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PROBLEMS OF PAKISTANI ICA STUDENTS AT A.U.B.

A THESIS

By

Nasim Ahmad

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PAKISTANIS AT A.U.B.

N. AHMAD

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Preface

After our arrival in Beirut in October, 1958, we Pakistani students were very happy. Most of us had never been outside Pakistan, and we enjoyed everything that was new and different. The campus of A.U.B. looked to us like a carnival where all sorts of people collected to enjoy themselves. All in one place one could see the sons and daughters of all the nearby lands and of many distant ones.

Two weeks passed like two days, and classes started. We found that we had good teachers and heavy assignments. The days became long and the nights grew short. Four busy months passed, and when we looked back to the ranks we found five our number missing. They had left for Pakistan. Three others stayed on, but had failed to qualify for further graduate work. A good number was found to be on the borderline between academic success and failure.

Many of the erstwhile admirers of the new environment were now found to be full of complaints. The complaints, starting with the heavy courses, found their way into the cafeteria, crept into the infirmary, then into the living rooms of the students.

This investigation was undertaken in order to discuss to what extent the complaints were justified, to seek ways to eliminate justifiable ones, and to determine

whether academic failures of students could be minimised. To make the investigation practicable it was decided to deal with only some of the problems of the Pakistani students at A.U.B. An investigation of this sort is at best exploratory. It will be manifest to the reader that further investigation in many directions as well as in depth is needed.

I was fortunate in having Professor Frederick R Korff as my advisor. He was sympathetic and helpful from the beginning to the end. His wholehearted cooperation speeded my work and enabled me to finish the work in time. He has left a deep impression on me and I hereby acknowledge my thanks and gratitude to him.

I also acknowledge my thanks to Professor Jibrail Katul, Professor Faizeh-Antipa and Mr. Martin Hansmeier, who are my committee members. From all of them I received critical suggestions and advice.

Apart from my committee members I am heavily indebted to Prof. Levon Melikian for the help and advice he gave to me while writing chapter II, and to Mr. G. S. Fleischmann, acting ICA Regional training officer, Beirut, for making pertinent information, accessible to me and for giving lavishly of his time.

My thanks are due to Dr. Lloyd E. Grimes, Professor Robert McClester and Professor John Lowe for the trouble they took in supplying data pertinent to this thesis.

I also thank all those many University and ICA officials who took time to help me in this research on one occasion or another.

Last but not least, mention must be made of my fellow-students who helped me by filling the lengthy questionnaire form, by undergoing exhaustive interviews and by supplying official documents and other information. The present study could not have been conducted without their wholehearted cooperation.

A B S T R A C T

The present study has been undertaken to discover the causes leading to the academic failures of Pakistani ICA students at AUB, and to find out the means to minimise the dropouts and to identify ways in which their lives may be made more pleasant and productive.

The investigation is based on questionnaires, interviews and discussions, visits to Pakistani students' rooms, interview with their teachers and ICA officials dealing with the students, and the scrutiny of official documents supplied by the students, the University, and the ICA offices in Beirut and Pakistan.

(It was discovered that many of the problems are traceable to differences in the social, cultural and educational expectations of the Pakistani students and those of the A.U.B. community.) Some of the problems had their roots in the procedures for the selection of candidates for study at A.U.B. Notable among worries and problems at A.U.B. were troubles with courses, especially in programmes leading to Bachelor's or Master's degrees, arrangements for medical treatment, and concern over the uncertain future due to the non-recognition of A.U.B. degrees in Pakistan and the fact that the Government of Pakistan does not guarantee any employment to A.U.B. graduates who have held ICA scholarships. Some of the students also had financial and troubles, many others had difficulties

traceable to misconceptions about the nature of foreign Universities and the amount and quality of work they were expected to do at A.U.B.

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CHAPTER I

INTRODUCTION

I. AIMS OF THE STUDY

The first group of Pakistani ICA-sponsored students arrived at A.U.B. in October, 1956. It consisted of thirty-one students placed in various fields of study.¹ Available records are not complete, but the report of the Study Group from Pakistan to the A.U.B. (January 26-31, 1958) reveals that in the field of education, out of the eighteen accepted candidates, only nine were able to continue through to the M.A. degree.² Out of the eight candidates who could not continue through all of the M.A. work, three held B.A. or M.A. degrees (without the B.T. degree) and failed to qualify even for the Normal Diploma.³

In the field of engineering six Pakistani students joined the Engineering School in 1956. The previous preparation of two of them was found to be below the standards required in

¹Figures taken from the office of the ICA Coordinator at A.U.B.

²One failed to complete his thesis.

³The Normal Diploma is a teaching certificate normally awarded to undergraduate education majors who have successfully completed certain prescribed courses in education.

the School of Engineering. These two, along with another student who did not take interest in the work, left for Pakistan without completing their studies.

The second group came to A.U.B. in October, 1957 and consisted of fifty-seven students. From the records available at the office of the ICA Coordinator at A.U.B., it appears that seven of them were unable to complete their studies for one reason or another.

The third group (the present one) arrived at A.U.B. in October, 1958. It consisted of 106 students. Two of them left for Pakistan within two weeks of their arrival, one because of homesickness and the other for unknown reasons. At the end of the second semester one student from the School of Pharmacy was dropped by ICA owing to his poor academic record. A graduate student from the School of Education left without giving any reason, and still another left because of poor health. Three graduate students in the field of education failed in the departmental qualifying examination¹ and were declared unqualified for work towards M.A. degree. These three were allowed to work toward the Normal Diploma for one more semester.

Aside from these cases, many other Pakistani students

¹Given at the end of the first semester of work.

showed serious maladjustments in various fields of study at A.U.B. For numerous reasons many were precariously balanced on the borderline of academic failure, or were otherwise unhappy or maladjusted to the situation in which they found themselves.

This study was undertaken to investigate the causes leading to the failures of Pakistani students to carry out their planned studies and also to discover ways in which the stay of the Pakistani students at A.U.B. might be made more pleasant and fruitful. Events during the few months since the beginning of this study in April, 1958, have served to underline the importance of and the need for a study of this kind.

By the end of June, 1958 thirteen students who had been studying during the second semester, 1957-58, were asked by ICA for various reasons to return to Pakistan without completing their studies.¹ The total number of academic failures among Pakistani ICA students thus reached eighteen by the end of June, 1959, distributed as shown in Table I:

¹It includes the three graduate students in Education who could not qualify for work towards M.A. degree.

TABLE I

DROPOUTS OF PAKISTANI STUDENTS
BETWEEN OCTOBER, 1958, AND JUNE, 1959

Education	10
Agriculture	5
Engineering	1
Public Health Nursing	1
Pharmacy	1
	18
Total	18

II. METHODS OF RESEARCH AND SCOPE OF THE THESIS

The data presented in this study are based on the following:

(a) A questionnaire responded to by the Pakistani students studying at A.U.B. during the 1958-1959 academic year.¹

(b) Visits to the rooms of the students and personal observations of their living conditions.

(c) Informal discussions among the Pakistani students.

(d) Material supplied by the ICA Coordinator at A.U.B.

(e) Data supplied by the ICA Training Office, Beirut.

(f) Interviews with the students, their teachers, the A.U.B./ICA Coordinator, the ICA Training Office at Beirut and the A.U.B. professors who visited Pakistan to conduct the test in English for selection of the candidates.

¹For the questionnaire see Appendix K.

Questionnaire. Approximately 110 Pakistani students were studying at A.U.B. at the time this research was conducted. Questionnaire forms were distributed to one hundred of them, and out of these seventy returned the completed forms. The main characteristics of the sample of respondents are as follows:

1. Eleven out of the seventy respondents were females and fifty-nine were males.
2. Forty of the seventy students had been in government service¹ in Pakistan, twenty of them had been students and two had been in private occupations. (8 were doing nothing).
3. Nineteen out of the seventy were married, including one female, and the number of their children ranged from one to six with an average of 2.1 .
4. The students covered an age range of eighteen to forty years, distributed as shown in Table II.

TABLE II

AGE RANGE OF STUDENTS WHO COMPLETED THE QUESTIONNAIRE FORM

<u>Age in Years at Last Birthday</u>	<u>Number of Students</u>
35-40	4
30-34	9
25-29	18
20-24	30
18-19	9
Total	<u>70</u>

¹These forty, in most cases, were expected and expecting to return to their former government employment.

Most of the items in the questionnaire were of a subjective type, and the students took considerable time and trouble in completing the forms. Analysis of these subjective answers helped much to clarify the various aspects of the problems the students faced.

Visits to homes. The rooms of the students were visited to observe their living conditions. These visits proved to be very effective in getting detailed information about each student. The placement of the students with strange families having different customs, languages and ideas about life was observed. The resultant adjustment problems, especially during the first few months, and their repercussions on the expected academic work could not be understood without observations "in the field", as it were, through friendly, unreserved talks often lasting for more than an hour. These talks revealed many personal problems relating to health, families, relations with teachers and with other students, with shopkeepers, with neighbours etc.

Interviews. Formal interviews with the students were also conducted for the purposes of Chapter II, so as to get more definite answers for specific questions regarding their social and psychological backgrounds and their adjustment to

A.U.B. When the purpose of the thesis was explained to them, the answers given by the students were free and straightforward. They frankly expressed their opinions on different issues and did not hesitate to mention things which in normal circumstances they would have preferred to keep to themselves. It was a surprise to find the females completely cooperative in this respect. They answered nearly all the questions put to them without showing shyness or unwillingness. It appeared to the investigator that the training at Beirut had already had a wholesome effect on them. Some of the information given by the students has not been included in the thesis as it was not directly pertinent; nevertheless all responses have proved helpful in gaining a fuller understanding of the problems faced.

The interviews with the various authorities who are concerned with the students in one way or another also proved very helpful. The names of two of these interviewees deserve special mention. One of them is Mr. G.S. Fleischmann, the acting ICA Regional Training Officer, Beirut, and the other is Dr. Lloyd E. Grimes, Chief Education Advisor, U.S.O.M./P., Karachi. Mr. Fleischmann was kind enough to give his time after office hours on several occasions so that free discussions could be carried on with ease. Four fruitful interviews with him totalled

nearly six hours. Most of the ICA-related problems of Pakistani students were discussed. Although some desired data were not available in his office, important issues were clarified considerably. Mr. Fleischmann discussed a number of projected plans for the improvement of the situations of ICA students in general, and they appeared to be likely to prove very beneficial to the ICA students at A.U.B.

The interview with Dr. Grimes was also very useful. He visited Beirut on official business, and stayed for two days. He was contacted on the 12th of August, 1959, at 5 p.m. and he was scheduled to fly to Karachi on the same night. Despite his tiredness from a heavy schedule of appointments, he willingly agreed to answer any question put to him concerning this thesis. The discussion lasted for an hour.

Scope of the thesis. This thesis is limited to the study of some problems of Pakistani ICA students studying at A.U.B. during the 1958-59 academic year. The future of the Pakistani A.U.B. graduates in Pakistan has been excluded from the research despite the importance of its influence on the attitudes of the Pakistani students at A.U.B. It could not be included in the thesis because of the limited period of time available. It is hoped that further research on the subject

may shed some light on this issue.

III. MAJOR DIVISIONS OF THE INVESTIGATION

The research has been made in three directions. First, an attempt was made to describe the social, psychological and educational backgrounds of the Pakistani students. This has much to do with their manifold problems in the various aspects of A.U.B. life. The general social structure of the Pakistani society has been examined, as well as the customs, habits and the ideas of the people and the nature of the educational institutions from which the students have come. The sample of twenty students selected to help illuminate this aspect of the study may not be entirely representative of the Pakistani society, and allowance should be made for the individual differences and the specific classes of society from which these students came.

The second phase of the thesis deals with the procedures used in selecting the candidates. Much difficulty was faced in collecting data in this respect. The ICA Training Office, Beirut, had no written data regarding selection procedures. The office of the ICA Coordinator supplied some material concerning selection, but it was also not complete. Professor Lowe, who went to Pakistan to conduct the English test for

candidates, was contacted, but he could supply information about the English test only. Dr. Grimes was asked to throw some light on the criteria of the interview board which selected the candidates in Pakistan. He could give only the details of the interviews held in Karachi for the selection of education candidates. He had been a member of the Karachi selection board.

The students were consulted and it was discovered that various procedures for selection were followed in different selection zones in Pakistan. Each of the two Provincial Governments followed its own policy. Policies also differed in different fields of study. This made the research work more complicated. The students were requested to supply official documents received by them in Pakistan. They were kind enough to cooperate, and the data supplied by them made the research in this area possible. The data collected, however, indicated only the general requirements and procedures for the selection of the candidates. The data pertaining to the criteria for selection followed by the selection boards, while interviewing candidates in various fields of studies in the different selection zones, was not available. Thus this aspect of the selection procedures could not be explored.

While analyzing the selection procedures followed in

1958 and 1959, it was found that the selection procedures have undergone various changes. An attempt has been made to clarify both the advantages and limitations of the present and previous systems of selection.

The third phase of the study deals with the problems of the Pakistani students at A.U.B. The problems discussed in this section can be classified into academic and non-academic problems. The academic problems include difficulties with the A.U.B. courses, new methods of teaching, insufficiency of material relating to Pakistan in the Library, the summer school, worries resulting from lack of information regarding credit hours and duration of training, course loads, duration of semester etc.

The non academic problems center around board and lodging, hospitalization, financial problems, travel arrangements, worries about the future in Pakistan, family troubles, and linguistic difficulties.

Recommendations. The recommendations made in this work are as realistic and practical as possible. They can be divided into four categories.

- (a) Recommendations to the ICA authorities.
- (b) Recommendations to the Government of Pakistan.
- (c) Recommendations to the A.U.B. authorities.

(d) Suggestions and recommendations designed to provide direct help to Pakistani students at A.U.B., whenever, and in whatever field they may be studying.

Copies of the recommendations will be sent on request to any of the officials dealing directly or indirectly with the Pakistani students at A.U.B. It is hoped that they may be of practical and immediate use in improving simultaneously the welfare and the efficiency of the students, of the University, and of the ICA program.

CHAPTER II

SOCIAL AND PSYCHOLOGICAL BACKGROUND OF PAKISTANI STUDENTS AND THEIR ADJUSTMENT TO A.U.B.

I. THE COUNTRY AND ITS PEOPLE

The land. Pakistan is a country composed of a variety of people with different languages and habits, and a land having great diversity in physical conditions and climates. It has two wings, East and West, separated a thousand miles by land and three thousand miles by sea. The West Wing stretches from the Himalayan ranges in the north down to the Arabian Sea in the south, covering a distance of about eight hundred miles. In the east its boundaries terminate with the Indian territory and in the west it stretches to the borders of Afghanistan and Iran, covering a distance of four hundred miles. The East Wing has only one-sixth as much area as the West Wing and is surrounded on three sides by Indian territory and on one side by the border of Burma and the Bay of Bengal. West Pakistan has a population of thirty-four million, while East Pakistan, though far smaller,

has a population of forty-two million. Karachi, located in the West Wing, is the federal capital, and Lahore and Dacca are the provincial capitals of East and West Pakistan.¹

West Pakistan has comparatively more diversity in climate and physical conditions. In the northwest and southwest it has lofty mountains, green valleys and arid plateaus. The long plain area stretches from the north and northeast to the south and southeast. It is irrigated by a network of canals and cut by the river Indus and its tributaries. These start in the shape of five fingers from the Himalayan ranges in the disputed Kashmir state and, after joining the Indus in the heart of West Pakistan, flow into the Arabian Sea. The canal system does not reach the great plain of the southwest that forms the Tharparkar desert which joins the Indian desert across the Pakistani border. Many of the headworks of these canals are located in Indian territory and, because of the strained relations between the two countries, have become a perpetual source of worry as a potential threat to the economy of Pakistan. Rainfall varies from thirty-four inches in the north to one inch in some parts of the south. The temperature

¹Approximate population figures: Karachi 1,500,000; Lahore 900,000; Dacca 500,000.

in some parts, during the summer, rises above one hundred eighteen degrees Fahrenheit, while in other places snow caps the mountain peaks.

East Pakistan is a part of the Indo-Gangetic plain. The two biggest rivers of the Indo-Pak subcontinent -- the Ganges and the Barhamputra -- flow through it and discharge into the Bay of Bengal. A vast network of their tributaries characterizes East Pakistan. The whole area is a vast plain except for the evergreen hill-tracts in the south (called the Chittagong Hill-Tracts) and a few hill ranges in the north. East Pakistan enjoys a tropical climate, and often, while West Pakistan is suffering from drought, East Pakistan is ravaged by floods. Rainfall in some areas is as high as eighty-four ? inches. It is 200-250 inches in Sylhet district *

The people. According to the census of 1951, ninety per cent of the people of Pakistan live in villages. These villages are linked with one another and the market towns by means of metalled and unmetalled roads and railways. The chief sources of conveyance are bullock carts and pack mules. In East Pakistan, because of the abundance of waterways, boats are used a great deal for carrying goods and passengers from place

* Kazi S. Ahmed, "A Geography of Pakistan" (London, Oxford Univ. Press, 1964), p. 39

to place. Houses are built with mud and stone in West Pakistan and with bamboo and mud in East Pakistan. Most of the village people cultivate the land and raise livestock. Poultry farming is on the increase.

