

A Comparative Study of the Academic Achievements
and Difficulties at the American University
of Beirut of Students Admitted by Lebanese
or French Baccalaureate Diplomas and by
Recommendation or Entrance Examination

A Thesis

by

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ABSTRACT

In this thesis an attempt is made to compare the difficulties and achievements of students who enter the American University of Beirut on the strength of Baccalaureate diplomas with those of students who enter by recommendation or A.U.B. entrance examinations, and who do not hold Baccalaureate diplomas.

The findings of this study may reflect the divergence in philosophies of education which are implied by the existence of these two categories of entrants. A theoretical comparison of the philosophies underlying the French-Latin and the Anglo-Saxon systems of education is given, since it is ultimately from these roots that the two categories of entrants spring.

In order to show how this divergence in philosophies affects Lebanese education, and to clarify the factors which led up to the present dichotomy, a historical survey of education in Lebanon is given.

To compare academic achievement, two groups of students were chosen and labelled "Baccalaureate Group" and "High School Group" for purposes of convenient reference throughout the thesis. The Baccalaureate Group entered the

American University of Beirut exclusively on the basis of Lebanese or French Baccalaureate diplomas, and the High School Group students had high school diplomas plus either a recommendation from their schools or a passing grade in the A.U.B. entrance examinations, but did not have Baccalaureate diplomas. The data for comparison of academic achievement is taken from the freshman class records of both groups of students from the 1950-51 to the 1957-58 academic years inclusive.

Schools in Lebanon commonly called "High Schools" also prepare students for Baccalaureate degrees, so both the "Baccalaureate Group" and the "High School Group" contain graduates of the "High Schools", and thus no conclusions regarding differences between types of schools can be made.

The grades of the Freshmen of both groups of students were taken for the first and second semesters of their first year at the University. Their averages were statistically compared for both semesters. The achievements of both groups of students in the various courses were assessed. The chi square technique was used to assess superiority of one group over the other in specific courses.

The general results show that the Arts students of the Baccalaureate and High School Groups achieve similar results

during their first year at the university. But it was found that the general average of the Baccalaureate Group Science students was significantly higher than the average of the High School Group Science students during the second semester. The chi square technique, when applied to the specific subjects taken in the second semester by the science students of both groups, shows significance in favor of the Baccalaureate Group students with the exception of only one course.

For further evidence, students from both groups were asked to express the academic and non academic difficulties they encountered during their first year at the University.

The questionnaire results show that both groups of students express difficulty in English and Physics. Students in the High School Group voluntarily expressed more difficulties pertaining to university studies than students in the Baccalaureate Group.

The higher second semester averages of the Baccalaureate Group Freshman students in Sciences may be due to one or both of the following factors:

1. The sample of Baccalaureate Group students comes predominantly from schools which emphasize intellectual attainment as measured by high grades, and these students

are thus generally more grade-conscious and grade-motivated than are non-Baccalaureate students.

2. The Baccalaureate examinations, as compared to the entrance examinations and principals' recommendations, are highly selective and result in a group of students whose average intellectual capacity is greater than that of those who enter A.U.B. through principals' recommendations or entrance examinations.

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CHAPTER I

INTRODUCTION

The rapid development of Lebanon during the past two decades and the nature of the Lebanese way of life, make parents specially conscious of their responsibility for equipping their children with an education which will enable them to meet adequately the requirements of modern life. The existence of many foreign schools (French, American, British, German and Italian) in addition to Lebanese public and private schools and the absence of an applied unified system of education, make the choice of a school exceptionally difficult. Each type of school follows a different program of study, special methods of instruction and its own philosophy of education.

This however, is gradually changing, because the government is attempting to unify the program of study in public, private and foreign schools. Furthermore, the government regulations have made the Lebanese Baccalaureate Part II diploma or a diploma equivalent to it a requirement for admission into the schools of Engineering and Medicine of the American University of Beirut. This step has forced

most private schools to follow the government program of studies. Although this step will help to unify the programs of studies in all schools, some basic differences will remain in the philosophies of education held by the schools.

In this thesis an attempt is made to compare the difficulties and achievements of students who enter the American University of Beirut on the strength of Baccalaureate diplomas with those of students who enter by recommendation or A.U.B. entrance examinations, and who do not hold Baccalaureate diplomas.

As the majority of the Baccalaureate holders in the sample used have been in secondary schools using French as the medium of instruction and have followed the French Baccalaureate program of studies, the Lebanese Baccalaureate program of studies or an amalgamation of both, it was believed at the beginning of this study that they would find more difficulties of an academic nature in their pursuit of their higher education at A.U.B. than students who enter by principal's recommendations or entrance examinations. On the other hand, it is now realized that the higher degree of academic selection operating on the Baccalaureate holders throughout their experiences prior to A.U.B. entrance may also be one of the factors operating to produce a compensating or contrary result when average grades are compared.

The first section is based on comparisons of the averages of the two groups (and selected subgroups) of

students during the first and second semesters of their first year at the A.U.B.

Because it is recognized that there are serious limitations to generalizations based solely on average grades scored by students, the students themselves have been asked to describe their difficulties and problems of adjustment after passing from secondary schools to the university. The second part is based on questionnaires in which students described their felt academic and non-academic difficulties during their first year at A.U.B.

Thus, the purposes of the study may be briefly stated as follows:

1. To compare the average achievement of students of both groups during their first year at the American University of Beirut.
2. To compare the achievements of students of the two groups in particular subjects.
3. To identify some of the major difficulties encountered by each group, and by the two groups as a whole.
4. To identify some of the factors which may contribute to any observed differences in the achievements of the two groups.

CHAPTER II

HISTORICAL SURVEY

This chapter is divided into three parts:

- A. Education in Lebanon during the Ottoman rule.
Sixteenth century - 1918.
- B. Education during the French mandate. 1918-1943.
- C. Education in Lebanon after Independence. 1943-1959.

A. Education in Lebanon during the Ottoman rule.
Sixteenth century - 1918.

From the early part of the sixteenth century until 1918, Lebanon, like other Arab countries, was under the Ottoman rule. The present Lebanese Republic was part of three administrative provinces: Mount Lebanon, the Velayat of Syria and the Velayat of Beirut. The mountains were the boundaries of Mount Lebanon. Velayat Beirut included the cities of Beirut, Tyre, Sidon and Tripoli, with Alexandretta as a boundary to the North and Nablus, as well as Acre and Haifa to the South. The Bekaa valley, Baalbeck and Rayak,² were part of the Velayat of Syria.

² Sati' al-Husri, Yearbook of Arab Education, 1949, p. 314.

• The Ottoman system of education made little provision for public education. In the district of Mount Lebanon, there was only one public school, the Daudiyah school, at Abay. The need for education was met by native schools, mostly sectarian and by religious foreign schools. On the other hand, public schools in the Velayat of Beirut were divided as follows:

1. One hundred twenty five elementary schools.
2. Two secondary schools.
3. One trade school.
4. One teacher training school.
5. One institution for higher studies, the law school in Beirut.³

Besides these, there was a large number of native sectarian and foreign missionary schools: French American, English, Greek, Danish, German, Italian and Russian..

B. Education during the French Mandate. 1918-1943.

• After World War I, Lebanon and Syria, according to the Sykes-Picot agreement, were put under the French mandate which lasted from 1918 until 1943. .

The administration of these mandates fell short of the

³ Ibid.

ideal set in the covenant of the League of Nations that the "well-being of the mandated people formed a sacred trust of civilization and that the chief concern of the mandatory power was to provide such advice and assistance as might be necessary to achieve their full independence."⁴

The French authorities discarded the spirit of this basic agreement and used methods similar to those applied in their colonies. Very little executive authority was left to the Lebanese government and the use of Arabic as the first language of instruction was discouraged.⁵

One of the most effective methods which the French used to instill their culture and ideas was education. The French system of education was adopted and the curricula followed in different stages of education gave little consideration to the development of national feeling and solidarity among the Lebanese. The first two steps which the French took were:

1. Increasing and strengthening French schools.
2. Orienting the sectarian schools towards a French curriculum.

The public primary schools already in existence were modified to follow the French system of education and their

⁴ Philip Hitti, History of the Arabs, p. 751.

⁵ Ibid., p. 752.

number was increased. The French neither opened public secondary schools nor provided for free secondary education. The Lebanese, therefore, had to rely on private and foreign institutions for their secondary and higher studies.⁶

With France assuming responsibility over Lebanon, it was only natural that the system of public education here bore a very close resemblance to the French system and only varied from it in completeness and in the fact that Arabic replaced certain other languages of instruction in the curriculum.⁷

In the following a description will be given of the different stages of education, of teacher training, and of private education under the French mandate:

Pre-Primary Education.

There were a few pre-primary schools or kindergartens for children between the ages of two and six. Sometimes, these kindergartens were in separate schools, but more often they were attached to an elementary school. The program consisted mainly of games, singing, drawing, manual exercises and stories with moral import. According to the official program, the aim of pre-primary education was to

⁶ Sati' al-Husary, op.cit., p. 315.

⁷ Habib Kurani, "Education in Territories Under the French Mandate", The Open Court, Vol. 50 (1936), 79.

give the necessary care to the health and the development of the child intellectually and morally. Unfortunately, these kindergartens, due to the scarcity of well-trained teachers, had a tendency to emphasize prematurely formal education.⁸

Primary education.

Primary education for pupils aged between six and fourteen extended over a period of six years. The curriculum of primary education was uniform all over the country and covered the following subjects: Arabic, French, Arithmetic, History, Geography, Drawing, Physical Education, General Sciences, Object Lessons, Morals, Hygiene, Religious Instruction and Sewing. Half of the subjects were taught in French and the other half in Arabic. After completing the "classe de septieme", usually at the age of twelve, all pupils had to pass an official written and oral public examination, the "Certificat d'Etudes Primaires", which marked the end of their primary education. Pupils were examined by a board composed of the head of public instruction or his representative, the French Advisor of Education, government inspectors of primary education and teachers chosen from both private and public schools.

It was possible for students who had passed this

⁸ Ibid., p. 80.

examination and who could not continue their studies in a secondary school, to pursue their education one step further either by following the "Cours Superieur" of the primary school or by joining a complementary course for two years. Theoretically, the aim of this advanced stage of these primary courses was to prepare the pupils for certain jobs like foremen or skilled artisans, and to give them a more comprehensive type of education than was possible in earlier stages. Another public examination, written and oral, marked the end of the studies of this second stage: the examinations for the Elementary Brevet of Primary Studies. A Board conducted the examinations, with a constitution similar to that for the lower certificate. The subjects were the same as those required for the "Certificat d'Etudes Primaires," but the standards were higher.⁹

Secondary Education.

It is important to state at the beginning of this discussion that no public secondary school existed in Lebanon under the French mandate. Secondary education was exclusively conducted in private schools, national and foreign. Government participation in secondary education was limited to the enactment of decrees regulating second-

⁹ Habib Kurani, "Education in Territories Under the French Mandate", The Open Court, Vol. 50 (1936), 80-81.

ary education.

According to the official syllabus, the program of the secondary school covered a period of seven years after the primary school and was devoted to the study of languages and literature (French, Arabic and another modern language), Sciences, Mathematics, Religion, Philosophy and Ethics. The aim of secondary education was to cultivate in the individual an appreciation of culture and to equip him with those intellectual habits which would render him capable of effective thought and mature judgment. A special emphasis was laid upon the appreciation of the French language, and French Literature and civilization.

In order to improve the quality of teaching in general and that of the French language in particular, French teachers were appointed to take charge of those classes. In some cases, their methods of teaching served as examples for teachers of other subjects, thus helping them to raise the standards of their instruction.

The second reform attempted was to draw up a syllabus for a Lebanese Baccalaureate, taken at the end of the secondary cycle.¹⁰ This Baccalaureate, controlled by the Lebanese education authorities, was started in 1929, by the late Gebran Tweiny who was then the Minister of Education. This

¹⁰ Ibid., p. 82.

was done in an attempt to put more stress on the Arabic language and culture. These measures had a strong effect on the whole process of secondary education and consequently, its standard was raised. The examinations for the Baccalaureate were divided into two parts. The students who had satisfactorily completed the "classe de premiere", (the sixth year of the secondary cycle), were admitted to the first part of the Baccalaureate examinations. Its successful completion was a pre-requisite for admission to the examination of the second part. Both parts consisted of written and oral examinations, and in each case, the written examination had to be passed before the student was allowed to take the oral. A further year of study was necessary for admission to the second part of the Baccalaureate. The medium of the examinations was either Arabic or French. The examining board consisted of the Minister of Public Education, the French counsellor for education, professors from government and private institutions and teachers from official and private recognized secondary schools. The subjects of the examinations were History and Literature, in both Arabic and French, a third modern language, Philosophy, Psychology, Ethics, Mathematics, Geography, Chemistry, Biology, Physics and Hygiene.¹¹

¹¹ Habib Kurani, "Education in Territories Under the French Mandate," The Open Court, Vol. 50 (1936), 83.

Teacher Training.

After undergoing many changes, teacher training in Lebanon during the mandate was provided through a system whereby two normal courses, one for boys and one for girls, were attached to the two higher primary schools in Beirut. Admission to the normal course was made after a competitive examination for students who held the Elementary Brevet of Primary Studies. The course extended over a period of two years. The first year consisted of general education: Applied Psychology, Civics, Literature, (Arabic and French), History, Geography, Mathematics and Sciences. Theoretical and practical work were provided during the second year, together with Drawing, Handwork and Music.¹²

Private Education.

One important aspect of private education in Lebanon during the French mandate was the large number and great variety of foreign and private schools, most of which were sectarian. This was mainly due to the religious conservatism of the various sects, each aiming to assert itself and maintain its identity. In their efforts to propagate Christianity, western missionaries also opened their own schools. These two factors, namely the varied religions affiliation

¹² Ibid., p. 84.

of the Lebanese leading to the founding of sectarian schools, and the efforts of foreign missionaries were responsible for the preponderance of private and foreign education.¹³

The French controlled Ministry of Education in Lebanon did not attempt to limit private education but on the contrary, thought it wiser to support it. The reasons were:

1. Many religious schools had basically the same aims as secular French schools, namely to propagate French culture.

2. The majority of the Christians in Lebanon believed at heart in sectarian education and supported it.

3. It was less expensive for the Ministry to make use of the existing framework for its "Instruction Publique."

But private sectarian schools, which were mostly christian, did not appeal to the parents of many children, particularly in the Moslem community. Thus the French authorities found it necessary to open some secular schools, which they hoped would win over the Moslem population. These schools were on the primary level and were mainly popular with the Moslem, Druze and Greek Orthodox communities.

