

T
234

A STUDY OF ARMENIAN SCHOOLS IN LEBANON

By

KHATCHER M. KALOUSTIAN

A Thesis

**Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in the Education Department of the
American University of Beirut
Beirut, Lebanon**

October, 1958

ARMENIAN SCHOOLS IN LEBANON

Kh. M. K.

PREFACE

The aims of this survey are:

1. To discover the goals toward which Armenian educators believe Armenian education should move.
2. To evaluate these goals in order to select those which appear most appropriate for the development of sound modern Armenian education.
3. To study the Armenian schools in Lebanon with particular reference to the opinions of principals and teachers in order to discover the most promising avenues of cooperation for reaching the selected goals.
4. To suggest practical steps to be taken in line with the findings.

Both the evaluation of the goals and the suggestions for practical steps to be taken require an understanding of the Armenian community and people in Lebanon, as well as a familiarity with the existing characteristics of Armenian schools.

Part I of the thesis is devoted to the task of helping the reader to understand the background and present status of the Armenian people and their schools in Lebanon.

Part II is devoted to a detailed reporting of the responses to the questionnaire.

Part III, using the information from parts I and II, attempts to achieve the four aims of the study, as listed above.

Part IV puts forth a proposed organizational plan for

an Armenian Schools Principals Association (A.S.P.A.)¹ to implement the selected educational goals.

The primary data for the study is obtained from an analysis of questionnaire results. The questionnaire, with an explanation of its purposes, was presented to the heads of the three Armenian religious denominations, in order to secure their help in obtaining the cooperation of principals and teachers in the schools. After their promise of cooperation and encouragement, the questionnaire was distributed to school teachers and principals. Those in the city and some in the rural areas were contacted personally; others received their questionnaires by mail.

The shortcomings of this study are to be found mainly in the limited extent in which our problems have been analyzed. Several of the problems raised need more intensive study and analysis. The sample of teachers and principals cannot be said to be representative of all teachers and principals in the Armenian community. It is beyond the scope of this survey to make a detailed study and careful analysis of all educational practices in Armenian schools, but the areas chosen for study are believed to represent major educational issues for which practical solutions may be possible.

The writer is indebted to all those instructors and

¹The abbreviation A.S.P.A. will be used throughout the study to indicate the proposed Armenian Schools Principals Association.

school principals who cooperated in answering and returning the questionnaires used in the second part of this study; to Prof. John Brubacher, who suggested the idea of preparing the questionnaire; to Mr. Puzant Yeghiayan, principal of Melkonian Educational Institute in Cyprus, who freely lent source books and other valuable material in Armenian; and to Dr. Pergrouhi Najarian who guided and supervised the writer in organizing the analysis and presentation of the study.

The religious leaders of the three Armenian denominations deserve special thanks for their unreserved cooperation. Mr. Assadour Magarian, educational inspector and secretary of the Armenian General Benevolent Union (A.G.B.U.)² provided some valuable statistical notes.

The writer is not less indebted to Dr. Habib Kurani, head of the department of Education at the American University of Beirut, and Prof. George Shahla of the American University of Beirut, who besides making helpful suggestions regarding the selection of this subject, gave liberally of their time as the thesis progressed. He is especially highly indebted to Dr. Frederick Korf of the American University of Beirut, whose valuable suggestions helped the writer to create a much-needed synthesis of the various parts of this study at a time when an essential unity appeared to be lacking.

²The abbreviation A.G.B.U. will be used throughout the study to indicate the Armenian General Benevolent Union.

ABSTRACT

This study is concerned with educational issues and problems in the Armenian schools of Lebanon.

The aims of this survey are (1) to discover the goals toward which Armenian educators believe Armenian education should move, (2) to evaluate these goals in order to select those which appear most appropriate for the development of sound modern Armenian education, (3) to study the Armenian schools in Lebanon with particular reference to the opinions of principals and teachers in order to discover the most promising avenues of co-operation for reaching the selected goals, (4) to suggest practical steps to be taken in line with the findings.

The history of Armenians in Lebanon has been mainly a search for refuge for their strong Christian heritage, to which they have clung for centuries at the cost of their lives, as members of a minority in a geographic location populated mostly by non-Christians. These conditions have endeared the church to the people, and have led to a strong bond between the people, and the church. A strong love for learning, education, music, art and literature has become their heritage. This explains why the Armenians in Lebanon, as in other settlements in the Near East and elsewhere, have almost invariably established a church and a school as central features of their settlements.

The preoccupation of these schools has been mainly the teaching of academic skills and the imparting of traditions, with particular emphasis on their ethical and Christian character.

The primary data for the study is obtained from an analysis of questionnaire results from twenty-two Armenian educators. These twenty-two educators represent twenty-one schools.

Each question involving a two-sided issue was examined to determine whether it suggested a significant educational goal of a majority of the respondents. The goals thus identified are called "majority goals". Where the opinion of respondents on a two-sided issue did not show a clear majority opinion, no goal was taken as being definitely favored. Such issues are identified as "split opinion" issues. Questions involving numerous types of possible responses are called "many sided issues".

Among the most important goals selected are the following:

1. We should plan refresher or summer courses for our teachers.
2. We should have a night school for teachers with courses in pedagogy and psychology.
3. We should have an Armenian magazine for teachers dealing with pedagogical and psychological problems.
4. We should have a monthly student magazine in Armenian and Arabic.
5. A general examination should be established for the graduates of all Armenian primary schools.

6. We should ask for the financial assistance of the State for Armenian schools.
7. We should have an Armenian Principals Association.
8. We should use Armenian newspapers to publicize our educational problems.
9. The individual pupil should have opportunity for self-expression.
10. Education should be accessible to all Armenian children between the ages of six and thirteen.

The study proposes machinery for implementing the selected goals through an organization to be called the Armenian Schools Principals Association (A.S.P.A.). Its functions are seen as follows:

1. Improving Armenian schools on all levels.
2. Improving the financial and social status of teachers.
3. Seeking the cooperation of leading members of the community for the attainment of selected goals.
4. Establishing a two-year junior training college for teachers which can simultaneously prepare some students for the Lebanese first and second "Baccalaureat".

TABLE OF CONTENTS

Chapter	Page
PREFACE	iv
I. INTRODUCTION -- THE PROBLEM AND PROCEDURE	1
PART I	
HISTORICAL BACKGROUND OF THE PROBLEM AND THE PRE- SENT STATUS OF THE SCHOOLS	
II. HISTORICAL INTRODUCTION -- THE ARMENIAN COMMUNITY IN LEBANON	5
III. THE SCHOOLS.	25
PART II	
THE QUESTIONNAIRE RESULTS	
IV. RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING EDUCATIONAL AIMS	43
V. RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING ADMINISTRATION AND CURRICULUM	68
VI. RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING TEACHERS	95
VII. RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING TEXT-BOOKS AND OTHER PUBLICATIONS	112
VIII. RESPONSES OF TEACHERS AND PRINCIPALS TO MISCELLANEOUS QUESTIONS	125

PART III

A STUDY OF THE GOALS

IX. THE IMPLIED GOALS; THEIR EVALUATION AND SELECTION; IDENTIFICATION OF AVENUES FOR COOPERATION; PRACTICAL RECOM- MENDATIONS	139
--	-----

PART IV

X. A PLAN OF ORGANIZATION FOR THE PROPOSED ARMENIAN SCHOOLS PRINCIPALS ASSOCIATION (A.S.P.A.)	202
APPENDIX A: THE QUESTIONNAIRE	212
APPENDIX B: LIST OF ARMENIAN SCHOOLS IN LEBANON	215
SOURCES CONSULTED	218

PART I

**HISTORICAL BACKGROUND OF THE PROBLEM AND THE
PRESENT STATUS OF THE SCHOOLS**

CHAPTER I

INTRODUCTION - THE PROBLEM AND PROCEDURE

This thesis has four parts. The first part gives the historical background of the Armenian community in Lebanon, describes the development of schools, discusses existing conditions briefly, including some statistics. The second part is based on a questionnaire given to teachers and principals in order to obtain their views on educational issues and problems. The third part is an evaluation of goals proposed or implied by the teachers and principals, with an analysis of how some of these goals may best be reached in view of the avenues of cooperation which, through the questionnaire, have been shown to be the most promising ones. Part four describes how an Armenian Schools Principals Association (A.S.P.A.) may be organized to implement the proposals made in this study.

The idea of the questionnaire and its purpose was presented by direct interview to Bishop Khoren Paroyan, the head of the Armenian Orthodox Church, to Cardinal Bedros Aghajanian, the Patriarch and supreme head of the Armenian Catholic Church, and to Rev. Hovhanness Aharonian, Supreme head of the Armenian Evangelical (Protestant) Church, and chairman of the Central Board of Armenian Pastors. They all approved and encouraged the idea and showed

their full cooperation by asking the heads of the schools under their control to answer the questionnaire.

Fifty mimeographed copies of the questionnaire in Armenian were distributed to principals and other educational leaders both in Beirut and in rural centers. Those in the city and some in the rural areas were approached personally, and the purpose of the study was described to them at some length. The rest were mailed. In all, twenty-six responded. Of these, four expressed an inability to deal so extensively with educational problems, and returned blank questionnaires.

DESCRIPTION OF THE SAMPLE OF TEACHERS AND PRINCIPALS

Of the twenty-two educators who responded to the questionnaire, sixteen are school principals who also teach, four are head-teachers and two are regular teachers. These persons represented twenty-one schools in all. Three are women teachers and nineteen are men. Three are Catholic Fathers and Sisters, five are Protestant pastors who are engaged in teaching, three are Protestant teachers and eleven are Orthodox teachers. Out of the twenty-two educators five hold secondary certificates, three Junior College diplomas, six theology diplomas, four have B.A. degrees, two have M.A. degrees, and two have Ph.D. degrees. The teaching experience of these educators ranges from ten to thirty years of service.

Eight out of eleven Orthodox teachers belong to, or sympathize with the Tashnagtzagan³, Huntchagian⁴, and Ramgavar⁵, parties or points of view. Thirteen of the teachers are from urban areas and nine are from rural areas. The twenty-two teachers are equally divided between elementary schools and secondary schools.

THE QUESTIONNAIRE

The first twenty questions were fact finding, dealing with enrollment, teachers, text-books etc. These did not prove to be very useful for gathering accurate information, as some schools failed to return the questionnaire. It was, however, possible to secure the needed information through other sources with more satisfactory results. These have been presented in the form of tables.

The second group of questions, renumbered 1-30, deals with educational problems which call for expression of opinion; these are called Opinion Questions⁶. Question nineteen was discovered to be highly ambiguous, and has been omitted for this reason.

³Tashnagtzagan, Armenian National Socialist Party.

⁴Huntchagian, Armenian Social Democratic Party.

⁵Ramgavar, Armenian Democratic Party.

⁶A copy of the revised questionnaire appears in English in the appendix.

The answers to the opinion questions have been grouped for discussion under five chapter headings, as follows:

- CHAPTER FOUR - Responses of Teachers and Principals to Questions Concerning Educational Aims
- CHAPTER FIVE - Responses of Teachers and Principals to Questions Concerning Administration and Curriculum
- CHAPTER SIX - Responses of Teachers and Principals to Questions Concerning Teachers
- CHAPTER SEVEN- Responses of Teachers and Principals to Questions Concerning Text-Books and Other Publications
- CHAPTER EIGHT- Responses of Teachers and Principals to Miscellaneous Questions

The final chapters of Part III are devoted to the identification and evaluation of the goals of Armenian education, and an analysis of the kinds of cooperation which appear to be most promising for their attainment. Practical suggestions for action to be taken are made on the basis of this analysis.

Part IV gives suggestions for organizing an Armenian Schools Principals Association (A.S.P.A.) to implement the selected educational goals.

CHAPTER II

HISTORICAL INTRODUCTION - THE ARMENIAN COMMUNITY IN LEBANON

BEGINNINGS OF THE ARMENIAN COMMUNITY IN LEBANON

Armenian Community life in Lebanon began after the massacres of 1895 and 1896 in Turkey, when Armenians from Geasarea, Adana, Sis, Marash, Aintab, Ourfa, Diarbekir and other cities took refuge in Beirut.

Back in 1883 there were only a handful of Armenians living in Rum Khan (Beirut), mostly engaged in commerce. Following the massacres of 1895 and 1896 some German deaconesses brought fifty orphans from Marash and Zeitoun. More young men came to Beirut as students of the American and French Universities. By 1914 there were one hundred Armenian students in these centers of learning, and the community had grown to about 120 families.

This small Armenian settlement in Lebanon was mostly assembled in Beirut. Community life centered around St. Nishan (the Armenian Orthodox Church), and St. Klia (the Armenian Catholic Church), and was further sustained in the two universities through the lectures and symposiums organized by the Armenian students.

As the community began to increase, the need for opening a school was felt. In 1902 a kindergarten with thirty children, and an elementary section with twelve, were started in the rooms that were available within the precincts of the St. Nishan Convent, (Beirut). This school lasted from 1902 until 1915.

Political parties and other organizations sprang up early. In both the American and the French Universities of Beirut there were a number of students who cherished political ideas of progress and independence. In 1901 Missak Vartanian organized the first Tashnagtzagan (National Socialist) Committee. In 1912 a Social Democratic Party, known as the Huntchagian branch, began its activities.

The Armenians could hardly be unaware of the pressing need for relief and seemed to have enough resources to organize such societies as the Women's Association for the Aid of Consumptives and the Ladies' Red Cross Society.

In 1910 Vicar Bedross Saradjian, who later became Catholicos of Lebanon, founded the Beirut branch of the Armenian General Benevolent Union (A.G.B.U.), an international organization which occupies a leading place among philanthropic societies and holds a highly respected position in the eyes of the members of the Armenian community in general.

When the First World War broke out in 1914, this little

community of Armenians lived in constant fear of the Turkish officials then ruling Lebanon. At the beginning all the leading Armenians were exiled to Damascus, and most of them were killed. The Armenian Convent was confiscated and demolished. The church and the school were closed. All the Armenian and foreign students of the universities of Beirut were conscripted into the army. The merchants had to give up their wealth. Homes and shops belonging to Armenians were constantly searched. Relief came only after the cessation of the great conflict in 1918.

THE FIRST WORLD WAR AND THE REFUGEE PROBLEM

With the First World War the history of Armenians in Syria and Lebanon entered a new phase. The pre-war Armenian population of Syria and Lebanon grew to be about 18,000, settled mostly in Aleppo. After the war this number increased tenfold. Refugees poured into these countries in three waves. The first influx happened in the early part of the war when the people of the Armenian provinces and other interior vilayets were expatriated by force. The district between Kilis and Aleppo served as an assemblage centre from where these refugees were driven toward Deir-Zor, and death. About a million Armenians were driven into the deserts of Arabia, out of whom only a small number survived and returned to Aleppo, or found refuge

in Homs, Damascus, the Hawran and along the railroad between Damascus and Jerusalem. The second influx came when Cilicia was occupied by Mustapha Kemal in 1922. The third influx came in the wake of the Second World War, during the Spring and Summer of 1939, when the Sanjak was ceded to Turkey. The 1948 war in Palestine caused about 2,000 Armenians to flee to Lebanon. At present there are nearly 180,000 Armenians equally divided between Syria and Lebanon.

After the First World War the refugee problem emerged as an international problem in which the 350,000 Armenian refugees figured as only a tenth of the total number of people recognized as refugees by the law. Most refugees enjoyed some sort of protection by some friendly local governments, but the world at large seemed little aware of their problems.

The repatriation of refugees of the First World War was well on its way when in 1922 new refugees began their exodus from Cilicia as a result of the Kemalist occupation of that territory and Smyrna. The evacuation of Constantinople caused a number of Armenians to emigrate. Two millions of them were scattered in various small countries in the Near East. The refugees from Smyrna suffered under most pathetic conditions.

The treaty of Sevres was signed in August 1920, with Armenia as one of the signatory states. But the new leaders of Nationalist Turkey refused to ratify it. Later the treaty

of Lausanne (1923) was drawn up and signed, discarding all prospects of an Armenian state. The young Armenian Republic applied for membership at the 1920 session of the League of Nations. Her attitude was one of uncertainty, as she could not decide whether she should take sides with the Soviets or the Turks. Before the League adjourned the Republic of Erivan fell, and a Soviet Armenia was formed by an agreement of Russia and Turkey. This event caused many to leave their homes in Anatolia, Cilicia, Constantinople and Smyrna (due to Greek defeat), and many who had not earlier tasted the bitterness of expatriation and all its evils, had to wander hopelessly as refugees.

On November 20, 1924, a Central Committee for Refugees was formed by the League of Nations. Its function was to gather information about refugees, to defend their legal and economic rights, to encourage emigration, etc. Two years elapsed without effective results. Dr. Nansen Fridtjof (Norwegian), high commissioner for refugees to the League, proposed immigration to Armenia. This could be rendered practical after the irrigation plans of Sardarabad were completed, demanding five million dollars which would make the settlement of 50,000 refugees possible. Donations failed to come, and the project was dropped. The League proposed to Nansen to study this repatriation problem again, and he in turn asked the members to contribute money towards realization of the plan. They failed to contribute, and Nansen was handi-

capped in his plan. Two more years passed with no definite progress. Nansen himself went to Armenia in 1926, accompanied by four specialists, and reaffirmed his conviction that the irrigation plan was feasible. His failure to obtain funds evoked his righteous indignation which he did not conceal during the 1929 session of the League, when he suggested sarcastically that this international comedy should come to an end.

Between 1926-36, 16,000 refugees were settled in Armenia chiefly through the efforts of the A.G.B.U. In 1946-47 another group of 100,000 were repatriated, 35,000 of whom came from Syria and Lebanon.

THE ARMENIAN COMMUNITY AFTER THE FIRST WORLD WAR

The Armenians in Lebanon are estimated to number 90,000. Those in the city represent family groups living close to their churches or schools. Eighty-eight per cent of this population belongs to the Armenian Orthodox Church under the Bishopric of the Cilician Supreme Catholicosate. The Catholics form seven per cent and the Protestants five per cent of the community. The latter are governed by a union of pastors, but in civil and political matters they are represented in the government through the Arab Protestant Church. The districts of Mount Lebanon (Antélias, Juni, Jebeil, Ghazir, Bikfaya, Aley and Hammana) have

an Armenian population approximating 2,000 in number. In the Bekaa (Zahlé, Baalbeck, Rayak, Shtaura, Anjar) there live about 10,000 Armenians. Here they have their churches and schools. The Diocese of the Armenian Orthodox Church includes also the 2,200 refugees from the Sanjak and elsewhere, settled in Tyr and Sidon.

In Beirut itself there are still a great number of refugees living in barracks. Poorly built, with bad sanitary conditions, these wood-and-tin barracks house a good proportion of Armenian children. Settling them properly is one of the greatest tasks of the community. It was in 1933 that one of these "Camps" (Quarantina Quarter) was reduced to ashes in a few hours as a result of fire.

The President of Lebanon, Mr. Camille Chamoun has taken a great interest in replacing the barracks by new houses planned for the community through the help of the Government, Point IV and well-to-do Armenian families. A committee was formed on August 22, 1954 to plan and realize the project. If practical financial and moral interest is shown by the local authorities and wealthy Armenians, the A.G.B.U. Central Committee in America promises to add its due contribution to this effect.

Lebanon has afforded Armenians opportunities to develop their economy. Many have bough plots of land and built houses. Many have developed small industries, some of which have been transformed into regular factories. The Armenians were looked upon by

the French mandatory government as a real help in the industrial progress of Lebanon, and this is also the present attitude of the Lebanese Government.

In agriculture, the activities of the evacuees of the Sanjak in Anjar (Bekkaa) are noteworthy, but this is almost insignificant compared with what Armenians have wrought agriculturally in the Djesireh, in Syria.

There are a considerable number of Armenians who own garages, repair-shops and transportation services. Not less noteworthy are the machine-shops run by Armenians. Little machines or engines have been devised or invented by clever Armenian mechanics.

One is struck by the important role the Armenians play in business. The handling of construction materials, such as iron, timber, woolen cloth etc., constitutes one of the most important branches of business.

There are appreciable numbers of Armenian professional men in Lebanon. There are more than 70 doctors of medicine, 40 dentists, 20 pharmacists, 10 lawyers and 30 engineers and contractors at present.

The Armenians recognize that they have greater freedom to lead community life in Lebanon than in some of the other countries where they are presently dispersed. Lebanon affords them opportunities similar to those they enjoyed in their own homeland. They enjoy full freedom for example in publications, in organizing youth

movements, in promoting literature and music, in organizing exhibitions of art and in giving concerts. The Armenians have brought with them their language, their music, their history, their institutions, their customs, their traditions and even their superstitions.

In this country there is a flourishing Armenian cultural life. Every week, every month, we see all sorts of activities organized, such as field days, vocal concerts, dances and festivals.

DISTINCTIVE ASPECTS OF ARMENIAN COMMUNITY LIFE

Lebanon retains political representation through religious communities. The Armenians have also fitted into the existing system and carry on a community life which is centered around their respective churches or patriarchates. The three denominations therefore have their unique community organizations and their individual educational and cultural institutions.

In Lebanon, as well as in other countries where the Armenians have settled, the community church is the spiritual center as well as the preserver and amalgamator of community life and solidarity. The Armenians rally around the community church to keep unified. In Lebanon, political representation and the legal status of people is still often reckoned on the basis of

their religious affiliations.

Therefore the community church is not only a place of worship, but also an executive center through which the civic rights of the people are expressed and the limits of their liberties are set forth. Thus the church has been the medium through which political authorities in all countries have officially recognized the Armenian people as a body.

The Armenian Orthodox bishoprics of Lebanon, Aleppo, Damascus, Cyprus and the Sanjak (before 1939) were under pastoral charge of the Catholicos of Cilicia now stationed at Antélias. The convent of Antélias serves the Orthodox (Gregorian) community with its chapel, the residence of the Catholicos, the press, the library, the seminary, the elementary school, three classes for secondary education and three classes for the training of deacons. The property of the convent belonged to the American Near East Relief⁷, where orphanages were maintained during the years 1920-29. After some negotiation, the American Near East Relief agreed with the Catholicos Sahag II and his colleague Catholicos Papken to lease the property at a nominal yearly rent of \$1.00. In 1937 the Catholicos of Cilicia finally bought the whole property.

The Catholicosate seat is the main driving force and

⁷This organization was founded during First World War for philanthropic purposes.

center of Armenian cultural life as well as the center of administration for community affairs. Under its patronage and leadership there thrive and function many of the Armenian educational, cultural and youth movements.