The people of East Pakistan generally depend on rice and fish for their food. Rice is cultivated in the fields and fish are caught in the streams and rivers. In West Pakistan the chief items of food are wheat and meat. Wheat is the staple food crop in that area and meat is obtained by raising cattle.

The people of East Pakistan are generally said to have better brains and weaker physiques than the West Pakistanis. It is generally believed in Pakistan that the combination of fish and rice aids in the development of intelligence. The extreme pressure of population on the land and the resultant struggle for existence may be another cause in the development of intelligence.¹ Most of the East Pakistanis have dark skin colors, while West Pakistanis, because of the extreme climatic conditions, develop tough and tall bodies and have a lighter color.

The language of East Pakistan is Bengali, which is written from left to right in Bengali script. The language of West Pakistan is Urdu, which is written from right to left

1

No empirical study comparing intelligence levels in the two provinces has ever been undertaken.

in Arabic script.¹ Fortunately the educated people in both wings speak English, and English is also used in government offices, in many newspapers and in higher education.

Again, people differ in customs, habits and dress in different regions of Pakistan. The tribesmen in the frontier regions of West Pakistan are famous for their hospitality, tribal feuds and marksmanship. People of the former province of the Punjab are devoted agriculturists and also supply the army with its best men. Inhabitants of the southern Indus Valley are peace-loving people and contribute to the strength of Pakistan by producing surplus foodstuffs. In East Pakistan the population is comparatively homogeneous. The people of East Pakistan are peaceful agriculturists and supply the Pakistan Navy with its best sailors.

There are three important cities in West Pakistan -- Karachi, Lahore and Peshawar. East Pakistan has three important cities, namely Dacca, Sylhet and Chittagong.²

¹In different regions of West Pakistan different local languages are spoken, such as Punjabi, Pushto, Sindhi and Balochi, but most of the people can understand and speak Urdu. In East Pakistan, Bengali is spoken throughout the province.

²Karachi is the federal capital and Lahore is the provincial capital. Peshawar is famous for its strategic importance. Dacca is the other provincial capital, and Chittagong is the seaport. Sylhet is famous for its tea gardens.

Society and its ideology. The people of Pakistan are generally religious in inclination, and Pakistan itself was created on religious principles. Elders of the family are highly respected, and in important matters their opinions carry much weight. Village heads and town elders direct the internal affairs of villages and towns. Individuals feel a sort of security in their limited society and share together the misfortunes and happinesses of one another. In cities the patriarchal families are giving way to individual families. Earning members of the families have started living in separate homes and in their own ways. The blood ties are nevertheless very strong, and they tie people together in a variety of ways.

Pakistani society, because of its religious principles, is generally averse to drinking. Similarly, there are hard and fast rules concerning sexual behavior, and one departing from them is liable to severe punishment by the society.

The woman has a distinct place in Pakistani society. She is usually supposed to give birth to children, to bring them up and to do the household duties. Men are expected to earn a living and feed their families. This has resulted in a comparative neglect of female education, but it has been responsible for the continuation of many integrated homes.

Pakistani society consists of various classes of people, such as agriculturists, landlords, businessmen, traders, servicemen and so on. It is further divided into upper, middle and lower classes, according to wealth and power. The difference between the upper and lower classes is very great.¹ Members of the different classes do not mix freely with one another. Members of the superior classes in general are conscious of their high position. The people in government service -- both officers and subordinates -- are conscious of their authority and power. Very few of them aim at the welfare of the people. The official machinery in Pakistan is very complicated. Red tape is often unavoidable. The officers are authoritative,

¹Correct definition of the various classes in different occupations is not possible. It is easier to get a rough idea of these classes in government services. In Pakistan there are servants of classes I, II, III and IV. Class I is treated as the upper class and II and III as middle and lower middle classes. The upper class includes class I officers of districts, provinces and central and provincial ministries. Middle and lower middle classes include officials like teachers, police inspectors, office clerks etc. The pay scales of the four classes in many services are given below. The figures vary, however, especially in class III.

	<u>Rupees Per Month</u> -		
	<u>Starting Pay</u>	<u>Annual Increment</u>	<u>Maximum</u>
Class I	350	25	1250
Class II	250	20	750
Class III	125	10	250
Class IV	55	1	90

and most of them have fault-finding attitudes.¹

Most of the Pakistani students who come to A.U.B. belong to the middle and lower middle classes. The aim of the members of the middle classes is generally to keep their position so that they may not fall to the lower classes of the society.

Different regions of Pakistan have different kinds of people with different languages, customs and traditions, but they have one thing in common -- the ideology of Muslim brotherhood. This very ideology resulted in the creation of Pakistan and is the basic source of the maintenance of unity amongst the heterogenous regions of Pakistan. This fact has again and again been demonstrated during the twelve years of Pakistan's existence. The amalgamation of the various linguistic provinces in West Pakistan into one unit with comparative ease and without any disturbance shows how the people of this country can put their heads together and rise above regional boundaries, when tactfully asked to do so in the name of Islam. East and West Pakistan, divided by a thousand miles of Indian

¹Since the inception of the military regime things have been changing. A law has been passed for the abolition of landlordism. Many of the corrupt and inefficient officials have been dismissed and efforts are being made to replace them with honest and efficient workers.

territory, with two languages and with differing customs and ways of living, have remained united for the last twelve years under the most threatening conditions.

Pakistan inherited a system of education from the British rulers that aimed to produce personnel for public offices who could serve the interests of their rulers. The top positions were reserved for Britishers, and the Indians were trained in the limited knowledge needed by assistants. The methods of teaching stressed rote memorization rather than independent thinking and initiative. The aim was to develop an obedient rather than an independent mind. The same system persists, through inertia, to a great extent even now, although the stated aim of education has now entirely changed. Experts in different fields are now needed to develop the country. Independent brains are needed to see ahead clearly and to steer the ship of state through thick and thin.

Since independence, many attempts have been made to modify the educational system to suit the needs of Pakistan, but they have met with limited success. The transition period is not yet over, and it is hoped that a system of education will evolve in conformity with the nation's needs. Besides educational developments within the country, Pakistan is sending each year

a good number of students to foreign universities in Europe, America, the Middle East and the Phillipines. These students are selected mostly from the middle classes of the society that forms the backbone of Pakistani social structure.

With this sketchy introduction of the background of Pakistani students, we proceed to study their social and psychological adjustments at A.U.B. Twenty students of both sexes were interviewed after selection by random sampling.¹ Each interview lasted between forty-five and fifty minutes.

II. DEFINITION OF THE GROUP INTERVIEWED

Aims. The sample interviewed had a variety of aims which were being served by their period of training at A.U.B. Half of them stated that they came to A.U.B. only because it gave them a chance to see a foreign country. Three of them came because, besides the attraction of seeing a foreign country, they expected promotion in service after completion of their training. Another three of them came to get a specialized education, as the training in their chosen fields was not available in Pakistan. Two of them aimed to get better

¹Fifteen males and five females.

training and to broaden their outlooks toward life in general. One of them came to see holy places, and one came without any stated aim at all. When this last student was asked why she came to A.U.B., she remarked, "I don't know. I came here because the department selected me."

TABLE III

AIMS

<u>Stated Aims</u>	<u>Number of Respondents</u>
1. Foreign attraction only	10
2. Prospects and foreign attraction	3
3. Education	3
4. Education and broader outlook	2
5. To see holy places	1
6. Aimless	1
	<hr/>
Total	20

Regional position. Fourteen out of the twenty persons in the sample hailed from West Pakistan, including Karachi. Six of them came from East Pakistan. These figures closely represent the actual proportions of East and West Pakistanis on the campus.

Age range. The sample covered an age range of nineteen to thirty-nine years, distributed as shown in Table II.

TABLE IV

AGES OF THE INTERVIEWEES

<u>Age</u>	<u>Number</u>
39-42	1
35-38	0
31-34	2
27-30	3
23-26	6
19-22	8
Total	<u>20</u>

Refugees. Six persons in the sample were refugees from India. They have all settled in Karachi, West Pakistan. It is interesting to note here that according to the census figures of 1951, over thirty-five per cent of the educated class with higher degrees in Pakistan were refugees, although refugees amounted to only ten per cent of the population.

Professional position. Fifteen people in the sample were in government service in Pakistan. Four were students and one was in a private occupation. None of them reported having been unemployed.

Economic position. Seventeen out of the sample of twenty came from the middle and lower middle classes. Only three came from the higher class of Pakistani society. Although eighty per

¹This is significant.

cent of the people of Pakistan depend directly or indirectly on agriculture, nine out of the twenty in the sample belonged exclusively to the non-agriculturist class. The other eleven depended basically on services and partially on agriculture for their means of living.

III. LIFE AT A.U.B.

Extra-curricular activities. Since their arrival in Beirut, the students have shown a marked eagerness for going on picnics. This is perhaps partially due to the desire to see all of the ins and outs of a new country and perhaps also due to the opportunity for freer mingling of the sexes which prevails at A.U.B. In Pakistan only three of the twenty went on picnics and now seventeen of them do so. Popular extra-curricular activities among the male students in Pakistan were visits to movies, badminton, football and indoor games; among the females visits to movies, badminton, sewing and knitting. At A.U.B. popular activities among males and females were reported to be picnics, movies and badminton. Sewing and knitting were popular among females only and swimming among males only. The females do not go to the beach because bathing costumes are compulsory

and they do not care to expose themselves to that extent. Four of the males went to nightclubs and two had started to learn dancing. Two of the sample listed no extra-curricular activities either in Pakistan or in Beirut.

TABLE V.

EXTRA-CURRICULAR ACTIVITIES

<u>Name of Activity</u>	<u>Number of Students Reporting</u>	
	<u>At A.U.B.</u>	<u>In Pakistan</u>
Picnics	17	3
Movies	16	16
Swimming	8	0
Badminton	8	7
Sewing and knitting	5	5
Nightclubs	4	0
Reading magazines and novels	3	3
Photography	3	0
Painting	2	0
Cards	2	2
Stamp collecting	2	2
Indoor games	2	6
Football	2	8
Dancing	2	0
Archery	1	0
Hockey	0	3
Races	0	1
None	2	2

Travelling. Most of the students from East and West Pakistan reported having travelled within their own provinces, but travel between the two provinces was reported by only six students, and these were those who had visited Karachi while on their way to Beirut from East Pakistan. After their arrival

in Beirut, fifty percent (10/20) of the sample travelled to various neighboring countries such as Syria, Jordan, Turkey and Egypt. They enjoyed their trips and were very well treated by the people of the countries they visited. The only medium of communication between the students and the people of these countries was English.

Although the students found very few persons who could speak English in Turkey, the enthusiasm with which they were welcomed left an everlasting impression of good will in their hearts. The students explained that the Turkish officials many a time went out of their way to help them. On the roadside, in trains or in hotels, whenever they disclosed that they were Pakistanis, the nearby people collected around them and, in spite of language difficulties, welcomed them wholeheartedly through signs and smiles.

In Syria the students mostly visited the two big cities, Damascus and Aleppo. They were well treated by the border authorities, government officials and others with whom they came into contact. Language was a problem there too, but English speaking guides showed them the important places.

In Jordan the students were always able to find someone who could speak English fluently. This convenience and the

hospitality of the people made them feel quite at home there.

In Egypt the students were impressed with the beautiful and progressing cities of Cairo and Alexandria. In particular, they appreciated the opportunity to enjoy some Pakistani cooking there.

A.U.B. professors. The sample was asked to comment on the attitude of the A.U.B. professors towards them and to compare their behavior in general with that of Pakistani professors. Without exception they praised the attitudes of the A.U.B. professors. Four of them, however, mentioned that A.U.B. professors were not especially better than Pakistani professors. These students, upon further inquiry, disclosed that they were educated in colleges which had a good proportion of foreign teachers.

The new methods of teaching. Sixteen out of the twenty students felt a little disturbance because of the different system of education at A.U.B. But most of them had adjusted themselves by the end of the first semester and started to appreciate the new system. They were of the opinion that this system keeps the students busy throughout the year and saves much time. It also enables the students to select courses of

This is significant.

their own choice in many cases. Besides, there is comparatively little possibility of total failure. A student may fail in one or two of his courses, but for those he passes he receives credit. In the British system of education, if a student fails in one course he is supposed to have failed in the whole examination and thereby loses one full year. The general criticism leveled against the A.U.B. system was that the semesters are of very short duration. In four months it is difficult to go deeply into a field of study.

The Baghdad pact. All the male students of the sample complained that students from Middle Eastern countries at A.U.B. and also the local people of Beirut, whenever the talk turned to politics, criticised Pakistan for her membership in the Baghdad pact. They often felt that because of the pact they were not held in as high esteem as the Indians. People on the roadside took them for Indians and smiled and welcomed them as foreigners to their land, but when they learned that they were Pakistanis, their attitudes changed a little. In no case, however, was it known that this situation created any bitterness. The female students were not interested in politics, and they were not asked by non-Pakistani girls to discuss the political issues.

Visits to homes. Fifteen of the twenty interviewees visited private homes in Beirut. They were invited for one reason or another. The male students praised their hosts for their kindness and good treatment. In spite of the fact that many of those amongst the hosts did not speak English, the students did not feel isolated. They were well engaged in conversation in one way or the other. However, they felt that their contacts were somewhat formal.

The female students visited the local families and were much impressed with the cleanliness of the homes. One of the ladies remarked, "Their homes are kept very tidy. These people know how to live." Another remarked, "They keep their homes and children very neat and clean. The Christian families here mix and move freely, but in Muslim families the seclusion of women is still practiced to some extent, and their girls are also shy, like us."

IV. CHANGES IN ATTITUDES

Seventeen out of the twenty interviewees claimed that their stay in Beirut had changed their outlooks towards life in many respects. Most of them understood better how to work and

how to be polite and fair to others. Some of them remarked:

"I have learned a lot here. Before I came I only knew how to criticize; now I know how to hear and appreciate. Before I came I respected authority; now I respect men. I have also understood the meaning of cooperation."

"I have learned here how to serve in a better way."

"I have become more logical, reasonable and practical."

"I learned two things: self-reliance and reasoning."

Ideas about the state of Pakistan. Sixteen out of the twenty interviewees felt that they were more patriotic about their country than they had been before they came to Beirut. They stated that they realized more acutely the developments the country so desperately needs, and the change in outlook towards life that is necessary for the progress of the country. One of the women remarked, "I understand now how backward our country is politically, economically and socially. I feel sorry for it, but I love it more than I ever did." Four out of the twenty, however, were frustrated and expressed the hope that they might find some way to remain outside Pakistan forever. One of them said, "Ours is a country of thieves, big men and corruption. Poverty and misery are the only friends of the masses. I don't want to go back to

it. But what can I do? God save me!"

Ideas about women. Interviewees were asked questions regarding the present position of women in Pakistan and their own views on practical steps which might be taken concerning women in Pakistan.

All the students accepted that the position of women in Pakistan was not satisfactory and required drastic changes. Seventeen out of the twenty favored coeducation. Most of them insisted on its introduction from the elementary stage so as to minimize social maladjustment in the more advanced stages of education. All of the twenty students agreed that women deserve freedom and equal treatment. They had different notions regarding the nature of freedom and equality, however. Three of the male students pleaded complete freedom for women, both inside and outside the home, just like men. Three other males stressed full freedom in the home only. One male student said, "Woman was born to rule in the home and man to rule outside it. This is the law of nature, and a deviation from it can only result in maladjustments and frustration in society. The West overruled this law and got in turn broken homes, divorces and fatherless children." The remaining fourteen students wanted to give the

woman complete freedom in the home and restricted freedom outside the home. Their restrictions pertained to the free mixing and movements of women.

Seventeen out of the twenty (both males and females) condemned the idea of the introduction of western dress among women in Pakistani society. They argued that this half naked dress had much appeal to the baser instincts and could be a source of corruption and degeneration in Pakistani society.

Fifteen out of the twenty students, including all the five females, were against the use of the veil. They were of the opinion that the veil is no guarantee of the chastity of women. Stressing the advantages of renouncing the veil, they said that a woman without a veil could better shoulder the responsibilities of men in every walk of life. They believed that it could improve the economic conditions of the country by providing more hands in the fields of production. When asked whether men should also share in the specific responsibilities traditionally assigned to women, such as bringing up children, doing household duties etc., most of them grumbled and said that the question was illogical. They referred to the American and European countries where they claimed that women worked side by side with men and also performed their household duties without troubling their

husbands to share in it.¹

Only seven of the twenty (all males) were in favor of women dancing with male partners in public. The rest condemned it bitterly on the grounds that it was the greatest source of corruption. However, when they were asked whether they themselves would like to dance at A.U.B., provided that they knew how to dance, ten of them replied affirmatively. When asked why, they said that it would have been an ideal pastime without direct injury to Pakistani society. Nevertheless, only seven of the twenty, including one of the women, favored the idea of young men and women going out on dates together.