¹³ Habib Kurani, "Education in Territories Under the French Mandate," The Open Court, Vol. 50 (1936), 86.

In 1920, Laique French schools were opened, linked with the Central Laique Mission.¹⁴ The College Protestant was another institution opened to give a standard French program of education, preparing students for the primary and secondary studies.

The types of education adopted in private schools were not uniform. "One of the most important facts to be noted about private education is their great diversity in aim, method, type of organization and standards."¹⁵

* A broad look at education in Lebanon shows that the majority of the schools reflected two types of organization and methods: The Latin and the Anglo-Saxon types. The Latin type of schools constituted the majority and their organization and methods of teaching followed the French system. The American schools ranked next in number and followed the American program. Although some of them were the result of American missionary endeavor, they gave secular education to pupils of many sects.

The Mandatory authorities took definite steps which aimed at making all education follow the French pattern as

¹⁴ Wadad Cortas, A Preliminary Survey of Secondary Education in Lebanon with Relation to University Training. pp. 3-4.

¹⁵ Habib Kurani, op.cit., p. 86.

End of paraphrase from Habib Kurani's "Education in Territories under the French Mandate," started on page 7.

closely as possible. They took measures, some of which were meant to induce American institutions to abandon their program and follow the Lebanese-French program. These were:

*1. The recognition of the French language as one of the two official languages of the country, on a basis of complete equality with Arabic.

2. Every school in Lebanon, private or public, was required to include a certain number of hours of French in its program.

3. Half of the subjects of the official program were taught in French as from the first year primary.

4. A system of public school examinations was established on the basis of which recognized certificates and diplomas were awarded, which in turn qualified their holders for entry into certain designed professions or government service.

5. Official recognition was granted to French certificates on the same basis as that granted to national certificates.¹⁶

These measures had their effects. Many schools shifted to the French program. Even the A.U.B. opened the section secondaire where the teaching is still done in French and

¹⁶ Habib Kurani, A Memorandum on Secondary Education in Lebanon, pp. 5-6.

students are prepared to pass the government examinations. The university also recognized the official government certificates and admitted their holders to the appropriate class in the university.

C. Education in Lebanon after Independence. 1943-1959.

Soon after Lebanon gained its independence, the Ministry of Education became conscious of serious weaknesses in the system of education as it functioned during the mandate. These weaknesses may be summarized as follows:

1. Lack of coordination in the system of education which resulted in a weakening of national solidarity. This, the government said, was due to the great diversity of private schools and the lack of supervision over their activities. While it was considered sound educational practice to allow private schools to follow their own programs, the government felt that their efforts should be directed towards serving the nation through a uniform program.

2. Many national leaders disapproved of the educational system during the French mandate, which aimed at furthering France's cultural penetration into Lebanon. The maintenance of the privileged position of French culture in the schools resulted in a general lowering of standards of achievement in the Arabic language and other studies related to the

Arab world.

3. Foreign education was responsible for the creation of a denationalized class of educated youth who were not properly equipped to understand the needs of their own people.

4. Vocational education was inadequate and the country's need for skilled artisans and farmers was not met.

To remedy these shortcomings, the national government during the early years of independence, adopted a policy of complete centralization of all educational institutions.¹⁷

In an attempt to make the necessary reforms, an advisory committee of forty members, both Moslems and Christians, with representatives from the Ministry of Education and from Lebanese educational institutions was appointed. This committee was dissolved after one year. In 1945, another committee of twenty members was set up. This committee recommended that Arabic should replace French as the language of instruction. Final agreement on this point was not reached, however, because many members considered that Arabic was an unsuitable language for teaching Sciences. As the members had conflicting ideas about education, based mainly on religious and political considerations, the committee could not agree on a common program. Finally, the Ministry of Education worked out a program as close

¹⁷ Habib Kurani, "Lebanon - Educational Reform," Yearbook of Education, 1949, pp. 457-8.

to the French program as possible so that students could prepare for both the Lebanese and French Baccalaureate examinations, and be able to continue their education in France if they so wished.¹⁸ The Ministry adopted two further measures: Arabic was made the official language of instruction and English was introduced and together with French, constituted the foreign languages, either of which could be chosen by the students.

I. Public Elementary and Secondary Education.

Public education in Lebanon after independence preserved essentially the features and characteristics of education under the mandate. This is mainly because the same Lebanese officials who served in the Ministry of Education under the mandate directed education in independent Lebanon. It was only after the prescribed curriculum was issued in 1946 by the Ministry of Education that public instruction became more clearly oriented toward Lebanon in aims and outlook. The new curriculum was devised in an effort to harmonize education with the new existence of Lebanon as an independent state.

There were some major reforms suggested that were carried out. These are:

¹⁸ Waded Cortas, op.cit., p. 13.

1. The curriculum was rigidly prescribed through a program of studies, with specifications regarding the time allotted to each course and its exact content.

2. Arabic replaced French as the language of instruction. However, the schools were given the option of teaching Mathematics and the Sciences either through the medium of French, English or Arabic.

3. English was offered as another foreign language, together with French.

4. The length of the primary course became five years instead of six.

5. Ancient languages were introduced into the program. A Baccalaureate in Ancient languages was added to those in Literature and Sciences.

6. The duration of higher primary education became four years, with the program of the first two years similar to that of the first and second years of the secondary school program.

7. Legislation was enacted which was designed to bring private schools under the supervision of the Ministry of Education. The teaching of Arabic was made compulsory. Schools were required to choose their textbooks from a list of books which had been approved by the Ministry.¹⁹

¹⁹ Habib Kurani, A Memorandum on Secondary Education, p. 8.

The following is a description of the educational program followed at present in Lebanon.

Kindergarten.

Children are admitted to the kindergarten at the age of three, where they spend two years before entering the primary school. During the first year, the program consists of games in the open air, familiarizing the child with numbers from one to ten, storytelling, music and singing. During the second year, the same program is continued, and reading, writing and object lessons are started.²⁰

Primary and Higher Primary Education.

According to the official syllabus, "Education in the primary stage is said to have two functions: preparing pupils for life and preparing them for the next stages of education. Though these may appear contradictory they have a common basis which is viewed as the real aim of primary education, namely, preparing the whole man, the thoughtful citizen and the active member of society by providing him with spiritual, intellectual, and physical education."²¹ Primary and higher primary education do not

²⁰ Ministry of National Education and Fine Arts, The Primary and Secondary Programs of Study, 1946, p. 15.

وزارة التربية والفنون الجميلة ، منهج التعليم (مرحلة التعليم الابتدائي والثانوي) ١٩٤٦ ، ص ١٥

²¹ Translated by Matthews and Akrawi, in Education in Arab Countries of the Near East, p. 427.

differ fundamentally, except that special stress is laid in the higher primary stage, on the practical aspect of education, because this stage prepares pupils for entrance into vocational and trade schools, into teacher training schools or for practical life. The curriculum of the first and second years of the higher primary and that of the corresponding years in the secondary school are identical. During those two years, the teacher is supposed to observe the inclinations of the pupils and advises them to pursue their education either in a higher primary or in a secondary school.²²

Pupils are admitted into primary schools at the age of six, normally after having spent two years in a kindergarten, which, however, is not a requirement for admission. The program of study of the primary cycle is found in Appendix A.

The main difference between the course of study in the third and fourth years of the higher primary school and that of the secondary schools is that the former puts more emphasis and time on Mathematics, Sciences and Manual Arts, while the latter lays more stress upon languages, History and Geography, Morals and Civics.

²² Ministry of National Education and Fine Arts, The Primary and Higher Primary Programs of Study, 1946, p. 76.

وزارة التربية الوطنية والفنون الجميلة ، منهج التعليم (مرحلة التعليم الابتدائي
والابتدائي العالي) ١٩٤٦ ، ص ٧٦ .

A program for agriculture, applied specially in the rural areas, is provided in the primary cycle. Teachers may choose to replace the hours set for Manual Arts in the primary school by this agriculture program.²³ The higher primary program of study is found in Appendix B.

Primary School Examinations.

At the end of the fifth year of the primary cycle, the pupils have to pass the public primary school examinations, directed by the Ministry of Education. Candidates who have reached the age of ten and who have completed the fifth year of the primary school are allowed to sit for the examinations. The examinations are administered by a committee, headed by the Director General of Education, with appointed members, chosen from among teachers in public and private schools, as well as other members whose education and experience qualify them to be members of the committee. The committee prepares a series of questions for each subject and the Director General chooses those which finally constitute the examination papers. He is also responsible for keeping them secret until the time of the examinations. These are made up of two parts:

1. Examinations taken in the Arabic language. The subjects and their coefficients which total twelve are as

²³ Ibid., p. 63.

follows: Composition (3), Arithmetic (2), History and Geography (2), Object lessons (1), Drawing for boys (1) and Sewing for girls (1).

2. Examination taken in the foreign language: Dictation in the foreign language, with questions on the meaning of the text and its grammar (3).

Grading is from zero to ten and the candidate who gets a zero in any subject or less than 2/10 in Arabic composition fails. The minimum passing grade is sixty out of the maximum total of 120, which is the total of all coefficients multiplied by ten.²⁴

The Higher Primary School Examinations (Brevet).

The examinations take place after the student has completed the third and fourth years of a higher primary school. The committee conducting the examination is the same as that which is responsible for the primary school examinations. The examinations are held twice a year, in June and in October, and are divided into two parts: written and oral. The student is allowed to take the oral examination only after he has passed the written. Papers are marked on a scale of zero to twenty. In order to pass, the student should secure in the written examination at least 120 points out of the maximum total of 240 points.

²⁴ Ibid., pp. 11-13.

The same applies to the oral. All subjects must be taken in Arabic except the foreign language, Sciences and Mathematics. The latter two may be taken either in Arabic, in French or in English.²⁵ The subjects of the higher primary school examinations are found in Appendix C.

A holder of a higher primary school diploma has the right to sit for the competitive examinations for entry to the Teacher Training School, to the Agricultural School, to the School of Arts and Crafts, and to the Hotel Training School, as well as for employment in certain jobs, public and private.²⁶

Public Secondary Education.

According to the official program, secondary education is essentially different from elementary education both in aims and methods.

As indicated in the preamble to the official curriculum: "The aim is to select and train the youth of the country for the right orientation in matters of the mind, for carrying the major responsibilities of public life, and for enlightened specialization in the branches of higher education. Method

²⁵ Ibid., pp. 71-73.

²⁶ Ahmad Makki, "Report on Secondary Education in Lebanon," in Secondary Education in Arab Countries, p. 161.

احمد مكي، "تقرير عن التعليم الثانوي في لبنان"،
في التربية في المرحلة الثانوية في الاقطار العربية ص 161

is directed to the quality rather than the quantity of teaching, to theoretical proof more than to practical test, and to allowing time for the opening out of all man's gifts into a well-rounded personality that will assimilate the subject-matter and transmute it into his own cultural existence... In secondary education, therefore, the scientific-mathematical section will guide the select youth of Lebanon to deep insight, logical thinking and right judgment, while the literary-philosophical section will guide them to a sensitiveness, disciplined imagination, good taste, holding in esteem the hierarchy of values and the universality of man."²⁷

In 1946, the Ministry of Education issued a detailed program of studies for secondary education. The content of the subjects and the time allotted to each were prescribed. All secondary schools are required to follow this program which prepares their students for the Lebanese Baccalaureate Examinations.

Methods of Teaching.

The secondary school teacher is free to choose his own methods which, however, have to be in harmony with the aims.

As the program is rather overloaded, the lecture and

²⁷ Translated from the secondary and primary program of studies by R. Matthews and M. Akrawi, in Education in Arab Countries of the Near East, pp. 443-4.

recitation have become the most frequently used methods, a fact which tends to put a strong emphasis on memory. Extensive use is made of homework. Although it is graded, nevertheless, it is not given the same importance as the work done in class. This practice is based on the assumption that some students may receive outside help from parents or others. Even during the summer vacation, pupils are given some homework to do, which is designed to keep them in touch with their previous work. Discipline is strict and attendance is carefully checked. Due to the heavy prescribed program, the teacher is obliged to achieve the maximum in a period of time. This leaves little time for discussion.

The Curriculum and Courses of Study.

Secondary education extends over a period of seven years. The program of study includes about twelve different subjects and the classes meet thirty hours per week during the first five years, and thirty two hours during the last two classes. This increase is due to the addition of two hours of Military Training per week.

Beginning with the sixth year of the secondary cycle, some form of broad specialization becomes apparent. Students can choose to study in one of three sections: The Literary section, the Sciences section or the Ancient Languages

section. In the first two sections, the subjects taken in each are the same except that a different number of hours per week is allotted to each subject. For instance, while students in the Literary section take three hours per week of Physics and Chemistry, students in the Sciences section take six hours in these two subjects. Consequently, the content of the science courses becomes more detailed for the Science section students.

Specialization in the seventh class is more distinct. Two sections are provided:

1. The Philosophy section which is a continuation of the Literary and Ancient Languages section of the previous year.

2. The Mathematics section, continuous with the Science section of the previous class.

To decide on a section means that, generally speaking, the student has chosen the field of specialization which he intends to pursue after the completion of his secondary education. The public secondary school program of study is found in Appendix D.

Program of Ancient Languages.

The inclusion of the study of ancient languages in the program has been justified by the fact that knowledge

of one of the ancient Semitic languages is essential for any thorough specialization in the Arabic language or in Archeology. A thorough study of the Arabic language requires a fair knowledge of Syriac and Hebrew. Likewise, the study of Archeology will be incomplete without Greek or Latin. These four courses (Syriac, Hebrew, Greek and Latin) are provided from the first to the sixth year of the secondary school, for those students who wish to choose from them.²⁸ But the pupil who wishes to take an ancient language, finds himself obliged to take it as an additional subject to the prescribed program as no provision is made for it to replace another subject in the curriculum.

