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DEVELOPMENT OF EDUCATION
IN KUWAIT

By

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PREFACE

Scope and Aim

The development of education in Kuwait in the last few years has been very striking. Modern luxurious school buildings have been erected, highly qualified teachers have been engaged from abroad, and modern teaching methods are being applied. All this has been done to meet the pressing need for a better community.

In spite of the afore mentioned, no publication has appeared to point out the progress of education that has taken place in Kuwait in recent years. Consequently, it is the task of this thesis to show the development, present the problems, and suggest solutions to the problems of education in Kuwait in the light of up-to-date principles of education.

This thesis has a threefold function: first, to understand a distant Arab country through its educational system, for people and nations are what they are because of the educative process. The study brings the Arab people to a closer understanding of one other. Secondly, to present the development of education with emphasis on recent changes as a result of the increase in the budget of the Department of Education. Thirdly, to present the problems of education that face Kuwait as a result of its rapid development. The suggestion of solutions to these problems cannot ignore the social, political, and economic set-up.

Kuwait, faced with its tremendous problems, lies at a crossroads. The way in which it solves its problems is significant to the building up of a productive country.

The content of the thesis is the first of its kind. It is hoped that such research is but an inauguration for future investigations in the field. Nevertheless, such a study contributes to the knowledge of education by presenting Kuwait in its experimental stage enjoying all the merits of a wealthy, prosperous country which lacks social mobility.

Finance is no problem to Kuwait. The main problem is one of changing ideas and ideals of a community that adheres to the traditions of the Arab Peninsula handed down to it by its ancestors.

However, the question arises, does change come overnight once the economic problem is solved, or is change itself a gradual process that needs time?

ABSTRACT

To my knowledge, there has been no attempt to study the development of the educational system of Kuwait systematically and scientifically. This thesis represents such an attempt. An effort has been made to present the rapid developments that have taken place as a result of the sudden prosperity of Kuwait due to the discovery and development of its oil resources.

In addition, an analysis of the present educational system has been aimed at through the presentation of the manifold problems resulting from the change which is taking place in the customs and values of the people.

With wealth in Kuwait, have come material luxuries of the West. Goods were imported more easily and quickly than basic ideas.

It was extremely difficult for the writer to obtain accurate statistics, data and information pertaining to the development of education in Kuwait. The Department of Education assisted the writer in his investigations which were done in Kuwait. The interviews with Mr. Abdul-Aziz Hussein - the Director of Education - were most helpful. The efforts of Mr. Abdul-Majid Mustafa - the Head of the Egyptian Teachers' Delegation in Kuwait - are equally appreciated. Recent changes

(1957) in the educational system of Kuwait were reported to the writer by Mr. Kamal Fayad - the Secretary of the Director of Education - instantly.

The contents of this thesis have been mainly based on interviews, questionnaires, reports supplied by the Department of Education, and first hand information.

The drastic changes that took place in Kuwait in the last few years have been very striking. Difficult problems arose because of the sudden influx of wealth into the country.

The young Arab seizes upon the obvious external of Western life to satisfy an ambition to be up-to-date and progress beyond the conditions in which his parents have been reared. Thus resulting in a clash between the old and the new.

The writer suggests a gradual change from scarcity to plenty rather than an extremely rapid one. He also suggests a progressive philosophy of education as indispensable for Kuwait due to the rapid changes and developments that are taking place at present and upon which economic and social improvements depend to a large extent.

Democratic life should be emphasized. Desirable individualistic qualities such as the worth of the individual, cooperation, self-reliance, self-control, self-restraint, determination, perseverance, courage and ingenuity

should be aimed at by every teacher for development in students.

Critical thinking should be developed to choose from among western values those which mostly fit the Kuwaiti culture and to leave aside those which do not. Sound spiritual values should be inculcated in the students to instill in them the essential of sound moral character which is the basis of true patriotism. Vocational preparation and teacher training should be provided for to meet the rapid expansion in the educational set up in Kuwait and to meet the needs of the community.

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C H A P T E R I

THE LAND AND THE PEOPLE OF KUWAIT

A. The Geography and People

1. Location, Size, Population and Density

Kuwait - the name given to both the country and the capital - lies in the north-western corner of the Arabian Gulf (Persian Gulf), between latitudes 28-30 North and longitudes 46-48 East. It is bounded on the north by Iraq, south, by El-Ehsaa' District of Saudi Arabia, and on the east by the Arabian Gulf. An area of 15,540 square kilometers comprises the triangular shape of Kuwait. The Neutral Zone, which is (1) 5,700 kilometers, belongs to both Saudi Arabia and Kuwait.

No official report has yet been published giving the exact population, death or birth rates of the country. An accepted estimate gives the population as 250,000 for the year (2) 1956. The density per square kilometer is 16 (excluding the (3) Neutral Zone).

2. Surface

The land of Kuwait is mostly a flat desert except for the highlands of Ghadi. Agriculture is very limited because

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- (1) Kuwait, Department of Education, Annual Report of 1956-57, p. 1 (Arabic).
 - (2) H.R.P. Dickson, Kuwait and Her Neighbors, (London: George Allen and Unwin Ltd., 1956), p. 40.
 - (3) Kuwait, Department of Education, op.cit., Introduction, (Arabic).

of the shortage of water. Vegetables such as tomatoes, carrots and watermelons are grown on a small scale. Trees that can stand the dry climate are predominant, e.g., palm trees. (4)

Rocky islands that run parallel to the coast are a natural phenomenon, few of which are good for pearl diving and fishing. Boobian is the largest island, Failakeh comes next. (5)

3. Climate

Kuwait has a continental climate in spite of the fact that it lies on the sea shore. Rain is very scarce. The northern winds that blow most of the year in Kuwait, help to a great extent to moderate the weather. The temperature may rise to 48 degrees centigrade in summer, and drop as low as zero degrees centigrade in winter. (6)

The winds are dry most of the year. From the middle of October until the end of April, the weather becomes fair, after which the change in weather makes it unbearably hot. (7)
Hot weather is expected in the months of July and August.

The light rain in winter - a little less than five inches - helps the bushes and grass to grow in the spring.

4. Towns and Villages

Most of the inhabitants live in the town of Kuwait,

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- (4) Kuwait, Department of Education, "Takrir 'An Taftish Al-Mawad Al-Ijtima'iyah Fi Al-Kuwait, 1954-55", p.5, (Arabic).
(5) Abdul-Razzak Al-Adwani, "Al-Rabi' Fi Al-Kuwait" Al-Bi'thah, No.9 (Cairo: Matba'at Dar Al-Ta'lif, Sept. 1947).
(6) Ahmad Al-Sharbassi, Ayyam Al-Kuwait, (Cairo: Matabe' Dar Al-Kitab Al-Arabi, 1953) , p.8
(7) Ibid.

the capital. A mud wall with five main doors bounds it on three sides.* The people of Kuwait volunteered to build this wall in the year 1921 to defend themselves against the Wahabi raids. The wall is six kilometers in length and four meters in height. At present, the town has grown outside the walls according to government plans for future expansion.

It is a good natural harbour for big ships to anchor.

Ahmadi, a newly built town, is 36 kilometers from Kuwait. It is a center for the Kuwait Oil Company as well as a harbour for the export of petroleum to various parts of the world. (8)

The villages of Kuwait are about fifteen in number, situated mostly on the coast. The more important ones are:-

- a. Abu-Halifeh: South of Al-Fintas. Its inhabitants live on fishing, sheep rearing, or working in the Kuwait Oil Company.
- b. Fintas: Some vegetables are grown there. People come to it in spring. It is situated on the coast.
- c. Fihayheel; Its population increased tremendously as oil was discovered. Petroleum pipelines were laid in its southern side.
- d. Hawally: It is eight kilometers from Kuwait and is growing very fast due to its nearness to Kuwait.

* The wall has been put down in 1957.

(8) Kuwait, Department of Education, Annual Report of 1956-57, p. 4 (Arabic).

- e. Jahra: A fertile oasis known for the planting of barley and vegetables. It is the most highly populated of the villages of Kuwait.
- f. Raas: East of El-Salmiyyeh; it has a lighthouse.
- g. El-Salmiyyeh: Is situated east of Kuwait. Fishing is the main occupation of the people. Many people come to spend the spring there.
- h. Shuwaikh: West of Kuwait. It has the largest secondary school ^{facilities} in the Middle East. Moreover, it has the Technical School of Kuwait together with the newly built homes of the employees.
- i. Sha'biyyeh: South of Fihayheel near the coast. Most of its inhabitants work in the Kuwait Petroleum Company.

5. Natural Resources

In the year 1938, oil was found in the Burkan district which is 28 miles south of Kuwait and only 14 miles from the coast. Oil in commercial quantities began to be produced in October 1945, at the close of the Second World War.

In the districts of Mikwah, Ahmadi and Burkan there are a hundred and seventy two oil wells. All these wells were discovered within the last two years.

Kuwait is regarded as the second most important country with its oil reserves of thirty thousand million barrels, Saudi

Arabia being first with thirty-six thousand million barrels. (9)

The results of this large-scale development have enabled production to rise at an astonishing rate thus: (10)

Table 1

<u>Year</u>	<u>Barrels</u>
1946(last 7 months)	5,927,976
1947	16,227,906
1948	46,546,795
1949	89,930,444
1950	125,722,396
1951	204,909,662
1952	273,432,895
1953(first 8 months only)	206,095,192

As oil was discovered, the occupations of fishing, boat building and pearl diving are losing their importance. Interest in banking, contracting, employment in offices and other vocational jobs has grown tremendously.

B. A Brief History of Kuwait

1. The First Settlers

Kuwait is an Arab Moslem Imara that has no mention in Arab history.

(9) Kuwait, "Sijill Al-Kuwait Al-Yawm", Dar Al-Matbou'at Wa Al-Nashr, (Jan. 1956), p. 153 (Arabic).

(10) Dickson, op.cit., p. 582.

The word Kuwait is a diminutive form of Kut, meaning a fort. It is believed that this fort was first built by Muhamad Bin 'U'rayir, leader of Bani Khalid for storing ammunition and food. (11)

The tribes, mostly nomads of the Arab Peninsula, moved constantly from one place to another. Of these, beduins and fishermen settled in Kuwait in the eighteenth century.

Big tribal families such as Al-Sabah (present rulers of Kuwait), Al-Khalifeh (present rulers of Bahrein), Al-Zayyed, Al-Jalahmeh and Al-Ma'wedah came over to Kuwait. Pearl diving and fishing became a profitable enterprise to the settlers. (12)

At the very start, Kuwait needed none to arrange its affairs; it was not until 1756 A.D. that the people nominated their first leader from among the Al-Sabah family. (13)

2. The Rise of Kuwait

Owing to the Persian invasion of Basra in 1776, the trade of India was to pass through Kuwait to Baghdad and Aleppo. Kuwait grew into an important trade center.

In 1805, Britain tried to win it by offering her assistance to the Kuwaity people against the Wahabis of Arabia. Britain failed in her preliminary attempts.

(11) Al-Sharbassi, op.cit., p. 7.

(12) Mustafa Shairi and Aniss Hassan, Muthakkarat Al-Tarikh Li Al-Sabah Al-Rabi'ah Al-Ibtidaiyyah, (Beirut: Dar Al-Kashshaf Press, 1953), p. 37 (Arabic).

(13) Al-Sharbassi, op.cit., p. 32.

In 1871, Midhat Pasha, Wali of Baghdad, succeeded in having Sheikh Abdullah II join the expedition to subordinate Al-Ihsaa' district. ⁽¹⁴⁾ In the same year, Kuwait was incorporated in the Turkish province of Basra. ⁽¹⁵⁾

3. Kuwait in International Affairs

After the death of Abdullah II, conflict arose between the brothers Jarrah and Muhamad on one side and Mubarak on the other. Mubarak ended the conflict by killing his two brothers ⁽¹⁶⁾ in 1896.

Turkey, fearing the spread of British influence and Mubarak's inclinations towards Britain, helped Ibn Rasheed financially as well as with ammunition to fight Mubarak.

Kuwait attracted the attention of Turkey as a desirable site for the terminus of the Baghdad-Berlin railway. Britain did its utmost to avoid such a project from completion by having Lord Curzon, the king's representative in India, order Colonel Meade in Bushahr to make an agreement with Mubarak in 1899.

On January 23, 1899, Mubarak placed his interests under British protection through the following agreement:-

- a. Britain is to protect and guard Kuwait from any external attack.
- b. Mubarak and his descendants are to rule Kuwait.

(14) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 3 (Arabic).

(15) M.D. Law, (Managing editor), Chamber's Encyclopedia, Vol. VIII (London: George Newnes Ltd., 1950), p. 264.

(16) Yousef Ben Issa Al-Manna'i, Safahat Min Tarikh Al-Kuwait, (Cairo: Dar El-Sa'ad Press, 1946), p. 22 (Arabic).

c. Mubarak will see that no foreign country interferes in the affairs of Kuwait and that there will be no political representation of other countries in Kuwait. (17)

Stemrich, the German representative in Constantinople, visited Kuwait in the year 1900 to obtain a concession for the Berlin-Baghdad railway. Mubarak refused him politely.

In the year 1901, a British force landed in Kuwait. Moreover, Britain warned Turkey not to intervene. A British battleship stood in the waters of Kuwait to meet any attack by Turkey with violence.

A British political agent, Knox, was appointed in 1904 by an agreement with Sheikh Mubarak. In 1913 the Turks recognized the agreements between Kuwait and Britain in return for recognition of Turkish suzerainty. (18) In other words, Kuwait's internal independence was recognized by both Britain and Turkey on condition Kuwait be recognized as a part of the Ottoman Empire, under British protection. Britain agreed to the Berlin-Baghdad railway on condition that a British company would build it from Basra to Kuwait.

In 1914, Kuwait supported Britain in war and was recognized as an independent Imara under British protection. In a treaty signed in 1915, Abdul-Aziz Saud acknowledged the boundaries of Kuwait for the first time.

(17) Mustafa Shairi and Aniss Hassan, op.cit., p. 45.

(18) M.D. Law, Chamber's Encyclopedia, loc.cit.

In 1919, British aeroplanes helped repulse a Wahabi attack. In 1921, the treaty of Mohammarah fixed the boundaries of Kuwait and Nejd. Later on, a neutral zone was established.
(19)

During the reign of Ahmad Bin Jabir, two oil concessions were granted. The first (December 23, 1934) was granted to a company whose rights were equally owned by the Anglo-Iranian Oil Company and the Gulf Oil Company (a U.S. concern). The other concession (June 28, 1948) was granted to an American Company, The Aminoil Company. Great improvements have taken place since the granting of these concessions.

The government's share in 1956 from the production of oil by the Kuwait Oil Company, is one hundred million sterling pounds. This is aside from the profits from the Aminoil Company.

C. The Nature of the Government

Kuwait is a Moslem Arab country under British protection, having no constitution. A parliament was formed in 1938 but was abandoned six months later.

A British Political Agency represents Britain in Kuwait. An article of the agreement signed in 1899 by both Britain and Sheikh Mubarak of Kuwait implies that there should be no representatives of other countries in Kuwait. In return, Britain is to protect Kuwait against any aggression.

(19) Faculties of the University of Chicago and a Committee of Members of Oxford (eds.), Encyclopedia Britannica, Vol. XIII (Chicago: 1951), p. 525.

The ruler of Kuwait is of the Sabbah family. Administratively he is bound by the discretion and jurisdiction of the various departments. The title given to members of this family is 'Sheikh'. Sheikhs act as ministers to the various departments which are twenty in number. A High Executive Council was established on June 19, 1954 to organize the various departments. In fact, there is little cooperation among the heads of departments.

In addition, the Government Secretariat Council acts as a coordinator between the government and the British Political Agency, while the Construction Secretariat Council is responsible for new construction projects.

D. Socio-Economic Development

1. Economic Development

The story of oil production started in December 1934 at the time when Sheikh Ahmad Jabir El-Sabbah, gave a concession to an American-British enterprise, later known as the Kuwait Oil Company, to look for oil. The company began work in 1935. Oil was found in 1936 but the company had to close all the wells in 1942 because of the Second World War. It was not until 1946 that oil was exported in large quantities - 30,000 barrels a day. The production increased from 3³/₄ million tons in 1946 to 28 million tons in the year 1951. (20)

(20) Al-Sharbassi, op.cit., p. 51.

The total national income from oil in 1955-56 amounted to a hundred million sterling pounds besides that of the neutral zone. ⁽²¹⁾ The following table gives the production of oil in millions of tons and the income in millions of dollars: ⁽²²⁾

Table 2

<u>Year</u>	<u>Oil Production</u>	<u>Govt. Income in Million Dollars</u>
1938	--	--
1940	--	--
1950	17.3	12.4
1951	28.2	30
1952	37.6	165.2
1953	43.3	191.8
1954	47.7	217.3

The sudden increase in oil production led to a similar increase in the national budget especially in 1952 when the government's share was increased up to half the profits. In 1954, the net profits of the government amounted to £77,666,132. ⁽²³⁾

Kuwait became a boom town in 1953-54. Schools were built, roads constructed, swimming pools made, and houses for employees erected. Of the important construction projects are the water plant for distilling sea water, the electricity plant, and a technical school the expenses of which amounted to approximately five million sterling pounds.

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- (21) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 5.
(22) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 149.
(23) Ibid., p. 135.

Immigration increased considerably to meet the demand for specialized professions. Shortage of teachers, technicians, doctors, etc., gave rise to a pressing need for such people. High salaries were offered to specialized technicians and employees of the Arab Lands to meet the shortage.

Most, if not all, mud houses were replaced overnight by large buildings. The number of government employees in 1941 was 300 including teachers, whereas in 1956 the number became 5000 excluding the army, police and laborers. (24) In 1936, the number of cars did not exceed 300, while in 1956 it increased to 17,000, excluding army and police vehicles. (25)

Semi-cultural isolation of Kuwait for so many years, prevented it from undergoing much change and made it attain a most rudimentary cultural level. However, contact with intellectuals of the Arab lands did bring about temporary changes. The Kuwaitian society was originally shaped by the religious ideas of Islam.

Socially, Kuwait lags far behind its rapid economic development; this is creating a turbulent flux in the society. (26)
Per capita income in 1955-56 has been £400.

The revolutionary changes taking place at present cannot keep pace with the increase in the national income of the

(24) Ibid.

(25) Ibid., p. 139.

(26) Total national income for 1955-56 is one hundred million sterling pounds. Population is 250,000. Therefore, the per capita national income is £400.

country. The people find it difficult to adjust to the ever rapid changing values due to the fact that the period of change is too little in contrast to the change itself. Individuals, once they find themselves unadjusted, will not be psychologically adapted to the changing environment.

2. Influence of Oil Production on the Economy of Kuwait

At the time when oil was not yet discovered, the budget depended in the first place on custom duties, income tax on pearls and on ownership of property. Later on, with the production of oil, the custom duties dropped to four percent on goods, and were totally abolished on vegetables and fruits. The influence of oil production can be summarized as follows:

- a. The salaries of employees were raised; hence the standard of living became higher.
- b. The government could finance her projects of construction such as hospitals, schools, houses for employees and roads.
- c. Private enterprises were founded. A national bank was established, the Kuwait National Bank. Contractors became more interested in construction.
- d. Emigrants from abroad helped increase trade in the country. Markets were opened and the demand for goods increased.

- e. Pearl fishing, sheep rearing, ship building and garment making (Abayeh), gave way to occupations that developed with the development of the economy of the country. These occupations are: trade, building of houses, white collar jobs, technical jobs, contracting, and banking. (27)

3. Social Status of the Community

The strategic position of Kuwait made it possible for the beduins to settle down leaving behind the nomad type of life. There are still around two to three thousand beduins in Kuwait. Gradually, the number will decrease as time passes and better opportunities are offered to settlers.

An interesting feature in Kuwait is that the Koran is the only law by which the Kuwaiti people abide and which they follow.

The great difference between the tribal life in the Arab Peninsula as compared with the new comforts of living adopted from the west, leaves the child in mid-air. The new generation suffers tremendously by partially enjoying the comforts of a modernized school, and at the same time having a home which is far from being acceptable.

This is a result of the sudden change that took place. A community cannot change all of a sudden. Immigrants played

(27) Abdul-Aziz Hussain, "Takrir An Tatawur Iktisadiyyat Al-Kuwait", p. 6 (Arabic).

an important role in changing the habits and values of the Kuwaiti people through personal contact. Such an interaction set new values and aspirations in the Kuwaitis.

Clubs, too, had a share in the profound social change that took place. There are fourteen clubs that receive an annual government grant of 307,500 rupees.⁽²⁸⁾

The Department of Social Welfare aims at raising the intellectual and physical standards of the people.

4. Status of Women

Most of the women of Kuwait are illiterate. The education of women started in 1937 with 140 students. In the year 1956-57, the number increased to 8,578. Women do not enjoy high prestige. They are to be veiled in black from head to toe when they go out on an errand. Many women believe in superstitions and they hold a subordinate position to men. The two sexes are segregated from childhood. Nevertheless, a great many women are being educated, but the number is still small when compared with the total female population of Kuwait.

