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ADJUSTMENT PROBLEMS OF BOARDERS

AT THE INTERNATIONAL COLLEGE

BY

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A Thesis

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

June 1960

Boarding Life at I.C.

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ACKNOWLEDGEMENT

I would like to express my indebtedness to my advisor, Dr. Naim Atiyeh, whose sympathetic guidance, patience and encouragement all throughout made it possible to produce this work. His generosity in dedicating his free time to my help compels admiration of his self denial in the service of his students.

My attitude towards mathematical magnitudes was not a friendly one. I always thought of them as being dry, tough and void. My association with Dr. Atiyeh changed this attitude and made it pleasant for me to establish an affective relation with numbers and opened my eyes to their beauty, elegance and scientific value.

I am also grateful to Dr. Frederic Korf for his kindness in spending his time helping me with the statistical studies undertaken in this thesis.

I owe to Professors Leslie Leavitt and George Shahla deep gratitude for they were the first two people to suggest to me the importance of boarding life. Working with them in running a boarding department inspired me with many ideas adopted in this thesis.

Dr. Pergrouhi Najarian provided me with invaluable suggestions regarding the formulation of check lists. I would like to thank her for her help and efforts.

As to my students at Sage Hall, I extend my thanks for their cooperation in offering their time to write the essays and respond to the check lists. Their innocent misbehaviours at times were an ever inspiring source of appeal to keep on working with them.

ABSTRACT

Due to the continuous spreading of education, boarding life emerged in view of the need to accommodate students studying away from home.

The present study is intended to find out the problems that students face as a result of their estrangement from home. Since there are many philosophies of education adopted by different institutions in Lebanon, the investigation was limited to the International College with the assumption that it may be true of other schools that follow the same educational orientation.

Boarders at Sage Hall were asked to write two essays entitled "My Problems" and "Pleasant Aspects of Boarding Life." Items were picked up from the essays and two check lists were formulated. The lists were given to students for their response. Then the reliability and validity of the responses were examined. The reliability amounted to 0.89. A statistical study followed to determine the significance of differences between the positive and the negative responses.

The general findings of the study indicated that on the whole the boys are quite pleased with boarding life at the International College. The following are

some of the significant trends:

- (a) Boys do not hate boarding life.
- (b) They miss the comfort of home but not their parents.
- (c) Rules and regulations are recognized to set order and discipline in the lives of students.
- (d) There was general agreement that food is expensive.
- (e) No sexual problems were referred to though they indicated that they miss meeting girls.
- (f) They like the activities sponsored by clubs and societies at Sage Hall.
- (g) A tendency directed towards luxury in physical comfort was voiced.
- (h) Boarders admitted that there is an atmosphere of friendliness, cooperation and respect between students on the one hand and students and teachers on the other.

In the light of these findings certain basic suggestions were given for organizing a boarding department. The suggestions were based on a set of assumptions and centered round two points:

- (a) Relationship between boarding administration and the central administration of the school.
- (b) Attitudes and functions of supervisors.

Concerning the first point it was suggested to give boarding administration free hand in matters of counseling and guidance. This measure is justified because the boarding department's task is to integrate several aspects of students' growth, whereas the central administration tends to emphasize the academic aspect.

As to the second point it is suggested that a supervisor should have a genuine interest in his work. He should also be professionally prepared. As there is a number of supervisors managing the boarding house, integration of their work becomes necessary for the sake of establishing harmonious relations with students and maintaining clear common standards in the community of boarders.

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CHAPTER I

PROBLEM OF STUDY

Development of Boarding Life

Boarding life of students is not a new feature in the history of education. The motives and factors that led to its development and the manner with which it was handled assumed different forms in different periods of history. However, the philosophy of boarding life was always determined by the general philosophy of the state or of the institution that sponsored it. When Sparta aimed to produce military citizens, students had to board in barracks under a rigorous military discipline. Also seminaries that strive to inculcate in monks ideals of poverty, obedience and chastity, adopt a strict and ascetic boarding system. It is obvious here and in many other similar cases, that boarding life arose out of philosophical considerations, namely, that full control over the way a child spends his time is best conducive to the moulding of character to the satisfaction of the adult.

In most countries however, boarding life nowadays emerges in response to quite different considerations. In

Lebanon for instance the picture is as follows: Greater demand for education creates need for more physical space, for higher levels and for new types of education. Facilities in rural areas fall short of this increasing need. However, in urban areas school facilities allow for larger enrollments and are therefore more inviting for students desirous of further and richer education. Students of rural areas are thus led to join such large schools creating, thereby, a need for boarding facilities, since they are moving away from their homes. Also students coming from neighbouring countries make this demand even greater. Furthermore, the academic reputation of certain institutions is such that students from far places, whether in Lebanon or outside of Lebanon, press for admission to those institutions. Consequently, it becomes the responsibility of the institution to enlarge its boarding facilities. It is clear therefore that the emergence and the development of boarding houses in the school systems of Lebanon resulted from the increase in demand for education when school facilities for accommodating new students were unevenly distributed in rural and other underdeveloped parts of Lebanon as compared with urban and largely populated areas.

The Problem

It is obvious that those students, referred to, hereafter, as boarders, differ in social, economic, educational and cultural backgrounds. Nevertheless, they are submitted in the boarding house to a more or less unified system of life. They have to abide by common rules and regulations; to eat the same food; to participate in school activities; and frequently, to share common dormitories.

In brief, the situation is one in which boarders who form a heterogeneous group, are supposed to lead a harmonious life and form an integrated community. This undoubtedly creates difficulties. It is the purpose of this study to deal specifically with the difficulties which boarders encounter in their total adjustment to boarding life. These difficulties are assumed to be emotional, social and academic in nature.

In relation to emotional problems, this thesis will attempt to answer the following question:

WHAT EMOTIONAL PROBLEMS DO BOARDERS FACE AS
A RESULT OF ESTRANGEMENT FROM HOME?

In relation to social difficulties this thesis

will attempt to answer this question:

WHAT PROBLEMS DO BOARDERS FACE IN ADJUSTING TO THE DEMANDS OF A SOCIAL LIFE CHARACTERIZED BY CULTURAL HETEROGENEITY?

In spite of problems that may be encountered in boarding life, this latter will undoubtedly have some appealing features in it. It is of interest for boarding schools to have such information. This thesis will, therefore, attempt also to answer the question:

WHAT SATISFYING EXPERIENCES DO STUDENTS HAVE IN BOARDING LIFE?

Procedure

Subjects

The subjects to be used for this research will be the residents of Sage Hall, the Senior Boarding Department at International College. The characteristics of these subjects will be reported in the following chapter.

Sources

The data will be collected from four sources:

1. Records kept by the headsupervisor of Sage Hall.

2. Reports of supervisors at Sage Hall and teachers at the International College.
3. Cases kept by the principal of the International College.
4. Questionnaires given to Sage Hall boys.

Method of Analysis

1. Classification:

The problems will be classified under various categories such as social emotional and physical.

Social will refer to the kind of interpersonal relations prevailing in Sage Hall.

Emotional will refer to situations involving the affective life of the individual student. Academic problems involving the personal life of the student will be classified under emotional. The categories will receive further specification as the study progresses.

2. Trends

The problems will receive such statistical analysis as would reveal the major trends characterizing the socio-emotional life of Sage Hall. The X^2 technique will be used

to examine the differences between students with pleasant and unpleasant experiences. The five per cent level of significance and beyond will be adopted.

Aim of the Thesis

Educators in this part of the world have not given due concern to the problems which arise in connection with boarding life. So it seems useful to attempt an investigation in this direction.

The questions referred to above, that may be raised in relation to the study of the conditions of boarding life, vary in nature and scope. By dealing with them all, it is hoped to find out principles and methods for handling problems of boarding life. This will lead to a reexamination of one's view on the following points:

1. Value of the human individual.
2. Aims of education.
3. Limits of the responsibility of the boarding school towards students and their parents.
4. Theory of counselling.
5. Extra curricular activities sponsored by the boarding department for various purposes.

6. Regulations suggested for a smooth running of the boarding department.

Limitations of Study

The results of this study will best apply to the International College Boarding Department, as each boarding department has its own unique characteristics. There is no unified and generally accepted philosophy of education in Lebanon. Furthermore, differences in backgrounds of students is an important variable that affects boarding climate. Hence, what may be true of the Boarding Department at the International College is to be held as a mere hypothesis in relation to any other school.

Generally speaking, however, one may assume that the findings of this study will apply to boarding departments of schools which have adopted the philosophy of the International College.

CHAPTER II

THE SETTING OF SAGE HALL

BACKGROUND

The International College is an institution which comprises three schools, the Elementary School, the Preparatory School and the French Section. The International College is primarily a boys' School. Girls are accepted in the top classes, that is in the seventh year at the Preparatory School and its equivalent in the French Section. Only in summer sessions are girls accepted in all classes of the College. However, boarding accommodations are restricted to boys of the three schools. Boarders are accepted as of the age of eight, and are classified under two categories: juniors and seniors. Senior students are mainly defined as those who are in the four top classes of the College. In the College, there is a policy of homogeneous age grouping; for instance, in the fourth year class, students' ages range between fifteen and sixteen, in the fifth, between sixteen and seventeen; in the sixth, between seventeen and eighteen, and in the seventh year it is eighteen years and above. However, physical and mental maturity are given due consideration. A physically immature

student in one of the top classes is not, usually, lodged in Sage Hall; he is rather transferred to the Junior Boarding Section. Whereas, a physically mature junior student is usually lodged in the senior section. Senior boarders live in a building called Sage Hall. Juniors live in Thomson Hall.

Sage Hall

Dormitories

Sage Hall consists of three floors and a basement. In the basement there is a soda fountain, the janitor's room and a shower room. The other three floors are occupied by students and supervisors. On each floor lives, at least, one supervisor.

Dormitories are of two kinds, two-bed rooms and multi-bed rooms. The former is smaller in size. It accommodates two students. The latter accommodates a maximum of six. There are ^{forty} forty two-bed rooms and nine multi-bed rooms in Sage Hall. First choice of two-bed rooms is reserved for the two top classes. Vacancies that may remain are filled in by applicants of lower classes, priority being given to first applicants.

Facilities

In the basement as well as on each floor, there are a number of showers, lavatories, faucets for cold running water and urinaries, as distributed in the following table.

Table No. 1 DISTRIBUTION OF FACILITIES
IN SAGE HALL

Floor	Shower	Faucet	Lavatory	Urinary
Basement	14	1	1	1
First	3	7	3	2
Second	3	10	6	4
Third	2	10	6	4

Hot water is available daily in the basement. All other showers run cold water. On the corridor of the second floor, there is an electric freezer for drinking water. Sixteen two-bed rooms are equipped with cold running water faucets.

Other Accommodations

On the first floor, there is a ping pong room and a workshop. On the second floor, there is a lounge in

which boarders hold club meetings, play indoor games and meet each other informally.

Boarders

There are eighty five boarders in Sage Hall this year. They come from the Preparatory School and the French Section of the International College. The following tables indicate the distribution of these boarders in terms of classes and schools.