The Baccalaureate Examinations.

Passing the Baccalaureate examinations marks the successful completion of secondary education. The Baccalaureate diploma represents both a secondary school leaving certificate as well as a certificate for admission into a university. These examinations are taken in two parts; the first part is held at the end of the sixth year of the secondary school and the second at the end of the seventh year.

The first part of the Baccalaureate examinations is based on the program followed in the Literary, Sciences or

²⁸ Ministry of National Education and Fine Arts, The Primary and Secondary Program of Study, p. 214.

Ancient Languages sections. The second part of the Baccalaureate Examinations is based on the program followed in the Philosophy of Mathematics sections. The subjects required in the Lebanese Baccalaureate Examinations are given in Appendix E. Both parts of the examinations are taken in June. Grading is from zero to twenty. Anyone who gets a zero in any one subject or less than 5/20 in Arabic fails in the examinations. Candidates who do not take or pass the examinations in June have another opportunity in October. Students must first succeed in the written part before they are allowed to take the oral examinations. If the student fails in the orals in the June session, he can sit for them again in October. But those who fail in the oral examinations in the October session, are required to repeat both the written and the oral parts in the next June session.²⁹

A number of questions for the written examinations is prepared by a committee appointed by the Minister of Education, composed of selected government officials as well as teachers from public and private schools. The chairman of the committee selects the questions of the examinations and is responsible for keeping them secret

²⁹ Ibid., p. 81.

until the time of the examinations.³⁰ In subjects where the choice of the medium of expression is allowed, the questions are prepared in Arabic, French and English, and the student is at liberty to answer them in the language of instruction in his school.

Official admittance to the examinations is possible only when the student is recommended by his school. Other students can present themselves as independent candidates. The school therefore, is not directly responsible for their performance in the examinations.

When the program was drawn up in 1946, strong emphasis was laid on the fact that the History and Geography courses should be taught in Arabic. Also, the subject of Morals and Civics was added as a new subject to the curriculum. But in the first part of the Baccalaureate, there are no written examinations in History and Geography and no public examinations, either written or oral, in Morals and Civics. Also, students who are in the Ancient Languages section, do not take a written examination in Mathematics but only an oral one; they do not take public examinations, either written or oral, in Physics or Chemistry. These two subjects are also excluded from the written examinations of the Literary Section. This practice tends to undermine the

³⁰ Ibid., pp. 83-4.

importance of those subjects because students faced with exhausting preparation for examinations, would not study any subject which is not deemed essential for passing the Baccalaureate examinations.

The Baccalaureate examinations have been severely criticized and arguments in their favor and against them have been advanced. The program has to be very closely followed in order to give students a fair chance to pass in the examinations.

Because the Baccalaureate is an essential prerequisite for entrance into the university and professional schools, and for admission into some official positions, success in the examinations becomes the aim of students. This also affects teachers as the examination results of a given school are considered as a measure of its teaching efficiency.

Only a small percentage of those students who sit for the Baccalaureate examinations actually pass. The following tables give the percentage of students who passed the Baccalaureate examinations in 1955, 1958 and 1959.

T A B L E I

PERCENTAGE OF PASSING AND FAILING CANDIDATES IN THE
FIRST AND SECOND PARTS OF THE BACCALAUREATE
EXAMINATIONS IN 1955 ³¹

First part				Second part			
Science section		Literature section		Philosophy section		Mathematics section	
Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
27%	73%	31.7%	68.3%	28%	72%	9.6%	90.4%

³¹ Jibrail Katul, An Analysis of the Baccalaureate Examination Results for 1955, p. .

T A B L E II

NUMBER AND PERCENTAGE OF SUCCESSFUL CANDIDATES WITH THE TOTAL NUMBER OF CANDIDATES WHO SAT FOR THE FIRST AND SECOND PARTS OF THE BACCALAUREATE EXAMINATIONS IN 1958

Baccalaureate examinations	First part		Second part	
	Science section	Literature section	Philosophy section	Mathematics section
Total number of candidates	1605	740	246	281
Number of successful candidates	530	216	209	108
Percentage of success	33%	29%	46.5%	38%

T A B L E III

NUMBER AND PERCENTAGE OF SUCCESSFUL CANDIDATES WITH THE TOTAL NUMBER OF CANDIDATES WHO SAT FOR THE FIRST AND SECOND PARTS OF THE BACCALAUREATE EXAMINATIONS IN 1959

Baccalaureate examinations	First part		Second part	
	Science section	Literature section	Philosophy section	Mathematics section
Total number of candidates	2,180	1,021	780	487
Number of successful candidates	591	185	238	106
Percentage of success	27%	18%	30%	28%

It is observed that the over-all percentage of students who fail is more than two thirds of the total number who take the examinations. According to some education authorities, the most important reasons which account for this phenomenon are:

1. The program is overloaded and is designed for a mentally select group.

2. Unfit pupils are not eliminated before they reach the last two classes.

3. The one-question method in the examinations does not adequately sample what the student has studied and cannot therefore reflect properly his capacity or his knowledge.

4. The presence of numerous ill-prepared independent candidates, i.e., pupils who sit for the examinations without being recommended by their schools or without necessarily having followed regular secondary school programs.³²

In brief, the poor results attained in the Baccalaureate examinations year after year point to a real weakness which does not necessarily rest with the students but may very well be inherent in the program and methods. It is probable that the program is not broad enough to meet the different abili-

³² For example, in 1959, according to the Director General of the Ministry of Education, 1305 independent candidates sat for the examinations. Of these, 129 (or 9.9%) passed. These candidates made up 41% of all candidates.

ties and interests of the students, nor is there a harmony between the standards of the examinations and the quality of teaching offered.

2. Private Education.

Private education has deep roots in Lebanon. The historical factors and causes contributing to the prevalence of private education have been discussed in the previous sections of this chapter.

* The standard of education in Lebanon rates high in comparison with that in other Arab countries. The number of schools and their enrolment are quite high compared with the size of the population. This is largely due to the efforts of private Lebanese and foreign institutions.

The following tables give a comparative view of the number of schools, pupils and teachers in public, private and foreign schools.

T A B L E I V

TOTAL NUMBER OF PUBLIC SCHOOLS IN LEBANON

Type of school	Primary Schools	Higher Primary Schools	Secondary Schools	Grand Total
Boys	250	34	6	290
Girls	126	21	3	150
Coed	624	27	0	651
Total	1000	82	9	1091

T A B L E V

TOTAL NUMBER OF PRIVATE AND FOREIGN SCHOOLS IN LEBANON

Primary Schools				Higher primary and secondary schools				Grand Total
Boys	Girls	Co-ed	Total	Boys	Girls	Co-ed	Total	
146	194	685	1025	72	32	41	145	1170

In Table VI, a classification of foreign schools according to nationality is presented with the total enrolment of students.

T A B L E VI

TOTAL NUMBER OF FOREIGN SCHOOLS IN LEBANON CLASSIFIED ACCORDING TO NATIONALITY WITH THE TOTAL ENROLMENT OF STUDENTS IN EACH

Schools' Nationality	French	American	British	Italian	Greek	German	Danish	Total
Number of Schools	97	8	7	2	2	2	1	115
Number of Students	36,845	2134	2531	484	194	260	187	42,635

The total enrolment of students in the public and foreign schools is presented in Tables VII and VIII.

T A B L E VII

TOTAL NUMBER OF PUPILS IN THE PUBLIC SCHOOLS IN
LEBANON

	In Primary Schools	In Higher Primary Schools	In Secondary Schools	Grand Total
Boys	46,975	19,205	2,133	68,313
Girls	28,059	8,836	714	37,609
Total	75,034	28,041	2,847	105,922

T A B L E VIII

TOTAL NUMBER OF PUPILS IN PRIVATE AND FOREIGN
SCHOOLS IN LEBANON

	In Primary Schools	In Higher Primary and Secondary Schools	Grand Total
Boys	69,518	15,492	85,010
Girls	57,071	10,133	67,204
Total	126,589	25,625	152,214

Judging from Tables VII and VIII, it is clear that approximately 60% of the total number of pupils attend private schools.

Tables IX and X present the total number of teachers in the public and private schools.

T A B L E IX

TOTAL NUMBER OF TEACHERS IN THE PUBLIC SCHOOLS
IN LEBANON

	In Primary and Higher Primary Schools	In Secondary Schools	Grand Total
Men	3060	182	3242
Women	1264	59	1323
Total	4324	241	4565

T A B L E X

TOTAL NUMBER OF TEACHERS IN THE PRIVATE AND FOREIGN SCHOOLS IN LEBANON ³³

In the Primary, Higher Primary and Secondary Schools		
Men	Women	Total
2,247	3,298	5,545

³³ The figures presented in Tables IV to X are the official figures for the year 1958-59, supplied by the Director General of the Ministry of National Education and Fine Arts.

a. The Lebanese Private Schools.

The private schools owned and administered by Lebanese as contrasted with foreign individuals or organizations represent the largest group of private schools in the country, totalling 1055 schools and enrolling 109,579 pupils. This represents 46% of the total number of schools and 42.5% of the total enrolment of students.

These schools can be divided as follows:

1. Denominational schools.

2. Non-denominational schools.

a. Schools controlled by committees or associations.

Most of these are operated on a non-profit basis.

b. Schools controlled by individuals for private gain.

As a group, these schools do not follow a special program of study and have no other characteristic which distinguishes them from other schools in the country, either public or foreign. Although they are required to follow the Lebanese government program, nevertheless they maintain certain characteristics which conform to the educational point of view of their founder, either Anglo-Saxon or Latin.

Although the majority of the schools are denominational institutions, pupils of different religions or sects are also

admitted. For example, the Al-Hikmah College which is a Maronite institution, admits Christian students of other sects as well as Moslem pupils.

Observations lead us to believe that many of the Lebanese private schools are attempting to follow modern trends in educational practice, especially in the kindergarten and primary stages, although the government regulations restrict the introduction of experimental methods and curricula.

b. Foreign Schools.

In an attempt to centralize and unify education in Lebanon, the Ministry of Education has issued a decree requiring all schools, private, public and foreign, to follow the prescribed program. This program has not yet been fully applied by all schools. Among foreign schools, French schools are the largest in number, next are the American followed by the British and other foreign schools.

1. French Schools.

* Because of political and cultural ties between Lebanon and France, French schools enjoy a high prestige.

The majority of the French schools are denominational institutions. Among these may be cited the Jesuit, Maronite,

Orthodox and Catholic schools. Of the girls' schools established by the order of nuns, may be cited les Filles de la charite, les Dames de Nazareth, le Sœurs de la Sainte Famille, les Sœurs de Besancon. The non-denominational French institutions are less in number and comprise the schools opened by the laique mission, like the French laique school for boys and another for girls. The College Protestant Francais was first founded as a denominational school but, at present, it gives no religious instruction whatsoever, and the only aspect of religion is a short morning prayer. The general pattern of education in these schools and the atmosphere are different from those of the denominational schools.

Large French schools have both primary and secondary sections in one institution, where the primary school is generally considered as a preparation for secondary education. The teaching staff is partly French and partly Lebanese. In the denominational schools, the teachers are mostly clerics and sisters.

The schools are housed in good buildings, specially those which have recently been rebuilt. Proper sanitary conditions are maintained and the health of pupils is satisfactorily cared for. Some schools have large grounds for recreation and physical education, and some have, in

addition, indoor accommodations designed for physical education during the winter season.

Program of Studies

Since the independence of Lebanon, French schools have been confronted with a serious problem, namely how to adjust their program so as to meet the requirements of the Lebanese government program and at the same time to retain the essence of the French program. This was successfully done. Thus, the present program of these schools is identical with that followed in France, with slight modifications designed to meet the requirements of the Lebanese official program. This adjustment has been rendered possible by the close similarity which exists between the Lebanese and the French programs of study. As a result, graduates of these schools are prepared to take both the French and the Lebanese official examinations.

French schools include in their pre-primary program the "Classes Infantines" or "Jardins d'Enfants". These correspond to the nursery schools and kindergartens of the American system. They are designed for children between three and five years of age. The program in these classes consists of games, singing and drawing, together with a notion of letters and numbers. As they begin to learn the letters of the alphabet, the children are promoted to a pre-first grade,

the "douzieme", (twelfth). Pupils should become familiar with the French and Arabic alphabets, recognize words and be familiar with numbers from one to ten before being promoted to the formal first grade or "onzieme" (eleventh). Usually French teachers take charge of those classes. This helps pupils to learn French pronunciation and acquire a French accent.

Primary Schools.

The primary course extends over a period of five years. The organization of French primary education which these schools follow is not by classes but by courses. The first year (eleventh) is the "Cours Preparatoire", the second and third years, the "Cours Elementaire", and the fourth and fifth years, the "Cours Moyen".³⁴ Aside from the preparatory course, the second year of each course is partly a repetition and review of the first and partly an advanced study of the subjects followed. This practice is adopted to insure that students will learn the basic skills necessary for the more advanced studies and retain the knowledge which they acquire in the primary course.

³⁴ Roderic Matthews and Matta Akrawi, Education in Arab Countries of the Near East, p. 461.

Aims of French Primary Education.

The aims of French primary education are more practical than theoretical. They center around the transmission to pupils of an essential body of knowledge and information. They were very clearly stated by Greard who said: "The object of elementary education is not to burden the different subjects that are treated with everything that can be learned, but to learn well in each of the branches that of which we cannot be permitted to be ignorant".³⁵

This aim becomes clearer when one studies the methods of teaching in French schools and observes those factors which are strongly emphasized. Among these, are knowledge and information. French primary education stresses adult needs and wishes rather than the direct and immediate needs and interests of the child.

Methods of Teaching.

No definite statement on methods can be made as every teacher has her own method. But recitation is a method frequently used.

A lot of emphasis is put on penmanship and neatness.

³⁵ I.L. Kandel, Comparative Education, p. 407.

Appreciation of clean work is consciously recognized and approved by the teacher. Discipline is usually strict, as evidenced by the importance given to "conduct" on grade sheets. A student who has done good work and shown good conduct is rewarded by his teachers through a "tableau d'honneur" or some other specific measure.