E. National Character of the People

The national character of any nation is a product mainly of the environment that surrounds it, be it geographical, economic or social. A nation cannot escape the multitudinous forces which crystallize into a national character.

(28) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 126.

Kuwait, in its extreme desert climate, cultivated in the people endurance and perseverance. Hence, a little comfort means satisfaction to many.

Travel by sea, too, from one country to the other has enlarged the vision of many. It has inculcated in the lives of most people love of adventure.

The traditions of the Arab Peninsula are deeply rooted in the people. Ties among members of the same family are still strong. (29)

Honesty in every day dealings, is an interesting feature in Kuwait. Merchants lend large amounts of money without taking a promissory note on the money lent. Borrowers do return the money even though they have not signed any promissory note at all.

On the whole, the Kuwaitis are friendly, but they can never stand the slightest insinuation of an insult.

F. Health Conditions

Kuwait suffers enormously from diseases that spread all over the country. Tuberculosis, trachoma and intestinal diseases are of the most common. There are no statistical data that give quantitative analysis of these diseases. A glance at the unhygienic housing, bad nutrition and mental disquietude makes it evident that the health conditions are unsatisfactory.

(29) Abdul-Aziz Hussein, "Khasa'es Al-Nafsiyah Li Al-Sha'ab Al-Kuwaiti", Al-Bi'thah, op.cit., p. 10

Still, one cannot deny the great efforts of the Department of Health in trying to enlighten the people in this respect. However, the majority of the people think that disease is God's will and they have to accept the will of the Almighty.

Due to the lack of houses, it is not strange to find ten persons living in one room. Moreover, a great number neglect to take a bath regularly, keep on dirty clothes, drink polluted water and eat from a common plate. Disease spreads rapidly as a result of these unhygienic conditions. The causes underlying the bad health conditions can be enumerated as follows:

- a. The severe climatic conditions - the bitter cold winters and hot summers with sandstorms.
- b. Malnutrition. People find it hard to obtain vegetables and fruits because of the high prices. The education department supplies students with fruits to avoid the problem of malnutrition.
- c. Ignorance and poverty are obstacles that stand in the way of cleanliness.
- d. Water is scarce. A distilling plant was built in 1952 by the government to distill sea water. The plant produces a million and a half gallons of water daily for local consumption. Nevertheless, water is still looked upon as a luxury.

There are two main general hospitals in Kuwait, an American Mission hospital and the government hospital. In addition, a tuberculosis hospital as well as a mental hospital were constructed within the last three years.

The following figures are indicative of the activity of the government hospital in 1954:-⁽³⁰⁾

	Number
Patients admitted	5782
Patients discharged	5053
Deaths	301
Patients operated upon	1601

The above mentioned figures are not representative of Kuwait as a whole, because most cases of illness were not reported to the government hospital during that year.

Statistics for 1955-56 given by the Department of Education for students that showed up for various diseases are:⁽³¹⁾

	Intestine Diseases	Chest Dis.	Eye Dis.	Surgical Dis.	Contagious Dis.	E.N.T. Dis.	Skin Dis.	Dentistry	General Examination	Total
City	14271	18292	30802	49931	463	7023	4027	5954	16122	149,885
Villages	3894	3737	5284	20681	238	610	1346	1508	3449	40,747
Total	18165	22029	36086	70612	701	7633	5373	7462	19571	190,632

Note: The same student may have reported more than once and for more than one disease.

(30) Kuwait, "Al-Kuwait Al-Yawm", (Feb. 5, 1955), p.7 and (Jan. 29, 1955), p.7 (Arabic).

(31) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 173.

C H A P T E R II

THE DEVELOPMENT OF SCHOOLS AND THE SYSTEM OF EDUCATION

A. Education Prior to 1936

Education in the modern sense was unknown to Kuwait for a long time prior to 1936. The privileged few, who knew how to read and write, found teaching a respected and profitable occupation.

Islam encouraged the perpetuation of education by urging the Moslems to read and recite the Koran fluently. The subjects taught at that time included the memorization of the Koran (without understanding its content), preliminary arithmetic (addition, subtraction, multiplication and division), hand-writing and dictation. ⁽¹⁾ Anyone who undertook the task of teaching these subjects in a religious manner was called a "Mutawa". Division was an obscure subject to most "Mutawa's" and hence rarely taught.

Students who wished to obtain an education of this sort had to go to a Kuttab or join a Halaqa in a mosque. The fortunate ones could afford to pay a Mutawa' to come to their home.

A Kuttab was a form of a miniature open air classroom situated, in most cases, beside the home of the Mutawa'. At

(1) Ahmad Al-Sharbassi, Ayyam Al-Kuwait, op.cit., p. 111.

times an assistant was needed to help the Mutawa' in fulfilling his mission. Similar Kuttabs were run by women "Mutawa's" to teach the Koran to young girls, though on a much smaller scale than those run for boys.

The second type for imparting knowledge to youngsters was to call a Mutawa' to teach at the home of the man who could afford such an expensive education for his children. These were very few indeed.

A third type was the joining of "Halaqat" (gatherings) in mosques. A limited number of studious students would gather round a Mutawa' to recite the Koran and listen to religious talks.

Children who could not afford an education of any kind, were apprenticed to practice an occupation mastered by their parents or relatives. Occupations of this nature were house building, jewelry, blacksmithing, and carpentry. These had to be learnt through first hand experience. Pearl diving, fishing and trade attracted many a youngster. Contact with other countries in trade was more than a college education to those who sailed across the seas. Every day life activities became the main education offered to all. As the child grew up, he met the complexities of life at an early age.

With the gradual growth and development of government schools offering a better free education together with nourish-

ment and clothing to the students, Kuttab and Halaqat could no longer compete with the free government schools. People began to ask more than what a Kuttab could give. "Mutawa's" had to look for other jobs for a living.

B. The First School of 1912

The reign of Sheikh Mubarak was one of political stability and social security. His scrupulous and clever understanding of matters led to the rise of Kuwait among the principalities of the Arabian Peninsula. Trade with other countries flourished. It is estimated that approximately thirty thousand sailors went seeking pearls in the year 1912. Since then, this year has been known as the year of the overflow due to the great quantities of pearl brought back home by the pearl divers. ⁽²⁾

The author believes that with the increase in the income of the people, the idea of opening a school became a reality. Money was collected by merchants who felt the need for establishing a school. This first school was named after Sheikh Mubarak and known as the Mubarakiah. ⁽³⁾

The Mubarakiah school did not differ much from that of the Kuttab. Religious instruction, arithmetic and Arabic were taught in it. The only difference was that the teachers were

(2) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 136.

(3) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 8.

better qualified. Two of the teachers who taught in the Mubarakiah school were Sheikh Hafeth Wahbeh (the present Saudi Ambassador in London) and Yusef Bin Issa El-Mana'i. (4)

An educational council was formed for the first time. Members were appointed because they contributed in establishing the above-mentioned school. These members did not have the faintest idea of what an education could mean to a growing country. The council met every now and then without bringing about any worthwhile improvement to the newly organized educational system. (5)

However, the council did not live long enough to enjoy the fruits of their efforts.

C. Schools Between 1936 and 1946

An educational council was elected for the first time in 1936. The Education Department was to receive $\frac{1}{2}$ percent of the customs paid on imported goods. (6) With the money collected, the educational council engaged Palestinian teachers to organize the educational system in Kuwait. Elementary schools were established to meet the growing demand for a free education. The number of teachers called to teach in Kuwait increased rapidly. Egyptian teachers were sent by the Egyptian government in 1945 to meet the pressing need for teachers in Kuwait.

(4) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 27.

(5) Al-Sharbassi, op.cit., p. 112.

(6) Ibid.

In 1936-37, there were two schools, six hundred boy students and twenty-six men teachers. The numbers increased to 13, 2815, and 108 in 1945-46, respectively. In 1937-38, the number of girls' schools was one, having 140 girl students and 5 women teachers. The number increased in 1945-46 to 4, 820 and 34, respectively. (7)

A table showing the development of schools, and increase in the number of teachers and students is below:

Table 5

	<u>Males</u> Percentage increase from 1936-7 to 1945-6	<u>Females</u> Percentage increase from 1937-8 to 1945-6
Schools	650	400
Teachers	415.3	680
Students	469.1	234.2

It was decided in 1943 to adopt the Egyptian methods of teaching and curriculum with a few changes to suit the environment of Kuwait. Even the director of education in Kuwait was an Egyptian. Kuwait followed the footsteps of Egypt in nearly every phase of its life. Moreover, a hostel for Kuwaiti students studying in Egypt was founded in Cairo for the first time in 1945.

(7) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 6.

Table 6

Increase in the Number of Schools, Students and Teachers
1936-1957 (8)

Sch. Year	Boys Schools			Girls Schools			Students			Teachers			Schools Abroad
	Elem. Interm.	Elem. & Interm.	Sec. Tech. Tot.	Elem. Interm.	Elem. & Interm.	Sec. Tech. Tot.	Bys.	Gls.	Tot.	Men	Women	Total	
1936-37	2	-	-	-	-	-	600	-	600	26	-	26	-
1937-38	4	-	1	-	-	1	620	140	760	30	5	35	-
1938-39	8	-	1	-	-	2	1220	300	1520	52	11	63	-
1939-40	8	-	1	-	-	1	1500	330	1830	52	11	63	-
1940-41	9	-	1	-	-	3	1612	400	2012	64	20	84	-
1941-42	9	-	1	-	-	3	1700	460	2160	67	22	89	-
1942-43	10	-	1	-	-	3	2000	520	2520	77	24	101	-
1943-44	10	-	1	-	-	3	2300	590	2890	84	27	111	-
1944-45	11	-	1	-	-	3	2420	670	3090	89	30	119	-
1945-46	12	-	1	-	-	4	2815	820	3635	108	34	142	-
1946-47	12	-	1	-	-	4	3027	935	3962	126	37	163	-
1947-48	12	-	1	-	-	4	3100	985	4085	130	41	171	-
1948-49	13	-	1	-	-	5	3450	1215	4665	150	48	198	-
1949-50	15	-	1	-	-	5	3906	1334	5340	170	52	222	-
1950-51	9	6	1	-	-	3	4520	1772	6292	212	82	294	-
1951-52	9	9	1	1	-	6	5595	2447	8042	287	111	398	-
1952-53	10	9	1	1	-	7	7188	3550	10738	394	170	564	-
1953-54	10	9	2	1	1	7	8642	4182	12824	500	221	721	2
1954-55	8	12	3	1	1	13	10100	5200	15300	630	291	921	3
1955-56	7	13	3	1	1	15	13526	6776	20302	724	392	1116	4
1956-57	9	13	4	1	1	13	15946	8578	24524	882	543	1425	4

Note: Two co-educational schools were started in 1954-55.
In 1955-56, the number increased to four.

D. The Increase in the Budget and the Development of Schools Since 1946

Oil, being the main cause for the sudden increase in the budget of the Department of Education, has led to an enormous increase in the number of schools, teachers and students between 1946 and 1956.

The number of schools increased 2.61 times, teachers 7.7 times and students 4.6 times. The increase in the budget was 80.6 times. ⁽⁹⁾

In these ten years, noteworthy progress and development in the field of education has taken place. Qualified teachers have been called from abroad, luxurious school buildings have been erected. Technical and co-educational schools have come into being.

It should be kept in mind that the schools have not only increased in number, but that the same schools have been enlarged to accommodate a larger number of students. The Schools built have the best facilities of lighting, space, equipment and ventilation. ⁽¹⁰⁾ Separate laboratories, playgrounds, auditoriums, gymnasiums (in two schools) and swimming pools (in two of the newly built elementary schools) have been constructed within the last four years. ⁽¹¹⁾

(9) Derived by the writer from statistics supplied by the Department of Education.

(10) Visits by the writer.

(11) First hand information from the Department of Education.

Four co-educational schools for children between four and seven years of age, have been set up in the last three years. The students spend most of their time in play and in acquiring good habits. In the afternoons, the students have a nap in the school for rest. Older students of these schools are made familiar with the program of the first elementary class. No student may stay more than two years in any one of the four co-educational schools. (12)

In 1953, the only secondary school of Kuwait, moved to the Shuwaikh district where an up-to-date secondary school was built and named the "University City". A sum of five million sterling pounds was allotted to the building of the school.

Table 7

Increase in the Number of Classrooms and Students of the Secondary School, 1949-56 (13)

<u>Year</u>	<u>Number of Classrooms</u>	<u>Number of Students</u>
1949-50	4	58
1950-51	6	103
1951-52	8	148
1952-53	13	277
1953-54	18	442
1954-55	23	541
1955-56	26	670

(12) Investigations done by the writer.

(13) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 85.

A school in Bombay was opened in 1952 and another in Karachi in 1953.⁽¹⁴⁾ Two other schools, one in Sharja and the other in Ras El-Khaimh between Qatar and Oman were started. The aim of opening these schools abroad is to orient Arab students towards their own culture and make them worthy citizens loyal to their mother country.

In addition, a central kitchen began to supply schools with 17,000 meals for breakfast and likewise for lunch since September 17, 1955.⁽¹⁵⁾ The kitchen is the first of its kind in the Middle East. There is no other like it in any of the Arab lands. It has all the necessary equipment and facilities it needs. Most modern appliances are being used.

The author believes that this outstanding development accomplished in a short period, is due mainly to the enormous increase in the budget of the Department of Education. More problems have been created than solved by the astonishing surplus in the national income of the country. Oil is the determining factor for the present economic prosperity of Kuwait.

The following table gives the increase in the budget of the Education Department over a period of years:⁽¹⁶⁾

(14) Information supplied by the Department of Education.

(15) Ibid.

(16) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 11.

Table 8

<u>Year</u>	<u>Budget in Rupees</u>	<u>Percentage Increase Over Each Preced- ing Year</u>
1942-43	415,054	
1946-47	1,117,076	
1947-48	1,904,506	70.3
1948-49	3,437,385	80.5
1949-50	4,770,209	38.7
1950-51	9,462,092	98.3
1951-52	24,126,389	154.9
1952-53	32,000,000	32.6
1953-54	37,000,000	15.6
1954-55	51,000,000	37.8
1955-56	91,212,962	78.7

(A dollar is 4.76 rupees)

Expansion in the Department of Education has taken place in a very short time. Specialists have been called from abroad to suggest improvements in the system. Egyptian inspectors (except for the inspector of the English language)

have been engaged to cope with the development, and qualified teachers from the Arab lands have been entrusted with carrying out the aims of education in Kuwait. Librarians, typists, the newly formed section of statistics, and specialized assistants in the field of education, contribute to the general rapid development in every way possible.

Yet a development of this nature should be carefully examined. Buildings, gymnasiums, swimming pools, excellent facilities can be either constructed or bought from foreign companies; but ideas and ideals of people cannot be changed easily. Education is a gradual process. Habits can be changed through education, but not overnight. Therefore, ideas and ideals need time and effort in order to change or develop. Social changes come with time gradually demanding improvements that run parallel with the mentality and beliefs of the community. Time is a great healer.

The school environment is completely different from that of the home. Newly built schools have the most up-to-date facilities that can be found. Students live, in most cases, in a one-room house with approximately eight other members of the family. Consequently, the student rejects his

home and in the meantime cannot accept the other extreme of the school. He is left in mid-air.

Moreover, the life which students live in school is often in conflict with the hopes and aspirations of their parents. Contradicting values have led to a clash in ideas and ideals between the old and new generations.

Education is supposed to perpetuate culture but at the same time it should enable the individual to reconstruct his environment. ⁽¹⁷⁾ A progress of this kind cannot escape changing completely the values and aspirations of a people, rather than perpetuating its culture to its advantage.

E. Educational Status

Literacy in Kuwait is a luxury. Very few people know how to read and write. There are no exact statistics that give the rate of literacy. An approximate estimate as conceived by the author is 10 per cent.

Every year, the number of students entering schools is increasing at a rapid rate. During 1956-57, the number of students was 24,524 in the 65 schools of Kuwait. ⁽¹⁸⁾ Students of school age population number 37,500, reckoning that those between four and fourteen years of age are 15 per cent of the total population. ⁽¹⁹⁾ The actual Kuwaiti school age population

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- (17) I.L. Kandel, The New Era in Education. (New York: Houghton Mifflin Co., 1955), p. 22.
- (18) Information supplied by the Department of Education.
- (19) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., summary.

is less owing to the fact that there are many non-Kuwaiti employees in Kuwait.

It is estimated that 13,000 students of school age population are outside schools. The Education Department spent 250 sterling pounds as the per capita cost of education during the year 1955-56. The average number of students per teacher in any one school was eighteen for the same year. (20)

F. Present Policy - Aims and Philosophy

Education without aims is unthinkable. An aim gives it direction and motivates behaviour. Generally, youngsters are expected to learn standards of conduct which enable them to understand themselves and their society, acquire skills and knowledge, and live decent, happy and productive lives. (21)

Educators, like all other men, are exposed to differences in opinion regarding the contents of morality in a specific situation and time. Difference in opinion depends on the general philosophical views of each.

If one believes that the ultimate values of humanity are of transcendental character and not created by man, either appearing in history or revealed by God, then, he believes that aims of education are basically immutable with a certain degree of adaptability to the changing circumstances.

(20) Ibid.

(21) Harry H. Rivlin, (ed.), Encyclopedia of Modern Education, (New York: The Philosophical Library of New York City, 1943), p. 25.

On the other hand, if one believes that the ultimate values of humanity are man-created, then these values together with the aims will never have any absolute character. (22)

The aims of education as prescribed by the government are:

1. To eliminate illiteracy.
2. To build up character and teach religion. Honesty, straight-forwardness in doing and saying, righteousness, protection of the weak, hospitality, valour, adventure, cooperation, discipline, punctuality, endurance, sacrifice for others, and brotherhood are emphasized.
3. To produce a generation aware of its national duties and capable of assuming its responsibilities. The new generation should master the Arabic language to express itself explicitly. Kuwait is but a part of the Arab nation, and it is the duty of education to strengthen Arab nationalism.
4. To inculcate the democratic beliefs in the new generation, which involve basically, equality, respect of the beliefs and opinions of others, freedom of thought and expression, and the democratic way of holding meetings or elections.
5. To bring up a generation that is physically fit by the cultivation of good health habits, tidiness, upright stature, vitality, and the imparting of knowledge per-

(22) Ibid.

taining to the spread of disease.

6. To develop manual skills that might prove useful in everyday life activities.
7. Sportsmanship through physical training, scouting and hobbies is another aim of the education of Kuwait.
8. To develop creativity in the child and encourage self-expression through art, drawing, sculpture, music, acting, poetry, etc., to enrich the life of the individual and society. (23)

G. Organization

Education in Kuwait is entrusted to the Department of Education supervised by a council of twelve members. The present supreme head of the Department of Education is Sheikh Abdullah El-Jabir El-Sabbah. A meeting once a week, sometimes twice, (24) is held by the council to advise improvements. Recently, the Educational Council has been replaced by the High Executive Council (refer p. 10). The meeting held necessitates the presence of the Director of Education together with his assistant. (25)

Sheikh Abdullah El-Jabir El-Sabbah is the supreme authority responsible for supervising the department at large,

(23) Ismail Kabbani and Matta Akrawi, Takrir An Al-Ta'lim bi Al-Kuwait (Cairo: Dar Al-Kitab Al-Arabi Press, March 16, 1955), p. 15.

(24) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 9.

(25) Interview with Mrs. Mikdadi.

for the preparation of the budget, opening of new schools, and sending students to study abroad. Under him two directors of education operate the department. One is responsible for the administrative and financial matters, and the other handles the educational and technical aspects. (26)

The director of finance and administration is responsible for supplying schools with equipment, furniture, books, stationery, clothing, supervision of accounts, stores, transportation, and lodging for both men and women teachers.

The director of education is responsible in the first place for all technical matters pertaining to education, curriculum, inspection, projects, rules and regulations, teacher training, adoption of books, examinations and teachers. (27)

An assistant helps the director of education in the discharge of his duties. A woman inspector shares the responsibility in administering the schools of girls with the director himself. Nine men inspectors, eight Egyptian and one Palestinian, give periodic reports to the director of education about schools and teachers. Inspectors advise teachers in the following subjects: religion, arabic, english, mathematics, sciences, social sciences, art, physical training and scouting. Unexpected visits to schools are paid by inspectors to see that

(26) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 9.

(27) Ibid.

teachers and principals abide by the rules and regulations of the Department of Education and to guide them to a certain extent in the performance of their duties.

The sections of files and statistics, scholarships, audio visual means of illustration, examinations, libraries, secretariat of the education council and the private and public secretariat are under the technical director of education. (28) Table 10 shows the hierarchical system of the Department of Education in Kuwait.

The system is a highly centralized one and strongly hierarchical in character. This becomes evident in curriculum making, and approving textbooks, examination regulations, etc. The supreme head of the Department of Education enjoys outstanding privileges in directing the department itself. Anyway, the director of education is the one who is involved in all the educational matters. Finally, inspectors inspect rather than advise teachers. Teachers have no representation whatsoever through a syndicate or committees.

