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A STUDY OF THE STRUCTURAL AND FUNCTIONAL
CHARACTERISTICS OF SOCIETIES AND CLUBS,
AND STUDENT ATTITUDES TOWARDS AND
PARTICIPATION IN STUDENT ACTIVITIES IN
THE SCHOOL OF ARTS AND SCIENCES, AMERICAN
UNIVERSITY OF BEIRUT

By

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ABSTRACT

The purposes of the present survey were (a) to ascertain the nature of the problems relating to the structure, organization and function of societies and clubs at the American University of Beirut, and (b) to determine the attitudes of students of the School of Arts and Sciences towards these organizations and the extent and distribution of their participation in the activities sponsored by them.

In addition, four variables (sex, class, religion and nationality) in relation to officership of societies and clubs and thirteen factors as related to participation (membership) have been studied and statistically analyzed.

The information and data used in the study was obtained from three sources: (a) the Student's Extracurricular Record Form filled out by students of the Arts and Science School* at the time of registration for the second semester of the academic year 1961-62. (b) a questionnaire sent to a random sample of members and non-members drawn from the 1741 students who had filled out the Extracurricular Record Form, indicating their membership or non-membership in a student organization, and (c) from a series of interviews held with student officers and the administrative staff of the University concerned with the student activities at A.U.B.

A summary of the major findings is given below:

*The School of Arts and Sciences.

1. Membership increases in each year above the Freshman level and is the highest among Seniors with an average membership = 1.36 student organizations.

2. More than fifty-nine per cent of students at the School of Arts and Sciences have reported membership in one or more societies or clubs while on the average a student belongs approximately to one (0.97) student organization.

3. The average size of a University-wide organization stand at 59.7 members, whereas in the case of departmental societies the average stands at 63.5 members.

For every 174.7 students at A.U.B. there is one University-wide organization and for every 142.5 students at the Arts and Sciences School there is one departmental society.

4. Girls as compared to boys, Arab and non-Arab students as compared to Armenians, Arts majors as compared to science majors, and holders of ICA (AID) scholarship as compared to UNRWA, government and other scholarship holders, are found to be disproportionately numerous among the members of societies and clubs.

5. Factors such as the residence pattern of boys and girls, and nationality, religion, credit load and parent education of students at Arts and Sciences School are not shown to have a significant influence on their participation in campus activities.

6. A significantly greater number of Senior students hold offices of student organizations at A.U.B. But there is no difference between the religious and national groups, and boys and girls insofar as the officership of societies and clubs is concerned.

Some main conclusions with regard to student attitudes towards campus activities at A.U.B. are as follows:

1. The four most frequently mentioned considerations which influence students to become members of a society or a club, in order of importance are: (a) attractive activities, (b) presence of friends in the organization, (c) suggestions and recommendation of friends, and (d) presence of the opposite sex.

2. The four most frequently indicated reasons which hinder students from participation in campus activities, in order are: (a) academic pressure, (b) participation in non-A.U.B. organizations, (c) clash of time with other campus activities and (d) charges made for functions and programs.

3. The four most favorite non-athletic activities of boys and girls and members and non-members are: (a) trips, (b) parties and socials, (c) debates and discussions and (d) lectures.

4. Students have indicated significantly greater dissatisfaction than satisfaction with the nature and form of activities organized on the campus. They have also reported a decrease in their participation in these activities.

5. Both members and non-members feel that the A.U.B. as an institution is indifferent to the student participation in campus activities. They have expressed a desire for greater faculty participation, better cooperation and sharing of responsibility between student officers and ordinary members and more detailed information about the types and forms of activities held on the A.U.B. campus.

The recommendations that have been offered are based partly on the findings of the study and partly on the implied observations made in the

preceding discussions. These suggestions relate to the extent and distribution of membership and student participation in campus activities, the reorganization of societies and clubs, the improvement in type and forms of organized activities and redefinition of the role of the administration concerning the out-of-class life at A.U.B.

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INTRODUCTION

Statement of the Problem

In most educational institutions student activities are now being recognised as an important and useful part of their intellectual and social environment. Several research studies have demonstrated their values in the wholesome growth and development of young men and women who engage in them.* These activities of students, which usually fall outside the traditional school curriculum have been variously defined and described. Some of the most common titles given to them are: Non-academic, correlated, extracurricular, extra-mural, co-curricular, student life, extension and extended. The name which has apparently come to be most widely used is the informal term "student activities".

But, "the line between curricular and extra-curricular activities has always been vague and many former activities are now part of the regular program."¹ Modern definitions of the curriculum assume the inclusion of all of the organized activities of the school. For the purpose of the present study, however, we may define student activities as "programs and events carrying no academic credit, sponsored

*These values have been briefly described in Chapter IV.

¹Harry C. Mckown, "Extracurricular Activities" in Encyclopedia of Modern Education: Eds. Rivlin and Schuller, (New York: The Philosophical Library of New York City), 1943, p. 292.

and organized by pupils' or students' organizations or by the educational institutions, designed to entertain, instruct and/or provide exercise of interest and abilities; subject to some measure of control by the institution" (Dictionary of Education).²

Student activities of one kind or another are probably as old as formal education. Gizell³ has shown that activities first appeared in the schools of Greece. Individual sports, such as running, were common. In some early Greek schools for boys a beginning had been made in social activities and student-government organizations. Plato's Academy was partially governed by elected "Scholarchs." This plan was extended later in Aristotle's Lyceum.⁴

In medieval times the universities were often governed by student "nations." Vittorina da Felter's "Pleasant House," a court school established in Mantua in 1428, had an elaborate student government plan that included the athletic program. Student monitor systems and school courts were developed in Germany by Lancaster, Bell and Hill. The writings of Rousseau, Froebel and Pestalozzi had great impact on the growth of student activities. The English public schools of the seventeenth and eighteenth centuries had student publications, speech activities, clubs and such sports as cricket, golf and rowing. Musical organizations and informal study groups were added during the nineteenth century.⁵

With the advent of the twentieth century, the scientific movement in education encouraged study and evaluation of the whole range of student life activities both in and out of the classroom.

²Ibid.

³Quoted by Jacobson, Riavis and Logsdan in The Effective School Principal (New York: Prentice-Hall Inc.) 1954, p. 299.

⁴Roland C. Faunce, "Extracurricular Activities" in Encyclopedia of Educational Research, Ed. C.W. Harris, (New York: The Macmillan Company) 1960, pp. 506-510.

⁵Ibid.

For many years progress in this area was slow and uncertain, and in the past twenty-five years much has been done in this field. "Objectives have been framed, a philosophy established and administration has developed constantly improving patterns of practice."⁶

Student Activities at A.U.B.*

The American University of Beirut in its broader objectives, has given a definite place to student activities. It is quite appropriate, therefore, to state, at this stage, the aims and guiding philosophy of education as related to curricular and extra-curricular activities.

"The A.U.B." says President Burns,⁷ "is located in an area that is not an enclave but the crossroads of world history." It possesses a unique position in being a Western institution of higher learning, serving several countries of the Near and Middle East and being rooted in two civilizations--Oriental and Occidental. This creates for it "an opportunity and responsibility for integrating the positive values of both civilizations."⁸

From a small institution of sixteen students and eight teachers in four or five rooms in a hired house, the Syrian Protestant College, as it was then called, has grown into a great seat of learning--with a beautiful and extensive campus, with a vastly bigger organization in

⁶J.B. Edmonson, J. Roemer and F.L. Bacon, The Administration of the Modern Secondary School (New York: The Macmillan Company, 1959) pp. 252-253.

⁷Norman Burns, Inaugural Address, October 20, 1961.

⁸American University of Beirut, Catalogue, 1960-61, Foreword, p. 9.

*The name of the American University of Beirut, hereafter, will often be referred to as A.U.B. in this thesis.

faculty, students, courses of study, buildings and equipment. As a leading educational institutions, it has, during ninety-six years of its existence, discharged its basic responsibility "that of educating men and women for creative, responsible lives in their own communities."⁹ The words of its founder and first president, Dr. Daniel Bliss, express the liberal fundamental guiding principle of the institution:

The College is for all conditions and classes of men without regard to color, nationality, race, or religion. A man white, black or yellow; Christian, Jew, Mohammedan, or heathen, may enter and enjoy all the advantages of this institution for three, four, or eight years; and go out believing in one God, in many gods or in no god. But it will be impossible for anyone to continue with us long without knowing what we believe to be the truth and our reason for that belief.¹⁰

The guiding philosophy of A.U.B. stems from the great ideals, beliefs and convictions as expressed by its founders, presidents and leaders, from time to time in the past. Throughout its existence, A.U.B. has endeavoured to fulfil the basic aims for which it was established. It has also tried to keep pace with changing times.

As the American University of Beirut has served the past, so must we who are here find a new place of leadership in a rapidly changing world. The first task of the University is to keep alive, to feed the noble or blessed fires of human intellect, to keep pace with the needs of its students and the societies it serves to keep its faculty abreast of the problems that try men's souls.¹¹

The University aims to produce in each student the perception and the objectivity which will enable him to create

⁹American University of Beirut, Catalogue (1960-61), Foreword.

¹⁰Frederick J. Bliss, Ed. The Reminiscences of Daniel Bliss (New York: Fleming H. Revell Company, 1920) p. 188.

¹¹Paul Leonard, op.cit.

a worthy personal synthesis for today and the future.¹²

Let us both transmit and create, for unless we transmit, there is no tie to the past; unless we create, there is no hope for the future.¹³

The youth of its nation is its most valuable resource. Aristotle has said, "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth." To further this end President Leonard said:

We shall teach them to hold their heads high, to be proud of their cultural heritage, to be confident of their future and of their ability to realize their ambitions for a better life. We shall teach them how to face life squarely as free men, how to solve their problems, how to cure their sick, how to farm their lands, how to build their dams and bridges, how to be beholden to no man, and how to search for truth. We shall try to give them faith in themselves, their families, their country, their future, faith in one another, faith in God, faith that through knowledge and courage and energy and skill they can conquer poverty, disease and slavery and faith that they can build an orderly society where all men are free.¹⁴

To this President Burns adds:

If society is to evolve towards a richer fulfilment of man's destiny, then its members must be motivated towards that ideal. And for this reason a university has a deeper obligation to develop men and women who will work for the betterment of their community, country and mankind.¹⁵

Although the classroom is essentially the center of life at A.U.B.,
yet,

¹²American University of Beirut, Catalogue, 1960-61, p. 9.

¹³Paul Leonard, op.cit.

¹⁴Paul Leonard, op.cit.

¹⁵Norman Burns, op.cit.

The University believes that these aims cannot be realized by attendance at classes alone. It defines its educational role in broader terms. Close relationship between the professors and the students encourages the process of personal education and creates a breadth of learning and interest. Student activities outside the classroom are encouraged because they inspire the same values (positive values of Oriental and Occidental civilizations) and give the students responsibility for management of their own affairs as well as opportunities for the cultivation of personal relationship and individual talents which are not classes as "academic" in the traditional meaning of the word.¹⁶

But despite the fact that the University provides opportunities and facilities for the wholesome growth and development of its students through a variety of curricular and extra-curricular activities, the efficacy of the latter field has often been questioned by students and a number of faculty members.

Evidence that the student activities program at the University might not have fully contributed to the desired experiences of students was revealed in a recent follow-up study¹⁷ of the Alumni of the Education Department. Extracurricular activities were ranked very low by the Alumni in the preference scale of their gainful experiences at this University. This finding has further been supported by a recent Study of Attitudes¹⁸ sponsored by the Department of Sociology at this University. It was found that A.U.B. students, in general, are impressed more by the

¹⁶American University of Beirut, Catalogue, 1960-61, loc.cit.

¹⁷Sarfraz Ali Khan, "A Study of the Academic Record, Professional Development and Backhome Adjustment of the Alumni of the Department of Education, AUB," Thesis, Department of Education, American University of Beirut, 1960.

¹⁸Department of Sociology, "A Survey of the Attitudes of Foreign Students at the American University of Beirut," AUB, 1962 (unpublished).

physical beauty of the campus rather than by the intellectual and social environment that it provides to them.

A striking and unique feature of the A.U.B. student community is its multi-national and multi-cultural character. Its heterogeneity has been on the increase during recent years, with students coming from different social, religious and cultural backgrounds. But in the Study of Attitudes another weak spot in the social life at A.U.B. was brought to light: that there was a decided tendency among almost all of the major national groups on the campus to limit their friendships to those of their own race or nation. Such clannish tendencies, which may provide cultural anchorages for foreign students, tend also to deprive these groups of the social education that comes from wider cross-cultural contacts and more varied group and individual interaction. Student activities, as such, seem not to have been successful in breaking through this apparent parochialism.

The writer's experience with student organizations on the campus, both as member and office holder, also has shown that even with the best of inducements offered to students, the rate and extent of membership and participation by them remains limited. Some of the factors allied to this low response on the part of students rightly deserve an objective study.

Review of Relevant Literature

During recent years there have been several research studies of factors related to participation in and student attitudes towards student activities. Mention of a few of them is being made below.

One such study was made by the members of the faculty of the Department of Psychology at the University of Manchester.¹⁹ The study was concerned with the extent of group activities at that University. Information was gathered from a factual questionnaire completed by about one third of the undergraduate population of the University during the session 1952-53; a series of interviews with officials of the societies; a study of programs of activity and other material distributed by societies to their members; and an examination of minutes and constitutions of societies was conducted. The sample consisted of 1333 students who completed the questionnaire:

It was found that:

1. 82 per cent of students belonged to at least one society,
2. the average amount of time a student spent in society activities was 1.8 hours a week,
3. estimates of average membership of societies were 97 and 101, depending on the method used for assessing membership,
4. only small variations were found in the amount of participation in society activities throughout the period of undergraduate study,
5. on the average students living away from home were members of more societies and spent more time on society activities than students living at home,

¹⁹Department of Psychology, University of Manchester, "A Study of Student Societies in the University of Manchester," Sociological Review, IV (1956) pp. 243-253.