Sixteen of the interviewees, including all five women, disapproved of the idea of having boy or girl friends but, somewhat surprisingly, they suggested that boys and girls could have associates from the opposite sex. By the term associates they meant that each person should feel free to select a member of the opposite sex to talk to, to go marketing with, or to go to the movies and parks etc. with. Physical contacts such as kissing and embracing would not be permissible unless the pairs decided to think in terms of matrimonial alliances with prior approval and knowledge of their parents. Other claimed advantages of having associates were that it could be a healthy source of sublimation of sexual

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Informal talks with American Professors revealed that American husbands often share household tasks.

tension and could enable men and women to select life partners of their own choice and taste. The six married men were asked if they were satisfied with their present wives, and all of them replied in the affirmative. When asked who chose their wives for them, they replied, "Our parents, with our consent." When asked if their wives were happy with them, they said that they believed so.¹

Friends. An attempt was made to see whether the students have or had friends from the opposite wing of Pakistan and also whether they have or had friends among foreigners at A.U.B. or before coming to A.U.B.² The study revealed that in Pakistan thirteen of the twenty students had had friends from the other wing, and only three had had foreigners for friends. After arriving at A.U.B., the students' circles of friendships widened, both as regards Pakistani friends and as regards foreign friends. Nineteen of the twenty students reported having Pakistani friends

¹The six men in question belong to educated middle class families. Conditions in families of other categories may be different. The educated middle class, however, is increasing rapidly, and in the near future it may be the basic force in Pakistani society.

²Friend as used here meant one who was trusted in ordinary circumstances, whose company was enjoyable, and with whom it was possible to talk freely.

from the other wing. Thirteen of them reported having one or two non-Pakistani friends. Apparently, after their arrival in Beirut, they had more opportunities to mix with the students of the other wing of Pakistan and also with non-Pakistanis. This widening of their social circles has helped a great deal to broaden the base of mutual understanding between students from the two wings, and it has also helped in giving a world-view through contacts with the people of other countries.

Arabic. Seventeen out of the twenty interviewees desired to learn Arabic for purposes of communication. They felt some inconvenience in dealing with Arabic-speaking persons. This was generally due to linguistic difficulties. A knowledge of colloquial conversational Arabic, they claimed, could help them in their desire to get closer to the local people. Besides, ten of them thought that it could also help them to understand the Qoran more adequately.

V. LEBANON AND ITS PEOPLE

The study in this area has been based on personal observations and many informal discussions among the Pakistani students during the past nine months. It is not easy to measure human

feelings, and it is still more difficult to draw valid conclusions about them under the limitations of a study such as this one. Yet it is hoped that the following discussion gives a fair picture of the impression Pakistani students received of Lebanon and its people during their stay at A.U.B. It is only proper to point out here that impressions such as these are based on the vagaries of human nature and many delicate threads of social relations that change with the times and changing points of view. The impressions of Pakistani students are susceptible to all these variations and delicate balances, and should be considered in this light.

Before coming to Beirut, most of the Pakistani students had an entirely different view about Lebanon and its people from the view they have today. Their conceptions of the Arab lands featured prominently the desert, the camel, chivalry and bloody feuds, simplicity, religious minds, pious hearts, ignorance and lack of modern facilities. As regards Beirut proper, they thought it might be a little better, seaports being generally more advanced and westernized than towns in the hinterland. It was supposed to resemble something like Karachi on a minor scale. The capital of a country of one and a half million could not be expected to be anything better than this. The students carried this idea

through the airport of Beirut, which is much smaller than that of Karachi, but when they entered the campus their eyes were dazzled. They found beautiful men and women in completely western dress roaming here and there. Every person they met was polite and courteous. The buildings of the University appeared no better than those of a good college in Lahore, but every other thing looked enchanting and attractive.

The first time the students entered the cafeteria, they had to undergo a novel experience. They had to stand in line to get their food -- foods whose names they did not know and perhaps still do not know. The cooks, with their long white caps, looked like historical court jesters, and one could hardly check his laughter at the sight. The self-service plan also gave them a strange feeling, since they had never experienced it in Pakistan. The food had no taste and appeared strange, but the presence of young smart couples all around them kept them warm and happy.

Soon they had to take accomodation near the A.U.B. in private houses, and they felt that these houses were different from Pakistani houses. Families dared to rent rooms inside their houses to strangers. The beautiful, well-dressed ladies on the streets, whom they thought to be wives of important men, were found to be doing most ordinary jobs with their own hands, effie-

iently and without any shame or grumbling. The houses were well furnished and had most of the modern facilities of life -- but few had servants.

Days passed, and the charm began to lessen. The heavy courses at A.U.B., unaccustomed discussions in the classrooms, temporary sickness and ineffective medicines, linguistic difficulties, the polite but extremely commercial shopkeepers, all helped to bring them back to normal.

By the end of the first semester, they could understand Beirut and its people better. The well-dressed shopkeepers were as avid in money matters as any shopkeeper in Pakistan -- perhaps a little more. The house owners in beautiful suits and polished tones charged rent in advance before giving them the keys to their rooms in most cases -- an act considered almost hostile in any Pakistani city except Karachi.

Most of the students found the taxi drivers in Beirut better than those in Pakistan. They sometimes charge strangers four times the normal rate, but they are polite and not surly or argumentative.

The children of Beirut also made a profound impression on the Pakistani students. They were hardly ever seen weeping

or quarreling. Their mothers were seldom seen beating them. These children felt absolutely at home in the presence of strangers.

The abundance of cars on very narrow roads was another phase of Beirut life that caught the attention of the new Pakistani students. They termed Beirut as a city of cars with cluttered streets and without spacious avenues.

The availability of cheap foreign goods of all kinds, the almost complete absence of Lebanese products and the complete freedom of foreign exchange were other novelties that attracted the attention of the Pakistanis.

It would be an injustice if some description were not given of the impressions of the country side of Lebanon which the Pakistanis got after they had visited places outside Beirut. Instead of mud houses and rough villagers, they found villages with cement houses, furnished with furniture and radio sets and electric connections. The villagers were properly dressed and well-behaved. Most of the villages were connected by roads. It appeared surprising that all the hills and mountains were inhabited. Every inch of the cultivable land was under cultivation. Village women were more beautiful, healthy and plain than Beirut women, but they also wore western clothing.

The Pakistanis were highly impressed by the decency and aesthetic sense of the Lebanese people. The valley at Zahle during the summer, with its romantic hotels on both sides, is an example of Lebanese taste and refinement. Some of the hotels in the valley, with their dim shaded lights, all sorts of greenery and foliage within the rooms, watersprings on their verandas, soft and sweet music, heavenly faces, crystal-clear legs moving in rhythm on thick Persian carpets, whisk the stranger away, for a short time at least, to a dreamland devoid of worries of social, religious and moral bondages -- a land of complete freedom. The dream is shattered, of course, with the arrival of the bill that takes away the last penny in the pocket and places the man back in the real world, cold, dark and merciless.

CHAPTER III

SELECTION PROCEDURES

This section of the study is based on questionnaire responses of Pakistani students studying at A.U.B. in the year 1958-1959, copies of official papers supplied by them, and documents supplied by the I.C.A. Coordinator's office at A.U.B. The Regional I.C.A. Training Office in Beirut reported having no official documents regarding selection procedures. The Regional Training office in Karachi was requested in May, 1959 to supply data on selection procedures, but no reply was received.

I. THE PROCESSING OF APPLICATIONS

The data at hand show that no uniform procedure was adopted for the original selection of candidates in the various regions of Pakistan. For the convenience of applicants, there were three selection centers: Karachi, Lahore and Dacca. Scholarships for study at A.U.B. were divided into two categories, X and Y. The X category grants were termed as fellowships and the Y category grants were called scholarships. The fellowships were

meant for advanced study in specialized courses at A.U.B. The candidates for fellowships were expected to have had considerable background in the field of study applied for. The Y category scholarships were offered for undergraduate studies at A.U.B. The programme was initiated for those who wished to start their careers in the fields of study offered under the scholarships.

Advertisements were published in newspapers in the provinces and in the federal capital in May, 1958, inviting applications on printed forms available from the I.C.A. offices in Karachi, Lahore, Peshawar and Dacca.¹ The advertisements allowed about twenty days for the receipt of applications. Students in rural areas received the papers on the second or third day of the advertisement and then wrote to the nearest I.C.A. office for forms, which were supplied after a week. Most of the candidates from rural areas had no more than ten days to complete their forms. The forms were to be typed and required recent photographs in triplicate, with the seal and signature of the appropriate government officer. For typing the forms and taking photographs the candidates from rural areas had to go to nearby towns or cities and, after completing the forms, they had not more than a week's margin to send the applications to the respective ministries and

¹For a copy of the advertisement published in Lahore, see Appendix A.

to I.C.A. offices. But those who were government servants had to send their applications through the Heads of their departments, and the processing of applications, even in efficient offices in Pakistan, requires not less than two weeks. Most of the applications that finally reached the I.C.A. offices and the ministries were from the candidates who did not lose a day at any step and who saw to it that their applications were forwarded by going in person to the Heads of their departments or other officials. The short time limit for the receipt of the applications curtailed considerably the number of applications. In Pakistan, applications requiring lengthy procedures for completion, such as those demanded by the Public Service Commissions, are normally due five to six weeks after an announcement. Advertisements which specify a time limit of two or three weeks are usually those where the candidate may reply in his own handwriting on plain paper, thus giving the applicant a free hand to take immediate action.

Applications for all of the different fields of study were invited through a single advertisement, and though the advertisement occupied a good deal of space on a newspaper page, it could not give full details and did not look very attractive. This could have been compensated for by giving full details in the information sheets that were supplied with the forms, but

unfortunately this sheet also attempted to give information for all of the fields of study, resulting in rather inadequate information about any one field. A good bit of its space was devoted to instructions on how to fill in the form. If information sheets had been printed separately for each field of study, the number of pages given to each candidate would have been reduced and fuller information could have been communicated. This lack of information on the parts of candidates who knew little about A.U.B. and its offerings made the offer of the grants far less attractive than it might have been.

For example, in the cases of education candidates, neither the information sheet nor the advertisements showed that the thirty places allocated for study in the field of education were actually scholarships for work toward the M.A. degree in Education. All those who had B.A. degrees or above were accepted as graduate students and, if they passed a qualifying examination at the end of their first semester, were allowed to work towards the M.A. degree. The advertisement and/or the information sheet could easily have stated that those who failed the qualifying examination or showed poor grades would not be permitted to work toward the M.A. degree. If the information sheet had given an account of the achievement of the 1956-1957 education students, showing how

many were and were not allowed to continue their work towards the M.A. degree, many applicants might have decided that they would prefer not to attempt the program. Such applicants are often seeking a vacation rather than an education, and full information would discourage many of them at the very beginning, thus automatically eliminating potentially costly problems.

Nowhere in the advertisements is the length of the period of training specified or even estimated. It could also be explained easily that the time normally required for the M.A. degree is one and one half to two years, and as little as one year in exceptional cases. Similarly, for potential freshmen and sophomore students in education, engineering or agriculture, it could be stated that the B.A. program requires four and three years respectively.

II. METHODS OF SELECTION

Test in English. After their receipt, the applications are evaluated by the various ministries in cooperation with I.C.A. officials. Letters are issued to the more promising candidates, announcing a written test in English at Lahore, Dacca or Karachi. At the Lahore center these letters were issued to the candidates only six days before the date of the examination. By the time they

reached the candidates only two days remained for urban candidates and often less than twenty-four hours for many rural candidates. Twenty-five letters were issued to education applicants from the Lahore center, but only twelve of them appeared for the examination. The total number of seats allocated in the field of education for candidates from the Lahore zone was also twelve.¹ In the cases of the Karachi and Dacca centers, the time factor was not an acute problem. The applicants received their letters five to six days before the date of the examination.

Problems in the administration and scoring of the English test have been pointed out by a professor of the English Department of A.U.B. who conducted the English test in 1959.² All of his recommendations are valuable and should be accepted with the possible exception of his suggestion that a secretary should be available to correct the mechanical part of the examination. It is felt that it would be safer to entrust the whole job to the professor concerned, even if more time has to be provided for this in the testing schedule.

¹There is no official record to back this statement. The students got this information from private approaches to the Lahore office. One thing is clear: the applicants had very little time to proceed to the examination center and less than half of them turned up for the examination.

²See Appendix B.

Interview. The candidates who qualified in the English test (except, mysteriously, those in the field of education at the Lahore center) were asked to appear before a selection board for an interview. There is not sufficient data to explain the exact nature of the interviews.

Through the test in English, only the capacity of the candidates in English was judged. Their abilities in the special fields for which they had applied was not tested. The failure to interview the Lahore education candidates was not justified. An interview is a very useful tool for estimating the overall personality and suitability of a candidate. In Pakistan, in all competitive examinations, candidates are required to undergo an interview before final selection.

III. THE SELECTION BOARD AND ITS CRITERIA

In the cases of X category candidates in 1958, the selection board consisted of the representatives of the Central and Provincial Governments of Pakistan and the representatives of I.C.A.¹ No professor from A.U.B. was included in the selection board in 1958. This year (1959), the A.U.B. professor who went to conduct the test in English was made a member of the selection board.

¹See Appendix C.

The other procedures of selection for X category candidates were not changed.

In 1958 the Y category candidates were selected by the Education Foundation in Karachi, and no official documents are available in this respect. This year a new plan was used by the I.C.A. for the selection of Y category candidates.¹

Taking the selection procedures as a whole, it appears that the authorities of I.C.A. and of the Government of Pakistan were equally responsible for the selection of the candidates. Final approval, however, rested with the A.U.B. For each candidate an alternate was selected, and the complete list of candidates was sent to A.U.B. for approval.

From an examination of the general requirements fixed for the selection of candidates, of the report of the study group from Pakistan that visited A.U.B. in January, 1958,² and of the opinions of the A.U.B. personnel concerned, it appears that the requirements and procedures for selection of the candidates need modifications in many respects.

¹See Appendix D.

²Pakistan Ministry of Economic Affairs, Report of the Study Group from Pakistan to A.U.B. January 26 to January 31, 1958. (Publication of Pakistan Government Press, Karachi, 1958.)

Age. It is desirable that the maximum and minimum ages of the candidates be such that they may be expected to adjust easily to A.U.B. life and at the same time be able to serve their country for a considerable time after completion of their training. Thus, in the cases of Y category students (sophomore, freshmen, special, etc.) it is probably most desirable to select young unmarried men and women below the age of twenty-one years. These students have to stay away from home for three to four years, and older candidates, fixed in life, are likely to feel frustration as a result of the long absence from their families, and of other concerns which younger, unmarried persons are unlikely to have.

A student who is too young may feel homesick and may not be able to adjust himself to the new environment, and this could result in serious disciplinary problems. It is recommended that no candidate who is less than seventeen years of age be accepted.¹

Some students of more than twenty-one years of age were selected in 1958. There was no restriction placed on the marital status of the candidates.

In the cases of X category students (Graduates, Nursing, Public Health, etc.) in which sufficient background in the respec-

¹In the 1958 group the minimum age was not fixed, but no student below seventeen was selected.

tive fields is necessary, a maximum age of thirty-five is desirable. Candidates up to the age of forty years may be selected in exceptional cases. In Pakistan, in normal circumstances, quite a good number of suitable candidates can be found below the age limit of thirty-five. In the group of A.U.B. selectees of 1958-1959, however, candidates up to forty were accepted as a general rule, and this year it has been extended up to fifty years. It is necessary to point out here that the age of retirement in most of the services in Pakistan is fifty-five years.

Sociability. It is best, where possible, to select candidates who are decent and social. This would help them to adjust to A.U.B. life more quickly. The character certificates from their colleges and conscious attention to this aspect of the personality at the time of the interview can help the selection board to find the more socially adaptable students.

Aptitudes. It is advisable to select candidates in fields for which they have aptitudes. Simple declarations by the candidates that they have aptitude for certain fields of study are not enough. They should be verified through the candidates' records either that they have had training in the fields for which they apply or have actually worked in those fields. This particular aspect was

almost entirely neglected by the selection board while selecting candidates for the year 1958-1959, and resulted in the selection of a number of misfits in the various fields of study.

IV. MISFITS

In all, thirteen cases of misfits were found in the group of seventy students who completed and returned the questionnaires in the group selected for the year 1958-1959. The cases are as follows:

1. A graduate clerk of the Ministry of Agriculture in Karachi was selected for T.T.C. agriculture training.¹ He is required to go back to Karachi to his original post, where he works as a clerk in an office. A person working at a post involving some field work would have been a better candidate in his place.

2. A matriculate of thirty-three years of age, with fourteen years of experience in office work in the ministry of agriculture, Karachi, was selected for T.T.C. training. He will return

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T.T.C. means Technical Training class, a designation given to the special one-year non-degree course in Agriculture at A.U.B.

to work in the same office as an assistant.

3. A third class matriculate who was a college student, and who had not worked anywhere in the field of agriculture, was selected for T.T.C. training from East Pakistan. In Pakistan a third class matriculate is generally rejected even for the post of a junior clerk. In many services he is not eligible to apply for a post. He had not studied any sciences.

4. A student working for his B.A., who had no experience in the field of agriculture, was selected for T.T.C. training from West Pakistan. He had studied neither science nor agriculture. By coming to Beirut, he missed one year and failed to get his B.A. Now, after his training, he plans to complete the B.A. degree and, after graduation, there is every possibility that he will accept a white-collar position in an office. He has no taste for agriculture and his remuneration as a graduate clerk or a teacher would be as great as that of a field worker having the T.T.C. training.