(28) Ibid., p. 10.

1. Statistical Description of Schools

Table 10 gives an idea of the schools of Kuwait
(1956-57):⁽²⁹⁾

Table 10

	Kinder- garten	Elem.	Elem and Intr.	Inter- mediate	Secn- dary	Techni- cal	Total
Boys Schools		9	13	4	1	4	31
Girls Schools		10	13	1	1	1	26
Co-Educational Schools	4						4
Schools Abroad			4				4
Grand Total	4	19	30	5	2	5	65

(29) Kuwait, Department of Education, Annual Report of 1956-57,
op.cit., pp. 18, 130, 133.

2. Rural and Urban Schools

Public education in Kuwait is a state responsibility which is shouldered in the main by the Department of Education.

Table 11

A Description of Rural and Urban Elementary Schools in Kuwait, 1956-57
(30)

		TOTAL			AVERAGES				
Elementary Cycle		No. of Schools	Classes & Divisions	Students	Men & Women Teachers	Average No. of Students in Each Class	Average No. of Students to Each Teacher	Average No. of Periods Taught by Each Teacher	Percentage of boys & Girls
City	Boys	11	206	6858	315	33	22	23	57.5%
	Girls	13	167	5036	248	30	19	23	42.5%
	Total	24	373	11894	563	32	21	23	100.0%
Village	Boys	11	98	3028	146	31	20	21	62.0%
	Girls	10	61	1827	84	29	23	26	38.0%
	Total	21	159	4855	230	30	21	23	100.0%
Total	Boys	22	304	9886	461	32	21	22	59.0%
	Girls	23	228	6863	332	30	21	23	41.0%
	General Total	45	532	16749	793	31	21	23	100.0%

- Note:
- The administrative staff whose number is 72 in schools is not included in the table.
 - Two city boys' schools and ten in villages have both elementary and intermediate stages in one building and are under one supervision.
 - Nine city girls' schools and four in villages have both elementary and intermediate stages under one supervision and in the same building.

Table 12
A Description of Rural and Urban Intermediate
Schools in Kuwait, 1956-57⁽³¹⁾

Intermediate Cycle	T O T A L				A V E R A G E S				
	No. of Schools	Classes & Divisions	Students	Men & Women Teachers	Average No. of Students in Each Class	Average No. of Students to Each Teacher	Average No. of Periods Taught by Each Teacher	Percentage of Boys & Girls	
City	Boys	6	76	2048	143	27	14	20	70%
	Girls	10	45	883	82	19	10	23	30%
	Total	16	121	2931	225	25	12	21	100%
Village	Boys	10	33	511	48	15	10	23	82%
	Girls	5	9	112	14	12	8	23	18%
	Total	15	42	623	62	14	10	23	100%
Total	Boys	16	109	2559	191	23	13	21	72%
	Girls	15	54	995	96	18	10	23	28%
	General Total	31	163	3554	287	21	12	21	100%

- Note:
- a. All teachers in schools for boys are men and all teachers in girls schools are women teachers.
 - b. Eight principals and assistants in town were not included in the statistics and also the principal of Al-Kharsa' school. Other principals and assistants were included in the statistics of the elementary schools.
 - c. All schools for girls except "Al-Kharsa'" have both elementary and intermediate cycles in one building and under one supervision.

(31) Ibid., p. 65.

Table 13
Percentage of Qualified Teachers in the
Elementary School Cycle⁽³²⁾

	Number	% Having Educa- tional Training	
CITY	Men Teachers	340	48%
	Women Teachers	266	29%
	Total	606	39%
VILLAGE	Men Teachers	164	41%
	Women Teachers	95	26%
	Total	259	35%
TOTAL	Men Teachers	504	45%
	Women Teachers	361	28%
	Men and Women Teachers	865	38%

(32) Ibid., p. 49.

3. Private Schools

There are three foreign and one local private schools. Both the Anglo-American and the Hindu-Pakistani schools (situated in Ahmadi) are built for children of foreign employees working for the Kuwait Oil Company. There are no restrictions which limit the freedom of these schools. The Department of Education has no control over them.

The Anglo-American School follows a curriculum similar to that of western schools. No student is admitted unless he is of American or British nationality. It has four elementary and four intermediate classes, after which students return to their homeland for further education if desired. (33)

The second private foreign school is the Hindu-Pakistani School for Indian and Pakistani students in Kuwait. The school has four elementary and two intermediate classes. Graduates who wish to continue their education, go to their native country while the others may be engaged to work in Kuwait. (34) The same thing applies to the Anglo-American school in Shuwaikh. (35)

The local private school is very similar to the Kuttab. The Jaa'fariah National School has four elementary and two intermediate classes. Students learn the three R's with special emphasis on Koran and religion.

(33) Ibid., p. 133.

(34) Ibid.

(35) Infra 42.

Table 14

Statistics Pertaining to the Foreign and
Local Private Schools in Kuwait ⁽³⁶⁾

	Total			Average No. of Periods per Teacher	Average No. of Students in each Class	Average No. of Students to each Teacher
	Classes & divs.	Students	Teachers			
The Jaafariyah Nat'l School	6	303	7	27	51	43
The Hindu- Pakistani Schl. (Ahmadi)	11	188	15	33	17	13
The Anglo- American Schl. (Ahmadi)	16	312	20	34	18	16
Anglo-Amer- ican School in Shuwaikh	8	126	9	21	16	14
Total	41	929	51	28	23	18

The number of students in the three foreign private schools was 626 in 1956-57. The number of students in the local private school was 303 in the same year.

(36) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 133.

H. Administration

Compulsory education is not yet enforced in Kuwait. Students receive a free education at the elementary and secondary levels. In all schools the children receive free meals and medical attention, and a free issue of school uniform. It has been recommended by M. Akrawi and I. Kabbani to have compulsory education enforced in the near future.

The length of the academic school year is nine months with a three months' vacation. School usually begins on September 15th and ends by June 15th of the following year.

1. Regulations Pertaining to Duties of Principals and Teachers

- a. A written lesson plan should be prepared by every teacher before entering the classroom. At the beginning of the year, a detailed outline of the material to be taught during that year should be submitted.
- b. A general catalog in which the names of teachers together with the class sessions taught by each, should be kept in every school.
- c. Class visits by the principals are to be frequent. Comments on these visits should be written down. The principal is to submit two reports yearly in regard to the conditions of the school, teachers,

material studied and decisions taken since the beginning of the school year.

- d. Principals are to report to schools earlier than the assigned date of opening school and leave at a later date.
- e. Principals are held personally responsible for technical supervision, discipline of the school, efficiency, and medical care.
- f. Principals are to report any misconduct of teachers to the director of education through a confidential letter.
- g. At the end of each month, principals of schools are to submit a written statement concerning the percentage absence of students to the Department of Education.
- h. No student is to be exempted from producing a note sent by his parents explaining his absence. Unexcused absence by students is to be punished by detaining the student after school hours under the supervision of the teacher.
- i. It is the duty of the principal to see that the material assigned is completed before the end of the year, so that time may be allotted for revision.
- j. Meetings held by the principals to guide teachers in improving the teaching methods are to be held frequently. The minutes of the meetings should be kept in the school.

- k. Elementary school teachers are to teach twenty-four periods a week. Those of the secondary schools are to teach twenty-two. Teachers who happen to teach less, are to be assigned to replace an absent teacher.
- l. Teachers are expected to be in school fifteen minutes ahead of the beginning of classes. They should leave after the students are dismissed.
- m. In case the principal absents himself, he should appoint someone in writing to act for him.
- n. Principals are to notify the Department of Education when they absent themselves from school and give the name of the appointed acting principal.
- o. The principal has the right to give to teachers a leave of absence for one or two days, on condition that it does not exceed seven days a year for every employee. The consent of the Department of Education should be obtained.
- p. Janitors of schools cannot absent themselves unless recommended by the doctor himself.
- q. No corporal punishment is to be inflicted whatsoever. (37)

An interesting article is the one which forbids inflicting corporal punishment. Though it is strictly forbidden, yet a large number of teachers of the elementary schools resort to

(37) Kuwait, Department of Education, Anthimat Al-Ma'aref, pp. 2 ff., (Arabic).

it as the only immediate solution to the manifold disciplinary problems. A large percentage of these teachers find such a punishment as an improving measure. In most cases, teachers inflict corporal punishment by striking the palm of the hand with a ruler. Slapping is not strange to many teachers. (38)

2. Character of Buildings

New schools designed by British architects have been erected. Most of the school buildings, except for a few village schools, are owned by the Department of Education. (39) Of the new buildings to be devoted to education, are the conspicuous groups to be seen at Shuwaikh. This school forms a self-contained educational community, with its mosque, teachers' houses, and dormitory blocks to accommodate several thousand students.

Classrooms equipped with the best seating facilities attainable in the most up-to-date schools, and having the best lighting accommodations, laboratories, pools, gymnasiums, separate libraries and auditoriums, give these schools a touch of superiority and excellence. (40)

3. Medical Inspection

Every school has a clinic with a nurse. The doctor visits the school two or three times every week. Cases that need more attention are referred to the government hospital.

(38) First hand information.

(39) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 32.

(40) Schools visited by the writer.

General Considerations

The ever increasing number of students entering the schools of Kuwait makes it impossible to give a definite idea pertaining to the size of classes. Besides, the Department of Education is trying very hard to keep pace with the increasing demand for an elementary education by building new schools. The number of students entering the elementary schools is increasing tremendously. What might be true at present of the size of classes, will not apply in the coming few years.

High salaries offered by the Kuwait Education Department, attracted a large number of teachers from all over the Arab lands. In addition, lodging allowances are given to both bachelor and married teachers. Bachelors receive half the amount given to the married teachers. Married teachers holding the "Thakafeh" or "Tawjeehiyya" certificates with a salary not exceeding 876 rupees per month, receive a monthly allowance of 325 rupees. (41) Those holding the Intermediate Certificate or its equivalent having a salary ranging from 900 to 1150 rupees per month, receive 360 rupee per month. Teachers holding unversity degrees with salaries not exceeding 1451 rupees per month, receive 460 $\frac{1}{4}$ rupees per month. The women teachers do not receive such allowances, because the Department of Education is responsible for supplying them with lodging. Any teacher given lodging is not entitled to this allowance.

(41) Copy of contract prepared by the Department of Education to engage teachers.

A plane fare from the place of residence of teachers engaged and back, is given by the Department of Education to all teachers concerned.

In September 1954, supervision of examinations was first introduced to take care of the monthly, term, final and public government examinations. The examination supervisory board are also concerned with school and student records - in regard to health, education, background and social status of students. A general examination for graduating women teachers has been held (42) for the first time at the end of the academic year 1955-56.

Kuwait follows the footsteps of Egypt in carrying out its educational system and procedures to a large extent, with a few modifications in history, geography and civics to fit the Kuwaiti environment. The schooling stages until 1954-55 can be summarized as follows:-

- a. Kindergarten: extends for a period of three years. Age of students ranges from 6 to 8.
- b. Elementary: is a period of four years, after which an elementary examination is held to obtain the elementary certificate. Age of students ranges from 8 to 12.
- c. Secondary: those who receive the elementary certificate are entitled to enroll in the secondary school which extends for a period of five years, from 12 to

(42) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 24.

17. At the end of the fourth year, a general Thakafeh examination is held and a certificate is awarded to those who pass it. The last year at the secondary school is one of specialization. Before entering it, students are to pass the Thakafeh examination first. Then, one can choose arts, sciences, or mathematics. A general examination is held at the end of the school year to receive the government secondary school certificate. All those who pass it, are entitled to study abroad. The certificate is acknowledged in Egypt, Syria, Lebanon and Iraq.

A new system has been introduced beginning 1955-56 - excluding the last secondary school year which is to follow the new system in 1956-57 - upon the recommendation of the two educational experts, Kabbani and Akrawi, in their visit to Kuwait. The new stages of learning as introduced by them are as follows:-

- a. Elementary: is a period of four years for students between six and ten.
- b. Intermediate: extends over four years for students of 10 to 14 years of age. It is an important stage due to the fact that during it the potentialities of the students are discovered. Guidance is to be emphasized.

c. Secondary: extends over four years, from 14 to 18; variety in the curriculum is followed in order to meet the needs and potentialities of every student. Specialization is evident in the following classification of the secondary schools:-

- (i) Academic: two years are intended to give a general education for all. The last two years are for specialization in either arts or sciences.
- (ii) Vocational training schools. (43)
- (iii) Teacher training schools.

As students have no birth certificates, schools find it very hard to keep an age record. An attempt to start birth certificates has been made during the academic year 1955-56 and has succeeded partially. There are no strict limits to age of students entering schools for the elimination of illiteracy. (44)

(43) Report by Mr. Abdul-Majeed Mustafa given at the Arab Secondary School Delegates Conference at the American University of Beirut, August, 1956.

(44) Interview with Mrs. Mikdadi, Principal of Sharkiyyah School for Girls, Kuwait.

C H A P T E R III

KINDERGARTEN, ELEMENTARY AND INTERMEDIATE EDUCATION

A. Development

Islam encouraged education in order to carry out its torch and bring out its principles as set by its teachings. It was only in 1912 that the first elementary school in Kuwait was founded and named after Sheikh Mubarak. It began to be known as the Mubarakiah school which became more or less of the type in which the Koran was taught by heart without going deep enough in explaining its implementations. Very few entered the school to have such an education which was thought to be the highest possible academic standing that may be attained by any Kuwaiti.

The Kuttabs used to be the dominant form of education at the time when the elementary schools were only a few. As a result of the increase in the budget of the country, elementary schools spread all over the country and with time replaced the traditional Kuttab gatherings.

To establish the Mubarakiah school, donations of approximately 77,500 rupees were collected by the wealthy merchants. Gradually, the number of both elementary and intermediate boys schools increased rapidly from two in 1936-37 to about 26 in

(1) Youssef Ben Issa Al-Manna'i, op.cit., p. 42.

1956-57. The girls elementary schools increased from one in 1937-38 to twenty-four in 1956-57 aside from the four co-educational kindergarten and four other schools abroad. The increase in the number of elementary schools is twenty-eight times in twenty-one years. (2)

The elementary schools became classified into kindergarten (two years), elementary proper (four years), and intermediate (four years). What was known as the elementary schools began to be known as kindergarten, elementary and intermediate.

The quick developments undertaken by the Department of Education fulfilled the felt need to erect co-educational kindergarten schools in order to orient students between the ages of four and six in the desirable social ways of behaviour. The first two co-educational schools were erected in 1954. In these schools there is no one fixed curriculum to be followed by all. A great deal of freedom in methods and subject matter is left to both the principals and teachers so as to suit the various situations, conditions and potentialities of the students.

Table 15 illustrates the rapid increase in the number of co-educational kindergarten, elementary proper and intermediate schools over a period of twenty years. (3)

(2) Derived from the statistics supplied by the Department of Education of Kuwait.

(3) Ibid.

Table 15

Schools

<u>Year</u>	<u>Boys</u> <u>(Intr. & Elem.)</u>	<u>Girls</u> <u>(Intr. & Elem.)</u>	<u>Schools</u> <u>Abroad</u>	<u>Co-ed.</u> <u>Kind.</u>	<u>Total</u>
1936-37	2	-	-	-	2
1946-47	12	4	-	-	16
1956-57	26	24	4	4	58

B. Kindergarten Co-Educational Schools

1. Aims

The Department of Education found it indispensable to establish kindergarten co-educational schools in Kuwait with three main aims in mind: (4)

- a. To create an atmosphere wherein children may find a suitable setting for disciplined play and child enjoyment that cannot be attained at home.
- b. To train Kuwaiti children of both sexes in the socially approved habits and behaviour that are essential to a progressing country.
- c. To inculcate in children an aesthetic appreciation that will grow with time to the highest attainable level and to develop in them a standard of values that will help sound choice in the future.

(4) Kuwait, Department of Education, Madares Al-Riad Al-Mushtarakah, (Kuwait: Maghawi Press, 1956-57), pp. 4, 10, (Arabic).

In other words, the primary aim of the kindergarten schools pertains to basic skills, health habits and good attitudes. Academic achievement is a secondary aim. The child is not considered as a miniature adult. His enormous potentialities are to be developed up to the fullest possible degree.

2. Functions and Methods Used in These Schools

The functions of the co-educational kindergarten schools together with the methods used may be summarized as follows: (5)

- a. To habituate the child to the school environment where he is restricted to certain ways of behaviour not experienced at home. The child is free to express his feelings and desires in order to adjust himself to his environment.
- b. To socialize children through disciplined play, free play and develop cooperation among them.
- c. To guide children to socially acceptable forms of behaviour and activities. A feeling of joy in all that is undertaken at school is aimed at.

(5) Ibid., pp. 4-14.

- d. Attention is paid to the individual as having a unique personality. Individual differences are paramount. The teacher's role is that of guidance.
- e. Weekly meetings are held in the school between parents and teachers to try and harmonize the school and home environments. It is expected that parents are apt to realize the importance of their task at home and to try and help the school in creating a similar environment as that of the school at home.

Before the end of the first year, advanced students, the average and retarded ones are discovered. At the end of two years of schooling in the kindergarten schools, the advanced students may enter the third elementary class, the average group the second and the retarded ones the first class at the elementary school.

3. Curriculum

The subjects taught in the co-educational kindergarten schools are: music and singing, drawing and handwork, Koran and religion, reading and writing (Arabic), rudimentary arithmetic, nature study, and physical training.

Each period extends for thirty-five minutes. The Department of Education laid the essentials of the daily program of

(6)

the school which may be elaborated as deemed necessary:

- a. Students spend the whole day in acquiring good habits.
- b. Before the beginning of morning classes and later on in the afternoon, children undertake activities such as singing, acting, games, etc.
- c. After the first session students are to have a light breakfast under the guidance of the teacher.
- d. Teachers are to have lunch with students who help in preparing the table after the fourth session.
- e. A rest period in which children go to sleep for a little while is immediately after lunch.

Table 16

Daily Time-table for the Kindergarten

Co-Educational Schools ⁽⁷⁾

<u>Session</u>	<u>From</u>	<u>To</u>
Morning varied activities	8:00	8:45
First	8:45	9:20
Light breakfast and recess	9:20	10:15
Second	10:15	10:50
Recess	10:50	11:00
Third	11:00	11:35
Recess	11:35	11:45
Fourth	11:45	12:20
Lunch	12:20	1:00
Rest, sleeping period	1:00	2:30
Fifth	2:30	3:05
Recess	3:05	3:15
Sixth	3:15	3:50
Varied evening activities	3:50	4:10

(6) Ibid., p. 16.

(7) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 26.

Every Monday and Thursday, school ends by the end of the third lesson in the first year and at the end of the fifth in the second year.

There is no one syllabus set to be followed in all the co-educational kindergarten schools of Kuwait. It is left up to the teacher to choose the suitable material from that of the first and second years of the elementary schools' subject matter.

This has been resorted to due to the fact that some children are able to achieve the program set for the first two years of elementary schooling in a similar period at the kindergarten co-educational schools. Others might finish the syllabus set for the first year only. Very few indeed enter the first elementary grade after spending two years in the kindergarten schools.

Table 17

Curriculum for the First Two Years of the
(8)
Elementary Cycle

<u>Subject Matter</u>	<u>No. of Sessions</u>	
	<u>1st</u>	<u>2nd</u>
Koran	3	3
Arabic Language	11	11
Singing	2	2
Arithmetic	6	6
Nature Study	3	3
Drawing and Handwork	6	6
Physical Training	<u>3</u>	<u>3</u>
	34	34

(8) Kuwait, Madares Al-Riad Al-Mushtarakah, op.cit., p. 18.

Research done by the Department of Education in Kuwait has shown that the below mentioned plan is appropriate for practical use in the co-educational kindergarten schools: ⁽⁹⁾

Table 18

<u>Subject Matter</u>	<u>1st year</u>	<u>2nd year</u>
Music and Singing	2	2
Drawing and Handwork	4	6
Physical Training	3	3
Nature Study	2	2
Koran and Religion	4	4
Arabic Language	9	11
Arithmetic	<u>6</u>	<u>6</u>
	30	34

C. Elementary Schools

1. Aims

The aims of elementary education in Kuwait as set by the Department of Education may be stated as follows: ⁽¹⁰⁾

- a. To develop sound personalities of citizens.
- b. To eliminate illiteracy.
- c. To bring up a generation that is physically fit, mentally alert, and emotionally mature.

(9) Ibid., p. 19.

(10) Supra, p. 33.

- d. To produce a generation aware of its national duties, and capable of assuming its responsibilities.
- e. To break down social classes by accepting into school all applicants irrespective of their economic or social status.

These aims have been prescribed by the government of Kuwait in 1956-57 and upon the recommendation of both Akrawi and Kabbani in 1954-55 school year. In fact, elementary schooling stresses the elimination of illiteracy which prevails among most of the population.

No student may be dropped from an elementary school unless he proves to be detrimental to the school. A student may fail many times in the same class without being asked to leave school.