The Armenian Catholic community owns the old convent of Zemmar in the hills of Lebanon. The property has very productive soil. The new Patriarchate on the hills of Ashrefié with its chapel and school serves the Armenian Catholics as a center of religious and educational life.

The Armenian Protestants (Evangelicals) own three churches in Beirut. The Ashrefié Church has been built in honour of the missionary family, Riggs⁸. The second is located in Bourge Hamoud, Beirut. The third one is a magnificent church newly built in Beirut on Rue Mexico. These churches have their own pastors and an inter-church council for community affairs.

The schools are the subject of another chapter in this paper. At this point it might be mentioned that the schools have been an integral part and a most important aspect of Armenian community life beginning with its early days. They flourished steadily, so that by 1944 there were forty-four elementary and five secondary schools with a total of 8000 pupils. Others were added later bringing the total to sixty-three schools. At present these

⁸ Henry Riggs, Former field secretary of American Board for Armenian Evangelical Churches and schools in Lebanon, now deceased.

schools have an increased opportunity for indigenous development, since the advent of Lebanese independence has served to bring many of the French institutions under national influence. The Armenian schools on the whole are able to manage their financial affairs. Tuition fees, income from plays, concerts, donations, and voluntary contributions are the sources which help balance the yearly budget, which approximates L.L. 1,000,000. The Armenian Community bears most of this burden.

The Press. The Armenian settlement of Lebanon has had its press since 1923, and publications occupy a prominent place in Armenian settlements all over the world. Actually, out of 130 papers and periodicals, eighty-four are published outside the motherland. Of these, one fourth or twenty-one papers, are published in Lebanon.

The oldest paper in Lebanon was "Punig", first published in 1923, later re-named "Nor-Punig", and presently called "Aztag". Many other papers and periodicals have been published in succeeding years. The following are still being published:

1. AGOS - A bimonthly magazine, started in 1941, published by the Alumni of the N. Palandjian Institute. It is devoted to literary and artistic works.
2. AIK - An independent daily, published every day except Monday, started in 1953.

3. ANI - A monthly magazine, started in 1947. It is devoted to art and literature.
4. ARARAT- A daily of Social Democrats (Huntchagian party), published three, four or five times a week, started in 1937. A weekly of the same name is also published and is devoted to literary and athletic works.
5. AVEDIK- An official quarterly publication started in 1932. It is mainly devoted to the activities of the Armenian Catholic Patriarchate.
6. AZTAG - An official daily of the Tashnagtzagan party, published six times a week, started in 1927.
7. AZTAG - A weekly athletic paper, started in 1950, published with the Aztag daily.
8. BADANEGAN ARTZAKANK - A bimonthly for adolescents. Published since 1936, by the Armenian Christian Endeavour Societies in Lebanon.
9. HASK - A religious monthly, started in 1931. The official publication of the Antélias Catholicossate.
10. MASSIS- A weekly, started in 1947. Sponsored and published by the Armenian Catholics, Mekhitarist Fathers and some young correspondents. It is devoted to Litrary works.

11. NAIRI - A literary weekly, started in 1949. It is devoted to Armenian Literature. It also deals with community problems.
12. OUSANOUGH - An occasional periodical, started in 1948.
13. PAROS - A satiric magazine, started in 1951.
14. TCHAHAGIR - An occasional literary periodical, started in 1950.
15. TZAIKALOUIS - A literary weekly, started in 1953.
16. TCHANASER - A religious bimonthly. Started in 1937 by the Armenian Evangelical Churches and Christian Endeavour Societies of Syria and Lebanon.
17. YERIDASART HAYOUHI - A women's monthly, started in 1947.
18. ZARTONK - A daily of Ramgavar (Democratic) party. Published every day except Monday. It started in 1936. It has an athletic weekly published occasionally.

There are also students' magazines in various schools of Beirut.

SOME ARMENIAN ORGANIZATIONS

Benevolent Institutions. The Armenians in Lebanon are still in need of humanitarian assistance, especially along hygienic and

educational lines. This explains the existence of several benevolent institutions of which the following are the most important:

The National Sanatorium of Azounié. This hospital for Armenian tubercular patients was established July 1, 1923, under the trusteeship of the prelates of the three Armenian denominations. It was first located in Mamultein, but was moved to Azounié in September, 1958. The Armenian Catholics have withdrawn from the body of trustees. The building is hygienic and equipped with the most modern conveniences. A third of all the expenses (L.L. 600,000) is met by fees collected from the patients, and the rest by donations and subsidies of various descriptions. It has about 150 beds which serve members of other communities as well as those of the Armenian communities.

The Armenian General Benevolent Union (A.G.B.U.). This is the largest Armenian benevolent organization in the world, dealing with sanitary problems, settlement of refugees, education, social and financial aid to individuals and institutions in the community, etc. The yearly budget for education in Lebanon is about L.L. 250,000. It supports a girls' secondary school and one for boys, and has started two new elementary schools one in Antélias and another at Beirut named Démirdjian (after the donor). In 1951-53 the Union donated a special amount (L.L. 125,000) to

some of the needy Armenian schools in Lebanon for improving and furnishing their buildings. For the last four years, during the winter months, it has been providing thousands of needy pupils with milk and cod-liver oil.

Howard Karagozian Center for the Care of Children.⁹ This organization gives medical care to sick children in Beirut and Anjar, and provides needy ones with milk, at the same time instructing the people how to prevent disease, particularly trachoma. It operates a night school and a social center in Beirut. It is run by Mr. and Mrs. Noubar Tavitian as directors. It is very well organized and administered.

The Swiss School for the Blind. This school was established some 28 years ago, in Ghazir, and later moved to Beirut, (Bourge Hamoud- Trad district). Hundreds of Armenian blind children and adults have been given shelter and a practical education. Many have become self-supporting in time and run their own businesses in Beirut. The making and repair of brushes, wicker chairs, tables, rugs and many other useful household articles is taught in this school. The Beirut municipality buys its large brushes and other articles from this school.

⁹Mihran Karagozian now deceased after losing his only beloved son Howard, opened child welfare centers in Greece, Lebanon and Syria in memory of his son. His daughter Miss Lila Karagozian now continues his father's work and visits these centers every other year.

The Birds' Nest. This is an orphanage in Jbeil, under the administration of the Danish missionaries for benevolence among the Armenians. It was transferred to them by the American Near East Relief some twenty-seven years ago.

To enumerate all of the philanthropic organizations is beyond the scope of this paper, but the above may be taken to be representative of the kind of effort that relies on community and other resources for meeting educational and social needs.

ARMENIAN YOUTH ORGANIZATIONS

1. The Armenian Youth Organization, founded in 1932 after the Near East League was dissolved, operates under the patronage of the Armenian General Benevolent Union.

All of its five branches in Lebanon promote athletic life and arrange lectures and musical and dramatic performances. The University Students' Union and Melkonian Institute Students' Union are closely associated with it. A Junior department, a girls' group and some scouts also form parts of this organization.

2. The General Armenian Athletic Union (Homenetmen). This is one of the most active bodies promoting athletic life. Football is their favorite game. Its various branches in Lebanon hold many contests every year.

3. Armenian Athletic Union (Homenmen). This is becoming one of the champion football teams of Lebanon.
4. Bagramian. A more recent athletic group.
5. Hamazkayin Union. A cultural organization composed of the Alumni of the Palanjian Institute, with their periodical publications.
6. Union of the Armenian Catholic Youth. With the Armenian Catholic Patriarchate as their centre, the youth carry on their own educational, athletic and religious activities.
7. Christian Endeavour. This is the youth society among the Armenian Evangelicals. Their activities are educational, social and religious.

SOME CHARACTERISTICS OF ARMENIANS

An outstanding characteristic of Armenians as a community is the seeking of the influence of their church and school in the furtherance of their solidarity. Through these agencies they have been able to guard their centuries old culture and contribute to world civilization through the spreading of Christian principles. However, these agencies have not been a handicap in adjusting themselves as good citizens of their adopted countries.

The Armenians in general are industrious, open-minded, humanitarian and loyal. The Arabs of the Middle East extended a warm and sincere welcome to Armenians in their tragic years of annihilation by the Turks during and after the First World War. Armenians are conscious of it, and try to prove themselves worthy citizens by their positive contributions to the economic, social, cultural and political life of the Middle East Arab countries. In spite of the Soviet influence over the motherland imposed by the international situation after the First World War, the Armenians abroad lean toward Western Democratic ideas and culture.

The Armenians of Lebanon have from the outset tried to cultivate a spirit of cooperation and mutual understanding with other citizens of Lebanon. Having learned from past experience, the Armenians have acquired the habit of adapting themselves to the lives of the countries where they have immigrated. In Lebanon, where the conditions have been favourable, adaptation was remarkably speedy. Without losing their cultural identity, the Armenians in general have maintained a very positive relation with all the Lebanese Arabs, be they Christian or Muslim, who in their turn reciprocate this feeling. The liberal attitude of the government has afforded them every opportunity for free development and citizenship rights. Armenians were naturalized without much formality and enjoyed the privileges of

free citizens in individual enterprise, in trade and in the law-courts. They are represented in the parliament, and have many officials in the government. Having fully realized these exceptional privileges, the Armenians here have seriously set to work to contribute their share to the economic and educational life of the country.

CHAPTER III

THE SCHOOLS

The development of Armenian education in Lebanon may be classified under pre-war, war and post war periods as follows:

The Pre-War and War Period. The period before the First World War was under Ottoman rule extending from 1902 to 1915. From 1902 to 1915 a kindergarten with thirty children and an elementary section with twelve was sustained within the precincts of the St. Nishan Convent (Beirut). Pupils were mostly the children of Armenian merchants, officials or craftsmen. The school and the church were closed and the Convent demolished during the First World War. The St. Nishan Church was rebuilt in 1919, and the school reopened and was controlled until 1921 by a mixed school board composed of Catholic and Orthodox leaders. The monastery of Zemmar (Armenian Catholic) was noted as an educational center.

During the First World War, the Turkish government had an orphanage in Antoura from 1916-1919, where about 250 Armenian children were sheltered. The Kurdish and Armenian orphans were entrusted to the care of the victorious Arab armies, who took good care of them. The Kurds were sent to Constantinople, and

the Armenian children to Aleppo and eventually to Aintab. The evacuation of Cilicia brought these orphans back to Beirut.¹⁰

Post War Period. After the Armistice (1918), evacuation of Cilicia (1922), and the evacuation of Sanjak (1939), Armenians settled in Lebanon in great numbers. This period is the time of supreme effort to set up churches and schools which had been started in barracks and gradually improved. The greatest problem after the War was the training of the orphans. The policy of extermination of all Armenians, initiated by Sultan Abdul Hamid, was carried to its extreme during the stormy days of the First World War by the Young Turk regime of Enver and Talaat. The tragic details of the grim story of wholesale massacres, deportations, and imprisonments of the Armenian population of Turkey constitute some of the blackest pages in the history of human civilization.

The contribution of the American Near East Relief to orphan education has been great. During its fifteen years (1915-1930) of activity the N.E.R. spent a total of more than \$105,000,000 in the discharge of its responsibilities in the care of orphans.

After the aid given to the immediate needs of the refugee adults, the Near East Committee began its more enduring

¹⁰Sissag H. Varjabedian, Armenians in Lebanon, (Beirut, 1951), pp. 430-436.

work, namely, the education of orphans. These orphans and orphanages were taken out of Turkish territory because of the rise of Turkish Nationalism. In these orphanages were taught the common school subjects and religious subjects, because religion was recognized as the basis of good character. The curriculum was enriched by vocational training, agricultural training and nurses' training.

The N.E.R. was instrumental in providing shelter and proper education for the 15,000 Armenian orphans in Lebanon who had lost their parents during the First World War. Their institutions were located in the coastal towns of Lebanon. (Jebell, Nahr Ibrahim, Juni, Ghazir, Beirut, Sidon). The N.E.R. also taught these children such trades as tailoring, shoe-making, carpentry and baking. Some became tin-smiths, others iron-smiths, machinists etc.

In 1922 and 1923 the Armenians of three denominations (Orthodox, Catholic, Protestant) started building their churches and schools in barracks. As their economic status improved their churches and schools gradually improved and multiplied in number. The A.G.B.U. takes a great interest in bringing the quality of education up to desirable standards. A general survey of Armenian schools in Lebanon in 1954 is attempted in this chapter in order to shed some light on the efforts exerted on behalf of its schools by the Armenian Community in Lebanon.

TYPES OF SCHOOLS

The following is a concise statistical presentation of the types of Armenian schools according to figures compiled by Mr. A. Magarian in 1952-53.¹¹

Armenian Schools in LebanonParochinal (Operating under the auspices of the church)

Orthodox	24
Protestant	12
Catholic	10
Church of Brethren	1

Seminaries

Orthodox	1
Catholic	4

Non-Sectarian (Run by Armenian lay organizations)

A.G.B.U.	2
Tekeyan	1
Palandjian	1
Aghbalian	1

Specials (Run by foreign organizations for Armenians)

Adventist	1
---------------------	---

¹¹Armenian Teachers' Association, Respect to Armenian Teachers, (Beirut, 1954), pp. 52-60.

The Trade School for Blind 1
 Djebeil Birds' Nest . . . 1

60

Number of Students and Teachers:

	<u>Pupils</u>	<u>Teachers</u>
1. 31 Armenian Orthodox and other schools	5,860	353
2. 12 Armenian Protestant (Evangelical) schools	2,084	123
3. 14 Armenian Catholic schools	2,426	164
4. 3 special schools (Life High School, Birds' Nest, Adventist)	505	37
	<hr/>	<hr/>
	10,876	677
Part time teachers		75
	<hr/>	<hr/>
Totals	10,876	752
	<hr/> <hr/>	<hr/> <hr/>
5. Three more special schools opened since 1955	650	32
	<hr/>	<hr/>
Totals	11,526	784
	<hr/> <hr/>	<hr/> <hr/>

NOTE

a) The above does not include the large number of Armenian students and teachers in Lebanese government and foreign schools.

b) More than fifty per cent of the pupils attending the

Catholic and Protestant (Evangelical) schools are Orthodox Children.

<u>1952-53 Budget</u>	<u>L.L.</u>
24 Armenian Orthodox schools	323,000
14 " " Catholic schools	150,000
12 " " Protestant schools	190,000
3 special (Tekeyan, Aghbalian, Jemaran) schools	111,500
3 miscellaneous schools (School of Life, Birds' Nest, 7th Day Adventist)	102,000
	<hr/>
	876,500
	<hr/> <hr/>

The following schools have the largest budgets (1952-53)

1. Palanjian Institute (Jemaran), Beirut	100,000 L.L.
2. Armenian Evangelical College (Elementary High School) Beirut	90,000 "
3. A.G.B.U. Hovagimian-Manougian Secondary School for Boys	73,000 "
4. A.G.B.U. Tarouhy Hagopian Secondary School for Girls	43,000 "

The three Armenian Communities have in their schools approximately 784 teachers and 12,000 students with a yearly budget of L.L. 1,000,000.

Sources of Income. The Armenian schools depend upon tuition fees, private Armenian educational and philanthropic organi-

zations and a few foreign sources for their budget. Plays, bazaars and other programs are also organized to help balance the budget. As a single organization, A.G.B.U. carries the greatest load.

In 1952-53 the A.G.B.U. contributed to the Armenian educational institutions the following:

	<u>L.L.</u>
1. To its two secondary schools and its forty-eight other schools	189,870
2. To Armenian schools of all three denominations for repairs and equipment	129,101
3. To thirty-seven high school and university students, scholarships in the amount of	21,425
Totals	<u>340,000</u>

The A.G.B.U. also appropriated \$80,000 for the construction of new schools.

In addition it distributed to schools six tons of powdered milk. It provided cod-liver oil, and gave clinical aid to students of twenty-four schools through its dispensaries (medical examinations, treatments and free medication).

ACADEMIC LEVEL OF SCHOOLS

1. Junior and Senior High Schools:

There are fifteen junior and senior (secondary) schools in Lebanon belonging to Orthodox, Catholic, Protestant sects and private organizations, with various nomenclatures and, from eight to twelve years of study after kindergarten.

2. Elementary Schools (6 years):

a.	Armenian Orthodox	18 schools
b.	" " Catholic	4 schools
c.	" " Protestant (Evangelical)	4 schools
d.	Birds' Nest	1 school
	Total	27 schools

3. Schools With Less Than Six Elementary Classes:

a.	Armenian Orthodox	10 schools
b.	" " Catholic	5 schools
c.	" " Evangelical	4 schools
d.	School for the Blind (in Trad- Bourge Hamoud	1 school
e.	Seventh-Day Adventist School- Remail	1 school
	Total	21 schools

Each of the three Armenian denominations has its own board of education which controls and governs its own schools according to its aims and principles. The three programs are completely independent of one another. Private schools are also independent of one another and have separate school boards.

EXISTING CONDITIONS IN MANY SCHOOLS

The following observations about school buildings, methods of teaching, teachers, text-books and curriculum are made as the result of personal contacts, interviews and observations in about fifteen schools.

Buildings:

In Lebanon there are fifteen Armenian Orthodox schools that own land and buildings and sixteen which rent their grounds and buildings. There are ten Protestant schools that own their grounds and buildings, and two which rent them. The Armenian Catholics own the lands and buildings of all their nine schools. The Seventh-Day Adventist school, located in Remail quarter, Beirut, has its own property. The School of Life, belonging to an Armenian spiritual movement, owns its land and building. The Birds' Nest at Jebell, an orphanage sheltering 200 children, owns several buildings and the grounds. The property belongs to the Danish Mission serving Armenians.

There are about ten schools which have to carry on in tin-roofed barracks. Most of the schools lack sufficient space for playgrounds. The number and sizes of the classrooms are often insufficient. Many need better equipment.

Miss Lila Karagozian, a well known benefactress, on her return to the U.S.A. in 1951 after a visit to the areas, under-

took a campaign through the A.G.B.U., to raise \$300,000. The campaign is almost completed now. Out of this sum, L.L. 125,000 were allocated to all the Armenian schools of Lebanon for repairing and equipping the school buildings. The leading organization, A.G.B.U. plans to build several schools in cooperation with Armenian Education Committees, in order to improve educational work through better school buildings and adequate furniture. In 1954 and 1955 three new schools replaced three old ones through A.G.B.U.; two in Beirut and one in Zahlé. Since 1955 three new schools have been opened.

Methods of Teaching

In Armenian schools teaching methods are varied, as might be expected. Memorizing and imitation are commonly used.

One prevalent method of teaching is the recitation method, which might aptly be called the memorization method. The teacher assigns a portion out of the book requiring mastery by pupils; the pupils return to the classroom and reproduce what they have committed to memory.

Very often lengthy exercises are assigned to the pupil, who tries to complete it even though he may not have the correct understanding of what he must do. Mistakes occur and reoccur in the work, thus adding to his weakness and making it harder to correct it. Revision work is misused by most teachers. Material

covered in the past is re-assigned without introducing a new element, and pupils often have a very vague idea of the whole.

The dramatization of certain poems or prose work is sometimes used to create interest. This method is often used by those teachers who have had some professional training in education. Plays given for the school and the community are, however, more often seen as a source of income than as a means of instruction.

Reports (in science and social studies) and term papers in connection with school work are becoming more and more popular with the high schools.

Projects (trips, school periodicals, club activities raising funds for libraries and labs) are used effectively by some teachers and principals of schools with special training in that line.

The heavy schedules in elementary classes are a hindrance to the application of similar methods. In the secondary classes laboratory experiments approach the project method, as do trips, the drawing of maps and pictures, and work accomplished through research in the library. Girls' schools make ample use of handwork, home economics activities, sewing, making flowers, hats etc.

Teachers

A study of Armenian schools in Lebanon in 1953 showed

that in the sixty-three Armenian schools there are about 784 full time and part time teachers and an additional 100 teaching in other native and foreign schools.¹² Exact data is missing as to the preparation and experience of each.

A gathering on the 21st of March, 1954 in honour of teachers of long service, witnessed the presence of over fifty who had devoted twenty-five years to the profession. There are about a 150 teachers who have served ten years, and 250 who have served between five and ten years. About 250 have served less than five years.

Approximately fifty per cent of the teachers are elementary and junior high school graduates, forty per cent are high school and sophomore (junior college) graduates, and, the remaining ten per cent are university graduates. (This is an approximation from the study of fifteen schools; exact data are not available).

Graduates of the American University of Beirut and more particularly those who have taken courses in education, are holding important positions as head-teachers, principals or responsible directors in Armenian schools. Beirut College for Women is another institution that furnishes leaders in the field of education. Many of its graduates are serving as teachers, particularly in elementary and high schools.

¹² Armenian Teachers' Association, Respect to Armenian Teachers, (Beirut, 1954), pp. 52-60.

The Armenian secondary schools that provide some teacher-training on the elementary level are the seminary of Antélias, the Palandjian Institute, the Armenian Evangelical College, Tarouhy Hagopian Secondary School for Girls, and the Armenian Evangelical Teachers' Training College (Haigazian College).

Text-Books

Before the First World War Constantinople (Istanbul), where about 200,000 Armenians lived, was the center of Armenian intellectual life as well as a center for the publication of text-books. Some text-books published fifty years ago are still reprinted and used without revision. A good many unnecessary and detailed subjects are to be found in the text-books of the elementary schools, such as the square roots and cube roots of numbers, compound interest, etc. Geography text-books lay excessive stress on physical geography. Science books go into unnecessarily detailed treatment of biology, botany, zoology and chemistry. History books are a collection of numerous proper nouns, dates and high-sounding literary expressions.

In the preparation of text-books for Armenian children, text-books written in English and French might be of immense value. During the last two decades some text-books have been published more or less according to modern requirements by Leon Shant, Simon Simonian and others. History books have been published by A. Marashlian, V. Kévorkian, Ghazar Tcharekh and others.

Science books have been published by A. Arslanian and arithmetic books by A. Hovhannessian and others.

The former Academic Dean of the Seminary of Antélias, Mr. Puzant Yeghiayan, at present Principal of Melkonian Educational Institute in Cyprus and an eminent educator, has several manuscripts of text-books ready for the press. While he and others have manuscripts ready, they lack the financial means for publication.

Some text-books are published in Syria, Cairo, France, Palestine and the U.S.A. Among these books there are few that are fit to fill present-day Armenian educational needs.

Revision and improvement of the quality of our text-books is of the utmost importance.