6. Activities in different societies tended to be of the same kind--lectures, discussions, excursions and dances--except ✓ in the religious societies and those (were) devoted to specialized activity.
7. There were few joint activities between societies.
8. In the religious and in the political societies there was a tendency for members of the larger societies to participate in fewer others.

Iliffe²⁰ carried out a survey of the activities and composition of 29 student societies at the University College of North Staffordshire in 1955. This study provided a comparison with the aforementioned study carried at the University of Manchester.

1. A sample of 268 out of the student population of 557 answered a questionnaire. All but 4 of the sample belonged at least to one society.
2. The average time a student spent in society activities was 4.1 hours per week. This is twice as great as the comparable figure in the Manchester survey; the same is true for the number of societies to which a student belonged.
3. There were only small variations in the amount of participation in society activities throughout the 4 years of undergraduate study.

²⁰A.H. Iliffe, "Student Societies in the University College of North Staffordshire," Sociological Review IV (1956) pp. 257-262.

4. Over all societies there was a significant tendency for members of larger societies to participate in fewer other societies.

In a survey²¹ of student attitudes regarding the campus activity program an attempt was made to investigate variables related to leadership and participation. Undergraduate students beyond the freshman year in full-time attendance at the University of Hawaii constituted the population for the study.

Of the seventeen hypotheses regarding intellectual correlates of campus leadership and participation ten were significantly established.

The significant relationships seemed to point out that interest in campus activities and information regarding these activities were both substantially related to leadership and participation, while academic aptitude and grades had only the most marginal relationship to leadership and participation.

Students at the University of Hawaii, concluded the study, who were well informed about campus activities tended to be leaders or participants, showed greater interest in these activities, and had slightly higher academic aptitude and achievement. Students who showed their interest by reading the campus newspaper also tended to lead or participate more than average, although they were only of average ability and academic achievement.

²¹Richard A. Kalish and Otomer J. Bartos, "Survey of Student Attitudes towards Campus Activities at the University of Hawaii," Personnel and Guidance Journal, XXXIX (1960) pp. 292-298.

Knox and Davis²² in another study compared the scholarship of students participating and those not participating in campus activities at the University of Colorado. They found that:

1. those who participated in activities ranked higher scholastically than those who did not,
2. women in activities were found to have a much higher standing scholastically than the men engaged in these activities,
3. the type of activity in which the student participated had some relation to the scholarship of those concerned. When the nature of the activity was similar to the academic work, the students ranked high scholastically, but when the nature of the activity was different from the academic work, the scholarship of the students in that activity ranked low, and
4. the number of activities in which an individual participated was an important factor in scholarship for the women--the number of activities in which they engaged had very little effect upon their scholarship but for the men, participation in three or more activities had a detrimental effect upon their scholarship.

The findings of these studies throw some light on a number of factors related to participation and non-participation of students in the activity programs of some of the educational institutions of Great

²²James E. Knox and Robert A. Davis, "The Scholarship of University Students Participation in Extracurricular Activities," Educational Administration and Supervision, XV (October 1929) pp. 481-493.

Britain and the United States of America. These findings may not entirely be true of a different student community like that of the American University of Beirut. But it would be interesting to relate some of the outcomes of this thesis with the findings of the aforementioned research studies.

The Purpose of the Study

It is the expressed aim of the American University of Beirut to provide opportunities for gainful out-of-class activities, necessary for balanced development of student personalities. So far no study has been made to assess the efficacy of its activities program in the fulfilment of this objective. The present study is an endeavour towards this end. Its purpose was threefold:

1. Collection of relevant facts and figures to ascertain extent of student participation in these activities and to determine the distribution of membership according to class, sex, religion and nationality. Factors related to student participation have also been studied by means of statistical analysis of the collected data. The factors studied were: (a) sex, (b) age, (c) length of stay at the University, (d) major subject (whether science or arts), (e) credit hours carried during the two semesters of the academic year 1961-62, (f) the place (village, town, city) where the subject spent most of his life, (g) holding of a scholarship or none (scholarship status), (h) parent education and (i) ethnic background.

This list is by no means exhaustive. In fact, many variables related to the effect of participation on scholastic achievement,

personality development and social adjustment, and factors associated with the trait of student leadership (academic achievement, persistence of leadership in school, college, and university, socio-economic status, etc.), have been left out because there are no tools of measurement. Tests standardised in the United States of America or elsewhere are most probably not valid for the student community at this University, and to prepare new instruments is in itself a tremendous task and thus outside the scope of the present thesis.

In many of the cases where sufficient facts were available, the collected information has been tabulated and tested statistically for significance. Attempts have also been made to interpret the findings, that is, to put forward possible reasons for the existence of a significant degree of association or for its absence.

2. The second purpose of the study was to gather relevant information about the structure, organization and functions of the present set of societies and clubs at A.U.B., their number and size, their main objectives, the system of their election of officers, number of officers in the cabinet, the representation of classes in the cabinet, various forms of committees that operate, the types of programs and activities organized by them, the sources of their income and budgetary procedures, etc. Most of this information was collected through a series of interviews with the officers.

In addition, details about the function and organization of the University agencies such as the Student Life Committee, the Office of Student Life, the West Hall and the Post Office and their relation

with the student activities was obtained. This helped to define the role of the University administration in the program of student activities on the campus.

3. Lastly, to assess student attitudes towards the student organizations, their working and the activities sponsored by them, a questionnaire was sent to a random sample of members and non-members. It was necessary to find out factors which influenced them most to become members of a society or a club, activities which appealed to them the most, and the aspects they liked or disliked most about the campus activities. The object was also to gather information as to whether their participation during their stay at A.U.B. had increased, decreased or remained the same, to know which factor or factors hinder their participation in group activities, to ascertain if they think participation in activities enhances, hinders or has no effect on the academic work, to find out whether they are satisfied or dissatisfied with the way the activities are organized, to know whether they consider the number of societies and clubs on the campus adequate or inadequate, and their feeling as to University administration's influence upon student participation in these activities. It was also proposed to see whether the students have sufficient knowledge of the type of activities that take place on the campus, whether they are satisfied with the way the functions are advertised, etc.

All this descriptive information about the student organizations, their activities and the student attitudes toward them formed the basis on which recommendations for improvement have been made.

Methods of Study

1. Extracurricular Record Form²³

To begin with, the writer solicited the help and cooperation of the Office of the Student Life in getting the Extracurricular Record Form printed and then filled out by all the students at the time of registration for the second semester of the academic year 1961-62. The form was meant to collect factual data about the religion, sex, class, major, nationality, pattern of residence, scholarship status, etc. Since the present study was to be confined to the School of Arts and Sciences, only those forms that were filled out by the students enrolled in this school were sorted out for tabulation. In all, 1741 students of the School of Arts and Sciences (including specials, special form and Rural Leaders) filled out the form. This number is 254 short of the total registration in the school of 1995 students in the first semester, 1961-62. Obviously either these students registered late or never cared to fill out the form.

The 1741 forms were then separated into two lots--those indicating membership in a society or a club (henceforth to be called members) and those who did not show membership in any student organization at all (henceforth to be called non-members).

There were many forms which were carelessly filled out by students. A number of items in some forms either were left blank or

²³A new draft of the Extracurricular Record Form (See Appendix A) was submitted by the writer to the Office of the Student Life in place of the old form used in 1960-61; and was accepted in total.

filled with irrelevant answers. This made the task of tabulation rather difficult and unwieldy. Nevertheless, whatever data could be collected from these forms have been included in the study.

2. The Questionnaire*

The total of 1741 students who had filled out the Extra-curricular Record Form constituted the universe from which a random sample of members and non-members was drawn. A questionnaire,²⁴ endorsed by the Chairman of the Department of Education, the Dean of Students and the Dean of Women, was dispatched to each subject through his or her post box, addressed and enclosed in an envelope. In all 400 questionnaires, 200 to members and 200 to non-members, were sent simultaneously.

In the questionnaire²⁵ that was sent to the non-members, items number 2 and 22 were dropped and question number 1 was slightly modified.

*See Appendix B.

²⁴The writer is aware of the weaknesses and shortcomings of the 'mailed questionnaire.' It has been the most abused and overused method for collecting data relating to student activities. The effectiveness of this data could have been supplemented by observation and interviews with students, but lack of time and resources prevented this recourse.

²⁵The questionnaire used for the present study included items which asked for both facts and expressed opinion. In general, the questions proved to be simple and easy to answer. The responses were relevant and to the point. There were, however, certain difficult questions, which could have been formulated in a more direct and simple way. A few observations about these items have been included in Appendix C for future guidance and help.

That is, instead of asking them: 'Of how many societies and clubs in A.U.B., are you a subscribed member?' they were asked to check 'Yes' or 'No' in answer to the question: 'Are you a subscribed (paid up) member of a society or a club?'

Each questionnaire was given a serial number which enabled the writer to check its return and to send a reminder to those who failed to do so.

During the week of the dispatch of the questionnaires a total of 155 (38.8%) forms were returned; this included 107 (55.3%) from the members and 48 (24%) from the non-members. The low response from the non-members was not surprising. However, a reminder²⁶ was sent the next week to all those who failed to return the questionnaires. In the reminder the non-members were also urged to cooperate and send back the filled out questionnaires. The purpose of the serial numbers noted on the forms was also clarified to dispel suspicion or doubt from the minds of the reluctant subjects. The second round brought 54 questionnaires more from the members and 69 from the non-members, bringing the grand total to 278 (69.5%). The questionnaires kept pouring in even after the tabulation had started, obviously they were too late to be included in it. Three of the total of 278 questionnaires were found incomplete and hence were discarded.

Thus 68.7% (160 forms from the members and 115 from the non-members) were finally used for statistical analysis.

²⁶See Appendix D.

3. Interviews

To elicit opinion and views based on their first hand experience in the organization and administration of activities, personal letters²⁷ along with an "Appointment Form"²⁸ and an "Information Sheet"²⁹ was sent to all the Presidents of West Hall clubs, the Civic Welfare League and the Women Students' Organization and the 13 departmental societies of the School of Arts and Sciences. For their convenience (and to ensure prompt response) a self-addressed envelope was also enclosed with the covering letter. The "Information Sheet" was meant to collect necessary information on the financial aspect of the student organizations and the form and type of activities that they had held during the first semester or had been planned for the second.

Of all the 28 office-holders who were requested for the interview, only 11 responded to the first request. Two officers failed to turn up at the appointed time.

A reminder³⁰ was then sent to the remaining officers urging them again to spare time for the interview. Five more responded. Thus, in all, 14 office-holders, most of them presidents of clubs, could be interviewed.

With no hope of receiving back all the "Information Sheets"

²⁷ See Appendix E.

²⁸ See Appendix F.

²⁹ See Appendix G.

³⁰ See Appendix H.

(only 12 were returned) the writer had to be contented with the simple data about the size (total of subscribed members) of student organizations. For this purpose a letter³¹ was sent to the Treasurer of each society and club whose president failed to return the "Information Sheet" or make an appointment for the interview. All except the president-cum-treasurer of a society sent the required figures. As repeated personal requests to the latter brought no result, further attempts were, therefore, given up.

In addition to the office-holders of the student organizations, the writer arranged interviews with the Dean of Students, Dean of Women, the Director of West Hall and the Manager of the University Post Office.

Delimitations

The study is limited only to non-athletic student activities at the School of Arts and Sciences, American University of Beirut, during the academic year 1961-62. In nature it is essentially an exploratory study and it is hoped that this humble beginning in the field will lead to further intensive and extensive probe in the problems relating to societies and clubs and their contribution to the wholesome growth and development of students and the social life on the campus.

Most of the information about the size and number of student organizations, their structure and function and student attitudes towards

³¹See Appendix I.

and participation in the activities sponsored by them was gathered through a questionnaire sent to a random sample of members and non-members, and a series of interviews held with the student officers and the administrative staff of the University concerned with campus activities. The facts and figures so obtained have been tabulated and in most cases statistically tested for significance.

Before introducing the plan of the thesis, it seems quite appropriate here to define some of the terms which frequently occur in the text.

Definitions

A society (or societies) refers to a student organization which is associated with an academic department of the faculty of Arts and Sciences. For example, the Commerce Society, the History Society, the Physics and Maths Society, etc.

A club (or clubs) refers to a recreational or common-interest group shared by all students of the University. For example, the Music Club, the Drama Club, the Chess Club, etc.

An activity (or activities, campus activities, student activities, group activities) refers to a non-athletic program, function or a trip sponsored by a student organization.

Membership is a vague term and is variously used to refer to (a) subscribing members, (b) members who have paid in previous semesters and have not indicated any desire to leave the organization and (c) regular attenders of activities.

Moreover, membership (paying of subscription fee) as such,

does not assure participation in the activities of a society or a club. A student may subscribe to an organization and yet take little interest in its activities. On the other hand, there may be a student who is not a 'member' in the strict sense of the term and yet be an active participant in the functions of a society or a club.

A line, however, had to be drawn somewhere. The mere fact that a student pays the membership fee distinguishes him from others who do not do so.³² It is also expected that he participates, to a reasonable extent, in the activities of the organization of which he is subscribed to as a member. Hence in this thesis, the terms 'membership' and 'participation' have been used interchangeably.