Table No. 2 CLASS DISTRIBUTION OF SAGE HALL
BOARDERS FROM THE PREPARATORY SCHOOL

4th Year	5th Year	6th Year	7th Year	Total
10	14	29	15	68

Table No. 3 CLASS DISTRIBUTION OF SAGE HALL
BOARDERS FROM THE FRENCH SCHOOL

3ieme	2nd	Baccalaureat 1st Part	1st Commercial	Baccal. 2nd Part.	Total
1	4	9	1	2	17

Sage Hall boarders come from sixteen different countries. The distribution of these boarders in terms of nationality is shown in the following table.

Table No. 4 DISTRIBUTION OF SAGE HALL BOARDERS
IN TERMS OF NATIONALITY

C o u n t r y	Number of Students
Bahrain	11
Britain	3
Cyprus	2
France	1
Germany	1
Iraq	5
Jordan	2
Kuwait	2
Lebanon	27
Palestine	1

Table No. 4 (Cont'd).

C o u n t r y	Number of Students
Persia	1
Qatar	1
Saudi Arabia	11
Syria	15
Turkey	1
Yemen	1

As to religion, Sage Hall boarders are mostly Christians, & Moslems, as indicated in the following table:

Table No. 5 DISTRIBUTION OF CHRISTIAN BOARDERS
IN TERMS OF SECT

Greek Orthodox	Maronites	Catholics	Protestants	Total
24	5	5	5	39

Table No. 6 DISTRIBUTION OF MOSELM BOARDERS
IN TERMS OF SECT

Sunnites	Shiites	Total
24	8	32

There is one Jewish boarder in Sage Hall.

The ages of boarders range between fourteen and twenty-six years. The majority fall between sixteen and nineteen years. Age distribution is shown in the following table.

Table No. 7 AGE DISTRIBUTION OF SAGE HALL BOARDERS
(to the nearest birthday).

Age in Years	Number of Students
14	1
15	4
16	20
17	16
18	15
19	15
20	4
21	2
23	3
24	4
26	1

Supervision

The over-all supervision of Boarding is in the hands of a director, assisted by two boards responsible each for the supervision of one Hall. Sage Hall management is undertaken by a board composed of four supervisors and a head supervisor. There are also three other resident teachers who help in the meetings of the board by participating in business discussion.

The duty of supervisors is to carry routine inspection, at least twice a day, preferably in the morning and in the evening, and look for the general safety of the boarders; to supervise study periods, issue gatepasses, advise clubs and societies, be with students in the restaurant at every meal. These responsibilities are ensured by one supervisor on duty at a time. At the end of the day, the supervisor submits to the head supervisor, on a daily report sheet, his remarks and observations. (A sample of the daily report sheet is shown in the appendix). The head supervisor transcribes daily reports on a permanent record sheet for future reference.

The head supervisor attends to the administration

of boarding life at Sage Hall, assisted by the four supervisors. He holds with the director of the boarding department and the supervisors weekly meetings where students' problems are taken up, rules and regulations are discussed and new activities are planned. The general purpose of each meeting is to exchange views on how to devise better ways of running the building, and to help integrate the work of the various supervisors for a smoother running of the department.

On the whole, however, the work of the head supervisor deals mostly with counseling. The head supervisor holds frequent interviews with students, attends to their needs, and studies their cases individually as the need arises. Also he advises certain clubs. Beside this, he looks after the physical condition of the building.

The Restaurant

The restaurant occupies the third floor of a building about fifty meters from Sage Hall. A cafeteria system is followed in the restaurant. A boy's daily allowance is 325 piasters divided in the following way: 85 piasters for breakfast, 130 for lunch and 110 for

supper. If a student takes more than his allowance of food, he pays for it. Rebates for missed meals are given when a boy is on an authorized absence.

The restaurant opens daily at the following times:

6:45 a.m. - 8:00 a.m.
 11:45 a.m. - 1:00 p.m.
 5:15 p.m. - 6:30 p.m.

In the cafeteria, the supervisor advises students on how to choose their food, sees that order is kept and is expected to teach table manners. This latter point is not fulfilled, however. The nature of a cafeteria system makes it impossible to achieve this end.

Activities

Boarders are free during the following times: Sunday, Wednesday and Saturday afternoons and after four o'clock on all other days. Of this free time two hours of supervised study are taken up for five days a week, from Monday through Friday.

Part of this free time is left for the boys to manage their private affairs. During the other part the Boarding Department sponsors activities with the

purpose of providing a productive way of spending free time. To achieve this aim the following principles are considered:

1. Activities should be recreational. Thus, they are more interesting than effort requiring.
2. Supervisors should try to discover talents among students and, consequently, encourage gifted ones to develop their potentialities.
3. Activities are used as situational projective tests for a better understanding of students. Personality traits could be thus better discovered, and be capitalized upon in offering adequate guidance to students.
4. An activity should be such that it gives students and teachers a chance to meet in informal situations and work cooperatively, for the development of wholesome relationships among students, and for better understanding between teachers and students.
5. Effort should be made to develop constructive hobbies that may be helpful in one's life.
6. To sharpen the sense of personal accomplishment.
7. Activities should be such that they would inculcate a sense of pride in, and a feeling of belonging to the building. ✓

Activities are organized by clubs. Membership in clubs is optional. However, students are strongly urged to join a club. Members of a club get together and elect a board which consists of a chairman and a secretary-treasurer. A supervisor advises the club.

In Sage Hall this year, the following clubs have been organized:

1. The Arabic Literary Club. Members meet once a week. At times they invite a speaker to give a lecture or a talk, and at other times they read papers and discuss them. The club publishes a weekly paper in Arabic.
2. The Decoration Club. Members meet every week in a workshop. Their aim is to decorate the building. They collect pictures from different sources, such as embassies and tourist agencies in Lebanon and abroad, make frames and mount pictures. Since last year they have been hanging their productions in the corridors of the building. They also plant flowers in pots and place them in the corridors.
3. International Relations Club. This club functions in cooperation with two other schools, the American School for Girls and the American Community School. The aim of this club is to promote among members, to

some degree, international understanding. This is achieved by discussing problems of common interests to all nationalities represented, giving parties and banquets and organizing trips. National groups introduce their countries by asking one of their members to give a talk about the history and geography of his country, customs and ways of living.

4. Sports and Trips Club. This club organizes volleyball, basketball, football and ping-pong teams. They invite and visit other schools to play with them. The officers of the club organize trips to different parts of Lebanon.
5. Art Club - music and painting. This club holds weekly meetings. They listen to classical music either by records or films. Every piece they hear is introduced by a commentary. Often, they invite artists, to show their production and explain their techniques.
6. Photography Club. Students take artistic pictures of students' life and activities, natural scenery and other aspects of interest. They develop their films and print pictures.
7. Dramatics Club. Three groups of actors have been formed in Sage Hall for acting: Arabic, English

and French plays. Students adapt stories into plays, sometimes they write their own plays, produce them and perform them during social evenings given by Sage Hall.

8. Movie Club. The club shows a film every Saturday evening and produce a weekly bulletin in Arabic, English and French.

Sage Hall General Regulations

1959 - 1960

This is an exact copy of the regulations distributed to the boarders at the beginning of this academic year.

The following rules have been drafted for the guidance of I.C. boarding students. However, it is not by these rules only or by any rules that a building can be made to run smoothly. A cooperative spirit, cultivated patiently in any group of men and boys, can overcome any difficulties of living together pleasantly. The supervisors want to become acquainted with all students as soon as possible and want students to feel free to bring to them any sort of problem. After all, the most important job of the supervisors is not merely to enforce rules but

to care for the general welfare of the students.

I. GATE PASSES are divided into three groups:

A. Regular Gate Passes

1. These are given Wednesday and Saturday afternoons by the supervisor on duty. On rare occasions they may be given on other days.
2. Sixth Year students are allowed six regular gate passes a month; Fifth Year students, five; and Fourth Year students, four.
3. Seventh Year students will, wherever possible, enjoy the same rights as Freshman. The students of the French section will enjoy the same rights as the students of the corresponding Prep section.
4. Students who lose their gate pass cards may forfeit the right to go out until the end of the month. They will be charged one Lebanese pound for a new card.

B. Special Gate Passes: Each student is entitled to four special gate passes a month. These can be used on any week day and are for a limited number of hours. A student should be careful to save

same special gate passes for the end of the month in case he has some unforeseen need for a pass. The supervisor on duty issues these passes.

- C. School Duty Passes: These are granted only when the student leaves the campus on errands connected with school activities. A request for a pass must be signed by the teacher supervising the activity and must be presented to the supervisor on duty.

NOTE: Gate passes are valid only for the I.C. gate, and no student may use the Medical or Main Gates of the A.U.B. campus. Students must register their names at the I.C. gate as they leave and as they enter.

All students must be in by 6:30 p.m.

- II. WEEK ENDS: Week-end passes are issued on Saturdays from 1:00 - 2:00 p.m. by the head supervisor to students whose parents or guardians have at the time of registration made arrangements for them to spend some week ends at home. A week end is considered equivalent to a regular gate pass and not more than two week ends may be taken each

month. It is understood that such passes are granted only for the purpose of spending the week end with the parents or in the home of the guardian. No student having a week-end pass may sleep in Sage Hall.

III. INSPECTIONS: Room inspections are carried out at least twice a day by the supervisor on duty, once at 7:00 a.m. and once at 9:15 p.m. Students must be in their rooms at these inspection times. Rooms **and** beds should be kept tidy at all times. Students' rooms and closets are subject to inspection at any time. The possession of firearms, liquor, improper pictures and books are forbidden. The use of heaters for warmth or cooking is forbidden. A limited number of small heaters for making coffee may be used in the Lounge. Heaters found in rooms will be confiscated.

IV. USE OF THE BUILDING:

- A. The playing of musical instruments and noisy games is not allowed during class or study hours.
- B. After evening inspection, students are allowed to visit each other until 10:15 p.m.

C. Students should take pride in keeping clean not only their rooms but also the halls, toilets, and the grounds surrounding the building. If a student litters up the building or the campus, he may be compelled to do a special clean-up job.

D. Furniture must not be removed from the rooms without the consent of the head supervisor. A student damaging school property must pay for its repair or replacement and must pay a fine which will go to a fund for the beautification of Sage Hall.

V. STUDY HOURS: Supervised evening study is held regularly, Monday through Friday, from 6:30 - 8:30 p.m. Attendance is obligatory. Excuse for absence must be obtained from the teacher in charge of the study or from the supervisor on duty before the study hour begins. Unexcused absence or lateness will have to be compensated for on Wednesday and Saturday afternoons.

VI. THE USE OF THE MAIN CAMPUS: The use of the main A.U.B. campus is a privilege and not a right.

Sage Hall students are permitted daily use of the A.U.B. campus from 4:00 - 5:15 p.m. and all Wednesday, Saturday, and Sunday afternoons. Those who need the use of Jafet Library in the evening for writing term papers must secure a written statement from the teacher who has given the assignment and present that statement to the supervisor on duty.

VII. SUNDAY EVENING MEETINGS: Non-sectarian, inspirational meetings are held every Sunday evening in Martin House. All students of the Sixth and Fifth years and of the Premiere and Seconde are expected to attend.

VIII. OUTSIDE ACTIVITIES: Students may attend social or sport activities only during week ends or holidays, when there is no conflict with academic obligations. For such activities they must be accompanied by a teacher. In special cases - an exceptional lecture, concert, etc. - permission to attend may be given but only by the head supervisor.