Curriculum

The Armenian schools in Lebanon do not have a distinct educational system or philosophy. They have mostly adopted either the Anglo-Saxon, or the Latin and European Continental system, trying at the same time to adapt their education to the local educational demands.

Armenian schools still follow, with some adaptations, the type of education and curriculum laid down by the Board of Education of Constantinople before the First World War.

After the war in 1914, the Armenians taking refuge in Lebanon under French mandate gave a very important place to

French and Arabic in their curriculum. When the French mandate ended, French remained as an important language. English became a new necessity, and Arabic became more prominent so that Armenian students could be prepared for the Lebanese "Certificat". Thus, most Armenian elementary schools teach either three or four languages. The same kind of heavy schedule exists in almost all secondary schools.

The Armenian schools of Lebanon rally around their churches (the Catholic, the Orthodox and the Protestant). There are private and special schools besides.¹³ The present tendency is for the Orthodox schools to follow their distinctive and Anglo-Saxon curriculum. The Evangelical schools are bent toward an Anglo-Saxon emphasis, whereas the Catholic schools prefer the Latin emphasis.

¹³ See Appendix B for the list of Armenian Schools in Lebanon.

PART II

THE QUESTIONNAIRE RESULTS

INTRODUCTION TO PART II

In part I of this study a brief historical background of the Armenian community in Lebanon was given, and an attempt was made to bring out its distinctive characteristics. Statistics concerning the schools were given, together with a discussion of pertinent prevailing conditions.

In this part the responses to the questionnaire are presented in detail.

It will be remembered that the questions were answered by twenty-two persons (six teachers and sixteen teaching principals) out of fifty who were requested to give answers. Twenty-one schools are represented by the twenty-two respondents.

The questions are grouped in this part under five chapter headings, as follows:

CHAPTER FOUR

Responses of Teachers and Principals to Questions Concerning Educational Aims (Questions numbered 1, 3, 6, 9, 27, 28, 29, in Appendix)

CHAPTER FIVE

Responses of Teachers and Principals to Questions Concerning Administration and Curriculum (Questions numbered 2, 12, 14, 15, 16, 22, 25, 26, in Appendix)

CHAPTER SIX

Responses of Teachers and Principals to Questions Concerning Teachers (Questions numbered 4, 5, 7, 8, 19, 20, 21, in Appendix)

CHAPTER SEVEN

Responses of Teachers and Principals to Questions Concerning Text-Books and other Publications (Questions numbered 10, 11, 13, 23, in Appendix)

CHAPTER EIGHT

Responses of Teachers and Principals to Miscellaneous Questions (Questions numbered 17, 18, 24, 30, in Appendix)

It should be borne in mind that in the reporting of results, the total number of responses to a question is considered. That is, if twenty-two principals and teachers gave, in all, forty different responses, it is the frequency and percentage of responses which is reported after each individual response listed. In the case of two sided issues (yes-no questions, for example), the numbers and percentages reported are, of course, equal to the numbers and percentages of persons responding.

CHAPTER IV

RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING EDUCATIONAL AIMS

Table I presents the responses received on the issue of whether our schools can assist in solving our educational and social problems. The great majority (seventy per cent) of Armenian children go through our elementary schools. It is the most important institution we have for training children and inculcating in them our common ideals and aspirations, and for leading them to see the need for solutions of our educational and social problems.

TABLE I
RESPONSES TO QUESTION 1

Can our Schools Assist in Solving our Educational
and Social Problems?

Response	Number	Per Cent
Yes	16	73
No answer	4	18
No	2	9
	22	100

Table I shows that a large majority of the teachers and principals are of the opinion that our schools can assist in solving our educational and social problems.

To pursue this question further, the twenty-two teachers and principals were asked to answer the following question:

How Can Our Schools Assist in Solving Our Educational and Social Problems?

The responses, in order of their frequency, follow:

	<u>Responses</u>	<u>Per Cent</u>
1. <u>Through Adequate Teachers</u>	12	27

The following are examples of the responses in this grouping:

Teachers and leaders adequately trained along academic, moral, social and religious lines should be employed.

Memorization as a teaching method should be discarded.

2. <u>By Making the Community's Social Problems the Concern of the Schools</u>	10	22
--	----	----

The following are examples of the responses in this grouping:

Economic and political security is needed for the solution of our social and educational problems, and should be an aim of the schools.

Responses Per Cent

Partisanship education should be omitted because it is dangerous and harms wholesome and sound education.

Direct contact with the community is desirable through school activities.

Fostering good family relations and attention to civic education are functions of the school.

3. Through Curricular Changes

4

9

The following are examples of the responses in this grouping:

The curriculum ought to be simplified.

Only one foreign language should be taught.

Additional periods are needed for Arabic teaching.

4. Through Extra-Curricular Activities

4

9

The following are examples of the responses in this grouping:

Student activities and performances should be encouraged.

Chapel talks should be encouraged.

A careful selection of movies, films, and trips should be made available.

	<u>Responses</u>	<u>Per Cent</u>
5. <u>Through Improvement of Buildings and Equipment</u>	3	6
The following is an example of the responses in this grouping:		
<p style="text-align: center;">School buildings ought to be adequate and equipped with libraries, laboratories and playgrounds.</p>		
6. <u>By Working Toward the Following Aims</u>	3	6
The following are examples of the responses in this grouping:		
<p style="text-align: center;">Social and economic improvement.</p> <p style="text-align: center;">Cultural progress (Library, artistic, racial, religious).</p>		
7. <u>Through Competent School Boards</u>	3	6
8. <u>Improvement Not Possible</u>	3	6
The following is an example of the responses in this grouping:		
<p style="text-align: center;">We cannot improve our social and educational problems unless we are better settled and have political security.</p>		
9. <u>No Answer</u>	4	9

The responses to the question may be summarized briefly as follows:

Question:-

"How Can Our School Assist in Solving Our Educational and Social Problems?"

Responses:-

	<u>Per Cent</u>
1. Through adequately trained teachers	27
2. Through concern with community problems	22
3. Through curricular changes	9
4. Through extra-curricular activities	9
5. Through well-equipped school buildings	6
6. Through social, economic, cultural improvement	6
7. Through competent school boards	6
8. Improvement not possible without political security and better settlement	6
9. No response	9

These responses indicate a strong belief in the adequate preparation of teachers and in the school's concern with community problems. Few adhere to the view of the writer that the need for curricular changes (especially the introduction of more science) is very important for the solution of our educational and social problems. This is probably due to an

established belief that literary studies are distinctively humanistic, and that the study of science is merely materialistic, and therefore not of immediate concern.

Question 3 was asked in order to discover educational aims proposed by school teachers and principals. Clear aims facilitate the search for methods to be used in reaching them.

What Should Be the Aims of Armenian
Primary Schools?

	<u>Responses</u>	<u>Per Cent</u>
1. <u>Preserving Armenian Traditions and Christian Life</u>	18	34
2. <u>Developing Good Citizenship and Family Life</u>	18	34
3. <u>Teaching of Languages</u> (Teaching of Arabic, English, French, Armenian)	5	10
4. <u>Providing a Sound Education</u>	4	7
5. <u>Preparing for Higher Education</u> (High Academic Standards)	2	4
6. <u>Providing Practical Scientific Education</u>	2	4
<u>No Answer</u>	4	7

The bulk of the responses (sixty-eight per cent) are grouped under two main aims, namely:

1. Preserving Armenian Traditions and Christian life.
2. Developing Good Citizenship and family life.

It is noteworthy that only two responses indicated a concern with the preparation of students for higher education. In this connection it should be noted that approximately forty per cent of high school students proceed to college, but that only ten per cent of primary students proceed to high schools.

This low percentage of continuation after the primary school may perhaps best be explained as due to a number of factors, among them the following:

1. The quality of instruction in the primary schools is generally poor.
2. Teachers and principals often feel that primary schooling should be regarded as a terminal experience.
3. Parents are often satisfied with a primary education, and want their children to earn money early in life.
4. The secondary schools can take only a limited number of students due to lack of space.
5. The fees in the secondary schools are far higher than those in elementary schools.

Recommendations for the improvement of this state of affairs will be made later in this study.

Table II presents the responses concerning whether the schools follow particular schools of educational philosophy and psychology.

TABLE II
RESPONSES TO QUESTION 6

Does Your Institution Follow a Particular School
of Educational Philosophy or Psychology?

Responses	Number	Per Cent
No	14	64
Yes	4	18
No answer	4	18
	22	100

Qualifications attached to these answers permitted the following analysis:

Christian Principles. Fourteen respondents (sixty-four per cent) replied in the negative and made reference to Christian principles as their guidepost in the psychology and philosophy

of education, without reference to any previous or modern school of educational philosophy or psychology. Church and evangelical principles prevail, and the program is drawn up by the school boards.

School of Thought. Four respondents (eighteen per cent) gave affirmative answers, following up with "empirical methods", "morality", "psychological approach".

The responses leave considerable doubt as to whether the respondents really understood these terms.

No Answer. Four respondents (eighteen per cent).

These responses demonstrate that most of the schools follow no particular school of educational philosophy or psychology. The school programs are drawn up mainly by school boards, which believe in teaching through church and evangelical principles. The rest follow whatever they mean by "empirical methods", "moral principles" and "psychological approach", without giving much evidence of having an understanding of these terms.

Since, at present, education is accessible to only seventy per cent of the Armenian children between the ages of six and thirteen, often because the parents of the other thirty per cent are unable to pay the fees, are disinterested etc., Question 9 was asked in order to get an idea of what methods the educators believed could be used to raise the percentage of these children in the schools.

How Is It Possible to Make Education Accessible to All Armenian Children Between the Ages of 6-13?

	<u>Responses</u>	<u>Per Cent</u>
1. <u>Through Government Aid</u>	14	32
The following are examples of the responses in this grouping:		
By government aid. By introducing free and compulsory education as in other countries. By stressing the responsibility of national education.		
2. <u>Through More Numerous and Adequate School Buildings</u>	9	20
3. <u>Through the A.G.B.U., an Inter-Denominational Council, and Benefactors</u>	8	18

The following are examples of the responses in this grouping:

Responses Per Cent

An inter-denominational body should
be formed to tackle the problem.

More benefactors should be found.

4.	<u>Through Night Schools</u> (Presumably to instruct children who must work in the daytime)	3	7
5.	<u>Through Work Provided to Parents Through Official Channels</u>	2	5
6.	<u>Through the Abolition of Child Labor</u>	1	3
7.	<u>Through Arts and Crafts to be Taught in Schools</u>	1	3
8.	<u>Through the Press</u> By means of publicity about the need.	1	3
9.	<u>Through a Specialized Education Board</u> (A proposed group of educators composed of the three Armenian denominations)	1	3
10.	<u>Through the Hiring of an Adequate Number of Teachers With Good Preparation</u>	1	3
	<u>No Answer</u>	1	3

The various suggestions given to make education accessible to all Armenian children may be summed up as follows:

	<u>Per Cent</u>
Through government aid	32
Through more numerous and adequate school buildings	20
Through an A.G.B.U., inter-denominational council, and through more benefactors	18
Through night schools	7
Through work provided to parents through official channels	5
Through the abolition of child labor	3
Through arts and crafts instruction in schools	3
Through press publicity concerning the problem	3
Through a specialized education board	3
Through an adequate number of well-trained teachers	3
No answer	3

The responses to this question demonstrate that, realizing the aim of education for all Armenian children, there is a considerable tendency on the part of the respondents to depend on government aid, the building of appropriate school buildings and the resources of Armenian private and group co-operation.

It is rather surprizing that "abolition of child labor"

was mentioned by only a few as being important in universalizing education. Through more and adequate school buildings it is doubtful that the problem can be solved thoroughly, although this might help to a small extent, since some schools are overcrowded. On the other hand, some schools have places for more students than are presently enrolled.

Question 27 was asked in order to discover the opinions of teachers and principals as to what constitute Armenian social needs in Lebanon at present.

What Are the Social Needs of Armenians in This Country?

	<u>Responses</u>	<u>Per Cent</u>
1. <u>The Development of Citizenship and Social Leaders</u>	10	23

The following are paraphrases of the responses in this grouping:

Lebanese culture, Arabic language, and loyal cooperation with the natives should be encouraged.

Conscientious instructors, editors, civil servants and trained leaders in all spheres of social life are needed.

2. <u>Changes in Industry, Employment, Child Labor</u>	6	14
--	---	----

The following are examples of the responses in this grouping:

The industrial phase of education ought to be developed.

Full employment should be provided.

Child labor should be prohibited.

	<u>Responses</u>	<u>Per Cent</u>
3. <u>Provision of Youth Centers</u>	5	11
The following is an example of the responses in this grouping:		
Youth centers should be provided for sports, concerts, etc.		
4. <u>Improvement of Civic and Family Life</u>	3	7
The following are examples of the responses in this grouping:		
Birth control should be taught to parents.		
A moral and attractive environment should be maintained for youngsters at home and in places where they work.		
5. <u>Encouragement of Higher Learning</u>	3	7
The following is an example of the responses in this grouping:		
Primary, secondary and especially higher learning should be encouraged for students who show unusual aptitude.		
6. <u>Changes in Moral Values</u>	3	7
The following are examples of the responses in this grouping:		
Cinema attendance should be prohibited		

Responses Per Cent

to children.

Effective measures should be taken
to stop gambling, smoking, drinking,
immorality and extravagance in
dress.

7. Abolishing of Social Classes 3 7

The following are examples of the res-
ponses in this grouping:

Social classes should be abolished.

Better and higher positions in the
political life of the country
should go to competent leaders
on the basis of merit.

8. Avoiding Assimilation 1 2

The following is the response in this
grouping:

We should avoid being dissolved and
made indistinguishable from the
rest of the population.

9. Provision of Planned Towns for Laborers 1 2

No Answer 9 20

Briefly summarizing, the ideas expressed in answer to
"What Are the Social Needs of Armenians in This Country" were
as follows:

	<u>Per Cent</u>
More citizenship and social leaders	23
More industry and employment, less child labor	14
More youth centers	11
More civic and family life	7
More higher education	7
Inculcation of moral values	7
Abolition of social classes	7
Avoidance of assimilation (loss of identity)	2
Provision of planned towns for laborers	2
No answer	20

The results from this question are encouraging. There is considerable awareness among Armenians of their social needs in Lebanon. The importance of the development of citizenship, adequate preparation of social leaders and the need of industrial education are acknowledged by a considerable number of school teachers and principals. These may serve as guideposts in planning further social developments such as the prohibition of child labor and the creation of youth centers for the physical, mental, social, and aesthetic development of the new generation.

Question 28 was asked in order to discover how individual differences were met by school teachers and principals.

How Are Individual Differences (Aptitudes, Inclinations) Met in Your School?

	<u>Responses</u>	<u>Per Cent</u>
1. <u>Through Special Motivations</u>	8	40

The following are examples of the responses in this grouping:

By noticing special talents and granting scholarships.

By giving special motivations- prizes, praise, chastisements.

By allowing students to skip classes.

By reward and punishment through the grading system.

By demotions.

2. <u>Through Guidance and Measurement Techniques</u>	2	10
---	---	----

The following are examples of the responses in this grouping:

Each child is studied separately with the help of a questionnaire sent to parents.

By kind treatment, personal approach, private interviews, student tutoring, following up after school hours.

By placement tests.

	<u>Responses</u>	<u>Per Cent</u>
3. <u>Through Suiting Activities to the Ability Level</u>	2	10

The following are examples of the responses in this grouping:

Providing opportunities for better development.

By assigning extra work to the brighter ones, and encouraging them to attend better organized schools.

By assigning duties in proportion to ability.

4. <u>By Private Tutoring for Backward Students</u>	2	10
<u>No Answer</u>	5	25

A negative response:

<u>Curriculum</u>	1	5
-------------------	---	---

Curricula are built for the average students; the gifted ones and the weak ones cannot be adequately cared for.

Summary: Individual differences (aptitudes, inclinations) are met:

	<u>Per Cent</u>
Through special motivations	40
Through guidance and measurement techniques	10

	<u>Per Cent</u>
Through suiting activities to the ability level	10
By private tutoring for backward students	10
No answer	25
They cannot be adequately met	5

The overwhelming majority of school teachers and principals (seventy per cent) appear to recognize the importance of individual differences, aptitudes and inclinations.

Table III presents the responses received about the place of the individual in the school and the opportunities granted him for self-expression.

TABLE III
RESPONSES TO QUESTION 29

What Is the Place of the Individual in Your School?
Does His Individuality Have Opportunity for Self-
Expression?

Response	Number	Per Cent
Yes	16	73
No	1	4
No answer	4	23
		100

The respondents were then asked to give their views on the following question:

In What Ways Does His Individuality Have Opportunity
for Self-Expression?

	<u>Responses</u>	<u>Per Cent</u>
1. <u>Through Individual Expression</u>	18	64
The following are paraphrases of the responses in this grouping:		
The student is encouraged to have freedom in his thinking and expression, within prescribed boundaries.		
The student is taught how to live in society. The teacher acts as a guide only. Social activities are encouraged.		
The student can object to any decision passed.		
Education is individualized.		
A sense of justice through orderly processes is encouraged. Student complaints go first to the teacher, next to the class teacher, then to the head-master, then to the school board.		
2. <u>Through Encouragement of Responsibility, Sportsmanship, Leadership</u>	3	12
The following is an example of the responses in this grouping:		
By teaching and inculcating in children a sense of responsibility, sportsmanship and leadership through clubs and other extra-curricular activities.		
3. <u>There are Handicaps in Achieving This Purpose</u>	1	4

Responses Per Cent

The following is an example of the responses in this grouping:

Since we adhere to our community traditions and have a crowded academic schedule, individual development according to ability is hampered.

<u>No Answer</u>	5	20
------------------	---	----

Summarizing the answers to the question:

"What Is the Place of the Individual in the School? In What Ways Does His Individuality Have Opportunity for Self-Expression?"

Responses:

	<u>Per Cent</u>
Through encouragement of self expression and freedom of thought	64
Through sportsmanship, leadership	12
Self-expression is hampered by the handicap of heavy curriculums	4
No answer	20

The result demonstrates that the great majority of the respondents (sixty-four per cent) is aware of the individual's need for self expression. The measurement of the extent to which

this awareness is carried over into actual practice with pupils is, of course, not within the scope of a questionnaire study, but might make a useful field for further research.

CHAPTER V

RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING ADMINISTRATION AND CURRICULUM

Question 2 asks how the programs of the schools can be adapted to the Lebanese Baccalaureat program, so that Armenian students may obtain the Lebanese Certificat.

Armenians who can pass Lebanese Certificate examinations have the following advantages:

1. The Lebanese Certificate Examination is a Government requirement enabling a child to continue his studies in a government secondary school and enabling him to sit for the Baccalaureat regardless of his type of secondary school. Actually the government enforces this requirement only in its own schools. A general confusion arises from the fact that a child from a private elementary school can pass directly to a private secondary school, obtain his certificat in any year of his secondary schooling, and sit for the Baccalaureat examination at the end of his secondary schooling. A child from a government elementary school, however, cannot enter a government secondary school without holding a Lebanese Certificate.

2. The Certificate is the first certificate which will lead later to the Lebanese Baccalaureat. Any Lebanese who desires to enter a professional school and later practice his profession in

Lebanon is required by law to pass this Baccalaureat.

3. The program leading to the Certificate strengthens the Armenian student in Arabic.

The main point of difference between the Government program leading to the Certificate and the program in the Armenian school is that the language of instruction is Arabic in government schools, and Armenian in Armenian schools except for the Arabic language classes.

How Do You Propose to Adapt the Program in the Armenian Schools to the Lebanese Educational Program?

	<u>Responses</u>	<u>Per Cent</u>
<u>By Means of Additional Training in Arabic</u>	15	42

The following are examples of the responses in this grouping:

By adding courses in Arabic but keeping the community spirit.

By adding daily additional periods in Arabic.

By assigning one day when only Arabic may be spoken during each week.

By eliminating less important subjects and introducing Arabic in their place.

By beginning the teaching of Arabic in the kindergarten instead of at various later times.

	<u>Responses</u>	<u>Per Cent</u>
By dropping either French or English from the program.		
By teaching sciences and arithmetic in Arabic.		
By adding Lebanese history in Arabic, Arab geography and Arab literature.		
<u>By Adopting the Government Curriculum</u>	5	14
The following are examples of the responses in this grouping:		
By adopting officially the Arabic program of the Lebanese government.		
By respecting and following the instructions of the government's inspectors.		
<u>By Adopting an International Curriculum</u>	3	9
The following are examples of the responses in this grouping:		
By introducing international curriculums for sciences as well as Arabic.		
By adopting the French system which fits the government system more easily than the Anglo-Saxon type of education.		
<u>By Obtaining Qualified Teachers</u>	3	9
<u>No Answer</u>	6	17

	<u>Responses</u>	<u>Per Cent</u>
<u>The Problem Cannot Be Solved</u>	3	9
It is difficult problem. The government is not clear about her expectations.		

Briefly summarizing the responses to the question "How Do You Propose to Adapt the Program in the Armenian Schools to the Lebanese Educational Program?", school principals and the teachers suggested:

	<u>Per Cent</u>
By additional training in Arabic	42
By adopting the Lebanese government curriculum	14
By adopting "International Curriculums" for science subjects	9
By preparing qualified teachers	9
No answer	17
The problem cannot be solved	9

The bulk of the answers demonstrates that many of the teachers and principals feel that additional periods in Arabic teaching ought to take the place of less important subjects in Armenian in order for students to be able to pass the official Lebanese Certificate Examination.

Very few mentioned adequate preparation of teachers and

no one, surprisingly, mentioned improvement of text-books. Three respondents (nine per cent) suggested the adoption of an "International Curriculum". It was possible to contact two of those who suggested an "International Curriculum" and to ask what was meant by this term. Both held the concept that there exists a specific international agreement defining minimum curriculum requirements for all the schools of the world.

Table IV presents the responses received on the issue of the establishment of Armenian nursery schools in Beirut. By "Nursery School" is meant a school for children between two and four or five years of age. These schools are seen as having no official program. The felt purpose of the nursery school is to create a happy atmosphere for the children. It is to inculcate acceptable habits of cleanliness and socialization. These are pre-kindergarten years and should not be confused with kindergarten.

TABLE IV
RESPONSES TO QUESTION 12

Is It Desirable to Establish a Few Armenian Nursery Schools in Beirut?

Response	Number	Per Cent
Yes	9	41
No	8	36
No answer	5	23
		100

The respondents attached the following reasons to their affirmative and negative answers:

	<u>Responses</u>	<u>Per Cent</u>
<u>Nursery Schools Are Desirable</u>	9	41

The following are paraphrases of the responses in this grouping:

Because they may be useful.