Promotion is based upon the recommendation of the teachers at the end of each academic year, who base their judgments on daily work of students together with quarterly examinations. There are no age limits for the different classes of the school. Students may enter any class according to their academic abilities irrespective of their age to help eliminate illiteracy.

2. Curriculum and Methods

The Egyptian curriculum is applied in Kuwait with a few changes to fit the culture, i.e., more emphasis is laid

on religion and Arabic. The plan of subject matter as prepared by the Department of Education is:

Table 19

<u>Subject Matter</u>	Number of Sessions			
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>
Koran and Religion	3	3	4	4
Arabic Language	11	11	12	12
Singing	2	2	1	1
Arithmetic	6	6	6	6
History				1
Geography				1
Nature Study and Rudiments of Science	3	3	3	2
Drawing and Handwork	6	6	5	5
Physical Training	<u>3</u>	<u>3</u>	<u>3</u>	<u>2</u>
	34	34	34	34

Each period extends for thirty-five minutes for the first year and forty minutes for the rest of the school.

Koran and Religion: Teachers are to stress the aims of cultivating the individual's moral aspect, polishing up his character and preparing the new generation for good living that will make them closer to the hearts of other members of society. The student is to realize that his happiness depends

on the friendly attitudes that he manifests in everyday relationships, serving others and following the right paths to achieve his aims.

The syllabus denotes that wrongly memorized phrases of the Koran are harmful to the student. Memorization is to help read the Koran fluently in respect to timing and correct pronunciation of the different letters. All subject matter is to be explained before any memorization takes place, though in fact explanation of this nature depends mostly, if not wholly, on the maturity of the students.

In teaching religion, the syllabus suggests having a feeling of devotion in the class to inculcate in the students the desirable habits through stories of interest. (11)

Arabic Language: A worthwhile aim of teaching the Arabic language in Kuwait at the elementary stage is to guide students gradually to master the skill of reading and writing without much difficulty so as to contemplate on meaning and aesthetic appreciation at higher levels. Much attention is paid to have integration among the different aspects of teaching the Arabic language.

Reading, writing, outside readings, self expression, dictation, stories, poetry and singing are among the various materials to be taught to the students at the elementary level. (12)

(11) Kuwait, Department of Education, Manajej Mawad Al-Dirassah li al-Marhalah Al-Ibtidaiyyah, (Kuwait: Maghawi Press, 1956-57), p. 11, (Arabic).

(12) Ibid., p. 20 ff.

Arithmetic: The main aim for the teaching of Arithmetic in the elementary schools is to help students apply all that they learn in everyday living. Besides, it disciplines their minds and leads ultimately to accuracy in work.

The method used is to be based on concrete illustrations to simplify numerical relationships and give rise to
(13)
comprehension.

History: History taught in the fourth year aims at acquainting the children with stories that may be a foundation for future studies in the field of history at higher levels, thus strengthening social solidarity. Teachers are urged by the History Department to make the subject interesting with as much audio-visual material as possible. Motivation may be attained through acting of events studied. (14)

Geography: Geography is taught mainly to familiarize the student with his environment and get to know gradually more about other countries. A study of the different settings brings about the understanding of relationships underlying the various causes for such diversions. Excursions and school trips might help in assimilating material. (15)

(13) Ibid., pp. 52-58.

(14) Ibid., pp. 60-61.

(15) Ibid., pp. 64-66.

Nature Study: Concrete learning is desired so that the student may have the necessary experiences to satisfy his interests and develop them. (16)

Drawing and Handwork: Creativity is encouraged to lend itself to self expression. A sense of cooperation, discipline, tidiness and team work are but manifestations of the aims of such work. Individual differences are taken care of in drawing and handwork production by students.

Physical Training: Physical training aims at:

- a. Developing healthy bodies, with muscles that make students find enjoyment in both individual and group sports.
- b. To inculcate in the students the spirit of sportsmanship through disciplined activities. Obedience is another objective to be attained. (17)

Good Health Habits: Health care is to aim at inculcating in children worthwhile health habits and bodily care. Such habits cannot be taught overnight; it takes all teachers and much time to accomplish the set aims. (18)

D. Intermediate Schools

1. Aims and General Considerations

Students move to the Intermediate cycle once they have

(16) Ibid., pp. 68-76.

(17) Ibid., pp. 102-105.

(18) Ibid., pp. 78-87.

completed satisfactorily the elementary cycle. The intermediate cycle extends for four years and is looked upon as a continuation of the elementary school proper. Both are regarded as one. It links the elementary and secondary cycles. At this stage individual differences are unfolded and the different capacities and potentialities are encouraged to develop to their fullest.

Special importance is noticed in this stage where development of the individual from infancy to adolescence is in process. Posture and mental growth are accelerated during this stage of development.

Graduates of the intermediate schools either go to work or complete their studies in the secondary, technical, or professional schools.

The aims laid for the intermediate cycle by the Department of Education are to discover the potentialities of the child, apply all that he has learned in theory and speak a foreign language.

- a. Since at this stage the child is apt to move from childhood to adolescence, the manifold capacities of individuals are to be unfolded and developed to their maximum.
- b. To develop in the child the various practical skills that fit in with the Kuwaiti environment.

(19) Kuwait, Department of Education, Manahej Mawad Al-Dirasah li Al-Marhalah Al-Mutawassitah, (Beirut: Dar Al-Kashaf Press 1956-57), pp. 5-8, (Arabic).

and that would be of some help to the individual in his everyday living.

- c. The introduction of a new language to be used by the individual in everyday life. Moreover, it is to orient the student towards the different environments other than that of Kuwait.

2. Curriculum and Methods Used

Mere information is not looked upon as end in itself at this stage. Information is used as a means to discover the potentialities of the students. It is necessary to have mental and physical activity so that learning may become effective. Stress is laid on the basic principles of subject matter to be digested and understood.

In order to discover the various potentialities of students at this stage, information as to the academic standing, achievements, athletic participation, psychological condition, and the extent of participation in school activities is gathered by the teachers in separate forms supplied by the Department of Education. Such information throws light on the student's progress and supplies the teacher with the necessary data for guidance.

(20) Ibid., pp. 7-8.

Table 20

The Curriculum for Intermediate Schools
to be Followed as of 1956-57

<u>Subject Matter</u>	<u>Number of Sessions</u>			
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>
Koran and Religion	3	3	2	2
Arabic Language	9	9	8	8
English Language	8	8	8	8
History	1	1	2	2
Civics			1	1
Geography	1	1	2	2
Mathematics	6	6	4	4
General Science	2	2	3	3
Hygiene (child care)	1	1	1	1
Drawing	2	2	2	2
Handwork*	2	2	2	2
Physical Training	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
	36	36	36	36

Note: Each session is forty-five minutes.

Koran and Religion: No doubt that at this stage the student is faced with life in all its complexities. Religion taught

* Handwork in the schools for boys. Needlework is taught instead in the schools for girls. The number of periods in the girls' schools is four per week instead of two making a total of thirty-eight periods per week.

aims at inculcating confidence in the child to follow the teachings of the Koran. Teaching of the Koran does not imply its memorization. Religion is to convey the heroic deeds and good spirit of forebears to try and imitate them for the welfare of the country. (21)

Arabic Language: The Arabic language taught at this level is but a continuation of that of the elementary stage. Self expression is aimed at. In addition, the teacher is to unfold the aesthetic appreciation of the student concerning that which is literary in nature. The varied subject matter involved in teaching the Arabic language is to be integrated to increase the general knowledge of the student. (22)

History: The student is to know about the history of the Arabs as a part of his civic education in order to have a clear picture of the civilization of his ancestors, which contributed to the world civilization. Suggestions to the teacher in conducting a class include story telling, acting historical events, models and mock-ups, films, etc. (23)

English: The main objectives of teaching the English language may be summarized as follows:

(21) Ibid., pp. 10-12.

(22) Ibid., pp. 20-53.

(23) Ibid., pp. 55-64.

- a. Ease of silent reading with completeness and accuracy of understanding.
- b. Correctness of written composition involving grammar and its application and the transfer of part of the passive vocabulary accumulated through silent reading into active vocabulary.
(24)
- c. Correctness of oral expression.

Civics: Civics aims at making the student realize that he is a member of the Kuwaiti society with rights and responsibilities towards society. He is expected by society to perform his duties as a productive member of it. To accomplish these aims, the students are to debate issues and visit places of interest.
(25)

Geography: Geography aims at furnishing the student with the basic knowledge of various cultures interpreting information in the light of the general basic geographical implications to these issues.
(26)

Mathematics: The aim is to attain speedy accurate work, train students in the scientific method and orient them with a logical sequence of thought in finding solutions to problems. Stress

(24) Ibid., pp. 69-75.

(25) Ibid., pp. 65-68.

(26) Ibid., pp. 69-75.

is laid on applying the mathematical knowledge learned at school in practical situations of daily life. (27)

General Science: General science aims at orienting students in their environment to understand the natural phenomenon manifesting itself in the different forms that give insight to its implications and results. Another objective is to have the students know more about the resources and liabilities of Kuwait to raise their standard of living. (28)

Hygiene (Child care): Habits of cleanliness, body care and tidiness are among the aims laid for the teaching of hygiene to students. By doing so, the child raises the health standard at home which in time might raise the standard of health in the whole country. (29)

Drawing: In view of the fact that at this level, the potentialities and capacities of the child are discovered, drawing and handwork aim at unfolding abilities through the freedom of the individual in expressing his feelings in his drawings. Creativity and self expression are stressed. (30)

Physical Training: The aims laid for the physical training classes are somewhat similar for boys and girls:

(27) Ibid., pp. 78-93.

(28) Ibid., pp. 96-111.

(29) Ibid., pp. 114-125.

(30) Ibid., pp. 128-136.

a. Boys:

- (i) To develop the body and right posture.
- (ii) To train students in discipline, cooperation and team work.
- (iii) To develop aesthetic appreciation of the right kind of sports to be undertaken in their leisure time thus benefiting the individual and society.

b. Girls:

- (i) To develop healthy bodies and good posture.
- (ii) Train them to obey and become disciplined through cooperation in games.
- (iii) To help girls use their leisure time effectively.

E. Scouting and Athletics in the Schools of Kuwait

The Department of Education supplied schools with equipment and facilities to be used in athletics. Football, basketball, volley ball, ping-pong, tennis and weight lifting have been encouraged enormously during the last few years. Specialized teachers in physical training were hired. Playgrounds were made and swimming pools were constructed.

Every year, schools sponsor a field day in which Swedish games and exercises take place in the form of contests. Two

teachers from the Department of Athletics were sent by the Department of Education to study in Denmark and England during summer.

Scouting spread very quickly. The number of Wolf-Cubs increased in 1954 to 667, scouts to 642, rovers to 102, and marine scouts to 65 in number. Eight scouts were sent to Canada to attend the Eighth World Jamboree.

The more important playgrounds and fields established in Kuwait until 1957, reveal the astounding development in sports:

Table 21

	Fields				Gymna- siums	Swimming pools
	Football	Basket ball	Volley ball	Tennis		
1955-56	12	25	25	6	3	2
1956-57	16	32	34	4	10	3

C H A P T E R IV
SECONDARY EDUCATION

A. Development

The first account of what we might call an organized attempt to set up a secondary school was in 1942, the time when the Mubarakiah Elementary School extended its programme to include secondary education. It continued to be so until 1950, after which the secondary school was separated from the elementary. In September 1953, the Mubarakiah Secondary School moved to Shuwaikh district where a new luxurious up-to-date secondary school was built to meet the increased demand for secondary education. In 1954-55, the number of class sections in the Shuwaikh Secondary School became 23 having 541 students. The number increased in 1955-56 to 26 class sections having 670 students.⁽¹⁾ The Department of Education found it indispensable to open technical, commercial and teacher training schools to lessen the demand for academic preparation.

The number of girls in the Girls' Secondary School increased impressively within the last few years. Secondary education for women before 1954 was limited to classes that were attached to two elementary schools. A separate secondary

(1) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 85.

school for girls was founded in September 1954. Table 22 illustrates the progress in women's education that took place in Kuwait within two years;⁽²⁾

Table 22

	<u>Secondary Education</u>		<u>Teacher Training</u>	
	Classes	Students	Classes	Students
1954-55	5	86	2	12
1955-56	7	131	3	22
1956-57	7	130	3	36

Table 23 gives the number of boy students in the various classes of the Shuwaikh Secondary School, the number of teachers, the average size of classes, and the average number of periods taught by a teacher per week:⁽³⁾

Table 23

	Classes	Students	Teachers	Average No. of Periods Taught per Teacher	Average No. of Students to Each Teacher	Average No. of Students in Each Class
First Class	7	192	--	--	--	27
Second Class	6	177	--	--	--	29
Third Class	Arts	2	60	--	--	30
	Sciences	4	106	--	--	26
	Total	6	166	--	--	28
Fourth Class	Arts	2	42	--	--	21
	Sciences	4	89	--	--	22
	Total	6	131	--	--	22
General Total	25	666	58	16	11	26

(2) Ibid., p. 97. Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 54.

(3) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 92. Statistics do not include 13 of the administrative members of the staff of the school.

A glance at the above table shows that the larger bulk of students is in the lower classes of the school due to natural growth. The Department of Education anticipated such an increase on account of the development of elementary education, and as a result built the "University City" in order to meet this influx.

The University City consists of a huge central building where teaching is carried on, eight buildings used as a boarding department for students, basketball ground, volley ball yard, football field, tennis court, swimming pool, a stand for thousands of spectators, a gymnasium, students' club, a library, laundry, hospital and a pharmacy, an up-to-date kitchen with best modern appliances, mosque, and quarters for married and bachelor teachers. Another huge central building for teaching and four new buildings for the boarding department will be completed by 1957 ⁽⁴⁾ *(The whole area is 635 fadans).*

The greater demand for academic training is due mainly to the fact that the people of Kuwait look down on vocational and technical training.

The Girls' Secondary School leads to a similar finding though on a lesser degree. The following table indicates the similarity, giving the number of girls in each class, number of teachers, average size of classes, and the average number

(4) First hand information.

(5)
of periods taught by a teacher a week:

Table 24

	Classes	Stu- dents	Teachers	Average No. of Periods Taught per Teacher per Week	Average No. of Students to Each Teacher	Average No. of Students in Each Class
First Class	2	59	--	--	--	30
Second Class	1	29	--	--	--	29
Third Class	Arts	14	--	--	--	14
	Sciences	9	--	--	--	9
	Total	23	--	--	--	12
Fourth Class	Arts	16	--	--	--	16
	Sciences	3	--	--	--	3
	Total	19	--	--	--	10
General Total	7	130	20	19	7	19

B. Aims and Philosophy

There is no publication that gives an exact statement of the aims of the Secondary Education in Kuwait. Mr. Abdul-Majid Mustafa summarized the aims of the academic secondary school as follows:
(6)

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- (5) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 97.
- (6) Interview with Mr. Abdul-Majid Mustafa (see app.), who is the Head of the Egyptian Delegation in Kuwait and the President of the University City.

1. Secondary education in Kuwait aims at producing a generation aware of its national duties and capable of assuming its responsibilities. Moreover, the secondary schooling is to strengthen the tie among the Arabs and awaken Arab nationalism, for Kuwait is but a part of a larger whole - the Arab land. The individual is to know his rights, and duties towards God, to develop those qualities whereby he will act well his part as a member of society and give him a basis to understand international problems.
2. Prepare students to enter universities.
3. Enable each adolescent to develop his potentialities to their maximum degree.
4. To provide health instruction and include good health habits.
5. To give further instruction in reading, writing, oral and written expression, etc.

All those who graduate from the elementary schools of Kuwait, aim at entering the academic secondary school of Shuwaikh. For graduates are entitled to continue their education in spite of the fact that a large number of them do not qualify to enter higher academic education. ⁽⁷⁾ The Department

(7) Arab Secondary School Delegates Conference at the American University of Beirut, August 1956. Report given by the Representative of Kuwait, Mr. Abdul-Majid Mustafa.

of Education has introduced a teacher training college, technical and commercial schools to meet the diversified needs and potentialities of students and to deviate those who do not qualify to follow academic preparation. These attempts have not been very encouraging.

C. Curriculum

The secondary schooling introduced in 1956-57 extends over a period of four years. The first two of which are the same for all secondary school students with a unified programme of studies. The last two years of the school are departmentalized for specialization in either arts or science programmes. Upon completing the four secondary school years, the Tawjihyiah Certificate is awarded to those who pass the government examination satisfactorily. Graduates who do not wish to continue their education may be employed in government offices with a salary of 690 rupees (460 Lebanese pounds) per month. ⁽⁸⁾

A curriculum is defined as the subjects taken by a pupil to involve "all the experiences which are utilized by the school to attain the aims of education." ⁽⁹⁾

The new Egyptian curricula have been applied to the schools of Kuwait by the Department of Education, with a few changes to suit its environment. Emphasis on Arab nationalism

(8) Interview with Mr. Abdul-Majid Mustafa and first hand information.

(9) Walter Scott Monroe, (ed.), Encyclopédia of Educational Research; a project of the American Educational Research Association. Revised edition. (N.Y.: Macmillan Co., 1952), p. 307.

in the instruction of history contributes to Arab unity. Much stress is laid on Arab history which is to be looked upon as one completing chain of incidents. Students are made aware of the fact that the vast Arab territory inhabited by the Arab peoples is one inseparable nation having a common history. Likewise, geography stresses the basic common geographical features of the Arab countries.

Much attention has been paid to the practical side of drawing, workshop, physical training, school activities and hobbies. Two periods per week have been allotted to practical hobbies of students. The capacities, potentialities, needs and interests of students have been discovered through their self expression in carrying out their hobbies.

A number of students chose car mechanics, others wished to learn wireless communication. Consequently, arrangements were made for students to practice these hobbies in the technical school at times fixed by the school, two periods a week. Hobbies are an integral part of the curriculum. Students who chose typewriting, were sent to the Commercial Night School to practice typing during daytime under the supervision of specialized teachers.
(10)

Transportation has been made available by the school to all who practice their hobbies in the various specialized schools.

(10) Interview with Mr. Abdul-Majid Mustafa (see app.).

Other activities, such as games, literary works, and clubs usually take place in the afternoons. The practical applications of educational principles are being taken care of in such a programme.

The Girls' Secondary School enforced a similar programme which differs in as much as the hobbies of girls vary from those of the boys. (11)

The school administration provides pupil participation in the government of the school. Each student is automatically a member of the school student body and entitled to participate in the government of the school to the extent provided for by the plan in the school. Ultimate authority lies with the head of the school. Students participate in assembly programmes, run group elections, stimulate student enthusiasm for athletic contests, arrange social affairs and in many ways assist in the maintenance of morale. Student participation is hoped to develop self-reliance to carry on the responsibilities of life and other educational values such as training in citizenship and the development of leadership qualities. (12)

A system adapted from Egyptian schools to enrich the personalities of students has been to divide the school into "student groups". A name is to be given to each group after electing the organization and the chairman. Each group is

(11) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., p. 16.

(12) Ibid.

under the direct supervision of a teacher who acts as their guide and spiritual father. The student groups sponsor games, social parties and educational activities every now and then to compete with each other. It is believed that the system will inculcate a sense of responsibility and self confidence in the students. (13)

Table 25 gives the distribution of subjects and the number of periods in grades I-IV in the government secondary schools as prescribed for 1956-57. Each period is forty-five minutes: (14)

<u>Subjects</u>	<u>Table 25</u>			
	<u>1st Sec.</u>	<u>2nd Sec.</u>	<u>Arts 3rd & 4th</u>	<u>Sciences 3rd & 4th</u>
Religion & Koran	2	2	1	1
Arabic	8	8	8	6
English	8	8	8	7
French	-	-	4	-
History	2	2	3	-
Geography	2	2	2	-
Society	1	1	-	-
Philosophy	-	-	2	-
Sociology	-	-	2	-
Physics	-	2	-	3
Chemistry	-	2	-	3
General Knowledge	4	-	-	3
Mech. & Mathematics	5	5	-	7
Drawing	1	1	-	-
Workshop & Hobbies	2	2	2	2
Physical Training	1	1	1	1
Specialization Courses	-	-	3	3
	<u>36</u>	<u>36</u>	<u>36</u>	<u>36</u>

(13) Ibid.

(14) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 89.

The number of students who graduated in 1955-56 was 25 arts programme, 14 sciences programme, 9 mathematics and 6 girls' arts programmes.

The percentages of those who passed the June 1956
(15)
Tawjihiyah Examination are:

Table 26

<u>Division</u>	<u>Percent Passed</u>
Arts programme	90.7
Sciences programme	72.4
Mathematics programme	80.8

The number of students who were in the secondary schools (girls and boys) in 1956-57 was 3.7 percent of the number of students in the kindergarten, elementary and intermediate
(16)
schools.

D. Methods and Inspection

Enthusiastic trained teachers have been engaged to undertake the task of teaching in the secondary schools of Kuwait. At the beginning of every year, the heads of departments of the secondary schools call the teachers to a meeting to plan ahead common patterns of instruction; identification of

(15) Interview with Mr. Abdul-Majid Mustafa (see app.).