5. An intermediate in arts (sophomore) with a high proficiency diploma in Persian and an honors certificate in Urdu was selected for T.T.C. training from West Pakistan. His qualifications indicate that he is clearly more of a linguist than an agriculturist. He was working as a teacher -- a post suitable to his

taste. There is every possibility that he will work again as a teacher instead of being a field worker.

6. A third class B.Sc. studying in a postgraduate class was selected for T.T.C. training from West Pakistan. The post for which he will be eligible after this training will give him much less remuneration than what he can earn as a graduate teacher or an office assistant. He had no previous experience in agriculture. The minimum qualification for this training was matriculation. At the time of selection it could have been foreseen easily that this man, on his return, would not think of joining the agriculture department to utilize his T.T.C. training.

7. A fresh B.A. from West Pakistan who worked as Assistant Food Controller was selected for T.T.C. training. Perhaps his papers showed him as a farmer. His family has some land but he has nothing to do with it. It may be noted here that when a man intends to go into agriculture as a profession in Pakistan, he takes education in agriculture but never goes all the way through a B.A. course. The man in question will go back to serve in some office. B.A.'s or M.A.'s should be taken for agriculture training only when they produce documents showing that they actually are working in that field and have reason to return to it.

8. A second class B.A. from West Pakistan who was studying for his M.A. was selected for T.T.C. training. Perhaps he declared an interest in agriculture during the selection. He aspires to join the M.A. class again, and there is little hope that he will do agricultural work after passing his M.A.

9. A student who was third class F.Sc. and third class B.A. from West Pakistan was selected for the B.S. agriculture class. He had had no agriculture courses in Pakistan. He was in no sense a suitable candidate for agricultural training. Before he came to Beirut he was a teacher.

10. A Botany student working for his M.Sc. from Dacca University was selected for Public Health Education. The subject of Botany is not closely related to the field of Public Health. Again, he cannot find a better job by producing a Diploma in Public Health Education than he can by producing an M.Sc. degree. He therefore plans to complete his M.Sc. after his return to Pakistan, and to become a Botanist. He has stated in his questionnaire form that the Government should not send men to Beirut who can serve Pakistan better in other ways.

11. A third class B.Sc. from West Pakistan with the degree of Bachelor of Education was selected for Public Health Education. He was working as a teacher before his selection.

He is already trained in the field of education and now he is being trained for the field of Public Health, in which he had no background at all.

12 and 13. Two B.Sc. science teachers from West Pakistan were selected for Public Health Education. This training will be of little use to them in the teaching of science. The health courses have very little in common with the science courses given in high schools.

The analysis of the thirteen cases shows that the largest number of misfits were selected in the T.T.C. group. This is most probably due to the fact that the selection board did not fully check the agricultural backgrounds of the candidates and believed in their simple declarations. Alternatively, it may have been that very few candidates wanted agriculture training, and that the selection board was compelled to fill its quota by taking even those who showed only a lukewarm interest in such training, clearly preferring another field.

Next in frequency to the T.T.C. group come the number of misfits in the field of Public Health Education. In this field the candidates took advantage of the loosely-worded advertisement, and four science teachers got themselves selected for the agricultural training.

Hidden misfits. Besides the abovementioned cases of manifest misfits it was observed that there are many hidden misfits. Many students seemed frustrated because of the dread that they might not find jobs after the completion of their training. Some of them wished they had not given up their jobs in order to come to Beirut, fearing unemployment on their return. Letters from disappointed A.U.B. graduates in Pakistan confirmed their fears.

A few others were dissatisfied because, despite the fact that they were government servants, they were not receiving their expected pay, and their families were starving in Pakistan.

V. PREPARATIONS FOR DEPARTURE

The final orders. Most of the students received their final orders for selection by the end of June or in July 1958. The orders were vague and were issued by different authorities in different cases. In East Pakistan they were issued by the I.C.A. Training Officer.¹ In West Pakistan they were issued by either I.C.A. or the Provincial Government or both.² In Karachi

¹For a sample of I.C.A. orders, see Appendix E.

²For a sample of government orders, see Appendix F.

they were issued by I.C.A. The orders were so loosely worded that the students could not clearly understand which degrees or diplomas they would be working for and could not estimate the period of time they would have to remain in Beirut.

They were directed to complete certain formalities before they could proceed to Beirut. These included the issue of passports, the completion of service bonds, the obtaining of health certificates, the medical examination, the issue of foreign exchange, visa etc. In spite of the fact that the students had been granted scholarships, in many cases passports were not issued to them until the last moment, because of legal hitches. Thanks to the vigorous action of the I.C.A. Training Officer in Karachi, the passports were issued twenty-four hours before the actual departure of the students. The amount of worry the students had to bear up to the time of their departure can well be imagined. Each step, from the original application to the final boarding of the aircraft, was a gamble. Some had left their studies, many had resigned their services, a number had displaced their families, and all had spent hundreds of rupees in making preparations for departure -- a departure that was not certain until twenty-four hours before it occurred.

Bonds and bondages. A formality that the students had

to complete before (and in one case even after) their arrival in Beirut, was the execution of service bonds to the Provincial Governments or to the departments where the students served, or to both. In spite of the fact that the advertisement stated clearly that the selected candidates would have to serve in Pakistan for a period not less than three years after the completion of their training in Beirut, each Provincial Government, department or institution followed its own policy. These policies also differed in different situations. The wording of the bonds and the period of service they required varied with various departments and governments. The bonds were one-sided because, while the students were obliged to serve the Provincial Governments or the departments concerned for the period mentioned in the bond, the governments and departments were not obliged to provide them service after their return from Beirut.

In the field of education in West Pakistan, a three-year bond of service was taken from the candidates in government service whether temporary or permanent.¹ Students or candidates from private services were not asked to execute a bond. There is, however, a case of a staff member of Peshawar University who had to sign a bond for five years of service. In a few cases the students were informed by their Provincial Government after

¹See Appendix G.

arrival in Beirut that their bonds had been cancelled but that it was still hoped that they would serve the Education Department after completion of their training.¹ In Karachi the Education candidates not in government service were exempted from bonds. In the cases of government servants, bonds were taken from a few and not from others. In East Pakistan Education candidates in service had to sign a bond of five years' service. Non government servants were exempted from signing a bond.

Candidates in the field of Public Health from West Pakistan, whether in government service or not, were not asked to sign a bond. All the candidates in Public Health from East Pakistan had to sign a bond for five years of service after completion of their training. All the candidates in Public Health from Karachi had to sign a bond for five years' service, but it was mentioned in their bonds that if the government did not offer them any service within one month of their return to Pakistan, the bonds would become invalid.² In none of the other bonds signed by the students in any other province or in any field of study has this kind of guarantee been included.

¹See Appendix H.

²See Appendix I.

Candidates in the T.T.C. group¹ from West Pakistan, if in government service, were asked to sign a bond for five years' service; those not in government service were not asked to sign a bond. None of the T.T.C. candidates from Karachi, whether in government service or not, was asked to sign a bond. All the T.T.C. candidates from East Pakistan, whether in government service or not, were asked to sign a bond for five years' service in the province after completion of their training. One of the T.T.C. candidates from East Pakistan, however, had to sign two five-year bonds, one to the Provincial Government and the other to a commercial concern of the Central government in which he is employed. The period of both the bonds runs simultaneously. The second bond, the legal validity of which is extremely doubtful after the execution of the first bond, was imposed on the candidate in a most objectionable and humiliating manner after his arrival in Beirut.²

VI. EVALUATION OF THE MODIFIED SELECTION PROCEDURES

The selection procedures followed in 1959 for X Category

¹ T.T.C. means Technical Training class, a designation given to the special one-year non-degree course in Agriculture at A.U.B.

² For details see Appendix J.

candidates are the same as those followed in 1958. Only two changes have been made:

1. The instruction sheet issued to the candidates states that all candidates must be interviewed before their final selection. This is a desirable step, as indicated earlier.

2. The age limit of X category candidates has been extended from forty to fifty years. This modification appears to have no justification. Members of the Pakistani Study Group of 1958 along with the A.U.B. experts had agreed that the selection of older persons is not desirable from many points of view.¹

In the cases of Y category candidates selection was made by the Education Foundation last year. This year new procedures have been adopted by the I.C.A. and the Government of Pakistan. The basic defect of the procedure is that no minimum age limit for the selection of candidates has been fixed.

For both X and Y category candidates no provision has been made for a written examination to test the ability of the candidates in the particular fields of study for which they apply.

The combined advertisement made in 1959 for X and Y category fellowships and scholarships is more vague than that of 1958. It does not even show the required qualifications for

¹ Pakistan Ministry of Economic Affairs, Report of the Study Group from Pakistan, January 1958, p. 4.

each field of study.

The option given to both X and Y category candidates to fill in their forms either in their own handwriting or on a typewriter is a step in the right direction. It will facilitate considerably the work of applicants from rural areas.

It is felt that the foregoing review of the requirements, methods and procedures of selection will make it easier for the reader to understand and appreciate some of the problems of the candidates who were selected through these procedures, as they actually take up their work at A.U.B.

CHAPTER IV

I. ACADEMIC PROBLEMS AT A.U.B.

This section is based primarily on the questionnaire to Pakistani students and on discussions with them.¹ The questionnaire form contained both subjective and objective questions. Sometimes the students gave contradictory answers which had to be clarified by individual discussions with them. Many of the answers were vague and required clarification through informal interviews. Of the seventy respondents who returned the completed questionnaire forms, the number of students in each field was as follows:

TABLE VI

RESPONDENTS CLASSIFIED BY FIELD OF STUDY

<u>Field of Study</u>	<u>Number of Students</u>
1. Education	
Graduate Students	18
Undergraduate Students	15
2. T.T.C. (Agriculture)	14
3. Public Health	13
4. B.S. and M.S. in Agriculture	7
5. Engineering	2
6. Pharmacy	1
	<hr/>
Total	70

¹For the complete questionnaire, see Appendix K.

The courses. Sixty out of the seventy students expressed difficulty with the new methods of teaching followed at A.U.B. Fifty of them, however, said that they accommodated themselves to the new system of education by the end of their first semester at A.U.B., after which they began to like it. Sixty-five of the seventy students believed that this system was very effective in making students work up to their capacities, and that this training would help them to work more efficiently on their return to Pakistan. Opinions of the students about their courses differ in the various fields of study, and these are elaborated below.

Education graduate students. Six of the eighteen graduate students in Education found difficulties with their courses. They thought that the individual courses were too heavy to be covered successfully in a four-month semester. The course load of fifteen credits also appeared to the six students mentioned above to be too heavy. Seven of the eighteen students took courses in English in the first semester and six of them complained about the kinds of books used, the method of teaching and the grades they earned. Examples of their remarks are:

"The books prescribed for English 201 are most uninteresting and worthless."

"In English 201 most emphasis is laid on word meaning and little on comprehension of ideas. Some of the books prescribed for this course are very difficult."

"The objective type tests in English courses are a puzzle to me. I get very good grades in essay-type questions while I fail in objective questions."

"Good grades are for those who cannot write one sentence correctly but can learn by rote like a parrot."

Three of the eighteen Education graduate students disapproved of the idea of asking students to take courses outside the Department of Education. One of them said, "The courses given outside the Education Department are such that by taking them we are not at all profited regarding our teaching in schools in Pakistan." The students selected the courses in Table VII as those which would prove most useful to them when they returned to Pakistan. The number of choices made for each course by the eighteen students is shown in Table VII.

TABLE VII

COURSES SELECTED BY EDUCATION GRADUATE STUDENTS
AS MOST USEFUL ON RETURN TO PAKISTAN

<u>Education Courses</u>	<u>Number of Students</u>
Psychology of Education	18
Philosophy of Education	18
Teacher-Training	10
Advanced Teacher-Training	10
Methods of Educational Administration	9
History of Education	6
Seminar in Curriculum	5
<u>Psychology Courses</u>	-
Psychology of Development	7
Psychology of Adjustment	6
Social Psychology	5

All the eighteen graduate students were of the opinion that the course in methods of research and thesis planning and the actual writing of the thesis at A.U.B. were novel experiences and would prove very helpful to them if they got a chance for further research.

Education undergraduates. Ten out of the fifteen undergraduate education students felt trouble with their courses. They complained of heavy assignments and heavy courses. They said that they could only scratch the surface and could not go deeply into the courses because of the shortage of time. All of them agreed that most of the courses given to them were valuable. However, eight of the fifteen were unhappy with their

courses in English. Regarding course difficulty in general, the following are examples of remarks made:

"A course load of fifteen credit hours does not give a student sufficient time to think of what he is studying. Passing the examination does not mean that he knows what he was taught... English 201 is not a course in literature but a course in memory work."¹

"I believe that English should not be subjected to objective treatment. The courses in English aim to enable the students to speak and write English correctly. I do not know how the objective test serves this purpose. It is not a test of knowledge in English. It may be called a test in memorization. Emphasis should be laid on good English and good ideas, and vocabulary will improve automatically."

T.T.C. Agriculture group. The fourteen students in the T.T.C. Agriculture group felt no special difficulty with their courses, but twelve of them were of the opinion that most of the courses given to them would not be of any use in Pakistan. These twelve said that the School of Agriculture aimed to teach them everything relating to Agriculture in about one year, with

¹It should be noted that English 201 is not intended as a course in literature. It is entitled English Communication Skills.

the result that they hardly learnt anything at all. They were of the opinion that it would have been better if each one of them had been allowed to select one branch of agriculture for himself and was given one intensive course in that branch each semester.

B.S. and M.S. Agriculture groups. All seven agriculture students working for the B.S. and M.S. degrees felt trouble with their courses at A.U.B. They all felt that there was a great disparity between the courses taught in Pakistan and in this University. The agricultural courses here were thought to be different in that they were more advanced and based on modern research. Students working for the B.S. and M.S. degrees were admitted to the Sophomore and graduate classes respectively. They all felt that a great difficulty was caused by their non-acquaintance with the A.U.B. courses preceding the ones they were given in A.U.B. All of them also felt the courses to be too heavy. They were required to take 18 to 19 credit hours each semester, and in spite of hard work they failed to get good grades. The result was that out of a group of ten students admitted in 1958, four were dropped by the School of Agriculture for academic reasons. A fifth discontinued his studies for health reasons.

Engineering. In the field of Engineering, three Pakistani students were admitted as sophomores in 1958. All of them felt much difficulty with their courses at A.U.B. They all felt that a great difficulty was caused by their non-acquaintance with the A.U.B. courses preceding the ones they were given in A.U.B. They reported that they had to make up for the courses taught at the freshman level in their free time in order to provide essential background material for their classes at the sophomore level. The courses they had taken in Pakistan up to the end of the Intermediate level proved to be of little help at A.U.B.¹ One of them wrote, "I found a big gap between the mathematics courses taken by me in Pakistan and the courses at A.U.B. I took no calculus at the Intermediate level, while freshmen at A.U.B. study calculus for one year before they reach the sophomore stage. In spite of the fact that I work very hard I fail to get good grades in Mathematics." All three of these students thought that the training at A.U.B. was very useful. One of them, however, was dropped by ICA as a result of his poor grades.

¹The number of years of schooling up to the completion of the intermediate level in Pakistan is twelve. This is equivalent to the years of preparation normally required to enter the freshman class of a college in the United States.

Pharmacy. Two students were admitted to the School of Pharmacy in 1958. One of them was dropped by ICA after the first semester because he did not take interest in his work. The other is doing well. He finds the courses very heavy, but is pleased with their usefulness.

Some of the observations and responses of the seventy students which are not specific to the different fields of study are given in the following section:

Conversational English Course. All the Pakistani students were asked whether they would have liked to have a conversational English course in the first semester. Thirty-eight of the seventy respondents replied affirmatively. Out of this number only sixteen wanted it to be a compulsory course with credit.

Similarly, the seventy students were asked if they would like to have a conversational Arabic course in the first semester. Sixty of the seventy respondents replied affirmatively, but only nineteen of them wanted it as a compulsory course with credit.

The Library. Thirty out of the seventy students had had one or more occasions to write something relating to some aspect of Pakistan. All of them reported the non-availability of proper

material both in the A.U.B. Library and in the Pakistan Embassy. Twenty of these thirty students were in the Education Department. Six of them were writing theses and had had great trouble in finding needed material. They had written to various departments and book sellers in Pakistan, but generally they received no replies or received the books etc., too late. This hindered thesis progress, and some of them could not finish their theses in time to graduate on their planned dates.

The students suggested that the library make available various kinds of books and materials about Pakistan. They particularly stressed the importance of having a daily newspaper such as The Daily English Dawn (Karachi) or the Pakistan Times (Lahore).

Besides the papers and the journals, the students suggested that the library should have several standard books on Pakistan. A representative and inclusive list of the kinds of books mentioned may be found in the chapter on recommendations.

The Summer School. Forty-eight of the seventy students were against compulsory classes during the Summer. This number includes thirty out of thirty-three Education students. These thirty Education students were of the opinion that the Summer School was advisable only for those whose training period is

one year or less. For the others it would be better (1) to allow them to go home, or (2) to broaden their education by permitting them to tour the neighboring countries, or (3) to permit them to stay in Beirut and learn swimming and dancing. Summer, they felt, is not a period for serious work, and change and relaxation after two semesters of hard work are necessary to refresh the students so that they may be ready to work hard after the Summer. Some graduate students in Education mentioned that if they had been allowed to go home during the Summer they could more easily have collected data for their theses.