Because the scheme and practice is desirable. (It should be done, not just discussed)

Because nursery schools are needed in poor districts.

Because working mothers benefit from nursery schools.

Nursery schools should be a state project.

Official authorities should administer nursery school programs.

An experiment should be made by attaching a nursery school to a regular primary school.

<u>Nursery Schools Not Desirable</u>	8	36
--------------------------------------	---	----

The following are examples of the responses in this grouping:

Because it is not practical; very few appreciate the value of nursery schools.

Because the establishment of nursery schools is beyond our financial means.

Responses Per Cent

Because great financial sacrifice is needed, and the result will be negligible. In any case orphanages are doing it.

Because better organization in kindergartens and elementary schools is a more pressing need.

Because it is a social problem rather than an educational problem.

Because kindergartens can achieve what the nursery schools would.

Because parental love and sympathy are needed more than socialization at this age.

No Answer

5

23

The respondents are about equally split in their judgments about the desirability of establishing nursery schools. The result in general demonstrates that many have confused ideas regarding the functions of nursery schools, and sometimes compare them with orphanages and kindergartens. The respondents, who are opposed to nursery schools mention the lack of financial means, deprivation of parental love, and lack of appreciation on the part of parents. It is likely that more dependable results would have been obtained if the question had been more specific in giving a clear concept of what was meant by "Nursery School".

Table V presents the responses received on the issue of the establishment of Armenian centralized versus decentralized school administration. At present, the schools are more or less centralized around three religious sects (Orthodox, Catholic, Protestant), and there is a fourth group which is administrated by various Armenian organizations, political, non-political religious and private types. There is, however, no centralization of these four groups; each one acts quite independently of the others.

A.G.B.U.'s two secondary and two elementary schools are of the non-political type. Neshan Palandjian Djemaran (college) is administrated by the Tashnag party. Tekeyan elementary school by the Ramgavar party, Life High School by a religious group, named "Brotherhood", and Armen Gharib's New High School (opened in October, 1957) is a private enterprise.

TABLE V
RESPONSES TO QUESTION 14

Do You Recommend A Decentralized School Administration or A Centralized Administration for All Armenian Schools? Why?

Response	Number	Per Cent
Centralized	16	73
Decentralized	6	27
		100

The respondents advocating a centralized system of school administration far outnumber those adhering to the idea of a decentralized system. The question was pursued further:

"Why Do You Recommend a Centralized or Decentralized School Administration?"

The school principals and teachers gave the following reasons in answer to this question:

	<u>Responses</u>	<u>Per Cent</u>
<u>Centralized Administration of Education</u> <u>Favored</u>	16	73

The following are examples of the responses in this grouping:

Because centralization is useful.

Because centralization unifies the student body and leads to assimilation.

Because it is desirable to have centralized administration.

Because centralization is desirable in case of transfer of students.

Because centralization harmonizes the mentality of the growing generation, and leads to cooperation between teachers and students.

Because centralization is necessary until dependable leaders are available.

Because centralization saves time and effort.

Because one-man rule may be beneficial under present conditions.

	<u>Responses</u>	<u>Per Cent</u>
<u>Decentralized Administration of Education</u> <u>Favored</u>	6	27

The following are examples of the responses in this grouping:

Because it is desirable to have centralized standards, programs and curriculums, but free administration.

Because a centralized system is detrimental.

Because private schools can experiment with new methods and ideas only if decentralized.

Because existing denominations and political organizations need decentralization.

Because centralization tends to kill initiative.

Because centralization requires great numbers of competent administrators.

The adherents of the centralized system of school administration (seventy-three per cent) are anxious to have a unified system of education to "harmonize" (make uniform?) the mentality of the growing generation. Twenty-seven per cent are anxious to leave room for new practices in teaching methods, and some feel that the existence of political and denominational groupings makes centralization unworkable. It should be noted here that while principals and teachers appear general-

ly to favor centralization, it is unlikely that the religious leaders of the various sects would view centralization as desirable.

Table VI presents the responses received on the issue of articulating the kindergarten and the primary school in the same educational ladder. Articulation is a problem because there is a great deal of confusion about the relation between kindergarten and elementary school.

The first confusion is the absence of an age limit. Some children are admitted to the first year of kindergarten at three, others at four, five or six years of age. They all spend the same number of years in the same kindergarten.

The second confusion is the lack of uniformity about the number of years to be spent in a kindergarten. Some kindergartens offer a two-year program while others may offer as much as a four-year program.

The third confusion is a lack of agreement about the kindergarten curriculum. Some kindergartens do a great deal of formal teaching, (reading, writing, arithmetic) in the last one or two years, while others do very little or none at all.

TABLE VI
RESPONSES TO QUESTION 15

Is It Possible to Articulate the Kindergarten and the Primary School in the Same Educational Ladder? a) Kindergarten 4-6 Years of Age b) Primary School 6-12 Years of Age

Response	Number	Per Cent
No	10	46
Yes	8	36
No answer	4	18
		100

The respondents support their negative and affirmative answers with the following reasons:

	<u>Per Cent</u>
<u>It Is Not Possible</u>	46

The following are examples of the responses in this grouping:

Because our classes are too crowded.

Because pupils register at widely differing ages.

Because teaching practices in our schools are poor.

Per Cent

Because two years of kindergarten is not sufficient as foundation work for elementary school.

Because two years is not enough for kindergarten. (From four to eight years for kindergarten and from eight to thirteen for elementary school recommended)

Because three years of kindergarten is essential.

Because some schools are operating on a business basis.

Because it would mean an improper education.

It Is Possible

36

The following are examples of the responses in this grouping:

Because promotion depends upon a pupil's aptitude.

Because standardized classes will facilitate transfers.

Because all are likely to cooperate.

If we have a centralized system of education.

We must do it to save the situation from incompetent kindergarten teachers.

It is possible, but not easy to realize.

No Answer

18

The results demonstrate that thirty-six per cent of the

respondents believe it is possible to articulate the kindergarten and the primary school in the same educational ladder, and forty-six per cent do not.

The reasons given bespeak rather confused concepts of articulation versus non-articulation. Recommendations regarding this state of affairs will be made in a later section of this study.

Apropos of the problem of articulation discussed in the preceding section, respondents were asked what they thought of a general examination which could test the level of achievement of pupils after approximately equal amounts of schooling.

Table VII presents the responses received on the issue of the establishment of a general examination for all the sixth-grade graduates of Armenian schools, in the Armenian language, Arabic, English, or French, Science, mathematics and Armenian history.

TABLE VII
RESPONSES TO QUESTION 16

Should a General Examination be Established for the Graduates of All Armenian Primary Schools (VI grade) in Armenian, Arabic, English or French, Science, Mathematics, and Armenian History?

Response	Number	Per Cent
Yes	13	58
No	4	18
Conditional	3	14
No answer	2	10
		100

The positive and negative respondents support their answers with the following reasonings:

	<u>Responses</u>	<u>Per Cent</u>
<u>A General Examination System Is Desirable</u>	13	58

The following are paraphrases of the responses in this grouping:

Because it is practical.

Because entrance examinations to secondary schools will then be unnecessary.

It is desirable, but we must have a proper examining body for oral and written exams.

Because it will improve the curriculum and the quality of teaching.

It is desirable, but is it possible?

It is possible if competent boards work on it (e.g. State or A.G.B.U.)

It is desirable, but general history also should be added.

It is possible with standard measurements.

It can be achieved through the cooperation of the three denominations.

<u>A General Examination System Is Not Desirable</u>	4	18
--	---	----

The following are examples of the responses in this grouping:

Responses Per Cent

Because it is very difficult under present circumstances.

Because the Catholic Armenian schools follow the French Lebanese schedule

Because different schools have different purposes and secondary schools are varied.

Because only the State can do it.

A Separate General Examination System Is Desirable for Each of the Three Types of Denominational Schools

3

15

The following are examples of the responses in this grouping:

It is desirable, but practical only for similar religious affiliation (the schools of each religious denomination should have freedom to set their own examinations and examiners)

Because the same curriculum and same standards are not kept in the three types of denominational schools.

No Answer

2

9

Fifty-eight per cent of the respondents support the idea of establishing a general examination system for the graduates of the primary schools in certain subjects, planned by competent planning councils, in order to facilitate the trans-

fer of the students to secondary schools without examination. On the other hand the negative respondents (eighteen per cent) feel that there is an obstacle in the existing political and religious factions in the community. Some fifteen per cent approve the idea of a separate general examination system for each of the three religious school groupings.

Question 23 asked, "What Disciplinary Problems Do You Have and How Do You Deal With Them," but only one teacher gave examples of discipline problems. All but six, however, responded to the last half of the question:

"How Do You Deal With Disciplinary Problems?"

	<u>Responses</u>	<u>Per Cent</u>
<u>Disciplinary Problems are Treated as Individual Cases</u>	4	17
The following are examples of the responses in this grouping:		
Disciplinary problems are solved individually.		
Disciplinary problems are solved by a sympathetic approach.		
Disciplinary problems are solved by the teaching of Christian principles- appreciation, chastisement.		
<u>Disciplinary Problems Are Solved by Preventive Supervision</u>	3	13
(We surmount many difficulties by supervision.)		
<u>Disciplinary Problems Are Solved by Teachers' Meetings</u>	2	10
<u>Disciplinary Problems Are Solved by Common Sense</u>	1	5

	<u>Responses</u>	<u>Per Cent</u>
<u>Disciplinary Problems Are Solved by Cultivating Leadership</u>	1	5
<u>Disciplinary Problems Are Solved by Parent-Teacher Gatherings</u>	1	5
<u>Disciplinary Problems Are Difficult to Face Because They Are Caused by Laziness and Indifference</u>	1	5
<u>Disciplinary Correction is an Insurmountable Task</u> (A corrupt environment makes the task insurmountable)	1	5
<u>No Disciplinary Problem Exists</u>	2	10
<u>No Answer</u>	6	25

The individual approach (eighteen per cent) and preventive supervision (fourteen per cent) are believed by a plurality of the respondents to be effective measures for the solution of disciplinary problems. Teacher-to-teacher cooperation in disciplinary matters was mentioned only twice in a total of twenty-two responses.

Table VIII presents the responses received on the issue of the establishment of a business school parallel with the two top classes of the high schools.

The following facts are pertinent:

1. All existing Armenian secondary schools are of the academic type.
2. Not all Armenian students have academic inclinations or capacities.
3. There are no Armenian-owned or Armenian-operated business schools in Lebanon.
4. It is generally believed that academic types of schools are the only channels for college preparation and employment.

TABLE VIII
RESPONSES TO QUESTION 25

Do You Believe in Having a Business School Parallel
With the Two Top Classes of the High Schools?

Response	Number	Per Cent
Yes	9	41
No	6	27
No answer	7	32
		----- 100

Reasons given were as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>Parallel Business Schools Are Desirable</u>	9	41

The following are examples of the responses in this grouping:

Because they are useful for students who seek employment.

Because they are good for commerce students.

Because they are useful for people of business ability.

Because many go to business after secondary education.

Because it is a necessity for those who cannot afford higher education.

<u>Parallel Business Schools Are Not Desirable</u>	6	27
--	---	----

The following are examples of the responses in this grouping:

Because business schools are a waste of energy, and take advantage of existing business schools run by non-Armenians.

Because there is no great demand for business schools.

Because it has its shortcomings.

Because it is beyond our means.

Because it can be done by existing schools.

<u>No Answer</u>	7	32
------------------	---	----

The positive respondents (forty-one per cent) believe that business schools are useful as a guarantee of employment for business-minded students, and believe that such schools offer an opportunity for those who cannot afford a higher education. The negative respondents (twenty-seven per cent) consider business schools to be a waste of energy and a duplication of existing schools which can be used profitably (although there are no Armenian ones).

The following actual case illustrates the positive side of the issue: a student failed in the ninth grade. The school, on an extra-curricular basis, guided her to learn typing in six months. After six months she got quite a good job, and her family's anxieties were dissipated.

It is generally observed that by the time first year secondary school students attain the graduating class, they are reduced to forty per cent of their original number. This is partially due to financial difficulties of parents, but more often to the fact that not all students can do well in the type of academic school program which is now offered. The need for vocational training to supplement academic offerings is self-evident under these conditions.

Table IX presents the responses received about the relationship between Armenian and State Schools. The Lebanese Government sends one or more Arabic language teachers to every Armenian school which requests one, and the cost is borne by the Government. Almost without exception, the Armenian schools request and receive the services of a Government Arabic teacher.

TABLE IX
RESPONSES TO QUESTION 26

What Kind of Relationship Does Your School Have With State Schools?

Response	Number	Per Cent
No relationship	14	64
Some relationship	2	9
No answer	6	27
		100

The positive respondents attached the following answers:

	<u>Responses</u>	<u>Per Cent</u>
<u>No Relationship</u>	14	64

	<u>Responses</u>	<u>Per Cent</u>
<u>Some Relationship</u>	2	9

We send official reports (answers of questionnaires in the form of report)

Information about what is going on in Government schools is obtained through the Government teacher.

<u>No Answer</u>	6	27
------------------	---	----

The responses demonstrate that most of the Armenian schools (sixty-four per cent) have no relationship with State schools and only a few (nine per cent) reported having some relationship, such as sending the answers of Government questionnaires in the form of reports, (although in fact every school must return the questionnaires of the Government) and in getting some information about what is going on in Government circles from Government teachers assigned to Armenian schools.

CHAPTER VI

RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING TEACHERS

Question 4 was asked in order to discover the opinions of Armenian school teachers and principals about the preparation of trained teachers. The provision of adequate numbers of trained teachers is a great need at present.

How Should We Train Teachers to Be Efficient and Ready to Serve in Our Schools?

	<u>Responses</u>	<u>Per Cent</u>
<u>By Training Courses or College</u>	20	54

The following are examples of the responses in this grouping:

By adequate preparation of devoted, well educated, teachers with sound character.

By establishing pedagogy courses and special training.

By requiring prerequisites in psychology and education.

By establishing two years of teacher training college after secondary school.

By arranging weekly lectures for teachers on educational subjects and tests.

By having our teachers visit other schools and travel.

	<u>Responses</u>	<u>Per Cent</u>
<u>By Encouraging Christian and Spiritual Values</u>	5	13
<u>By Establishing Pedagogical and Psychological Publications</u>	5	13
<u>By Organizing A Teachers' Association</u>	2	6
The following is an example of the responses in this grouping:		
By organizing a teachers' association from three different denominations, with three inspectors.		
<u>By State Grant</u>	2	6
By asking for government aid.		
<u>By Discharging Weak Teachers</u>	1	2
<u>No Answer</u>	2	6

The result of this question demonstrates that a majority of the respondents (fifty-four per cent) propose adequate academic preparation of teachers. The emphasis is on professionalized courses rather than on pure subject-matter, and there is an awareness of the importance of school visits and travel for teachers.

Fourteen per cent of the respondents acknowledge the importance of a regular periodical treating educational and psychological subjects. Those who believe in the idea of organizing a Teachers Association are few (six per cent).

Question 5 was asked in order to seek the opinions of Armenian school teachers and principals about how to render the teaching career more attractive. Responses would also cast some light on the problem of how to avoid the departure of many of our efficient teachers from their teaching careers because of the present unenviable financial and social status of the profession.

How Can the Teaching Career Be Made More
Attractive in Armenian Schools under
the Present Conditions?

	<u>Responses</u>	<u>Per Cent</u>
<u>By Increased Financial Support i.e. In- creasing Salaries</u>	20	40

The following are examples of the responses in this grouping:

By a fair scale of salaries and regular payment.

By better payment and less work.

By providing financial security.

By adopting a pension scheme.

<u>By Increased Moral Support to Teachers</u>	18	35
---	----	----

The following are examples of the responses in this grouping:

By raising the standard of teachers socially.

	<u>Responses</u>	<u>Per Cent</u>
By granting greater freedom to teachers.		
By giving due respect to teachers on the part of school boards and parents.		
By inculcating respect for the teacher's personality.		
<u>By Better School Buildings</u>	5	10
By building good school buildings.		
<u>By Improved Classification of Teachers</u>	3	5
The following is an example of the responses in this grouping:		
By classification of teachers according to preparation and experience.		
<u>By Securing a State Grant for the Armenian Community</u>	2	4
<u>By Establishing an Education Tax</u>	1	2
The following is an example of the responses in this grouping:		
By establishing an education tax on every male member of the community according to his income.		
<u>No Answer</u>	2	4

The responses indicating the need for financial support (forty per cent) and the need for moral support (thirty-five per cent) for teachers are almost equally split. The school teachers and principals are aware of the importance of moral support which might be extended to them by school boards and parents, and which would add to their prestige and social position. It should be noted that all of those who urged greater moral support for teachers also urged increased financial support.

Table X presents the responses received on the question of the establishment of refresher or summer courses for teachers. By refresher or summer courses is meant some special training for beginning teachers or teachers in service which would acquaint them with educational philosophies, the psychological development of children, and newer teaching methods. Such a course is probably not of great value unless it has at least a month's duration. However, in answer to this question, a "refresher course" may have meant as little as a two-day conference to many of the respondents.

Teachers teaching in Armenian Evangelical schools have held ten-day summer conference for the last twelve years. They take up Bible study, lectures on the teaching of certain subjects, teaching methods in general etc., and hold discussions on them. Armenian Orthodox (Gregorian) schools attempted three-day conferences for three successive years. The late Karékine I Catholicos took the initiative. The main topics discussed were:

1. How to organize a teachers meeting for all Armenian Orthodox (Gregorian) schools.
2. How to teach specific subjects. (Armenian, Arithmetic)
3. How to promote the financial and social status of teachers.

These conference ended in failure because of existing partisanship spirit and insufficient planning. Party feelings disrupted the last meeting and it was postponed to a later date,

which has not yet been set.

The American University of Beirut's Education Department organizes summer refresher courses and grants financial facilities for secondary school teachers. Very few Armenian teachers take advantage of this unique opportunity. Some lack information about the facilities granted and others simply lack the necessary interest.

TABLE X
RESPONSES TO QUESTION 7

Do You Plan Any Refresher or Summer Courses for Your Teachers?

Response	Number	Per Cent
Yes	14	64
No	6	27
No answer	2	9
		100

The negative respondents attached the following reasons to their answers:

	<u>Responses</u>	<u>Per Cent</u>
<u>Refresher and Summer Courses Not Planned</u>	6	27

The following are paraphrases of the responses in this grouping:

But summer studies and resumes are required by the institutions.

But clerical teachers have time and facilities for independent study.

But weekly lectures are arranged.

It is noteworthy that a great number of school principals and teachers (sixty-four per cent) plan some sort of summer or refresher courses, although there is no information on the extensiveness of such courses. The negative respondents (Twenty-seven per cent) also plan some work, studies and lectures for their teachers during the summer.

Table XI presents the responses received on the issue of the establishment of a night school with courses in pedagogy and psychology for Armenian teachers.

The importance of a night school is great. Many of the young men and women teachers (and some of the teachers with many years of service) do not have even a minimum acquaintance with educational philosophies and developmental psychology, to mention only two important aspects of the educational task.

TABLE XI
RESPONSES TO QUESTION 8

Do You Approve of Having A Night School With Courses in Pedagogy and Psychology for our Teachers?

Response	Number	Per Cent
Yes	15	68
No	5	23
No answer	2	9

The respondents support their affirmative and negative answers as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>It Is Desirable</u>	15	68

The following are paraphrases of the responses in this grouping:

But summer courses are preferable.

Because our trial proved a success.
(Evangelical High School)

If organized by qualified and unselfish personnel.

But school boards should require it by compulsory attendance.

Because better standards will be created.

If efficient lectures are provided.

If a curriculum is well organized.

If it leads to the granting of a certificate, promotion and increased remuneration.

<u>It Is Not Desirable</u>	5	23
----------------------------	---	----

The following are examples of the responses in this grouping:

Because it will have few adherents, since no tangible results affecting promotion would be achieved.

Because it is not practical for women teachers to go out at night in our conservative community.

Because it is better to hold symposiums.

Because there are no suitable means in the villages.

	<u>Responses</u>	<u>Per Cent</u>
<u>No Answer</u>	2	9

The results demonstrate that the majority (sixty-eight per cent) have faith in the attainment of better standards through a night school offering courses in psychology and education. They believe generally in efficient lectures, good organization, compulsory attendance and the granting of some kind of certificate which will affect promotion and remuneration.

The negative respondents fear that the night school will attract few teachers, because it is unlikely to be able to affect promotion and remuneration. They also fear the social pressures which would obviate the attendance of women teachers. It is felt by some that such a program, for lack of personnel, would be impossible for village teachers.

Question 19 was asked in order to discover whether the promotion of Armenian teachers was made according to any basic understandings about preparation (degree), experience and merit.

On What Basis Are Teachers in Your School Promoted?

	<u>Responses</u>	<u>Per Cent</u>
<u>No Definite Rule</u>	5	23
<u>According to Merit, Degree, Experience</u>	3	14
<u>No Answer</u>	14	63

A majority (sixty-three per cent) of the school teachers and principals did not answer this question, and a considerable number (twenty-three per cent) have no definite rule for the promotion of the teachers.

Table XII presents the responses received on the issue of the establishment of a United Teachers Association to include the three sects (Orthodox, Catholic, and Protestant) and the private schools in order to improve the education and financial status of teachers. An earlier attempt to form a separate association for the Armenian Orthodox schools met with partial success, but was abandoned in 1955 due to lack of interest and partisanship spirit. Catholic schools do not have a teachers association. Armenian Evangelical schools have a teachers association, but its constitution was approved by the religious authorities only after the setting of strict controls which grant the association only limited rights.

TABLE XII
RESPONSES TO QUESTION 20

Can We Establish A United Armenian Teachers' Association to Improve the Education and Financial Status of Teachers?

Response	Number	Per Cent
No	11	50
Yes	10	45
No answer	1	5

The positive and negative respondents support their answers with the following reasons:

	<u>Responses</u>	<u>Per Cent</u>
<u>A United Armenian Teachers' Association Is Not Possible</u>	11	50

The following are examples of the responses in this grouping:

Because political and religious groups will clash.

Because it is not practical.

Because each denomination should have one.

Because educational boards will oppose it.

<u>A United Armenian Teachers' Association Is Possible</u>	10	45
--	----	----

The following are paraphrases of the responses in this grouping:

If influential Armenians unite and cooperate.