Having defined some of the important terms we are now in a position to state briefly the plan of the thesis.

Chapter II has a description of the aims and objectives, structure and organization of societies and clubs, types and forms of activities sponsored by them and the extent of student participation in these activities. The chapter also includes a discussion of the role of the University agencies in relation to campus activities.

Chapter III deals with the data collected from the 275 questionnaires returned by members and non-members. In the first part of this chapter twelve factors and their effect on student participation have

³²In the case of Extracurricular Record Forms, all those who indicated membership in a society or a club were included in the category of 'members', with the exclusion of those who stated to be members of A.U.B. athletic teams.

been statistically tested and analyzed. In the remaining part student attitudes as revealed by their responses in the questionnaires have been stated and discussed.

Chapter IV gives, in brief, the accepted and recognised values in student activities.

Chapter V comprises the recommendations made on the basis of the discussion in previous chapters.

CHAPTER II

DESCRIPTION OF STUDENT ORGANIZATIONS

This chapter deals mainly with the description of the function, structure and organization of the present student societies and clubs, the types of activity program sponsored by them and the role of the university agencies in the supervision and administration of these activities.

Due to non-availability of historical facts and figures about the student organizations, it has not been possible to trace their development over the past years. The main source of information has been the student paper the Outlook, which has provided scattered information about some older societies and clubs. These facts and the data gathered from the Extracurricular Record Form have been used in the description of the organizations concerned.

A. Types of Student Organizations

There were very few student activities in the early days of the University. It had a brass band, the "Urwat al Wuthqa" or Arabic Literary Society, and the English Society called the "Students Union."¹

¹Bayard Dodge, The American University of Beirut, (Beirut: Khayat's, 1958) p. 35.

At present four types of recognised² student organizations contribute to the out-of-class life on the A.U.B. campus. These are:

1. Departmental Societies
2. University-wide clubs
3. University-wide Social and Welfare Organizations
4. National Cultural Associations

A brief description of these organizations follows:

1. Departmental Societies

There are in all twenty recognised student societies at A.U.B. Of these fourteen societies are closely linked with the corresponding academic departments in the School of Arts and Sciences, namely, the Arabic Society, the Biology Society, the Chemical Society, the Commerce Society, the Economics Society, the Education Society, the Geography Society, the Geology Society, the History Society, the Political Science and Public Administration Society, the Physics and Maths. Society, the Philosophy Society, the Psychology Society, and the Sociology Society.

The departmental societies do not differ much in their broad objectives, their constitution and organization. They, in general, cater to the 'professional' needs of their members.

The Arts and Sciences Society, as the supra-organization in the

² A recognised society or club refers to a student organization whose constitution and institution has been approved by the Student Life Committee and which is enlisted at the Office of Student Life.

school, has been a very active and effective student organization in the past. It successfully performed the function of a coordinating and unifying agency for these societies. Unfortunately due to inertia and apathy of student leaders it could no longer operate effectively. Efforts are now being made by the administration to revive its activities.

2. University-wide Clubs

The University-wide clubs, commonly known as the West Hall clubs or simply clubs, are shared by students of all schools of A.U.B. They fulfill the needs of diverse interest groups among the University students and provide opportunities to develop and apply their specific skills and talents.

At present, there are fifteen clubs at A.U.B. These are: the Badminton Club, the Bowling Club, the Bridge Club, the Chess Club, the Debating Club, the Drama Club, the Electronic Club, the Folk Dance Club, the Friendship International Club, the Music Club, the Photography Club, the Scrabble Club, the Stamp Club, the Table Tennis Club and the Ushering Committee.

Mention of a few facts about the activities of these clubs will be of interest to the reader.

The Debating Club, as the first West Hall club, started holding its meetings in 1928. Its activities contributed a great deal to the otherwise calm and quiet atmosphere of the campus. With the introduction of departmental societies, much of its activities have been taken over by them, thus weakening its role in training the students in the art of public speaking. The number of its members has also dwindled

down to a seven, including the provisional committee of four.

The Drama Club, known as the A & S Drama Club, is now more than two decades old. Its first constitution, however, dates back to 1946. Since then, the Club, an amateur thespian society, open to all students of the American University of Beirut, has increased its membership, extended the scope of its activities and has attempted to evolve an increasingly higher standard for its productions.

In 1944, the A.U.B. Drama Club (as it was known then) for the first time in the history of A.U.B., presented a play featuring both coeds and male actors. Previous to this women's roles were played by men.

The club has, during recent years, successfully presented classical and modern English and French plays. For the first time in the history of the University in 1962, a Shakesporean play, Twelfth Night was presented by the club. It had a cast of twenty, all of whom were A.U.B. students. They themselves made everything required for the production--from costumes to scenery. The club also holds play-reading sessions and film-shows.

Among the other important clubs, mention may be made of the Music and Folk-Dance Clubs; the former is about sixteen years old and the latter about ten.

Since their inception, these clubs have actively shared in making the campus-life bright and lively and developed aesthetic sense among the students. The Music Club, annually, holds a Music Week, student concerts and a general knowledge contest (on music). It sponsors concerts,

and is active in its activities.

both solo and orchestral, of well known visiting artists of the East and the Continent.

The Folk-Dance Club is perhaps the only dance club, in which a boy doesn't have to bring a girl friend to enjoy dancing. The club organizes folk-dancing lessons and encourages its members to demonstrate dances of their own country and teach other students how to perform them. The club also plays host to the annual Folk-Dance Festival, which has become a regular feature of the campus life since 1951.

The Photography Club was established in 1951. Since then it has widened the scope of its activities and has become, in size, the largest of all clubs on the campus. It has a fully equipped dark-room of its own for use of the members.

The club sponsors lectures on photography and allied subjects, holds photography contests, exhibitions, a photography week and instructs its members, in fifteen sessions, in the technique of developing and printing of films.

Friendship International, a new club, founded by a number of students from different nationalities and schools of A.U.B., had its inaugural function on March 24, 1962. It has as its main purpose the promotion and improvement of social relations and international understanding among the various international groups on the campus; and to encourage among the A.U.B. student community further comprehension of international brotherhood through services performed together.

The Stamp Club is striving hard to survive since its inception in 1952. With few active members and limited scope, very little is heard of its activities.

The Art Club which had been quite active a few years ago, and which had strongly urged upon the administration to introduce courses in art and sculpture, was handed over to the Art Department as soon as it was established. Although it has ceased to exist formally, art exhibitions of the works of renowned artists and the University students are frequently held under the auspices of the Art Department.

The Outlook had reported the inauguration, in June 1957, of the Sigma Xi Club of A.U.B. It is the first honorary association of world reputation to be established on campus here. Although it is not recorded on the recognised list of student organizations at the Student Life Office, it often sponsors lectures by visiting speakers and university professors on scientific subjects.

Other clubs mainly provide for recreation of their members through various in-door games. They hold inter-school tournaments also. Enough facilities, in space and equipment are available to these clubs.

The Ushering Committee, now more than three decades old, is a University volunteer service, which helps at public programs held under the auspices of the University, or West Hall. "It is expected to fulfil its duties faithfully, politely and with a spirit creditable to the A.U.B."³

The Committee is composed of student volunteers who have to take a qualifying test in ushering rules, procedures and problems before being accepted as its bonafide members. A copy of the "Manual of the West Hall

³Manual of the West Hall Ushering Committee, p. 1.

Ushering Committee" is kept available in the Reserve Section of the Jafet Library for students to acquaint themselves thoroughly with the rules, procedures and functions of the Committee. The qualifying test is based partly on the Manual and partly on the related aspects of ushering.

The ushers are divided into equal groups, and each pair of groups is under the command of a Lieutenant. Other officers of the Committee are the Chairman, the Head Usher and the Assistant Head Usher.

An usher is eligible for promotion if his or her record of 'service' is good. Promotion is made by the Head Usher with the consent and approval of the Chairman of the Committee.

There is no membership fee. But an usher receives one free ticket for the public show that he or she helps in.

3. University-wide Social Welfare Organizations

Civic Welfare League commonly known as C.W.L., was instituted in 1938-39 as an off-shoot of the Village Welfare Service, "which inspired the students to work in the villages during their vacations."⁴ During the twenty-four years of its existence the C.W.L. has tried to keep up to its traditions and ideals for which it was organized.

Its main objectives are:

1. to study social conditions and ways and means by which University men and women can become aware of them and can work for their improvement,

⁴ Bayard Dodge, op.cit., p. 65.

2. to stimulate an interest in the problems of civic welfare and to carry on various projects in practical constructive citizenship, and
3. to help A.U.B. students financially through a loan fund known as the Student Aid Fund (SAF)

The League has no membership fee. It is open to all A.U.B. students. A student has to volunteer regularly for help in various League activities before being accepted as its member.

Some of the major activities of the League are sponsoring the Student Aid Fund Tag Day, holding A.U.B. workers' night (Christmas party for workers), running a Workers' Night School, organizing panel discussions on current social problems of the Middle East, and holding an annual fund raising Garden Party in which the election of Miss A.U.B. takes place. The League publishes its own journal Focus bi-annually.

The idea of Student Aid Fund (SAF) was originated by Mrs. Stephen Penrose in 1952. The C.W.L. took charge of SAF affairs in 1955. So far, a sum of LL 32,140 has been given out as loans to over 100 needy students.⁵

Women Students' Organization (WSO) is open to all women students of A.U.B. The aims of the Organization are:

1. to give the women students an opportunity of closer fellowship with one another,
2. to provide a means of passing on information of special interest to the women students,

⁵Outlook, December 2, 1961, p. 1.

3. to provide wholesome recreation and social life for both men and women students, and
4. to maintain an annual Scholarship Fund for one or more women students.

An annual ball, a General Knowledge Contest and Open House functions are the main activities organized by the W.S.O.

4. National Cultural Associations

Some of the larger national groups on the A.U.B. campus have been allowed by the University to have associations of their own. These cultural associations are required to observe all regulations as applicable to other student organizations on the campus.

The main purpose of these associations is to provide guidance and help to newcomers from their respective countries and facilitate their adjustment to the environment of the University. They organize trips, sponsor lectures and film-shows and arrange social gatherings on their religious and national festivals. They also represent their own countries in the 'International Evening' sponsored annually by the Education Society of A.U.B.

B. Initiation of a Student Organization

Every society and club has to be recognised and its constitution approved by the Student Life Committee⁶ before it can enrol students as its members. The procedure for the institution of a student organization

⁶ A brief note on the function and organization of the Committee is given at the end of the chapter.

is described below.

The University encourages students to initiate a new society or a club. A group of students who feel the need for a certain kind of organized activity, set up a committee of conveners to draft a constitution for the proposed society. The conveners are also expected to get the consent of a faculty member for the acceptance of the advisership of the proposed organization, before they submit the constitution for approval.

The draft constitution when submitted, is studied by the members of the Student Life Committee. After satisfying itself with the credentials of the conveners, and the aims and objectives of the proposed society or club, the Committee formally grants it official recognition, which entitles the organization to all facilities at the University. After recognition the society or club is authorised to enlist students as its members.

Recognition of a proposed society or a club may be denied on the grounds that: the objectives of the proposed activity or organization are definitely in conflict with those of the University. In other words, the organization would require too much of the students' time; that it would have no intellectual or academic value, that it would involve persons outside the student group, or that it would involve money-making schemes to benefit some interested parties. Other reasons may be that the proposed activity duplicates with programs of already established student organizations or that it has no worthwhile purpose and fulfills no specific need.

C. Distribution of Membership

Regular membership in student organizations is open only to students who are officially enrolled at the University for at least six credit hours.

Membership in any society or a club is generally governed by its constitution. No discrimination is made against any student on the basis of race, color, religion or nationality. He can become a member of any student organization simply by paying the membership fee.

Campaigns for enlisting new members begin during the first semester of each academic year. Colorful posters are put up to highlight the activities of the clubs. The Outlook also publishes introductory notes on various organizations.

Although the departmental societies are open to the entire student body for membership, yet they make their main appeal to students majoring in the respective subject which they represent.

The following data on membership is based on the 1741 Extracurricular Record Forms filled out by the students of the School of Arts and Sciences at the time of registration for the second semester of the academic year 1961-62.

TABLE I
DISTRIBUTION OF MEMBERS ACCORDING TO CLASS

<u>Class</u>	<u>Total</u>	<u>Members</u>	<u>%</u>
Graduate	151	100	66.2
Senior	286	239	83.6
Junior	350	258	73.7
Sophomore	367	202	55.0
Freshman	394	165	41.9
Other	<u>193</u>	<u>75</u>	<u>38.9</u>
Total	1741	1039	59.7

The data for the four undergraduate classes clearly shows that membership of societies and clubs increases in each class above Freshman level. In other words, upper class students have a greater proportion of members than those of lower classes. The observed disproportion was found significant at 0.01 level⁷ with a chi-square value of 151.56. This fact is further supported by the figures given in Table II.

⁷A difference or disproportion which is "significant at the 0.01 level" is one which chance sampling factors could not account for more than one time in hundred such experiments. Thus when significance is claimed in this thesis there is a 99% (or 95% in the case of 0.05 level) probability that the difference or disproportion in question is due to some systematic factor rather than to the operation of chance sampling factors and that a similar difference or disproportion would occur in other years with the identically defined samples.