IX. SMOKING: Students are not permitted to smoke on the campus or in the buildings of I.C.

Exceptions to this rule will be made to certain categories but only after consultation with the head supervisor.

X. VISITORS: No day student may enter the private room or dormitory of a boarder even for the purposes of study. Relatives of the boarders may be entertained in the lounge.

XI. DINING ROOM: Sage Hall students will enter the dining hall by the steps on the eastern side of the building. Students should stay in line and should not argue or interfere with the servants. All complaints should be made to the supervisor on duty.

No rebates for missed meals will be given for the first seven and last seven days of each term. If a student has permission to be away during a term for seven days or more, he will be rebated at the rate of LL. 3.25 a day less 10%. If a student is absent on a regular or special week end, he may give written authority to another boarder to collect one day's food in his place. Payment for this food can be arranged between the boarders concerned.

XII. SAGE HALL ACTIVITIES: The clubs that are organized each year in Sage Hall form an important part in a student's life. Each boarder is strongly urged to join one or more of them.

XIII. VACATIONS: The times for the start and end of vacations are clearly stated on the bulletin boards of I.C. Students going home for vacations must so plan their travel schedules that they neither leave early nor return late. To accomplish this, they must secure air and automobile reservations well in advance.

XIV. GENERAL REGULATIONS:

- A. No student is allowed to place notices in the buildings or on the campus without the approval of the head supervisor.
- B. No boarder is allowed to drive a car or a motorcycle unless he has a driving licence and written permission from his parents.
- C. Watch the bulletin board for changes in or additions to these regulations.
- D. Students who want to pray are given a special gate pass of two hours either on Sunday or Friday.

Corrective Measures

Corrective measures are taken with the ultimate purpose of helping students improve their behavior. Such measures are based on the principle that they should suit the nature of the undesirable behaviour. The following have been used:

1. Retracting the privilege of joining a club.
2. Campussing for a certain period of time.
3. Giving a special study of one or two hours on a Wednesday or a Saturday afternoon.
4. Giving a warning. A third warning means expulsion from school.
5. Expulsion.

The Gateman

The gateman guards the gates and checks on students as they leave and as they come in to the campus. He reports to supervisors latenesses or unauthorized leaving of campus.

Relations Of Boarding Administration To The
General Administration of the School

Boarding responsibilities assume a dual character, an administrative and a counseling one. From the former point of view the Boarding Department functions in harmony with the central administration of the College. As such, supervisors assume an evaluative role. They should enforce regulations of the school, and use them as criteria for good behaviour. If boarders do not live up to the ideals of the College, they are reported to the principal of the school who takes action against them. This aspect of the function of supervisors makes them looked upon by students as judges and not as sympathetic teachers, ready to help them with their problems. In so far as boarders are students, the central administration tends to emphasize the academic aspect of their growth. Along this line they are deal with as day students. From a counseling point of view, the Boarding Department aims to make Sage Hall an emotional refuge to students, giving their mental health a serious concern. And in addition to the academic growth, it is the task of the Boarding Department to look after the social, emotional and physical growth of the boarders. As such, boys' problems are viewed from a

wider perspective. Consequently, the officers of the Boarding Department assume the attitude of parents vis a vis the central administration.

To achieve this second aspect of their task, Supervisors need the full confidence and cooperation of students. Otherwise, boys^r would not open themselves up to discuss their problems frankly and confidentially with their supervisors. To maintain a delicate and elegant balance between these two functions lies the dual character of boarding responsibilities. It is in this sense that administration and counseling are referred to as mutually exclusive.

This difficulty was taken up with the principal of the College. It was solved in the following ways:

1. The principal of the College delegated authority to the head supervisor to deal with students' problems on a highly confidential level. When the help of the Principal and director of the Boarding Department is needed, exchange of information is effected confidentially.
2. The principal of the college allows the Boarding Department to function independently under the following circumstances:

- (a) When counseling is involved.
- (b) Problems that may arise in learning situation at school, are left for the administration of the school to deal with. Beside expulsion the Boarding Department is not under obligation to apply punishments that are recommended by the administration. The relationship between boarding and school administrations is limited to the exchange of information about students. In the light of this information, boarding supervisors try to advise and guide boys with all sympathy and care. This policy was deemed necessary because boarding administrators have to integrate academic growth with the other aspects of students' growth referred to previously. This difference in perspective between the two administrations, determines differences in approach, and handling of students' problems.

This is a general descriptive picture of Sage Hall, residence of the senior boarding students at the International College.

CHAPTER III

RESEARCH PROCEDURE AND RESULTS

Subjects

The subjects of the study are the boarders of Sage Hall. Detailed information about them is given in the second chapter.

Construction of Check Lists

The construction of check lists involved two steps:

- (a) Gathering data relevant to the pleasant and unpleasant experiences of the boarders.
- (b) Formulation of items.

The first step was effected by calling boarders to two meetings held on two successive nights in one of the large halls of the school. The first time subjects were asked to write an essay entitled "My Problems". The second time they wrote an essay entitled "Pleasant Aspects of Boarding Life."

The subjects were allowed to write in any language, English, Arabic or French. The essays were kept anonymous,

but, they were marked with a certain sign to identify essays written by the same person. Although it was not compulsory to write the essay, all subjects cooperated.

The instructions of the two essay forms are as follows:

- I. The Administration of Sage Hall is eager to improve life conditions in the building. So, we need your cooperation in telling us frankly about the problems you face as a boarding student at Sage Hall. Anything that may disturb you and thus interfere with your regular way of living is a problem. It may be a simple problem like a noise in the outside when you are studying or it may be a serious one like your not wanting to study because of homesickness. Write an essay entitled: "My Problems" in which you describe all problems that disturb or annoy you because of your life at Sage Hall.

Give information only about the following:

Age :

Religion :

Nationality :

You don't have to mention your name. This will

be kept very confidential.

II. The Administration of Sage Hall is eager to develop those aspects at Sage Hall that are giving you most satisfaction. Write an essay in which you describe all pleasant aspects of boarding life.

The essays were then analysed with the purpose of looking for situations which involved pleasant or unpleasant experiences. Unpleasant situations were grouped together in a check list form given the title "My Problems." Another list, entitled "Pleasant things in Sage Hall", included pleasant situations.

For each item of the two lists three possible responses were provided. If the situation described in a particular item constitutes a problem to the subject, he is asked to draw a circle around "Yes". If the situation is not thought to be a problem, he is asked to draw a circle around "No." In case he feels indifferent, he is asked to draw a circle around "?". The same procedure was followed in the second list. If an item is considered pleasant, a circle was to be drawn around "Yes", if not, around "No", in case of indifference, around "?".

The two forms of check lists with the directions are given after the section on "Results."

Administration of Check - Lists

The two check lists were given to the subjects on two successive meetings. The number of subjects who took the test was eighty-five.

Results

Responses of subjects were examined and counted by two assistants working independently. The figure by 'yes', 'no' and '?' gives the frequency of response to the item written next on the line. The figure immediately next to the item, on the left handside of the reader indicates the number of the item in a serial order.

The Check - Lists

The two check lists with the directions and the frequency of responses to all items is given below:

Read the following statements about life in Sage Hall. If you find it is a source of annoyance to you draw a cricle around 'Yes'; if not draw a circle around 'No'; if you have no opinion or feel indifferent draw a circle around the mark '?'.

My Problems

- Yes 47 No 24 ? 12 1. I miss the comfort of home.
- Yes 37 No 24 ? 18 2. I miss my parents.
- Yes 3 No 44 ? 24 3. I miss my wife and children.
- Yes 15 No 48 ? 13 4. I hate boarding life not only in Sage Hall but in any other boarding department.
- Yes 6 No 69 ? 3 5. I feel lonely because I don't have friends in Sage Hall.
- Yes 36 No 23 ? 18 6. Because I am a boarder I miss meeting girls.
- Yes 38 No 25 ? 15 7. My room is cold in winter.
- Yes 18 No 42 ? 17 8. I find it immoral to have common bathrooms.
- Yes 17 No 32 ? 29 9. Students play music in the lounge after evening inspection.
- Yes 23 No 31 ? 24 10. I cannot take a bath before six o'clock in the morning.

- Yes 42 No 10 ? 26 11. There is poor furniture in the lounge.
- Yes 58 No 8 ? 12 12. I am not allowed to use heaters of any kind in my room.
- Yes 37 No 30 ? 11 13. Bath-rooms have poor ventilation.
- Yes 15 No 53 ? 11 14. Some bath-rooms are not clean.
- Yes 27 No 20 ? 31 15. We have no special room for smoking.
- Yes 31 No 18 ? 28 16. We have no special room for music.
- Yes 25 No 23 ? 27 17. The evening study hall is not comfortable for studying.
- Yes 21 No 48 ? 9 18. My bed is too short for me. My feet get out from the other end.
- Yes 16 No 47 ? 14 19. Sunlight does not get into my room because of the trees in front of it.
- Yes 17 No 51 ? 9 20. There is a noisy water pump under my window.
- Yes 55 No 14 ? 8 21. Window panes are not cleaned regularly.
- Yes 18 No 25 ? 28 22. The blankets with which the school provided me are old.
- Yes 40 No 22 ? 14 23. My cupboard is small in size.
- Yes 31 No 28 ? 19 24. Putting lights off for a moment before inspection bothers me.
- Yes 14 No 50 ? 14 25. There are flies in my room.

- Yes 19 No 49 ? 11 26. There are mosquitoes in my room.
- Yes 15 No 51 ? 12 27. There are other insects in my room.
- Yes 29 No 34 ? 15 28. Janitors do not clean the floor under my carpet.
- Yes 14 No 46 ? 21 29. I don't take a bath because the shower rooms are not divided into closed compartments.
- Yes 26 No 36 ? 11 30. Teachers do not cooperate with students.
- Yes 7 No 35 ? 35 31 Teachers in Sage Hall do not encourage faith in God.
- Yes 4 No 37 ? 35 32. I am not urged by supervisors to pray.
- Yes 17 No 45 ? 14 33. Some supervisors do not respect students.
- Yes 20 No 32 ? 26 34. I need teachers to help me with my lessons. The supervisors cannot help me in all fields of my study.
- Yes 45 No 9 ? 24 35. We do not have a student council.
- Yes 36 No 26 ? 17 36. If I do something wrong the supervisors do not listen to my defense.
- Yes 13 No 39 ? 25 37. Students visit my room mate after evening inspection.
- Yes 19 No 32 ? 25 38. Some students curse.
- Yes 29 No 27 ? 21 39. I feel there is no cooperation among students.

- Yes 36 No 21 ? 20 40. There are some dirty students in Sage Hall.
- Yes 9 No 49 ? 41. I am teased by boys because I study hard.
- Yes 10 No 46 ? 19 42. Lazy boys have a bad influence on me.
- Yes 15 No 20 ? 39 43. Some boys do not believe in God.
- Yes 30 No 27 ? 21 44. Sage Hall boys are noisy.
- Yes 18 No 44 ? 12 45. My room mate is not friendly. One day he acts as a true friend and the next day he acts the opposite.
- Yes 15 No 41 ? 19 46. I cannot live with others in the same room, because I am accustomed to privacy at home.
- Yes 21 No 30 ? 24 47. Boys do not have manners.
- Yes 10 No 38 ? 27 48. Some boys make themselves at home with my cakes, fruits and candies.
- Yes 10 No 45 ? 16 49. My room mate is dirty. He does not take showers.
- Yes 14 No 46 ? 13 50. My room mate is untidy.
- Yes 11 No 48 ? 13 51. Boys share my belongings.
- Yes 14 No 46 ? 16 52. I cannot yet adapt myself to the atmosphere of Sage Hall.
- Yes 62 No 9 ? 5 53. Food is expensive.
- Yes 35 No 19 ? 22 54. I am not used to this kind of food.