If teachers and men of social and economic standing back it.

If school authorities agree.

<u>No Answer</u>	1	5
------------------	---	---

The result demonstrates that the majority (fifty-five per cent) of the respondents express doubts about the success of a teachers association because of existing religious and political factions in the community. Optimistic views (forty-five per cent) almost balance the pessimistic views, however, with the provision that the problem be approved with a spirit of cooperation, with the backing of the authorities concerned, and with the help of influential Armenians.

Table XIII presents the responses received on the issue of the establishment of a principals' association for discussing means of improving educational standards.

A principals' association might eliminate a great many prejudices and misunderstandings which exist among various religious sects, political groupings, teachers, and parents. Such an organization might help in the successful organization of a teachers' association as well. A principals' association might create a constructive atmosphere among school boards, religious leaders, teachers and parents. It is surprising to note that no serious plans have even been made along this line.

TABLE XIII
RESPONSES TO QUESTION 21

Would It Be Desirable to Establish A Principals' Association for Discussing Means of Improving Educational Standards?

Responses	Number	Per Cent
Yes	17	77
No	5	23

Respondents qualified their answers as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>It Is Desirable</u>	17	77

The following are paraphrases of the responses in this grouping:

If denominational and party leaders allow it.

If A.G.B.U. does it.

<u>It Is Not Desirable</u>	5	23
----------------------------	---	----

The following are examples of the responses in this grouping:

Because it is not practical.

Because it was practiced but failed.

Because political parties hamper it.

The overwhelming majority of the respondents (seventy-seven per cent) favor the idea of establishing a Principals' Association. The negative respondents fear the opposition of the authorities. The positive respondents maintain that the approval and cooperation of the same authorities must be obtained, as well as the moral and financial support of the Armenian General Benevolent Union. There is a confusion about earlier attempts made. Some earlier attempts were made to establish an association of principals of the same sect, but none has ever been made to establish an association of all principals.

CHAPTER VII

RESPONSES OF TEACHERS AND PRINCIPALS TO QUESTIONS CONCERNING TEXT BOOKS AND OTHER PUBLICATIONS

Question 10 was asked in order to discover the opinions of Armenian Teachers and principals about how to meet the inadequacy of text-books, and to try to discover means for the solution of this important problem.

How Can We Meet the Inadequacy of Our Text-Books?

	<u>Responses</u>	<u>Per Cent</u>
<u>By Establishing A Permanent Body of Publishers</u>	12	48

The following are examples of the responses in this grouping:

By establishing a permanent body of publishers.

By capable teachers publishing books in their subjects.

By having the board of education supervise publications.

By establishing a publishing company.

By organizing a central board of publications with funds.

By organizing a general union of teachers for education.

Responses Per Cent

By opening a competition among authors
and supplying them with funds.

By Reducing the Prices of Books

5

20

The following are examples of the responses
in this grouping:

By donations from wealthy benefactors,
which could help in reducing the
prices of books.

By cooperation between intellectual
and material forces.

By help from A.G.B.U. to a group of
professors.

By granting prizes for new publica-
tions and by undertaking printing
expenses.

By establishing special funds.

By seeking government aid.

Through Preparation of Educators Who Can
Write Good Text-Books

3

12

The following are examples of the res-
ponses in this grouping:

By training more educators.

By asking government aid in the pre-
paration of educators.

Through the joint efforts of school
principals encouraging capable
teachers morally and financially.

	<u>Responses</u>	<u>Per Cent</u>
<u>By Annual Publications</u>	3	12
The following is an example of the responses in this grouping:		
By publishing text-books for kindergartens, and for instruction in science, history and French.		
<u>Not Possible Because of Political and Denominational Factions</u>	1	4
<u>No Answer</u>	1	4

The overwhelming majority of school teachers and principals (ninety-two per cent) have responded positively and have offered concrete suggestions in answer to this question. The responses in general can be grouped under establishing a permanent body of publishers (forty-eight per cent), reducing the prices of books (twenty per cent), preparation of good writer-educators, (twelve per cent) and publication of text-books annually (twelve per cent). The following suggestions are noteworthy:

1. Encourage capable teachers to publish books in their subjects.
2. Encourage the creation of a special board of education to supervise publications.

3. Provide funds to authors and put publications in competition form.
4. Encourage cooperation between the financial and intellectual forces of the community.
5. Seek A.G.B.U.'s financial assistance to help a group of professors.
6. Seek government aid.
7. Grant prizes for new publications and undertake printing expenses.
8. Encourage the training of pedagogists who can write textbooks.

Table XIV presents the responses on the practicability of the establishment of an Armenian magazine dealing with pedagogical and psychological problems.

TABLE XIV
RESPONSES TO QUESTION 11

Do You Think It Is Practical to Publish an Armenian Magazine Dealing With Pedagogical and Psychological Problems?

Response	Number	Per Cent
Yes	18	82
No	3	13
No answer	1	5

Respondents justified their answers as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>It Is Practical</u>	18	82

The following are paraphrases of the responses in this grouping:

If the majority of schools participate.

Because it increases the efficiency of both undergraduates and graduates.

Responses Per Cent

Because it is indispensable especially for village teachers.

If competent leaders and sufficient funds are available.

But paid staff is needed.

But a teachers' training course should precede it.

By the financial help of elementary and secondary schools.

If the distribution is gratis.

It Is Not Practical

3

13

The following are examples of the responses in this grouping:

Because no one would be willing to meet the cost.

Because very few would read it and subscribe to it.

Because there are many pedagogical and psychological periodicals available in foreign languages.

No Answer

1

5

It is encouraging to note that the great majority of school teachers and principals (eighty-two per cent) are in favor of publishing an Armenian magazine dealing with pedagogical

cal and psychological subjects. Some affirmative respondents have conditioned their answers with such remarks as: a) with a majority of the schools participating, b) with competent leaders and financial support, and c) with gratis distribution. There is, however, a clear majority who desire to see the publication of an Armenian pedagogical magazine.

Table XV presents the responses on the establishment of a monthly magazine in Armenian and Arabic for Armenian students in Lebanon.

The publication of such a magazine would encourage cooperation of Armenian schools with one another, and help to interest students in the learning of Arabic. Students could get better acquainted with Arab culture, and Arab students could learn about Armenian culture.

TABLE XV
RESPONSES TO QUESTION 13

Would It Be Possible to Publish a Monthly Magazine in Armenian and Arabic for Our Students?

Response	Number	Per Cent
Yes	17	77
No	5	23

Responses were supported as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>It Would Be Possible</u>	17	77

Responses Per Cent

The following are paraphrases of the responses in this grouping:

Because it is useful.

But first of all, it is necessary to develop a taste for reading it.

But the language should be simple.

If it is free of charge and a good budget is provided.

But a sufficient number of subscribers is needed.

If it is well managed.

But good cooperation is needed.

Because a good link will be established among various student bodies.

But capable men and financial means are needed.

But correct language and well chosen subjects are needed.

It Would Not Be Possible

5

23

The following are examples of the responses in this grouping:

Because it will distract elementary boys' minds.

Because of its high cost, few would benefit and it would be difficult to find publishers.

Because it is not useful.

Because, first of all, Arabic teaching should be improved.

This question was responded to by all twenty-two respondents, seventy-seven per cent on the affirmative side and twenty-three per cent on the negative.

Although some of the positive responses have been somewhat conditional, they nevertheless offer valuable suggestions such as: a) the language should be simple, b) the magazine should be free of charge, c) it should be well financed, d) it should be well organized, e) the cooperation of schools should be guaranteed, f) its subjects should be well-chosen. The idea is appreciated as a good means for creating a link among various student bodies. The negative respondents (twenty-three per cent) fear the high cost, the possible lack of interest, and the difficulty in finding publishers. Further, they fear that elementary school boys' minds will be distracted from their studies, that such a magazine will not be useful and that Arabic teaching should be improved before such a magazine is made available.

Table XVI presents the responses on the establishment of relations with Armenian daily newspapers to publicize our educational problems (programs, curriculums). There are four Armenian dailies in Lebanon, three are official publications of three political groupings and the fourth, which was semi-independent, has since 1955 become partisan of one of the three political groupings. These papers are widely read by teachers, parents and students. They may serve to give wide publicity to our educational problems and affect public opinion about them.

TABLE XVI
RESPONSES TO QUESTION 22

Is It Advisable to Use Armenian Newspapers in
Publicizing Our Educational Problems?

Response	Number	Per Cent
Yes	15	68
No	4	18
No answer	3	14

Additional comments were as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>It Is Advisable</u>	15	68

The following are paraphrases of the responses in this grouping:

But definite plan and rule should be established.

But no political and party spirit should control it.

If free advertising columns are available

Because it is a very effective means to create public opinion.

Because people will appreciate our schools more.

<u>It Is Not Advisable</u>	4	18
----------------------------	---	----

The following are examples of the responses in this grouping:

If they choose to write independent of each other.

Because teachers are seldom interested in their own welfare.

Because it is impractical due to political and denominational biases.

<u>No Answer</u>	3	14
------------------	---	----

The majority of the respondents (sixty-eight per cent) favor the use of newspapers for gaining desirable publicity

for our educational problems. There is a definite feeling, however, that a very careful control is needed so that political or other factions do not attempt to use the publicity for the advancement of non-educational interests.

CHAPTER VIII

RESPONSES OF TEACHERS AND PRINCIPALS TO MISCELLANEOUS QUESTION

Table XVII presents the responses on the desirability of asking for the financial assistance of the State. The State presently helps the Armenian schools by sending, on request and free of charge, one or more Arabic teachers to each school. It is more financial help, especially in providing schools with buildings, playgrounds and repairs, that is needed.

TABLE XVII
RESPONSES TO QUESTION 17

Do You Feel That We Should Ask for the Financial Assistance of the State?

Response	Number	Per Cent
Yes	18	82
No	3	14
No answer	1	4

The respondents supported their answers as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>We Should Ask for State Financial Aid</u>	18	82

The following are paraphrases of the responses in this grouping:

Yes, but no results have been forthcoming from former attempts.

Yes, because with state aid we can have our own Arabic teachers.

Yes, because as Lebanese we have the right to ask for it.

Yes, but it shouldn't curtail our educational independence.

Yes, because it is important, especially in the case of village schools.

Yes, because it is a legitimate claim and the result will benefit the state.

<u>We Should Not Ask for State Financial Aid</u>	3	14
--	---	----

The following are examples of the responses in this grouping:

No, because it would mean demands for more conformity with the Government curriculum.

No, because the independence of Armenian schools will be jeopardized.

No, because the less Government subsidy the greater independence we have.

<u>No Answer</u>	1	4
------------------	---	---

The overwhelming majority of school teachers and principals (eighty-two per cent) favor the idea of asking for state aid for our schools.

The negative respondents (fourteen per cent) fear that a state grant might jeopardize the independence of Armenian schools.

Table XVIII presents the responses on the establishment of an educational office which will study statistical findings about the schools. Such an office would register what is actually being done by our schools. It would provide an opportunity to reevaluate our programs in the light of modern educational and psychological findings. It would also provide an opportunity to intercommunicate the findings of different schools, thus enriching the experiences of each school.

TABLE XVIII
RESPONSES TO QUESTION 18

Would It Be Desirable to Establish an Education Office
To Study Statistical Findings about Our Schools?

Response	Number	Per Cent
Yes	10	45
No	10	45
No answer	2	10

Opinions were expanded as follows:

	<u>Responses</u>	<u>Per Cent</u>
<u>It Is Desirable</u>	10	45

Responses Per Cent

The following are paraphrases of the responses in this grouping:

If schools have discretion to withhold certain types of information.

If A.G.B.U. and religious leaders can solve the problem.

If a government executive committee is formed.

If we coordinate our work through reliable statistics.

If we cooperate, make some sacrifice and become tolerant.

It Is Not Desirable

10

45

The following are examples of the responses in this grouping:

Because of religious and political schisms.

Because an educational board can do it without a new office.

No Answer

2

10

The responses to this question are equally split, for and against the establishment of an education office to keep and make a study of statistical findings for the use of schools.

Question 24 was asked in order to discover how much the Armenian teachers and principals were aware of the most important needs of their schools for rendering their educational programs more efficient.

What Are Your Urgent Needs for Rendering Education More Efficient in your School?

	<u>Responses</u>	<u>Per Cent</u>
Our Urgent Needs Are:		
1. <u>Teachers</u>	19	36
The following are examples of the responses in this grouping:		
Preparation of qualified teachers.		
Preparation of well educated and spiritual teachers.		
Preparation of conscientious teachers with good character.		
Preparation of Arabic teachers to meet the requirements of the Government.		
Preparation of teachers with vision and calling.		
2. <u>School Buildings</u>	10	19
3. <u>Financial Assistance</u>	5	9

	<u>Responses</u>	<u>Per Cent</u>
4. <u>A Laboratory</u>	4	7
5. <u>Text-Books</u>	4	7
6. <u>Kindergarten and Elementary School Equip- ment</u>	2	4
7. <u>A Playground</u>	2	4
8. <u>A Library</u>	2	4
9. <u>More Moral and Religious Training</u>	1	2
10. <u>More Parent-Teacher Meetings</u>	1	2
11. <u>A Light Schedule for Kindergartens, Ele- mentary and Secondary Schools</u>	1	2
<u>No Answer</u>	2	4

The needs for adequately prepared teachers (thirty-six per cent) and for adequate school buildings (nineteen per cent) appear to be most urgent.

These taken together with the need for financial assis-

tance make up the bulk of the responses (fifty-five per cent). It is notable that only two respondents considered moral and religious needs and improved parent-teacher relationships as among the most urgent needs.

Question 30 was asked in order to discover the felt weak and strong points of Armenian schools, so as to know in what areas financial or other help is most likely to be welcomed and efficiently applied.

What Are the Principal Weak and Strong Points of Our Schools?

<u>The Strong Points of Our Schools Are</u>	<u>Responses</u>	<u>Per Cent</u>
	15	64

The following are paraphrases of the responses in this grouping:

- Our teachers have a high sense of self-esteem.
- Most of our pupils are intelligent.
- Our teachers have a self-sacrificing spirit of devotion to their work.
- Our schools try to give a sound education.
- Our schools are connected with churches.
- Our schools try to promote community ideals, culture and tradition.
- Our schools try to cultivate community spirit in spite of great difficulties.
- Our teachers try to inculcate Armenian culture (music, art, literature).
- Our schools impart religious teaching.
- Our students are studious.

Responses Per Cent

Our students are clean in spite of poverty.

Our students are diligent.

Our students show decency and politeness.

The Weak Points of Our Schools Are

4

18

The following are paraphrases of the responses in this grouping:

Most of our children are poor and undernourished.

Our poor children cannot be taught good taste.

Our schools do not have playgrounds, hall, assemblies, sufficient toilets and water.

Our system of co-education is really detrimental to present day youth.

Our health care is not effective.

Our teachers have no opportunity to travel to foreign lands.

Our schools do not have enough maps, charts, pictures, toys.

Our schools do not have sufficient relations with parents.

Our teachers have political affiliations.

Our teachers have poor personalities.

Our curriculums are crowded and do not concentrate on essentials.

Responses Per Cent

There isn't sufficient community spirit.

A brotherly spirit with regard to the Lebanese does not exist.

Our teaching of foreign languages starts too early and inadequately, which weakens Arabic.

Our school buildings are poor.

There is a lack of cooperation among our teachers, principals and schools.

Our salaries are low and disproportionately given.

We do not have a teachers' training college.

We have a scarcity of good teachers and text-books.

We teach too many foreign languages in our primary and secondary schools.

We have too few qualified men on our school boards.

Our schools do not have enough funds.

Our schools do not have proper school buildings.

We don't have a central organization.

Our schools do not have enough space and furniture.

Our classes are crowded with forty to fifty pupils.

Our teachers change very often.

Our children have poor family education.

Our language teaching is poorly done.

P A R T III

The functions of this part of the study are:

- 1) To identify the educational goals of the sample of Armenian teachers and principals.
- 2) To evaluate these goals and select those which appear most appropriate in the light of modern educational thought and a familiarity with Armenian school and cultural patterns.
- 3) To seek avenues for cooperation in attaining the goals selected.
- 4) To give practical recommendations.

Goals were identified in the following ways:

- I. Each question involving a two-sided issue was examined to determine whether it suggested a significant education goal of a majority of the respondents. The goals thus identified are hereafter called "Majority Goals".
- II. Where the opinions of respondents on a two-sided issue did not show a clear majority opinion, no goal was taken as being definitely favored. Such issues are identified hereafter as "Split Opinion Issues".
- III. Questions involving numerous types of possible responses are called "Many Sided Issues". Goals were identified by plurality responses.

Promising avenues of cooperation were identified by taking into account the number of responses of various kinds which were made in connection with each issue.

Practical suggestions are the natural outcome of the foregoing analysis and the experience of the writer in dealing with Armenian school and community problems.

EDUCATIONAL GOALS TOWARD WHICH ARMENIAN
EDUCATORS BELIEVE ARMENIAN EDUCATION
SHOULD MOVE

QUESTIONS ON TWO-SIDED ISSUES SHOWING A CLEAR MAJORITY RESPONSE

<u>Question Number</u>	<u>Question Restated in Goal Terms as Answered by Majority</u>
1.	Our schools should assist in solving our educational and social problems.
7.	We should plan refresher or summer courses for our teachers.
8.	We should have a night school for teachers with courses in pedagogy and psychology.
11.	We should have an Armenian magazine for teachers dealing with pedagogical and psychological problems.
13.	We should have a monthly student magazine in Armenian and Arabic for our schools.
14.	We should have a centralized school administration.
16.	A general examination should be established for the graduates of all Armenian primary schools.
17.	We should ask for the financial assistance of the State for Armenian schools.
21.	We should have an Armenian Principals Association.
22.	We should use Armenian newspapers to publicize our educational problems.
29.	The individual pupil should have opportunity for self expression.

Questions 6 and 26 were rejected after critical examination on the basis that the majority response did not clearly

imply any goal. Restated in majority terms, these responses said:

6. Our institutions do not follow a particular school of educational philosophy or psychology. They depend, rather, on Christian principles.
26. Our schools have little relationship with state schools.

In the following section, the implied goals will be numbered with the number of the question from which they were taken. Questions 16, 19 and 23, are not discussed because the responses were ambiguous, scanty, or both.

CHAPTER IX

THE IMPLIED GOALS; THEIR EVALUATION AND SELECTION; IDENTIFICATION OF AVENUES FOR COOPERATION; PRACTICAL RECOMMENDATIONS

Goal 1

Our Schools Should Assist in Solving Our Educational and Social Problems

Evaluation of the Goal. The belief of the overwhelming majority of teachers and principals (eighty-nine per cent) that the schools can assist in solving our educational and social problem suggests an avenue for cooperation among all the members of the community for the realization of our proposed educational purposes.

It is heartening to note that several sound suggestions were made to help in solving our educational and social problems:

1. Adequate preparation of teachers and social leaders along academic, moral and religious lines. This is supported by the remarks of Melvin M. Tower in his article "Orientation and In-Service Education Practices in Ninety-one School Systems in the United States"¹⁴.
2. Making the community's social problems the concern of the schools.
3. The omission of partisanship education from schools in order not to hamper wholesome and well integrated education.

Avenues for Cooperation. The fact that most of the respondents

¹⁴

Educational Administration and Supervision, Vol. 42,
(Baltimore, Md. Warwick and York, Inc., 1956), pp. 181-190.

recognize the need for adequate teacher preparation, more concern of the school with community problems and, omission of partisanship education implies that a readiness exists to accept suggestions for improving our social and educational problems through schools.

Practical Suggestions. It is therefore recommended:

To establish a training college. It is only through a training college that we can expect adequate training of teachers. The college should have a two year course after secondary school and, should provide not only teacher training, but also a liberal arts program which, at the end of two years would enable students to transfer to a university sophomore class. It should come under the supervision of the Education Committee designated by the Executive Committee of the A.S.P.A., which is proposed in part IV of this study. This committee, on a representative basis, should be in charge of administering the training college. Special facilities should be granted to students desiring to become teachers and also to new teachers in service without training. Their expenses should be covered by the religious authority under which they operate. The Executive Committee with the Education Committee can plan the curriculum, the buildings and the staffing and financing. In the absence of adequate financial resources, one of the school buildings presently in use could be used temporarily from 6.00-9.00 p.m. If

it is well planned and administered a great many Armenian benefactors would make donations to such an institution for teachers, and then the A.G.B.U. also could be expected to make a contribution. There have been quite good donations for teacher-training in the past by individuals and organizations. The attempt to establish a training college has failed in the past, mostly due to unqualified student body, poor administration, and lack of cooperation even among the authorities of the same religious affiliation.

Short of financial means for the immediate establishment of a teachers college it is recommended that our secondary school graduates and our teachers in-service attend as part-time students of the American University of Beirut, Beirut College for Women or "Ecole Superieur des Lettres". Scholarships can be secured by Armenian education authorities, religious authorities, and the A.G.B.U., which has special funds for this purpose. Some grants might also be secured from university authorities and individual benefactors, on the recommendation of the school principals and the Finance Committee of the proposed A.S.P.A.

The community's problems are not or ought not to be different from that of the schools. The core of the school curriculum should be born of the community's need. The school is a miniature of society with a simplified, purified and graded environment. Since the great majority of children go through schools, each child should have the opportunity to learn to solve

his own problems by active participation in the activities and curriculum of the school. It has been rightly said that, "the individual's normal growth lands him in essential solidarity with his fellows, and that through the performance of his social duties and privileges the individual advances to his highest and purest individuality".¹⁵

It is the school that can take the leadership in organizing extra-curricular activities and in organizing parent-teacher meetings. If the right atmosphere is created, educational problems raised can be tackled appropriately by their mutual cooperation.

The religious and education authorities should take concrete steps to hinder their teachers and students from engaging in partisanship propaganda and political activities. The A.G.B.U. authorities requires their teachers and principals to sign contracts specifically indicating that they will not engage in political activities.

15

Sears, B. Jesse, Classroom Organization and Control, (Cambridge, Mass., 1928), p. 8.

Goal 29The Individual Should Have His Place and Opportunity for Self-Expression

Evaluation of the Goal. It is encouraging to note the positive responses of seventy-six per cent of school teachers and principals indicating their concern with the individual and the opportunity granted him for self-expression.

