Library Affairs, KFUPM
Dahran |
| 16. | Dr Nabil Hemdi | Director of University Libraries
Department, KU, Kuwait |
| 17. | Mr Abbas Al-Mehimeed | Assistant to the Director of
University Libraries Department,
KU, Kuwait |
| 18. | Mrs Ferial Al-Firrih | Director of Natinal Scientific
and Technical Information Centre
KISR, Kuwait. |
| 19. | Mr Saleh Mohammed Saleh | Acting Director of University
Libraries Departmen, QU, Al-Doha |
| 20. | Mr Ahmed al-Kattan | Assistant to the Director of
University Libraries Department
QU, Al-Doha |
| 21. | Mr Khushnoud Hassan | Librarian, AGU, Al-Manamah |
| 22. | Mr Ahmed Nasser Al-Noamy | Director of University Libraries
Department, UAEU, Al-Ain |

APPENDIX 4

THE ENGLISH VERSION OF THE INTER-LIBRARY LOAN SYSTEM AMONG
ARAB GULF COUNTRIES AS TRANSLATED FROM THE ARABIC LANGUAGE
BY THE RESEARCHER

Item One: Title of the System:

Participating universities agreed to the establishment of a system called "Inter-Library Loan System Among the University Libraries in the Arab Gulf States".

Item Two: Definitions:

1. The Inter-Library Loan System Among the University Libraries in the Arab Gulf States is an enforcement agreement, to provide good opportunity for cooperation among the participating university libraries through an effective resource sharing programme.
2. "The Lending Library" is the library which lends some of its materials to other libraries in need.
3. "The Borrowing Library" is the library which borrows some materials from another library that holds the required materials.

Item Three: Objectives:

1. The objective of this system is to develop library resources of participating libraries through obtaining materials which are not available in these libraries.
2. The system will allow participating libraries to obtain materials which are difficult to hold through normal channels with less expense.

Item Four: Lending Materials:

1. Each participating library reserves the right to borrow any items related to the field of studies or research activities, either by requesting the original work or a copy of the work. The lending library reserves the right to specify items which should be loaned, it also reserves the right to refuse the request with an explanation for this refusal.
2. To enforce this system, the following items should be able to be requested:
 - a) Materials of a specialised collection.
 - b) Materials gathered within one collection.
 - c) Materials kept in some centres due to some cooperative arrangements such as cooperative acquisition programmes.
 - d) References on condition that it will not affect the services of the library.
 - e) Dissertations, photocopies, of manuscripts in accordance with the rules and regulations of each library.

3. The borrowing library will not normally be allowed to request the following items:
 - a) The recently published current general work.
 - b) Clippings, files and catalogue cards.
 - c) The original copies of manuscripts, rare books and periodicals.
 - d) The different editions of one title at the same time.
 - e) Government publications and restricted documents.
 - f) Unpublished reports.

In some cases and for good reason, however, some of the above items are allowed to be loaned.

Item Five: Conditions of Loan:

1. Each participating library will be responsible for creating its own rules and regulations with regard to circulation of its materials and supplying other libraries with a copy of these regulations.
2. The borrowing library is allowed to reproduce the borrowed item using any form of reproduction facilities. However, this should not conflict with the regulations of the lending library.
3. The borrowing library is required to return the loaned items due in its limited time.
4. The lending library should draw the attention of the borrowing library to cases of breaking the rules of this system.

5. The insurance of the safety of loaned items is the responsibility of the borrowing library. If the item is lost or damaged, the borrowing library will take the full financial responsibility.

Item Six: Rules for Requesting Materials:

1. The borrowing library should use all possible methods to obtain the requested item within its local area but, if this is impossible, the requests should be sent to the nearest participating library.
2. All information should be written on a specially designed form.
3. To hasten the procedures, requests may be sent through fast telecommunication means on condition that the appropriate form should be duly filled in and sent to the lending library separately.
4. The system will not deal directly with the individuals, any request should be through a participating library.
5. The loaned materials are not allowed to be used outside the premises of the borrowing library.
6. The borrowing library should examine the inter-library loan requests and may refuse any incomplete requests.

7. The lending library should review in depth the rules and regulations of its circulation services to create more flexibility in the application of this system>

Item Seven: Request Form Information:

1. The standard request form for this system should include all required bibliographical information. If this information is incomplete, the following should be written: "Cannot be traced".
2. The request form should include full information with regard to the name of the person requesting and his full address.
3. Each request should be filled in on a separate request form.
4. All requests and correspondence should be addressed "Inter-Library Loan System Among the University Libraries in the Arab Gulf States".

Item Eight: Loan Period:

1. The approved period for the loan among the libraries is six weeks including the period of dispatch and return except by agreement of the lending library.
2. Renewal of a loaned item is allowed once on condition that the form for extending the period is received before the date it is due for return.

3. The lending library reserves the right to refuse the renewal of its materials if it conflicts with the demands of the readers.
4. If there is reasonable need, the lending library reserves the right to call back loaned items before their due date.

Item Nine: Warnings:

1. The lending library should inform the borrowing library as to the date the materials were sent.
2. If the requested items cannot be dispatched, the lending library should inform the borrowing library of the cause.
3. Each library will inform the other library of errors when they occur.

Item Ten:

If a library has made more than five errors in the requests in a year, the lending library is not required to hold with the item of the agreement and provide any more requested items to that borrowing library.

APPENDIX 5

THE ENGLISH VERSION OF THE COUNCIL OF DEANS OF LIBRARY AFFAIRS COMPOSITION AND FUNCTIONS AS TRANSLATED FROM THE ARABIC LANGUAGE BY THE RESEARCHER

1. The Council will consist of all Deans of Library Affairs of all universities in the Kingdom.
2. The main objectives of the Council are:
 - a) To form ways and means for inter-library cooperation and coordination in the field of acquisition, technical services and user services.
 - b) To ensure the best use of resources available in the libraries of the Kingdom.
 - c) To cooperate and to join the efforts in the field of bibliographical activities, library automation, training programmes and exchange of experience.
3. Chairmanship of the Council should be on a rotation basis for a one year period between the Deans of Library Affairs. For following up recommendations and administrative arrangements, the secretariat duties of the Council should be held by the last Deanship.
4. The Council should meet once a year, and ad hoc meetings could be held at the request of the Chairman and the approval of two thirds of its members.

5. If the ad hoc meeting is held at a different university than the Chairman's, the host Dean shall chair the meeting.
6. The Chairman should follow up the responsibilities of the Council during his term, and should present a full report at the end of his term.
7. The Dean of Library Affairs should take the responsibility of enforcing the results and recommendations of the Council in accordance with each university's rules and regulations.
8. Professional experts and some members from institutions and organisations related to the development of librarianship may be invited to attend meetings without voting rights.
9. The Council reserves the right to lay down the rules and procedures for enforcing and applying the items of these regulations.