TABLE II
 AVERAGE MEMBERSHIP PER STUDENT
 IN EACH CLASS

<u>Class</u>	<u>Total Students</u>	<u>Total Memberships</u>	<u>Average Membership Per Student</u>
Graduate	151	156	1.00
Senior	286	388	1.36
Junior	350	453	1.29
Sophomore	367	325	0.89
Freshman	394	242	0.61
Other	<u>193</u>	<u>117</u>	<u>0.61</u>
Total	1741	1681	0.97

Figures for students in successive classes suggest a general tendency for the number of societies and clubs to which a student belongs, to increase from the Freshman class to the Sophomore and from the Sophomore class to the Junior. It is the highest in the Senior class, although it tends again to fall at the Graduate level. Each student on the average belongs to one (0.97) society.

The range of memberships is from 1 to 7, the majority of the students belonging to only one society or club. Table III gives the frequency distribution of memberships.

TABLE III
 FREQUENCY DISTRIBUTION OF MEMBERSHIPS

<u>Number of Memberships</u>	<u>Frequency</u>
7	1
6	2
5	13
4	37
3	93
2	277
1	<u>616</u>
Total memberships	1681

Size⁸ of Student Organizations

The information about the size of societies and clubs was gathered from the presidents and treasurers of the student organizations and the West Hall Office.

⁸Size refers to number of members.

TABLE IV
 SIZE OF UNIVERSITY-WIDE ORGANIZATIONS

<u>Serial No.</u>	<u>Name of the Organization</u>	<u>Size</u>
1	Women Students' Organization	225
2	Photography Club	137
3	Civil Welfare League	112
4	Music Club	90
5	Friendship International	67
6	Drama Club	43
7	Folk-Dance Club	40
8	Ushering Committee	39
9	Badminton Club	37
10	Chess Club	25
11	Scrabble Club	25
12	Bowling Club	24
13	Table Tennis Club	9
14	Debating Club	7
15	Bridge Club	7
16	Stamp Club	4
17	Electronic Club	<u>Not available</u>
	Total Members	891
	Average size	55.7
	One club for every	174.7 students

TABLE V
SIZE OF DEPARTMENTAL SOCIETIES

<u>Serial No.</u>	<u>Name of the Society</u>	<u>Size</u>
1	Commerce Society	175
2	Chemical Society	144
3	Physics and Maths Society	108
4	Education Society	58
5	Pol. Science and Pub. Admin. Society	56
6	Economics Society	54
7	Arabic Society	42
8	Philosophy Society	30*
9	Psychology Society	30
10	Sociology Society	30
11	History Society	27
12	Geography Society	8
13	Biology Society	Not available
14	Geology Society	<u>Not available</u>
	Total members	762
	Average size	63.5
	One society for every	142.5 students

*It has 10 faculty members also.

D. Organization of Societies and Clubs

Every student organization on campus follows a common pattern, in that there are four key officials, the President, the Vice-President, the Secretary and the Treasurer, elected at an Annual General Body Meeting held usually towards the end of the second semester or the beginning of the first semester of a new academic year. According to the University regulations,⁹ to be an officer in a student organization, an undergraduate student must be registered for at least twelve credit hours (nine hours for a graduate student), must have been a member of the organization for at least one semester and his candidacy must be approved by the dean of his school, except for the Women Students' Organization. Any student who has incurred a failure during the previous semester or who is on academic or disciplinary probation or whose academic record does not qualify him for promotion is not eligible to hold an office. The list of elected officers is maintained at the Office of the Student Life.

Distribution of officers of student organizations (including the editorial staff of the Outlook) according to class, nationality, religion and sex, for the academic years 1960-61, and 1961-62 are shown in the tables below:

⁹A.U.B. Handbook, 1961-62, p. 13.

TABLE VI

DISTRIBUTION OF OFFICERS ACCORDING TO CLASS

<u>Class</u>	<u>1960-61</u>	<u>1961-62</u>
Graduate	10	8
Senior	40	38
Junior	21	23
Sophomore	7	4
Freshman	1	2
Other	<u>16</u>	<u>28</u>
Total offices	100	114
Total officers	95	103

(5 students held two offices each) (8 students held 2 each and one 3 offices)

The data for the year 1961-62 was tested for significance. A chi-square value of 59.11 was obtained which is significant at 0.01 level. The fact that officership tends to concentrate in upperclass students, therefore, is established.

TABLE VII

DISTRIBUTION OF OFFICERS ACCORDING TO RELIGION

<u>Religion</u>	<u>1960-61</u>	<u>1961-62</u>
Christian	57	62
Muslim	37	41
Other	1	-

The chi-square value for the above data was below the level of significance. It may be said that religion has no influence on the election of officers of student organizations.

TABLE VIII
DISTRIBUTION OF OFFICERS ACCORDING TO SEX

<u>Sex</u>	<u>1960-61</u>	<u>1961-62</u>
Male	63	75
Female	32	28

The data presented above was tested by the chi-square method but was found to be below the level of significance. This shows that girls do not differ much from boys as regards the officership of student organizations. In other words, they have a proportionately equal representation in the offices of societies and clubs.

Representation of different nationalities in officership of student organizations is presented in Table IX.

TABLE IX
DISTRIBUTION OF OFFICERS ACCORDING TO NATIONALITY

<u>Nationality</u>	<u>1960-61</u>	<u>1961-62</u>
Non-Lebanese Arabs	41	40
Lebanese	38	40
Other Asians	8	9
Westerners	5	9
Others	3	5

The chi-square test was employed to see whether the observed disproportion was significant. The obtained value, however, was below the level of significance. It may be said, therefore, that the national groups on the campus tend to be equal in so far as the officership of student organizations is concerned.

Other Officers and Committees

While the responsibility for the day to day activities of student organizations rests mainly with the principal officers, most of the societies and clubs have a number of elected or nominated chairmen of other committees which deal with specific areas of their programs. These are: the Social Chairman responsible for holding receptions, acquaintance parties, coffee hours and other social functions, the Publicity Chairman who is in charge of advertisements, printing of pamphlets and programs, the Project Chairman, who plans trips to places in and out of Lebanon and arranges for transportation. Some societies instead, have Executive Committees composed of elected members, to assist the officers of the cabinet in the execution of their programs. Others have representatives from all the classes to constitute various committees.

The C.W.L., because of its wide range of activities, has four committees, each with a chairman and a faculty adviser of its own. These are the Social Welfare Committee, the Social Activities Committees, the Student Aid Fund Committee and the Publicity Committee. The chairman of the latter committee is also the editor-in-chief of the Focus, the official organ of the League.

In the year 1961-62, the Drama Club appointed a "Liaison Officer" whose main duty was to further contacts between other dramatic and theatre groups of Beirut and if possible with such groups outside Lebanon. Arrangements for an exchange program between the Syrian University and the Drama Club had been made, but because of the recent political changes in the region, the plan could not be carried through.

Certain regulations have to be observed with regard to public statements. A student is not allowed to use his status as a member or an officer of a society or club, to advance the purpose of any political party or off-campus interest group, by any media or means. A published statement or communication is required to bear the name of the society which issues it. A public statement issued by a society has to bear the signatures of the president or the adviser of the society.

Voting

To be eligible to vote in the elections of a student organization (except the W.S.O.) a student must have been a regular member of the society for at least one semester prior to election.

Advisers

University regulations require all student organizations to have a faculty adviser, elected annually by the society after consultation with the officers of the club or society.¹⁰ "The adviser must,"

¹⁰ According to the official record at the Office of Student Life, the Bowling Club, the Bridge Club, the Debating Club, the Stamp Club, the Ping Pong Club (Table Tennis) and the Scrabble Club do not have faculty advisers.

says the handbook, "be present at all official meetings of the society either in person or by delegation." A current list of members must also be kept with the adviser.

Language

The official languages of student societies are English, Arabic or the language of the academic department with which a society is associated.

E. Financing of Student Activities

The main source of income of a society or a club is the membership fee charged to a student who wishes to join it. The rate of this charge varies from society to society. Usually, a fee of LL 2.00 is charged for each semester. Some societies require their members to pay, in advance, a sum of LL 5.00 for both the semesters. In another case clubs like the Photography Club and the Badminton Club, charge different subscription rates to boys and girls. The former requires a boy to pay LL 6.00 for one academic year, whereas a girl has to pay only LL 3.00. This, the organizers think, encourages more girls to take part in the activities of the club.

Other means of income of some student organizations are, exhibitions, public shows, and balls and dancing parties. The Tag Day and the annual Garden Party provide funds to the C.W.L. to cover the expenses of its welfare activities, including advancing loans to needy students from the Student Aid Fund.

Whereas the cabinet sanctions budget for a particular function or a program the Treasurer of that society or club is responsible to maintain all the accounts of that organization. He is also required to submit a statement of income and expenditure of the society or club, to the Office of the Student Life, at the end of each semester.

The administration encourages the student organizations to keep their accounts at the University Comptroller's office. But of all the societies and clubs on the campus only 28 do so.

F. Types of Activities

Information about activities was derived from interviews with students officials, the 'Information Sheet' returned by some of the presidents and the files of Outlook. These activities may be grouped under nine headings:

1. Lectures
2. Debates and discussions
3. Acquaintance parties and socials including coffee hours.
4. Trips to places in and out of Lebanon
5. Specialised activities of clubs: plays, play-reading, variety shows, musical programs, folk-dances, tournaments in in-door games, film shows, etc.
6. Balls and dancing parties
7. Exhibitions
8. "Other activities"--which include "paper rallies," general knowledge contests, etc.
9. Student publications

For most of the societies, however, lectures and discussions make up the greater part of their activities program. The lectures are usually given by visiting speakers or by members of the University staff. Larger societies have a wider variety while small groups have limited number of organized programs.

The extensive program drawn up by many of the societies contain many items which are attended only by a very small number of members. Lectures, debates and dances have the highest attendance.¹¹ Attendance fluctuates considerably according to the fame or notoriety of the lecturer, time of the year, examination pressures and the enthusiasm and activity of the officials.

There are very few joint activities between societies. The Arts and Sciences Society used to celebrate A & S Week, which brought students from all departments in the school together, but due to the inactivity of this society, there is a marked tendency for a society to pursue its course without inviting the collaboration of other societies.

Activities limited in scope and participation are the University Choir and the record recitals given by the Student Library Music Committee (SLMC) in the music room of Jafet Library.

A brief reference may be made here of some other activities which have a special place in the life of the University and are widely shared by a majority of students. They are the 'International Evening'

¹¹Information gathered from interviews with student officers.

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¹¹Information gathered from interviews with student officers.

of the Education Society and the New Students' Program (NSP) organized by the Students Life Committee every year.

The International Evening first introduced in 1957-58, presents a program of the folklore of different nationalities. It has become a regular annual feature and one of the most popular activities of the Education Society.

The New Students' Program was started in 1955 and has since been widening the scope of its activities. Sponsored by the Student Life Committee, it is organized, managed and run by student volunteers from senior classes under the guidance and supervision of faculty members. Its main purposes are to orient the new comers to the social life of the campus and make them feel at home among the old students and faculty members. This is achieved through five main activities:

- a) A trip to the farm, where election of Miss NSP takes place.
- b) A social evening held in the garden of the Marquand House.
- c) A variety show presented in the West Hall auditorium. Slide and film shows are also held.
- d) Orientation lectures by the Dean of Students, Dean of Women and presidents of students organizations
- e) Chapel services held in the Assembly Hall.

A 'guide book' giving the salient features of the life at A.U.B., its various departments, its activities, and steps to be taken for registration is also published and distributed among the new students.

Regulations for Student Activities

The Student Life Committee requires all functions of student

organizations of A.U.B. to be registered in the Office of Student Life. This applies to all programs, whether held on campus or off campus. In addition, those functions which take place in West Hall or Mary Dodge Hall have to be registered with the Director of West Hall.

When women are to be present at a function, presence of a chaperon is required. This chaperon must be a full-time faculty or staff member of the University. On trips, one faculty couple or equivalent for every forty students is essential. Office of the Student Life maintains a list of suggested names of chaperons for the purpose.

All meetings, social functions, trips and other organized activities of students must be registered with the Secretary of Student Life Committee before Monday morning at nine o'clock the week it is scheduled. Functions other than trips, in general, are not allowed off-campus. But major campus societies and organizations are allowed to have one ball off campus per year.

Student Publications

Almost thirteen years old (in 1962) and still going strong, the Outlook has proven to be a durable and successful forum for student news and opinions. It started its publication on November 11, 1949, as the official organ of the now defunct Students' Association. Later it was severed from any formal connection with the student body when the association was dissolved in 1952.

At present it is managed and run under the patronage of the Office of the Student Life, by a limited paid staff (two graduate assistants and a faculty adviser) and a number of student volunteers.

It has student editors of its literary, feature, sports and picture sections. The duties of the Business Manager, Advertising Manager and the Circulation Manager are also performed by the students.

Published weekly "except during holidays and examination periods, by and for the students of A.U.B.," it brings out literary issues and special numbers on the first of April and Christmas.

Subscription to it is compulsory and is charged to each student, in advance, at the time of the first registration of each academic year.

Yearbooks

On June 26, 1950, on the eve of the annual distribution of diplomas the Outlook brought out a special graduation number. "This issue," said the editorial, "is no attempt at that sort (like the Yearbooks published by educational institutions in U.S.A.) of publication. It is simply an enlarged edition of our weekly paper--with articles and pictures of the graduates--the whole as a souvenir if nothing else." A beginning was thus made for the Yearbooks, now published separately by all the schools of the University. The Outlook's attempt was a combined venture representing graduates of all the schools. But later, to maintain its identity, every school started bringing out its own Yearbook. The Arts and Sciences Society also publishes a Yearbook with the help of a volunteer Editorial Board of students called the A & S Yearbook Committee.