Forty-eight out of the seventy students specially stressed the idea that those who have to stay at A.U.B. for three to four years cannot stay here continually without psychological and emotional maladjustment. They believed that it would be best if such students were sent home during every summer preceding a full academic year of work.¹

Twelve of the seventy students who were opposed to Summer classes were of the opinion that ICA should arrange trips to the neighboring countries or to the European countries for all the ICA students instead of asking them to join the Summer School.

¹This year ICA has already sent Sophomore and special students to their homes during the Summer vacation.

Problems due to the lack of information about credits and period of stay. Twenty of the seventy students felt difficulty because of the lack of information about the credit hours they had to complete and the expected duration of the training at A.U.B. All of them were Education students. On arrival, some of them did not even know the degrees or diplomas for which they were expected to be working.¹ The orders they received showed only that they were expected to get training at A.U.B. for one year in the field of their choice, and that any extension of the training would depend on high academic achievements. Only after their arrival at A.U.B. did the undergraduate students discover that they were expected to stay at A.U.B. for three or four years, provided they passed in the courses and also fulfilled the other University requirements.²

¹It is a tribute to the drawing power of ICA's program and simultaneously a commentary on these Pakistani selectees that they would willingly pack up, leave family, home and country, facing manifold uncertainties and worries, for a training program of which neither the duration nor the end-product were known.

²ICA is considering setting certain minimum first-year average grades for continuation of scholarships of undergraduate students. The acting ICA Regional Training Officer was of the opinion that the minimum average passing grades fixed by the University are lower than what should be expected for the continuation of an ICA scholarship. No definite orders have been issued so far. In the cases of graduate students ICA has no present intention of setting a minimum average grade.

The graduate students in Education were required to sit for a qualifying examination after the first semester, and those who passed the examination were allowed to continue work towards the Master's degree. They were divided into three categories depending on their grades in the first semester, their success in the qualifying examination and their previous qualifications and experience. Each student had to complete 30, 45 or 60 credit hours for the M.A. degree, depending on his category. Three of the sixteen Pakistani graduate students in Education failed in the 1958 qualifying examination and were not allowed to work for the Master of Arts degree. Completion of thirty credits normally requires two semesters¹. The graduate students in Education thus knew the exact nature of their training and the probable period of their stay at A.U.B. after the lapse of four months from the date of their arrival. They also discovered that the longer period of stay did not depend on high academic achievement, but most often on the amount of additional training a candidate was judged to need in order to qualify for the M. A. degree. The lack of certainty about the period of training gave some trouble to all the students, especially to those who were required to complete sixty credit hours. In their cases the expected duration of the training was twice what they had

¹

A summer session is generally added, however, to take care of the thesis, which demands much time.

planned before leaving Pakistan. Again the three students who did not pass the qualifying examination after one semester were highly disappointed as they had assumed that failure could occur only at the end of the M.A. course. Their disappointment would have been much less if they had received the details of the University procedures before they arrived at Beirut.

II. BOARD AND LODGING

Housing. Out of the seventy respondents, fifty-eight, including eleven females, were satisfied with their accommodations. The twelve who were not satisfied with their accommodations had complaints about such matters as their landlady or her family, the high rents, the crowded bathrooms during school hours, or the disturbance of their studies by traffic and other street noises. Thirty-six of the seventy students, including the twelve dissatisfied ones, were of the opinion that it would have been better if accommodations had been provided by ICA, by the A.U.B. Boarding Department, or by the Pakistan Embassy. They suggested that this could be done either by renting apartments outside the campus or by building new hostels on the campus. They believed that in either case the students would benefit through a regulated and healthy social life and that they would

not be tempted to accept unduly low standards in their housing accommodations. A few of their suggestions were as follows:

"If the Pakistan Embassy at Beirut hires a building and starts a hostel for the Pakistani students, as was done by the Pakistani High Commissioner in London, there would be no problems either for accommodation or for the food. It will also give a homely atmosphere to the students."

"I feel there should be University housing facilities and the tendency amongst some of the students to be content with cheap, unhygienic accommodation must be checked when they can afford to have better accommodation."

"A Pakistani student centre may be started on the model of the University Christian Centre. It will solve both the housing and food problems."

"If the Pakistani students can be accommodated in University-managed hostels along with other non-Pakistani students they will learn many things which the University authorities cannot teach them directly in the four walls of the classrooms."

Food. Forty-two out of the seventy students were not satisfied with the food they were eating either in the A.U.B. Cafeteria or in the restaurants outside the Campus. Eleven of them were cooking their meals themselves. They said that the

arrangements for food in the Cafeteria are excellent. The servants are very efficient, and everything is kept neat and clean. The quality of the food from a nutritional point of view is good. But for a person used to a Pakistani diet, the food does not have any taste, and it is very expensive. They especially grumbled about the supper hours. Supper is served between 5:30 and 6:30 P.M. To the students this is too early. They do not yet feel hungry, nevertheless they must eat at that time. This is because students living on campus automatically have one hundred Lebanese pounds monthly deducted from their allowance checks for taking their meals in the cafeteria. During Summer, when days become long, the problem is most acute. The students living off-campus can avoid it by eating somewhere else, but students living on the campus are forced to eat in the Cafeteria, and one sometimes hears complaints about indigestion believed to be ascribable to the early supper hours.

Referring to the restaurants outside the campus near A.U.B., they said that there were only two restaurants sufficiently inexpensive for the students to patronize for any extended period of time. The students say that the service in neither of these restaurants is good, that the food is poor in nutritive value, and that the restaurants are maintained in an unhygienic

way. The students also did not like the smell of the oil in which the food is cooked.

Eighty percent of the respondents were of the opinion that if a Pakistani dish could be introduced at least twice a week in the cafeteria it would be most welcome to the Pakistani students and also to many students of other nationalities, whose tastes have some similarity to the Pakistani taste. Twelve students were of the opinion that if the University or the ICA makes an arrangement for accomodating the Pakistani students in one or two buildings, a Pakistani mess could be started.

The females were a little more dissatisfied with their food arrangements as it is compulsory for all of them to take their meals in the A.U.B. Cafeteria. They said that the men were priveleged to change their fare at intervals by taking meals in hostels etc. They grumbled that even when they were sick or did not take food for some similar other good reason, they had to pay for the food as usual. The boarding department deducts one hundred Lebanese pounds from their scholarships every month whether they take their meals in the cafeteria or not. One of the women said:

"The women have to eat in the cafeteria even when the food is not good. On such occasions we content ourselves with

fruits and milk. We have to pay money in lump-sum in the beginning of the month and it is not adjusted even if we do not eat. If arrangements are made for the adjustment of the same we will get a chance to eat sometimes outside the campus whenever we like to have a change. On feast occasions it will be fair to allow us to cook in the dormitories. The supper timings need immediate change."

The males remarked:

"The food in the Cafeteria is tasteless but I don't think there can be any other solution but to import a cook from Pakistan."

"The Cafeteria is too expensive and the food available outside the campus is unhygienic."

"It is claimed by the boarding department that the Cafeteria supplies both oriental and western dishes. It is not a fact. It supplies only Arab and French dishes. It will be better if a few English and American dishes are introduced.¹ A Pakistani dish can also be introduced very easily. The Pakistani girls will be pleased to offer their help in this respect."

¹Classification of English, American or French dishes could not be made. Statements differ with individuals.

"I have been starved of chilis and spices. Vitamins or no vitamins, I like the same food that I eat for the last twenty years."

"The Cafeteria supplies good food from the medical point of view. It will be better to change one's own taste than to try to make adjustments in the Cafeteria."

III. HOSPITALIZATION

Because of the relative prominence of health-related problems expressed by Pakistani students, questionnaire responses about this aspect of A.U.B. life were exhaustively checked by interviews. In the questionnaire form they were reluctant to give full details, possibly because of the fear of being exposed and penalized. The assurance that they would not be identified was not fully effective because, as some stated, the individual cases might be identified by their unique syndromes and histories.

Forty of the seventy students were partially satisfied with the Health Insurance Plan discontinued at the end of 1958, twenty-four others were entirely satisfied with it, and six did not respond. Both of these groups appreciated the supply

of free medicines. They were of the opinion that the prices of medicines in Beirut were exorbitant, and that the scholarship given by ICA is not sufficient to meet necessary medical expenses. These forty students complained about inconsiderate treatment and inefficiency on the parts of some of the infirmary doctors.² Several of them were of the opinion that the change in the Health Insurance Plan might have been the result of inefficiencies on the parts of the infirmary doctors.

The forty students said that the infirmary doctors often made them feel that they believed their sicknesses were imaginary or deliberately fabricated.

Medical treatment appeared to be one of the major problems of the Pakistani students at A.U.B. Forty-five students claimed that this was not only a problem of Pakistani students, and cited instances of students of other nationalities complaining in the same way. In an interview with the acting Regional Training Officer, Beirut, it was discovered that the ICA students as a whole at A.U.B.¹, in their written impressions about life at A.U.B., listed medical treatment as their second most serious

¹This includes students from many different nationalities.

²Of the forty students 21 made explicit written statements, 9 expressed dissatisfaction without specifying the reason clearly, and 10 expressed their reasons in the interview only

problem.¹

The Health Insurance Plan discontinued in 1958 at least ensured the students a supply of free medicines. After the discontinuance of the plan, their feelings became more acute.² The comments of the students about the arrangements for medical treatment at A.U.B. express the bitter feelings that they have about this phase of University life. It is not easy for them to seek medical treatment outside A.U.B. because they cannot afford the charges of Beirut doctors.³

Fifteen students who were treated once or twice at the A.U.B. hospital had high praise for the specialists working there.⁴ They found them polite and courteous and felt them to be experts in the true sense in their own fields. Many Pakistani students have been heard to say words to the effect that they believe Beirut to be a city of excellent specialists and poor general physicians.

Thirty students⁵ reported that because of their reservations about infirmary treatment, they generally refrained

¹Financial problems had first place in importance.

²All of the reasons behind the discontinuance of the free-medicine plan are not known to the investigator, but he has hearsay evidence to the effect that some students sold their free medicines to local pharmacies.

³Cost of medicines and medical charges might also depend on the cost of living of the two countries.

⁴These were mostly interview comments.

⁵These were interviewed students.

from going to the infirmary for ordinary sickness but prescribed medicines for themselves from pharmacies outside the campus instead. Sometimes they remembered the names of the tablets they took in Pakistan for a certain disease. Sometimes they asked fellow students about the medicines they took or their family members used for a particular set of symptoms. They claimed that this trial and error method had proved more effective for their relief from ordinary sickness than the advice they received in the infirmary.¹ Four of them have gone so far as to import medicines from Pakistan, but they found that the restrictions imposed on the import of medicines by the Lebanese Government have made the import of medicines extremely difficult.

The following remarks of students are taken from interview notes and written statements in the questionnaire, in approximately equal proportions. They demonstrate how the students feel about the infirmary and the A.U.B. hospital:

"I had a severe headache once and I went to the infirmary for treatment. The doctor inspected me thoroughly and sent me to the eye specialist to check if the headache was due to some eye defect. My eyes were found fit and I was sent to the ear specialist to check my ears. He gave the same answer and then I was sent to the teeth specialist to check my teeth. No defect was discovered in the teeth. This satisfied the doctor and he

¹"Ordinary sickness" is a term which no one offered to define. Nor was any opinion received concerning the competence of students to distinguish between "ordinary sickness" and such other sicknesses as might lead to permanent bodily harm or death if mistaken for "ordinary sickness".

confidently said that I was all right and that my trouble was that of mental conflict. My remonstrance that the headache was due to stomach trouble and that I had suffered many a time from that kind of headache since my stomach was in disorder proved of no consequence to the doctor. I was then forced to go to a pharmacy, took 'Aspro', and got temporary relief from the headache."

"The Health Insurance Plan was satisfactory at least in one respect that it provided us with free medicines. It is desirable that ICA makes arrangements to supply free medicines to the students. It will encourage them to seek treatment at the right time."

"I got high fever and was admitted to the infirmary. After three days the temperature became normal and I was discharged from the infirmary. I was very weak and I asked Doctor X to allow me one day's rest for recovery. He refused me and told me to go to the school. I had to go from the hospital bed direct to the classroom. By the evening I again got slight temperature due to exhaustion. I went to my room, took medicine, and absented myself from the classes the next day without the permission of the doctor."

"I got stone in my urine bladder and was sent to the hospital for operation. I was relieved of my trouble in a few days. The hospital specialists are really very competent and sympathetic."

"The arrangements (Health Insurance plan) were quite satisfactory but for the presence of one 'doctor' who had a rather unsympathetic attitude toward his patients. The fact that he is still in his position is most surprising."

"If the doctors of the infirmary fail to do anything, the student should be permitted to the hospital without the permission of the infirmary."

"The doctors of the infirmary did not pay due attention to us even then (when Insurance Plan was in force) but at least we had not to pay for our medicines which is difficult in such a small sum of money which we get as scholarship."

"Doctor X of the Infirmary should be more polite to the patient and must see the patient carefully and sympathetically."

"Doctors want to get rid of the patients."

"The doctor X of the infirmary is very rude and careless. He should be more careful and polite to the patients and must see the patients sympathetically."

"Something like the former Health Insurance Plan should be continued. Very often it becomes quite difficult for us to purchase costly medicines."

IV. FINANCIAL PROBLEMS

Forty-two out of the seventy students felt that the monthly scholarship cash allowance given to students by ICA was not sufficient to cover their expenses at A.U.B. In the letters that all the ICA students submitted to the ICA Regional Training Officer, Beirut, in May 1959, regarding their impressions about their training at A.U.B., they listed the insufficiency of the scholarship allowance as their first major problem. The forty-two Pakistani students who claimed inadequacy of funds estimated that various amounts, all between

85 to 150 Lebanese pounds per month, would make the allowance sufficient to cover all necessary expenditures. It may be mentioned here that the 1957-1958 group received 81 dollars instead of the 100 dollars per month which students now receive. After the increase in the allowance, all the old students appeared to be satisfied with the new rate of 100 dollars. It is not known whether they were satisfied only because their allowance was increased, or whether they found the new allowance sufficient to cover their expenditures at A.U.B. The prices of goods have not varied appreciably since that time, and the assertion of the forty-two students of the 1958-1959 group to the effect that the scholarship is not sufficient should be viewed with caution until definite evidence establishes its validity or lack of it. It is a fact that nineteen of the seventy students had to spend some of their own money in addition to the ICA allowance, but at the same time a dozen reported sending money home from Beirut. Ten of the nineteen who reported the need to spend their own money are known to have purchased things like cameras, radio sets, typewriters etc., or to have toured the neighboring countries, or to be heavy smokers who preferred the relatively expensive American or British cigarettes "for health reasons". Some of them,

however, also had to purchase expensive medicines, had to stay on after the termination of their scholarships, or had to pay more for typing their theses than the sum allowed by ICA.

The twelve students who saved enough of their ICA allowances to be able to send money home have families in Pakistan with insufficient means for living. Eight of them are government servants and were given leave without pay for the period of their training at Beirut.

Thirty-one of the forty-two students who feel the ICA allowance should be raised claimed that they had to forego many of their basic needs because of shortage of funds and that this affected their health and studies at A.U.B.

It is not easy to judge whether the present ICA allowance is reasonably in line with the normal expected expenses of ICA students. This question requires study by those competent to estimate the reasonable cost of student life in Beirut, and to decide to what extent the average student's home standard of living ought to be deviated from while he is at A.U.B. However, it can be assumed that as the scholarship was raised before the discontinuance of the free-medicine plan, those subsequently spending money on medicines might be expected to

run short of funds.¹ Similarly, the twelve students financing their families in Pakistan out of their ICA allowances most probably suffered considerable financial strain.

Aside from these cases, each year a few graduate students in the Education Department fail to complete their theses in time.² They do not get extensions of their scholarships from ICA and have to face financial troubles after the discontinuance of their scholarships. Normally they do not require more than six or seven weeks after the expected graduation date, but even arrangements for six or seven weeks' stay sometimes require the selling of one's scanty belongings and going into debt as well. In this connection Professor F.R. Korf, Acting Chairman of the Education Department, makes the following remarks:

"Except for those few students who fall in the thirty-credit category³, the ICA Education graduate students have a minimum of one calendar year (and sometimes one and one half years) in which to complete thesis work after the departmental qualifying examination. At the beginning of this period each student knows his expected graduation date and is urged to begin his thesis work in earnest. At this point the Education Department informs ICA of the expected graduation

¹ Eight of the seventy students claimed to be regular customers of pharmacies; figures on irregular customers are not available.

² In 1959 five graduate students in the Education Department could not complete their theses within the time limit.

³ These are the ablest students, seldom as many as 10 per cent of the group, who are permitted to earn the M.A. degree after only two semesters and one summer session. Thus they have somewhat more than seven months in which to plan and complete their theses.

date, and of the fact that it sees no reason (barring acts of God) why the student, provided he is competent to earn the degree at all, cannot finish all of his work within the period specified.