While the result appears most satisfactory, the writer does not conceal his doubt as to whether the question was correctly comprehended for the following reasons:

1. The classes in general are crowded.
2. The teaching methods are mostly of the recitation and memorization type.
3. Most of the teachers in kindergartens and elementary schools have no special training in education and child development.
4. School curriculums are not made by competent agencies.
5. School buildings and equipment, especially in the kindergartens and elementary schools, do not provide adequate means for taking care of individual pupils' problems.
6. There are no selective courses according to abilities, aptitudes and interests. An identical curriculum is offered to all students.

The solution of these and other problems will help to give the individual his proper place and increase his opportu-

nity for self-expression.

Avenues for Cooperation. The fact that most of the respondents recognize the need for student self-expression implies that a readiness exists to accept suggestions for improving pupils' opportunities in this respect. Better school buildings, equipment, teaching aids, laboratories, libraries, workshops, domestic, science laboratories, competent staff, will serve better to meet individual differences. It is hard to make all these changes at once. However, the positive concern of school principals and teachers for the individual and his self-expression suggests that they may be ready to accept some practical proposals.

Practical Suggestions. It is recommended that the interests of students be encouraged in such club activities of the school as drama, plays, sports, social gatherings, and debates. Students may be expected to take part of the financial responsibility by contributions for the things that satisfy their curiosity and interest. Every student might contribute twenty-five Lebanese Piastres per month with great pleasure for these activities. The creation of laboratories, libraries and kindergarten equipment can begin to materialize by means of a special yearly fee of five Lebanese Pounds per student.

Goal 14A Centralized School Administration Is Desirable

Evaluation of the Goal. A centralized school administration is recommended by seventy-three per cent of school principals and teachers and a decentralized system by twenty-seven per cent.

The adherents of a decentralized school administration offer strong arguments on behalf of the importance of unfettered initiative in educational matters.

Weighing all the evidence, it appears unlikely that a centralized system of education will open an avenue for cooperation among different religious denominations for the solution of our educational problems. It is more likely that a centralized system will be workable for the schools of the same religious affiliation. It is therefore not recommended that a centralized system of education be set up for all Armenian schools for the following reasons:

1. While principals and teachers appear generally to favor centralization, it is unlikely that the religious leaders and party leaders of the various sects and parties would view centralization as desirable.
2. Centralization most probably would result in the rule of one party, and there is no single authority (religious or lay) that can order the rest. Thus, many schools would not abide by the orders issued.

3. Centralization would tend to accentuate existing religious and partisanship hatreds.
4. Centralization might mean the lowering of educational standards, because private schools are presently getting better educational results.
5. A decentralized system has open channels for initiative, the practice of new methods, and deliberate experimentation.
6. Too much uniformity would tend to obliterate the democratic conception of education, and the place of the individual might easily be forgotten.

Goal 16A General Examination Should Be Established for the Graduates of All Armenian Primary Schools in Certain Subjects

Evaluation of the Goal. It is encouraging to note the following constructive ideas of teachers and principals in favor of a general examination: a) It would facilitate the transfer of students to secondary schools, b) It would tend to improve the curriculum and teaching methods, c) It would work if it were administered by competent personnel on a representative basis. It is felt that this goal is an appropriate and desirable one.

Avenues for Cooperation. The positive response of the respondents implies that a general examination system can be rendered practicable.

Practical Recommendations: A competent Examining Committee assigned by the Executive Committee of the A.S.P.A., on a representative basis should prepare and administer the examinations. It should seek the help of the Education Department of A.U.B. or similar competent agencies on technical problems.

Goal 8A Night School With Training Courses Should Be Established for Armenian Teachers

Evaluation of the Goal. The positive response of the respondents in form of establishing a night school with courses in pedagogy and psychology is heartening. Constructive ideas were expressed such as: (1) Organization by competent and unselfish personnel. (2) Compulsory attendance of teachers. (3) The granting of a certificate affecting promotion and remuneration.

Avenues for Cooperation. The fact that a majority of the respondents recognize the need for a night school with training courses implies that a readiness exists to accept suggestions for improving the preparation and training of teachers.

Practical Recommendations. The initiative both for preparing and administering the curriculum should be taken by the Education Committee. This committee should be formed on a representative basis and designated by the Executive Committee of the A.S.P.A. This should be located in one of the existing schools which would demand no rent. The lecturers ought to be paid. The finance of the project might be expected from the A.G.B.U. religious denominations, school boards and government

and individual donors. The principals' Executive Committee should contact the Government and the A.G.B.U., for financial resources.

A sub-committee should supervise attendance and examinations and observation of actual teaching, and increments in salary and position should follow whenever possible. It is imperative to secure the cooperation of school boards in the matter of salary increments, and in urging the compulsory attendance of the teachers.

Goal 11An Armenian Magazine Dealing With Pedagogical and Psychological Problems Should Be Established

Evaluation of the Goal. There is a clear majority desire (eighty-two per cent) to see the publication of an Armenian pedagogical magazine.

In the opinion of the respondents such a magazine will be a great help to village teachers, and will increase the efficiency of graduate and undergraduate teachers. The fear that it will not have many subscribers is not necessarily a valid one. A competent paid staff is needed, but is not imperative at the beginning. Many self-sacrificing teachers will write articles without pay. Further, the writer thinks that an educational magazine will keep the teachers up to date with their profession. They will have a professional approach in creating skills and attitudes in children. The publication of such a magazine is of the utmost importance to beginning teachers and teachers in-service without professional training, if teaching is to be a creative rather than a routine affair. This idea is supported by Sam M. Lambert in an article named "Beginning Teachers and Their Education", in the Journal of Teacher Education.¹⁶ Intercommunication among teachers will be in-

¹⁶ Education Digest, Vol. 22, (Published at Ann Arbor, Michigan, March 1957), p. 26.

creased, along with parent-teacher cooperation.

Avenues for Cooperation. The fact that most of the respondents recognize the need for the establishment of a pedagogical and psychological magazine implies that steps in this direction are quite likely to bear fruit.

Practical Recommendations. It is necessary to solve the following problems before the realization of the project:

1. How to administer it.
2. How to distribute it.
3. How to cover the expenses.

The following solutions are proposed:

a) It should be administered by a representative Publishing Committee designated by the Executive Committee of the A.S.P.A. A proportional number of pages could be available for each of the three denominations and the private schools.

b) Its distribution should be through the subscriptions of schools. Schools principals in their turn can secure the cooperation of teachers and parents for subscriptions.

c) The cost could be covered by subscription income. A great many well-to-do Armenian families will subscribe and make donations to encourage further the cooperative spirit which is most needed and which would be tangibly expressed in such a publication.

Goal 13We Should Have A Monthly Students' Magazine in
Armenian and Arabic for Our Schools

Evaluation of the Goal. The vast majority of the affirmative respondents (seventy-seven per cent) point out that a students' magazine must be well-managed both financially and morally, and rightly believe that it will create a link between various student bodies. It is felt that this goal is an appropriate and desirable one.

Avenues for Cooperation. The fact that most of the respondents recognize the need for a monthly magazine in Armenian and Arabic implies that the publication of such a magazine will increase intercommunication and will serve two purposes: (1) Cultivating more and better relationships among different Armenian schools and among Lebanese Armenians and native students, and (2) keeping an open avenue for larger cooperation, and creating an emotional and intellectual climate in increased tolerance and understanding among the citizens of this country. This idea is supported by Alexander Franzier in his article "Interaction as the Basis for Intergroup Understanding."¹⁷

¹⁷ Educational Administration and Supervision, Vol. 33, (Baltimore, Md. Warwick and York, inc., 1947), pp. 95-103.

Practical Recommendations. It is recommended that a Publishing Committee of teachers be formed on a representative basis, appointed by the Executive Committee of A.S.P.A. This committee will be in charge of the magazine's administration, distribution and finances. Each school should subscribe for a certain number of copies; the collection of money and its distribution should be performed by each school, thus facilitating the task energetically. The price should be as low as possible in order to have a great number of subscribers. Students will be proud to subscribe and pay for it. One of the printing presses will be glad to publish it if schools guarantee their subscriptions.

Goal 22It Is Desirable to Encourage Armenian Newspapers
To Publicise Our Educational Problems

Evaluation of the Goal. It is very encouraging to note that the majority of the respondents (sixty-eight per cent) favor the use of Armenian newspapers for gaining desirable publicity for our educational problems. The need for careful control and free advertising columns is pointed out by teachers and principals, and reflects the remarks of Fine and Anderson in their study of School-Press relations in their article "How to present School News which Editors Will Use."¹⁸

Avenues for Cooperation. The fact that most of the respondents recognize the need for publicizing our educational problems through Armenians newspapers implies that steps in this direction are quite likely to bear fruit.

Practical Recommendations. Because of existing denominational and political biases it is recommended that an impartial representative controlling Publishing Committee of examiners be formed. A sub-committee should be formed by and under the supervision of the Executive Committee of the A.S.P.A., for the control of the

¹⁸ Elementary School Journal, Vol. 56, (Chicago University, 1955-1956), p. 112.

articles to be published. Well selected articles should appear in all dailies. If the dailies do not have available columns free of charge, some payment should be made. A part of the membership fee to the A.S.P.A., should be used for this purpose. This committee should be authorized to find its own funds with the help of the Finance Committee.

Goal 17We Should Ask for the Financial Assistance of
the State for Armenian Schools

Evaluation of the Goal. The vast majority of the respondents (eighty-three per cent) are rightly in favor of asking for the State's financial assistance. This is felt to be a just claim, as Armenians are citizens of the country. State aid is seen, however, without the curtailment of educational independence. The expressed ideas are sound and timely. This idea is supported (NEA Research Bulletin) in an article "The State and Sectarian Education."¹⁹

Avenues for Cooperation. The fact that most of the respondents recognize the need for State aid implies that a readiness exists to improve relations between the schools and the State.

The State sends one or more Arabic teachers to every Armenian school, and pays them. It gives some financial assistance to the three religious heads for educational purposes, but very few schools profit from this. Since 1956 the State has granted gratis to elementary schools twenty-five Lebanese pounds per capita, and quite a good number of schools profit

¹⁹ Education Digest, Vol. 22, (Published at Ann Arbor, Michigan, April 1957), p. 9.

considerably from this grant. However, it appears that additional financial aid is both desired and reasonable.

Practical Recommendations. It is recommended that the state's financial assistance be requested to defray the costs of repairing the wear and tear of our school buildings, for the improvement of the school buildings, for playgrounds and for scholarships for poor students. This aid should be asked through the Armenian deputies in the government, who would be approached by the A.S.P.A. and its Finance Committee.

The Armenian schools spend more than one million Lebanese pounds per year for educational purposes; the amount of government aid is small in proportion. The Armenian community has four deputies in the Parliament and one for minorities whereby the Armenian evangelicals (Protestant) are represented. It is through them and in the parliament that this demand should be presented. Once the financial aid is guaranteed, it ought to be divided equitably according to the need and educational work achieved by each denomination and special educational institution.

It is sad but true that our deputies take very little interest in our educational problems and the financial difficulties connected with them. It is up to the religious authorities to push the problem ahead, and it is up to all of us in a position to do so to publicize our educational requirements through the dailies, guided by the A.S.P.A.

Goal 7We Should Plan Refresher or Summer Courses
for Our Teachers

Evaluation of the Goal. Although the response to this question appears encouraging, due to lack of specificity in the question itself, it is difficult to judge the understanding of the respondents from the positive responses given (sixty-four per cent.). The intent of the question was to propose several training courses in education, child development and teaching methods with at least one month's duration.

Avenues for Cooperation. The acknowledgement of the importance and need of Summer courses encourages the search for ways to provide them.

Practical Recommendations. It is therefore recommended to the religious authorities, education authorities and Education Committee of the A.S.P.A. to render this goal feasible by aiding financially and seeking the financial assistance of the A.G.B.U. and to a limited extent that of teachers. A month's summer course need not cost very much. Some of our eminent teachers will be glad to lecture without pay. We do not need to pay for the building if the course is held in the city. If it is

held during the summer, there is the Shouar Center or Christian Endeavour Center where the boarding prices are moderate, The A.S.P.A., should administer and finance such a course. It should also seek the help of the Education Department of the American University of Beirut which regularly organizes summer refresher courses and gives financial assistance to teachers in-service. It is sad to say that very few Armenian teachers benefit from this unique opportunity. School principals bear a great part of the responsibility for this failure. They should contact the school boards in order to secure aid and encourage their teachers to attend these courses regularly. This may be made more systematic through the efforts of the Education Committee of the A.S.P.A.

Goal 21A Principals Association Should Be Established

Evaluation of the Goal. This goal is considered to be a primary one, on the successful attainment of which many of the other goals may depend. It is therefore felt that it requires special treatment in a section of its own, which follows in a separate chapter.

A vast majority of school principals and teachers (seventy-seven per cent) are in favor of establishing a principals association for discussing means of improving education if religious and party leaders allow it and the A.G.B.U., takes the initiative to organize it. In part IV of this study it is proposed to the principals of secondary schools to take the initiative as a group to organize the suggested principals association.

Any new group, at the beginning, will be considered as a diversion from old practices and opposed to the established authority of religious authorities and party leaders. However, it is believed that school principals can expound and disseminate sound, self-evident educational goals which will have their effect on education authorities and on public opinion through dailies, periodicals, lectures, parent-teacher assemblies, etc.

This association could be useful in organizing a teachers

organization, which has not met the approval of a majority of the respondents to the questionnaire. The most competent and appropriate group for leadership in securing the cooperation of religious leaders, school boards, teachers and parents is the proposed principals association.

Avenues for Cooperation. The fact that most of the respondents recognize the need for the principals association implies that a readiness exists to accept suggestions for its organization. In 1957 and 1958 it was possible to have three informal meetings with secondary school principals and representatives from religious education boards to discuss how to face the government's demand for training leading to the Lebanese Baccalaureat as a prerequisite for professional work. The representatives were very cooperative and decided to meet at opportune times to consider our educational problems. At other times (as in answering the questionnaire) the seven secondary school principals have shown a most cooperative attitude.

Practical Recommendations. Part IV of this study presents in detail the practical recommendations pertaining to the proposed A.S.P.A.

EDUCATIONAL GOALS TOWARD WHICH ARMENIAN
EDUCATORS BELIEVE ARMENIAN EDUCATION
SHOULD MOVE

RESPONSES TO MANY-SIDED ISSUES

- | <u>Question Number</u> | <u>Aims Implied by Answers Given by the Large Proportion (Over fifty per cent) of respondents</u> |
|------------------------|--|
| 2. | The adaptation of the Armenian Program to the Lebanese Educational program should be a) by additional training in Arabic, b) by adopting the government curriculum. |
| 3. | The aim of Armenian teachers and principals should be to preserve Armenian traditions and christian principles and to develop good citizenship and family life. |
| 4. | The training of teachers to make them efficient and ready to serve in our schools should be a) by establishing teacher training courses, b) by inculcating in them Christian and spiritual values, c) by publication of psychological and educational periodicals. |
| 5. | The teaching career should be made more attractive and sought for by increased financial and moral support of teachers. |
| 9. | Education should be accessible to all Armenian children between the ages of 6-13. It should be secured through government aid, through more adequate buildings, through A.G.B.U., through an inter-denominational council and individual benefactors. |
| 10. | The inadequacy of text-books should be met by establishing a permanent body of publishers and by reducing the prices of books. |

Goal 3The Aim of Armenian Principals and Teachers Should Be To Preserve Armenian Traditions and Christian Principles and to Develop Good Citizenship and Family Life

Evaluation of the Goal. The respondents in general have emphasized the aim of preserving Armenian traditions and christian life, and developing good citizenship and family life (sixty-eight per cent).

In this connection it should be noted that very few (ten per cent) of Armenian pupils proceed from elementary to secondary education. The reasons for this state of affairs are most probably due to (1) poor quality of instruction in elementary schools, (2) limited horizons of teachers and parents about education, (3) financial needs of parents, (4) limitations of space in secondary schools and (5) high fees of some secondary schools. We need to adopt more specific aims than the ones enumerated. More specific aims should be based on the known activities and needs of the individual to be educated and should comprise, as recommended by Champman and Counts, "care for health, family life, citizenship, economic life, recreation and ethical (moral and religious) life."²⁰ As aims,

²⁰ Principles of Education, (Cambridge, Mass., 1924), pp. 195-364.

Christian principles and Armenian traditions are very often repeated mechanically, and are remote, divorced from the means by which they are to be reached. They are too abstract from understanding and practice. The aims should have an immediate meaning to the student so as to create an interest in him and gain his cooperation in their achievement. In the proposed aims of teachers and principals the importance of recreation for character building, and education for a vocation are surprisingly overlooked. Esther M. Anderson in an article on "Study of Hobbies of Pupils in the Junior High School",²¹ support this idea.

1. The poor quality of instruction in primary schools and the lack of deliberate preparation for secondary education is mostly due to the inadequate preparation of teachers, crowded classes, the lack of proper equipment (laboratory, library, teaching aids) and unsuitable school buildings. These difficulties can be overcome by long range plans and cooperation of all the responsible members of the community. It is true that financial facilities will greatly help to solve these problems, but it is also necessary to acknowledge our weaknesses and seek a solution for them. If we really mean to solve our problems then cooperation becomes imperative. Most of our difficulties are psychological. Good will for real cooperation will pave the road for

²¹Educational Administration and Supervision, Vol. 33, (Baltimore, Md., Warwick and York, Inc., 1955-1956), pp. 427-434.

overcoming financial difficulties, as several schools have realized within the last decade. It has been rightly said that "Character formation implies the development of certain habits of conduct and behavior, intellectual, emotional and moral, and the cultivation of certain ideals. Through cooperative activities the pupils are to be trained to discipline themselves and to become sensitive to the meaning of duty for themselves and society."²²

Avenues for Cooperation. The fact that most of the respondents recognize the need to preserve Armenian traditions, christian principles and to develop good citizenship and family life implies that a readiness exists to accept suggestions for improving aims in education. Therefore greater emphasis in primary education ought to be put on common ideals and on character building as mentioned by the respondents.

Practical Recommendations. The poor quality of instruction in elementary schools can be improved by a group of trained teachers conscious of the responsibilities of their calling. Pending the establishment of a two year training college, more scholarships can be secured through various channels and from present benevolent and compatriotic organizations, for those who want

²² I. L. Kandel, Comparative Education, (Cambridge, Mass., 1933), p. 371.

to be teachers, and for teachers in-service who want to continue their studies at higher institutions. This ought to be pursued through the Education Committee of the Executive Committee of the A.S.P.A., in cooperation with the Finance Committee and existing religious and education authorities. The initiative for securing financial aid should be taken by the Executive Committee.

Parents are very often satisfied with a primary education and want their children to earn money early in life, ignoring the age of science and technology in which they live. A general education of secondary school standing is very important if one is to follow numerous modern vocations or get preparation for a job as a technician. Parents should be instructed to see the demands of the present age, as recommended by William J. Micheels in an article "Industrial and Vocational Arts."²³ This problem can be publicized in parent-teacher meetings and in dailies. The A.S.P.A. may find other effective measures to publicise the idea.

The secondary schools should increase their capacity to hold more students. It is a sound idea, although it has only few adherents, to tax the male members of each denomination according to their incomes in order to encourage the elementary and secondary schooling of many young boys and girls.

²³ Elementary School Journal, Vol. 56, (Chicago University, 1955-1956), pp. 132-133.

The fees of secondary schools should be kept feasible, and Education Boards with their religious authorities and the proposed Executive Committee of the A.S.P.A., should try to secure Government grants and more scholarships from individual donors and benevolent organizations.

Goal 9Education Should Be Accessible to All Armenian Children Between the Ages of 6-13 Through Government Aid, Adequate School Buildings, the A.G.B.U., an Interdenominational Council and Individual Benefactors

Evaluation of the Goal. The most valuable suggestions by the respondents in general (seventy per cent) center around making primary education accessible to all children through government aid or national education, adequate school buildings, the A.G.B.U., an interdenominational council and individual donors' assistance.

Through an interdenominational educational agency the competitive and duplicating efforts of different education authorities might be curtailed. A sincere cooperation among the denominations will fire the zeal of some and make them benefactors. The A.G.B.U. might give more aid. A government law of compulsory education, and supervision for its execution, would be the most effective measure after solving the employment problem. The introduction of an education tax among the adult members of the community (all three denominations collected separately) would greatly facilitate the solution of the problem. Helen N. Robinson in her article "Civic Responsibility, Illiteracy",

treats this problem adequately.²⁴

Avenues for Cooperation. The recommendations of school teachers and principals are promising avenues for cooperation to reach to the proposed goal such as: (1) Seeking the State's assistance, (2) seeking the A.G.B.U.'s assistance, (3) formation of a special committee to this effect, (4) seeking donors to adopt several children and grant them scholarships.

Practical Recommendations. The most effective measure could be the creation of a representative Finance Committee under the supervision of the Executive Committee of the A.S.P.A., for raising funds to this effect. Its functions ought to be: (1) To administer (and avoid duplication of) scholarship grants with the purpose of helping all existing education committees in this effort. (2) To raise funds from the state and from different organizations (A.G.B.U. and compatriotic organizations) for the adoption of more pupils. (3) To find Armenian donors to adopt a certain number of pupils. This committee ought to work in cooperation with education authorities of different religious sects, and collect complete information from the religious heads about the number of children who do not attend school. This committee ought to take account of all practical suggestions made by school teachers and principals in harmony with other existing committees

²⁴Ibid., p. 389.

so as to avoid duplications and misunderstandings. Statistical information should be collected by this committee and distributed through the Executive Committee of the A.S.P.A. to all authorities concerned.

Goal 2The Armenian Program Should Be Adapted to the Lebanese Educational Program by Additional Training in Arabic and by Adopting the Government Curriculum

Evaluation of the Goal. The respondents to this question of adapting the program in the Armenian schools to the Lebanese educational program suggest mostly, additional training in Arabic and adopting the government curriculum (fifty-six per cent). This seems a practical suggestion if it is done gradually and without losing the unique features of each denominational school.

Avenues for Cooperation. It is on the basis of recommendations made by school teachers and principals that some avenues for cooperation can be sought. Additional periods in the Arabic language (through the elimination of some less important subjects) is a possible adjustment for reaching the selected goal. The suggestion to adopt officially the Arabic program or French program is not likely to bear fruit because schools have conflicting orientations and philosophies.