The Focus

As already mentioned, the Focus is the official journal of the C.W.L. It is published bi-annually by the publicity manager of the

League. Due to political affiliations in the past, it had to cease publication for a long time. It has recently been revived by the efforts of the new League cabinet.

G. University Agencies

The Committee on Student Life

As one of the sub-committees of the University Senate it has been delegated with powers "to regulate and enrich extracurricular life and agencies dealing therewith, and recommend to the central administration measures for the fulfilment of such purpose."¹²

The Committee consists of representatives from each faculty, the Dean of Students, the Dean of Women and the Director of West Hall.

The Committee has within its jurisdiction the supervision of dormitory life and housing, provision of employment to needy and deserving students, and administration of West Hall, the C.W.L. and student organizations. It is also responsible for the publication of the A.U.B. students' handbook. The Committee has the authority finally to approve the constitution and grant recognition to a new student society or a club.

It holds meetings, at regular intervals, to discuss matters relating to student life and decides upon broader principles about campus activities. The Office of the Student Life holds the responsibility to see that these principles are observed and abided by on the campus.

¹²By-laws of the Committee on Student Life, January 1957.

Office of the Student Life

Prior to the establishment of the Office of the Student Life, the West Hall Committee, comprising the Director and Assistant Director of West Hall and some of the faculty members, took care of the group activities organized by the students at the University. This was so because the scope of extracurricular activities and the extent of student participation in the early days was limited. West Hall was the center of all such activities, hence it needed a supervisory body to regulate the social life on the campus.

Later in 1950-51, Office of the Dean of Students was formally established to cope with the ever-increasing and diverse aspects of student life at the University. In addition, it was to help carry out plans approved by the Student Life Committee. The present Office of Student Life thus replaced the West Hall Committee in all its functions and even widened the area of its responsibilities towards the student community.

The Office of Student Life, with the Dean of Students, Dean of Women, Freshman Adviser, and the Director of Residence Halls, apart from its general advisory role helps the Freshmen to adjust to the University life through the New Students' Program (N.S.P.), provides employment to needy students, and guides and supervises all student activities on the campus. Publication of the Outlook, the A.U.B. Handbook and the school yearbooks are taken care of by the office, on behalf of the Student Life Committee.

West Hall

West Hall built in 1913-1914, was named after Robert Haldane

West, "the respected and honored dean of the (Syrian Protestant) College."¹³

Prior to its establishment, for about forty years, the social life at A.U.B. was very simple and monotonous. There were no attractive rooms where students could enjoy their leisure time.¹⁴

Then one cold and stormy night in 1906, a group of Syrian and American staff members 'built in fancy a mighty house for the happiness of students. They placed it near the refectory where men could dry off and wait in comfort for the last final rush for food! They made provisions for game rooms and 'quite' rooms for writing and study. They added a few bedrooms for old alumni to use when they revisit the academic home of their youth. They made a great 'common room', with fireplaces and comfortable chairs, a room to be used by all in common--by all--by medical men and college men, and commerce men, by men hailing from many countries, speaking many languages, observing many widely divergent formulae to express their inner faith... They added also an auditorium capable of accommodating the Shakespearian efforts of the Students' Union; the public and routine meetings of literary and debating societies; and aware of the social force of simple religion free from metaphysical distinctions, they made this 'castle in Spain' the home of the religious organizations of the College.'¹⁵

A campaign for funds started but the sum raised after several years was still not sufficient to provide for the accomplishment of the plan. Then in April 1910, Cleveland H. Dodge,¹⁶ President of the Board

¹³Stephen Penrose, That They May Have Life, (New York: The Trustees of the American University of Beirut, 1941) p. 119.

¹⁴Bayard Dodge, op.cit., p. 35.

¹⁵Dr. Franklin T. Moore, cited by Stephen Penrose, op.cit., pp. 118-119.

¹⁶Cleveland H. Dodge, grandson of Wm. E. Dodge, founding trustee, was the nephew of D. Stuart Dodge, then president of the Beirut Board.

of Trustees of Robert College, came as an angel in guise and "authorized" the construction of the building. When the announcement of the gift was made at a chapel service where Mr. Dodge was to speak, the student body rose to its feet and cheered itself hoarse. Mr. Dodge greatly moved had difficulty in beginning his address.¹⁷

The construction of West Hall was a great step forward. It became the center for the social activities of the campus. It gave an immediate impetus to the social life, which became bright and lively. In fact, in the most troubled times, during and after the first World War, when uncertainty, insecurity and tension prevailed everywhere, "West Hall turned out to be most useful, as it enabled students to enjoy all sorts of parties, plays, concerts and social activities which kept their spirits cheerful and happy."¹⁸

Bayard Dodge, who joined the University in 1913 and later in 1923, became its third president, served as the first director of West Hall.

The West Hall administration provides facilities in space, equipment and services to all the schools for their special events, to the University Public Relations Department for lectures, seminars and conferences and to the University administration for registration of students.

West Hall is also made available for various functions of student organizations. For public shows organized by societies and clubs, and

¹⁷ Stephen Penrose, op.cit., p. 119.

¹⁸ Bayard Dodge, op.cit., p. 44.

outside institutions and groups,¹⁹ it takes care of the sale of tickets, obtains clearance from the government department concerned, and provides services of the ushers for the show. A charge of LL 150.00 is made to outside organisations for the use of the auditorium, while the student societies and clubs have to pay only LL 75.00 per night.

The West Hall management is handled by its Director and a staff of two head clerks, one hostess and two technicians. Functions other than religious, which are held in the Assembly Hall, are also managed by the West Hall administration.

West Hall has enough facilities for a number of indoor games like bowling, badminton, table tennis, chess, bridge and scrabble.

In terms of space, the West Hall has a Common Room with comfortable sofas and chairs, a women's lounge for girl students, a similar lounge for boy students, a Green Room to conduct small informal social gatherings and conferences, a Lecture Room for formal meetings, and an auditorium with a capacity to accommodate 400 persons. It also houses offices of the Outlook, the C.W.L., the Commerce Society and the Music Department.

The West Hall keeps a record of all events that take place during the week. A mimeographed circular is published for the benefit of those interested and for the guidance of student organizations in planning their own programs. It is also responsible for putting up posters and other publicity material after it has been signed and approved by the

¹⁹For example: French Cultural Institute, German Institute, The British Council, the National Conservatory of Music, the United States Information Service, and theatre groups.

Dean of Students.

To encourage student participation in club activities and to acknowledge the contribution made by the officers of clubs, the West Hall administration holds an annual reception in the garden of Marquand House. Medals and cups are awarded to the organizers of the most active clubs and champions of chess, badminton, etc. The decision about the awards to officers is made by the Director of West Hall.

A.U.B. Post Office

The University Post Office deserves mention inasmuch as it is concerned with the student activities. It handles the distribution of hand bills, notices and invitations to member and non-member students. Prompt and timely delivery of these materials, to a large measure, depends on the correctness of the address, time of handing them in to the post office and the amount of pressure of work on the postal staff. It is an important medium to provide information to persons concerned.

Concluding Remarks

In this chapter an attempt was made to describe, in general, the function, structure and organization of the present student societies and clubs. Moreover, the role of various university agencies in relation to student activities was briefly defined. With this background we are now in a position to present and examine student attitudes towards these organizations and the various kinds of activities sponsored by them.

CHAPTER III

FACTORS RELATED TO PARTICIPATION AND ATTITUDE OF STUDENTS TOWARDS AND PARTICIPATION IN CAMPUS ACTIVITIES

The purpose of this chapter is twofold: first to study and analyze factors related to participation and secondly to assess the attitude of students towards the existing societies and clubs, and the forms of activities organized by them.

A Study of Factors Related to Participation

The factors studied and statistically analyzed are listed in Table X.

TABLE X

LIST OF FACTORS STUDIED IN RELATION TO PARTICIPATION

-
1. Sex
 2. Age
 3. Nationality
 4. Religion
 5. Length of stay at A.U.B.
 6. Major subject
 7. Credit hours carried during the two semesters
-

TABLE X (CONTINUED)

LIST OF FACTORS STUDIED IN RELATION TO PARTICIPATION

-
8. Class*
 9. Pattern of residence in Beirut
 10. The place where the subjects spent most of their lives
 11. Scholarship status
 12. Parent education
 13. Ethnic background
-

The data presented against every item was gathered from the questionnaire and, in some cases from the Extracurricular Record Form. The collected information in each instance has been tabulated and tested statistically for significance. Wherever possible, probable explanations for the results thus obtained have been offered. A discussion of the items follows:

1. Sex

The distribution of membership and non-membership between boys and girls, according to the Extracurricular Record Form, is presented in Table XI.

*This variable has been tested and discussed in Chapter II.

TABLE XI
 DISTRIBUTION OF MEMBERSHIP AND NON-MEMBERSHIP
 BETWEEN BOYS AND GIRLS*

<u>Sex</u>	<u>Members</u>	<u>Non-members</u>
Boys	728	550
Girls	<u>311</u>	<u>152</u>
Total	1039	702

The chi-square test was employed to see whether the observed disproportion between the two sexes was significant. Computation produced a chi-square value of 14.29 which is significant at the 0.01 level. It is clearly established that so far as the membership is concerned the proportion of girls as members is more than that of boys.

The reasons as to why girls join societies and clubs more than boys do, may be many. Some possible reasons may be these:

(a) Boys have an easy access to means of entertainment and recreation outside the campus which most of the girls do not have. To girls (especially the residents) participation in most outside activities is out of question.

The hypothesis that the proportion of boarder girl members may be greater than the non-boarders could not be sustained.¹ This again

*In this chi-square and all others with degree of freedom = 1 the Yate's correction for continuity has been applied.

¹The figures in this case are as follows:

Residence Pattern	<u>Members</u>	<u>Non-Members</u>
Boarders	24	14
Non-Boarders	<u>23</u>	<u>17</u>
Total	47	31

shows that both boarders and non-boarders do not differ so far as the membership of student organizations is concerned. This is quite possible because the parents of non-resident girls may approve of their participation in campus activities, but not always so of the programs offered by commercial concerns off the campus.

(b) Another possible factor which may have had a positive influence on the participation of girl students is that they have special orientation lectures on out-of-class campus life by the presidents of various student organizations and the Dean of Women. It is also quite probable that better housing facilities and supervision for them may have something to do with this.

(c) Lastly, the exclusive women organization for girls, the Women Students' Organization* attracts more girls as members than other campus societies or clubs, thus biasing the participation figures in their favor.

2. Age

The particulars about the age groups of the subjects were obtained from their responses to item number two in the questionnaire. These are tabulated in Table XII.

The obtained chi-square value for the following data equals 6.615 which is more than that required for the 0.05 level of significance. It may be said then that, in general, upto a certain point (in this case upto age group 22-24 years), participation varies positively with age.

*The Women Students' Organization has 225 subscribed members.

TABLE XII
 DISTRIBUTION OF MEMBERS AND NON-MEMBERS
 ACCORDING TO AGE GROUPS

	<u>Members</u>	<u>Non-Members</u>
Below 21 years	73	70
22-24 years	59	28
25 years and above	<u>28</u>	<u>17</u>
Total	160	115

This seems quite reasonable because Freshmen and Sophomores concentrate in the age group "below 21 years." Participation in activities is low in this group probably because the newcomers take time to adjust and gain familiarity with the University environment. Moreover, they tend to have fewer friends among the senior students, and, therefore, they feel reluctant to mix with them in the campus activities. Juniors and Seniors, being an older group, are experienced in the campus life, have better knowledge of the activities of societies and clubs, have friends in the cabinets of student organizations and have learned how to budget time for these activities.

The age group "25 years and above" has a fair majority of graduates, some of whom tend to be part-time students, while others are pre-occupied in their academic pursuits and may thus have little or no time for participation.

This is consistent with results of the class-wise distribution

of membership as shown to be statistically significant in Chapter II.

3. Length of Stay at A.U.B.

The length of time students stay at A.U.B. is positively correlated with participation in the same way as it is with class and the age group to which they belong. The hypothesis that 'the longer the stay the more the participation' has been substantiated by the chi-square test applied to the figures shown in the following table.

TABLE XIII
LENGTH OF STAY AT A.U.B. AND PARTICIPATION

	<u>Members</u>	<u>Non-Members</u>
One year or less	41	61
1-2 years	41	27
2-3 years	35	14
3 years and above	<u>43</u>	<u>13</u>
Total	160	115

A chi-square value of 25.40 was found which is significant at the 0.01 level. Length of stay at A.U.B., therefore, has a positive influence on student participation in campus activities.

4. Nationality

The distribution of members and non-members among the national groups on the campus is presented in Table XIV. These data were gathered

from the Extracurricular Record Form.

TABLE XIV
DISTRIBUTION OF MEMBERS AND NON-MEMBERS
AMONG THE NATIONAL GROUPS

	<u>Members</u>	<u>Non-Members</u>
Non-Lebanese Arabs	443	304
Lebanese Arabs	364	252
Other Asians	71	56
Westerners	123	73
Other national groups	<u>38</u>	<u>17</u>
Total	1039	707

The raw data were tested by means of the chi-square technique. In no case is the disproportion significant. Thus national identity of students is, therefore, shown not to have played any part in their participation in campus activities.

It was hypothesized that Lebanese Arabs, and to a lesser extent the non-Lebanese Arab students, tend to dominate, both as members and officers, the campus activities and student organizations. The Westerners, Asians and the other nationalities, because of estrangement from their own cultural and educational environment, and also because they are minorities would not be fairly represented in the societies and clubs. But the result shows that the national groups on campus, are equal in

so far as membership of societies is concerned.