- Yes 21 No 33 ? 22 55. I feel like having my lunch after one o'clock, but the restaurant closes at one.
- Yes 50 No 21 ? 5 56. Food is not clean.
- Yes 46 No 19 ? 9 57. I am getting a small amount of food.
- Yes 50 No 10 ? 15 58. If I am late for restaurant, food will be finished.
- Yes 41 No 17 ? 36 60. I am not allowed to smoke on the I.C. Campus.
- Yes 43 No 9 ? 22 61. We do not have sufficient athletic activities in Sage Hall.
- Yes 40 No 15 ? 21 62. I have a limited number of gate-passes.
- Yes 19 No 36 ? 19 63. Morning inspection is good, but it takes place too early.
- Yes 53 No 9 ? 13 64. I am not allowed to go out of school on Sunday morning.
- Yes 28 No 20 ? 27 65. I cannot use my radio any time I want.
- Yes 33 No 19 ? 22 66. I find night inspection pointless.
- Yes 23 No 28 ? 25 67. I am used to listen to music before going to bed. In Sage Hall I am not allowed.
- Yes 33 No 14 ? 26 68. I am not allowed to go to A.U.B. between 11:00 A.M. and 1:00 P.M.

- Yes 18 No 43 ? 14 69. Evening study bothers me.
- Yes 51 No 14 ? 10 70. I have to come back to school at 6:30 when I go out on free afternoons.
- Yes 25 No 17 ? 32 71. I am not allowed to study in Jafet Library during study period.
- Yes 35 No 15 ? 25 72. If I take my girl friend to the movies on my free afternoons, I will have no time to accompany her back home because I have to be in school at 6:30.
- Yes 33 No 22 ? 21 73. Regulations do not differentiate between young and adult students.
- Yes 47 No 12 ? 17 74. We have no library in Sage Hall.
- Yes 29 No 29 ? 17 75. The gateman reports me to supervisors for my latenesses in coming back to school.
- Yes 30 No 25 ? 21 76. The first few days of my life in Sage Hall were difficult. Later I adapted myself.
- Yes 20 No 13 ? 41 77. We have no philosophical and literary contests.
- Yes 53 No 9 ? 14 78. Sage Hall sponsors no activities with girls.

- Yes 31 No 28 ? 16 79. Noises from outside the building
annoy me.
- Yes 45 No 12 ? 18 80. I wish I could go out with girls
in groups like A.C.S. students.
- Yes 28 No 34 ? 14 81. I don't like to go to the movies,
but there is nothing else that I
can do.
- Yes 6 No 54 ? 16 82. Boys in Sage Hall do not leave
me alone.

- - - - -

Please add any problems that you may have which
are not included in this list.

Read the following statements about life at Sage Hall. If you agree with the statement and feel satisfied with the aspect it describes, draw a circle around "Yes"; if not draw a circle around "No". If you have no opinion or feel indifferent, draw a circle around the mark "?".

Pleasant things in Sage Hall

- | | | | | |
|--------|-------|------|-----|--|
| Yes 19 | No 50 | ? 10 | 1. | Sage Hall is like home. |
| Yes 1 | No 66 | ? 9 | 2. | Sage Hall is more than home. |
| Yes 41 | No 22 | ? 14 | 3. | The atmosphere at Sage Hall is
conductive to work. |
| Yes 38 | No 19 | ? 20 | 4. | I benefit and learn a great deal
because I am a boarder in Sage Hall. |
| Yes 42 | No 21 | ? 13 | 5. | I like the location of my room. |
| Yes 24 | No 34 | ? 17 | 6. | Sage Hall is a comfortable building. |
| Yes 57 | No 10 | ? 10 | 7. | I can take a hot water shower every
day. |
| Yes 44 | No 14 | ? 19 | 8. | Sage Hall is quite close to the
restaurant. |
| Yes 43 | No 2 | ? 34 | 9. | Sage Hall is quite close to Rocke-
feller Hall. |
| Yes 43 | No 8 | ? 28 | 10. | I like the color of the walls in my room. |
| Yes 52 | No 14 | ? 11 | 11. | I am allowed to decorate my room in
the way I want. |

- Yes 45 No 24 ? 7 12. I have curtains in my room.
- Yes 56 No 4 ? 18 13. There are pictures on the walls of the corridors.
- Yes 48 No 15 ? 13 14. There are flowers and plants on the stairs and in the corridors.
- Yes 48 No 23 ? 6 15. My room is large enough.
- Yes 43 No 31 ? 3 16. My room is cleaned everyday.
- Yes 49 No 17 ? 12 17. Teachers are friendly.
- Yes 41 No 12 ? 24 18. Supervisors behave naturally in front of us.
- Yes 42 No 18 ? 17 19. I am treated like a grown up. This flatters me and induces me to do better work.
- Yes 36 No 14 ? 28 20. I am encouraged when I have constructive ideas for clubs and other activities.
- Yes 34 No 18 ? 22 21. Teachers are understanding.
- Yes 60 No 7 ? 9 22. The head supervisor makes it easy for me to come and see him.
- Yes 55 No 6 ? 16 23. Supervisors respect me.
- Yes 51 No 9 ? 18 24. The supervisors are kind.
- Yes 48 No 12 ? 18 25. The supervisors are helpful.
- Yes 33 No 6 ? 36 26. The supervisors work hard to acquire knowledge.

- Yes 34 No 18 ? 24 27. Supervisors urge me to do better work in school.
- Yes 40 No 18 ? 20 28. The supervisors are like big brothers to me.
- Yes 32 No 20 ? 26 29. There is good rapport between teachers and students.
- Yes 36 No 20 ? 22 30. The supervisors give me a chance to cover my mistakes.
- Yes 38 No 17 ? 23 31. Teachers try to make us feel we are one in the building.
- Yes 30 No 18 ? 31 32. I am punished justly.
- Yes 43 No 14 ? 20 33. Students in the same classes are put together in rooms.
- Yes 56 No 7 ? 15 34. There are some nice students who feel with me.
- Yes 45 No 16 ? 16 35. There are good relations among students.
- Yes 41 No 19 ? 17 36. Love, understanding and frankness bind students.
- Yes 26 No 25 ? 27 37. Boarders are very polite.
- Yes 38 No 17 ? 21 38. Boarders study more than outsiders.
- Yes 49 No 10 ? 17 39. I meet an educated class of so many countries in the boarding department.
- Yes 46 No 18 ? 12 40. There is a nice atmosphere among students.

- Yes 65 No 4 ? 10 41. My room mate is clean.
- Yes 55 No 11 ? 11 42. My room mate is tidy.
- Yes 47 No 10 ? 19 43. My room mate is considerate.
- Yes 26 No 41 ? 9 44. I like the system followed by
the restaurant.
- Yes 16 No 23 ? 7 45. The food is good.
- Yes 41 No 19 ? 17 46. The evening study is necessary.
- Yes 42 No 17 ? 17 47. It is good to have two week ends
a month.
- Yes 32 No 30 ? 15 48. Morning inspection is good.
- Yes 30 No 25 ? 22 49. Evening inspection is good.
- Yes 15 No 34 ? 22 50. We may not use radios after evening
inspection.
- Yes 50 No 8 ? 17 51. Regulations set order and discipline
in my life.
- Yes 28 No 30 ? 20 52. I have a fair number of gatepasses.
- Yes 28 No 19 ? 30 53. I like the system by which Sage Hall
is run.
- Yes 43 No 5 ? 26 54. I like trips sponsored by the board-
ing department.
- Yes 46 No 11 ? 21 55. I like the parties Sage Hall gives.
- Yes 44 No 6 ? 26 56. It is good that we have a house
newspaper.

- Yes 45 No 11 ? 22 57. We have a sufficient variety of useful clubs.
- Yes 42 No 22 ? 15 58. I have a good social life in the building.
- Yes 26 No 36 ? 12 59. I have had no problems though it is my first year in Sage Hall.
- Yes 37 No 18 ? 22 60. Life at Sage Hall is making a man of me.
- Yes 41 No 32 ? 6 61. I feel I am free in Sage Hall.
- Yes 30 No 23 ? 24 62. There is order in Sage Hall I have not known in other schools.
- Yes 43 No 16 ? 21 63. Being a boarder helps me to concentrate on my studies.
- Yes 48 No 18 ? 12 64. The distribution of private rooms is fair.
- Yes 48 No 13 ? 16 65. I can visit my friends in other rooms till 10:30 after the evening inspection. ✓
- Yes 46 No 2 ? 29 66. The supervisors are very friendly with each other.
- Yes 43 No 4 ? 28 67. The supervisors are liberal and free thinkers.

- - - - -

Please add any suggestions that you may have which in your opinion would help make life at Sage Hall better.

Reliability Study of Subjects' Responses

To study the reliability of subjects' responses is to determine the consistency of subjects' responses to the same situation over a period of time.

Both check lists, as a matter of fact, are essentially the same. Calling them problem and pleasant aspect lists is a matter of convenience. The only criterion by which an item could be thought of as satisfactory or unsatisfactory is the consistency of subjects' responses. Since, both lists are essentially the same, the check list of problems was given after one day in the form of ~~check~~ list of pleasant aspects. When the answer to one situation is yes in one case and no in the other, there would be ground to believe that the response is consistent.

So, items, judged to represent the same situation, were picked up from both lists. They amounted to twenty six pairs. Then, a correlation was run according to Pearson's formula.

The correlation was found out to be 0.89. Therefore, it could be maintained that there is a high measure of consistency in the response of the students to the check lists. The reliability calculations are shown in Appendix B.

Validity Study

The two check lists refer to a variety of areas that constitute boarding life. Within each area subjects referred to specifically satisfying or unsatisfying situations. The examination of validity requires determining to what extent the response to the test item represents behavior in real life situations.

Such a study could at best be effected by throwing the subject into a real occasion of experience and observing his response. This approach meets with many obstacles difficult to surmount. One obstacle is that many of the subjects will be leaving college; hence, the study cannot be carried over from year to year. Another obstacle is the limitation of time. To observe the response of eighty five students while undergoing one hundred and fifty experiential situations (the number of items in both check lists) requires time more than could be afforded. For this means observing twelve thousand seven hundred and fifty situations.

Difficult as it seems, the study of validity could be dealt with in a different way. The supervisors at Sage Hall keep a record of students' problems and complaints. Thus comparing items of both check lists

with the records of problems and complaints brings forth the genuineness of response in real situations. Furthermore, it could be assumed that the agreement of the majority of students' responses over an item could be held on probable grounds, as an evidence, that the item is valid.

Judging, therefore, by the experiences of the supervisors at Sage Hall, and the frequency of subjects' responses to the items, the head supervisor of Sage Hall believes that the test items are valid.