(16) Number of secondary school students:

<u>Boys</u>	<u>Girls</u>	<u>Total</u>
666	+ 130	= 796

<u>Kindergarten</u>	<u>Elementary</u>	<u>Intermediate</u>	<u>Total</u>
1,033	+ 16,749	+ 3,554	= 21,336

Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 143.

purposes or objectives; making of assignments; classroom motivation; and evaluation of growth and achievement. Weekly meetings are also held all through the year to discuss difficulties and improvements in the teaching of subject matter.

Teachers have complete freedom to use their own methods of teaching on condition these methods may not conflict with up-to-date methods of education and the aim of secondary teaching in Kuwait. The lecture, problem solving, socialized recitation, and project methods are used.

Audio-visual materials are rarely used. It was not until recently that films were introduced in class instruction. Charts, maps, graphs and diagrams are not used in most cases when needed. It should be emphasized that audio-visual materials help understanding, for our perception of things depends on our ability to see, hear, touch, taste, and smell. ⁽¹⁷⁾ A considerable number of audio-visual materials are being produced by teachers but rarely used.

Foreign teachers are liable to leave Kuwait any minute. Egyptian teachers are not permitted to spend more than four years abroad by their government. Palestinians might resign whenever faced with inconveniences. Hence, teachers find difficulties in presenting the problem by starting with some life

(17) W.A. Wittick and C.F. Schuller, Audio-Visual Materials -- Their Nature and Use, (New York: Harper and Bros., 1953), p. 7.

experience of the students. By the time the teacher gets to know the Kuwaiti culture, he is apt to leave Kuwait. (18)

E. Scholarships

Scholarships are awarded to all those who wish to continue their studies abroad after having passed the Tawjihiyah Examination satisfactorily. The aim of such scholarships is to meet particular needs of the country for certain types of specialized personnel. The Department of Education has pursued policies designed to encourage specialized education and to provide assistance for its financial support. (19)

A Supervisory Council for students studying abroad has been formed to advise, guide and supervise students. Students needing medical treatment not available in Kuwait, are awarded scholarships to study in elementary and secondary schools abroad. The Supervisory Council was founded in 1944 and stationed in Cairo to supervise the activities, social life and studies of students. It also cooperates with the Egyptian government in engaging teachers, doctors, and specialists for Kuwait and in offering service to Kuwaiti new-comers in Egypt. The office in Cairo has five members, a general director, an educational supervisor, an accountant, a secretary and a clerk.

(18) Arab Secondary School Delegates Conference at the American University of Beirut, August 1956. Report given by the representative of Kuwait.

(19) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 144.

In addition to tuition fees and medical treatment, the Department of Education grants the students studying in Egypt a salary of £33 a month, £60 for clothes each year, £22 for books and the like, £30 for the summer vacation and (20) £8 for the mid-year holiday.

A club established in Cairo in 1952 and known as the "Kuwaiti Student Union" holds social, educational and athletic activities under the guidance of supervisors. The Department of Education has also organized a library for Kuwaiti students studying in Egypt. And for the first time in the history of Kuwait, three women students were sent to study abroad - one in Egypt and two in England.

All secondary school graduates are entitled to have grants to study in universities irrespective of the fact that most of these do not qualify to go through higher academic preparation. The writer believes that once the number of secondary school graduates increases, selection will take place in respect to capacities and aptitudes and there would not be a problem.

(20) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 70.

Table 27 (21)
Students Studying Abroad, 1956-57

Schooling	C O U N T R I E S					Total
	Egypt	Iraq	Lebanon	England	United States of America	
University	115	2	3	10	10	140
Higher Studies*	--	--	--	31	--	31
Technical Education	--	--	--	11	--	11
Military Training	--	--	--	8	--	8
Secondary Education	5	--	2	--	--	7
Elementary Education	11	--	--	--	--	11
Special Studies**	--	--	--	11	--	11
Grand Total	131	2	5	71	10	219

* Have finished their secondary education and are going to sit for the General Certificate Examination.

** Students who are under medical care and are continuing their studies at the same time. Some of them are studying English to enter institutions.

(21) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 145.

Table 28
Distribution of Students Studying in
Higher Institutes Abroad, 1956-57⁽²²⁾

Field of Study	C O U N T R I E S					Total
	Egypt	Iraq	Lebanon	England	United States of America	
Commerce	25	1	--	--	--	26
Law	17	--	--	--	--	17
Arts	13	--	--	--	--	13
Engineering	11	--	1	2	--	14
Police	11	--	--	--	--	11
Medicine	5	--	2	4	--	11
Agriculture	6	--	--	--	--	6
Sciences	4	--	--	--	--	4
Military	4	1	--	1	--	6
Azhar & Dar El-Ulum	19	--	--	--	--	19
Petroleum Engineering	--	--	--	--	9	9
Administration	--	--	--	--	1	1
Mathematics	--	--	--	1	--	1
Economics	--	--	--	2	--	2
G.C.E.	--	--	--	24	--	24
Educational Training & Teaching	--	--	--	7	--	7
Handling of Trade	--	--	--	3	--	3
Car Mechanics	--	--	--	5	--	5
Electrical Engineering	--	--	--	1	--	1
Surveying	--	--	--	1	--	1
Technical Training to Teach	--	--	--	1	--	1
Grand Total	115	2	3	52	10	182

(22) Ibid., p. 147.

Students specializing in law do not contribute to Kuwait as much as doctors due to the fact that the people of Kuwait do not need lawyers to defend them in courts. There is one court at present under the direct control of Sheikh Jabir El Sabbah and lawyers are not permitted to defend clients. Hence, there are no lawyers at present in Kuwait.

F. Scholarships for Students from the Arab Lands to Study in Kuwait

A number of grants covering tuition, board, pocket money, travel, etc., are given to needy students from the Arab lands. The regulations for the scholarships are as follows: ⁽²³⁾

1. Students from countries that lack educational or economic resources are granted scholarships to study in the schools of Kuwait.
2. Students should have completed the elementary cycle unless the countries concerned do not have elementary schools.
3. The Kuwait Education Department furnishes the students with tuition fees, board, clothes, pocket money and travel expenses. A supervisor is assigned to look after their affairs.
4. Scholarships will be withdrawn if a student fails in more than one year in his complete period of study or the country ceases to be in need of such a grant.

(23) Kuwait, Department of Education, Nitham Al-Bi'that, May 22, 1954, (Kuwait: Maghawi Press), p. 11, (Arabic).

5. Grants are awarded through government and official organizations. The Educational Council decides the amount of scholarships allotted to each country.

Table 29 gives the number of students from the various Arab lands studying in Kuwait, their nationalities and schooling: (24)

Table 29

Schooling	North Africa				Tot.	South of the Arabian Peninsula				Tot.	(Persian) Arabian Gulf		Tot.	Other Countries
	Tot.	Tunis	Algiers	Morocco		Hadramout	Yemen	Lehjab	Par		Masqat & Coast of Oman	Bahrain		
Secondary	45	5	15	5	25	3	1	4	-	8	12	-	12	--
Intermediate	17	-	-	-	--	1	-	1	5	7	6	2	8	2
Total	62	5	15	5	25	4	1	5	5	15	18	2	20	2

(24) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 146.

G. Contributions

The expansion of the government departments has led to the growing of a more complex local administration for which a class of educated Kuwaitis will be required for government work. One of the handicaps which the administration is facing at present is the lack of trained officials with even the most elementary administrative experience. Arabs, Palestinians in particular, are seizing the opportunity of installing themselves in positions of responsibility and influence. Hence a university education and specialization to Kuwaitis renders great services to the country. The profound social change taking place at present in Kuwait needs competent administrative officials to run affairs. Experts are needed to enhance and guide the rapid development. Gradually, university graduates will have to replace foreigners in all fields.

An educated middle class is needed by the state to meet the development programme.

C H A P T E R V

VOCATIONAL EDUCATION

A. General Considerations

Vocational education of today in Kuwait is a substitute of medieval apprenticeship which has been taken over by the schools. The earliest form of apprenticeship is the master and apprentice relationship. Such an education varied much depending upon the knowledge of the master and his interest in teaching his apprentice.

With the growing complexity of the Kuwaiti society because of the tremendous increase in the national income of the country in a very short time, vocational training became a necessity of existence to many. Most Kuwaiti workers were untrained professionally to hold jobs created by the rapid development that needs skill and craftsmanship. The increased demand for professionally trained workers as compared to the limited occupational training of Kuwaitis, caused shortages in almost every professional field. Hence, trained workers from outside Kuwait have been called upon to hold well paid positions. The Department of Education realizing the dangers caused by the situation, opened four vocational schools to prepare professionally trained Kuwaitis. Table 30 points out

the different vocational schools with the number of students
(1)
in each:

Table 30

<u>School</u>	<u>No. of Students</u>	<u>Number of Teachers</u>
Religious Institute	511	37 (principal, secretary and assistant principal are not included)
Al-Nur Institute (for the blind)	39	5
Technical School *	98	45
Commercial Night School **	850	6 (In addition, part time teachers teach in the Commercial Night School)

Vocational training in the above-mentioned schools aims at keeping abreast of today's developmental work in Kuwait, leading the way whenever possible.

B. Religious Institute

The function of the Religious Institute as prescribed
(2)
by the Department of Education is twofold:

- (1) Kuwait, Department of Education, Annual Report of 1956-57, pp. 103, 108, 113, 115, 120, 121.
- * The number of students on the 15th of September 1955 was 54, and increased to 60 in December 1955.
- ** The number of students on the 15th of September 1955 was 400, and increased to 692 in December 1955.
- (2) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 55.

1. To prepare religious and sincere leaders that would raise their nation to attain happiness and prosperity and lead respectable lives.
2. To perpetuate the Islamic culture with its manifold contributions by Islamic leaders all through the ages in the field of knowledge.

Much attention and encouragement has been given to the Religious Institute to prepare future sheikhs of Kuwait, for religion is an integral part of the lives of the people. Education of this nature is highly esteemed and valued by many a Kuwaiti. The stages of schooling carried on until 1954-55 were as follows:

1. Preparatory Stage: Prepares students for a period of one year to enter the first elementary class. The course of studies includes subjects taught in the kindergarten classes with more emphasis on the Arabic language and the Koran.
2. Elementary Stage: Extends over a period of four years after which students sit for the elementary school certificate. The Azhar system of studies is followed in the elementary stage.
3. Secondary Stage: Extends over a period of four years. Upon completing the secondary cycle, students receive the

secondary school certificate of the institute, which entitles the bearer to continue his studies in one of the schools of Al-Azhar or Dar El-Ulum in Egypt.

The present stages of schooling followed as from 1955-56 are as follows:

1. Preparatory Stage: Extends over a period of four years, after which students enter the elementary stage.
2. Elementary Stage: Extends over a period of four years. Upon completing the studies of this stage, students sit for an examination similar to that held by the intermediate schools of Kuwait. Those who pass are eligible to enter the secondary stage.
3. Secondary Stage: The secondary stage extends over a period of four years. Graduates are entitled to enter Al-Azhar or Dar El-Ulum of Egypt without an examination.

Religious instruction met with rapid progress over a short period of years. Table 31 gives the number of students in 1954-55, 1955-56, and 1956-57 in the preparatory, elementary and secondary stages of the institute:

(3) Ibid., p. 56.

Kuwait, Department of Education, Annual Report of 1955-56, op.cit., table 7.

Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 103.

Table 31

	<u>Prepar- atory</u>	<u>Inc- rease</u>	<u>Element- ary</u>	<u>Inc- rease</u>	<u>Second- ary</u>	<u>Inc- rease</u>	<u>Total</u>	<u>Inc- rease</u>
1954-55	53		176		39		268	
1955-56	132	79	223	47	50	11	405	137
1956-57*	267		191		53		511	

Thus, the number of students increased 84.7 percent in two years. Graduates of the institute are to hold religious and governmental positions in the country, while others may continue their studies in Egypt. On their return, they have to render their services to the country, each according to his field of specialization.

The variety of subjects taught unifies the old and new religious schools of religious instruction. The subjects are: (4)

1. Theology.
2. The Oneness of God.
3. Interpretation and Hadith.
4. Religion and ethics.
5. The life of the Prophet.
6. Islamic history.
7. Arabic literature.
8. Grammar and rhetoric.
9. Logic.

* The levels of schooling changed completely in 1956-57. The change started in 1954-55.

(4) Kuwait, "Sijill Al-Kuwait Al-Yawm", op.cit., p. 56.

10. Science and mathematics.
11. English language.
12. Drawing (in elementary and secondary classes).
13. Oratory (taught in separate section).

C. Al-Nur Institute for the Blind

Al-Nur Institute for the blind was inaugurated in 1955-56 and enrolled 36 students. In December of the same year, the number decreased to 27. By 1956-57 the number increased to 39. Previously, a limited number of blind students were accepted in the Religious Institute where they learned the Koran by heart. The aim for establishing Al-Nur Institute for the blind has been to train blind students for a vocation and to improve their lives. Students are taught to read Braille letters, typing, and handwork, i.e., making baskets, models, mock-ups, etc.

The Department of Education invited a specialist for the blind to visit Kuwait and suggest ways to be followed in establishing an institute for the blind. At present, the institute is able to enroll all blind students who wish to enter it. One cannot predict the degree of success to be attained by the institute as it is in its experimental stage.

Table 32 gives the number of classes, students, teachers size of classes and the average periods taught per week by a teacher: (5)

Table 32

(32a)			(32b)					
Al-Nur Sec - Insti- tions tute	Stu- dents	Classes	Total		Average No. of Periods per Week per Teacher	Average No. of Students in each Class	Average No. of Students per Teacher	
			Stu- dents	Teach- ers				
First Year	1	17						
Second Year	1	8						
Third Year	1	7						
Fourth Year	1	7						
			4	39	5	23	10	8

The small number of students in each class makes it easier for the teacher to detect individual differences and provide guidance accordingly. A glance at the number of periods taught by a teacher a week, makes it hard for each to achieve the desired results.

(5) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p.108.

D. Technical School

The development of new equipment has increased the size of the skilled labour force needed. A large share of the additional requirements in the skilled occupations will be met, however, by breaking down jobs and using less skilled and partially trained workers. The increase in the number of semi-skilled workers means relatively fewer jobs for unskilled workers. Workers are being drawn out of these jobs by better pay in other occupations. Skilled labourers from outside Kuwait find promising futures by replacing local workers. The Department of Education being aware of this fact, has founded the technical school in the Shuwaikh district over an area of 48 fadans. The construction of the school building began in 1951 but the school was opened in September 1955, in spite of the fact that some parts of the building were not completed until 1957. The school is looked upon as a model up-to-date technical school equipped with the best that money can buy. It has a large number of buildings, most of which are:

1. Machine Shop: Comprises four buildings each of which is intended for a vocation:
 - a. Carpentry of furniture and buildings.
 - b. Metals, welding, building, tinsmithing, plumbing.
 - c. Wireless, electricity, lathe work and filing.
 - d. Automobile mechanics, blacksmithing, metallurgy.

In addition, cold drinking water fountains and hot water are available all day.

2. Laboratories and Classes: Composed of three, two-storey buildings. The ground floors have the laboratories and the upper floors are for instruction and teaching.
3. Dining Room and Kitchen: Composed of a huge building with a kitchen having the best modern facilities for cooking. Electric refrigerators and a refrigerated room make it possible to store food in large quantities. The dining room can furnish meals for five hundred students at any one time.
4. Boarding Department: Is composed of six, two-storey buildings with 42 rooms in each building. Students are given a room each.

A requisition was made to equip the school with the best possible equipment and machines needed for teaching. Most, if not all, have been received and are used at present. The Technical School with all its glamour did not meet much success in attracting a large number of students. There were eight students and fourteen teachers in 1954-55 while in 1955-56 the numbers increased to 60 and 32 respectively. ⁽⁶⁾ Students who finish the

(6) Information supplied by the Department of Education. Date, 15/9/55.

first secondary class or hold the elementary certificate given by the Department of Education are accepted to enroll at the school and are to spend four years of study. Upon graduation, students receive the certificate of the school and are qualified to work in government and private concerns. Students of the first year of the school receive a monthly allowance of 70 rupees, the second year 80, the third 90, and the fourth 100 rupees. (7) The amount is kept until graduation and is received in a lump sum together with 50 percent of the profits on materials sold, i.e., furniture, etc. Those who wish to start enterprises of their own, receive double the amount. All students receive free board, lodging, tuition, fees and clothing. The school has been made to accommodate 600 students. The distribution of students in the various fields of specialization in 1955-56 was: (8)

Table 33

<u>Field of Specialization</u>	<u>No. of Students</u>
Automobile mechanics	14
Sanitary works	3
Wireless	18
Electricity	13
Furniture carpentry	18
Lathe work	14
Models carpentry	4
Metals	7
Filing	3
Blacksmithing & welding	<u>4</u>
Total	98 students

(7) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 111.

(8) Ibid., p. 113.

The outstanding reasons for the small number of students who attend the technical school are:

1. Contempt for manual work. Kuwaitis look down upon such work and regard it as degrading.
2. The rapid development of the country has been made within a few years and machinery has been introduced recently to Kuwait. The people have not yet felt the need and importance of skilled labour in a rapidly changing community.
3. The jobs in government offices and companies open to elementary school graduates with relatively high salaries led to the employment of most elementary graduate students that may have found in the technical school a suitable training, had it not been for the high salaries offered elsewhere.
4. Apprenticeship of occupations such as trade, is highly esteemed by many a Kuwaiti whose parents are merchants. They try to follow the same line their parents practice. Hence, the demand for technical training diminishes.
5. It is believed that academic training leads to a better promising future than that of skilled labour training, for all elementary school students who pass the examination set by the Department of Education are entitled to

enter the secondary school and upon passing the Tawjihiyah examination, they have the right to continue their studies abroad, and upon returning to hold well paid positions.

E. Commercial School

The idea of starting a commercial school to train Kuwaitis in the theoretical and practical knowledge of commercial and secretarial studies, came into fruition in 1952-53. Elementary and secondary stages were opened in the Mubarakiah school. Students who did not have an elementary certificate were accepted in the elementary stage. Those who held an elementary certificate were accepted in the secondary stage. The subjects taught were: Arabic and English typing, accounting, bookkeeping, Arabic language, English language. The period of study extended three years in each stage after which students received certificates. The subjects taken by the students were mainly voluntary.

A few modifications took place in 1954-55. Commercial management, secretarial and calculating machine courses were introduced. In its third year, the commercial school moved to a new building.

Further alterations took place in the 1955-56 school year. Students who held the elementary certificate or passed an examination set by the school, will be accepted in the secondary stage. Students can choose from one to three courses on condition their choice is not limited to languages only.

Moreover, schooling has been curtailed to two years. Those who pass the examinations satisfactorily, receive an acknowledged certificate by the Department of Education which was first granted in 1955-56. Subjects taught are: English language, Arabic language, accounting, bookkeeping, Arabic commercial methods, English commercial methods, Arabic typing, English typing, calculating machines, secretarial work.

Studies are carried on in the evenings on a part time basis for employees of government and private enterprises. The writer taught for sometime in this school as a part time teacher. It is his belief that a large number of the students attend the school when they feel free depending on the day's work they have had.

Table 34

(9)

Vocations of Students in the Commercial School

<u>Occupation</u>	<u>Number</u>
Merchant	116
Employee	523
Other Occupations	<u>211</u>
Total	850

(9) Ibid., p. 120.

C H A P T E R VI

TEACHERS

A. Teacher Training

The shortage of teachers to meet the outstanding expansion in the Department of Education within the last few years has been an immediate problem faced by the authorities concerned. The total number of Kuwaiti teachers in 1955-56 was 100, while 619 others were from the Arab lands. On the other hand, Kuwaiti women teachers number 18 compared to the 366 from other countries.

A teacher training class was established a few years ago, but had to close down due to the fact that there was no noticeable inclination on the part of youth to become teachers. The very few already enrolled were sent to continue their training abroad. In 1953-54 a Women's Teacher Training Center enrolled 15 women students for the first time in the history of Kuwait. This number increased to 22 in 1955-56.⁽¹⁾ The following table gives the number of women teachers in the three classes of the women teacher training classes, 1/1/57:⁽²⁾

-
- (1) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., table 6. Date of statistics, 15/10/55.
- (2) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 97.

Table 35

Women Teachers

<u>First Class</u>		<u>Second Class</u>		<u>Third Class</u>		<u>Total</u>	
<u>Sections</u>	<u>Students</u>	<u>Sections</u>	<u>Students</u>	<u>Sections</u>	<u>Students</u>	<u>Classes</u>	<u>Students</u>
1	16	1	8	1	12	3	36

The course of studies for training women teachers to teach in the women's elementary schools extends over a period of three years. Twelve out of the fifteen women in the Teacher Training Center graduated in 1954-55, i.e., 80 percent of the total enrolment.

Plans are made by the Department of Education to establish a men's teacher training college to train local teachers to teach in the elementary and intermediate schools, with the intention that it should have the same standard as that of the Shuwaikh Secondary School with similar buildings, facilities and standard of teaching.