Practical Recommendations. Valuable ideas have been expressed for the solution of the problem, and in addition the writer suggests the following: One-third of the teaching hours in

elementary schools (twelve hours per week) ought to be devoted to teaching Arabic and some other subjects in the Arabic language, such as history and geography. Some science and arithmetic can be taught in Arabic to get acquainted with the subject-matter terms. It is a sound idea to reduce the number of hours of less important subjects such as hand writing, religion, general history and one foreign language. Only Arabic and Armenian ought to be taught from kindergarten up to the fourth grade. One foreign language should be introduced in the fifth and sixth grades of elementary schools in accordance with the government law (This is not being enforced and practised in private schools).

An elementary school graduate, at the end of the sixth grade, ought to sit for the "Lebanese Certificat". The extra year that Armenians have in elementary schools (sixth class) plus one-third of their program from kindergarten on devoted to teaching in Arabic will prepare students adequately for the "Lebanese Certificat" and entitle them to go to secondary schools. Pupils from Government and most private schools sit for the "Lebanese Certificat" at the end of the fifth grade. Secondary schools may start preparing their students for the "Lebanese Baccalaureat."²⁵ The leaders in the community ought to give the necessary time, effort and thought to the solution of this

²⁵ The Baccalaureate is the Lebanese Government Requirement for University Entrance and for the Practice of a Profession in the Country.

problem; otherwise many of our potentially excellent citizens will be deprived of professional education and will emigrate.

The need for adequate preparation of teachers was not mentioned by many respondents in this connection, but it is felt to be the greatest and most important factor in putting into practice the educational program of the Government. We are not sufficiently aware of this urgent need. There are only a few Teachers' Training Colleges in the country. To enforce "Lebanese Baccalaureat" for admittance to professional schools in universities presupposes the multiplication of the number of training colleges with a baccalaureat section.

On the recommendation of the A.S.P.A.'s Executive Committee the government requirement of Lebanese Baccalaureat from Lebanese Armenians should be postponed for five years. Within this period it should be possible to establish a two-year training college with a Baccalaureat section through the efforts of the A.S.P.A.'s Education Committee.

Goal 4

The Training of Teachers to Be Efficient and Ready to Serve in Our Schools Should Be a) by Establishing Teacher Training Courses, b) by Inculcating in them Christian and Spiritual Values, c) by Publication of Psychological and Educational Periodicals

Evaluation of the Goal. It is encouraging to note that the vast majority (eighty-two per cent) of school principals and teachers acknowledge the importance of special training in education along with training in subject-matter, training in Christian and spiritual values, and publication of periodicals for teachers. The need for the organization of a teachers' association has, suprisingly, only a few adherents.

Avenues for Cooperation. The acknowledgement of the need for and the recommendation of school teachers and principals for the establishment of training courses indicates that cooperation in this direction may not be difficult to obtain.

Practical Recommendations. It is recommended that a two-year training college (to follow a full secondary schooling) be established under the auspices of the A.S.P.A., to prepare teachers for kindergartens and elementary schools. In "Comments on Two-Years College"²⁶ some remarks are made

²⁶ Education Digest, Vol. 22, (Published at Ann Arbor, Michigan, April 1957), p. 40.

supporting the two-year college idea in the Journal of the American Association of University Women. Some courses in ethics should have a place in the curriculum. Secondary school teachers can be trained directly at the American University of Beirut or the Beirut College for Women.

It would be a luxury and waste of energy to propose having another four-year training college with such meager financial means as Heigazian College is presently attempting. All sorts of facilities are being granted (scholarships, loans, student employment) at A.U.B. and B.C.W. They are better staffed and equipped.

In the proposed two-year training college, teachers in-service may profit by attending part time, at night or in summer.

Goal 5The Teaching Career Should Be Made More Attractive
and Sought-for by Increased Financial and Moral
Support of Teachers

Evaluation of the Goal. The majority of the respondents (seventy-five per cent) express clear ideas about making the teaching career more attractive and sought for in Armenian schools. The extension of more moral and financial support to teachers is most reasonable under the circumstances. The classification of teachers according to their preparation and experience has surprisingly few adherents. One suggested means of obtaining financial support which is worthy of note is the establishment of an education tax on every male member of the community according to his income.

Avenues for Cooperation. The fact that most of the respondents recognize the need for moral and financial support to teachers to make the teaching career attractive implies that a readiness exists to accept suggestions for improving teachers' status.

Practical Recommendations. It is recommended to education authorities to raise elementary school fees ten Lebanese Pounds per pupil. Secondary schools (except those charging the highest fees at present) should raise their fees twenty-five Lebanese Pounds. The A.S.P.A. should secure State grants and scholarships from the A.G.B.U., and other compatriotic organizations

for poor students. With the income from fees and grants secured from the government, teachers' salaries should be raised.

Goal 10The Inadequacy of Text-Books Should Be Met by Establishing a Permanent Body of Publishers and By Reducing the Prices of Books

Evaluation of the Goal. School teachers and principals by an overwhelming majority (ninety-two per cent) suggest a permanent body of publishers made up of capable teachers under the supervision of a board of publishers. It is suggested to reduce the prices of books by means of donations from the A.G.B.U. and other donors. The suggestions made do not seem easy to realize immediately. It is not easy to find donors for individual enterprises.

Avenues for Cooperation. It is self-evident that the Armenian text-books are in general inadequate for use. It is true that there are religious and party divisions in the community. Yet we can see from the responses that there is a sincere desire for cooperation in the publication of text-books.

Practical Suggestions. The writer suggests translating from the existing English and French text-books, especially in the field of science and mathematics, with adaptation to local needs. A Publishing Committee, on a representative basis

designated by the Executive Committee of the A.S.P.A., can help a great deal to meet the inadequacy of our text-books with new publications. This committee may encourage individual subject-teacher efforts in publications. It may raise funds from special organizations. A further suggestion would be replacing the Armenian text-books with English and French text-books in secondary schools for geography, history, science and mathematics, because the English and French text-books are superior to the Armenian text-books. The committee to this effect again may raise funds from the government and from the sale of books through the Executive Committee of the A.S.P.A.

Mr. Simon Simonian (owner of Sévan Press) has expressed his willingness to publish books recommended by the Executive Committee of the proposed A.S.P.A., and even pay for the manuscripts. The committee could agree with him on a partnership basis or other arrangement.

GOALS IMPLIED BY RESPONSES TO QUESTIONS ON
MANY-SIDED ISSUES

Question Number

24. To render Armenian education more efficient, we should improve teachers, school buildings, finances, laboratories and text-books.
27. The main social needs of Armenians in this country are the development of citizenship, the preparation of social leaders, the provision of industrial education, the provision of employment, the prohibition of child labor, and the provision of youth centers.
28. Individual differences (inclinations, aptitudes) should be met by special motivations, by guidance and measurement techniques and by activities suited to the ability levels of pupils.
30. The principal strong points of our schools should be capitalized upon, and the weak points systematically eliminated.

The main strong and weak points were given as follows:

Strong Points (forty-eight responses)

- a. Self esteem of teachers
- b. Intelligence of pupils
- c. Strong consciousness of community spirit, ideals and spirit

- d. Self-sacrificing spirit and devotion of teachers in their work
- e. Schools' connection with churches
- f. Studiousness of students

Weak Points (twelve responses)

- a. Presence of many poor children
- b. Lack of school playground
- c. Lack of opportunity for teachers to travel
- d. Lack of teaching aids and equipment
- e. Lack of relationships with parents
- f. Existence of political parties
- g. Existence of inadequate school buildings
- h. Lack of a special training college
- i. Lack of good text-books
- j. Lack of good teachers

Goal 27

The Main Social Needs of Armenians in This Country Are the Development of Citizenship, the Preparation of Social Leaders, the Provision of Industrial Education, the Provision of Employment, the Prohibition of Child Labor, and the Provision of Youth Centers

Evaluation of the Goal. There is considerable consciousness about our social needs in this country and the opinions expressed center mainly around development of citizenship, preparation of social leaders, improvement of industry, solution of the unemployment problem, prohibition of child labor and provision of youth centers.

Social needs such as the prohibition of child labor and the creation of youth centers for the physical, mental, moral, social and aesthetic development of the growing generation were not mentioned by many respondents, but they may serve as guideposts in planning further social developments.

Avenues for Cooperation. The fact that most of the respondents recognize our social needs implies that a readiness exists to accept suggestions for improving our status in this respect.

Practical Recommendations. The A.S.P.A. ought to bear in mind the social needs suggested by teachers and principals, seek so-

lutions for them by publicising the problems, establish long range projects, and secure the cooperation of the authorities concerned. The measures and methods to be used for higher civic consciousness can be discussed in our dailies and periodicals and in the classrooms by competent educators. The A.S.P.A. can take its share of the work by taking the leadership and the initiative in showing our social needs and proposing methods for meeting them.

Goal 28Individual Differences (Inclinations, Aptitudes) Should Be Met by Special Motivations, by Guidance and Measurement Techniques and by Activities on Ability Level

Evaluation of the Goal. Individual differences in schools are met through special motivations, guidance and measurement techniques and activities provided on ability level, according to the responses given by the majority of school principals and teachers.

Although it is encouraging to note the favorable bias of respondents about meeting individual differences, we must acknowledge that our crowded classes, memorization and recitational teaching methods, teachers without educational training, and inappropriate school buildings are barriers to the job of meeting individual differences adequately. Individual differences would be better met with a varied curriculum in elementary and secondary schools. This is supported by Earl W. Seibert in his article "Educational Psychology on Two Levels."²⁷ Libraries, workshops, domestic science laboratories, laboratories (physics, chemistry, biology), and competent staffs are important in this connection.

²⁷ Educational Administration and Supervision, Vol. 42, (Baltimore, Md. Warwick and York, Inc., 1956), pp. 93-99.

Our schools at present do not concern themselves much with individualizing education. The exceptional child and the slow learner are often entirely forgotten. Lewis M. Terman and Melita H. Oden, in an article entitled "Major Issues in the Education of Gifted Children,"²⁸ and Anna M. Angel in her article "Challenge of the Slow Learning Child"²⁹ treat these problems extensively.

Avenues for Cooperation. The recognition by school teachers and principals of the need for meeting individual differences by special motivations, guidance, and activities suited to the ability level is a first step toward acceptance of additional activities designed to meet this need.

Practical Recommendations. Some technical vocational and business learning ought to be introduced in our schools. This idea is supported by the remarks of William J. Micheels in an article "Industrial and Vocational Arts, Selected References on Elementary School Instruction."³⁰

²⁸Education Digest, Index to Vol. 20, (Published at Ann Arbor, Michigan, Dec. 30, 1954-1955).

²⁹Educational Leadership, Vol. 11, (Washington 6 D.C. Oct.-May, 1953-1954, Dec. 15). pp. 151-155.

³⁰Elementary School Journal, Vol. 56, (Published by the University of Chicago in Conjunction with the Department of Education of the University of Chicago, 1955-1956), pp. 132-133.

The funds needed can be raised from increased fees, special fees for these courses, Armenian organizations and individual donors. Special motivations, guidance, and activities suited to ability levels presuppose a varied curriculum so that each child, especially in secondary schools, may choose at least some courses fitting his own capacities and interests. This idea is supported in Teacher College Record in an article entitled "Selective Education Versus Education for All."³¹ Guidance training for at least one teacher in each school is very much needed. It is proposed that the A.S.P.A. attack this problem in cooperation with the existing Armenian education authorities in the various religious and private groups.

³¹ Education Digest, Vol. 22, (Teacher College Record, Published at Ann Arbor, Michigan, May 1957) p. 34.

Goal 24To Render Armenian Education More Efficient We
Should Improve Our Teachers, School Buildings,
Finances, Laboratories, and Text-Books

Evaluation of the Goal. It is encouraging to note that the school principals and teachers have a keen awareness of these most urgent needs of their schools. It is rightly stated that the most important need is preparation of adequate teachers with sound character traits and calling. The need for teachers of Arabic is imperative. Next to adequate preparation of teachers, emphasis is rightly put on the convenience of school buildings.

The concept of a good teacher combining academic and professional preparation with a devotion to his calling and a good character is sound. The importance of this problem is demonstrated in a report entitled "How Can We Get Good Teachers and Keep Them."³²

Practical Recommendations. The creation of a two-year training college both for new and old teachers will be a great step toward the solution of the problem of the inadequate preparation of teachers. In solving the problem of inadequate school buildings,

³²Ibid., p. 15.

equipment and playgrounds, the State's financial assistance is imperative. It should be sought by religious authorities, Armenian deputies and the proposed A.S.P.A. The question of text-books is treated separately in another chapter. Each school can create its own library and laboratory through laboratory and library fees, with the school board providing a yearly budget.

A consciousness and acknowledgement of the need is the first important step which is very often ignored. The Armenian proverb says: "Where there is a good will there is a good way to solve it." In securing financial aid, for the improvement of school buildings and playgrounds, the cooperation of religious authorities and Armenian deputies is most important. The A.S.P.A. can be helpful in suggesting ways in which the problems may be presented convincingly to the Government.

Goal 30

The Principal Strong Points of Our Schools Should
Be Capitalized Upon, and the Weak Points
Systematically Eliminated

Evaluation of the Goal. The weak and strong points of our schools have been frankly and clearly indicated by an overwhelming majority of our school principals and teachers in chapter VIII of this study. The most important problems awaiting solution are felt to be the following:

1. Inadequate preparation of teachers
2. Inadequate text-books
3. Inadequate school buildings
4. Inadequate playgrounds
5. Inadequate school libraries and laboratories
6. Unsanitary conditions
7. Incompetent school boards
8. Lack of moral and financial support of teachers
9. Lack of a pension plan for teachers
10. Lack of communication and cooperation with parents
11. Lack of a unifying body to deal with basic problems systematically

Avenues for Cooperation. Subjective impressions gathered in the course of this study indicate strongly that a sincere spirit of

cooperation among religious leaders, school principals, and teachers exists. Parents show great interest and a spirit of cooperation when they are invited, trusted and guided. The A.S.P.A.'s Executive Committee can provide a nucleus for cooperation among the many different groupings of the community.

Practical Recommendations. Each of the problems listed above has been treated separately earlier in this study, and practical recommendations have been made at the appropriate places.

**TWO-SIDED ISSUES RESULTING
IN "SPLIT OPINIONS"**

<u>Question Number</u>		<u>Yes</u>	<u>No</u>	<u>No Answer</u>
12.	The question on the desirability of establishing a few Armenian Nursery schools in Beirut resulted in a "Split Opinion" as follows:	41	36	23
15.	The question on the desirability of articulating the kindergarten and the primary school resulted in a "Split Opinion" as follows:	36	46	18
20.	The question on the desirability of establishing a united Armenian teachers association resulted in a "Split Opinion" as follows:	45	50	5
25.	The question on the desirability of establishing a business school parallel with other studies in the two top classes of high schools resulted in a "Split Opinion" as follows:	41	27	32

QUESTION 12The Question on the Desirability of Establishing a Few Armenian Nursery Schools in Beirut Resulted in a "Split Opinion" of the Respondents

Evaluation. The idea of establishing nursery schools has not met the approval of the majority of the respondents. Nevertheless, the plurality response may later serve as a guidepost in working toward community cooperation.

Practical Recommendations. The suggestion of experimenting by attaching a nursery school to a regular primary school is sound and most feasible. It is felt that the dearth of trained teachers for this work is the most serious problem of all. However, the experiment might start with two schools, and, with success, the number could be multiplied. One of the nursery schools could be established in an area where there is a large number of working mothers, and a second one in an area where well-to-do families are settled. Both could be connected with a regular primary school in the area. A well established nursery school can create a happier environment for children of from two to four years of age. This is supported by Francis Prindle in an article entitled "Contribution of the Nursery School to Child Development."³³

³³ Elementary School Journal, Vol. 56, (Published by the University of Chicago Press in conjunction with the Department of Education of the University of Chicago), pp. 292-294.

The shortcomings of many parents in their home education activities may be compensated for, at least in part, in a nursery school.

The training of teachers for nursery schools may be achieved here or abroad, financed by the school board in charge. We have good non-Armenian nursery schools here, and these have shown a willingness to cooperate in training, by providing opportunities for observation. Cooperation with these schools could be extended and made worthwhile to all concerned. The British Syrian Training College offers two years of teacher training for helping in the understanding of young children. B.C.W., the Government school in Beirut and others have nursery sections, and are ready to help teachers who show special interest in the training of young children.

QUESTION 15The Question on the Possibility of Articulating the Kindergarten and the Primary School in the Same Educational Ladder Resulted in a "Split Opinion" of the Respondents.

Evaluation of the Goal. Positive and negative answers given by teachers are varied and in the main non-consistent. Kindergarten practices are too formal and the buildings are not properly equipped with teaching aids. Children spend from one to four years in kindergarten, which is often a sheer waste of time and energy. Elementary school graduates are generally thirteen to fifteen years old. Other countries in general articulate kindergarten and elementary schools, and limit the age for entrance to each. Thus confusion in nomenclature and waste of time and money is greatly reduced.

Avenues for Cooperation. The fact that most of the respondents do not recognize the need for cooperation on this problem does not mean that it is not an important one. The Executive Committee of the A.S.P.A. can deal with this problem and give recommendations about its importance to religious and education authorities. The importance of proper articulation is emphasized in an article by Arthur C. Hearn, entitled "Increasing the School's

Holding Power Through Improved Articulation."³⁴

Practical Recommendations. Two years of kindergarten (from ages four to six) without formal teaching is sufficient. Another six years after kindergarten ought to be enough to cover the school program and the state requirement for the "Lebanese Certificate". Five years are allocated by the Government for the state certificate after kindergarten, and six are proposed here. Children below four ought not to be accepted unless nursery schools are adequately run and equipped.

Homogeneity of age in classes is a great aid in rendering education efficient. A wide age range among the students of the same class brings great frustration, emotional instability and feelings of inferiority. It also encourages aggressive dominance among the older students.

Deliberate profiteering is carried on through the absence of an age limit and the intentionally vague nomenclature of classes, thus, wasting years in kindergarten and elementary schools. This leads directly to lowering educational standards. The A.S.P.A. can tackle this problem adequately by explaining the disadvantages of the existing situation to religious and private education boards. It can make practical recommendations for solving this problem without any additional financial burden. The

³⁴ Educational Administration and Supervision, Vol. 42, (Baltimore, Md. Warwick and York, Inc., 1956), pp. 214-218.

normal age to sit for the French or Lebanese "Certificat" is eleven or twelve. The educational standard of Armenian primary schools approximates this standard. The majority of those who sit for the "Certificat" are twelve, thirteen, fourteen and sometimes fifteen years of age. In most of the civilized countries the age sixteen is the terminal age of secondary education. The loss of time in Armenian kindergarten and primary schools is thus self-evident, and the problem demands an adequate solution.

QUESTION 20

The Question on Establishing A United Armenian Teachers Association to Improve Teachers' Education and Financial Status Resulted in a "Split Opinion" of the Respondents

Evaluation of the Goal. There is no one authority, religious or lay, which can hold the entire membership of the Armenian community together. The Armenian Evangelical schools have a Teachers' Union; it holds a few lectures during the year for its members and a week's summer conference more of a religious nature. It is watched carefully by the authorities to see that it does not go beyond its limits and raise financial and non-religious subjects for discussion. The Armenian Orthodox teachers have a Union. It proposes big projects but achieves very little, and only a small fraction of the teachers are members.

Avenues for Cooperation. Although the establishment of a teachers association does not meet the approval of the majority of teachers and principals, it is felt, nevertheless, that it may ultimately materialize and benefit Armenian education in Lebanon.

Practical Recommendations. The initiative for its organization ought to be taken by some school principals and efficient professional

teachers. The principals of the three different denominations and representatives from private schools ought to bridge the gap between teachers and education boards, so that such an organization may be of tangible help to its members and religious groupings. This organization ought to cooperate closely with the teachers association of private schools in Lebanon. It should stay entirely aloof from strikes and political concerns.

The Government's new stipulation of laws about teachers' financial remuneration, classification, salary increments every two years, and indemnity when discharged—these and other issues create an unprecedented number of problems which need to be tackled as soon as possible in order to avoid further complications and burdens.

QUESTION 25Question 25 on Having a Business School Parallel With Other Studies in the Two Top Classes of High Schools Resulted in a "Split Opinion" of the Respondents

Evaluation of the Goal. The school principals and teachers are not quite aware enough of the importance of business schools. A negative approach based on financial considerations is not realistic. The positive answers make more sense, such as improved opportunities for employment, encouragement of business-minded people, and the fact that everybody cannot afford the expenses of a professional school. Those who presently undertake secondary education must, after graduation, either enter professional schools or seek employment. Business is well advanced in the country, and not all students in secondary schools are equipped with the ability, aptitude and financial means to enter professional schools.

Practical Recommendations. It is becoming more and more necessary to run a business school parallel with the two top classes of the high schools. Students who are not fit for higher studies and lack financial means can have certain courses in common with others, but they should take less science and mathematics and more courses in typing, shorthand, book-keeping, correspondence and

business arithmetic. If such students are very anxious to continue their studies in higher institutions, they might follow two-year commerce courses at the American University of Beirut, or Beirut College for Women.

Secondary schools in general provide an academic type of curriculum, and very often school teachers and principals complain that the great majority of students are not fit for this kind of preparation. Secondary schools have their school buildings, their staffs, their budgets. Introduction of a business section parallel with the two top classes need not be a great burden financially. It needs a few additional part time teachers and pertinent accomodation, which will be compensated for by the fees of new students attracted by the offering.

The Armenian Evangelical College is running a parallel business course, and the A.G.B.U. secondary schools are offering some business courses in addition to their academic types, and they both report excellent results in guiding some of their graduates into profitable business employment.

PART IV

This part of the study proposes organizational machinery for implementing the selected goals. It is proposed that such an organization be called the Armenian Schools Principals Association (A.S.P.A.), the nucleus of which will be an executive committee made up of the principals of the seven full secondary schools now in operation.³⁵

The functions of the proposed A.S.P.A. are seen as follows:

1. To improve Armenian schools on all levels.
2. To give technical aid and advice on educational problems. Its functions are advisory and consultative to existing education authorities, without unwelcome interference in their affairs.
3. To improve the financial and social status of teachers.
4. To explore avenues of cooperation leading to educational improvement among various groups in the community.
5. To establish a two-year junior training college with a special division for preparing students for the Lebanese first and second Baccalaureat who propose to go into professions.
6. To implement the attainment of the educational goals identified in this study as well as to attack such other educational problems as may be identified in its meetings.

³⁵By "Full Secondary Schools" is meant those schools that have recognition by the American University of Beirut for entrance to their Freshman class without examination, or which offer the Lebanese Baccalaureat, the General Certificate of Education, the Syrian Baccalaureat, the French Baccalaureat, etc.