Classification of Items of Both Check - Lists

The items of each list were classified into several categories. The categories are:

- I. Emotional. Affective responses that result from subjects' estrangement from home are included in this category.
- II. Physical. All physical conditions that reflect on the comfort of students' lodging are collected under this category.
- III. Social. Factors that bear directly or indirectly on the interpersonal relations between students, supervisors and gatememen have been classified under

social. This category is divided into the following six subdivisions:

- A. Student-Teacher relationship
- B. Student-Student relationship
- C. Restaurant
- D. Activities
- E. Regulations
- F. Student-Gatemen relationship.

IV. Socio-Intellectual. All items that do not fit directly in any of the three categories have been classified separately. Almost all of these items pertain to the socio-intellectual climate at Sage Hall.

Significance of Results

This study is intended to examine the significance of the difference in yes and no responses to a particular item. The purpose was to discover items where there was sweeping majority agreement on whether a certain item represents a pleasant or an unpleasant aspect, and items where students clashed in opinion.

For this analysis, the X^2 technique¹ was used and

1. The symbol X^2 is being used throughout to indicate the *chi* squared. A technique used is a simple comparison of yes and no responses to determine the significance of the majority noted.

the 1% and 5% levels of significance were adopted. The results are shown in Appendix C.

Results and Discussion of the Findings

In Every Area

Emotional

Under this area, the attitude of Sage Hall boarders towards home life as compared with boarding life is included. List A shows that forty seven students as against twenty four miss the comfort of home. The X^2 test indicates that this result is significant at the 1% level. As regards the attitude of students towards missing parents, no significant difference was found, while forty eight students as against fifteen do not particularly resent boarding life (List A, item No. 4), a difference significant at the 1% level.

This finding is interesting from two angles, first as regards the relationship of adolescents in this culture with their parents, and second as regards their attitude towards boarding life at large. The fact that Sage Hall boarders tend not to miss their parents while they have no particular resentment towards boarding life may be due to a number of factors. It may be necessary here to

have more information on the lives of the subjects in their own homes as compared with the condition of life at Sage Hall. In the absence of information, we assume that since Sage Hall boarders are adolescents who normally seek to be independent, they welcome the opportunity of being away from the protecting eyes of parents and of being able to gear their own lives. This explanation becomes more plausible when weighed against the cultural background of parents-children relationships in the Middle East, where the authority of parents is still predominant. The attractiveness of life at Beirut as compared with life in other cities of the Middle East may have reinforced this tendency, not to miss parents or mind the discipline of boarding life.

The second finding was that though they do not hate boarding life, yet, they miss the comfort of home. This situation is due to certain uncomfortable physical conditions at Sage Hall.

Physical

The dissatisfaction of some students with the physical condition of the building answers why the boys miss the comfort of home. In the following section a

discussion of the conditions of internal life at Sage Hall will be presented.

Shower Rooms.

It was found out that fifty seven against ten boys are pleased that they can take a hot shower every day (List B, item 7). The X^2 test shows that this result is significant at the level of 1%. However, the fact that shower rooms are not divided into small compartments, annoys a number of students who have to take showers at odd hours because they find it immoral to bathe in open showers (List A, item 8 and 29), Significant at the 1% level).

It is obvious that boys appreciate bathing facilities. As a matter of fact, they may take a hot shower every day as of six o'clock in the morning. The boys who are annoyed because shower rooms are not divided into compartments are all new. They are not used to appearing naked in front of others. Culture in this part of the world considers it as shameful. However, since the majority of the boys from the same culture got used to this practice in time, there is good ground to believe that new students would also gradually adapt themselves to it.

Obviously there are advantages in having open shower rooms. First, it is easier to clean. Second, it would discourage boys from indulging in unhealthy sexual practices.

Bath Rooms

The findings indicate that there is no general dissatisfaction with the conditions of the bath rooms. However, there is a number of boys who are annoyed because bath rooms are not clean and are poorly ventilated. The number of dissatisfied boys with cleanliness is fifteen against fifty three. (List A, item 14). The difference is significant at the 1% level in favour of satisfied boarders, indicating that the number of dissatisfied boarders may be due to chance. Regarding the ventilation of the bath rooms, the difference is not significant, indicating that the observed difference (37 vs. 30) is due to chance.

The general cleanliness of the bath rooms of Sage Hall distinctly seems not to be a problem. As to ventilation, it fails yet to satisfy the majority of boarders.

Rooms.

It is significantly evident that boys are satisfied

with their rooms. They are pleased with the location of the room (List B, item n.5, significant at the 1% level), with the colour of walls, (list B, item n.10, significant at 1% level); They appreciate having curtains (list B, items n.12 significant at the 2% level), and having their rooms cleaned every day, (list B, item n. 16). But there are some discomforting elements in this situation. Window panes are reported by a significant majority of fifty five against fourteen (1% level) not to be cleaned regularly. (List A, item n.21). Cupboards are also reported by a significant majority of forty against twenty two to be a source of annoyance because they are small in size (list A, item 23, significant at the 5% level) to hold their belongings.

Naturally, it is necessary to look after such details that add to the comfort of students.

The reason for having unclean window panes is that the Buildings and Grounds Department at the American University cleans the window panes only seasonally. Janitors and servants in Sage Hall are employed and controlled by the Buildings and Grounds Department of the University. The administrators of Sage Hall have no right to ask the servants to perform this job.

Being detached from the environment of Sage Hall, Officers of the Buildings and Grounds Department fail to see its immediate needs. Three main shortcomings could be specified:

- (a) Buildings and Grounds Department changes servants without notifying the International College. New servants do not know what they are expected to do.
- (b) They schedule working hours of servants and distribute their duties without considering the needs of Sage Hall.
- (c) They plan the vacation of servants at times inconvenient to the International College.

To remedy this situation it is suggested that the International College should establish its own Buildings and Grounds Department.

In connection with rooms there are a number of other statistically insignificant problems such as the following: cold rooms in winter (list A, item no. 7), having a short bed (list A, item no. 18, significant at the 1% level), sunlight not getting ^{into} the room (List A, item no. 19), noisy room because of a water pump under the window (list A, item no. 20), having insects in rooms (List A, items nos.

25, 26 and 27) and janitors not cleaning the floor under the carpets, (list A, item n.º28). Although these problems are insignificant, the findings are still negative in that in a boarding department one would desire to have general satisfaction with the conditions of living while in this particular case there are thirty eight students who suffer of cold rooms in winter; twenty nine complain because janitors do not clean under the carpets; twenty one do not like the location of their rooms.

The complaint against cold rooms is genuine. A good number of boys is not used to the climate of Beirut. Sage Hall is not heated and the boys are not allowed to use heaters of any kind in their rooms. A partial solution was sought by placing a kerosine heater in the lounge. This measure does not seem to have solved this problem. The ideal solution would be to install a central heating system, or find out how such a technical problem could be solved within the limits of a cost that the school could afford.

Regarding the location of rooms, no building can practically satisfy all individuals living in it. Rooms are distributed on the basis of first reserving first served. Rooms that remain are to be occupied by late comers.

Seventeen boys are bothered by a noisy water pump. This pump should be removed.

About fourteen boys find insects of various kinds in their rooms. The janitors have always been regularly checking this by cleaning the rooms and sprinkling D.D.T. This problem needs the cooperation of both servants and residents. Some students keep various kinds of food which attract ants and other insects. However, servants should be urged and followed up more strictly to clean the rooms properly.

Location of Sage Hall

The fact that dormitories are close to the restaurant and to the classrooms contributes to the comfort of students. The boys in their majority are pleased with it.

Lounge and Decoration

To have decorated corridors (list B, item n.13, significant at the 1% level) and to have flowers and plants around the place (list B, item n.14, significant at the 1% level), are significantly pleasant aspects.

The lounge presents, however, a source of dis-

satisfaction, (list A, item 11, significant at 1% level).

Actually, there is only one lounge in Sage Hall. It is poorly furnished. This condition is uninviting for relaxation. Also, the boys feel ashamed to receive their guests during visiting hours in it.

It is necessary to have at least two well furnished lounges in the building. Besides adding to the comfort of boarders, lounges serve a social function; they provide a meeting place for students to chat, plan activities and receive parents and friends.

Smoking

Twenty seven boys smoke. In general smoking is not allowed on the College grounds except for the Seventh Year students who may smoke in their rooms. Other students are subject to punishment if caught smoking. This measure gave rise to a problem for smokers in other classes. A special regulation was passed to allow Fifth and Sixth Year boys to smoke in the basement of Sage Hall provided that their parents do not object to it. The basement is quite unattractive. By choosing the unattractive basement as a smoking room, the

administration meant not to encourage smoking.

Evening Study

The evening study is meant for Fourth and Fifth Year students who amount to twenty five. They have un-animously expressed their dissatisfaction with the physical condition of the hall. Upon discussion of this item with the students, it was found that what they really minded was the supervised study and wanted to be allowed, like students of upper classes, to study in their rooms.

However, educationally, a session of supervised study per day is necessary to enable the supervisor to help the students with their studies.

S o c i a l

Student-Teacher Relationship

It is statistically significant that relations between supervisors and students are harmonious and good. Boys admit and consider it as a pleasant thing that supervisors are friendly, understanding, kind, helpful and that they urge them to do better work in school. (List B, items 17, significant at the 1% level, 21, significant at the 5% level, 24, significant at the 1%

level, 25, significant at the 1% level, and 27, significant at the 5% level).

The type of relationship prevailing between supervisors and students is a source of pleasure in the boarding life of Sage Hall. However, there are students who are still dissatisfied with it. The reasons for their dissatisfaction were investigated in an interview held individually with them. It was found that the greater number of dissatisfied boarders come from the French Section of the College. On the whole, these students care much less for extra curricular activities than for activities related to their fields of study. They wish, therefore, to receive from their supervisors more help with their studies: So, they fail to see the value of the effort that the supervisors put in the social activities of the building.

Faith

From the religious point of view, Sage Hall boarders do not seem to care that their supervisors do not urge them to pray or that they do not encourage faith in God, (list A, items 31 and 32 insignificant). It is important to note here that the boys are given full freedom to practice their own religious rites and fulfill their

religious duties. The administration offers them all facilities to live up to their faiths. On Sundays and Fridays, Christians and Moslems are given extra gate passes to go to churches or to mosques. During the month of Ramadhan, Moslems are allowed to fast. Special facilities for this occasion are provided to them.

Punishment

There is a general feeling that when students are punished, the punishment is given in justice, (list B, item 32 significant at 5% level), while at the same time the opportunity is offered for students to cover or make up their mistakes (list B, item 30, significant at 5% level). However, the difference between students who feel and those who do not feel that they are listened to, when supervisors punish them for a certain infraction of the rules, is not significant. This indicates that a supervisor cares more to enforce the regulations of Sage Hall than to examine the special circumstances of the infraction and the feelings of the student about it. It seems, therefore, that the tendency among supervisors of Sage Hall, in dealing with infractions is to apply external criteria defined in the regulations rather than to look into the internal criteria of the particular case.

Student-Student Relationship

It is significantly evident that there is a general atmosphere of friendliness, cooperation and consideration among students in Sage Hall. Differences significant at beyond the 1% level were found between students complaining of lack of friends and students having friends in favour of the latter. (List B, items 34, 35, 36 and 40 significant at the 1% level).