Additional training for local teachers was provided for in the last few years by having a limited number of Kuwaiti elementary school teachers join the 9 week period summer refresher courses sponsored by the Department of Education of the American University of Beirut. The courses deal with the theory and practice of education and with some of the basic subjects

taught by these teachers in the elementary schools of Kuwait. This was resorted to upon the recommendation of Doctors Penrose and Kurani on their visit to suggest improvements in the Kuwait educational system on February 25, 1951. The idea behind such refresher courses has been to broaden the horizons and scope of Kuwaiti teachers and enable them to improve the quality of their work.
(3)

The inspector of the English language as well as teachers - Kuwaitis and others - were sent in the summer of 1956 to have additional training in the field of education abroad.

The general tendency of youth in Kuwait towards the profession of teaching is one of rejection. They find more promising careers in other clerical or white collar jobs. Unless the feeling of rejection fades away, Kuwait will still find the problem of teachers standing in the way of educational progress. Teachers do not enjoy a high prestige. The training of teachers is vital to education in Kuwait. The whole educational system rests on the proper solution of the training of local teachers. The presence of a limited number of trained teachers from the Arab lands is but a temporary solution to Kuwait's most pressing educational problem. Trained local youth is a real need of Kuwait at present.
(4)

(3) Penrose and Kurani, Observations on Education in Kuwait, (Beirut: Education Department of the American University of Beirut, 1951), p. 6.

(4) Ibid., pp. 4-5.

B. Nationalities of Teachers

The need for trained teachers to meet the wide development in the schools has led the authorities to engage a large number of trained and untrained teachers from various countries. The director of education, his assistant and a third prominent member of the Department of Education, make yearly tours in the months of July and August to hire Egyptian, Palestinian and Jordanian, Syrian, Lebanese, and Iraqi teachers as well as persons of other nationalities to teach in the schools of Kuwait.

The following is an indication of the effects of the diverse nationalities of teachers on education:

1. Students are liable to become familiar with different dialects used by the various teachers of the different parts of the Arab lands. One of the aims of education in Kuwait is to inculcate in students the sense of Arab unity. Through contact and acquaintance with the various teachers of the Arab countries, students might realize that Kuwait is but a part of a greater whole - the Arab lands.
2. Teachers need time and an intimate relationship with the people to understand and adapt the Kuwaiti culture. By the time teachers get to know the culture, they would have saved enough money to settle down elsewhere.

At the slightest inconvenience, teachers resign and leave Kuwait. New teachers have to start anew.

3. Teachers with different backgrounds, experiences, methods, education and social status, behave differently. As a result, cooperation among teachers is rare. Diversity rather than unity is a familiar feature in schools. Egyptian teachers are given privileges over those of other nationalities. The feeling of discrimination among teachers reduces the quality of work produced.
4. Unsettled teachers are inclined to be less enthusiastic in their work than settled ones, yet it can be well stated that foreign teachers are greatly interested in their work. Words of praise are sent yearly to teachers congratulating them for the outstanding work done during the school year.
5. The shortage of Kuwaiti teachers has led the Department of Education to engage unqualified Kuwaiti teachers. The writer recalls incidents of unforgivable mistakes which were committed by them in teaching. Many of them use corporal punishment in the lower classes of the elementary school.
6. Unfavourable incidents between Egyptian teachers and teachers from the other Arab lands take place as a result of the privileges enjoyed by the Egyptian teachers.

Incidents of this nature hinder cooperation and teamwork in schools. Headmasters and headmistresses realize the fact and try always to avoid it. The writer was informed of incidents where a headmistress could not take action against an Egyptian woman teacher who threatened to call upon the head of the Egyptian delegation in Kuwait if she was asked to teach more than eighteen periods a week in the elementary school. The headmistress, not wishing to make things worse, gave other women teachers a greater burden than they should have and concealed the matter from the Department of Education.

Table 36
Teachers of Different Nationalities
in Kuwait, 1/1/57⁽⁵⁾

	Kuwaiti	Egyptian	Palestinian or Jordanian	Iraqi	Syrian	Lebanese	Other Nationalities	Total	% of Kuwaiti Teachers	% of non-Kuwaiti Teachers
Men Teachers	98	262	437	25	30	20	10	882	11%	89%
Women Teachers	24	140	337	2	23	13	4	543	4%	96%
Total	122	402	774	27	53	33	14	1425	9%	91%

(5) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 139.

The percentage of men and women teachers in regard to their nationalities for 1955-56 is as follows: (6)

Table 37

<u>Nationality</u>	<u>Percent</u>
Palestinian or Jordanian	54.67
Egyptian	26.39
Kuwaiti	10.69
Syrian	2.81
Iraqi	2.27
Lebanese	2.18
Others	.99
Total	100.00

C. Qualifications of Teachers

The profound social change in Kuwait has led to a sudden demand for trained teachers. No time was wasted by the Department of Education to supply its schools with a large number of teachers recruited from the Arab lands. Moreover, Kuwaiti elementary graduates were engaged to help in the rapid expansion of the schools. In the year 1956-57, the percentage of men teachers engaged by the Department, that had training in the field of education, was 47 percent. The percentage of trained women teachers was 32 of the total women teachers in the schools of Kuwait. (7)

It is apparent that a large number of the teachers have not had training in the field of education to direct and guide the new generation. In addition, no teacher meetings - other than the monthly meetings held to announce new directions by

(6) Kuwait, Department of Education, Annual Report of 1955-56, op.cit., table 11.

(7) Kuwait, Department of Education, Annual Report of 1956-57, loc.cit.

Table 38

(8)

Qualifications of Teachers

	QUALIFICATIONS OF TRAINED TEACHERS				QUALIFICATIONS OF UNTRAINED TEACHERS				No. of Men & Women Teachers	Total	PERCENTAGE		
	Tawjilhy & Secondary Level	Interme- diate or two yrs. of uni- versity	Univer- sity	Total	Private Education or Lower than a Secondary	Secondary Educa- tion	Interme- diate or two yrs. Enter of Uni- versity	Univer- sity					
Men Teachers	224	63	130	417	84	46	206	55	74	465	882	53%	47%
Women Teachers	122	18	32	172	19	127	116	76	33	371	543	68%	32%
Total	346	81	162	589	103	173	322	131	107	836	1425	59%	41%

headmasters - are held to improve the quality of teaching. No parent-teacher meetings are held whatsoever. There is no contact at all between teachers and parents.

Teachers with a secondary education or less - mostly Kuwaitis - lower the quality of teaching.

D. Salaries of Teachers

In order to form some idea of the material standard of any given group of teachers, it is necessary to know their salary scale and grades and minima and maxima. Contracts are of two forms:

1. The usual contracts as prescribed by the regulations of employees set by the government.
2. Private contracts made for experts or outstanding specialists in certain fields that need more attention. Contracts of this form are made by the departments concerned with the consent of the Employees' Welfare Department.

Members of delegations sent to Kuwait are not subject to the regulations prescribed by the employees' department, but to private agreements with the governments they represent.

Usual contracts are classified into junior and senior staff. The junior staff grades range from grade eight to grade five and those of the senior staff range from grades four

(9)
to one. Junior staff personnel are not promoted to senior staff unless the director of the department recommends them on grounds of outstanding service. The following is a distribution of teachers and education department personnel by salary grades and yearly increases:
(10)

<u>JUNIOR STAFF</u>	<u>Table 39</u>	<u>QUALIFICATIONS</u>
<u>Grade 8</u> : Salary 450 rupees rising by annual increments of 40 up to 650, per month.		
<u>Grade 7</u> : Salary 651 rupees rising by annual increments of 45 to 876.		Matriculation or its equivalent.
<u>Grade 6</u> : Salary 900 rupees rising by annual increments of 50 to 1150.		Intermediate or its equivalent.
<u>Grade 5</u> : Salary 1151 rupees rising by annual increments of 60 to 1451.		Bachelor degrees or equivalent.
Salary 1271 rupees rising by annual increments of 60 to 1451.		Masters degree or equivalent.
<u>SENIOR STAFF</u>		
<u>Grade 4</u> : Salary 1600 rupees rising by annual increments of 75 to 1975.		
<u>Grade 3</u> : Salary 2000 rupees rising by annual increments of 90 to 2450.		

(9) Kuwait, Nitham Al-Muwathafin Wa Al-Taka'ud, (1954), p. 14, (Arabic).

(10) Ibid., pp. 14-16.

Grade 2: Salary 2500 rupees rising by annual increments of 100 to 3000.

Grade 1: Salary 3100 rupees rising by annual increments of 150 to 3850.

Teachers who are members of the Egyptian Delegation are classified according to their basic salaries in Egypt. Those whose salary in Egypt is 8 Egyptian pounds receive a salary of 900 rupees per month. If the salary is greater than LE8 and less than LE12, the excess over 8 is multiplied by 3 times 14 rupees and the result is added to 900 rupees. Those who receive 12 Egyptian pounds are classified as grade five and are granted a basic salary of 1151 rupees. Any excess over LE 12 is treated as already explained. Therefore, Egyptian teachers obtain a higher salary than other teachers with the same qualifications. Residence is furnished to Egyptian men teachers and all women teachers. Teachers deprived of this privilege are granted a residence allowance to compensate them for living in less favoured areas than their colleagues. The following are percentages of the minima of grades for married teachers given as a residence allowance:

(11) Ibid., p. 20.

Table 40

Grade eight	50%
Grade seven	50%
Grade six	40%
Grade five	40%
Grade four	30%
Grade three	25%
Grade two	20%
Grade one	15%

Bachelors receive half the amount granted to married people.

Pensions are restricted to Kuwaiti staff only. Other personnel are eligible to receive a lump sum compensation of one month's pay for the first three years of continuous service and likewise for every two years service thereafter. Any Kuwaiti employee who serves for twenty-five years or is fifty years of age and has served a minimum of fifteen years, is eligible for a pension. Those who spend less than fifteen years and a minimum of seven, are granted compensation on the same basis as those who serve for fifteen years. The compensation is two percent of the year's salary for every year of service multiplied by five. The service of employees over fifty-five years of age is normally terminated except in cases where the director of the department recommends continuation of service. Pensions may be received in two ways:

1. A full pension paid monthly, which is 30 percent of the last salary upon termination of appointment for a minimum service of fifteen years plus two percent of the yearly salary for each year of service over the fifteen years.
2. A reduced pension ($3/4$ of total pension) plus a compensation lump sum equivalent to ten times the remaining fourth.⁽¹²⁾

(12) Ibid., pp. 31-34.

C H A P T E R VII

ADULT EDUCATION

A. Adult Education in a Rapidly Changing Culture

A constantly changing world presents continuous problems to be solved if the culture is to endure. Civilizations have to make adequate responses to the challenges of their times in order to survive.

In cultures where change is slow, learning can take place in childhood and youth for adaptation to the cultural and physical environment. The amount and nature of learning required depend largely upon the rapidity of change. Literally, one must learn or perish in rapidly changing cultures. Adult education becomes indispensable when the rate of change requires faster adaptations than is made in a normal lifetime. Startling advances have made far-reaching alterations in Kuwait within recent years. Adults must learn to adjust to the physical changes that are taking place.

Self reliance and independence were high virtues, when Kuwaiti families were largely self-sufficient. With the growth of specializations to meet the rapid development, interdependence among people has become a necessity. Cooperation has become increasingly needed for the satisfaction of most human wants.

The world that exists in the minds of most Kuwaitis and the real world are apart. In the light of new knowledge many ideas, attitudes and familiar expectations have become no longer appropriate to the life of Kuwaitis of today.

The behaviour patterns prevent wholesome and effective living in modern Kuwait. Customs, folkways, law, theology and tradition often stand in the way of the aspirations of the new generation. For some, accepting the new means defeat, demoralization and mental instability. Others see the opportunities if the new knowledge is adequately integrated. A higher type of social maturity yields more satisfaction to all concerned. Adult education yields a higher type of social maturity, hence giving rise to a better community. A rapidly changing culture demands the spreading of adult education to cope with the physical changes of the country.

B. Adult Education to Eliminate Illiteracy and Produce Good Citizens

Adult education in Kuwait pertains to formal and informal instruction with an educational purpose carried on by mature people on a part-time basis under the direct supervision of the Department of Education. The aim of such instruction is not only to eliminate illiteracy but to spread a rudimentary

education among Kuwaiti mature persons who did not have a chance to attend any school.

Five centers have been established by the Department of Education for soldiers and guards to learn the three R's. Three teachers have also been engaged to teach patients of the Men's Tuberculosis Hospital. ⁽¹⁾

The total number of adult education centers in 1956-57 to eliminate illiteracy and to teach Arabic to foreign engineers is seven having 420 students. Table 41 enumerates these centers and gives the number of students in each school, with their ⁽²⁾ different nationalities.

Table 41

	Kuwaitis	Palestin- ians or Jordanians	Iraqis	Saudis	Others	Total	% of Kuwaitis	% of non- Kuwaitis
Military Train- ing Center	124	--	--	--	--	124	100	--
Shuwaikh Center	7	--	--	--	--	7	100	--
Army Machine Shop Center	106	1	--	--	--	107	99	1
Men's Tuber- culosis Hospital	58	--	--	--	--	58	100	--
Police Center	47	--	--	--	--	47	100	--
Guards Center	41	1	9	1	--	52	79	21
Teaching of Arabic to Foreign Engineers	--	--	--	--	25	25	--	100
Total	383	1	10	1	25	420	91	9

(1) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., p. 129.

(2) Ibid., p. 130.

The opportunities offered by the adult centers do not parallel elementary schools in either range or method. In certain spheres adult centers endeavour to supply the means of bridging gaps left by illiteracy. Compulsory education has not yet been enforced and a large number of illiterate teen-agers are out of schools and are expected to live side by side with the rest of the Kuwaiti community for the coming half century. Besides, illiterate adults endanger the rapid development manifesting itself in the present Kuwait. (3)

In addition, the Department of Education sponsored a series of lectures given by prominent educational Arab leaders. Seventeen lectures dealing with educational, literary and scientific topics were presented during the academic year 1954-55 in the Shuwaikh Secondary School for all to attend. The writer attended a few and believes that these lectures were met with enthusiasm which gave the audience a greater insight into the more important problems of life, be it political, social or economic.

C. Adult Education and Skilled Labour

The second type of adult education carried on in Kuwait is intended to raise the standard of skilled workers and improve their positions by making it possible for them to attend evening classes held in the Technical School.

(3) Ismail Al-Kabbani and Matta Akrawi, op.cit., p. 115.

Theoretical and practical studies are an integral part of the course taught. This has been attempted to improve the quality of skilled Kuwaiti labour and hence to increase the percentage of skilled Kuwaiti workers.

Companies and governmental departments depend mostly on foreign skilled labour which comprises 87 percent of the total skilled labour in Kuwait. ⁽⁴⁾ The Department of Social Welfare has called attention to the seriousness of the problem and has suggested that more attention be paid to the quality of work done by Kuwaitis through technical training and guidance in the various vocational schools.

Representatives of the Social Welfare Department and the Department of Education were appointed to establish a "Workers' Training Center" in the Technical School of Kuwait. Plans were set to extend the period of studies to become three months for each course of studies known as a refresher course in the field of specialization. Workers are expected to spend around two and a half hours in the school twice or three times a week. ⁽⁵⁾ A light meal is distributed during an in-between class interval. Certificates are awarded to those who complete their studies satisfactorily making it possible for them to

(4) Kuwait, "Al-Kuwait Al-Yawm", No. 85 (August 18, 1956), p. 1 (Arabic).

(5) Ibid.

receive a higher pay. Upon the completion of studies, each worker is to receive three rupees for every hour he attended school. Transportation to and from school is made available for all students.

One hundred and eighty workers were chosen in 1956 to join the refresher course held at the Technical School for the first time to study for a period of three months under specialized teachers in seven different fields. 1773 applied for such training, 202 of whom did not meet the requirements, and 1571 are to be accepted sometime in the future. ⁽⁶⁾ In 1955-56, 113 were accepted while in 1956-57 the number increased to 151. Upon completion of the course, a certificate of recognition is awarded. ⁽⁷⁾

(6) Ibid.

(7) Kuwait, Department of Education, Annual Report of 1956-57, op.cit., pp. 116-117.

C H A P T E R VIII

MAJOR PROBLEMS OF EDUCATION IN KUWAIT

So far, the account of the development of education in Kuwait has been mainly factual and descriptive. No attempt has been made to evaluate the educational system as it stands.

The purpose of education should be formulated before trying to find solutions to the manifold problems of education in Kuwait. An accepted statement of the over all purpose of education was stated to be:⁽¹⁾

"To develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."

Bossing states that "the function of education is conceived to be the adjustment of man to his environment, which contemplates man's adaptation to and the reconstruction of his environment to the end that the most enduring satisfactions may accrue to the individual and to society."⁽²⁾ Adaptation assumes a position of prime importance in the survival of the

(1) N.L. Bossing, Teaching in Secondary Schools, (New York: Houghton Mifflin Co., 1952), p. 9.

(2) Ibid., p. 10.

individual. With greater complexity in the Kuwaiti culture, adaptations to the physical environment have become more numerous and difficult, and the increase in wants has resulted in a greater necessity for the reconstruction of one's environment.

Education is mainly a social process intimately connected with the heritage of the past and the hopes of the future. To gather up the threads of inquiry, an attempt should be made to summarize the major problems and trends, and to point out the role of education based upon the background of political, social, and economic life in Kuwait. A comparatively brief attempt is made to summarize the problems, suggest solutions and describe trends.

A. General Problems

1. Impact of the West on Kuwait

The West, aware of the potential wealth of Kuwait, has come seeking its oil. Consequently, Kuwait began to assume a place of importance in the world's economy. Thus the old and the new exist side by side. Western influence has led to sudden changes within a short period of time. Towns have sprung up. Many Kuwaitis have realized the fact that unless they, of necessity, learn the way of the West, they will not succeed as merchants. Though influenced by cultures of the past, they must adjust to a modern world. This adjustment has been brought

about mainly by mass communication and contact with the West. Through the remarkable growth of Kuwait's oil industry, Kuwait suddenly "blossomed forth into the metropolis of the gulf."⁽³⁾

Materialism emerged rapidly as a result of the impact of the West. Western modes of living have been adopted as they are, irrespective of the needs of the people. Expensive cars, modern air conditioning units, refrigerators, etc., have been introduced overnight. New construction, design, and new ideas of city planning have changed the appearance of the towns and villages. A more subtle change is occurring in values, behaviour, and educational concepts. Education cannot be left out of the picture amidst all this change.

Ultra-modern schools have been built, trained teachers from all over the Arab world have been hired, and up-to-date methods adopted. All this has been done on the assumption that such rapid developments may give rise to good productive citizens. The result has been deadly dangerous. Students have rejected the ultra-modern schools as they have been found to be too far ahead, and in the meantime the home has been found to be too backward. The student has rebelled against the home and he has found school distasteful as it has required

(3) Dickson, op.cit., p. 573.

of him a scientific attitude that is too sudden for him to conceive and adopt. He could find no security or satisfaction in either the home or the school.

Hence, it is felt that unqualified adoption of western patterns of living cannot adequately meet the needs of Kuwait. A study of the assets and discrepancies of such adoption should be made to meet the needs of the country.

Nevertheless, the influx of Palestinians, Iraqis, Lebanese, Iranians, Egyptians and other foreigners on a large scale, has led to bringing the culture of the West and that of Kuwait together. However, the sudden changes caused by the rapid increase in the budget of the country, as a result of the great increase in the production of oil, cannot bring out a similar rapid change in ideas and ideals of the people.

The writer feels that change requires time. Change is gradual. It does not come overnight once the economic factor is solved. Material changes can be brought about in a very short time, while the change in the ideas and ideals of people needs time. Sudden changes and developments are likely to result in a social revolution sooner or later. The writer predicts that with changes as carried on in Kuwait, a social revolution is apt to take place sometime in the future. The old convictions are overwhelmed by the flood of new ideas from the West, which up

till now did not put anything satisfying in the place of those convictions. ⁽⁴⁾ In the last twenty years, the social and economic changes have destroyed the traditional institutions through which convictions and loyalties expressed themselves. Irresistable change has weakened the whole of traditional institutions on society.

The tension created by the unending change, cut off men of their past. Kuwait being exposed too soon to the corruptions of wealth has to find safety in a national democracy based on the right education.

To meet the rapid changes taking place in Kuwait, a flexible curriculum should be resorted to. The curriculum should be revised every two or three years to meet the change in the needs of the people. Education should be tentative.

In addition, enlightenment of the people is necessary. Hence, parent-teacher meetings should be often to orient parents as to all that is taking place in the school. Once the parents begin to know about what is expected out of their children in school, they will become aware of their responsibility in bringing up the child.