"Concerning students whose scholarships terminate some weeks before their theses are completed, and who are thus forced to pay their own ways for a certain period, it has not escaped the attention of members of the Education Department that, in several cases, a remarkable acceleration in the rate of productive work occurred simultaneously."¹

The amount provided by ICA for typing, mimeographing, etc. for the thesis of a graduate student is forty dollars. In several cases of long or involved theses the actual amounts spent by students were between fifty and sixty dollars. The students had to make up the difference from their maintenance allowances. Naturally this is an unexpected financial strain.

V. TRAVEL

In the instruction sheet provided to the students by ICA after their arrival at Beirut, the students were informed that they could have one stopover on the way home to Pakistan. There was no mention that students below twenty-six years of age with a student's discount ticket could not enjoy this concession because of the I.A.T.A. regulations followed by the various airlines. This incomplete information resulted in confusion in many cases.

¹Written statement, September, 1959.

The shortcoming in the instruction sheet was pointed out to the ICA Training Office, Beirut, and steps are being taken to make the necessary modifications before the next information sheet is issued.

The students from East Pakistan have to stay in Karachi while coming to Beirut and on return to East Pakistan. They are forced to spend money on their own account for meeting all the expenses of their stay in Karachi. The stopover in Karachi is a compulsory break and falls under travel expenses. As ICA has taken the responsibility of meeting the travel expenses, the East Pakistan students feel that the expenditure incurred in Karachi because of a compulsory break in the journey naturally falls under the travel accounts and should be borne either by ICA or by the airline, which, in such circumstances, normally pays the food and lodging bills of persons whom it is unable to send directly on to their final destinations.¹

VI. MISCELLANEOUS

Out of the seventy students eight reported that they felt continuous trouble with their health, and three reported

¹In its issue of September 20, 1959, the Beirut newspaper, L'Orient, announced that Pakistan International Airlines will, beginning October 17, 1959, stop at Beirut once weekly in its Karachi-London service. Possibly this change will have an effect on some of the problems mentioned.

homesickness as an important problem.

Sixty of the seventy students felt worry about their futures in Pakistan. All of these stressed the point that unless steps are taken so that the degrees of A.U.B. are recognized in Pakistan, they will get no appointments or promotions on the basis of their A.U.B. training. Many felt that they might be forced to take work unrelated to their training unless the A.U.B. degrees became officially recognized.

Thirty-six of the seventy students (15 in Education and 11 in the T.T.C. Agriculture course) were not sure of finding suitable employment even if A.U.B. degrees were recognized in Pakistan. They were of the opinion that there was little demand for personnel trained in their fields in Pakistan. All the students in the fields of Agriculture (working for B.S. and M.S. degrees), Pharmacy, Engineering, and Public Health felt that there was sufficient demand for trained personnel in their fields and that they could get suitable jobs provided their degrees were recognized.

Sixty of the seventy students suggested that it would be better if the Government of Pakistan sent candidates to Beirut for training only after planning for guaranteed appointments in service on their return to Pakistan, and that the

government should send men for training only in fields of study in which there is a real demand for trained men. They also suggested that if ICA plans to continue training Pakistani students at A.U.B., it would be pertinent to form an association of A.U.B. graduates in Pakistan to protect their interests in matters of employment and promotion.

Twenty of the seventy students stated that they would have preferred to get their training in a field other than the one for which they had accepted the scholarship. Nine of them were in Education, ten in the T.T.C. Agriculture group and one in Public Health. The student in Public Health is an M.A. in Mathematics and would have preferred to go still higher in Mathematics. In the cases of the students in the field of Education and Agriculture, one of the most probable reasons for the preferences of different fields of study is the feeling that there is small likelihood of acceptable employment in their actual fields of training.

In reply to the question about whether they would have preferred to get their training at A.U.B. if ICA had allowed them a choice of training in the U.S.A. or elsewhere, fifty-six of the seventy students said that they would have preferred to go to the U.S.A. or to any good European university. Their

reasons fell into three main categories, as follows:

1. The degrees of American and European universities have been recognized in Pakistan and are given more value in matters of appointment and promotion.

2. The social and educational atmosphere in American or European universities would perhaps have been better than that at A.U.B.¹,

3. It is felt that the risk of failure is not so great in American and European institutions.

Ideas about A.U.B. Nearly all the Pakistani students had a high esteem for the A.U.B. They praised its organization and the opportunities it affords to really hard-working and talented men and women. They considered it as a model university with an excellent library and library staff, and full provisions for the over-all development of its students. Some qualified this, however, by terming A.U.B. an excellent institution for "general education", by which they meant that the university did not provide deep knowledge in specialized fields of study.

Many of the students felt that the Pakistanis were not taking a sufficiently active part in the social activities of the A.U.B. They suggested that a course in social relations should be given to Pakistani students when they first arrive.

The students in general claimed that they had acquired many new traits since their arrival at A.U.B. Their outlooks

¹Fourteen students were not very sure on this point.

toward life had been broadened, and they understood the meaning of hard work and duty. They got opportunities for wider social contacts and saw in practice the benefits of a disciplined and regulated life.

CHAPTER V

SUGGESTIONS AND RECOMMENDATIONS

In the light of the data analysed, so far the following suggestions and recommendations are being made. An attempt has been made to make the recommendations realistic and practicable. The financial implications of the recommendations have received special attention. Most of the recommendations need no additional expenditure for their implementation; those that require some expenditure involve as little change in present expenditures as appears to be consistent with genuinely improved practices. Recommendations have been made separately for ICA, the A.U.B. authorities, the Government of Pakistan and the Pakistani students studying at A.U.B.

I. RECOMMENDATIONS TO THE ICA

The following recommendations are made to the ICA authorities in Beirut and Karachi:

1. The students should be sent to A.U.B. from Pakistan two weeks before the registration date so that they may become

oriented to the new environment.

2. Advertisements inviting applications for fellowships and scholarships should be specific and detailed, giving distinct information regarding each of the various fields of study. The details not given in the advertisement should be included in the information sheets attached to the application forms. The information **should** be sufficient to clarify the nature of the training in the various fields, the probable minimum and maximum periods of stay at A.U.B., the conditions under which the period of stay might be extended to the maximum or curtailed to the minimum, and the degrees and diplomas for which the candidate is expected to work. Complete information can be given best by making separate advertisements for each field of study or by issuing separate information sheets for each field of study with the application forms. The A.U.B. Departments should be asked to furnish such details as are essential for a truly enlightening information sheet.

3. The idea (held by some of the newcomers ~~of~~ 1958) that bedding should be carried to Beirut should be discouraged through the information sheet.

4. A margin of at least five weeks should be provided in Pakistan for the receipt of applications for scholarships. Arrangements should be made for the immediate dispatch of forms

to applicants when a request for them is received by the ICA office in Pakistan.

5. The option given to the candidates in 1959 to fill out the forms either in their own handwriting or on a typewriter is desirable and should be continued in the future.

6. Provisions should be made to test the academic background and prior experiences of the candidates in the fields of Agriculture and Engineering. In these two fields Pakistani students appear to feel most difficulty in adjusting to their A.U.B. courses. A written aptitude test pertaining to these two fields (in addition to the English test) is highly desirable. For other fields the English test appears to be adequate. If no test is used, careful consideration should be given to placing Engineering and Agriculture candidates a year or two lower in the A.U.B. ladder than they are initially placed at present.

7. The interview should be compulsory for all candidates in all regions of Pakistan. It is necessary to test the overall suitability and fitness of a candidate. Exceptions should not be made in any region as was done in the cases of Education candidates from the Lahore region in 1958.

8. It is highly desirable to include a professor from

A.U.B. on the selection board.¹ He may or may not be a full-fledged member of the board, but his presence would throw light on the requirements of A.U.B. and the suitability of the candidates. The professor concerned might be entrusted with the job of collecting data from the various departments of A.U.B. regarding the kinds of candidates each department needs, and he might thus help the selection board to select candidates fulfilling those requirements. If this suggestion is acceptable, the A.U.B. representative should be from one department one year and from another the next year in such a way that each department has a share in the selection of candidates proportional to the number of Pakistani students it trains.

9. In 1959, candidates up to the age of fifty were allowed to apply for X Category (graduate-study) fellowships, though in 1958 candidates beyond forty were not allowed to apply. This change in requirements for selection appears to have no justification. Studies in specialized fields at A.U.B. require much adaptation and hard work, and it is questionable whether most men and women in their forties are as easily able to adjust to it as younger persons. Members of the study group

¹See Appendix B. This idea has been expressed by the A.U.B. professor who conducted the English test in Pakistan in 1959, as well as by professors from the Department of Education.

from Pakistan at A.U.B. in January 1958, after consultation with A.U.B. professors, recommended the selection of young graduates for X Category fellowships.¹

It is recommended that the maximum age should not exceed thirty-five years in normal circumstances. Sufficient numbers of suitable candidates are available below the age of thirty-five years. In this connection, an interview with the acting ICA Regional Training Officer in Beirut revealed that 540 applications had been received for only 83 fellowships and scholarships.

The minimum age limit for Y Category (undergraduate) candidates was not fixed in 1958 or 1959. It is felt that candidates below seventeen may not be able to adjust themselves to life in a foreign university, and that ~~admitting~~ admitting them might increase the number of serious behavior problems. Although no candidate below seventeen was selected in 1958, it would be prudent to fix the minimum age limit at seventeen years. The maximum limit fixed for Y Category candidates is 21 years, and this appears reasonable. In Pakistan, in most fields where long training is given to fresh hands, the age limits are normally 17 to 21 years.

¹Pakistan Ministry of Economic Affairs, Report of the Study Group from Pakistan, January 1958, p. 4.

10. Many of the students feel frustrated at A.U.B. because they are not certain that they can get an appointment in Pakistan after training. These fears are confirmed by the disappointing letters that they receive from A.U.B. graduates in Pakistan. It is recommended that ICA ask the Government of Pakistan to select suitable candidates and to appoint them against vacant posts in fields in which training is available at A.U.B. These persons should then be guaranteed service after their training at A.U.B.

If the above-mentioned plan does not appear to be feasible, then the ICA offices in Pakistan may make a rough estimate of the demand for men in Pakistan in each field every year and vary the quota of scholarships in each field accordingly. The estimates of the demand in various fields may be made by studying the advertisements of vacant posts in papers, contacting employment exchange offices in the various regions and obtaining figures from the heads of various government departments. Yearly employment figures on returned A.U.B. graduates would be a further indication of the supply and demand situation.

11. The greatest number of misfits were felt to be in the T.T.C. Agriculture group. The minimum requirement for selection in that field was matriculation with two years of

active work in the field of agriculture. It seems highly probable from informal discussions with them that almost every candidate who had a piece of land in his family declared himself an agriculturist, and his declarations appear to have been accepted irrespective of the nature of his qualifications and his records of agricultural experience, interest or service. It is recommended that declarations concerning such matters should not be accepted unless backed by documentary proofs. Those who claim to have worked as agriculturists should be asked to produce certificates from the magistrates of the districts where they work, to the effect that they have worked continuously on their land for three years or more. Those in government should be selected from departments which are directly connected with agricultural field work. It is not believed to be desirable to select candidates from offices of the Ministry of Agriculture which have nothing to do with field work. Candidates working as extension agents would, it is felt, be the best persons for the T.T.G. group.

12. In the cases of Public Health Education students, three of the candidates had been working as science teachers in Pakistan and expect to return to science teaching. Science teaching in schools in Pakistan is largely unrelated to the Public Health courses given at A.U.B. Only candidates from Pakistan with experience in public health work or who can show that they are guaranteed employment in this line on their return to Pakistan should be chosen for this training.

13. Students working for the bachelor's degree in Agriculture and Engineering should be admitted to the freshmen classes instead of to the sophomore classes. This year ICA has selected candidates in Engineering and Agriculture for the freshman classes, and this precedent should be followed in the future.

14. This year more students have been selected for non-degree programmes in Engineering than for degree programmes. The ICA training officer in Beirut had recommended to the ICA Training Officer in Karachi that more places should be provided to Pakistanis in non-degree Engineering programmes as compared to degree programmes, because science education prerequisite to degree studies in engineering appears to be somewhat weak in the Pakistani candidates received so far. This recommendation was perhaps accepted by the ICA Training Officer in Karachi. According to the statements of the students in this study, however, there is more demand for B.S. Engineers in Pakistan than for men trained under non degree engineering programmes. It is therefore urged that attempts be made to select better candidates for the degree programme in engineering and that the bulk of the places be reserved for them.

15. The sending of sophomore, freshmen and special

students to their homes in Pakistan during Summer vacations every year should be continued. In special cases in which the students want to stay during the summer to make up their credit hours, they should be allowed to do so and their fees etc. should be paid by the ICA.

16. The graduate students who expect to complete sixty credit hours in the field of Education and others staying for two or more years should be sent home during the summer vacation preceding each full academic year of work.

17. The amount of money given for thesis typing, mimeographing etc, should be raised from forty dollars to sixty dollars.

II. RECOMMENDATIONS TO A. U. B. AUTHORITIES

The following recommendations are made to those concerned with the administration of A.U.B.:

1. If the ICA accepts the two-week pre-semester orientation plan the following two items should be included in the programme:

(a) Students should be familiarized with the Jafet Library and the department libraries. The regulations and procedures for borrowing books may be clarified and the students may be taken to places of study like the seminar rooms, reference room, the stocks etc. The students should be asked to study in the library for one hour daily throughout the orientation programme. This will give them a practical experience of the various aspects and advantages of the library. Students in Pakistan generally study at home, but at A.U.B. it was noticed that a few of the Pakistanis, after becoming aware of the excellent facilities provided by the Jafet Library and the admirable services of its staff, started to be regular library users. It would be very beneficial if the students were encouraged to study in the library and were familiar with it from the very beginning.

(b). Students should be introduced to the various atheletic and social clubs and societies of A.U.B. Interested students should immediately be enrolled as members of these clubs and societies. Pakistani students,

for various reasons, are not often likely to take the initiative of joining the clubs themselves. Many of the students would hesitate to do so because they do not know the games or have not participated in other types of social activities before. If they are made to understand that the extra-curricular activities at A.U.B. have not only places for professionals but are meant for beginners too, there is every possibility that they would become very enthusiastic about the clubs and societies.

2. A voluntary conversational Arabic course should be offered without credit to all new Pakistani students in the first semester.

3. The course numbered English 201 should not be given to Pakistani graduate students unless it is revised according to their particular needs and backgrounds.

4. Courses given in Technical Training class (Agriculture) need reorganisation and changes. The student's

suggestion that only one course be given each semester in one branch of Agriculture chosen by the student should be studied by the faculty of the Agriculture Department.

5. Accomodations for foreign ICA students should be provided by the University either on the campus through the erection of a new building or outside the campus in rented buildings. The living conditions of the students should be supervised by hostel superintendents. Pakistanis should be given places in rooms shared by non-Pakistanis. This would help them to break their limited social circles and to enter a wider social atmosphere.

6. Cafeteria supper hours should be changed during the period from the 1st of May to the 15th of September. Instead of serving supper between 5.30 and 6.30 p.m; it should be served between 6.30 and 7.30 p.m.

7. In view of the large number of dissatisfactions ~~expressed~~ by students concerning their infirmary treatment, it is recommended that an impartial committee be formed to investigate the validity of the complaints and to recommend appropriate changes if these are felt to be necessary.

8. Either of the following newspapers should be

subscribed to by the Jafet Library.¹

- (a) The Daily Dawn, (Karachi)
- (b) The Pakistan Times, (Lahore)

The cost of one of these newspapers would be approximately fifty Lebanese Pounds per year including postal charges.

9. The following monthly journals should be subscribed to by the Jafet Library.²

- (a) The Punjab Educational Journal, (Lahore)
- (b) The Mirror, (Karachi)
- (c) The Illustrated weekly of Pakistan, (Karachi)
- (d) Economics and Commerce, (Lahore)

The annual cost of each of these journals, including postal charges, would be about ten Lebanese Pounds.

1. The addresses are:
 - (a) The Daily English Dawn, South NAPIER ROAD, KARACHI, West Pakistan.
 - (b) The Pakistan Times, Lahore, West Pakistan.
2. The following are the addresses for the demand of these journals.
 - (a) The Editor, The Punjab Educational Journal, the Central Training College, Lahore.
 - (b) The Editor, Mirror, Karachi.
 - (c) The Manager, The Illustrated Weekly of Pakistan, Karachi.
 - (d) The Editor, Economics and Commerce, Department of Economics, Punjab University, Lahore.

10. The Jafet Library should be provided with standard books covering each of the aspects of Pakistan in the list below. Two or three books on each aspect would be sufficient to cover the aspects moderately well. Import of these books can be arranged with the help of the ICA Regional Training Officer, Karachi, who may be requested to contact professors of Karachi University to get the names of standard books covering the following subjects:

- (a) Facts and figures about Pakistan.
- (b) History of the Indo Pakistan Sub. Continent.
- (c) Geographical conditions of Pakistan.
- (d) Socio Economic conditions of Pakistan.
- (e) Twelve Years of Pakistan.
- (f) Rural developments in Pakistan.
- (g) Industrial developments in Pakistan.
- (h) Reports of the various education commissions.
- (i) Village Aid in Pakistan.