Grading is from zero to ten but in some schools it is from zero to twenty. Parents receive their children's grades every month or trimester and are encouraged to take an interest in their work and progress.

Secondary Schools.

The secondary course in French schools extends over a period of seven years and is divided into two parts:

1. The courses of the first cycle.
2. The courses of the second cycle.

The four year courses of the first cycle lead to the Brevet examinations, written and oral parts.

The courses of the second cycle extend over a period of three years after the Brevet or six years after the elementary certificate. The sixth class is called "classe de Premiere" where students may follow either a Science or a Literary course. Satisfactory completion of this class leads to the highest secondary year where the students may special-

ize either in Philosophy or Mathematics. Thus the French secondary course is in reality divided into three cycles: the first cycle covering a period of four years leading to the Brevet, the second cycle covers a period of two years culminating in the "Classe de Premiere" and the final cycle covering one year with specialization either in philosophy or in mathematics.

Promotion from class to class is based on the student's grades during the year and by the final yearly examinations. If the pupil succeeds in his class courses but fails in the Brevet examinations, he can still be promoted to the fifth year (Seconde).

Aims of French Secondary Education.

A formulation of the aims of any system of education is important because aims shape the curricula and methods. Above all aims reflect the educational values adopted in any country. A statement of the aims of French secondary education will help the reader understand the influence and impact of French education, in the past and at present, on Lebanese youth.

There are three essential factors which converge to determine the aims of French secondary education:

1. The pre-eminence of the ideal of "culture generale",

as the goal of secondary education.

2. The fundamental belief in the theory of mental discipline.

3. The attitude toward the child that he is essentially a miniature adult.

A quotation from the "Instructions" on the French secondary school course states:

It is not the function of secondary education to prepare pupils who have a definite profession in mind nor even to point them toward one or other of the great intellectual routes in which the activities of man deploy themselves. It does something more and better. Its task is, without preparing for anything specific, to make the pupils apt for everything. It forges in them... a vigorous and fine intellect, ready for all the beautiful adventures of the mind... At an uncertain age in which tastes, interests and aptitudes begin to manifest themselves without any surety whether they are still artificial and temporary or real and permanent, the role of the teacher is precisely to prevent the pupil from throwing himself wholly on the side of his youthful whims.³⁶

This quotation shows clearly how much the French distrust the principles of child centered education. Their educational goals are very definite and are shaped by adult wishes rather than by the child's interests. Thus, the purpose of secondary education is to transmit a general culture to the pupils, which is essentially the French culture. Through the general studies, "French secondary education aims at cultivating judgment, taste as well as

³⁶ I. L. Kandel, op.cit., pp. 684-5.

the ability to think clearly and logically."³⁷ The ability to speak well and to write well have become measures of a sound liberal education, not merely as an emphasis on elegance of style but because these abilities are the outward signs of clear thinking.³⁸ This explains why French schools lay much stress on the mastery of the French language, an outstanding fact to be observed in their curricula and methods of teaching.

Programs of Study.

The program of study followed in French schools in Lebanon is usually the "Serie B" program which emphasizes modern languages and sciences. Only the secondary school of the St. Joseph University offers the ancient languages program (Serie A), in addition to the program of modern languages. All pupils are required to follow the same courses in the general subjects for the first five years. Specialization starts in the sixth and seventh years. The aim of this practice is to prevent earlier specialization and to give a liberal education in both the literary and scientific sides.

Although the aims of French secondary education stress the well-trained rather than the overstocked mind, the

³⁷ Ibid., p. 684.

³⁸ Ibid.

practice too often lays stress on memorization of minute details and overloads pupils with the material to be learned. The great emphasis on the Baccalaureate examinations and its social prestige, are the major factors responsible for this practice in schools.

The curriculum followed in French schools has been somewhat modified to be adapted to the requirements of the Lebanese program, to insure that students can sit for both the French and the Lebanese Baccalaureates. But there are still some differences between the programs of study of the French schools and of the public schools. These are:

1. French schools teach three languages, public schools teach two only.

2. In French schools, French textbooks are used, which are not designed to follow the Lebanese program of study. In some French schools, this is compensated for by additional material given by the teacher.

3. As is expected, the French literature program is rather limited in the public school curriculum. French schools stress the literature courses very much because they believe that these give pupils a thorough command of the language and acquaint him with the masterpieces of the literary world, especially the French.³⁹

³⁹ Information obtained from Mr. Anavy, the Director of the "Sciences Physiques" at the Section Secondaire of International College, the American University of Beirut.

4. French schools give the history and geography courses in French. However some provide those same courses in Arabic as well. A pupil in a French school in Lebanon would therefore study the history and geography of France in French and of Lebanon in Arabic. The study of these subjects is made more concrete by the use of various maps and by trips to places of interest.

The whole secondary school course culminates in the study of Philosophy in the seventh year. The objective of the course is to encourage pupils toward independent judgment.

Methods of instruction.

Observation of classroom procedures shows that the practice is very often the lecture and recitation methods. Even in the smaller classes, teachers are in the habit of dictating notes or writing them on the blackboard for pupils to copy in their notebooks. Little opportunity is left for give-and-take between teachers and pupils. Theoretically, the teacher is free to choose other methods which, by modern standards are more desirable. The teacher is free to roam freely in his field and inspire pupils to respect knowledge and scholarly work. His task is facilitated by the fact that few problems of discipline normally arise as the respect of the pupil for his teacher is established from the start.

Although not often used in Lebanon, the most characteristic exercise in French schools is the "explication de texte."

It consists of bringing to a short text as much data, elucidation and commentary as is needed to explain and to make clear its interest and import. To do it in a satisfying way, one must be extremely well informed on the subject and know all that is required about the author, his work and times; one must also analyze the text, show its plan, and how it holds together, and estimate its intellectual value and the cogency of its argument; but above all one must have a very delicate sensitivity, capable of seizing every overtone and the most subtle evocations of a text that must sometimes be read between the lines.⁴⁰

"The explication de texte is to literature what experimentation and verification are to the sciences and mathematics."⁴¹

Such methods render textbooks not indispensable and often the notes taken in class are more important than the textbooks.

Although teachers try to train pupils in effective methods of study, the pressure of the Baccalaureate examinations leads to cramming (bachotage) and memorization.

The Baccalaureate examinations.

The majority of French schools prepare their students for the French and Lebanese Baccalaureate examinations. The Lebanese Baccalaureate examinations have already been discussed. The French examinations are the same as those given in France. The official grading system is from zero to ten

⁴⁰ Marcel Hignette, "The Primacy of the Rational in French Secondary Education," The Yearbook of Education, 1958, p. 240.

⁴¹ I. L. Kandel, op.cit., p. 691.

and each subject is given a coefficient which varies in accordance to the section (serie) the student has chosen. The Baccalaureate examinations are the final test of the successful completion of secondary education. They are taken in two parts: the first at the end of the sixth and the second at the end of the seventh year. Both parts have written and oral sections. Failure in the written eliminates the candidate from the oral test.

As an example, the subjects of the Philosophy and Mathematics sections of the second part of the Baccalaureate examinations with coefficients are given below.

<u>Philosophy Section</u>	<u>Coefficient</u>	<u>Mathematics Section</u>	<u>Coefficient</u>
<u>Written Examinations</u>		<u>Written Examinations</u>	
Philosophy	4	Philosophy	2
Physics	1	Mathematics	3
Natural Sciences	1	Physics	3
<u>Oral Examinations</u>		<u>Oral Examinations</u>	
Philosophy	3	Philosophy	1
History and Geography	3	History and Geography	3
Mathematics	1	Mathematics	4
Physics	1	Physics	3
Natural Sciences	1	Natural Sciences	1
Language	1	Language	1
Total	<u>160</u>	Total	<u>210</u>

In order to pass, the student must secure half of the total possible grade (which is obtained by multiplying the grade the student gets by the coefficient). A holder of the French Baccalaureate in Lebanon has the same privileges as a holder of the Lebanese Baccalaureate.

On the whole, the quality of instruction in the French private schools is better than that found in Lebanese private schools of the French type and not as good as that of the "Lycees" of France. The main reason for this difference is that the French schools employ on the whole better trained teachers than the Lebanese. However, these teachers do not come up to the standards attained by the Agreges who determine the quality of secondary education in the French "Lycees".

ii. American Schools.

Before starting this section, it is appropriate to state that a typical American school does not exist in Lebanon. There is one typical American school which follows modern western educational theories, namely the American Community School; but as it admits few Lebanese or Arab pupils, it is not representative of the type of American education prevalent in Lebanon.

Although the majority of American type schools are now

following the government program of studies like most other foreign schools, there are still some basic principles which distinguish American education in Lebanon from education in French schools.

1. A basic difference may be found in the aims of education. While American schools stress the development of the whole personality--spirit, mind and body, French schools aim at developing the mind and give the child a strong academic training.

2. While American schools stress the practical application of academic work, French schools teach mainly theoretical work with little provision for their practical application in the laboratory.

3. American schools are interested in making provisions in their educational programs for the child's interests and needs. French schools give pupils what they consider to be the best for them. This difference is reflected in the importance given to extra curricular activities and their variety in American schools.

4. American schools aim at arousing social consciousness in pupils which is exhibited in their interest in current events inside the classroom. French schools have a tendency to show marked separation between school and society.⁴²

⁴² From a discussion with Professor Leslie Leavitt, Principal of International College, American University of Beirut, August, 1959.

In a few years, this situation may be slightly modified. The Baccalaureate program being a heavy one, may have its consequences on the general pattern of education in American schools, which are now required to follow it.

Until recently, "American" schools had no external examinations and the cramming found in French schools was to a certain degree, avoided. But whatever the future of education in American and French schools, there will always be some basic differences resulting from different philosophies of education. Unifying the curriculum in all private schools does not necessarily make them similar.

There are a number of American secondary schools in Lebanon whose diplomas are recognized by the A.U.B. These schools prepare their students for entrance into the university and consequently the university has set some minimum requirements which should be completed before the candidates from the schools are admitted into the Freshman class of the university. In its 1957-1958 catalogue, the American University of Beirut defines its requirements of admission as follows: "To be eligible for admission to the Freshman class, a candidate's secondary school education should be similar to the program of the Preparatory section of this university and should have included during the last four years at least the following subjects:

Four units⁴³ of English.

Four units of Arabic.

Two units of Mathematics, including plane and solid geometry, algebra and trigonometry of the right triangle.

Two units of Social Science from Geography, Arab History, World History or European History since 1500.

Two units of Science, one with Laboratory, from General Science, Biology, Chemistry and Physics.

Two units from additional languages, Sciences, Social Sciences, Mathematics, Civics."

Sixteen total Units.⁴⁴

In addition, the university requires the school to have an adequate library and laboratories, a certain minimum number of teachers with Bachelor of Arts degrees and the school plant itself to be in reasonably good condition.

But since the 1956-1957 academic year the requirement of admission for Lebanese students, into the professional schools of the American University of Beirut, became by Lebanese law, the Baccalaureate diploma, Part II. Thus some schools found it necessary to modify their curriculum and follow the government program of studies, while others kept their program in line with the above requirements and includ-

⁴³ A unit is considered a minimum of 120 hours, not periods, of classroom instruction or not less than one sixth of a full year's work.

⁴⁴ A.U.B. catalogue, 1957-1958, p. 30.

ed in their schools another section which prepared Lebanese students for the Baccalaureate examinations, as well as for entrance into the university. Among these latter schools is the International College of A.U.B. This school will be described here to represent the type of education which students receive in American and American type secondary schools. The International College comprises three schools.

1. An elementary school of six grades.
2. The Preparatory section. A secondary school of seven grades.
3. The Section Secondaire. A secondary school of seven grades in which the teaching is done in French.

The following is a description of the programs of study followed, the methods of teaching and the examinations applied at present in the Preparatory Section.

Secondary Education - The Curricula.

The regular secondary school course extends over a period of seven years after the elementary school and gives a general education preparing pupils for entrance into the university. Lebanese students on the other hand, are required to follow a special curriculum in Arabic and English which prepares them for the government Baccalaureate examination as well as for entrance into the university. The major difference between the two sections - the Preparatory Section and the Lebanese Baccalaureate program section - is

that the former leaves more time for extra curricular activities which American educators consider very important for general personality development. Also, the latter stresses the Arabic language more, as Lebanese students must study History, Geography and Civics in Arabic. Also, the content of the Mathematics and Chemistry courses is slightly modified to fit with the government examination system.

The following table represents the curricula followed and the number of hours allotted to each course in the two sections - the Preparatory section and the Lebanese Baccalaureate Program Section - from the first to the sixth secondary class.

PREPARATORY SCHOOL CURRICULUM 58-59

Class	English	Arabic	Translation	Criticism	French	Arithmetic	Algebra	Geometry	Combined Math.	Gen. Science	Chemistry	Biology	Physics	Science Lab	Hist. & Geog.	Civics	Drawing	Athletics	Military Training	Total
6th Secondary-Prep	5	4							4		2		2	2	4			2		25
6th Secondary C Sc.	5	6							5		2		3	2	4				2	29
6th Secondary D Lit.	5	6		2					5		2		2	2	4				2	30
5th Secondary-Prep	4	4					2	2			2		2	1	4			2		23
5th Secondary-Bacc.	4	6	1				2	3			2		2	1	4				3	28
4th Secondary-Prep	4	5			4		2	2				4			4			2		29
4th Secondary-Bacc.	4	5			4		2	2				4			4			2		29
3rd Secondary-Prep	4	5			4		3	1		4					4		2	2		31
3rd Secondary-Bacc.	4	5			4		3	1		4					4		2	2		31
2nd Secondary-Prep	6	5				3		1		3					4		2	2		28
2nd Secondary-Bacc.	6	6				3		1		3					4		2	2		29
1st Secondary-Prep	6	5				3		1		3					4		2	2		28
1st Secondary-Bacc.	6	5				3		1		3					4		2	2		28

The languages of instruction in both programs are both Arabic and English. A high standard of Arabic is required of all Arabic speaking students. Non-Arabs use English as the language of instruction and study special Arabic or French. A study of the French language is required of students of the third and fourth secondary classes. Qualified students are encouraged to continue their study of French beyond the required two years.

There are no requirements or restrictions on the use of language outside the classroom, and students are free to speak their own language. It is a policy of the school not to enforce a foreign language on students.