A campaign against illiteracy through adult education and fundamental education helps in raising the standard of

(4) Albert Hourani, "Arab Culture - its Background and Today's Crisis", Atlantic Monthly, vol. 198, No. 4 (October 1956), p. 131.

morality and understanding of many a parent. By doing so, the child is liable to be understood by his parents and there will be no more a rejection of the home by the child himself. (5)

The era in which Kuwait is now living is one in which there exist social, political, economic, and cultural changes in the affairs of its people. All this has been a test of values. The writer emphasizes the need of devoting more attention than in the past "to the development of character and less to the traditional emphasis on intellectual training." (6)

The writer conceives too that the "central ideal in the plans for reconstruction is the provision of equality of educational opportunity. But the school is more than an agency to impart instruction. The day has passed when the primary function of teachers was to impart a certain quantum of knowledge and when success could be measured in terms of examination results." (7)

2. Education and the Standard of Living. What is the Role of Education in a Country Where Rapid Developments are Taking Place

The standard of living in Kuwait determines to a great extent the philosophic outlook of the people which is basically

(5) Supra, c. "Adult Education".

(6) I.L. Kandel (ed.), Teachers' College, Columbia University, Educational Yearbook, 1944, (New York: 1944).

(7) Kandel, Education in an Era of Transition (Published under the auspices of the Yearbook of Education and in association with the University of London, Institute of Education by Evans Bros., Ltd., London, printed by Hazel Watson), p. 29.

a starting point for education. Education is to be adapted to the occupations, traditions, aptitudes and mentality of the people. Education should adapt the people to changing circumstances and progressive ideas.

Education in Kuwait should be looked at as an agent of natural growth and evolution. "Its aim should be to render the individual more efficient in his or her condition of life, whatever it may be, and to promote the advancement of the community as a whole through the improvement of agriculture, the development of native studies, the improvement of health, the training of the people in the management of their affairs, the inculcation of true ideals of citizenship and service.."⁽⁸⁾

The importance of oil in the economy of Kuwait needs no emphasis. "But the effects of the development of Kuwait's oil resources do not end with this. The national economy of the country has been enriched progressively with the development of the field, enabling the present ruler to plan the modernization of municipal services, including public health and water and electricity supplies. Full employment and good wages have contributed to a general rise in the standard of living."⁽⁹⁾

Technicians in all fields to meet the rapid changes in Kuwait

(8) Margaret Read, Education and Cultural Transition, (Evans: University of London Institute of Education, 1952), p. 7.

(9) Dickson, op.cit., p. 585.

are needed. The sudden influx of wealth may result in unavoidable difficulties. Hence, it is advisable to accomplish a smooth transition from scarcity to plenty.

Rural districts are being impressively changed by new forms of building and architecture and new ways of transportation. Along with the changes of this kind, there is a change in ideas, values, behaviour, character and morals and in political methods of organization. (10)

Technical experts in the fields of house building, plumbing, electrical works, car mechanics, carpentry, navigation, laying down pipes, etc., should be trained to meet this influx.

In spite of the fact that there are no statistics pertaining to industry or agriculture, yet brick making, fishing and boat building can be inaugurated. Trade shows promise due to the geographical position of Kuwait. It is hard to lay specific objectives of education in the absence of precise statistics. The government of Kuwait has established recently a department of statistics but its work has not yet matured.

B. Major Problems of Education Pertaining to Elementary Schools

1. What should the Task of the Elementary School be? (11)

The main tasks of Kuwait's elementary schools should be as follows:

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- (10) Matthews and Akrawi, Education in Arab Countries of the Near East, (Wisconsin: George Banta Publishing Co., 1949), p. 535.
- (11) Supra, c. Elementary Education.

- a. "The child must become moderately proficient in the use of the language tools."⁽¹²⁾ Much of the time of the student is to be occupied in reading, writing, listening and in number symbols. Special attention should be paid to the development and refinement of the spoken language facilities.
- b. A second task of the elementary schools of Kuwait is to integrate students into a common unity. That is, children are to learn to live with others, show respect for the rights of others, and have the primary qualities of a responsible citizen before leaving the elementary school. The child should learn to leave behind his domineering and self-centered behaviour and replace it with one that makes him share, give and take, cooperate and adapt himself to the group.
- c. A third task of the elementary school is to "insure that the child has come to understand something of the larger world about him."⁽¹³⁾ The child cannot ignore the outside world. He receives information through different media which might be contradictory to his own. He should be made aware of his outside world as it stands.

(12) Bossing, op.cit., p. 19.

(13) Ibid.

- d. A fourth task of the elementary school is to make the child discover his interests, and attitudes, and later realize in the secondary school a wider opportunity for his exploration and expression. (14)
- e. Elementary education should aim at the development of effective intelligence. Liquidation of illiteracy is a first step.

2. Age Limits of Students

A most striking problem faced by the elementary schools of Kuwait is that of age. Students differ greatly as to their age. A seventeen year old student is sometimes in the fourth elementary grade. Each class has a number of students whose age is considerably above the average age of the class. Birth certificates are not yet issued by the government. Attempts have been made in schools in 1955-56 to keep record of the ages of students.

In view of the fact that education aims at the elimination of illiteracy, the elasticity of the age range grew wider with the acceptance of students in schools regardless of age limits. The various aspects of development in guiding children make it impossible for the teacher to meet all interests, potentialities and needs. Therefore, the program of the school must be developed with full recognition of the growth level of the

(14) Ibid., p. 20.

child. In addition, all activities, materials, guidance and expectations must take into consideration the growth status of the children taught. (15)

The long range age grouping in any one class makes it difficult to interpret the intellectual, social and emotional spheres of every student. Many are not aware of the developmental nature of behaviour as being equally important as the physical status. It has become increasingly clear that unless the basic needs of the students are met, they will not develop along desirable educational lines.

A satisfactory solution of the problem is to lay age limits for every class and accept only those that fulfill the requirements. Other students whose age limit is more than what is expected, are to have special schools with a curriculum that will fit in more with their status. The aim of schools established for older students is to differ from that of the public schools. Each school is to fulfill different needs of students with different outlooks on life. (16)

3. Corporal Punishment

The Department of Education strictly forbids inflicting corporal punishment. Principals alone may inflict such a punish-

(15) H.L. Caswell, Education in the Elementary School, (New York: American Book Company, 1942), p. 93.

(16) Kabbani and Akrawi, op.cit., pp. 120-121.

ment in the presence of two of the teachers as prescribed by the Department of Education. Most teachers of the elementary schools of Kuwait see in corporal punishment an immediate solution to the manifold disciplinary problems. In many cases, teachers use rulers to strike the palm of the hand. Slapping is not something strange to quite a number of them. (17)

Such punishments cannot produce true discipline, owing to the fact that once these measures are withheld, pupils will again raise disciplinary problems. Pernicious psychological traces will be left behind in the personality of the child as he develops due to the humiliation which he suffers, thus creating a strong feeling of aversion towards the activities of the school.

The writer feels that the Department of Education should see to it that corporal punishment has to be restricted to the principal of the school as prescribed. Moreover, it is suggested to have an efficient advisor for every two forms, who has had educational training in this field and to whom teachers may report misconduct of students, that they cannot handle by reporting in the class report book. The advisor is to meet the students reported and try to make them realize their deeds. Misconduct will have to go into the student's file. It is the

(17) Supra, p. 45. First hand information.

task of the advisor to recommend the expulsion of students at the end of every year when their cases prove to be hopeless and their influence in the school to be detrimental. The parents are to share in correcting the student concerned with the cooperation of the advisor who may request a meeting with them to inform them all about their children. However, a closer contact between teachers and students is apt to lessen problems of discipline.

Disciplinary problems will be reduced to a minimum when "children will be so engrossed in the curriculum that their interest will afford a self-discipline."⁽¹⁸⁾

4. Memorization

Memory work is aimed at by untrained elementary teachers in spite of the fact that the Department of Education in its curriculum booklets stresses comprehension rather than memorization. The writer suggests to have teachers use the socialized recitation, problem solving and project methods. The number of inspectors should be increased to advise teachers more fully.

There is no best pattern of instruction for every teacher in every situation. The method which provides for adaptation to individual differences, encourages student initiative, and stimulates individual and group responsibility and cooperative

(18) Brubacher, Modern Philosophies of Education, op.cit., (1950) p. 272.

participation in a social climate which is characteristically democratic, is most probably a more effective method than one which does not. (19)

Unless interest and cooperation are aroused in the class, the recitation must be judged as a failure. Interest engenders effort. (20) There are many ways in which interest might be aroused in the students. Some of these are: (21)

- a. To create a problematic situation in which students try to fish for the answer.
- b. Challenging statements through the direct experience of the teacher or student.
- c. Visual aids might arouse curiosity and craving attitude to know more about the subject dealt with.
- d. Projects and manual activities.
- e. An alert attitude of the teacher might arouse a similar attitude in the students themselves.

5. Undernourished Students

The majority of school children in the public elementary schools of Kuwait are undernourished. The Department of Education began to give students in 1955-56 a light meal in the morning

(19) Walter Monroe, op.cit., p. 748.

(20) John Dewey, Interest and Effort, (Boston: Houghton Mifflin Company, 1913), p. 70.

(21) Bossing, op.cit., pp. 152-153.

and a full one at lunch time. It is felt that such a procedure gives immediate results.

6. Guidance

One of the big problems of the elementary teacher is personality adjustment. Personality adjustment is involved in learning how to get along with other people and therefore in the objective of social living which should receive much attention. ⁽²²⁾ All children need guidance from the teacher, home, and associates in coming out of their shells and modifying their manners. Guidance is concerned with assisting people to avoid making too many mistakes and to make wiser choices of the directions they would take. The teacher should give guidance in inculcating team work.

C. Major Problems of the Secondary School of Kuwait

Before attempting to point out the functions of the Secondary School of Kuwait as conceived by the writer, it is appropriate to define secondary education.

According to modern educational thinking, secondary education is that education which is particularly adapted

(22) Carl Franzen, Foundations of Secondary Education, (New York: Harper and Bros., 1955), p. 429.

to the needs of adolescents, and which should follow primary
(23)
education.

Functions of the secondary education in Kuwait
should include the following:

- a. The role of the secondary school should be one in which the child is enabled to adapt himself efficiently to his environment. The school must provide him with the skills and knowledge to carry out this adaptation that is essential to a democratic society such as Kuwait.

- b. The secondary school "must assume responsibility for the development within the individual of new interests, aspirations, and the power to sense new values, both individual and social, the attainment of which must inevitably bring new permanent satisfactions and cause society to reach ever higher levels of living than now
(24)
enjoyed."

(23) Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 364.

(24) Bossing, op.cit., p. 13.
Supra, c. Secondary Education.

c. To create a scientific mind in students so that they can choose the things that prove beneficial to Kuwait from the West and leave aside all that does not satisfy the needs of the people. Critical thinking should be aimed at instead of dogmatic acceptance of the traditional ways of life through sentiments. Intellect should not be dominated by feeling. Generalized attitudes developed as a result of inheritance and experience which might condition to a large extent future responses are to be replaced by those that depend upon rationalization.

Students should be trained to use the scientific method to adapt from the West all that satisfies the needs of Kuwait and reject uncritical adoption of Western ways of living.⁽²⁵⁾ Education should encourage students to bring up into consciousness the convictions they hold, and to accept and modify them in the light of reason.⁽²⁶⁾

1. Guidance

Dewey states "to find out what one is fitted to do and to secure an opportunity to do is the key to happiness."⁽²⁷⁾ He

(25) Supra, c. Suitable Philosophy.

(26) W.R. Niblet, Education and the Modern Mind, (London: Faber and Faber, 1954), p. 66.

(27) Dewey, Democracy and Education, op.cit., p. 360.

implies that it is the key that unlocks the door which leads to happiness. Happiness does not only refer to some of the luxuries of life, but also to success in one's work and the joy which accompanies success. It is the satisfaction that is reflected in the life which one leads. Hence, "guidance services, as applied to secondary school, should be thought of as organized activities designed to give systematic aid to pupils in solving their problems and in making adjustments to various situations they must meet. These activities should assist each pupil in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for weaknesses that interfere with his progress; in learning about occupations so that he may intelligently plan and prepare, in whole or in part, for a career; in learning about educational opportunities available to him; and in discovering and developing creative and leisure interests.

"These objectives should be achieved through cooperative relationships among the home, school, and the secondary school; through interpretation of adequate and specific data concerning the individual pupil; through a comprehensive and effective system of counseling; through coordination of the work of the school and community agencies; and through definite provisions for articulating the work of the school with the needs of the individual after he leaves school.

"To effect these results the school administration must support and encourage the guidance function with leadership and facilities necessary to provide adequate services. All members of the guidance and teaching staffs should understand their mutual responsibilities and should desire to cooperate in fulfilling these responsibilities. Although every teacher and administrative officer should be prepared to participate in guidance activities, the services of competent counselors who have specialized training should be available. In conjunction with other available information, measurements and tests of various types, standardized or locally devised, and personality and interest inventories should be available and should be used as guidance tools with full knowledge of their values and limitations.

"Finally, the guidance services should reveal facts about pupils enrolled and the community served which the whole school staff should study and interpret in the continuous evolution of the curriculum."⁽²⁸⁾

In other words, the writer supports the establishing of a guidance program centralized in a counseling office and staff whose task is to keep and interpret records and to hold

(28) Cooperative Study of Secondary School Standard, Evaluative Criteria, (Washington, D.C.: 1950), p. 221.

conferences with individual pupils. The teachers are to refer all cases of all kinds to this central office.

2. Leaving School During Regular School Hours

A number of the secondary school students park their cars in school. A few gather up their friends and go for a ride at the time they are supposed to attend a lesson. The principal of the school does not have the right to expel any student from school except with the full consent of the Department of Education. The parents, too, have a lot to say to that. Influential parents stand by their children against any suspension decision taken.

Unless the parents cooperate with the principal of the school, it would be difficult to achieve any improvement in this regard. They must realize that the privilege of having a car is not a sufficient excuse for the pupil not to comply with the rules and regulations of the school. Strict measures to avoid the occurrence of such an act should be undertaken with the cooperation of the parents and principal of the school who is to have full authority to enforce the decision of the teachers as well as his own.

3. Majority of Elementary School Graduates Wish to Enter Academic Education

A large majority of those who graduate from the elementary schools of Kuwait and receive the elementary school certificate

wish to enter the academic secondary school. The rapid developments taking place in Kuwait demand more technicians than graduates of academic education. It is felt that a variety of vocational schools should be encouraged to a large extent. It is not enough to establish schools of this nature, but to inculcate in the people a feeling of pride and security in jobs that need technical skill.

Cooperation between the Kuwait Oil Company and the vocational schools is likely to be fruitful. (29)

4. Teachers From Abroad May Leave Kuwait Any Time

Teachers of the Egyptian mission may not stay in Kuwait more than four years unless they secure a written permission from Egypt's Minister of Education himself. By the time the teachers get to know more about the Kuwaiti culture, they are not given ample opportunity to carry on the task entrusted to them.

In addition, other teachers may leave Kuwait once they make enough money or meet any inconvenience. Kuwait has to prepare teachers of its own to meet its needs, for teachers from abroad are liable to leave at any moment. Teacher training schools should be encouraged through good pay and security to those who take education as a field of specialization.

(29) Supra, c. Secondary Education.

5. Play and Character Formation

Proper control and direction of play is needed to develop the desirable individualistic qualities by the teacher so as to result in:- courage, ingenuity, self initiative, decision, perseverance, determination, self reliance, self control, thoroughness, ambition, and enthusiasm through play.

Moreover, well guided and directed activities develop the social qualities which provide for proper relationships between the child and his associates and which include moral virtues of the home such as kindness, unselfishness, friendliness, truthfulness, justice, honesty, thoughtfulness, generosity, courtesy, service, tolerance and sociability.

Play, if well directed, develops the civic qualities of loyalty, cooperation and freedom, obedience, morality and optimism.

6. Clubs and Societies

The formation of clubs and societies tends to develop not only personal and social qualities enumerated above, but also critical thinking and power of expression as well as healthy hobbies for leisure time. Hence, more attention should be paid to clubs of various types.

D. Major Problems of Vocational Education

There is a lack of educationally trained personnel in the various departments of the country. Policies of the different departments are being mostly shaped by those who have had little acquaintance with problems in relation to the general social, political and economic background of other democratic countries.

1. Great Projects of the Technical School Met With Disappointment

A small number of students enrolled in the ultra-modern Technical School of Kuwait. The main reasons for such an attendance can be summarized in the following:

- a. Dislike for manual skills. It is thought that manual work is humiliating to the pride of people and that only those who fail in academic standing go into vocational education. In many instances there was difficulty in obtaining recruits to fill the classes in the Technical School even moderately. The Kuwaiti society finds pride in academic education.
- b. The government employs intermediate school graduates with good salaries to fill in positions created by the sudden expansion in government offices. A large number of students leave school to secure government posts with good pay. No doubt, the demand for clerical

jobs will have to decrease once the number of intermediate school graduates increases. In ten years' time, the government will not be able to employ most of such graduates.

- c. Kuwaitis pride in trade. Parents apprentice their children in trade instead of sending them to the Technical School to have specialized training. With the gradual elimination of illiteracy, vocational schools will have a prime importance in educational training.
- d. Elementary school graduates aim at entering the Shuwaikh Secondary School with all its future prospects. Students feel that once they finish the secondary academic education, they will travel abroad to continue their higher studies at the expense of the Department of Education. When they come back, they find good jobs waiting for them.

Suggestions to promote good vocational training and find solutions to the present major vocational education problems, may be listed as follows:

- a. A campaign with the aim of creating a feeling of pride in raising the level of manual skill should be held. Lectures, public gatherings, encouragement by responsible members of the community

and creating a feeling of security in people would help the campaign to a large extent. Committees representing the Kuwait Oil Company and the Department of Education should be formed to exchange ideas regarding the type of technical skills needed to fill vacancies in the company. Students are liable to benefit more if they spend one year in a place where they could practice their field of specialization. By doing so, most of the needs of the country for skilled labour are met. A study as to the needs of the local market for skilled labour should be made by the Committee with the help of a specialist in the field hired from abroad.

- b. Not to start any new vocational school unless the
(30)
afore-mentioned campaign is made. The Kuwaiti society must be prepared to meet the change through information supplied by the different media. An attempt should be made to change the impression of the people that only failing students go into vocational training. Stress should be made upon the fact that selection depends on the different abilities and aptitudes of each individual.

(30) Kabbani and Akrawi, op.cit., p. 79.

Recommendation is made to send secondary school graduates abroad to receive technical training so that Kuwaiti teachers may be available for the Technical School of Kuwait.

- c. Include basic manual skills at the intermediate level to create in the student an interest in manual skills. Guidance is to play an important role at this level.

Excursions should be undertaken by all schools to visit various places such as electricity plants, the water supply company, and the Kuwait Oil Company, to increase the students' general knowledge of the resources of their country.

Other skills such as bookkeeping and banking are as equally important as those of the basic manual skills.

- d. With the lapse of time, the number of elementary school graduates will increase, competition is apt to take place, and government offices will not be able to employ a large number of them. These conditions make vocational training imperative to meet the needs of the community. The increase in the demand for vocational education raises the level of manual skill.

E. Demand for Teachers and Their Social Prestige

Kuwait needs a great number of trained teachers to meet the increasing demand for elementary and secondary education. The need is both quantitative and qualitative. This has been met more or less by hiring teachers from other Arab lands. In addition, the preparation of rural school teachers should be stressed. The Department of Education grants teachers a hundred rupees extra as an allowance to have them teach in rural areas. Teachers of rural areas should pay less attention to the mastery of common subjects and lay more emphasis on adequate acquaintance with the social and health problems of the rural areas and some occupations prevailing therein.

Many Kuwaitis find promising futures in white collar jobs. The men's Teacher Training College had to close down due to the fact that youth do not find social prestige or economic security in teaching as in other fields. Kuwaiti teachers engaged by the Department of Education have a rudimentary background of knowledge which does not qualify them to teach. Many of them attended refresher courses for not more than three months. Trained teachers had to be hired from abroad. Statistics given by the Department of Education show that only 41 percent of the total teachers engaged have had training in the field of education. ⁽³¹⁾

(31) Supra, c. Table 38.

Untrained teachers have been hired to meet the pressing demand for teachers created by the great influx in the national income of the country. It may be added that many of the teachers recruited from abroad break their contracts once they have stayed long enough in Kuwait to know all about its culture.

Another difficulty arises from the fact that men and women teachers are of diverse nationalities having different backgrounds, experiences, methods, education and social status. The diverse nationalities of teachers become a hindrance to cooperation and teamwork in schools, especially when ~~once~~ a group has more privileges than the others. The presence of a limited number of trained teachers from the Arab lands is but a temporary solution to Kuwait's most pressing educational problem.

The writer suggests:

- a. To propagate among parents and students that teaching is a respectable profession with the highest ideal for the promotion of national progress. Economic security should be provided for by the Department of Education to all those who take teaching as a profession, and worthwhile opportunities should be granted to outstanding students. Scholarships to study abroad, based on wise selection, will certainly be beneficial.