In addition, a comparison was made between the Lebanese and non-Lebanese groups. Again the computed chi-square value is below the level of significance, which shows that probably there is no difference between the two groups concerning participation in student activities.

5. Ethnic Background

It was intended to test whether ethnic background of students has any influence on their participation in campus activities. The following responses were given to the item which asked the subjects to check if they were Arabs, Armenians or of other group.

TABLE XV

DISTRIBUTION OF MEMBERS AND NON-MEMBERS
ACCORDING TO THEIR REPORTED ETHNIC BACKGROUND

	<u>Members</u>	<u>Non-Members</u>
Arabs	92	56
Armenians	11	20
Other	<u>57</u>	<u>39</u>
Totals	160	115

The data were statistically tested for significance. The ascertained chi-square value is equal to 7.52 which is well above the 0.05 level of significance. This demonstrates the fact that the Arabs and non-Arabs are disproportionately more frequently found in the members group than the Armenians. The inequality between the Arab and the other non-Arab group, however, did not show any significant difference. They

seem to be equally represented in the membership of societies and clubs.

It was hypothesised that the Armenians being socially more active than the Arabs would participate more in the campus life. It seems, however, that their youth groups outside the campus tend to take most of their leisure time with the result that their representation in membership of campus organizations remains significantly low.

6. Religion

On the basis of religion, the Extracurricular Record Form gave the distribution of the two groups (members and non-members) as shown in Table XVI.

TABLE XVI
DISTRIBUTION OF MEMBERS AND NON-MEMBERS
ACCORDING TO RELIGION

	<u>Members</u>	<u>Non-Members</u>
Christian	567	360
Muslim	469	338
Other religions	<u>3</u>	<u>4</u>
Total	1039	702

The data (excluding that about other religions) were tested by means of chi-square test. The obtained chi-square value is too small to be statistically significant. It may be stated therefore, that religion of students has not been shown to have any influence on their

being members of student organizations.

7. Major Subject

The division of members and non-members on the basis of major subjects (sciences or arts) is presented in Table XVII.

TABLE XVII
DISTRIBUTION OF MEMBERS AND NON-MEMBERS
ON THE BASIS OF MAJOR SUBJECTS

	<u>Members</u>	<u>Non-Members</u>
Arts	120	70
Sciences	<u>37</u>	<u>43</u>
Total	157	113

As is apparent from the above table, Arts and Sciences majors are not equally distributed over the two groups (members and non-members). The bias seems to be towards Arts majors. This bias when tested by the chi-square method turned out to be great enough (the chi-square value equals 5.911) for significance at 0.05 level. Thus it may be stated with confidence that societies and clubs have among their members a greater disproportion of arts majors than those majoring in sciences.

A probable explanation to this result may be the nature of academic work involved in science subjects. Science majors, presumably, have to put more effort and time in meeting their requirements. Moreover,

laboratory sessions also tend to take a fair portion of their time on the campus. It is quite possible also, that few clubs seem to interest them, with the result that their over-all membership remains low.

8. Credit Load

The credit hours carried by members and non-members during the two semesters of the academic year 1961-62 are given in Table XVIII. The data in this case have been obtained from the responses of the subjects to the questionnaire.

TABLE XVIII

FREQUENCY DISTRIBUTION OF CREDIT HOURS CARRIED
BY MEMBERS AND NON-MEMBERS DURING
THE TWO SEMESTERS IN THE ACADEMIC YEAR 1961-62*

<u>Credit Hours</u>	<u>Total Frequency</u>	<u>Members</u>	<u>Non-Members</u>
42-44	3	2	1
39-41	12	5	7
36-38	24	14	10
33-35	81	44	37
30-32	96	63	33
27-29	16	11	5
24-26	9	5	4
21-23	2	0	2
18-20	6	4	2
15-17	5	2	3
12-14	6	3	3
9-11	2	1	1
6-8	1	1	0
3-5	<u>1</u>	<u>0</u>	<u>1</u>
Number of students	264	155	109

For the chi-square test the two groups were divided at score 32-1 (near the combined median) and the following figures were obtained:

*Eleven respondents either did not check at all or stated that they were special form students.

TABLE XIX
DIVISION OF STUDENTS AT THE COMBINED MEDIAN

<u>Number of Credit Hours</u>	<u>Members</u>	<u>Non-Members</u>
Above Median	96.5	71.5
Below Median	<u>58.5</u>	<u>37.5</u>
Total	155.0	109.0

The chi-square value for the above data was not found to be significant. This suggests that the observed disproportion may be due merely to chance. In other words, there is no reason to believe that those who take part in activities carry a lighter academic load and hence time for it. Participation in group activities, as generally believed, seems to depend mainly on the budgeting of time rather than lack of it.

9. Pattern of Residence

To ascertain the influence of pattern of residence on students' participation in campus activities, the chi-square test was applied to the data given in Table XX.

The observed inequality between the two groups is a little lower than that required for statistical significance. Thus the working hypothesis that those living outside in private apartments differ significantly from those living on campus and with parents or relatives, has not been sustained. It may be said therefore that boarders and non-boarders seem to share more or less an equal proportion of membership of societies and clubs.

TABLE XX

DISTRIBUTION OF MEMBERS AND NON-MEMBERS
ACCORDING TO THE PATTERN OF RESIDENCE

	<u>Members</u>	<u>Non-Members</u>
On campus	45	35
With parents	49	48
Private apartment	<u>66</u>	<u>32</u>
Total	160	115

10. Village, Town or City Where Students Spent Most of Their Lives

The place where students spent most of their lives has been classified under three groups, namely those who have lived in villages, in small towns or in cities, most of their lives. The factual information collected from the questionnaires under these categories is given in Table XXI.

TABLE XXI

DISTRIBUTION OF MEMBERS AND NON-MEMBERS
ON THE BASIS OF THE PLACE WHERE THEY
SPENT MOST OF THEIR LIVES

	<u>Members</u>	<u>Non-Members</u>
Village	13	13
Town	7	22
City	<u>140</u>	<u>80</u>
Total	160	115

The chi-square value for the above data equals 17.22 which is above the 0.01 level of significance. It is clearly established that students who spend most of their lives in cities tend to participate in campus activities more than those who live mostly in villages or towns.

The result is by no means surprising. Living in a city generally means wider experience with mass media and greater space for movement. The natural result of all this is social maturity and better adjustment to modern ways of life.

Villages and towns, particularly in Eastern countries, are known for their conservatism and traditionalism. Boys and girls coming from these places are less exposed to the modern ways of living and are also socially less mature. Coming to a different cultural environment and a co-educational institution is a new experience for them. Adjustment to such conditions takes time, and depends to a great measure upon effort and opportunities for social interaction.

11. Scholarship (Bursary) Status

Four classifications of scholarship were obtained through the questionnaire, namely, ICA (AID)*; UNRWA** Government and other. The raw figures for each kind of scholarship are shown in Table XXII.

The chi-square value of this pattern is 11.00 which is more than required for 0.05 level of significance. Thus it is established

*Formerly known as International Cooperation Administration now Agency for International Development of the United States.

**United Nations Relief and Works Agency.

that as regards membership of societies and clubs, holders of ICA (AID) scholarship predominate more than those holding UNRWA, Government or other scholarships.

TABLE XXII
DISTRIBUTION OF MEMBERS AND NON-MEMBERS
ACCORDING TO SCHOLARSHIP STATUS (BURSARY STATUS)

	<u>Members</u>	<u>Non-Members</u>
ICA (AID)	53	24
UNRWA	5	7
Government	9	11
Other	17	12
No scholarship	<u>76</u>	<u>61</u>
Total	160	115

Some of the possible reasons for this difference may be; that, in general, the amount of scholarship received by the ICA (AID) participants is more than that paid to the other groups (UNRWA, Government and other). When participation in student activities involves expenditure, ICA (AID) students have enough finances to take advantage of the opportunities.

Furthermore, a majority of ICA (AID) participants is non-Arabic speaking and hence is alien to the cultural and social life in Beirut. They presumably expect more from the campus life at A.U.B. Presence of their fellow countrymen in the cabinet of a society or a

club may also attract them towards that organization, thus affecting their overall membership figures.

This is proved further by a comparison of the figures of ICA (AID) participants and all other scholarship holders in the two groups (members and non-members). These figures are given in Table XXIII.

TABLE XXIII
REPRESENTATION OF ICA (AID) AND OTHER
SCHOLARSHIP HOLDERS IN THE TWO
GROUPS

	<u>Members</u>	<u>Non-Members</u>
ICA (AID)	53	24
Other scholarship holders	<u>31</u>	<u>30</u>
Total	84	54

The obtained chi-square value for the above data equals 3.87 which is significant at the 0.05 level. This establishes the fact that ICA (AID) students are disproportionately numerous in the membership of societies and clubs on the campus.

However, the observed disproportion between the ICA (AID) and non-scholarship holders is below the level of significance. The same is true of the comparison of the combined figures of all scholarship holders with the figures of those holding no scholarship.

12. Parent Education

The amount of education received by fathers and mothers of students has been represented through four categories, ranging from no formal education to possession of a University degree. The education of both the parents are reported separately in tables below.*

TABLE XXIV
DISTRIBUTION OF FATHERS' EDUCATION
OF MEMBERS AND NON-MEMBERS

	<u>Members</u>	<u>Non-Members</u>
University graduate	53	33
Secondary school only	45	31
Elementary school only	33	28
No formal education	<u>28</u>	<u>22</u>
Total	159	114

TABLE XXV
DISTRIBUTION OF MOTHERS' EDUCATION
OF MEMBERS AND NON-MEMBERS

	<u>Members</u>	<u>Non-Members</u>
University graduate	16	11
Secondary school only	65	37
Elementary school only	37	34
No formal education	<u>41</u>	<u>32</u>
Total	159	114

*In one case parent education was not checked.

Data in both the tables above were tested separately for significance by means of the chi-square technique, but in no case are the observed disproportions large enough to be significant. It may be said, therefore, that parent education of students has not been shown to have any influence on their participation in campus activities.

Attitude of Students

The remaining part of this chapter will consist of the statement and description of the attitude of students towards societies and clubs, and functions and programs organized by them. The discussion is based on the data and information collected from the 275 questionnaires. The raw data, both for members and non-members, have been tabulated and in most cases statistically tested for significance. This was necessary to draw an overall picture of their feelings and observations. Most of the recommendations in Chapter V are based on the results of this discussion.

We now proceed with the presentation and description of the facts and figures based on the responses of the subjects to the questionnaire used in the study. As far as possible, the serial order of the items in the questionnaire has been observed.

Considerations Which Influence Most to Become Members

Only members were asked to check from a given list of items, factors which influenced them most to become members of a society or a club. Items checked by them in order of importance are presented in Table XXVI.

TABLE XXVI

FACTORS WHICH ARE REPORTED TO INFLUENCE STUDENTS
TO BECOME MEMBERS OF STUDENT ORGANIZATIONS

<u>Rank</u>	<u>List of factors</u>	<u>Frequency Score</u>
1	Attractive activities	114
2	Presence of friend in the organization	54
3	Suggestion and recommendation of friends	24
4	Presence of the members of opposite sex	21
5	Recommendation of a faculty member	11
6	Low cost of functions	4
7	Presence of members of own nationality	4
8	Others	54

Attractiveness of activities of a society or a club has been mentioned as the most important factor by the students. Presence of friends in the organization comes next. If some members are satisfied with the programs of a club or a society they would like their friends to join also. That is why 'recommendation of friends' gets a fair score as compared to the remaining four items below it. In the category of 'others', reasons given by the respondents were: personal interest, expectation of gainful experiences, 'obligatory because the society represents major,' desire to make friends, and the wish 'just to belong to a society or a club.'

Presence of the opposite sex seems also to play an important part in attracting prospective members to a student organization. It is worth noting that 'low costs of functions' do not hinder students from joining a society or a club. Furthermore, it is seen that faculty advisers, as such, do not seem to encourage or advise students to take part in the campus activities.

Favorite Activities

Of all the organized non-athletic activities held on the campus, both members and non-members chose a variety of activities which appealed to them the most. These have been listed in Tables XXVII and XXVIII representing separately the choices of members and non-members and boys and girls.

TABLE XXVII
CHOICE OF FAVORITE ACTIVITIES
OF MEMBERS AND NON-MEMBERS

<u>Rank</u>	<u>Type of Activity</u>	<u>Total Score</u>	<u>Members</u>	<u>Non-Members</u>
1	Trips	150	95	55
2	Parties and socials	136	81	55
3	Debates and discussions	133	78	55
4	Lectures	128	71	57
5	Dances	97	66	31
6	Variety shows and plays	95	59	36
7	Exhibitions	59	36	23
8	Other	29	13	13

TABLE XXVIII
CHOICE OF FAVORITE ACTIVITIES
OF BOYS AND GIRLS

<u>Rank</u>	<u>Type of Activity</u>	<u>Total Score</u>	<u>Boys</u>	<u>Girls</u>
1	Trips	150	102	48
2	Parties and socials	136	100	36
3	Debates and discussions	133	91	42
4	Lectures	128	98	30
5	Dances	97	73	24
6	Variety shows and plays	95	59	36
7	Exhibitions	59	39	20
8	Others	29	18	11

There is no significant difference between members and non-members and boys and girls in the choice and preference of their favorite activities. The selection made by members and boys follow the pattern of the rank order of the activities listed in the two tables. Trips are placed highest and exhibitions and other activities the lowest on the preference scale by both the groups. However, non-members indicate a slight preference for lectures as against debates and discussions, while the girls show greater inclination for variety shows and plays than for dances.