III. RECOMMENDATIONS TO THE GOVERNMENT OF PAKISTAN

1. In order to avoid unemployment of Pakistanis trained at A.U.B., the Government of Pakistan should select suitable candidates and appoint them against vacant posts in fields in which training is available at A.U.B. These persons should then be kept in services and sent for training at A.U.B. Those already in service should be allowed to apply for scholarships. If selected they should be given leave on full pay and sent to Beirut for training. Those not confirmed in Government services, if

selected, may be confirmed and then sent to Beirut so that the question of unemployment may not arise after their return.

2. All Government servants, irrespective of the province to which they belong, if selected for training should be given leave with full pay for the period of training. If any province, for financial or other reasons, fails to meet this responsibility, the Government of Pakistan should accept it. At A.U.B., students from the various provinces of Pakistan study on the same campus, and it is very desirable that they should feel equally treated in this respect.

3. The System of taking bonds of service from the candidates selected for training at A.U.B. needs some modifications. The present bonds are one-sided. The students are obliged to serve for a fixed period of time, while the central Government of Pakistan or the Provincial Governments who take these bonds are not obliged to give the candidates jobs after their return. This is not equitable. If bonds of service are taken from the candidates binding them to serve for a specified period of time, then the governments should also be bound to provide employment to the candidates after training for an equally

long period. If this is not practicable, it would be preferable to have no bonds at all.

4. A.U.B. degrees should immediately be recognized as equivalent to degrees of other American or European Universities for purposes of employment, promotion, etc.

IV. SUGGESTIONS FOR THE PAKISTANI STUDENTS AT
A. U. B.

It is suggested that:

1. Graduate students should select thesis topics which do not require the import of materials or the collection of questionnaire data from Pakistan, and for which they can collect material in and around Beirut.

2. There exists a fallacious notion among Pakistani students that anyone attending American Universities is awarded a degree without much work. Pakistani students are hereby informed that successful completion of the requirements for a degree from the A.U.B. demands very hard work from the beginning to the end of the training. In the past three years the proportion of failures amongst the Pakistani graduate students at A.U.B. has been greater than necessary. Most of those who failed were holders of bachelors and masters degrees from Pakistan, with good divisions. Many of them, it is believed, might have succeeded if they had not subscribed to the theory that degrees from American institutions are automatically and effortlessly acquired.

3. The Jafet Library provides excellent facilities for students. Pakistani students should use these facilities to the maximum. It would be most beneficial to them if they accustom themselves to work in the library

instead of working in their rooms. It would make their studies ~~more~~ free of the inconveniences met in most living rooms.

4. The Pakistani students should try to mix more with the non-Pakistani students. A.U.B. provides an excellent opportunity to win friends for themselves and for their country. They should take full advantage of this opportunity.

5. Students should cooperate fully with the ICA authorities regarding travel arrangements for their return journey to Pakistan. They should expect nothing more or less than return travel, fully paid by I.C.A., arranged as ICA sees fit.

6. Students should take an increasing part in the extra curricular activities at A.U.B. A.U.B. affords excellent opportunities for student who want to learn games etc. They will find that they are greeted with open arms by the members of the various clubs, societies, etc.

APPENDIX A

ADVERTISEMENT FOR SCHOLARSHIPS

PAKISTAN TIMES, MAY 6, 1958

GOVERNMENT OF PAKISTAN

Ministry of Economic Affairs.

Applications are invited from Pakistani Nationals for the award of the following training facilities offered by the International Co-operation Administration of the United States Government in different fields of studies at the American University of Beirut during their academic year 1958-59 (beginning September, 1958).

REGULAR TRAINING PROGRAMME. CATEGORY 'X'.

<u>Field.</u>	<u>No. of facilities available.</u>	<u>Qualifications.</u>
1. (a) Agriculture.	2 -- Master Course.	B.Sc. Agriculture. Upper 2nd Division.
(b) Agriculture.	28 -- Non-degree Course.	Matric desirable with at least two years active participation in the field of Agriculture and a strong indication the man will return to this field.
2. Education.	30 -- Masters, Bachelors or Special.	Trained Graduates or Bachelors or Masters in Arts or Science. (Minimum Second Class).
3. Public Health.	10 -- Special course.	(a) <u>For Administration for Physicians</u> -- Medical degree and diploma in Public Health. (b) <u>Health Education</u> -- Science Graduates with Biology.

<u>Field.</u>	<u>No. of facilities available.</u>	<u>Qualifications.</u>
		(c) <u>P.H. Statistics</u> -- Graduates in Mathematics or Sociology.
		(d) <u>Sanitary Supervisor.</u> Graduates in Biology, Chemistry.
		(e) <u>Sanitarians & Laboratory Technicians.</u> Matriculation and laboratory experience.
4. Nursing.	8 -- Special course.	<u>Public Health Nursing, Ward Sister, Theatre Nurse.</u> Matriculation with nursing certificate.

2. The candidates should not be over 40 years and should have sufficient background in the field of activity applied for. The training would normally be for one year but in a few cases two years training may be allowed by the University dependent upon the individual's achievement in the first year.

3. Selection of candidates will be subject to the approval of the American University of Beirut. The selected candidates will be paid round trip air transportation tourist class and a maintenance allowance of 81 dollars per month during their training.

4. Applications forms may be obtained from I.C.A. offices, Karachi (Training Division), Dacca, Chittagong, Lahore, Peshawar or Quetta.

5. The applications by employees of Government and of semi-Government organizations should be submitted only through proper channel. Selected candidates will have to execute a Bond to serve in Pakistan for at least three years on return from training.

6. Applications with attested copies of degrees/certificates and Marks obtained in different subjects should reach on or before 26th of May, 1958 under Registered Cover A.D. as below:

<u>Field.</u>	<u>Officer/Agency to whom application is to be submitted.*</u>
1. Agriculture.	1. The Secretary to the Government of Pakistan, Ministry of Agriculture, Karachi.

<u>Field.</u>	<u>Officer/Agency to whom application is to be submitted.</u>
	2. The Secretary to the Government of East Pakistan, Department of Agriculture, Dacca.
	3. The Secretary to the Government of West Pakistan, Department of Agriculture, Lahore.
2. Education.	1. The Educational Adviser and Joint Secretary to the Government of Pakistan, Ministry of Education, Karachi.
	2. The Secretary to the Government of East Pakistan, Department of Education, Dacca.
	3. The Secretary to the Government of West Pakistan, Department of Education, Lahore.
3. Public Health & Nursing.	1. The Joint Secretary to the Government of Pakistan, Ministry of Health, Karachi.
	2. The Secretary to the Government of East Pakistan, Health & Local Self Government Department, Dacca.
	3. The Secretary to the Government of West Pakistan, Department of Health, Lahore.

*(Applications of candidates from Karachi, East Pakistan, and West Pakistan should be submitted to the above offices in Karachi, Dacca or Lahore as the case may be.)

APPENDIX B

SUGGESTIONS CONCERNING SELECTION PROCEDURES

FROM AN A.U.B. PROFESSOR OF ENGLISH, JULY 6, 1959

MEMORANDUM . UNITED STATES GOVERNMENT

TO: Dr. Willis B. Hazelton, Training Officer,
USOM/P, Karachi.

FROM: Mr. John Edgar Lowe, English Dept.,
American University, Beirut.

SUBJECT: Observations and suggestions concerning the selection
of candidates for the ICA/AUB Program, Pakistan.

Having administered the English examinations and having participated in the selection of candidates this year, I have been asked to submit my observations and suggestions concerning the part of the selection procedure I have seen this year.

The English examination which is used in the selection of candidates is the English Entrance Examination of the American University of Beirut, Lebanon. This examination is composed of three parts:

1. An objective test
2. A written composition
3. An oral test

In general I would say the standard of English of a reasonable number of the candidates is certainly good. The number of good students seemed to be greater in Karachi and Lahore than in Dacca, although in Dacca the few that are good are of high standard.

Moreover, I found that the candidates of Pakistan in general did rather well in the written composition. This may indicate that the preliminary screening of candidates was reasonably well done. However, I must add that several of the written compositions reveal a real good background in the English language.

Another factor which I believe proved effective in the selection of candidates was the panel interviews. I believe also that the A.U.B. Examiner should be on that panel because there he can get a good picture of the candidate's educational background, of his ability in oral expression in English (which would take care of the oral test) and of how he reacts emotionally to

such a situation, thus giving an indication of how he is likely to adjust to the A.U.B. environment, etc.

There are, however, a few points where I feel sure improvement can be made.

In the first place I would suggest that the whole schedule of selection be started much earlier. The present one, starting so late, is too crowded to do a good job and gives insufficient time to complete the necessary formalities after the selection of candidates.

The English Entrance Examination should be given in the end of March or in April. This would give several advantages:

- a. Candidates, being in college, etc., could be more readily contacted and there would be fewer absentees. (This year I understand some were absent because of having gone long distances for summer vacation).
- b. It would give sufficient time for I.C.A. and the Pakistan Government to complete all necessary formalities and receive A.U.B. approval of acceptance of the selected candidates.
- c. It would enable I.C.A. to notify A.U.B. in advance the number of candidates there would be for the summer Orientation program. (This year not only is this impossible but the places at this late date available in the Orientation Program are too few for your requirements).
- d. Climatic conditions would be much more favourable both for examinees and examiners.

Secondly, something should be done earlier in the year to improve the standard of English of the prospective candidates in East Pakistan that are obviously weak in English. There were some disappointments this year in Dacca as some good candidates had to be turned down in that center because of their weakness in English.

Thirdly, the schedule of the administration of the English written examination, the correction of some, and the panel interviews should follow proper order. This year much strain and difficulty was caused because little or no time was allowed for the correction of the written examination between the termination of the administration of some and the beginning of the panel interviews. In one place written examinations were scheduled for the morning and afternoon which meant that I had to correct all night to get results ready for the panel interviews scheduled for the following morning. In other places written examinations were scheduled for the morning and panel interviews for the same afternoon, but this meant I had to correct all through lunch period. However, if the number of candidates

is not too many and the written examination is started sufficiently early to give time for correction before lunch then panel interviews in the afternoon of the same day is a good practice.

The schedule I suggest is as follows:

- 1) 7.30 or 8.00 a.m. Written examination (not later).
- 2) 10.00 or 10.30 a.m. Correction of written examination. (Here a competent secretary should be available to correct the mechanical part of the examination while the A.U.B. Examiner is correcting the part on sentence structure and the written composition).
- 3) 2.30 p.m. Panel interviews for all the successful candidates in the written English examination. (Those who failed the written examination would automatically be eliminated from the panel interviews).

Note: The number of candidates for such a schedule should be around 30-35 maximum.

If the number of candidates in any one field is 60 or 70 as was the case in Karachi then the following syllabus would have to be followed:

1. 8.00 a.m. Written examination.
2. The remainder of the day for correction of written examination.
3. Panel interviews the following day.

The whole schedule should be mapped out in order 1,2,3 as stated above allowing sufficient time for Nos. 2 and 3 according to the number of candidates.

Note: Each panel group should at the beginning of the interviews discuss and agree upon what they are looking for in the candidates, the type of questions to be asked, and what has to be taken into account in the grading system. There should be as much cooperation among the members as possible so that one member doesn't cut in on another who is already questioning the candidate as this tends to confuse and frustrate.

Fourthly, it would greatly help those in I.C.A. and A.U.B., Beirut, who are responsible for making arrangements if

they could know in advance, more precisely two things:

- a. the total number of prospective candidates to be examined.
- b. the proposed schedule of examinations in each center (leaving sufficient time to complete in one center before moving to the next).

Finally, I would like you to know I am aware that difficulties abound and that I know good progress has been made this year. Moreover, I admire the desire to make improvements in your selection procedure. I trust, therefore, that the above suggestions may be of some help.

Sincerely,

J. E. LOWE

JEL:ri

CC: Mr. Samuel Riches, ICA Regional Training Office, USOM/Beirut
: Mr. Hansmier, ICA Coordinator, A.U.B. Beirut
: Mr. D.A. Harwood, ICA, Dacca
: Mr. C. Rubble, ICA, Lahore
: Mr. Zasan, ICA, Karachi

APPENDIX C

SELECTION PROCEDURES FOR CATEGORY 'X' STUDENTS

FOR 1958 AND 1959

SELECTION PROCEDURE FOR CATEGORY 'X' AUB PARTICIPANTS

Given below is the selection procedure for the Category 'X' participants agreed upon between the Ministry of Finance and I.C.A. in 1958 and is valid for the current year.

1. The Deputy Secretary, Economic Affairs Division, Ministry of Finance is the Project Director.
2. Training Officer, USOM/Pakistan, Karachi is the Project Advisor.

NOTE: Although AUB program is not a project connected program in the strict sense of the term, the Category 'X' of the AUB program is more akin to the project connected program.

3. A definite allocation of seats to be made to the Provinces and Centre by the Central Ministries concerned. If one of the provinces does not indicate ability to use training in a given field by a given date, such quota to be transferred to the other province.
4. That for each candidate there also be selected an alternate.
5. That all candidates submit attested academic credentials.
6. A time schedule to be indicated by the Project Director in consultation with the Project Advisor.
7. Uniform advertisement to be placed by the Ministry of Finance, Economic Affairs Division clearly indicating conditions of training.
8. General instructions as to procedure and criteria will be issued by the Project Director in consultation with the Project Advisor.
9. The selection of candidates in the Provinces will be made by the Provincial Governments Departments in consultation with ICA local representatives. The selection of candidates in the Centre (Karachi) will be made by the Ministry concerned in consultation

with USOM/Pakistan Chief in the field.

10. The Provincial Governments Departments will send lists of candidates selected by them in the order of preference to the Central Ministry concerned with a list of alternates in equal number along with full papers of the applicants.
11. The Central Ministry concerned will consider the recommendations from the Provincial Governments, and furnish a consolidated list of the candidates along with applications and other documents to the Project Director in the Ministry of Economic Affairs for further necessary action.
12. The selection will be subject to the concurrence of the Project Director, Project Advisor, and the approval of AUB.

APPENDIX D

AGREED SELECTION PROCEDURES FOR CATEGORY 'Y' STUDENTS

FOR 1959

AGREED PROCEDURE FOR HANDLING AMERICAN UNIVERSITY OF BEIRUT CATEGORY 'Y' (FRESHMEN) SELECTIONS

The selection procedure is being reconsidered. We hope to revise the selection procedure keeping the basic method of selections intact.

The Economic Affairs Division of the Ministry of Finance has acted as the Coordinator for the AUB program and as such has been the contact point of ICA. For practical purposes, the Deputy Secretary of E.A.D. has acted as the Project Director and the Training Officer ICA, as the Project Advisor of the program. This helped us in avoiding too many channels. It was easier for us to have one point of contact, instead of dealing with 3 ministries and 6 departments in addition to EAD.

The following procedure is suggested for your comments and approval:

- (1) As soon as this year's approximate quota for Pakistan is known, we would forward the same to the E.A.D.
- (2) E.A.D. in turn will equitably fix the quotas for the Center and the Provinces.
- (3) E.A.D. and I.C.A. both should make available application forms at various places in Karachi, Dacca, Lahore, Peshawar, Chittagong and Quetta before the advertisement goes to the press. For this purpose the preliminary application forms produced last year can be reproduced and forwarded to the different centers.
- (4) E.A.D. and I.C.A. will then prepare the advertisement which ought to be fairly elaborate particularly defining what we mean when we ask for applications in the field of Education.
- (5) All applications should come in sealed 'acknowledgement due' covers to the E.A.D.

Screening Committee

The Committee, consisting of the following four persons, should screen the applications:

- (a) A representative of the E.A.D.
- (b) A representative of the ICA Training Office.

- (c) A representative of the G.O.P. in the technical field concerned.
- (d) A representative of the ICA in the technical field concerned.

For example the Committee screening applications in the field of Education would consist of:

- (a) A representative of the E.A.D.
- (b) A representative of the ICA Training Division.
- (c) A representative of the Ministry of Education, and
- (d) Chief, Education Division, ICA.

All the sealed applications should be presented to the Screening Committee who will open them before the members of the Committee where the applications will be numbered, screened and report prepared for the consideration of the Selection Board.

Selection Board

The Selection Board may consist of 4 persons:

- (a) A representative of E.A.D.
- (b) A representative of ICA Training Division.
- (c) A representative of the GOP from the Ministry concerned.
- (d) A representative of the ICA in the concerned field.

The representatives of the E.A.D. and ICA Training Division would be the common members in all the Selection Boards of Lahore and Dacca where the technical representatives will come from the departments concerned of the provinces and the ICA local offices.

The interviews should be held at Karachi, Lahore and Dacca.

E.A.D. in coordination with ICA will inform the provincial Governments in turn to provide facilities at Lahore and Dacca in coordination with ICA local offices for the English Usage Tests and interviews.

English Tests and Interviews

All applicants who are recommended as the probable potential candidates would be requested to appear for the English Tests at Karachi, Lahore and Dacca and only those candidates who have qualified the English test would be requested to appear before the Interview Board.

Note: Time should be so planned for the English test that it should be held a day earlier of the Interview Board so that applicants may not have to travel to and from again and again.

Interviews

The Interview Board should then meet first in Karachi and then at Lahore and Dacca. When all the interviews have been completed the list of the proposed principal and alternate can-

didates should be drawn up and placed under the different quotas available in order of preference.