- b. Increasing the "refresher courses" given every summer to include most, if not all, Kuwaiti teachers in order to better their status. Salary increases should be granted on the completion of a certain set of studies undertaken by the teacher either through private study or regular attendance at courses of study.
- c. Requirements for Teacher Training graduates should be raised gradually. In time, intermediate school graduates will increase in number to an extent that will make it impossible for many to enter academic education. Therefore, a greater demand to become teachers will exist.
- d. A discrimination between qualified and unqualified teachers is apt to attract the gifted few into the teaching profession. Hence, it is felt that a teacher Training College should be established to train elementary and intermediate school teachers for a period of three years. Admission of students into the Teachers' Training College should be after they obtain the intermediate certificate. ⁽³²⁾ Students

(32) Kabbani and Akrawi, op.cit., p. 69.

who graduate with high averages and show promising abilities should spend two additional years in a higher college to teach in the secondary school of Kuwait.

- e. To hold teachers' conferences at schools where prominent figures or educational specialists lecture on recent findings in the field. This would widen the horizon of many teachers. Teachers are to be entrusted with responsibilities in which they show competence.
- f. Make foreign teachers feel secure and lessen the discrimination among teachers in regard to nationalities, i.e., between the Egyptian mission and that of other nationalities as a result of the privileges granted to Egyptian teachers.

F. Compulsory Attendance and Liquidation of Illiteracy

In a rapidly changing culture, such as Kuwait, education becomes indispensable when the rate of change requires faster adaptations than is made in a normal lifetime. ⁽³³⁾ A campaign should be carried out to liquidate illiteracy for adults while compulsory attendance for the new generation should be started as soon as possible.

(33) Supra, c. Adult Education.

The campaign to eliminate illiteracy in adults can take the form of a fundamental education program, night schools, continuation schools, club activities or sessions. The age of those that are to attend schools of the afore-mentioned nature is to range from fifteen up to forty. The fundamental education program should include practical life situations to meet the individual needs. Excursions, activities, clubs, lectures, etc., are to take place to create a greater zeal in adults to widen their insight as members of the Kuwaiti society. (34)

The role to be taken by the night school is equally vital to the liquidation of illiteracy. Adults are to enroll in evening classes held by the Department of Education to satisfy their individual needs in learning reading, writing, or the basic responsibilities expected by the individual living in the Kuwaiti society.

Clubs too are to sponsor activities whereby cooperation, fair play and civic responsibilities are practiced. Lectures given by outstanding speakers enlarge the horizons of many.

The government should follow the system practiced in England in which workers leave their work at regular times during the week to attend continuation schools established by the government. The workers receive full pay during their absence while attending such schools. (35)

(34) Kabbani and Akrawi, op.cit., pp. 116-121.

(35) Ibid., p. 121.

The second type of education to be followed side by side with that of adult education is the compulsory attendance which should be required of all children whose age is between seven and fifteen and schools should be opened to accommodate them all. A more thorough type of education should be sponsored. The national income may eliminate any problem that pertains to economic difficulties. A five year plan should be made to establish schools and engage educational personnel to undertake the important task of compulsory education to be inaugurated.

G. Summary and Recommendations

Prior to 1936, education in the modern sense was unknown to Kuwait. Islam encouraged the perpetuation of education through the Kuttab and Halaqas. Medieval apprenticeship to practice existing occupations was prevalent all over the country.

The first school was established in 1912. An educational council was formed for the first time in 1936. Gradually, elementary schools were established to meet the pressing need for an education.

The producing operations of oil were begun on June 1st, 1946; thus giving rise to a tremendous increase in the national budget of Kuwait. Elementary schools have begun to replace the traditional Kuttab gatherings since 1936. Drastic

changes followed the flow of oil and took place in a very short period of time. Oil production resulted in an influx in the economy of the country.

Expansion in the department of education as a result of the increase in the national income of Kuwait was confronted with many problems. Modern materialism and sudden material prosperity became insidious in effect. The new and the old exist side by side. The role of education should be to preserve the best in Kuwaiti culture and modify it to harmonize with the present needs and conditions of Kuwaiti society.

Literacy in Kuwait is a luxury. Very few people know how to read and write. The Department of Education aims at the liquidation of illiteracy. Ultra-modern schools were built, education specialists have been called from abroad and the best possible equipment for the ultra-modern schools was ordered from Europe.

In the last twenty years, the number of elementary school boy students increased fifteen times while that of the girls increased fifty times in the same period. ⁽³⁶⁾

The writer suggests a progressive philosophy of education as indispensable for Kuwait due to the rapid changes and developments that are taking place at present and upon which economic and social improvements depend to a large extent.

(36) Takrir Ma'ref El-Kuwait 1956/57 (Arabic), p. 34.

Democratic life should be emphasized. Desirable individualistic qualities such as the worth of the individual, cooperation, self-reliance, self-control, self-restraint, determination, perseverance, courage and ingenuity should be aimed at by every teacher for development in students.

Critical thinking should be developed to choose from among western values those which mostly fit the Kuwaiti culture and to leave aside those which do not. Sound spiritual values should be inculcated in the students to instill in them the essential of sound moral character which is the basis of true patriotism. Vocational preparation and teacher training should be provided for to meet the rapid expansion in the educational set up in Kuwait and to meet the needs of the community.

In cultures where change is rapid, education becomes indispensable as a means to facilitate adaptation. Compulsory school attendance and the liquidation of illiteracy should have prime importance in the educational system of Kuwait in the coming years.

Appendix I

Interview with Mr. Abdul-Majid Mustafa
Head of the Egyptian Delegation
in Kuwait

ما هي اهداف وفلسفة التعليم الثانوى بالكويت ، وما علاقة هذه الاهداف
بالمجتمع والتعليم الجامعي ؟

يمكن تلخيص اهداف التعليم الثانوى في الكويت في النقطتين الآتيتين :

(١) تكوين المواطن العربي الصالح الذى يعرف حقوقه ويعرف واجباته نحو
ربه ونحو وطنه الاصغر الكويت والوطن العربي الاكبر ، وتكوين المواطن الصالح يقتضي
تدريبه ثقافيا وعلميا وخلقيا .

(٢) اعداد الطلاب للالتحاق بالتعليم الجامعي .

ما هي المشاكل التي تعترى التعليم الثانوى في الكويت ، وما هي الطرق
التي يجب ان تتبع لحلها ؟

اهم مشاكل التعليم الثانوى بالكويت هي :

(١) الاغلبية العظمى يرغبون في التعليم الثانوى النظرى دون الفني خصوصا
التعليم الصناعي الثانوى وعلاج ذلك هو تحبيب الطلاب بالصناعة وهم في المرحلة
المتوسطة بادخال صناعات يدوية بسيطة في هذه المدارس والقيام بزيارات للمنشآت
الصناعية من وقت لآخر .

(٢) ورغبة الطالب وولي امره لا زالت هي القاعدة المتبعة للالتحاق بالمدرسة الثانوية . ولا تستطيع معارف الكويت الحد من هذه الرغبات قبل مضي وقت طويل مراعاة للتقاليد السائدة في الكويت .

(٣) اكثرية القائمين بالتدريب في التعليم الثانوي بصفة خاصة وفي بقيّة المراحل التعليمية بصفة عامة من مدرّس الاقطار العربية الاخرى - لان عدد المتخرجين في الجامعات - الكويتيين لا زال قليلا - وحتى هذا العدد القليل لا يقبل منسّه على التعليم الا اقلية ضئيلة وسيظل التعليم في الكويت تمهيدا بفترة طويلة على جهود المدرسين من سائر الاقطار العربية ، والمشكلة التي قد تنشأ عن هذه الظاهرة تأتي بنتيجة حالة من هاتين الحالتين :

أ - عجز الكويت عن دفع مرتبات هؤلاء المدرسين ، وهذا غير منتظر في الوقت الحاضر .

ب - انقطاع عدد كبير من مدرّسي الاقطار العربية الذين يعملون في الكويت انقطاعا فجائيا لاي سبب من الاسباب

ما هي الشهادات التي تمنح في المرحلة الثانوية وما هي الامتيازات التي يتمتع بها حائزوا هذه الشهادات ؟ وما هو معدل النجاح في الامتحانات الثانوية ؟ ما هي نسبة عدد الطلاب في مرحلة التعليم الثانوي الى عدد جميع الشبان والشابات الذين هم بين ١٢ و ١٨ سنة من العمر ؟

(١) كانت الكويت تمنح حسب النظام القديم نوعين من الشهادات الثانوية :-

أ - شهادة الدراسة الثانوية القسم العام (الثقافة) وتمنح للطلاب الناجحين بعد السدوات الاربع الاولى من التعليم الثانوي .

ب - شهادة الدراسة الثانوية القسم الخاص (علمي ، ادبي ، رياضي)
وتمنح للطلبة الناجحين في السنة النهائية من التعليم الثانوي ، وهي
التي تؤهل حاملها للالتحاق بالتعليم الجامعي .

(٢) وبعد تطبيق النظام الجديد الغيت شهادة الثقافة ، واكتفى بشهادة
واحدة هي شهادة الدراسة الثانوية العامة وهي على نوعين : علمي ، وادبي . وتؤهل
حاملها للالتحاق بالتعليم الجامعي .

(٣) يمكن للذين لا يرغبون في الانخراط في سلك التعليم الجامعي ان يلتحقوا
بالوظائف الحكومية بمرتب لا يقل عن خمسين جنيها او دينارا (٦٩٠ روبية) .

(٤) معدل النجاح في الامتحانات الثانوية العامة مرتفع بصفة عامة -
وها هي نسب النجاح في الشهادة التوجيهية الدارالاول يونيه ١٩٥٦ :-

أ - شعبة الاداب ٩٠ ر ٢ %

ب - " العلم ٧٢ ر ٤ %

ج - " الرياضة ٨٠ ر ٨ %

(٥) ليست لدينا احصاءات وافية للجابة عن الجزء الاخير من السؤال .

ما هي الطرق التربوية المستعملة في المدارس الثانوية ؟ وما علاقة التفتيش

بها ؟

(١) لا تألو المدرسة الثانوية في الكويت في تطبيق احدث الطرق التربوية
في التدريس . ويجتمع المدرس الاول لكل مادة بمدرسيهم في اول العام الدراسي
ويستعرضون المناهج الخاصة بهذه المادة لكل صف من الصفوف الثانوية ويناقشون مختلف

الطرق والوسائل لرفع مستوى تدريس المادة ويواصل الاجتماع مرة كل اسبوع علي الاقل لعرض ما قد يعترضهم من مشاكل وبحث وسائل التغلب عليها .

(٢) كما يزور مفتش المادة المدرسة مرتين على الاقل ويجتمع بالمدرس الاول ومدرس المادة لمعرفة مدى نجاح الاساتذة في دراسة المنهج حسب الوسائل التربوية الحديثة .

(٣) وتترك المدرسة للاساتذة حرية التصرف في الطريقة التي يرتأونها في التدريس طالما انها تتفق مع اهداف التربية ، وهذا هو موقف مفتش المادة كذلك فلا يفرض على المدرسين طريقة بذاتها .

(٤) وتوسعت المدرسة في اعطاء الطلاب قسطا وافرا من الحكم الذاتي بالمدرسة لتعويدهم تحمل المسؤولية وتقدير الواجب وذلك عن طريق ادخال نظام الاسر المدرسية .

(٥) واهتمت المدرسة بنواحي النشاط المختلفة من ثقافي ورياضي واجتماعي كما اهتمت بادخال نظام الهوايات (Hobbies) فيختار كل طالب الهواية التي تناسبه وهي سبيل تروى سليم للكشف عن ميول الطلاب ورغباتهم ويمكن بواسطتها توجيه الطلاب في دراساتهم المستقبلية توجيهها سليما .

Appendix II

Interview With Mr. Abdul Aziz Hussien

Director of Education in Kuwait

Sept. 14, 1956

س . أ) ما هي اهداف التعليم الابتدائي في الكويت :

ج . أ) ان مراحل التعليم في الكويت هي كالآتي : الروضة ومدتها سنتان يبدأ
الطفل فيها وهو في سن الرابعة ثم تليها المرحلة الابتدائية المتوسطة الثانوية
ومدة كل مرحلة من المراحل الثلاث الاخيرة اربع سنوات ولكل منها مدارس خاصة بها .
واهداف التعليم في المرحلة الابتدائية هي تنمية قابليات الطفل التي
تبدأ بالظهور بعد مرحلة الروضة حيث كان الطفل يقضي معظم يومه في المدرسة
مختلطا بزملائه وزميلاته ((الاختلاط في مرحلة الروضة فقط)) تحت اشراف معلماته
وتوجيههن . وتهذيب ميوله ورغباته باكسابه الصفات الحميدة ، واعطاؤه قدرا يتفق
مع سنة من المعرفة بحيث يكون قادرا على القراءة والكتابة بلغته القومية .

س . ب) ما هي المشاكل التي تواجهها الكويت في نهضتها التعليمية

ج . أ) النقص في عدد المدرسين المحليين :

وقد عملنا على حل هذه المشكلة باجتلاب المعلمين الاكفاء من الاقطار
الشقيقة ونبدأ في العام القادم بانشاء ((دار المعلمين)) التي سوف تخرج
في المستقبل العدد الكافي من المعلمين الكويتيين للمرحلتين : الابتدائية
والمتوسطة ، كما اننا انشأنا من قبل قسما خاصا لتخريج المعلمات الكويتيات .

٢ - النقص في عدد ابنية المدارس بسبب اقبال الشعب الشديد على التعليم وبسبب الهجرة الى الكويت من كثير من الاقطار العربية ولحل هذه المشكلة اخذت ادارة المعارف على عاتقها بناء الابنية الصالحة للمدارس، وقد تم خلال السنة الماضية بناء احدى عشرة مدرسة للبنين والبنات وسيتم خلال هذا العام بناء سبع مدارس اخرى هذا عدا عن توسيع المدارس الموجودة لجعلها تستوعب اكبر عدد من الطلاب.

٣ - مشكلة التوافق بين البيئة والمدرسة :

ان بين البيئة والمدرسة هوة كبيرة بسبب التقدم السريع الذي احرزته التعليم فتعاون البيت والمدرسة ليس كما يجب وقد حاولنا ازالة هذا بأن تقيم المدارس (حفلات الاباء والامهات ومجالس الاباء) ليتعرف هؤلاء على الجو المدرسي ويدركوا الواجب الملقى على عواتقهم في تربية ابنائهم فيتعاونوا مع المدرسة في (تهيئة المواطن الصالح).

٤ - مشكلة التطور السريع في البيئة :

مما لا شك فيه ان المجتمع الكويتي اخذ بالتطور تطورا سريعا يتحتم علينا مواجهة حاجاته ومتطلباته وهذا يعمق المشاكل التي ذكرناها سابقا ويبرزها بشكل اوضح وقد عملنا على انشاء كلية للصناعات ومدرسة للتجارة تلبية لرغبات هذا التطور.

٥ - مشكلة تعليم المرأة :

لقد كان تعليم المرأة فيما مضى من المشكلات الكبرى التي واجهها التعليم في الكويت نتيجة للعادات والتقاليد التي دج عليها المجتمع من عدم السماح للبنات بالخروج من البيت بعد ان تبلغ الحادية عشرة

او بعدها بقليل ولكن التطور السريع الذي حدث في المجتمع الكويتي ساعد على حل هذه المشكلة حتى وصل تعليم المرأة في الكويت الى نهاية المرحلة الثانوية ، وفي هذه السنة ارسلنا ثمانى طالبات الى مصر للدراسة الجامعية ، ودخل المدارس هذا العام من البنات عدد مساو لمن دخلها من البنين مما يدل على وجود الوعي الكافي لدى الاءاء والامهات لارسال بناتهم وبنبيهم الى المدارس دون تمييز بين الذكور والاناث .

ج . الكتب التي تدرس في مدارس الكويت :

ان اكثر الكتب المستعملة في المرحلتين : الابتدائية والمتوسطة هي من تأليف لجان من الاساتذة والمربين الذين يعملون في سلك التعليم في الكويت وقد وضعت لتناسب بيئة الطفل التي تربي فيها وتوافق سنه العقلي والزمني في الفصول المختلفة .
اما الكتب التي تدرس في المرحلة الثانوية فهي الكتب المستعملة في المرحلة الثانوية بالمدارس المصرية .

د . اثر نهضة التعليم النسائي في المجتمع الكويتي

ان تعليم البنات في الكويت قد جاء متأخرا كما بينا بسبب التقاليد والعادات ومع ذلك فقد اخذت اثاره تظهر جلية في اعداد الناشئة اعدادا افضل مما كان عليه سابقا فالاطفال الذين هم في سن السادسة الان خير من امثالهم فيما مضى تربية ونهاية .

ومن اثار نهضة التعليم النسائي في الكويت ان اخذ البيت الكويتي يتحول عن كثير من العادات والتقاليد التي دج عليها ويأخذ بعادات اكثر رقيا وتقدما وسوف يخلق هذا - بالطبع - مجتمعا افضل واعظم رقيا .

هـ . اثر ازدياد ميزانية المعارف في تطور التعليم

لقد كان لازدياد ميزانية المعارف اثر كبير في التوسع في بناء المدارس الجديدة التي تناسب جو التعليم وتكفل جميع متطلباته وضمان التعليم لكل طفل في الكويت ، كويتيا كان ام غير كويتي ، وفي الاكثار من ارسال البعث الى الخارج ، وفي زيادة الرعاية الاجتماعية للطلبة حيث ان ادارة المعارف تقوم بتوفير جميع ما يحتاجونه من كتب وقرطاسية وادوات وملابس وفي جميع المدارس وجبه افطار كاملة للطلاب كما ان في مدارس الروضات وجبة غداء كاملة حيث يقضى الطلاب يومهم الكامل هناك ، وكذلك الحال في بعض المدارس الاخرى التي تستدعي الظروف بقاء الطالب بالمدرسة طول اليوم .

س) و . ما هي مشاريع الجديدة في النهضة التعليمية في الكويت

١ - اعداد المعلم الكويتي :

سبق وان بينا ان نقص المعلمين المحليين يسبب مشكلة للتعليم في الكويت حيث ان المعلم المحلي اقدر من غيره على فهم نفسية الطفل وعاداته ولهجته ، لذلك رأينا ان نعد المدرسين الموجودين والذين سوف يتخرجون اعدادا كاملا حتى يستطيعوا القيام بهذه المهمة على خير وجه وذلك بارسالهم في بعوث دورية للدراسة التربوية وتعرف ما جد في طرق التعليم وكذلك بعقد دورات محلية لهم ، هذا الى جانب دار المعلمين المزمع انشاؤها ودار المعلمات التي انشئت منذ ثلاث سنوات والتي تخرج منها اول دفعة مؤهلة من المعلمات الكويتيات هذا العام .

٢ - التثقيف العام

لما كان المجتمع الكويتي يتطور بسرعة كبيرة رأينا ان يكون هذا التطور قائما على اساس صحيح من العلم والمعرفة فكان لزاما على ادارة المعارف ان تأخذ بالتثقيف الشعبي العام فاشتركت مع دائرة الشؤون الاجتماعية في الكويت في تدريب العمال في اوقات فراغهم في الكلية الصناعية ثم اعدت لهم برامج كاملة يتفرغ لها العمال ، كما اقامت مواسم ثقافية تلقى فيها المحاضرات من قبل كبار العلماء والادباء في العالم العربي كل عام وسوف تتوسع فسي هذا كثيرا . واتفقت مع كثير من المؤسسات والصالح على اقامة مراكز لمحق الامية لاقت نجاحا كبيرا .

٣ - المجلة التربوية

سوف تصدر مجلة تحتوى على مواضيع تربوية يستفيد منها المثقفون من المعلمين والاباء وسواهم .

٤ - تنمية مقدرات المعلم التربوية وذلك بعقد دورات دراسية في شتى النواحي ليؤدوا مهمتهم على احسن وجه .

٥ - الاهتمام بالالعاب الرياضية

لقد اهتمنا منذ البداية بالالعاب الرياضية فاصبحت معظم المدارس فيها الملاعب الكاملة لجميع الالعاب كما ان في اكثرها صالات (جمنازيوم) وسوف تشي (استادا) - كبيرا لهذه الغاية .

٦ - توجيه البعثات

سوف تقوم المعارف بتوجيه الطلبة الذين ترسلهم للدراسة في الخارج توجيهها يتناسب وحاجة البلاد وتطورها العلمي والاقتصادي والعمري .

٧ - ربط الكويت بجيرانها من البلاد العربية

لما كانت الكويت بلدا عربيا كان لزاما على ابنائها ان يتعرفوا على اخوانهم في الاجزاء الاخرى من الوطن العربي لذلك ترسل ادارة المعارف كل سنة عددا من الطلبة لزيارة هذه الاجزاء اثناء العطل المدرسية وسوف تحاول ان تتوسع في هذا .

٨ - التوسع في التعاون الثقافي والتعليمي مع البلاد العربية

ولما كان من اهداف التربية في الكويت بعث الناحية القومية ورقايتها سوف تطبق ادارة المعارف في مناهجها قرارات المؤتمرات التي تعقدتها الجامعة العربية او الهيئات التعليمية العربية .

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