The wholesome atmosphere of friendliness and cooperation is due to the policy followed in Sage Hall. Boys are allowed to choose their room mates. In the meantime they are encouraged to have their roommates from among their classmates. This gives them more things in common.

In order to facilitate the expansion of students' relations from the limits of room mating to the whole building and create a general esprit de corps, the boarders are urged to join clubs and societies. Such activities give them a chance to meet each other, do things together, engage in common interests and exchange ideas. This accounts for the development of relations of understanding, sympathy and in many cases, of friendships.

As to cleanliness, it was found that a significant majority of students had no complaint about the cleanliness and tidiness of their room mates (list B, items 41, 42 significant at the 1% level), while a significant majority also complained about the general level of cleanliness of boarders in Sage Hall at large. (List A, item 40 significant at the 2% level).

In this connection the following question may be raised: Why are boys satisfied with the cleanliness of room mates but not with that of other boarders? Upon investigation of students' choices of room mates it was found that their choices were generally made on a cultural basis. That is, a student prefers to have as a room mate a person from his own culture. It is likely then, that room mates would tend to agree on standards of cleanliness. However, cultural differences are not eliminated from the building as a whole.

In a building that contains a group of sixteen different nationalities, such differences in norms of cleanliness are to be expected.

Faith

The majority of the boys assume a liberal attitude

regarding religious faiths. This is shown by the significant majority of boys who do not seem to mind differences in opinion towards religion (list A, item 43). This, by no means implies that boarders at Sage Hall are not religiously minded. It rather conveys that the majority of the boys are at least socially tolerant towards other religious groups.

However, the presence of a significant majority who are tolerant in this respect should not mean that exposure to heterogeneity in religious views may not be the source of serious disturbance and commotion in the building. As a matter of fact, fifteen boys expressed that they are quite perturbed, to the point of aggression, that there are people in Sage Hall who do not believe in God or who do not follow any religious practice. For instance, during the month of Ramadhan this year, one of the Saudi Moslem boys decided not to fast. His deviation seem to have threatened his fellows who gave him literally a beating.

Restaurant

Food is one of the outstanding problems which boarders face. It is evident that the majority of boys do not like the cafeteria system (list B, item 44

significant at the 10% level). This is due to several reasons. The allowance per meal is limited. If someone feels like having more than his allowance, he has to pay for the extra food he takes. Money is not always available with boys. Thus, they will have either to stay hungry or buy sandwiches from some other place on credit.

Another reason is that if one does not arrive early in the restaurant, he may not be able to get the same variety of food. (List A, item 58 significant at the 1% level). So, it seems that the restaurant is not fulfilling the conditions of a cafeteria. So, although late comers arrive within the time limit, they will miss those good dishes.

A cafeteria system would function more adequately:

- (a) By increasing boarding fees so as to increase per meal allowance.
- (b) By increasing the amount of popular dishes in proportion to the number of boarders.

As to the price of food, it was pointed out by a significant majority of students that it is too high as compared with prices in nearby restaurants.

As to cleanliness in the restaurant, it was significantly pointed out that the food is not clean (list A, item, 5 significant at the 1% level). ✓

It is advisable here to form a committee to study the validity of complaints about food prices and cleanliness of the restaurant.

The students voiced that they did not like the cafeteria system. The committee, should therefore, find out whether or not the students knew the implications of replacing the cafeteria system by a refectory one where they all would have to have the same kind of food and eat at the same time. This investigation should also examine whether in the long run the students make the right choice of foods in terms of their total health.

In this connection, it is to be recommended that reorganization of the restaurant should provide for an adequate soda fountain. It is likely that boarders and day students may need some refreshments between meal times. So, the soda fountain should serve all day until 9:15 p.m. A committee of teachers and students should be organized to check on the management of the place to supply it with students' needs. It is also desirable that the soda fountain be run by

students and for the students. The following advantages may be derived:

- (a) Students will buy their refreshments from the school.
- (b) It will offer students good and clean qualities of material at fair prices.
- (c) Students who run it will earn part of their expenses.
- (d) Profit will be distributed as scholarships on needy students.
- (e) It sheds a cooperative aspect on the institution.

Activities

The social and sport activities at Sage Hall seem to have a high choice frequency as pleasant experiences. The boys seem to like the activities such as trips (list B, item 54 significant at the 1% level), parties (List B, item 55 significant at the 1% level), house newspaper (list B, item 56 significant at the 1% level) and the variety of useful clubs (item 57 significant at the 1% level). The X^2 coefficients of items 54, 55, 56 and 57 indicate that the difference between choice frequencies of activities as pleasant experiences could not have arisen as a result of random sampling.

However, the boys were concerned that they did not have a student council (list A, item 35 frequency significant at the 1% level), that they were not provided the opportunity to meet girl students or to go out with them (choice frequency significant at the 1% level) and that they do not have enough athletic activities. (List A, item 61 significant at the 1% level).

It is relatively easy to plan trips, give parties and provide a wide variety of activities because one would be dealing directly with his students. The case is not the same when activities with girls from other schools is considered. Culture in this part of the world does not yet favour the mixing of the two sexes. At the International College, this aspect of the social development of students is met on a very limited scale. The Sixth Year class of the Preparatory School is given two parties with girls every year. Members of the International Relations Club meet member girls from two-sister girls' schools. More activities along this line depends on the cooperation of girls schools.

Regarding the other concern of students, to have more athletic activities, it was found out that it is difficult to do anything about it. The reason is that Sage

athletic clubs should function in harmony with the activities of the Sports Department. Since most of the members of College sports teams are boarders, athletic activities of the boarding department become limited to the free time that is left by the Sports Department.

Not having a student council was another concern of the boarders. Sage Hall had a student council that was dissolved two years ago. Theoretically, a student council serves several educational purposes for a community that adopts democratic ways of living. The council is elected by the students to act as a connecting link between them and the administration. It also integrates the activities of the different clubs, creating, thereby, a unity among students. These functions inculcate in students democratic ideals and attitudes. However, this very unity among students that the council creates, was exploited by political movements swaying this part of the world. For the least event that took place in the Arab world, political parties would step in and control the council through their sympathisers, in the council, This gave rise to unfortunate results. Thus, on the practical level, the student council failed to fulfill its functions and the administration had to

dissolve it. By taking this measure, unity among students, and democratic procedures were not sacrificed; they were rather ensured by other means. The responsibilities of the council were distributed among other clubs.

Regulations

Regulations are drafted for the guidance of students with the hope that they would help them develop discipline in their lives. To be a help rather than a hindrance, regulations should meet the needs of students. The aim behind them should be specified clearly to the boys. A significant majority of the boys admit that rules are necessary, for they set order and discipline in their lives. (List B, item 51 significant at the 1% level). This admittance, however, does not mean that any regulation would do. The findings show that boys like some rules and dislike others.

In the following, regulations that annoy boys will be mentioned with a word of explanation:

- (a) Morning and evening inspection (list B, items 48 and 49 insignificant).

The boys were supposed to get up at 6:15 so as to be ready for the morning inspection at 6:45. Since

classes begin at eight and winter mornings are cold, the boys complain that they are required to get up too early. This situation should be studied to examine the feasibility of changing waking hour.

As to evening inspection, it seems that nothing can be done about it. Evening inspection is a convenient means under the present system for checking on the presence of boys after the doors of the building are locked. However, it is advisable to study the possibility of devising a check-in system which would cause least inconvenience to boarders.

- (b) Not allowing boarders to go to the main campus of the University between 11:00 a.m. and 1:00 p.m. (List A item 68 significant at the 1% level).

This problem cannot be solved because the University Campus is not at the disposal of the International College.

- (c) To be back in school at 6:30 when they go out on free afternoons (list A, item 10 significant at the 1% level).

Most of the boys go to the movies when they have free afternoons. They usually accompany girl friends. If they are required to be back at 6:30, they will not

have time to take their girl friends home. The time of their return should be modified so as to meet their need.

(d) Smoking.

The results indicate significantly that forbidding smoking on the College grounds is not a problem to the majority of the students. However, interviews with boys showed that twenty seven of them are regular smokers. A special regulation was passed allowing boys of the fifth and sixth year to smoke if their parents do not object to it. Later interviews proved that they are satisfied.

(e) Not allowing boarders to use heaters of any kind in their rooms. (List A, item 12 significant at the 1% level).

Boys use heaters to prepare hot drinks and to warm their rooms in winter. They are not allowed to use heaters in their rooms in order to prevent the incidence of fires. To meet their needs for preparing hot drinks, they are allowed to use heaters only in the lounge. Such a measure obviously does not solve the problem of cold rooms in winter.

It seems that the boys do feel the necessity of

having regulations. This shows that they are not rebellious. Their objections were directed against rules that did not meet their needs. If the ultimate aim behind having regulations is to help boys, their needs and their opinions must be considered.

Although there seems to be no objection to the negative aspect that rules and regulations generally assume, it may be educationally better to emphasize the positive aspects of the conditions for group life whenever possible.

Attitude Towards General Intellectual And Social Climate

In a boarding community characterized by cultural differences, the liberal attitude of supervisors seem to have created a wholesome atmosphere for social and intellectual growth at Sage Hall. The majority of boys are pleased that the supervisors are liberal and free thinkers (list B, item 67 significant at the 1% level). Liberalism in this connection implies a fundamental appreciation and respect to students' points of view. It also makes the variety of backgrounds a source of wealth for creating a rich field of experiences for

students. It is noted and appreciated by a significant majority of students that at Sage Hall they meet an educated class of many countries (list B, item 39 significant at the 1% level). The fact that they are pleased with this aspect undoubtedly means that there are harmonious relations prevailing among students inspite of the variety of cultural differences. Also a significant majority of boys are pleased that the atmosphere at Sage Hall is conducive to work (list B, item 3 significant at the 5% level). They also feel that boarding life helps them to concentrate on their studies (list B, item 63, significant at the 1% level), and that boarders study more than outsiders (List B, item 38, significant at the 1% level).

Adapting oneself to the new environment during the first few days is worthy of consideration, though, the statistical findings show that it does not constitute a significant problem to students. Twenty six boarders are annoyed during the first few days of school. These boys are all new. Leaving home and starting work after a long summer vacation are likely to give rise to problems of adjustment. The Boarding Department has not taken any step to help students during their first few days at school. It is recommended, therefore, to form a

committee of old boarders whose function will consist of receiving new students, showing them around the school and giving them some parties. Teachers should also invite new students home. These activities are most invaluable for they furnish a friendly atmosphere which will compensate for new students home affection they have missed.

It is necessary at this point to draw attention to certain short-comings determined by the method of analysis followed in this study. The responses to particular items were interpreted atomistically, i.e., each item was dealt with independently from the others. Only in rare cases were relevant factors combined. Hence, it is worthwhile mentioning that the general atmosphere in both of its aspects, pleasant or unpleasant, results from the interaction of a multiplicity of factors rather than from single isolated ones.