Final Decision

The final decision as to admission to A.U.B. will rest with the University itself.

Training Division
I.C.A., Karachi.

APPENDIX E

A SAMPLE OF FINAL SELECTION ORDERS FROM ICA, DACCA, 1958

INTERNATIONAL COOPERATION ADMINISTRATION
UNITED STATES OPERATIONS MISSION TO PAKISTAN

Training Office
Adamjee Court, Matijheel
Dacca, East Pakistan
September 15th, 1958.

Mr. XYZ
Jessore.

Dear Mr. XYZ:

It is my pleasure to inform you that the final approval to your training at the American University of Beirut has been received, and you have been asked to report to the University on October 1, 1958.

In view of the time factor involved it is requested that you take the following steps immediately:

1. Obtain a valid Passport if you do not have one.
2. Submit your medical report to Mr. Robert H. Majumdar of this office on Form DSP 27a (previously sent) together with a chest X-ray film.
3. Obtain an International Health Certificate.

In order that you arrive in Beirut in time it is necessary that you depart from Dacca on September 28, 1958 for Karachi enroute to Beirut. As there is no representative of the Lebanese Embassy in East Pakistan, you will be required to spend approximately two days in Karachi to obtain Lebanese visa. The cost of this stopover at Karachi as well as the fees for the Lebanese visa will have to be borne by you. This office will arrange for your air passage to Beirut.

Previously we have sent you the AUB information sheet. However, if you have any further question in the matter you are advised either to contact Mr. Majumdar personally in this office or telephone him (No. 4241, ext. 38).

Sincerely yours,

(Signed) Richard C. Kriegel
Training Coordinator

APPENDIX F

A SAMPLE OF FINAL SELECTION ORDERS

FROM THE WEST PAKISTAN GOVERNMENT, 1958

No. A-5/26/58.

GOVERNMENT OF WEST PAKISTAN,
EDUCATION DEPARTMENT,
PATIALA HOUSE.

Dated Lahore, the 24th June, 1958.

To

Mr. XYZ
Lecturer, Government College,
Parachinar

Subject:- Training in Education at the American University of
Beirut.

I am directed to inform you that you have been nominated by the Provincial Government for training in Education at the American University of Beirut during the academic year 1958-59 (beginning September, 1958). This nomination is, however, subject to the approval of the Pakistan Government and the concurrence of the Beirut University.

2. The training will normally be of one year's duration. In suitable cases two years may be allowed by the University dependent upon the individual's achievements in the first year.

4. You will be paid round trip air transportation tourist class and a maintenance allowance of \$81/- p.m. during training. Persons in Government service will have to proceed on leave as due and admissible to them under the rules for their period of absence from duty for this training.

5. You shall have to execute a Bond to serve in Pakistan for at least three years on completion of this course of training.

6. In case you are willing to avail this training facility the attached proforma may please be completed and returned to this office as early as possible.

(Signed) W.M. Zaki
Officer on Special Duty,
for Secretary to Government of West
Pakistan,
Education Department.

"M. ATHAR"

APPENDIX G

BOND OF SERVICE TAKEN FROM EDUCATION CANDIDATES

IN WEST PAKISTAN, 1958

Agreement for Training at American University of Beirut

I, XYZ, a nominee of the Government of West Pakistan, against a training facility offered by the said Government, hereby undertake to serve the Government of West Pakistan for at least three years after the completion of my training abroad. I also agree to refund all the expenditure incurred on my training, if asked to do so, as a result of any breach on my part of this undertaking.

2. I further undertake to maintain myself while under training, within the maintenance grant and other allowances provided to me. I also agree to provide, from my own resources, any additional expenditure incurred on my passage and maintenance etc. not provided for in the terms of the award.

(Signed) XYZ

Address: XXXXXXXXXXXXX

Date: Xxx

XXXXXXXXXXXXX

XXXXXXXXXXXXX

APPENDIX H

CANCELLATION OF BOND BY THE EDUCATION DEPARTMENT

WEST PAKISTAN, LAHORE, 1958

No. 9/FS (Bt)/58

Government of West Pakistan
Education Department
Patiala House.

Lahore, dated the 26th Sep. 1958.

To Mr. XYZ
Lecturer, Government College,
Parachinar, West Pakistan.

Subject -- Training in Education at the American University
of Beirut.

I am directed to refer to paragraph 5 of the department's Memorandum No. A-5/26-58, dated the 24-6-1958 in regard to the execution of a Bond to serve in Pakistan for at least three years on completion of the course of training and to inform you that you are, hereby, discharged from this liability. The Bond executed by you in this connection has been cancelled. This has been done as it is hoped that you will come back to Pakistan after the completion of your studies and adopt teaching as your profession.

(Signed) Zulfikar Ali

Undersecretary to Government
of West Pakistan,
Education Department.

A. Sami
25-9-1958.

APPENDIX I

BOND TAKEN FROM PUBLIC HEALTH CANDIDATES, KARACHI, 1958

AGREEMENT FORM

In consideration of the payments made and expenses incurred of my account in Beirut in connection with my training in Laboratory Technique, I, XYZ, residing at Karachi, agree that:-

1. On the successful completion of my training in Public Health I shall return to Pakistan with reasonable speed and serve if called upon to do so by the Government within one month of my arrival in Pakistan in any civil Hospital or Civil institution anywhere in Pakistan to which I may be posted for a period of not less than 5 years on the terms of the appointment given to me then and in the event of my failure to serve as aforesaid I shall refund to the Government on demand all moneys paid to me or on my account in connection with my training.

2. If any question shall arise as to the amount payable to me or other the decision of the Director General, Health and ex-officio Joint Secretary to the Government of Pakistan, Ministry of health, Karachi shall be final.

Station Karachi Signature of the Candidate XYZ
Date September 58 Signature and address of the
Witness Xxx

I, the undersigned, hereby agree that in the event of Mr. XYZ's failing to fulfil the above agreement I undertake to refund to the Government on his behalf all sums that shall be deemed to be due to the Government and that this undertaking to refund shall continue so long as the undertaking and promises of the candidate of any portion thereof remains unperformed and this undertaking shall not be discharged by variation of terms of training or service or by any forbearance shown or time to pay granted to the said candidate nor shall it be necessary for the Government to sue the said candidate's address in Pakistan before suing me for amounts due under the said agreement.

Station Karachi Signature of Surety Mr. ABC
Date September 58 Designation and address of
Witness Xxx

APPENDIX J

THE TWO BONDS TAKEN FROM ONE CANDIDATE
BY THE EAST PAKISTAN GOVERNMENT
AND A CENTRAL GOVERNMENT CONCERN

I. BOND OF THE PROVINCIAL GOVERNMENT

Bond for Trainees under United Nations/F.A.O./President Truman's Point IV/I.C.A./Colombo Plan/Programme sponsored by the Government of Pakistan, Karachi.

Know all men by these present that I, XYZ (Full name), nominated by the Government of East Pakistan to undergo training under I.C.A. Programme in the American University of Beirut and ABC (Full name of Surety) do hereby bind ourselves, and each of us, our heirs, executors and administrators, to pay to the Government of East Pakistan on demand all moneys paid to him in connection with his training sealed with our seals dated this XX day of XX 1958 of one thousand nine hundred and fifty only.

Whereas the above bounden XYZ (Full name of trainee) is nominated by the Government of East Pakistan and selected as a trainee under ICA Plan.

Now, the conditions of the above written obligation are that:

On return after a successful completion of his training it will be obligatory for Mr. XYZ to serve under the Government of East Pakistan for a period of at least five years, if required to do so. If, however, Mr. XYZ fails so to serve or is unable to complete his studies for any causes which cannot be taken to satisfactory by the Government of East Pakistan, he XYZ and the above bounden ABC shall forthwith refund to the Government of East Pakistan on demand all moneys paid to him or expended on his account in respect of his training, tuition fees, travelling expenses or return passage or otherwise on account of his having been selected as a trainee aforesaid and the interest on the amount calculating at fixed Government rate then in force for Government loans.

And upon his making such refund, the above written obligation shall be void and of no effect otherwise it shall be and remain, in full force and virtue.

Signed and delivered by the above bounden
(Name in capitals of the student) in the
presence of

XYZ
(Signature of the student)

Signed and delivered by the above bounden
(Name in capitals of the surety/sureties)
in the presence of

ABC
(Signature of the surety)

APPENDIX J (CONTINUED)

Pakistan Central XXX (Name of the concern)

(Government of Pakistan)

NO Est-135/37 16

Dated May 1959

Memorandum

Subject:- Training of Mr. XYZ in the American University of Beirut.

Mr. XYZ is hereby directed to sign the enclosed bond and return it to this office immediately as his leave salary cannot be paid without the execution of this bond. He is also informed that if he does not sign and return the bond just after it is received by him he will be called back from his training at once according to the decision of the Establishment Sub Committee meeting held on 23-2-59 (Vide extract from the proceedings enclosed).

(Signed) RAKIBUDDIN AHMED
Secretary

To

Mr. XYZ
Student of American University of Beirut,
Lebanon.
AH/14/5

APPENDIX J (CONTINUED)

EXTRACT FROM THE PROCEEDINGS OF THE ESTABLISHMENT SUB COMMITTEE MEETING

HELD ON 23.2.59.

11. Item No. 6 -- Training of Mr. XYZ, XX (Name of the post)
in Beirut.

The Sub Committee was not very happy about the manner in which Mr. XYZ was sent for training in Beirut University. They felt that before his departure a bond ought to have been taken from him to the effect that he would be required to serve the Committee for 5 years after his return. The Sub Committee, therefore, directed that a bond should be sent to Mr. XYZ and if he signs it, leave as detailed in the Secretarial note would be sanctioned.

In this connection the Establishment Sub Committee desired to record that Secretary's regarding the grant of leave to the employees of the Committee beyond six months as detailed in the chart "Delegation of powers to the Secretary and Chairman" be curtailed and limited only to leave in Pakistan and note be circulated to the Governing body at its next meeting accordingly for empowering some authority to grant leave to be enjoyed outside Pakistan.

APPENDIX J (CONTINUED)

II. BOND FORM FOR PERMISSION OF FOREIGN TRAINING

(By a concern of the Pakistan Central Government)

I, XYZ, do hereby give this undertaking to the Pakistan Central XXX (Name of the concern), Dacca to the effect that I will serve the (XConcern) for 5 years after my return on completion of my training for one year from 29.9.58 at the American University of Beirut.

I further agree that if I fail to serve the XX (Concern) for 5 years I will pay to the XX (Concern) as compensation a sum equivalent to my 18 months salary which I drew as a XX (Name of the post) prior to my departure from the Pakistan Central XX (Name of concern). I also agree to pay to the Government of Pakistan the equivalent amount of foreign exchange I spent in Beirut as provided by the ICA plus my air passage from Dacca to Beirut both ways. If I do not pay the above sums the Pakistan XXX (Name of concern) will be at liberty to take suitable steps against me in realizing all the amounts entirely.

Signature XYZAddress A.U.B.

APPENDIX K

QUESTIONNAIRE SERVED TO PAKISTANI STUDENTS

Post Box No. 629,
A.U.B.

Dear _____

I am writing a Thesis on the topic, "Problems of Pakistani ICA students at A.U.B." for my Master's Degree in Education. The aim of this thesis is to find ways and means by which the stay of the Pakistani students can be made more productive and pleasant at A.U.B., and also to discover ways to make their position more secure on their return to Pakistan. This can be achieved only through your wholehearted cooperation.

Will you be kind enough to complete the attached form and return it directly to me or to the address given above at your earliest convenience? The facts and figures supplied by you will be used only for purposes of writing the thesis. You are not required to write your name on the questionnaire, and no person will be identified or named in the study.

Yours sincerely,

Nasim Ahmad

N.S. The actual mimeographed form of the questionnaire provided far more space for responses than is shown in this typed version.

Nasim Ahmad
Post Box No. 629
A. U. B.

I. Please complete this form and return it by hand or by post as soon as possible. If the space given for a question is not sufficient, you may attach an extra sheet.

Sex: _____ Date of birth: _____
Married or Unmarried: _____ If Married,
date of marriage: _____ Number of children: _____
Profession: _____ Post held before
coming to A.U.B.: _____ Total salary
per month: Rs _____ Are you still in service? _____
Do you expect a promotion in service after completion
of your training? _____ If yes, please specify: _____

Your field of study at A.U.B.: _____
Department or School: _____ Expected
date of completing the training: _____ Degrees
or Diplomas you hope to receive at A.U.B.: _____

Qualifications: _

Certificate or Degree received (Begin with Matriculation)	Subjects	Division	Year	If your certificate or degree was received through a college or school write 'Regular' otherwise write 'Private' in the space given below.
---	----------	----------	------	--

1. _____
2. _____

II. Concerning the procedure of your selection in Pakistan for training at A.U.B., please make a check mark along side these items in the following list which were true in your case:-

1. I was interviewed by ICA authorities and department heads where I served:_____
 2. I took an examination (please state what type):_____
 3. I was selected on the basis of my qualifications etc.:_____
 4. I was selected by another means:_____
- If yes please specify:_____
6. If you have any suggestions for making the selection procedures in Pakistan more efficient, please state them here:-_____

III. 1. Do you find any special trouble with university courses? Yes____No____. If your answer is yes, please tell briefly what your special difficulties are:_____

2. What is your opinion about a course load of 15 credits each semester? Do you consider this amount of work too heavy, too light or just about right?_____

Write here any other comments you may have concerning the course load at A.U.B._____

3. Should an elementary conversational Arabic course be available to Pakistani students in their first semester?_____

Should it be compulsory?_____ If yes, should it be given with or without credit?_____

4. Of the courses you have taken at A.U.B. which do you feel will prove most useful to you when you return to Pakistan? List here not more than four courses: _____

5. Should a special conversational English course be available to Pakistani students in their first semester? _____ Should it be compulsory? _____ If yes, should it be given with or without credit? _____

6. How do you feel about the English courses given at present at the A.U.B.? Do you feel any special difficulty? _____ If yes, then please write details here: _____

IV. 1. Do you have any special complaints about the food you get here? _____ If yes, please suggest the kind of improvement you would like to see either in the cafeteria or anywhere else, inside or outside the campus: _____

2. a. Did you have difficulty in finding suitable housing accomodation when you first came here? _____ If yes, please give details: _____

b. Are you satisfied with your present housing accomoda-tions? _____

c. Please suggest measures through which better housing

accommodations may be provided for Pakistani students at reasonable rates: _____

3. a. How do you feel about the Health Insurance Plan that was discontinued at the end of 1958. Were you entirely satisfied with it? _____ Was it satisfactory, partially satisfactory or unsatisfactory? _____ Please give details here: _____

b. Are you entirely satisfied with the present arrangements for medical treatment? _____ If no, please suggest any improvements which you would like to see: _____

4. Do you find that there is a need for more library material concerning Pakistan for your term papers, thesis writing etc? _____ If yes, please specify the kind of material which you have been unable to find: _____

V. 1. Do you feel it is advisable for all Pakistani students to attend the summer school at A.U.B.? _____ If no, do you believe they should be sent home every summer? _____ or do you believe it should be optional? _____ Write here any other suggestion in this connection which you may have: _____

2. Is the scholarship given by ICA sufficient to meet your expenses at A.U.B.?_____If no, how much more per month would be sufficient to meet your expenses here? L.L._____

3. Do you have any criticism of the travel arrangements made by ICA for travel from Pakistan to Beirut and back? If so please give details here and suggest any modifications in the travel procedures which you would like to have:_____

4. Have you had problems due to lack of information given by A.U.B. or ICA regarding:-

a. The number of credits you had to complete at AUB?_____If yes, please give details here:_____

b. The duration of the period of training?_____If yes, please give details here:_____

VI. 1. Do you expect to complete your training at AUB as planned by you and ICA? If not, please give reasons in detail. Add on extra sheet if required:_____

2. Do you feel any special personal difficulty at AUB, such as worries about relatives, health, legal formalities, etc.? Please specify:_____

3. Do you feel any special trouble concerning the writing of a thesis at AUB?_____If yes, please give details here:_____

4. How do you feel about the general demand for personnel trained in your field of study in Pakistan? Do you hope to get a suitable job after your return to Pakistan? Please give details here:_____

5. Would you have preferred to get training in a field other than that in which you are studying if ICA had offered it to you?_____If no please give details here:_____

6. Would you have preferred to get your training at AUB if ICA had given you a choice of training in the United States or elsewhere?_____

VII. 1. What aspects of your AUB experience do you feel will ultimately be most useful for yourself?_____

2. In what ways would you like to see the AUB programme modified so as to make it more useful for a person returning to Pakistan?_____

3. Please give here any suggestions you may have for making the position of AUB Graduates more secure in matters of employment, etc. on their return to Pakistan:

4. Please give here the single most important thing to be done for the improvement of the conditions of Pakistani students at AUB.: _____

5. Please add here anything which was not mentioned in the questionnaire, concerning the improvement of the conditions of Pakistani students at AUB or upon their return to Pakistan: _____

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1. Department of Advertising Films and Publications, Government of Pakistan, Pakistan Facts and Photographs (Karachi, August, 1958)
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5. Useem, Jhon, The Western Educated man in India (New York, 1955)