CHAPTER X

A PLAN OF ORGANIZATION FOR THE PROPOSED ARMENIAN SCHOOLS PRINCIPALS ASSOCIATION (A.S.P.A.)

A Résumé of Facts Pertinent to the Development and Operation of the Proposed Armenian Schools Principals Association

1. The Armenian Community in Lebanon Counts Nearly 90,000 individuals

The powers of the religious authorities are religious, administrative (civic) and educational. They are the supreme heads of their denominations in their bishoprics. They are the nominal presidents of all councils in the denomination according to their constitutions (economic, educational, religious, judiciary). Each takes his orders from the supreme head of his Church or its central committees; the Orthodox from Antélias (Lebanon), where the Catholicos, the supreme head of Armenian Orthodox Church sits; the Catholics from Rome through an assigned Cardinal in Beirut; and the Protestants from the Central Committee of Pastors in the Middle East.

2. The Three Religious Denominations Are:

a) Armenian Gregorians (Orthodox Denomination): These represent nearly eighty-seven per cent of the Lebanese Armenian

community. They have three deputies in Parliament, who directly uphold their religious and civic rights in the Government. They have elementary and junior high schools with separate education authorities and a central authority.

b) Armenian Catholics (Catholic Denomination). These represent nearly seven per cent of the community. They are represented by a minorities deputy in the Government, who is charged with upholding their religious and civic rights in the Government. They have elementary, junior and senior high schools with separate education authorities and a central authority.

c) Armenian Evangelicals (Protestant Denomination). These represent nearly five per cent of the community. They have no special deputy in the Government. Their religious and civic rights are upheld in the Government through Arab Evangelicals (Protestants). They have elementary, junior and senior high schools with separate education authorities and a central authority, but this is on an advisory and consultative basis only.

3. Private Organizations. These are the A.G.B.U., Tashnag Party, Hunchag Party, Ramgavar Party, and the Brotherhood. Each has one or more elementary and secondary schools with special education boards. They are not connected with religious authorities, and each is administered separately.

THE PROPOSED ASSOCIATION

The main obstacles to cooperation among the members of the community as judged from the questionnaire results are (a) rivalry between religious sects and (b) rivalry between political organizations.

Fortunately, at present there is not much need to integrate religious sects and parties and create a unified educational system. Lebanon, as a democratic country, provides ample opportunities for the development of independent schools and churches. Any attempt at present to integrate or change the existing orders would be quite likely to increase tension and add fuel to the fires of hatred and mistrust among the various groupings of the community.

What appears to be needed most at present is a means of cooperation through a combined group of educators, to be called the Armenian Schools Principals Association (A.S.P.A.). Its functions should be primarily advisory and consultative. It should have the principals of the seven full secondary schools on its executive committee as the nucleus of the organization. It should have a written constitution.

A beginning should be made by assembling the executive committee and adopting some initial plans with respect to some

self-evident educational problems, such as: (1) Lebanese Certificat problem, (2) Lebanese Baccalaureat problem, (3) Government requests to introduce Armenian as a second language for certificat examination, etc. The meeting will doubtless reveal that the cooperation of other educators is needed for the solution of our many self-evident educational problems. The executive Committee of the A.S.P.A. might then invite for membership the principals of junior high schools and elementary schools. Later this association should aim to draw in as members all of the eminent educators of the community. As the Association grows, many persons will be needed in forming committees and sub-committees to prepare the ground for the solution of our numerous educational problems. One further aim of this association ought to be to prepare an objective and feasible plan for the formation of an Armenian Teachers' Association. Both associations should assiduously avoid the discussion of religious problems, and the propagation of partisanship spirit. Their coherence should be based on cooperation and mutual understanding.

It is up to the Executive Committee of the A.S.P.A. to form, under its auspices and supervision, representative committees and sub-committees as needed, made up of principals, educators and (in case of financial or technical problems) experts from other walks of life. The committees and sub-committees should be formed as specialized agencies. Friction and conflicts with existing religious authorities and education committees

should be avoided wherever possible. In case of conflict the Executive Committee should give its judgements on an advisory and consultative basis without enforcing the execution of its decision. It might suitably arbitrate many matters if its non-partisan position becomes clearly established in the community. It is proposed that the Executive Committee and four other permanent committees be set up to discharge the following functions suggested by the goals and problems identified through the questionnaire:

1. Executive Committee. The function of this committee should be to discuss and gain favorable publicity for educational problems. Examples of its proposed activities are:

- a) To seek the State's financial assistance through the Finance Committee.
- b) To discuss and propagate the aims and the educational problems of Armenian schools.
- c) To publicise the urgent needs of schools.
- d) To publicise the weak and strong points of schools, with recommendations for strengthening the strong points and eliminating the weak points.
- e) To emphasize and publicize the importance of a teachers organization.

2. Education Committee. This committee with a sub-committee should have the following jobs to do:

- a) To work out the planning and functioning of a two-year teacher-training college with a division preparing students for the first and second Baccalaureat programs so that they may enter profession.
- b) To organize a night school for teachers.
- c) To advise teachers on how to meet individual differences by making practical recommendations available through the activities of the Publishing Committee.
- d) To establish a few nursery schools.
- e) To try to articulate kindergartens and elementary schools to avoid confusion and waste of time.
- f) To study and make recommendations concerning the advantages of establishing business schools parallel with the two top classes of high schools.
- g) To establish summer or refresher courses for teachers.

3. Examining Committee. This committee should;

- a) Prepare a general examination in certain subjects that are recommended for elementary schools. In its preparation, it should secure the cooperation of the authorities of A.U.B.'s Education Department for technical purposes.
- b) Supervise the correction of the examinations by a representative and competent sub-committee.
- c) Make official recommendation on the results of examinations to education authorities for increments of salaries and promotions of teachers through A.S.P.A. wherever possible.
- d) Recommend to the Executive Committee of the A.S.P.A. the names of those teachers who ought to receive diplomas or certificates and additional remuneration for having successfully accomplished the requirements of the training college, the night school and the summer refresher courses.

4. Publishing Committee. This is a specialized agency, and may require sub-committees. Its functions would be:

- a) To publish a monthly magazine for teachers.
- b) To publicize our curriculum experiments and special education problems.
- c) To supervise the publication of a monthly students' magazine.
- d) To publish and to encourage the writing and publication of text-books.

3. Finance Committee. This committee should be a specialized agency for the consideration of financial problems and should make recommendations to the Executive Committee of the A.S.P.A. Some of its activities might be:

- a) To find funds to make education accessible to all children between the ages of six and thirteen.
- b) To seek a State grant for our educational needs through the A.S.P.A.'s Executive Committee.
- c) To improve the status of teachers through financial support.
- d) To raise funds for the other committees.

CONCLUDING STATEMENT

The experiences of the writer with Armenian community problems in Lebanon, and the active cooperation and expressed desire of religious heads and eminent educators for more cooperation, encourages him to take the initiative in organizing the Armenian Schools Principals Association as a nucleus for systematic educational reform.

The writer had informal personal interviews with each one of the secondary school principals. It has been possible to bring them together informally twice (in 1957 and 1958) to discuss a few of our most important educational problems. In these meetings a most cooperative spirit was demonstrated and it was proposed to meet again at opportune times. In April 1958, five secondary school principals (two were unavoidably absent) with four school board members from two religious denominations had a long interview with Mr. Adel Osseirane, president of the Chamber of Deputies. The object of the conversations was to prepare an official request for the postponement of the requirement of the Lebanese Baccalaureat for Armenian students for a period of five years, so that they might not be hindered in entering professions. The interview was very constructive, and a written request was handed as a petition to the appropriate authorities. On July 7, 1958, four Armenian school principals with two education board members

(Armenian Orthodox and Protestant) and an Orthodox deputy (Mr. Kh. Babikian) met Mr. Farid Cosma, Minister of Education, Mr. Fuad Sawaya the Director of Education and a junior government education officer on the same problem. We were told that serious thought is being given to our request.

As may have been sensed in the final chapter of this study, the writer is most optimistic about the functioning of the A.S.P.A. From the beginning, it should ban from its agenda the discussion of all religious and partisanship problems. It should avoid as well any unwelcome interference in the affairs of existing religious or lay educational authorities.

The writer proposes to offer the findings of this study to the school principals and educators who responded to the questionnaire as well as to other interested and influential persons. He proposes to publicize the educational problems raised in this study through Armenian dailies and periodicals to make them the community's own. He proposes to send a summary of the findings of the study to the three religious heads.

The next informal meeting of the secondary school principals has already been planned for the second half of October, 1958. The proposed agenda for this meeting is: (1) The Lebanese Baccalaureat problem. (2) The problem of the acceptance of Armenian as a second language for Lebanese certificat examinations. (3) The problem of the shortage of adequate teachers. (4) The

problem of meeting teachers' basic salary and increments according to the requirements of the Law. (5) The problem of extending moral and financial support to teachers. (6) Other problems that the principals may wish to raise.

Careful consideration of these and other self-evident educational problems will render the need for the proposed A.S.P.A. more evident. It will be seen as a way to solve our educational problems on a scientific basis rather than carrying on "as usual." This is the beginning of a study, and an open challenge to my old and new colleagues in the career. It is a challenge as well to Armenian education students in the Universities to give further creative thought to the educational problems of their community and to undertake deeper analyses of our common problems. It is with the solution of these and the other educational problems raised in this study that we shall be rendering greatest possible service to our community.

APPENDIX A

THE QUESTIONNAIRE

1. Can our schools assist in solving our educational and social problems? How?
2. How do you propose to adapt the program in the Armenian Schools to the Lebanese Educational Program?
3. What should be the aims of Armenian Primary schools?
4. How should we train teachers to be efficient and ready to serve in our schools?
5. How can the teaching career be made more attractive and sought for in Armenian schools under the present conditions?
6. Does your institution follow a particular school of educational philosophy or psychology?
7. Do you plan any refresher or summer courses for your teachers?
8. Do you approve of having a night school with courses in Pedagogy and Psychology for our teachers?
9. How is it possible to make education accessible to all Armenian children between the ages of 6-13?
10. How can we meet the inadequacy of our text-books?
11. Do you think it is practical to publish an Armenian magazine dealing with pedagogical and psychological problems?

12. Is it desirable to establish a few Armenian nursery school in Beirut?
13. Will it be possible to publish a monthly magazine in Armenian and Arabic for our students?
14. Do you recommend a decentralized school administration or a centralized administration for all Armenian schools? Why?
15. Is it possible to articulate the kindergarten and the primary school in the same educational ladder?
 - a) Kindergarten 4-6 years of age
 - b) Primary school 6-12 years of age
16. Should a general examination be established for the graduates of all Armenian Primary schools (VI grade) in Armenian, Arabic, English or French, Science, Mathematics and Armenian History?
17. Do you feel that we should ask for the financial assistance of the State?
18. What is your opinion about establishing an educational office which will collect and study educational statistics about our schools?
19. Is it possible to guarantee a better moral and financial condition, including pensions, for all our teachers? What is the highest and lowest salary in your school? How is promotion made?
20. Can we establish a United Armenian Teachers' Association to improve the education and financial status of teachers?
21. Would it be desirable to establish a Principals' Association for discussing means of improving our educational system?

22. Is it desirable to encourage Armenian Newspapers to publicize our educational problems?
23. How do you deal with disciplinary problems?
24. What are your most urgent needs for rendering education more efficient in your school?
25. Do you believe in having a business school parallel with the two top classes of the high schools?
26. What kind of relationship does your school have with State schools?
27. What are the social needs of Armenians in this country?
28. How are individual differences (aptitudes, inclinations) met in your school?
29. What is the place of the individual in your school? In what ways does his individuality have opportunity for self-expression?
30. What are the principal weak and strong points of our schools?

APPENDIX B

ARMENIAN SCHOOLS IN LEBANON

1951-1952

NAME OF SCHOOL	LOCATION	PRINCIPAL	DENOMINATION
1. Karasoun Mangatz	Nor-Marash Beirut	Sétrak-Zavén	Orthodox (Gregorian)
2. Loussinian	Nor-Sis "	Shavarsh Magarian	"
3. Sahag Messropian	Nor-Hajin "	Garabed Chalekian	"
4. Messropian	Quarantina "	Ghévont Der-Bedrossian	"
5. "	Dawra "	" " "	"
6. Sahagian (High School)	Nahr "	Benjamin Jamgotchian	"
7. Roupinian	Remail "	Armén Gharib	"
8. Apkarian	Trad "	Antranik Dzarougian	"
9. National School	Ashrafié "	Ghazar Tcharek	"
10. " Cilician	Nor Adana "	Aghavni Keoshgerian	"
11. " Torkomian	Zeitounié "	Khorén Mgdessian	"
12. " Haigazian	Mazraa "	Madatia Sarkissian	"
13. " Noubarian	Tiro "	Mihran Séférian	"
14. " Aramian	Sinéfil "	H. Der-Hagopian	"
15. " St. Nechan	Zekak Blat "	Edward Daronian	"
16. " Hersh-El-Azariyé	Fourn-Shbek "	Mrs. Marie Imassdounian	"
17. " Messropian	Antélias "	Armen Der-Bedrossian	"
18. " Khrimian	Tripoli, Miné "	Antranik Ourfalian	"

	NAME OF SCHOOL	LOCATION	PRINCIPAL	DENOMINATION
19.	National Noubarian	Aley	Vahan Naccashian	Orthodox (Gregorian)
20.	" School	Sidon	- -	"
21.	" "	Rayak	Miss Boyajian	"
22.	" Noubarian	Tripoli (town)	Antranik Ourfalian	"
23.	" Haratch	Ainjar	Kévork Kerekian	"
24.	" Balekjian	Zahlé	Dr. Melkon Krichjian	"
25.	" Khrimian	Bikfaya	Noubar Yacoubian	"
26.	" Aramian	Juni	Krikor Mahlebian	"
27.	" Aghpalian	Shtawra	Arshagouhi Derderian	"
28.	" Tekeyan	Sanjak Beirut	Vahan Elmayan	Orthodox (Private)
29.	Palánjian	Beirut	Simon Vratzian	" "
30.	Hovaguimian-Manouguian	" (Boys')	Ara Topjian	" A.G.B.U.
31.	Tarouhy Hagopian	" (Girls')	Ardashess Sarkissian	" "
32.	Arm. Evang. School	Trad Beirut	Avediss Hassessian	Evangelical (Protestant)
33.	Central High School	Ashrefié "	Kégham Mississian	"
34.	Arm. Evang. Elementary	" "	Miss. Y. Haidossian	"
35.	" " "	St. Michel "	Kégham Mississian	"
36.	" " "	Zeitounié "	Rev. V. Salibian	"
37.	" " Guértmenian	Nor-Hajin "	Pastor H. Gurlekian	"
38.	" " "	Nor Amanos "	Aznive Goegoezian	"
39.	" " Gr. High	Nor-Marash "	Rev. A. Hadidian	"
40.	" " College	Beirut "	Rev. P. Roubian	"

NAME OF SCHOOL	LOCATION	PRINCIPAL	DENOMINATION
41. Arm. Evang. High School	Beirut	Khatcher Kaloustian	Evangelical (Protestant)
42. Messropian	Nor-Marash	Père Boghos Aris	Catholic
43. St. Agnès	" "	Soeur J. Tcholakian	"
44. Mkhitarist	Beirut	Père Krikor Heboyan	"
45. St. Hripsimiantz	"	Soeur Anna	"
46. St. Gregory (The Illuminator)	"	Père Hett	Jesuit
47. St. Famille	"	- -	Catholic
48. Lourde-Asdvadzadzin	Ainjar	Soeur M. Jermazian	"
49. Arm. Catholic School	Zahlé	" Y. Bolalian	"
50. School of Life	Remail	Pastor A. Jismejian	Brother- hood (Private)
51. Arm. Evang. School	Stawra	Miss Ovs. Kalayjian	Evangelical
52. " " "	Zahlé	Rev. Avakian	"
53. " " "	Tripoli Miné	Zénas Ilandjian	"
54. " " "	Ainjar	Sister Hedvig	"
55. St. Joseph	"	Père H. Gharibian	Catholic
56. Birds' Nest	Jebail	Miss Jacobsen	Evang. Orphanage.
57. Arm. Adventist School	Remail	Miss. H. Keoshkerian	Seventh Day Advent.
58. Clerical College	Antélias	(Right Rev. Arch. Térénik Poladian)	Orthodox
59. Clerical Col. Mkhitarist	Baabdat	Père Clement Morits	Catholic
60. " " "	Bikfaya	" Manouel Tashjian	"
61. " " "	Zemmar, Juni		"
62. Demirjian Elementary School	Beirut	Parén Kazanjian	Private
63. New High School	"	Armén Gharib	"

SOURCES CONSULTED

A. ENGLISH SOURCES

1. Anderson, Esther M. "Study of Hobbies of Pupils in the Junior High School". Educational Administration and Supervision. Vol. 33. Baltimore, Md. 1955-1956.
2. Angel, Anna M. "Challenge of the Slow Learning Child". Education Leadership. Vol. 11. Washington, 1953-1954, Dec. 15.
3. Bereday, George F. Z. "Selective Education Versus Education for All". Education Digest. Vol. 22. Michigan, May 1957.
4. Blanche, Dow H. "Comments on the Two-Year College". The Education Digest. Vol. 22. Michigan, April 1957.
5. Brubacher, John S. A History of the Problems of Education. (McGraw Hill Book Co., Inc.), New York, 1947.
6. _____. Modern Philosophies of Education. (McGraw Hill Book Co., Inc.), New York, 1950.
7. Chapman, Crosby J., and Counts George S. Principles of Education. (The Riverside Press), Cambridge, Mass., 1924.
8. Dewey, John. Democracy and Education. (The Macmillan Co.), New York, 1915.
9. Fine, Benjamin, and Anderson, Vivienne. "How to Present School News Which Editors Will Use". Elementary School Journal. Vol. 56. Chicago University, 1955-1956.
10. Franzier, Alexander. "Interaction as the Basis for Intergroup Understanding". Educational Administration and Supervision. Vol. 33. Baltimore, Md. 1947.

11. Hearn, Arthor C. "Increasing the Schools Holding Power Through Improved Articulation". Educational Administration and Supervision. Vol. 42. Baltimore, Md. 1956.
12. Kandel, L. I. Comparative Education. (The Riverside Press), Cambridge, Mass., 1933.
13. Lambert, Sam M. "Beginning Teachers and Their Education". Education Digest. Vol. 22. Michigan, March, 1957.
14. League of Nations.
 - (a) Bastid, P. M. Report of the Fifth Committee to the Assembly: Russian, Armenian, Assyrian, Assyro-Chaldean and Turkish Refugees. Geneva, A.76=1928.IV.
 - (b) Duguet, Dr. (General) Résumé of Dr. Duguet's Report Presented to the Armenian Refugee Sub-Committee at its Meeting on August 31st 1928. Mimeographed S.C./A C.-7 Annex, Geneva, 1928.
 - (c) Hamilton, Mrs. Draft Report of the Sixth Committee to the Assembly: Russian, Armenian, Assyrian, Assyro-Chaldean and Turkish Refugees. A. VI/8. Geneva, 1929.
 - (d) Secretary General. Report by the Secretary General on the Future Organization of Refugee Work: Russian, Armenian, Assyrian, Assyro-Chaldean and Turkish Refugees. Official No. : A.28. 1930. XIII. (Ref. G.A.C. 15. Geneva, 1930).
 - (e) Secretary General. Report to the Tenth Assembly: Russian, Armenian, Assyrian, Assyro-Chaldean, and Turkish Refugees. Official No. : A.23. Geneva, 1929. VII.
 - (f) Supervisory Commission. Report of the Commission on the Work of its Thirty-third Session. Official No. : A.5 (a). Geneva, 1929. X.
15. Micheels, William J. "Industrial and Vocational Arts, Selected References on Elementary School Instruction". Elementary School Journal. Vol. 56. Chicago University, 1955-1956.
16. NEA Research Bulletin. "The State and Sectarian Education in the United States". Education Digest. Vol. 22. Michigan, April, 1957.

17. Prindel, Rancis. "Contribution of the Nursery School to Child Development". Elementary School Journal. Vol. 56. Chicago University, 1955-1956.
18. Report of the White House Conference on Education. "How Can We Get Good Teachers and Keep Them". Education Digest. Vol. 21. Michigan, March, 1956.
19. Robinson, Helen A. "Civic Responsibility: Illiteracy". Elementary School Journal. Vol. 56. Chicago University, 1955-1956.
20. Sears, Jesse B. Classroom Organization and Control. (The Riverside Press), Cambridge, Mass., 1928.
21. Seibert, Earl W. "Educational Psychology on two Levels". Educational Administration and Supervision. Vol. 42. Baltimore, Md. 1956.
22. Terman, Lewis M., and Oden H. "Major Issues in the Education of Gifted Children". Education Digest. Vol. 20. Michigan, Nov. 30, 1954-1955.
23. Tower, Melvin M. "Orientation and In-Service Education Practices in Ninety-One School Systems in the United States". Educational Administration and Supervision. Vol. 42. Baltimore, Md. 1956.
24. Yoakam, Gerald Alan, and Simpson, Robert Gilkey. An Introduction to Teaching and Learning. (The Macmillan Co.), New York, 1934.

B. ARMENIAN SOURCES

(Not Available in English Translation)

1. Armenian Constitution. Anonymous. (n.d.)
2. Armenian Teachers' Association. Respect to Armenian Teachers. Beirut, Lebanon, 1954.
3. Der-Bedrossian, Ghévont. The Book of the Orphan. Beirut, Lebanon, 1932.
4. Educational Program for the Diocese of Lebanon. Anonymous. (n.d.)
5. Hask. Official Monthly of the Armenian Catholicossate of Cilicia. Antélias, Lebanon, July-September, 1952.
6. Ormanian, Maghakia (Archbishop). The Church of the Armenians. Antélias, Lebanon, 1952.
7. Varjabedian, Hagop Sissag. Armenians in Lebanon. Beirut, Lebanon, 1951.
8. Year Book of Hamazkayin. (Hamazkayin Association Press), Beirut, Lebanon, 1951.
9. Yeghiayan, Puzant. Armavir. Year Book. Vol. 1. Cairo, Egypt, 1937-1938.
10. Yeghiayan, Puzant. "The Armenians in Syria and Lebanon" and "The Refugees of the First World War". Serialized in the issues of Hayastani Gotchnag, July 3, 10, 17, 24, 31; August 7; September 4, 11, 25; October 2, 9, 23; November 20, 27. New York, 1948.