Students have a few free periods per week, during which they may not leave the school grounds. The use of the library during these free hours is encouraged but is not required.⁴⁵

Methods of Instruction.

Teachers are given some freedom to use the methods they believe in and are encouraged to use activity methods and other modern means to increase motivation and interest in their teaching. But at the same time, the lecture method and occasional discussions between pupils and teachers are still quite prevalent.

⁴⁵ From a discussion with Professor Leslie Leavitt, Principal of International College, the American University of Beirut, August, 1959.

Examinations.

Examinations are held regularly at the end of each of the three terms and students' grades are reported to parents for signing. Promotion from class to class is assessed on the basis of the following four points:

1. Clear passes, or 60/100, in all subjects entitles students to promotion.
2. Students with one or more failures can be promoted either by passing delinquent examinations or by attending summer school, preferably the latter.
3. Students who fail in three or more subjects (or in two with a very low average), must repeat the class.
4. Students whose work and conduct over a period of years continue to be unsatisfactory are asked to drop out.

At the end of the sixth year, non-Baccalaureate students who have completed the internal examinations satisfactorily are recommended for entrance to the Freshman class of A.U.B. Students who pass but are not recommended, must, before being admitted, take the full entrance examinations given by the University. At present, Lebanese students are required to have the Baccalaureate diploma, second part, before being admitted to the professional schools of the university.

iii. Schools following the British System of Education.

In comparison to the number of other foreign schools, the British schools in Lebanon are few. Their total number is seven and their total enrolment is 2,531 students.

Among the British schools can be mentioned the Brummana High School, the British Lebanese Training College, the English Boy's School and the British Community School.

The secondary schools follow a program of studies which prepares students for the General Certificate of Education with Arabic as the language of instruction in the primary and English in the secondary schools.

The graduates are also prepared for entrance to the American University of Beirut and to the Beirut College for Women. The British Lebanese Training College has a Teacher Training section extending for two years after the secondary school. The school prepares its students for entrance to the Beirut College for Women, to the School of Nursing of the American University of Beirut and to its own teacher training department.

Members of the teaching staff are mainly Lebanese. There are however a few British teachers in the larger and more advanced schools. With the exception of the British Community School, the British schools in Lebanon are designed to serve

Arabic speaking pupils and to give them an education which embodies some of the better elements of British educational practice.⁴⁶

In order to provide Arabic speaking people with an education that is modelled after the best British tradition the British government, in agreement with the Lebanese government and with the help of some philanthropists from the two countries, has decided to open a boarding school in Lebanon patterned after the famous British public schools. A large tract of land has been purchased near Damour and plans for a large campus and playgrounds are under way. The school will be called Elizabeth College and will be very similar to Victoria College in Alexandria, Egypt. In order to encourage the establishment of this model British school, the Lebanese government has agreed to recognize a General Certificate of Education at a level which qualifies holder for entrance to British universities as equivalent to the Lebanese Baccalaureate Part II.

iv. Other Foreign Schools.

Aside from French, American and British schools, there are two Italian, two Greek, two German and one Danish school. As they are not concerned with the subject of this study, they will not be discussed further.

⁴⁶ Information was obtained from Mr. Williams, Education Officer, British Council, July, 1959.

Higher Education.

The two divergent systems of education described earlier culminate in two institutions for higher education:

1. The American University of Beirut.
2. The St. Joseph University.

1. The American University of Beirut.

The American University of Beirut was founded in 1866 through missionary endeavor. The University was at first called the Syrian Protestant College with Dr. Daniel Bliss as President. A Board of Trustees in America was organized with a local Board of Managers for the College. As time passed, the college grew and expanded. In 1920, the Syrian Protestant College became the American University of Beirut. Important decisions concerning the University are discussed and taken by the Board of Trustees, which also appoints the President of the University and the Deans of the different schools.

Today, the University has the following schools:

1. The School of Arts and Sciences.
2. The School of Medicine.
 - a. Medicine.
 - b. Pharmacy.
 - c. Nursing.
 - d. Public Health.

3. The School of Engineering.

4. The School of Agriculture.

The Faculty in each of the different schools is made up of professors and teachers from various nationalities. Americans and Arabs predominate. In 1956-1957, there were 1005 members of the Faculty and Staff at the University and International College together, representing twenty four countries and fourteen religious sects.⁴⁷ The language of instruction is English, except in courses dealing with Arab History and Civilization. The students admitted to the University come from public secondary schools and from those private secondary schools whose diplomas are recognized by the university. Students are admitted irrespective of race, religion or nationality. In 1924, co-education was officially started in the University. Women were admitted to the Junior year after having completed the Sophomore year in another recognized educational institution. In 1952, women students were admitted to the Freshman class, making it easier for them to adjust earlier to university studies and atmosphere.

2. The St. Joseph University.

The St. Joseph University was founded in 1875 by the Jesuit fathers. They first established a secondary school and a Faculty of Theology. Later, three elementary schools were opened in Beirut. The University has the following faculties:

⁴⁷ Bayard Dodge, The American University of Beirut, p. 107.

1. The Faculty of Medicine.
 - a. Medicine.
 - b. Pharmacy.
 - c. Dentistry.
 - d. Nursing.
2. The Faculty of Letters and Oriental Studies.
3. The Faculty of Law.
4. The Faculty of Engineering.

The requirement for admission into the various faculties is usually the Baccalaureate Part II diploma, but in the Faculty of Letters and Oriental Studies, admission is by examination.

The teaching body is constituted mainly of religious fathers with a high degree of academic training. Some lay professors have been appointed.

The student body is made up of different nationalities. They are mainly Christians but students from other religious affiliations are also admitted.

3. Other Institutions.⁴⁸

There are four other institutions for higher studies, comparatively more recent in origin than the two previous universities:

⁴⁸ Some of the information in this section was obtained from Wadad Cortas, A Preliminary Survey of Secondary Education in Lebanon with Relation to University Training, pp. 24-29.

1. The Beirut College for Women.

The College was founded in 1924 through missionary endeavor. Today, it has a School of Arts and Sciences and grants the Bachelor of Arts degree.

2. Ecole Superieure des Lettres.

Founded in 1931, it is French oriented and offers advanced studies in French and European languages, History and Geography, General Sciences, Mathematics, Philosophy and Sociology. The requirement for admission is the Baccalaureate Part II diploma.

3. The Lebanese Academy.

Founded in 1937, the Academy attempts to offer specialization in Agriculture, Literature and the Humanities, Politics and Economics, Law, Painting, Sculpture and Music. .

4. The Lebanese University.

The Lebanese University was founded in 1951, and has a teacher training college, training teachers mainly for the public schools. The requirement for admission is the Baccalaureate part II diploma. It offers the degree of "Licence d'enseignement." In 1958-1959, a Law School was established where the teaching is done in Arabic.

C H A P T E R I I I

A COMPARISON OF THE PHILOSOPHIES UNDERLYING THE FRENCH-LATIN AND THE ANGLO-SAXON SYSTEMS OF EDUCATION

At this stage of the thesis, it is important to set forth some of the basic differences in the philosophy of education held by the French-Latin and the Anglo-Saxon systems of education, although the application of both systems in Lebanon is not identical with the most recent expression of educational practices in France and in the United States.

The essential difference between the two systems stems from a basic philosophical divergence in the concept of man. The French-Latin system of education is guided by a concept which views man as essentially a rational being. The most affective method for his education is to develop and cultivate his intellect. Consequently, French-Latin education should primarily consist of intellectual subjects, which in turn, serve to discipline the mind and develop intellectual powers.

On the other hand, the Anglo-Saxon system of education is guided by a concept which views man as more than a rational being. Man is also a creature with emotional and physical needs. The most effective education is that which touches

all the aspects of his being and develops his powers, intellectual, physical and emotional and provides him with an education that helps him to live more adequately. This idea is clearly reflected in the emphasis which British education places on the formation of character; and character in the British sense, includes its moral, physical and intellectual sides. This concept, in turn, influenced the American philosophy of education but has, during the past two centuries, been supplemented by the influence of frontier and new conditions of life in the United States.

Thus, the French Latin concept of education has a task which is almost solely intellectual, born out of centuries of devotion to the classical tradition; "the tradition of that culture which is based on a study of Greek and Latin Literatures to which France remains so devoted."⁴⁹

The American concept of education is that the task of education lies in the development of the human being as a total person capable of meeting life's problems.

The French-Latin and Anglo-Saxon philosophies of education have consequently shaped the aims of education in each country and has oriented the curricula in methods which guarantee best the production of their ideal citizen. Consequently, the

⁴⁹ Felix Peaut, "The Philosophy Underlying the National System of Education in France", Educational Yearbook, 1929, pp. 133-4.

"culture generale" and the development of the intellect became the sole aims of French secondary education, on the assumption that this development will automatically lead to better physical and moral character. Wisdom to them is the basis of both virtue and good health. Even the Baccalaureate examinations were originally meant to bring out the "mental strength and fertile imagination and penetration of the candidates." The oral part of the examinations have their justifications too. "Nothing impresses us more", says Marcel Hignette, "than the possibility of answering quickly, logically and accurately a series of theoretical questions. As for practical qualities - adaptability, realism, a degree of sociability - they are not asked for, there is nothing to reveal them, they are not assessed, candidates are not expected to give evidence of them."⁵⁶ These are some of the major reasons why the study of Latin and of literature forms a major part of the curriculum, because according to this point of view, these subjects guarantee best the attainment of the ideal of a cultured man - and culture in the French sense, is mainly literary - that culture which mainly stresses a knowledge of texts and of men.⁵⁷

On the other hand, "American education has from the start accepted the principle that all education must be purposive

⁵⁶ Marcel Hignette, "The Primacy of the Rational in French Secondary Education," The Yearbook of Education, 1958, p. 233-4.

⁵⁷ Ibid., p. 234.

and practical for present needs - social, political and economic.⁵⁸ Therefore, the stress in American education, instead of being on a prescribed type of courses, like some other countries, has been mainly on the practical aspect of education and on the student's needs. These basic differences between the two systems make their comparison almost unfair. A belief in the advantages of one or the other depends mainly on one's personal values.

The study of the Lebanese public and private schools shows that Lebanon has been influenced educationally by both the French-Latin and the Anglo-Saxon philosophies of education, as evidenced by the large number of private schools which follow essentially French or American programs.

The resemblance that exists between the Lebanese public system of education and the French system can be easily observed. This is one of the factors which has rendered it possible to give equivalence to the Lebanese and French Baccalaureate diplomas. Nevertheless, the Lebanese system is based on a former French system, one which prevailed before modern reforms in education in France took place. For example a study of the present French system of education shows that France has realized some of the drawbacks of its system of

⁵⁸ I.L. Kandel, "The Philosophy Underlying the System of Education in the United States", Educational Yearbook, 1929, p. 491.

education and has effected some major reforms meant to correct some of its defects. That system, as it functioned before the reform of education was effected, was characterized by the following: French secondary education was solely provided for the social and economic elite of the people. There was a marked difference between the free elementary schools attended by the children of the lower social classes and the primary classes of the secondary schools, designed for the children of the well-to-do. On finishing the primary school, children of the lower social classes were admitted into the higher primary schools which prepared them for the vocations. Except for a very selected few who were awarded scholarships in secondary schools, admission to the secondary schools as well as entry to the university, were almost completely inaccessible to them, because these were the prerogatives of the privileged class.⁵⁹ The education which this privileged class received was "a rigorous training in "etudes desinteressees", the general culture divorced from utilitarian motives which was designed to introduce the pupils to a full heritage of the humanities as they have developed through and out of the literature of classics.⁶⁰

Such was the character of French education before some

⁵⁹ Albert Autin, L'Ecole Unique, pp. 4-21.

⁶⁰ I.L. Kandel, Comparative Education, p. 635.

aspects of the reform set by the Ecole Unique movement and by Langevin and Wallon, were put into practice.

The principles on which the Ecole Unique was based are twofold: a) to provide equality of educational opportunity and b) to recognize the principle of individual differences in the child and adolescent and provide for their varied interests and aptitudes. Consequently, the new features of the Ecole Unique were to make elementary and secondary education free, to provide diversified secondary school programs from which it was possible to enter the universities. The programs in the public primary schools and the primary classes of the lycees and colleges were also unified.⁶¹

At the same time, some French educators, realizing the drawbacks of the methods of instruction and fallacy of formal discipline - started a vast experiment on volunteer basis, called the "New Classes." The methods of these classes were based on better coordination of the various subjects taught and better teamwork among the teachers. Activity methods and adaptation of the various syllabuses to the child's psychological evolution, interests and abilities were tried out. The whole experiment proved successful and brought substantial improvement to secondary education. These new classes were gradually equipped with the necessary workshops and

⁶¹Albert Autin, op.cit., pp. 41-48.

machinery for manual training. They ushered a revival in artistic training, in music and plastics, as well as experimentation intended to increase the cultural value of both technical and artistic education. They achieved also better coordination between them and the traditional subjects.⁶²

Thus the secondary education provided in France is now open for all who are talented, irrespective of wealth and social class. The selection and training of an intellectual elite is still secured but is paralleled by provisions for the selection and training of elites in other walks of life. These different elite classes will eventually proceed to the universities and institutions of higher studies.

It should be observed from the reforms which were effected, that French educators have realized the drawbacks of some of their traditional values and their practice in schools. They are also aware that the old system did not prepare men that could meet adequately the requirements of modern life. In view of these facts French educators have tried to create a harmony between the principles which actually make the basis of French education and the new psychological theories about the process of learning and the nature of the child. Furthermore, the Baccalaureate examinations and their results have

⁶² Marcel Abraham, "France, Educational Developments in 1948-49", Educational Yearbook of Education, 1949, pp. 139-40.

shown that these examinations were achieving almost the contrary of what they were intended to achieve. They encouraged cramming and memory work. Students studied only for passing the examinations and not out of interest in the subject matter. In France, plans are underway at present to do away with the Baccalaureate examinations completely. It has been intimated that this may be effected in 1960.

Therefore a different trend is apparent in French education at present. There is a definite attempt on the part of the government and of educators to maintain the intellectual aspect of French education. At the same time they are striving to introduce into French education that "bath of realism" which is designed to assist the French pupil to understand his environment and adjust to it more effectively.