Things Liked the Most and the Least about Campus Activities

In response to items four and five in the questionnaire the

answers given by the subjects were vague and conflicting. The confusion arose because of the wording of the two questions. They found it rather hard to pinpoint things which they liked most and least about student activities on campus. The answers given by them can be classified under organization and administration of group activities, forms and types of functions, their scope for social interaction, etc.

These categories are tabulated as under:

TABLE XXIX
FAVORABLE AND UNFAVORABLE RESPONSES OF STUDENTS
ABOUT VARIOUS ASPECTS OF CAMPUS ACTIVITIES

<u>Opinion pertaining to:</u>	<u>Favorable</u>	<u>Unfavorable</u>
administration of activities	9	34
types and forms of activities	105	74
opportunities for social interaction	54	36
general comments	17	78

To ascertain the general trend of opinion of students concerning the campus activities, here again the chi-square method was used. The computed chi-square value equals 47.831 which is more than enough to be significant. This demonstrates that a disproportionately greater amount of unfavorable opinion about various aspects of campus activities prevails among students.

Percentage of Free Time Devoted to Student Activities

Item number six in the questionnaire also failed to bring accurate results. To calculate and state the percentage of leisure time that students devoted to campus activities, proved rather difficult and the figures indicated by them were, therefore, vague and confusing. However, the aim of the question was to ascertain the extent to which students' participation in activities change during their stay at A.U.B. It is thus related to the next question which will presently be discussed.

Reference to a 'Joint Outlook-Statistical Project'² at this point will, however, be quite in place. This project was carried out recently by members of an Economics class under the direction of their instructor. Its aim was to determine the use to which students put their time. It was found that on the average a student spends four hours at recreation daily and of this only 1.15 at A.U.B. This shows that they spend almost twice as much time outside the University as inside it. "This," said Dr. Habib Kurani, "reveals a change in the recreation pattern from what it was at A.U.B. several years ago. In old days students spent most of their time on campus."³

Change in Participation during Stay at A.U.B.

The respondents were asked, in question number seven, to check the way their participation in activities had changed during their stay

²Outlook, May 17, 1958, p. 1.

³Ibid.

at A.U.B. The responses of both members and non-members have been tabulated as under:

TABLE XXX
CHANGE REPORTED IN PARTICIPATION DURING STAY
AT A.U.B. BY MEMBERS AND NON-MEMBERS

Participation has	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
increased	60	15	28.1
remained the same	34	35	26.6
decreased	60	19	29.6
stopped altogether	<u>6</u>	<u>36</u>	<u>15.7</u>
Total	160	115	100.0

The computed chi-square value for the raw data in Table XXX equals 61.521, and is far above the 0.01 level of significance. The difference between members and non-members as regards change in their participation is, therefore, established. But a cursory glance over the raw figures will present an unusual picture. In the case of members there has been a definite increase in participation, but the proportion of decrease to the same effect is also about equal. Furthermore, the fact that six members have declared complete stoppage of their engaging in group activities may seem surprising. But this is an example of those members who join a society with the intention to take part in its activities but later withdraw because of disappointment or for other reasons.

Non-members who have reported 'no change' in their engaging in campus activities generally are those who previously did not participate in any activity at all.

In column four of Table XXX the combined percentage figures show that on the whole there has been **decrease** rather than **increase** in participation of students in group activities on the campus.

Factors That Hinder Participation

Related to the degree and extent of participation are factors which hinder or prevent students from engaging to a greater extent in campus activities list of possible factors was given in the form of multiple-choice items and the respondents were asked to check as many items as they wished. These responses are presented in Table XXXI.

TABLE XXXI
FACTORS THAT HINDER PARTICIPATION IN
CAMPUS ACTIVITIES

<u>Rank</u>	<u>Factor</u>	<u>Total Score</u>	<u>Members</u>	<u>Non-Members</u>
1	Academic pressure	181	120	61
2	Participation in non-AUB organizations	62	38	24
3	Clash of time with other campus activities	58	49	9
4	Charges made for activities	43	28	15
5	Outside work	40	19	21
6	Time spent in travelling	39	24	15
7	Parent opposition	11	7	4
8	Other factors	64	36	28

As can be seen in the above table, academic pressure is by far the most important factor in preventing students from engaging in campus activities.

Another important reason given by both members and non-members on this matter is their participation in non-A.U.B. organizations. These are religious and social youth groups like the Young Men Christian Association, Newman Club, the American Institute of Physics, The Friends International Center, etc. Clash of time with other campus activities and costs of participation come next in order. Outside employment or work, time spent in travelling between home and A.U.B. and parent opposition are lowest on the list of factors hindering student participation in campus programs. It is interesting to note, however, that members consider 'clash of time with other campus activities' far more important a hindrance than non-members do. This is but obvious, because only the participant students are more likely to know about the 'clashes' than would the non-members who usually are not interested in them.

Other factors include reasons such as: lack of personal interest, low quality of activities, general disappointment with the activities program, maladministration and lack of organization in the student societies and clubs etc. These reasons are just in line with those given under items four and five on page 78.

Effect of Participation on Academic Work

Question number nine sought the opinion of students as to the influence on academic work of participation in student activities.

Their responses are shown in Table XXXII.

TABLE XXXII
REPORTED EFFECT OF PARTICIPATION ON ACADEMIC WORK

Participation:	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
enhances academic work	30	9	14.2
neither hinders nor enhances	95	72	60.7
hinders academic work	31	15	16.7
indifferent/no answer	<u>4</u>	<u>19</u>	<u>8.4</u>
Total	160	115	100.0

The above data (excluding the indifferent/no answer figures) were tested by the chi-square technique. A chi-square value of 6.10 was found which is large enough to be significant at the 0.05 level. It may be stated, therefore, that the opinions of members distinctly differ from those of non-members. It is interesting to note that the disproportions of members who think participation both enhances and hinders academic work is more than that of non-members. The modal result of the responses of students as evidenced from the combined percentage also shows that they think participation to be neutral in its effect on scholastic achievement.

Participation in Activities of a Non-Subscribed Society or Club

Most of the functions held under the auspices of student

organizations on the campus are open to all students of the University. If a charge for admission is made a student can attend the program after making the required payment. It is not surprising, therefore, to find a fair number of members of other societies and non-members among the participants. This is shown by the raw figures presented in Table XXXIII.

TABLE XXXIII

REPORTED PARTICIPATION BY MEMBERS AND NON-MEMBERS
IN ACTIVITIES OF NON-SUBSCRIBED STUDENT ORGANIZATIONS

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Very often	13	1	5.1
Sometimes	101	53	56.0
Never	46	59	38.2
No answer	<u>-</u>	<u>2</u>	<u>0.7</u>
Total	160	115	100.0

The observed inequality between the two groups (members and non-members) in this case is significant (chi-square value equals 19.26) at the 0.01 level. It can be confidently stated that members take part in the activities of other organizations of which they are not paid up members disproportionately more frequently than non-members do. This is quite possible because non-members, as such, being uninterested in campus activities, will not show up as frequently as the active members.

On the whole, the combined percentage figure for both members and non-members, is indicative of the fact that a fairly large number of students takes part in activities of societies and clubs of which they are not subscribed members.

Degree of Satisfaction with the Way the Activities Are Organized

Question number eleven was intended to elicit the degree of satisfaction of both members and non-members with the way the activities were organized. Table XXXIV presents the responses of both members and non members.

TABLE XXXIV
REPORTED DEGREE OF SATISFACTION* WITH THE WAY
ACTIVITIES ARE ORGANIZED

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Satisfied	105	67	62.5
Dissatisfied	52	31	30.2
Indifferent/no answer	<u>3</u>	<u>17</u>	<u>7.3</u>
Total	160	115	100.0

*Figures of fully satisfied and more satisfied than dissatisfied, and more dissatisfied than satisfied and completely dissatisfied have been lumped together.

The chi-square technique was used for the data excluding the no answer figures to find out if the observed disproportion in this case was significant, but the difference turned out to be below the significance level. The result has not shown any marked difference between the two groups as regards the degree of satisfaction with the way activities are organized on the campus. The modal value (62.5 per cent) however, demonstrates the fact that, in general, students are satisfied with the administration of student activities.

Reasons offered for relative dissatisfaction are: impersonal relationship in group activities, student cliques, monopolization by a few, lack of esprit de corps, poor planning and organization, absence of variety in programs, unsuitable timings for functions, lack of punctuality and less sharing of responsibilities with others by student officers.

Adequacy of the Number of Student Organizations

Asked if they considered the number of societies and clubs on the campus adequate to the needs of students, the respondents gave answers as presented in Table XXXV.

The difference between the two groups is too small to be statistically significant. In other words the observed inequality may be due merely to the play of chance and members and non-members may be alike in their opinion about the adequacy of the number of societies and clubs on the campus. This is evidenced from the computed percentage which demonstrates that students, in general, consider the present

TABLE XXXV

RESPONSES WITH REGARD TO THE ADEQUACY OF THE
NUMBER OF STUDENT ORGANIZATIONS ON THE CAMPUS

There are:	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
too many organizations	46	34	29.1
neither too many nor too few	98	58	56.7
not enough organizations	16	9	9.1
Indifferent/no answer	<u>-</u>	<u>14</u>	<u>5.1</u>
Total	160	115	100.0

number of student organizations to be quite enough to meet the needs of the student community.

Suggestions for New Clubs and Societies

While a fair majority of students consider the present number of organizations to be enough others feel that there are far too many of them. "Better have quality than quantity," they say. There is yet another group who would like to see new clubs added to the present ones. Some of the suggested clubs are: Glee Club, Sketch Club, Excursion Club, Art Club, Water Skiing Club, Literary Club, Hobbies Club, Oratory and Public Speaking Club, Ballroom Dancing Club, Hiking Club, Hunting Club, Pen-friends Club, Billiards Club, Publicity Club, Movie Club and Drawing Club.

Quite a few students have emphasised the need and importance of a Student Council or a similar coordinating agency to represent students in the administrative and policy matters of the University.

Favorite Society or Club

Item fifteen in the questionnaire asked the students to indicate the name of their favorite society or club. The purpose, of course, was to see if a student chooses a society representing other than his or her own major subject. Secondly, it was intended to find out which of the clubs were comparatively more popular.

With the exception of three respondents almost all those who did mention their choices, indicated their favorite societies which were associated with their major subjects. Some students stated their national organizations as their favorite societies. Others checked for none or gave no answer. Table XXXVI shows the scores and rank order of the clubs based on the responses of the subjects.

Among clubs the Photography Club having the largest number of members naturally tops the list in popularity. The Drama and Music clubs are placed next to the Photography Club.

The C.W.L., W.S.O. and the Friendship International get a very low score as compared to the aforementioned clubs.

TABLE XXXVI
CHOICE OF FAVORITE CLUBS

<u>Rank</u>	<u>Club/organization</u>	<u>Score</u>
1	Photography Club	31
2	Music Club	28
3	Drama Club	21
4	Folk-Dance Club	13
5	Civic Welfare League	9
6.5	Table Tennis Club	6
6.5	Chess Club	6
8.5	Bowling Club	5
8.5	Ushering Committee	5
10	Badminton Club	4
11	Women Students' Organization	3
12.5	Stamp Club	2
12.5	Scrabble Club	2
15.5	Friendship International	1
15.5	Electronic Club	1
15.5	Students Lib. Music Committee	1
15.5	Bridge Club	1

Influence of A.U.B. on Participation

Students were asked to express how A.U.B., as an institution,

influences participation in student activities. The answers given by them are shown in Table XXXVII.

TABLE XXXVII
REPORTED INFLUENCE OF A.U.B. ON PARTICIPATION

A.U.B.	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
encourages participation	57	48	38.2
does neither	87	51	50.2
discourages participation	16	14	10.9
No answer	-	2	00.7
Total	160	115	100.0

The observed inequality in the quantified responses of members and non-members given in the above table is not statistically significant. Both the groups do not appear to differ greatly in their opinion about the role of A.U.B. in campus activities. While 38.2% think that A.U.B. encourages participation, half of them (50.2%, combined percentage) consider it does neither.

Knowledge about Activities

Knowledge and information of students with regard to group activities organized on campus, affects, to a large extent, their participation in them. Question number twenty was designed to ascertain whether the respondents were well informed about student activities held on the

campus. The results are tabulated below:

TABLE XXXVIII
RESPONSES INDICATING IF STUDENT HAVE
ENOUGH KNOWLEDGE ABOUT CAMPUS ACTIVITIES

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Like to know more	116	91	75.3
Know enough	44	22	24.0
Indifferent/no answer	-	2	0.7
Total	160	115	100.0

To test whether members and non-members differ greatly in their knowledge and awareness of student activities the chi-square technique was employed to the data, not including no answer figures. The obtained value, however, is too small to be statistically significant. It may be stated therefore that the two groups are not different in so far as the knowledge about the campus activities is concerned. The modal value (75.3 per cent), however, indicates that students, in general, desire to have more information about the activities organized on the campus.

Social and Academic Gain from Participation

Item number seventeen in the questionnaire is an open ended opinion question. It was meant to elicit from members and, if possible,

from non-members if they had gained academically, socially or both from engaging in campus activities. As expected, non-participants did not have much to say on the subject, but surprising enough the two groups do not seem to differ much in this respect. The answers given by them have been presented in Table XXXIX under three headings, namely, (1) gain of social skills, better understanding of other national groups and making of new friends; (2) benefit of academic information, general knowledge, building of new interests and new skills; and (3) lastly those who said they gained 'nothing.'