CHAPTER IV

PROPOSED CLIMATE FOR A BOARDING DEPARTMENT

Trends

The general results of the study indicate a few interesting trends. There is a general agreement among boarders that boarding life is good. The attitude of supervisors is recognized to be one of friendliness and respect to students. The atmosphere of boarding life encourages unity among students. Almost every student has succeeded in establishing friendships with other boarders. So, it seems that in such a free and friendly atmosphere, the boys found an emotional refuge to the extent that they no longer miss their parents. They only miss the comfort of home. This may mean that the lack of comfort at the boarding school is the sole reason that reminds boarders of home. This phenomenon is quite serious and suggests fundamental questions to be raised regarding parent-child relationship and the function of the boarding school.

First, should the fact that children do not miss home mean that they are moving towards the healthy condition of feeling independent, that is, is this development desirable at all?

Two, would students forget home if the boarding

schools were to provide them with the comfort of home? Is this desirable? if not, how can the school provide the comfort and help boys keep relations with their parents? This is a complex problem. However, a few thoughts along this line may be of some value. Assuming that it is good to help children seek independence from home to the extent that they do not miss either parents or the comfort of home, this may replace for ever their object of affection and give them the independence that they seem to want. Their attachment to the school would have been the source of this independence. But the school provides this affection and comfort as long as the person is a student. Sooner or later, the students are going to leave school. The result is that upon their return to family life, the students will be faced with the task of readjustment to it. So, it remains an open question as to whether it is preferable to help students maintain affectionate relationships with parents because home furnishes a permanent emotional refuge, or whether the provision for an atmosphere conducive to optimum learning justifies making boarding life as emotionally and physically satisfying as home life.

Another interesting finding was that boys did

not refer to sexual problems in their essays. They only mentioned that they miss meeting girls. In this connection one may ask, is it really the case that they have no sexual problems?

Since, Sage Hall boarders are adolescents, it is expected that they would have sexual difficulties. But one wonders whether this lack of mention of sexual problems in the essays is the result of the taboo on sex in our culture, or whether the students are solving these problems in their own ways.

Although a good atmosphere of boarding life may give rise to problems of readjustment to home life, the school should face the responsibility of having the children thrown in its hands. This means concern with all conditions apt to provide for good learning. If we consider the student as a whole, boarding departments will be faced with the responsibility of catering to his academic, emotional, intellectual and physical growth. These aspects of growth are considered as basic factors in the integrated development of students. Consequently, all activities, regulations and plans for organizing a boarding department should be evaluated in terms of their contributions to

this development. This implies that the individual boarder should be the center of attention, his complete welfare being the ultimate aim. Hence, rules and regulations, activities and other plans become subservient to this end.

However, to clarify the grounds on which recommendations for organizing a boarding department are to be based, it is necessary to formulate the following basic assumptions.

Basic Assumptions

- A. All knowledge, attitudes, habits and skills are derived from experience. The interaction of the individual with his environment results in experiences which make a person what he is. Prime concern is to be given, therefore, to ^{the} well being of the individual and to the environment with which he interacts.
- B. The human individual is unique. His uniqueness is due to two main factors:
 - a. Every individual, except identical twins, has his own biological background.
 - b. The individual is subjected to unique environmental stimuli. In a constantly changing universe,

there are no two identical periods of time. Consequently, environmental stimuli and the individuals responses are changing.

- C. Individuality requires sympathy in understanding. Reason, as it makes use of concepts, is not sufficient. Concepts are the abstraction of similarities exemplified in particular objects belonging to the same class. Differences among these particular objects are neglected. Hence, concepts are general in nature and thus, they are not quite adequate to be used in understanding the individual.
- D. The individuality of the human being has a value of its own. Therefore, man is to be respected. He is to be treated as an end in himself and never as means.
- E. The institution is to help the individual develop his abilities to their utmost. Under no circumstance should it be attempted to mould the educand according to preconceived patterns.
- F. Students needs and opinions are considered in

drafting regulations. Abiding by them students express an act of free choice.

- G. The boarding department is established and organized for the average and normal students. It is not, therefore, adequate for retarded and maladjusted students.
- H. Every student ought to realize that as he accepts to live with others in a boarding community, he should assume towards others the same attitude that the school assumes and requires from others to assume towards him.

On the basis of these assumptions the following recommendations are suggested.

Relation of The Boarding Administration To
The General Administration of the School

It was mentioned in chapter two that boarding responsibilities assume a dual character. It was solved in two ways:

- A. By authorizing the head supervisor to deal with students' problems on a confidential level.

- B. By allowing the Boarding Department to function independently under the following circumstances:
- a. When counseling is involved.
 - b. Problems that may arise in learning situation at school are left for the administration of the school to deal with. In such cases the two administrations exchange information in the light of which boarding supervisors advise and guide with all sympathy and care.

This type of relation is good. It is recommended to be maintained. However, this may convey a notion of basic conflict between the two administrations. To clarify the situation, a word of explanation will be helpful. The boarding administration is an extension to the central administration of the school. Its aims are those of the College. The distribution of responsibilities is effected simply to ensure that the aims are adequately fulfilled. Thus there is no conflict whatsoever between the two administrations.

Attitudes of Supervisors

The proper functioning of a boarding department depends on the quality of the supervisors. Having a

comfortable boarding house, good food and carefully chosen activities amount to nothing if they are not vitalized by the personality of the supervisors. It is up to them to create a wholesome atmosphere in which boys find an emotional refuge, encouragement and guidance conducive to creative work. The care and delicacy in carrying out their responsibilities should inspire the individual student that he is a valuable entity in the community of boarders and that special care for and interest in him are maintained. To achieve this level of functioning, a supervisor should enjoy special characteristics.

A person should not be engaged as a supervisor unless he has a genuine interest in working with adolescents. He should be devoted to his work, sympathetic, loving and understanding, patient and broad minded. These qualities should emanate from his depth. Unless they are genuine traits of his character, a supervisor cannot perform a good job. These qualities are not masks which a person can use to veil his reality. Nor are they recommended as formulae which a supervisor may apply while performing his duty.

They should rather be a spontaneous flow from within so as to be the spirit of any activity he undertakes. People are sensitive to such subtle qualities. They feel them. So, unless they are real characteristics, they do not inspire confidence and cooperation between students and teachers.

A supervisor should consider his boarding duties a pleasure and not a painful load to be thrown away, the moment he finishes his routine work. It is a continuous responsibility that the supervisor should live every moment.

The supervisor should be informed as well, about the psychology of adolescents. The boys in the boarding department are all in the puberty and adolescent stages of their growth. They are liable to face problems of various kinds. Understanding the nature of their growth would help the supervisor assume a sympathetic attitude towards them and would, consequently, prepare him to guide them properly.

Sympathy and understanding should be coupled with a keen sense of justice. On the basis of the assumptions, justice requires dealing with students' problems empirically. Thus, behaviour ought to be

studied in relation to the physiological and psychological background of students. In many cases students' aims should be considered, as they determine partly present behaviour. Only after investigating these factors could behaviour be evaluated. This attitude requires giving students the opportunity to express themselves. The confidential atmosphere that the supervisors create would be conducive to frankness in expression. Then, if corrective measures are to be applied, they should be chosen in view of results which the supervisor anticipates.

The task of the supervisor is to help boarders develop according to their abilities. This implies that the supervisor should have a broad minded attitude. Help in this case will be limited to guiding students properly in making wise decisions. It implies also respect to and confidence in students' ability to make choices for themselves. Furthermore, in a community where individuals come from different backgrounds, broad-mindedness acts as a harmonizing factor in establishing relations of mutual respect among students. Such relations are necessary for creating a unity within the multiplicity

of backgrounds.

Having more than one supervisor running the management of a boarding house requires integrating their work. Thus, they should hold clear common standards. This could be achieved in the following ways:

- (a) They should hold occasional meetings to discuss common standards and exchange information about students and activities.
- (b) Rules and regulations should be drafted collectively. In this connection students' opinion should be considered.
- (c) Problems are to be discussed collectively in meetings.
- (d) Supervisors should be prompt and exact in performing their duties.
- (e) The supervisor is not to take immediate corrective measures on his own. He should report cases to the head supervisor who investigates matters and then takes them up in meetings.
- (f) Minutes of meetings and other notices should be distributed to all supervisors.
- (g) Each supervisor should keep others informed of his

activities with his clubs or individual students.

- (h) Observations and remarks about each student should be recorded and left available for further reference.

Functions of Supervisors

There should be more than one supervisor in a boarding house, one on duty every day. The supervisor on duty carries on the routine work, such as inspecting at least twice a day, supervising the evening study, attending to students needs in the restaurant and issuing special gate passes.

Students are to be divided into groups; each supervisor will be responsible for advising one of them. He issues their regular gate passes and follows up their academic work. This latter function requires regular checking of students' academic achievements with their teachers. If some are doing well, they should be rewarded by a word of encouragement. Those who are not doing well need special care. The advisor will have to enquire into the reasons of their failure so as to offer helpful suggestions that will enable students overcome their difficulties. This care has invaluable psychological consequences. The mere care of supervisors

gives boys emotional security which is one of their basic needs. The supervisor should, as well, be responsible for advising clubs and societies.

In the evening, the supervisor on duty should submit a written report containing his remarks and observations.

Concluding Statement

We have seen at the beginning that boarding life emerged as a result of attempting to mould the character of the individual according to patterns determined by the state or other institutions. Whereas, at present, boarding life is emerging to meet the pressing need of accommodating students studying away from home.

It is hoped that these recommendations may be helpful in improving conditions of boarding life in view of the total growth and development of students.

Appendix A

Sage Hall

ABSENCE AND DISCIPLINE REPORT 195 -195 .

Supervisor on duty Day Date

Please report all Absences and latenesses and indicate with details any special incidents or case of discipline. Sign this sheet at the end of the day and leave it in the book in the teachers' office.

EVENING STUDY

Absent	Late	Remarks

I N S P E C T I O N

Morning Inspection		Evening Inspection		Remarks
Late	Absent	Late	Absent	

Signature

Appendix B

In the following a table of twenty six pairs of items, each pair judged to represent the same situation, is drawn. The frequencies of the positive responses to items from the problem list are put in one column. The frequencies of the corresponding negative responses from the other list are put in another column. Then the correlation was run.

Reliability Study			
No of item in problem lists.	Frequency of No responses (X)	No. of item in pleasant aspects List.	Frequency of Yes responses (Y)
1	47	1	50
5	6	34	7
30	26	25	12
33	17	23	6
62	40	52	30
49	10	41	4
50	14	42	11
56	50	45	53
69	18	46	19
66	33	49	25
65	28	50	34
47	21	37	25
30	26	29	20
28	29	16	31
33	17	28	17
39	29	36	19
67	23	50	34
4	15	4	19
29	14	7	10
30	26	21	18
38	19	37	25
31	7	67	4
32	4	67	4
19	16	5	21
37	13	65	13
45	18	43	10

Reliability Calculations

	<u>X</u>	<u>Y</u>	<u>X²</u>	<u>Y²</u>	<u>XY</u>
1.	47	50	2209	2500	2350
2.	6	7	36	49	42
3.	26	12	676	144	312
4.	17	6	289	36	102
5.	40	30	1600	900	1200
6.	10	4	100	16	40
7.	14	11	196	121	154
8.	50	53	2500	2809	2650
9.	18	19	324	361	342
10.	33	25	1089	625	825
11.	28	34	784	1156	954
12.	21	25	441	625	525
13.	26	20	676	400	520
14.	29	31	841	961	899
15.	17	17	289	289	289
16.	29	19	841	361	551
17.	23	34	529	1156	782
18.	15	19	225	361	285
19.	14	10	196	100	140
20.	26	18	676	324	468
21.	19	25	361	625	475
22.	7	4	49	16	28
23.	4	4	16	16	16
24.	16	21	256	441	336
25.	13	13	169	169	169
26.	18	10	324	100	180

Total:

556

521

15692

14661

14634

Classification of Check-Lists

The following directions apply on both check lists. The number next to the item, on the left hand margin indicates the number of the item in the main list, appearing in chapter three. The numbers under the two columns of 'yes' and 'no', indicate the frequency of responses. The next number after the column of yes responses shows the statistical significance of the difference between yes and no responses to a certain item. The five per cent level was adopted.