French educators are beginning to realize that "culture generale" is more of a function of attitude and character than the knowledge of a particular set of facts.

This discussion has been included in order to make prominent the fact that the Lebanese program is patterned after an old-fashioned French program and does not include some of the newer reforms achieved in French education.

On the other hand, "American" schools in Lebanon are not

really representative of schools in the United States as they are today. They do not present the features of American education and its real characteristics. They are not as flexible as would be expected and are not really adapted or equipped to meet the individual differences of pupils. On the whole, their curriculum and general spirit are controlled either by the entrance requirements to the American University of Beirut, or by the government program and examinations, or both.

Therefore, the education provided in Lebanon, whether in public schools or in "American" private schools, is still traditional in character and does not embody the recent changes and reforms which have taken place either in the Anglo-Saxon countries or in France.

From the preceding discussion, the following points may be summarized:

(a) Though based on the French system, the Lebanese public system and the education given in French private schools in Lebanon, does not include any of the major reforms which have been introduced in France.

(b) Schools in Lebanon modelled on the American type do not have the wide scope of selection of subjects nor the variety of method as is found in the United States.

(c) The government and French private schools in Lebanon continue to prepare for the Baccalaureate examinations, while until 1956-1957 the majority of the American type schools required no externally controlled examinations.

In mentioning these conclusions, no judgment is being pronounced on the merits or defects of the one or the other of the two systems. The intention is only to make prominent the existing differences between them. Since the differences between the two systems are so basic, involving two sets of values, no preference for either type of school can be reasonably expressed. The question of choice of school is left to the parents, who should be guided by their own values and views in planning the education of their children. However, the development of both the intellectual and personality aspects of the pupil should be taken into consideration in accordance with the findings of modern psychology and a sound social philosophy.

CHAPTER IV

PRESENTATION AND DISCUSSION OF GRADE AVERAGES AND QUESTIONNAIRE RESULTS

A Brief Review of the Purposes and Methods of the Study.

In this chapter, an attempt is made to assess the achievement of students holding the Lebanese and/or French Baccalaureate Part I diploma, in the Freshman class of the American University of Beirut, hereafter referred to as the "Baccalaureate Group", and to compare their achievement with that of students who do not hold a Baccalaureate diploma and who are admitted either by recommendation from those schools which are recognized by the university, or by successful graduation from any high school plus entrance examinations. This latter group is hereafter referred to as the "High School Group".

This terminology is chosen for convenience, but it should be clearly pointed out that schools in Lebanon commonly referred to as high schools, have lately produced two categories of A.U.B. students, namely those who terminate with a High School Diploma and either pass an A.U.B. entrance examination or receive a recommendation from the school, and those who attempt and pass the Lebanese Baccalaureate Part I. Students who pass the Baccalaureate Part I

examinations are most likely to go on working in the same or another secondary school toward the Baccalaureate Part II. Some students, however, enter A.U.B. without going on for Part II. Thus the High Schools have contributed to both the "Baccalaureate Group" and the "High School Group" samples used in this study.

It should be kept in mind that the samples used were subject to different degrees of selection before entrance. Only 30% of the candidates who sit for the Baccalaureate examinations actually succeed and are thus eligible to enter the American University of Beirut. On the other hand, about 60% of the High School Diploma holders are eligible by recommendation or become eligible by examination to enter the American University of Beirut.

A group of students, with a Lebanese and/or French Baccalaureate Part II diploma, enrolled in the Sophomore class of the University, was used. The purpose of including them in the study was to assess any changes in their achievement from the first to the second semester of their first year at the American University of Beirut and not for comparison with the high school group.

This chapter is devoted to the presentation and analysis of the data collected for the purposes of this study, namely:

1. To compare the average achievement of students of both groups during their first year at the American University of Beirut.

2. To compare the achievements of students of the two groups in particular subjects.

3. To identify some of the major difficulties encountered by each group, and by the two groups as a whole.

4. To identify some of the factors which may contribute to any observed differences in the achievements of the two groups.

In order to fulfill these purposes, a statistical comparison between the average grades of the two groups of students is made and analyzed, as well as comparisons between selected subgroups.

In addition, the results of the questionnaire to students are presented and analyzed.

Nature of the Sample.

Baccalaureate Group.

The sample consisted of all of the ninety-eight Baccalaureate Part I holders who entered A.U.B. from the 1950-51 to the 1957-58 academic years inclusive. They had the Lebanese and/or French Baccalaureate Part I diploma and were

enrolled in the Freshman class. An appreciable proportion of these students come from the Section Secondaire of the A.U.B., from private French schools and from Lebanese schools, including those commonly called high schools, such as the Preparatory Section (Baccalaureate division) of A.U.B. This group is referred to as the Baccalaureate Group throughout this study.

The grade averages of ninety six students holding the Lebanese and/or French Baccalaureate Part II or the diploma of the Section Secondaire of International College, enrolled in the Sophomore class of the school of Arts and Sciences, were not used for comparison with any other group, but only for the purpose of investigating their difficulties and progress from first to second semester.

High School Group.

One hundred ninety-four students who were admitted to the University either by recommendation or by entrance examinations, were taken at random from the 1950-51 to the 1957-58 academic years inclusive. The number of students selected from each school was proportional to the total number of students admitted from that school. Some of these, it will be remembered, are a sub-group of students from schools commonly called high schools. These students are distinguished

by the fact that, unlike of their classmates, they did not attempt or did not pass the Baccalaureate examination Part I. Before the legislation whose effects were most strongly felt after 1956, not all of these students were being prepared for the Baccalaureate examinations by their schools. This group is referred to as the High School Group throughout this study.

Aspects in Common.

1. For all students in both samples, only their first year records at the university were used.

2. Both groups of students took the same required courses and had the same choices of electives.

Courses taken by the Freshman Science Students.

The following courses were taken by the Freshman Science students of both groups:

Arabic 101 and 102 or a second modern language:

Introduction to Arabic Philosophy and Culture.
(6 credits).

Chemistry 101 and 102: Introductory College Chemistry.
(8 credits).

English 101 and 102: English Communication Skills.
(6 credits).

Mathematics 101 and 102: Introductory College Mathematics:
(8 credits).

Physics 101 and 102: General Physics. (8 credits). or

Physics 103 and 104: General Physics. (8 to 10 credits).

Courses taken by the Freshman Arts Students.

The following courses were taken by the Freshman Arts students of both groups:

Arabic 103 and 104 or a second language: Introduction to the Study of Arabic Philosophy and Culture. (8 credits).
English 103 and 104: English Communication Skills. (8 credits).
History 101 and 102: Modern Europe and the Near East. (6 credits).

One course from the following:

Physics 103 and 104: General Physics. (8 to 10 credits).
Biology 101 and 102: Introduction to Biology. (8 credits).
Chemistry 101 and 102: Introductory College Chemistry. (8 credits).

and six credits from the following:⁴⁹

Mathematics 101 and 102: Introductory College Mathematics. (8 credits).
Psychology 201: General Psychology. (3 credits).
Philosophy 101: Logic and Ethics. (4 credits).
Sociology 201: Principles of Sociology. (3 credits).

⁴⁹ Until 1952, the choice was between three non-credit courses: Music, Drawing or Parliamentary Procedure. The Psychology and Philosophy courses were required.

Courses taken by the Sophomore Arts and Sciences Students.

Since each department has, in addition to the general university requirements for all Sophomore students, its own programs and required courses, only the general requirements of the university are listed here.

General Education 201-202: The Individual in Society.

(12⁶ credits)

English 201: Advanced English Communication Skills.

(3 credits)

Arabic 201: Literature in the Abbasid Period. (3 credits)⁵⁰

(Required only for Arabic-speaking students.)

Courses taken by the Sophomore Commerce students.

The following courses were taken by the Sophomore Commerce students:

General Education 201-202: The Individual in Society

(12 credits)

Commerce 1-2: Typewriting. (non-credit)

Commerce 205-206: Elementary Accounting. (8 credits)

Economics 201-202: Elementary Economic Theory. (6 credits)

Commerce 203: Business Arithmetic. (3 credits)

English 201: Commercial English. (3 credits)

Arabic 201: Literature in the Abbasid Period. (3 credits)

⁵⁰ Students taking English 201 in the first semester take Arabic 201 in the second semester or vice versa.

Course Load.

The average number of credits taken during the two semesters by all groups of students with the lowest and highest total loads are presented in Table XII.

T A B L E XII

AVERAGE NUMBER OF CREDITS WITH LOWEST AND HIGHEST TOTAL LOAD OF CREDITS TAKEN BY BOTH GROUPS OF STUDENTS IN BOTH SEMESTERS

Groups	Average Number of Credits per Semester	Range	
		Lowest total load of Credits	Highest total load of Credits
Baccalaureate Group. (26 Freshman Arts Students)	18.14	7.5	19.5
High School Group. (48 Freshman Arts Students)	17.5	3	19
Baccalaureate Group. (54 Freshman Science Students)	16.9	10	19
High School Group. (136 Freshman Science Students)	17.36	7	20
Baccalaureate Group. (23 Sophomore Arts Students)	15.4	12	19
Baccalaureate Group. (39 Sophomore Science Students)	16.69	9	21
Baccalaureate Group. (20 Sophomore Commerce Students)	16.87	13	20

Any discrepancies in the number of students mentioned in Table XII as compared to the number mentioned on page 71 are due to withdrawals and drop-outs.

A. Presentation and Interpretation of A.U.B. Achievement Results.

It was attempted to discover the academic achievement of both groups of students by comparing their averages in each semester and their performances in specific subjects.

Method of calculating averages.

The method is the same as the one used by the Registrar's Office of the university in which each course grade is weighted in proportion to the number of credits allotted to the course.

The averages on the basis of 100, of the Freshman Arts and sciences students for both groups of students are presented in Table XIII.

T A B L E XIII

AVERAGE GRADES OF FRESHMAN ARTS AND SCIENCES STUDENTS OF BOTH GROUPS IN BOTH SEMESTERS

Groups	Freshman Arts		Freshman Science	
	1st Semester	2nd Semester	1st Semester	2nd Semester
Baccalaureate Group.	67.08	71.03	67.35	72.46
High School Group	67.43	69.63	66.08	67.75

Four horizontal comparisons were made to test the significance of the difference between the first and second semester averages of each group. Four vertical comparisons were made to test the significance of the difference between the averages of the Baccalaureate and High School groups in each semester. The statistical methods used are explained in Appendix F.

Table XIV shows the same data as the previous table, with the addition of notations indicating sample sizes and significances of differences, with levels of significance.

T A B L E X I V

AVERAGE GRADES OF FRESHMAN ARTS AND SCIENCES STUDENTS OF BOTH GROUPS IN BOTH SEMESTERS WITH SIGNIFICANCE OF DIFFERENCES INDICATED⁵¹

Groups	Freshman Arts		Freshman Science	
	1st Semester	2nd Semester	1st Semester	2nd Semester
Bacca- laureate Group	Box A (26 students) Mean = 67.08	Box B (24 students) Mean = 71.03 (Significantly higher than Box A at the .01 level)	Box E (54 students) Mean = 67.35	Box F (53 students) Mean = 72.46 (Significant- ly higher than Box E at the .01 level) AND (Significant- ly higher than Box H at the .01 level)
High School Group	Box C (48 students) Mean = 67.43	Box D (49 students) Mean = 69.63 (Significant- ly higher than Box C at the .01 level)	Box G (136 students) Mean = 66.08	Box H (130 students) Mean = 67.75 (Signifi- cantly higher than Box G at the .01 level)

<u>Correlated Comparisons</u>	<u>Mean Difference</u>	<u>Standard Error of the Difference</u>	<u>Standard Deviation of Difference Scores</u>
Box A and B	3.95	1.10	5.04
Box C and D	2.20	0.58	4.06
Box C and F	5.11	0.56	4.17
Box G and H	1.67	0.53	6.03
<u>Uncorrelated Comparisons</u>			
Box F and H	4.71	1.46	-
Box A and C	0.35	2.38	-
Box B and D	1.40	2.50	-
Box E and G	1.27	1.58	-

⁵¹ The data below the main table are pertinent to the statistical comparisons which were made.

In the following pages, the average grades of the Arts and Sciences students of both groups are presented, with a discussion of the possible factors which may account for similarities and differences.

T A B L E X V

COMPARISON OF FIRST AND SECOND SEMESTER AVERAGES OF FRESHMAN ARTS AND SCIENCES STUDENTS OF THE BACCALAUREATE GROUP

Freshman Arts		Freshman Science	
1st Semester	2nd Semester	1st Semester	2nd Semester
67.08	71.03	67.35	72.46

The difference between the first and the second semester average grades of both the arts and the sciences students was found to be significant at the .01 level.⁵² This indicates that definite improvement has taken place, as shown by the higher second semester averages.

Results of this nature are to be expected because these students are entering on a new experience and the majority are shifting from one language of instruction to another. It would appear that a semester was enough time for students to adjust to a certain extent to the new language, to university life, to new methods of teaching and to the new types of examinations which are used at the A.U.B.

Table XVI shows similar data for the High School group.

T A B L E X V I

COMPARISON OF THE FIRST AND SECOND SEMESTER AVERAGES OF THE FRESHMAN ARTS AND SCIENCES STUDENTS OF THE HIGH SCHOOL GROUP

Freshman Arts		Freshman Science	
1st Semester	2nd Semester	1st Semester	2nd Semester
67.43	69.63	66.08	67.75

⁵² Significance at the .01 level means that a difference as large or larger than the obtained difference could be accounted for by chance factors only once in one hundred such experiments.

The difference between the first and the second semester average grades of the arts and of the sciences students is found significant at the .01 level, which means that these students have also definitely improved.

Although most of these students are recommended by schools recognized by A.U.B. -- schools which, while following the Baccalaureate program nevertheless offer preparation for entrance to A.U.B. -- it appears that a period of adjustment is needed and that an initial difficulty is experienced by all students who come to study at A.U.B. It should be noted, however, that the extent of improvement is greater for the Baccalaureate group than for the high school group, although both had approximately equal first semester averages. Possibly this may be due to selection factors which operated on the Baccalaureate group before their admission to the American University of Beirut.

T A B L E XVII
COMPARISON OF THE FIRST SEMESTER AVERAGE
GRADES OF BOTH GROUP OF STUDENTS

Freshman Arts		Freshman Science	
Baccalaureate Group	High School Group	Baccalaureate Group	High School Group
First Semester	First Semester	First Semester	First Semester
67.08	67.43	67.35	66.08

There is no significant difference between the first semester average grades of the two groups of students, if it is assumed the two groups are of equal intellectual abilities, this result runs contrary to the assumption made at the beginning of this study which was that high school group would achieve significantly higher first semester averages because their secondary schooling deliberately prepares them for the academic and social requirements of the American University of Beirut. If on the other hand, the Baccalaureate group is presumed to be more highly selected, they might not be expected to show their superior ability during the first semester due to their initial problems of adjustment.

T A B L E XVIII

COMPARISON OF THE SECOND SEMESTER AVERAGE GRADES
OF BOTH GROUPS OF STUDENTS

Freshman Arts		Freshman Science	
Baccalaureate Group	High School Group	Baccalaureate Group	High School Group
2nd Semester	2nd Semester	2nd Semester	2nd Semester
71.03	69.63	72.46	67.75

The difference between the average grades of the Freshman Arts students is not significant. Thus both groups

of students achieve similar first and second semester results at the American University of Beirut in the arts subjects.

On the other hand, the mean difference of 4.71 points between the grades of the Freshman science students of both groups is significant at the .01 level, in favor of the Baccalaureate group students.

It will be remembered that a comparison of first and second semester averages of Baccalaureate II sophomores entering A.U.B. for their first year was to be made as an auxiliary study. Table XIX presents the results.

T A B L E X I X

AVERAGE GRADES OF THE BACCALAUREATE GROUP'S SOPHOMORE STUDENTS IN THE TWO SEMESTERS⁵³

	Sophomore Science	Sophomore Arts	Sophomore Commerce
1st Semester	(39 students) Mean = 71.28	(23 students) Mean = 73.34	(20 students) Mean = 69.63
2nd Semester	(36 students) Mean = 76.71 Significantly higher than 1st Semester at .001 level	(23 students) Mean = 74.85	(19 students) Mean = 72.61 Significantly higher than 1st Semester at .05 level

A statistical comparison of the first and second semester average grades of the Sophomore students shows that a significant difference in achievement of the science and commerce

⁵³ The following data are pertinent to the statistical comparisons made:

	<u>Mean Difference</u>	<u>Standard Error of the Difference</u>	<u>Standard Deviation of Difference Scores</u>
Sophomore Science:	5.43	0.93	5.52
Sophomore Arts:	1.51	1.13	5.30
Sophomore Commerce:	2.98	1.35	5.55

students is apparent during the second semester. The largest difference exists in the grades of the science students. One or both of the following factors may account for the difference: (1) the Baccalaureate Part II program concentrates on science teaching to an extent which permits the students who get the diploma to improve significantly during the course of their first year at the university. (2) Selection factors operate to exclude the less able science students from passing the Baccalaureate Part II examinations.

The Achievement of Students in Courses.

A comparison was made of the grades which students of both groups obtained in each separate course. This was done by establishing five categories into which students' average grades fell as follows: Grades below 60, from 60-69.99, from 70-79.99, from 80-89.99, from 90-100. The chi square technique was used to detect significant differences in proportions of students in the various categories for each course.

Freshman Science Students.

In the following section, the achievement scores in all courses taken by the Freshman science students of both groups are compared and the significance of the chi square in favor of any one group is pointed out.

Arabic 101 and 102: Introduction to Arabic Philosophy and Culture.

The following frequency tables show the grades obtained in Arabic by both groups in the first and second semesters.

Arabic 101

Average A.U.B. Grade	High School Group	Baccalau reate Group
80-100	13	4
70-79	46	17
60-69	55	20
below 60	15	4

129 45

chi square = 0.96

No significant Difference

Arabic 102

Average A.U.B. Grade	High School Group	Bacca- laureate Group
80-100	8	8
70-79	46	13
60-69	49	14
below 60	5	5

108 40

chi square = 8.41

Baccalaureate group is significantly more variable at the .05 level.

The chi square technique shows no significant difference in the grades of the two groups in the first semester (Arabic 101), but a significant difference in the spread of the distributions of the two groups is shown in their achievements in Arabic 102. Moreover, average achievement is manifestly very close to identical.

English 101 and 102: English Communication Skills:

The following frequency tables show the grades obtained in English by both groups in the first and second semesters.

English 101

English 102

Average A.U.B. Grade	High School Group	Baccalau- reate Group
----------------------	-------------------	-----------------------

Average A.U.B. Grade	High School Group	Baccalau- reate Group
----------------------	-------------------	-----------------------

80-100	26	13
70-79	65	25
60-69	60	18
below 60	12	8

80-100	19	10
70-79	52	32
60-69	57	12
below 60	11	2

163 64

139 56

chi square = 2.93

chi square = 8.98

No Significant Difference

Baccalaureate group is significantly higher at the .05 level

The chi square shows a significant second semester difference between the grades of the two groups. The Baccalaureate group has significantly higher grades.

Physics 101 and 102: General Physics.

The following frequency tables show the grades obtained in Physics by both groups of students in the first and second semesters.

Physics 101

Average High Baccalau-
A.U.B. School reate
Grade Group Group

80-100	13	9
70-79	31	15
60-69	40	12
below 60	48	16

132 52

chi square = 3.53

No Significant Difference

Physics 102

Average High Baccalau-
A.U.B. School reate
Grade Group Group

80-100	10	15
70-79	32	9
60-69	23	9
below 60	16	3

81 36

chi square = 13.47

Baccalaureate group is significantly higher at the .01 level

The chi square shows no significant difference between the grades of the two groups in their first semester but a significant difference is again apparent in favor of the Baccalaureate group in the second semester.

Chemistry 101 and 102: Introductory College Chemistry.

The following frequency tables show the grades obtained in chemistry by both groups in the first and second semesters.

Chemistry 101

Chemistry 102

Average A.U.B. Grade	High School Group	Baccalau reate Group
90-100	7	5
80-89	13	11
70-79	44	11
60-69	46	16
below 60	42	19

Average A.U.B. Grade	High School Group	Baccalau reate Group
80-100	14	14
70-79	39	9
60-69	34	15
below 60	19	7

152 62

106 45

chi square = 6.81

chi square = 8.28

No Significant Difference

The two groups are significantly differently distributed at the .05 level.

The chi square is not significant when the grades of the two groups in Chemistry for the first semester are compared,

but shows significance for the second semester. However, it cannot be said in this case that either group has superior results, inasmuch as no consistent trend is shown in the proportions of cases in the various categories. The chi square test is sensitive not only to the superiority of one group, as in the earlier cases, but also, as in this case, to freakish differences in distributions which, on examination, do not necessarily reveal superiority.

Mathematics 101 and 102: Introductory College Mathematics.

The following frequency tables show the grades obtained in Mathematics by both groups in their first and second semesters.

Mathematics 101

Average A.U.B. Grade	High School Group	Baccalau- reate Group
----------------------------	-------------------------	-----------------------------

80-100	24	15
70-79	44	21
60-69	43	16
below 60	49	9

160 61

chi square = 7.39

No Significant Difference

Mathematics 102

Average A.U.B. Grade	High School Group	Baccalau- reate Group
----------------------------	-------------------------	-----------------------------

80-100	16	18
70-79	28	17
60-69	33	10
below 60	19	6

96 51

chi square = 8.76

Baccalaureate group is significantly higher at the .05 level

The chi square technique shows no significant difference in the grades of the two groups in the first semester (Mathematics 101), but a significant difference in favor of the Baccalaureate group is shown in their second semester achievement (Mathematics 102).

Freshman Arts Courses.

The chi square technique was applied to the courses taken by the Freshman Arts students of both groups. The results show no significantly higher proportion of either group obtaining higher grades in any course except Biology 102, the results for which are given below:

Biology 102

Average A.U.B. Grade	High School Group	Baccalau- reate Group
70-100	12	11
50-69	13	2
	25	13

chi square = 4.88

Baccalaureate group is
significantly higher at the .05 level

The chi square shows a significant difference in favor of the Baccalaureate group in the second semester Biology course.

B. Presentation and Interpretation of Questionnaire Results.

A questionnaire was administered to forty nine Freshman science and arts students who entered A.U.B. either by recommendation or by examination, and to fifteen students, enrolled in the Freshman and Sophomore classes, holding the Lebanese and/or French Baccalaureate diploma. Because sophomore students are more highly selected and the program they follow at A.U.B. is generally more easily handled by students than the Freshman program, it is expected that they may express less difficulty than Freshman students.

The purpose of this questionnaire was twofold:

1. To discover which subjects the students reported as difficult.
2. To discover which difficulties, aside from academic ones, the students report having during their first year at the university.

The students were asked two open-ended questions, and were free to express themselves. A copy of the questionnaire is found in Appendix G.

The answers of students to the two questions were classified and statistically compared.

The first question asks:

"List the three subjects which you found most difficult in the order of their difficulty and state the reasons why you found each one difficult."

Because only a few students listed three subjects, Table XX presents the courses listed in order of the frequency of students who included them, regardless of the priority of choice.

T A B L E XX

NUMBER AND PERCENTAGE OF STUDENTS WHO EXPRESSED
COURSE DIFFICULTIES

Courses	High School Group		Baccalaureate Group		Combined Groups	Combined Difficulty Rank 1 = most difficult
	Number of Students	% of Students	Number of Students	% of Students	% of Students	
English	18	36.7%	5	33.4%	35.9%	1
Physics	16	32.6%	2	13.3%	28.2%	2
Philosophy	12	24.5%	1	6%	20.3%	3
History	10	20.2%	0	0%	15.6%	6
Mathematics	8	16.3%	3	20%	17.1%	5
Arabic	8	16.3%	4	26.6%	18.7%	4
Chemistry	6	12.2%	2	13.3%	12.5%	7
Biology	5	10.2%	0	0%	7.7%	8
Geography	1	2%	0	0%	1.5%	9

The number of students who answered the questionnaire is small. It is not surprising, therefore, to find that no significant differences exist in the proportions of students who described the courses above as difficult. But a chi square

was applied to the combined responses of students from both groups, in order to discover whether some courses are significantly more difficult for both groups. The chi square was significant at the .01 level. This means that it is not an accident of chance that the combined groups find English most difficult, Physics next, and so on.

In answer to the question which says: "Please write a paragraph or two describing briefly the difficulties which you met during your first year at the university", the answers were grouped under appropriate headings as follows:

1. English language difficulty.

Eight students from the Baccalaureate group mention a difficulty in the English language while none from the High school group has mentioned it under this question.

2. Difficulties concerning examinations.

Specific difficulties concerning examinations were mentioned by six students from the Baccalaureate group: Their specific comments were:

Objective methods of examinations.

Too many questions.

Grading system is different.

The quizzes.

In contrast, only three students from the High school group mention any difficulties under this heading and their

specific difficulty was:

Difficult examinations and frequent quizzes.

3. Difficulties due to a different system.

The comments grouped under this heading are, as mentioned by eight students from the Baccalaureate group: Different methods of teaching and the difficulty of readjusting to a different system.

Four students from the high school group mention the different methods of study and of teaching as causing difficulty.

Two students from the Baccalaureate group and five from the high school group mention difficulties in student - student relationships and one Baccalaureate student and two high school students complain of difficult student-teacher relationships.

4. Difficulties pertaining to university studies:

(Numbers in parenthesis are the numbers of responses received).

Baccalaureate Group (1)

Assuming more responsibility
is difficult (1)

High School Group (22)

Assignments too long (8)

University regulations
restrictive (3)

Keeping up in all subjects
is difficult (2)

High School Group (Cont'd.)

Selection of Major difficult (2)

Admission troubles (1)

Too much study, no extra-curricular activities (1)

Bad schedule (1)

Proper study method not yet discovered (1)

Lecture and note taking difficult (1)

New material is difficult (1)

Dislikes A.U.B. (1)

The difference between the proportions of students from both groups who voluntarily expressed difficulties in the above categories is notable. The chi square technique applied to their responses is significant. Thus students who are admitted to A.U.B. with a diploma from a recognized school voluntarily expressed more difficulties at the university than holders of the Baccalaureate diploma. However, it is quite likely that this result shows a reluctance on the part of the Baccalaureate Group students to discuss these difficulties rather than any real difference in the frequency of problems experienced by the two groups.

The significantly greater proportion of the Baccalaureate group students expressing difficulty in examinations is also worth noting. This is probably due to the fact that the examinations in schools preparing for the Baccalaureate examination are often restricted to one or two questions,

which a student is expected to discuss thoroughly. The High School tendency, especially before adoption of the Baccalaureate program favored more numerous and specific examination questions, such as are widely used at the American University of Beirut.

CHAPTER V

DISCUSSION AND CONCLUSIONS

In this chapter, an attempt is made to interpret the results from both groups of students in each semester of their first year at the university.

The general results lead to the inference that all students who enter the university experience some academic and non-academic difficulties during the first semester. It is therefore possible that varying difficulties in adjustment may cancel out varying intellectual and academic abilities of students which have a bearing on university achievement. Hence the similarity of the achievement of the arts and sciences students of both groups during the first semester. As students get adapted to university work, their achievement significantly improves during the second semester. Therefore, the second semester average grades are probably a more dependable measure of their academic potentialities.

It has been shown that students admitted to the American University of Beirut on the basis of their Baccalaureate diplomas do not encounter academic difficulties to the extent one might have expected in view of the fact that most of them are entering an entirely different kind of educational

environment.

The students classified in this study as "High School Group" students met more difficulty in the science subjects than the Baccalaureate group.⁵⁴

It was apparent that students in the arts section, whether holding the Baccalaureate diploma or entering A.U.B. by recommendation or examination, achieve similar results during their first year at the University. Generally speaking, it seems that, in arts subjects the Baccalaureate Group students do as well as High School Group students.

It has been shown that students admitted to the American University of Beirut on the basis of their Baccalaureate diplomas do not encounter academic difficulties to the extent one might have expected in view of the fact that most of them are entering an entirely different kind of educational environment.