My Problems

I. Emotional

	Yes	No		
7.54	47	24	1.	I miss the comfort of home.
2.76	37	24	2.	I miss my parents.
	3	44	3.	I miss my wife and children.
17.28	15	48	4.	I hate boarding life not only at Sage Hall but in any other boarding department.

II. Physical

	Yes	No		
2.68	38	25	7.	My room is cold in winter.
1.18	23	31	10.	I cannot take a bath before six o'clock in the morning.
19.68	42	10	11.	There is poor furniture in the lounge.
0.72	37	30	13.	Bath rooms have poor ventilation.
21.22	15	53	14.	Some bath rooms are not clean.
1.04	27	20	15.	We have no special room for smoking.
3.44	31	18	16.	We have no special room for music.
0.08	25	23	17.	The evening study hall is not comfortable for studying.
10.56	21	48	18.	My bed is too short for me. My feet get out from the other end.

	Yes	No		
	16	47	19.	Sunlight does not get into my room.
	17	51	20.	There is a noisy water pump under my window.
	55	14	21.	Window panes are not cleaned regularly
1.12	18	25	22.	The blankets with which the school provided me are old.
5.22	40	22	23.	My cupboard is small in size.
20.24	14	50	25.	There are flies in my room.
	19	49	26.	There are mosquitoes in my room.
	15	51	27.	There are other insects in my room.
.38	29	34	28.	Janitors do not clean the floor under my carpet.
	14	46	29.	I don't take a bath because the shower rooms are not divided into closed compartments.
0.14	31	28	79.	Noises from outside the building annoy me.
	47	12	74.	We have no library in Sage Hall.
9.6	18	42	8.	I find it immoral to have common shower rooms.

III. Social

A. Student - Teacher Relationship

	Yes	No		
1.6	26	36	30.	Teachers do not cooperate with students.
	7	35	31.	Teachers in Sage Hall do not encourage faith in God.
	4	37	32.	I am not urged by supervisors to pray.
12.64	17	45	33.	Some supervisors do not respect students.
1.6	36	26	36.	If I do something wrong the supervisors do not listen to my defense.
2.76	20	32	34.	I need teachers to help me with my lessons. The supervisors cannot help me in all fields of my study.

B. Student - Student Relationship.

	Yes	No		
13	13	39	37.	Students visit my room mater after evening inspection.
3.30	19	32	38.	Some students curse
0.06	29	27	39.	I feel there is no cooperation among students.
3.94	36	21	40.	There are some dirty students in Sage Hall.

	Yes	No		
	9	49	41.	I am teased by boys because I study hard.
	10	46	42.	Lazy boys have a bad influence on me.
	15	20	43.	Some boys do not believe in God.
.14	30	27	44.	Sage Hall boys are noisy.
10.9	18	44	45.	My room mate is not friendly. One day he acts as a true friend and the next day he acts the opposite.
12.06	15	41	46.	I cannot live with others in the same room, because I am accustomed to privacy at home.
1.58	21	30	47.	Boys do not have manners.
16.32	10	38	48.	Some boys make themselves at home with my cakes, fruits and candies.
22.2	10	45	49.	My room mate is dirty. He does not take showers.
	14	46	50.	My room mate is untidy.
	11	48	51.	Boys share my belongings.
	6	54	82.	Boys in Sage Hall do not leave me alone.
52.92	6	69	5.	I feel lonely because I don't have friends in Sage Hall.

C. Restaurant

	Yes	No		
39.4	62	9	53.	Food is expensive.
4.72	35	19	54.	I am not used to this kind of food.
2.66	21	33	55.	I feel like having my lunch after one o'clock, but the restaurant closes at one.
11.8	50	21	56.	Food is not clean.
11.2	46	19	57.	I am getting a small amount of food.
26.6	50	10	58.	If I am late for restaurant, food will be finished.
1.7	41	30	59.	Tables in the restaurant are not clean.

E. Regulations

	Yes	No		
11.2	40	15	62.	I have a limited number of gate passes.
5.24	19	36	63.	Morning inspection is good, but it takes place too early.
31.2	53	9	64.	I am not allowed to go outside of school on Sunday morning.

	Yes	No		
1.32	28	20	65.	I cannot use my radio any time I want.
3.76	33	19	66.	I find night inspection pointless.
0.48	23	28	67.	I am used to listen to music before going to bed. In Sage Hall I am not allowed.
7.68	33	14	68.	I am not allowed to go to A.U.B. between 11:00 A.M. and 1:00 P.M.
10.24	18	43	69.	Evening study bothers me.
21	51	14	70.	I have to come back to school at 6:30 when I go out on free afternoons.
1.52	25	17	71.	I am not allowed to study in Jafet Library during study period.
8	35	15	72.	If I take my girl friend to the movies on my free afternoons, I will have no time to accompany her back home because I have to be in school at 6:30.
2.2	33	22	73.	Regulations do not differentiate between young and adult students.
0.14	31	28	24.	Putting lights off for a moment before night inspection bothers me.
37.8	58	8	12.	I am not allowed to use heaters of any kind in my room.
1.18	24	17	60.	I am not allowed to smoke on the I.C. Campus.

D. Activities

	Yes	No		
	20	13	77.	We have no philosophical and literary contests.
	53	9	78.	Sage Hall sponsors no activities with girls.
	45	12	80.	I wish I could go out with girls in groups like A.C.S. students.
4.58	17	32	9.	Students play music in the lounge after evening inspection.
	45	9	35.	We do not have a student council.
	43	9	61.	We do not have sufficient athletic activities in Sage Hall.
0.58	28	34	81.	I don't like to go to the movies, but there is nothing else that I can do.

G. Student Gateman Relationship

	Yes	No		
	29	29	75.	The gateman reports me to supervisors for my latenesses in coming back to school.

F. Socio-Intellectual

	Yes	No		
2.86	36	23	6.	Because I am a boarder I miss meeting girls.
17	14	46	52.	I cannot yet adapt myself to the atmosphere of Sage Hall.
.46	30	25	76.	The first few days of my life in Sage Hall were difficult. Later I adapted myself.

List B

Pleasant Things in Sage Hall

I. Emotional

	Yes	No		
13.92	19	50	1.	Sage Hall is like home.
	1	66	2.	Sage Hall is more than home.

II. Physical

	Yes	No		
7	42	21	5.	I like the location of my room.
1.72	24	34	6.	Sage Hall is a comfortable building.
32.8	57	10	7.	I can take a hot shower every day.
15.4	44	14	8.	Sage Hall is quite close to the restaurant.
	43	2	9.	Sage Hall is quite close to Rockefeller Hall.
	43	8	10.	I like the colour of the walls in my room.
6.38	45	24	12.	I have curtains in my room.
	56	4	13.	There are pictures on the walls of the corridors.
	48	15	14.	There are flowers and plants on the stairs and in the corridors.
8.8	48	23	15.	My room is large enough.
1.94	43	31	16.	My room is cleaned every day.

III. Social

A. Student Teacher Relationship

	Yes	No		
15.4	49	17	17.	Teachers are friendly.
15.8	41	12	18.	Supervisors behave naturally in front of us.
9.6	42	18	19.	I am treated like a grown up. This flatters me and induces me to do better work.
9.68	36	14	20.	I am encouraged when I have constructive ideas for clubs and other activities.
4.92	34	18	21.	Teachers are understanding.
41.8	60	7	22.	The head supervisor makes it easy for me to come and see him.
	55	6	23.	Supervisors respect me.
	51	9	24.	The supervisors are kind.
	48	12	25.	The supervisors are helpful.
	33	6	26.	The supervisors work hard to acquire knowledge.
4.92	34	18	27.	The supervisors urge me to do better work in school.
	40	17	28.	The supervisors are like big brothers to me.
2.76	32	20	29.	There is good rapport between supervisors and students.
4.56	36	20	30.	The supervisors give me a chance to cover my mistakes.
8	38	17	31.	Teachers try to make us feel we are one in the building.
3	30	18	32.	I am punished justly.

B. Student - student Relationship

	Yes	No		
38	56	7	34.	There are some nice students who feel with me.
13.6	45	16	35.	There are good relations among students.
8.06	41	19	36.	Love, understanding and frankness bind students.
	26	25	37.	Boarders are very polite.
12.24	46	18	40.	There is a nice atmosphere among students.
	65	4	41.	My room mate is clean.
	55	11	42.	My room mate is tidy.
	47	10	43.	My room mate is considerate.

C. Restaurant

	Yes	No		
3.34	26	41	44.	I like the system followed by the restaurant.
19.8	16	53	45.	The food is good.

E. Regulations

	Yes	No		
8.07	41	19	46.	The evening study is necessary.
10.58	42	17	47.	It is good to have two week ends a month.
0.06	32	30	48.	Morning inspection is good.
0.44	30	25	49.	Evening inspection is good.
7.2	15	34	50.	We may not use radios after evening inspection.
	50	8	51.	Regulations set order and discipline in my life.
0.06	28	30	54.	I have a fair number of gate passes.
	48	13	65.	I can visit my friends in other rooms till 10:30 after the evening inspection.
	52	14	11.	I am allowed to decorate my room in the way I want.

D. Activities

	Yes	No		
	43	15	54.	I like the trips sponsored by the boarding department.
	46	11	55.	I like the parties Sage Hall gives.
	44	6	56.	It is good that we have a house newspaper.
	45	11	57.	We have a sufficient variety of useful clubs.

F. Socio-Intellectual.

	Yes	No		
6.24	42	22	58.	I have a good social life in the building.
1.6	26	36	59.	I have had no problems though it is my first year in Sage Hall.
6.4	37	18	60.	Life at Sage Hall is making a man of me.
12.2	43	16	63.	Being a boarder helps me to concentrate on my studies.
13.6	48	18	64.	The distribution of private rooms is fair.
	46	2	66.	The supervisors are very friendly with each other.
	43	4	67.	The supervisors are liberal and free thinkers.
5.72	41	22	3.	The atmosphere at Sage Hall is conducive to work.
6.32	38	19	4.	I benefit and learn a great deal because I am a boarder in Sage Hall.

	Yes	No		
	43	14	33.	Students in the same classes are put together in rooms.
8	38	17	38.	Boarders study more than outsiders.
	49	10	39.	I meet an educated class of so many countries in the boarding department.

It is interesting to note that the score distribution in both lists ranged from +50 to -40. Nevertheless, the ratio of pleasant aspects compared with the unpleasant is 6 to 1. This may be of interest to future investigators.

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