The students classified in this study as "High School Group" students met more difficulty in the science subjects than those in the "Baccalaureate group."⁵⁵

A comparison of second semester course results shows

⁵⁴ For a full description of the meaning of "High School Group", the reader is referred to the first part of Chapter IV.

⁵⁵ For a full description of the meaning of "High School Group" and "Baccalaureate Group", the reader is referred to the first part of Chapter IV.

that the Baccalaureate Group students achieve higher results in English, Physics, Mathematics and Biology. These results and the earlier result showing higher achievement in sciences by the Baccalaureate group, may be due to one or both of the following factors:

1. The sample of Baccalaureate Group students comes predominantly from schools which emphasize intellectual attainment as measured by high grades, and their students are thus generally more grade-conscious and grade motivated than are non-Baccalaureate students.

2. The Baccalaureate examinations, as compared to the entrance examinations and principals' recommendations, are more highly selective and result in a group of students whose average intellectual capacity is greater than that of those who enter A.U.B. through principals' recommendations or entrance examinations.

APPENDIX A

THE CURRICULUM FOLLOWED IN THE PUBLIC PRIMARY SCHOOLS
OF LEBANON

<u>First Year. Age: 6 years</u>	<u>Number of hours per week</u> ⁶³
<u>In the Arabic Language</u>	
Religion	1
Morals and Civics	1½
Reading, memorizing, penmanship, copying.	6
Object lessons and conversation	2
Arithmetic	5
Drawing and Manual Arts	2
Music and Singing	2
Physical Education	2½
<u>The foreign language—either French or English</u>	<u>5</u>
Total	27

Second and Third Years. Age: 7 and 8

In the Arabic Language

Religion	1
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⁶³ There are approximately 26 weeks in the school year. The school day is generally of six hours' duration.

Morals and Civics	1
Reading and memorizing	3½
Composition, grammar and dictation	3
History and Geography	2
Arithmetic	5
Object lessons	1½
Drawing and Manual Arts	2
Music and Singing	1
Physical Education	2
<u>In a foreign language, either French</u> <u>or English</u>	
Reading, memorizing and penmanship	2½
Grammar and Composition	2½
Total	<u>27</u>

Fourth and Fifth Years. Age: 9 and 10

In the Arabic Language

Religion	1
Morals and Civics	1
Reading and memorizing	2
Grammar and dictation	2
Composition and penmanship	2
Arithmetic	5
History and Geography	2
Music and Singing	1
Drawing and Manual Arts	2
Object lessons and Hygiene	2

Physical Education	2
<u>In a foreign language, either French</u> <u>or English</u>	
Reading and memorizing	2
Grammar and dictation	1½
Composition and penmanship	1½
Total	<u>27</u> 64

⁶⁴ The Ministry of National Fine Arts, The Primary and Higher Primary Program of Study, pp. 192-3.

APPENDIX B

THE CURRICULUM FOLLOWED IN THE PUBLIC HIGHER PRIMARY
SCHOOLS
OF LEBANON

<u>First and Second Years</u>	<u>Number of hours per week</u>
<u>In the Arabic Language</u>	
Religion	1
Morals and Civics	1½
Reading and Recitation	3
Grammar, Dictation and Composition Exercises	3
History and Geography	2½
Drawing and Manual Arts	2
Music and Singing	1
Physical Education	2
<u>In the Foreign Language—either French or English</u>	
Reading and Recitation	
Grammar, Dictation and Composition Exercises	3
<u>Either in Arabic or in the Foreign Language</u>	
Physics, Chemistry and Natural Sciences	4

Mathematics	4
Total	<u>30</u>

Third and Fourth Years

In the Arabic Language

Religion	1
Morals and Civics	1½
The grammar of the language and its various parts	5
History and Geography	2½
Drawing, Manual Arts and Specialization	3
Music and Singing	1
Physical Education	2

In the Foreign Language—either French
or English

The grammar of the language and its various parts	5
--	---

Either in Arabic or in the Foreign
Language

Physics, Chemistry and Natural Sciences	4
Mathematics	5
Total	<u>30</u> ⁶⁵

⁶⁵ Ibid., pp. 77-8

APPENDIX C

HIGHER PRIMARY SCHOOL EXAMINATIONS
IN LEBANON

<u>1. Written Examinations</u>	<u>Time</u>	<u>Coefficient</u>
a. <u>In the Arabic Language</u>		
Arabic Composition	2 hrs.	2
History and Geography	1 hr.	2
b. <u>In the Foreign Language-either</u> <u>French or English</u>		
French or English Composition	2 hrs.	2
c. <u>Either in Arabic or the Foreign</u> <u>Language</u>		
Mathematics	2 hrs.	3
Physics and Chemistry and Natural Sciences	2 hrs.	3
 <u>2. Oral Examinations</u>		
a. <u>In the Arabic Language</u>		
Reading and explanation of an Arabic text, with questions on grammar and vocabulary		2
One question in History and Geography		1
One question in Civics		1

Examination in Physical Education	1
Drawing for boys and sewing for girls	1

The chairman of the committee has the right to give an examination in drawing to girls instead of sewing.

d. In the Foreign Language-either French or English

Reading and explanation of a French or English text with questions related to grammar and vocabulary	2
--	---

3. Either in Arabic or in the Foreign Language

One question in Mathematics	2
One question in the Sciences	2 66

⁶⁶ Ibid., pp. 72-3.

APPENDIX D

THE CURRICULUM FOLLOWED IN THE PUBLIC SECONDARY
SCHOOLS
OF LEBANON

First and Second Years

<u>In the Arabic Language</u>	<u>Number of hours per week</u>
Religion	1
Morals and Civics	1½
Reading and Recitation	3
Grammar, Dictation and Composition Exercises	3
History and Geography	2½
Drawing and Manual Arts	2
Music and Singing	1
Physical Education	2
 <u>In the Foreign Language-either French or English</u>	
Reading and Recitation	3
Grammar, Dictation and Composition Exercises	3
 <u>Either in Arabic or in the Foreign Language</u>	
Physics, Chemistry and Natural Sciences	4
Mathematics	4
Total	<u>30</u>

Third and Fourth Years

In the Arabic Language

Religion	1
Morals and Civics	2
Arabic language-Grammar and Literature	7
History and Geography	3
Drawing and Manual Arts	2
Music and Singing	1
Physical Education	2

In the Foreign Language-either French
or English

The language-Grammar and Literature	6
-------------------------------------	---

Either in Arabic or in the Foreign Language

Physics, Chemistry and Natural Sciences	3
Mathematics	3

Total 30

Fifth and Sixth Years - Literature Section

In the Arabic Language

Religion and Morals	2
Arabic Language and Literature	8
History and Geography	4
Drawing	1
Music and Singing	1
Physical Education and Military Training (in sixth year only)	4

In the Foreign Language-either French
or English

Language and Literature 6

Either in Arabic or in the Foreign Language

Physics and Chemistry 3

Mathematics 3

Total 30

Fifth and Sixth Years - Science Section

In the Arabic Language

Religion and Morals 2

Arabic Language and Literature 5

History and Geography 3

Drawing 1

Music and Singing 1

Physical Education and Military
Training (in sixth year only) 4

In the Foreign Language-either French
or English

Language and Literature 5

Either in Arabic or in the Foreign Language

Physics and Chemistry 6

Mathematics 5

Total 32

Seventh Year - Philosophy Section

In the Arabic Language

Religion and Morals 2

Philosophy 7

History and Geography	4
Physical Education and Military Training	4
<u>In the Foreign Language-either French or English</u>	
Philosophy	8
<u>Either in Arabic or in the Foreign Language</u>	
Physics, Chemistry and Natural Sciences	5
Mathematics	2
Total	<u>32</u>

Seventh Year - Mathematics Section

<u>In the Arabic Language</u>	
Religion and Morals	2
Philosophy	3
History and Geography	3
Physical Education and Military Training	4
<u>In the Foreign Language-either French or English</u>	
Philosophy	3
<u>Either in Arabic or in the Foreign Language</u>	
Physics, Chemistry and Natural Sciences	9
Mathematics	8
Total	<u>32</u> ⁶⁷

⁶⁷ Ministry of National Education, The Primary and Secondary Programs of Study, pp. 89-92.

APPENDIX E

SUBJECTS OF THE LEBANESE BACCALAUREATE EXAMINATIONS. PART I
AND II

The Examinations for the First Part of the Baccalaureate

I. The Literary Section

<u>1. Subjects of the written examinations</u>	<u>Time</u>	<u>Coefficient</u>
a. Arabic Composition on a Literary subject	3 hrs.	3
b. Mathematics	3 hrs.	2
c. Literary criticism of an Arabic Text or translation into and from Arabic or a Latin translation	3 hrs.	2
d. French or English composition on a Literary subject	3 hrs.	3
<u>2. Subjects of the Oral Examinations</u>		
a. Explanation of an Arabic text		3
b. History and Geography		2
c. One question in Mathematics		1
d. One question in Physics and Chemistry		1
e. Explanation of a French or English text		3

II. The Sciences Section

<u>1. Subjects of the written examinations</u>	<u>Time</u>	<u>Coefficient</u>
a. Arabic Composition on a Literary Subject.	3 hrs.	2
b. Mathematics.	3 hrs.	3
c. Physics and Chemistry.	3 hrs.	3
d. French or English Composition on a Literary Subject.	3 hrs.	2
<u>2. Subjects of the Oral Examinations</u>		
a. Explanation of an Arabic text.		2
b. History and Geography.		1
c. Mathematics.		3
d. Physics and Chemistry.		3
e. Explanation of a French or an English text.		

III. Ancient Languages Section

<u>1. Subjects of the written examinations</u>		
a. Arabic Composition on a Literary Subject.	3 hrs.	2
b. Translation from an ancient language into Arabic or into a modern language.	3 hrs.	2
c. French or English Composition on a Literary Subject.	3 hrs.	2
<u>2. Subjects of the Oral Examinations</u>		
a. Explanation of an Arabic text		2
b. Explanation of an Ancient Language text.		3

- | | |
|---|---|
| c. History and Geography. | 3 |
| d. Mathematics | 1 |
| e. Explanation of a French or English text. | 2 |

The Examination for the Second Part of the Baccalaureate

I. The Philosophy Section

- | <u>1. Subjects of the written examinations.</u> | <u>Time</u> | <u>Coefficient</u> |
|--|-------------|--------------------|
| a. Arabic Composition on a
Philosophy Subject. | 4 hrs. | 3 |
| b. Physics, Chemistry, Natural
Sciences and Hygiene. | 3 hrs. | 2 |
| c. French or English Composition on
a Philosophy Subject. | 4 hrs. | 3 |
| <u>2. The Subjects of the Oral Examinations</u> | | |
| a. Explanation of an Arabic
Philosophy text. | | 2 |
| b. One question in History and
Geography. | | 2 |
| c. One question in Physics and Chemistry. | | 1 |
| d. One question in Mathematics. | | 1 |
| e. One question in Natural Sciences
and Hygiene. | | 2 |
| f. One question in French or in English,
in Philosophy. | | 1 |
| g. Explanation of a French or English
Philosophy text. | | 2 |

II. The Mathematics Section

<u>1. Subjects of the written examinations</u>	<u>Time</u>	<u>Coefficient</u>
a. Arabic Composition on a Philosophy Subject.	3 hrs.	2
b. Mathematics	4 hrs.	3
c. Physics and Chemistry	4 hrs.	3
<u>2. Subjects of the Oral Examinations</u>		
a. Explanation of an Arabic Philosophy text.		1
b. One question in History and Geography.		2
c. One question in Mathematics.		3
d. One question in Physics and Chemistry.		3
e. One question in Natural Sciences and Hygiene.		1
f. Explanation of a French or English Philosophy text.		1 ⁶⁸

⁶⁸ Ibid., pp. 76-79.

APPENDIX F

METHODS USED IN THIS STUDY TO DETERMINE THE SIGNIFICANCE OF DIFFERENCES BETWEEN CORRELATED AND UNCORRELATED MEANS

In order to check the significance of the differences between the Freshman students' averages in the first and second semesters (i.e. the correlated means), the difference scores were obtained. A difference score is that difference which exists between the student's second and first semester average. A difference score is obtained for each student. The standard deviation of this distribution and of the mean difference is obtained, leading to a critical ratio. The formula may be found in Helen Walker's Statistical Inference, pp. 152-53.

The significance of the differences between two uncorrelated means (e.g. between the Baccalaureate and High School groups' first semester averages) is obtained by calculating the standard error of the difference between two uncorrelated means. A critical ratio is then found. A formula for this may be found in Helen Walker's Elementary Statistical Methods, p. 287, formula 99.

APPENDIX G

QUESTIONNAIRE

This questionnaire is part of a thesis and the answer of each of you is important and will be appreciated. Do not write your name.

1. Name the schools you attended during the last four years before coming to the American University of Beirut.

2. Name the diploma you received

High School Diploma from
Lebanese or French Baccalaureate Part I or both
Lebanese or French Baccalaureate Part II or
both others.

3. Class you are in at the university

Major

1. Please write a paragraph or two describing briefly the difficulties which you met during your first year at the university.

2. List the three subjects which you found most difficult in the order of their difficulty and state the reasons why you found each one difficult.

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المستندات العربية

- ١ - الحصرى ، ابوخلدون ساطع ، حولية الثقافة العربية ، القاهرة ، مطبعة لجنة التأليف والترجمة والنشر ، ١٩٤٩ .
- ٢ - مكي احمد ، "تقرير عن التعليم الثانوى في لبنان" في التربية في المرحلة الثانوية في الاقطار العربية ، الحلقة الدراسية الثالثة لدراسة المشكلات التربوية في البلدان العربية ، باشراف دائرة التربية في الجامعة الاميركية في بيروت - لبنان .
- ٣ - وزارة التربية الوطنية والفنون الجميلة ، منهج التعليم (مرحلة التعليم الابتدائي ومرحلة التعليم الثانوى) ، بيروت مكتبة صادر ، ١٩٤٦ .
- ٤ - وزارة التربية الوطنية والفنون الجميلة ، منهج التعليم (مرحلة التعليم الاتدائي ومرحلة التعليم الابتدائي العالي) ، بيروت مكتبة صادر ، ١٩٤٦ .