TABLE XXXIX

GAIN REPORTED BY MEMBERS AND NON-MEMBERS
FROM PARTICIPATION IN STUDENT ACTIVITIES

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Social gains	109	26	55.1
Academic gains	55	22	31.4
No gains	28	5	13.5

The observed disproportion between the two groups was tested by means of the chi-square technique, but the computed value so obtained is much less than that required to be significant. This shows that the observed inequality may purely be due to a play of chance. In fact, there may be no difference between members and non-members as regards the reported benefits gained from their engaging in group activities.

The picture presented by the combined percentage figures, however, indicate that on the whole students tend to gain socially more than they do academically.

Suggestions to Attract New Members

To answer item number eighteen a respondent was to assume that he was the president of his favorite society or club and in this capacity he was to suggest measures, which he thought, might attract more students to become members of his organization. Table XL presents the result grouped under four categories.

TABLE XL
SUGGESTED MEASURES TO ATTRACT MORE
STUDENTS TO BECOME MEMBERS OF A SOCIETY OR CLUB

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Consult members about activities	19	12	11.6
Add variety to activities	63	35	36.6
Have personal contacts with members, treat them alike, share responsibilities	40	11	19.0
Better planning and more publicity for activities	36	11	17.5
Other	<u>18</u>	<u>13</u>	15.3
Totals	158	69	

Some subjects based their recommendation on the assumption that if one satisfies those who join a society or a club, more students are likely to be attracted towards that organization. That is why some responses are not direct answers to the question.

In this case also the data was tested for significance by the chi-square method but the obtained value is not enough to be called significant. Hence members and non-members seem to be alike in their suggested methods to attract new members. The overall percentages, however, show that attractive and original activities are believed to be the **strongest** element in influencing students to join a campus organization. This result is in line with the outcome of question number two discussed earlier in this chapter. Personal contact and equal sharing of responsibilities come next, whereas, consultation of members about the nature of programs is shown as the least important factor.

Reasons Given for Poor Response from Members

Question number nineteen was also meant to be projective in the sense that the respondents were expected to assume being a president of a society or a club and then think of the reasons which could have caused a low response to the activities organized by them. Their answers are presented in Table XII.

The chi-square value for the above data equals 18.335 which is sufficient to be called significant at the 0.05 level. It is clearly established that members substantially differ from non-members in their

TABLE XL

REPORTED POSSIBLE REASONS FOR THE POOR RESPONSE
FROM THE MEMBERS OF A SOCIETY OR CLUB

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Lack of interest or general dissatisfaction	39	21	19.0
Poor quality of activities	61	24	27.0
Academic pressure	8	10	5.7
Clash of time with other activities on and off campus	15	8	7.3
Lack of spirit of cooperation among members and officers	29	5	10.8
Poor organisation and administration of activities	28	18	14.6
Poor publicity	17	5	7.0

reported reasons given for the poor response of students to the activities sponsored by them. The modal value again indicates the nature of activities to be the major determining factor, followed by disinterestedness and dissatisfaction of students and poor organization of the activities.

Opinion with Regard to the Quality of Publicity and Advertisement of Activities on the Campus

Knowledge about campus activities depends on the nature and extent of publicity made for them. Subjects were required to indicate

whether they were satisfied with the way the activities were advertised. Their answers are presented in the following table.

TABLE XLIII
SATISFACTION REPORTED WITH THE WAY
ACTIVITIES ARE ADVERTISED

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Yes	83	43	45.8
No	72	26	35.6
No answer	<u>5</u>	<u>46</u>	<u>18.6</u>
Total	160	115	100.0

Here again the computed chi-square value fell short of the level of significance. This indicates that both members and non-members are more or less equally satisfied with the way campus activities are advertised. The combined percentage (45.8%) for both groups also supports this result.

However, those who have expressed their disapproval and dissatisfaction with the quality and quantity of advertisement, gave a variety of reasons. Some of their responses are given below:

The 'ads' and posters lack imagination, make tall claims, are misleading, are more interesting than activities, are full of platitudes, are cliches, are alike, lack full and essential information, are impersonal--one has a feeling that 'they are after your money.'

About the quantity, time and place of putting up ads, the respondents said: 'for some activities there are too few posters'; 'they are sometimes put up so early that you forget about them or so late that it is not possible to attend the function', 'they are crowded on one spot', 'old posters not removed for years', 'the information is so scattered that one doesn't know what to read and where to read.'

Most of the students have emphasised the need for special bulletin boards and their proper use for publicity.

Media of Information

Although the questionnaire sent to non-members did not include the choice of the item "invitations received--mostly through mail box," yet they did not indicate if they at all did receive them through the post office under the 'other' category. It is quite reasonable to believe that 'invitations' to programs are sent to members only, and in public functions like lectures, debates, discussions and exhibitions all are invited through posters. That is why, it is not surprising to note members stating 'mail box' to be their main source of receiving invitations and information about activities. There is, however, no significant difference between the two groups as regards other media of information. Students (members and non-members alike) seem to benefit equally from the bulletin boards, posters and friends as the sources of information about activities.

Receipt of Invitation in Time to Fit It into Engagement Schedule

Members were asked in question number twenty-three to state if they received an invitation early enough to enable them to fit it into their engagement schedules. A majority (71.9%) of them said that they did receive invitations for functions in time.

Satisfaction with the System of Election of Officers

The responses of members and non-members to the question as to whether they were satisfied with the present system of election of officers of societies and clubs are presented in Table XLIII.

TABLE XLIII

RESPONSES INDICATING IF THE STUDENTS ARE SATISFIED
WITH THE PRESENT SYSTEM OF ELECTION OF THE
OFFICES OF STUDENT ORGANIZATIONS

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Yes	93	46	50.5
No	57	15	26.2
Don't know	<u>10</u>	<u>54</u>	<u>23.3</u>
	160	115	100.0

The observed disproportion between the two groups came out to be statistically significant at the 0.01 level with an obtained chi-square value of 66.243. Members saying 'yes' and 'no' are disproportionately numerous whereas non-members, as expected, tend to concentrate

in the 'don't know' category. It may be said, however, that students, in general, seem to be satisfied with the present system of election of officers.

Some students have given various reasons for their expressed dissatisfaction about the elections. They maintain that the elections are based on cliques, friendships and political affiliations and that they are unfair, undemocratic and provincial. "People choose friends and not efficient people." The proxy system is badly abused. Moreover, these elections are usually held in the beginning of the year when everybody is trying to settle down. Old members having left the University, election of officers falls to new students who know little about the candidates. One respondent sarcastically remarked, "Is there any system?"

Does the System of Election Hinder Someone from Being Chosen as Officer?

Table XLIV shows the answers of students to question number twenty-five, which asked them if the present system of election prevented them from being elected to an office of a society or a club.

TABLE XLIV

RESPONSES INDICATING IF THE SYSTEM OF ELECTION HINDERS
OR PREVENTS A STUDENT FROM BEING ELECTED TO AN OFFICE

	<u>Members</u>	<u>Non-Members</u>	<u>Combined Percentage</u>
Yes	20	4	8.7
No	90	18	39.3
Don't know	<u>50</u>	<u>93</u>	<u>52.0</u>
Total	160	115	100.0

The computed chi-square value of the above data equals 65.977 which is more than enough for significance at the 0.01 level. A disproportionately greater number of members believes that the present procedure of election does not hinder or prevent their being elected to an office of a student organization. The combined percentage figure, however, shows that students are not fully aware of the procedure of election followed at A.U.B., in some cases because the students themselves are not interested in elections.

Summary of Findings

In this chapter an attempt was made to study and analyze thirteen factors in relation to student participation in campus activities. Also attitudes of students towards the structure and function of societies and clubs, types of programs organized by them, and other allied aspects of student activities was reported. The facts and figures that were collected from the questionnaire used in the study and, in some instances, from the Extracurricular Record Form, were statistically tested for significance and summary conclusions were drawn from the obtained results. A summary of the findings is given below to enable the reader to have a general view of the overall picture presented in the chapter.

Findings about the Factors Related to Participation

1. Girls have a disproportionately greater number of members in societies and clubs than boys.
2. There is no difference between the resident and non-resident

girls as regards membership of societies and clubs.

3. Participation in activities varies positively with age. It increases upto the age group "22-24 years" and then tends to fall at the age group "25 years and above."

4. The longer the period the students stay at A.U.B. the greater tends to be their participation in campus activities.

5. The representation of nationalities in both the groups (members and non-members) is approximately the same.

6. The Arab and non-Arab students are proportionately **more** in the member group than the Armenians.

7. Religion of students is not found to have had any influence on their participation in campus activities.

8. Societies and clubs, in general, have among their members, a greater disproportion of arts majors than those majoring in sciences.

9. Members and non-members are similar as regards the number of credit hours they carry during the two semesters.

10. Whether a student lives on campus, off campus or in town with parents or relatives seems to play no special part in his engaging in group activities.

11. There are disproportionately more members among students who have lived most of their lives in cities than those who spent a greater time in towns and villages.

12. Among members of societies and clubs, there are proportionately more of holders of I.C.A. (AID) scholarship than of the U.N.R.W.A., government and other scholarships.

13. Parent education of students seems not to have any effect on their participation in out-of-class life at A.U.B.

Attitudes of Students

1. The first four considerations which are reported to have influenced students most to become members of a society or club, in order of importance are: attractive activities, presence of friends in the organization, suggestion or recommendation of friends and presence of the opposite sex in a society or club.

2. The reported favorite non-athletic activities of members and non-members in the first four ranks are: trips, parties and socials, debates and discussions, and lectures.

3. The first four more frequently mentioned favorite activities of boys and girls are: trips, parties and socials, debates and discussions, and lectures.

4. Students, in general, have indicated satisfaction with the nature and form of group activities organized on the campus.

5. Members, in general, have reported an increase in their participation during their stay at A.U.B.

6. Reasons more frequently cited by members and non-members as hindrance to their engaging in group activities, in the first four classifications are: academic pressure, participation in non-A.U.B. organizations, clash of time with other campus activities, and charges made for functions and programs.

7. Members and non-members are alike in their opinion about the effect on academic work, of participation in student activities. The modal result indicates that they consider participation to be neutral in its effect on scholastic work.

8. A disproportionately greater number of members engages in activities sponsored by an organization of which they are not subscribed members.

9. Members and non-members do not seem to differ in their reported degree of satisfaction with the way the activities are organized on the campus. In general, they tend to be more satisfied than dissatisfied with it.

10. The two groups consider the existing number of societies and clubs to be adequate to meet the needs of students.

11. Students, in general, think that A.U.B. as an institution, neither encourages nor discourages student participation in group activities.

12. A fair majority of students from both members and non-member groups have expressed their wish to know more about student organizations and campus activities.

13. On the whole, students report to have gained socially more than academically by engaging in campus activities.

14. In their suggestions to attract more students to become members of an organization the three more frequently mentioned factors are: variety and originality in activities, personal contact between students and the officers of societies or clubs, and better planning and publicity of events.

15. The three more frequently reported possible reasons for a poor response to a program assumed to have been sponsored by the respondents are: poor quality of activities, general disinterestedness and dissatisfaction of students, and poor organization and administration of activities.

16. Students appear to be generally satisfied with the way the events are advertised on the campus.

17. Members receive information about the functions and programs mostly through their mail boxes. But both the groups seem to benefit equally from the information provided by bulletin boards, posters and their friends.

18. Members have acknowledged the fact that they receive notices and invitations early enough so as to enable them to fit the events in their engagement schedules.

19. As regards the procedure of election to offices of student organizations, a disproportionately greater proportion of members have reported satisfaction whereas the non-members have concentrated in the "don't know" category.

20. Members differ substantially from non-members in their responses indicating no hindrance to their being elected to an office of a student organization. Non-members seem not to know much about it, partly because they are not interested.

Concluding Remarks

Before offering recommendations in the light of the observations made in the present and preceding chapters it seems appropriate to

state and describe, in brief, some of the generally accepted values in and functions of student activities. Chapter IV has been exclusively devoted to this end.

CHAPTER IV

FUNCTIONS OF AND VALUES IN STUDENT ACTIVITIES

The recent more favorable emphasis on the educational importance of student activities is, in a general way, the outgrowth of the recognition that education should apply to the whole person and should not be limited to intellectual training. Studies have shown that young people need an abundance of wholesome activity, carefully planned and selected so that "it will engage those skills, those interests and those aspects of living which will be functional in later living and learning;"¹ and "satisfy their immediate and basic need for 'a sense of personal worth, a need to contribute to the welfare and pleasure of others'--and a need for security and affection."²

The first detailed study of 'extra-curricular' activities was carried out by Leonard V. Koos³ in 1925. In this study he presented a number of values of these "activities." Values most frequently mentioned were training in civic-social-moral relationships, fitting the school

¹William D. Wilkins, "Student Activities in the Junior College," Educational Administration and Supervision, XXV (1939) p. 425.

²Ruth Strang, Group Activities in College and Secondary School, (New York: Harper and Brothers Publishers) 1946, p. 20.

³Cited in Jacobson, Reavis and Logsdon, op.cit., p. 304.

to the needs of the adolescent, training for leadership, improving discipline and school spirit, training for experience in group life, training for citizenship and training for ethical living.

In another study Rugg⁴ found that student activities on the average do not interfere with the quality of the academic work of students and teachers, that after graduation the participant students are usually placed in better position, they go to larger cities and receive better salaries, that they do higher types of professional work and take greater interest in further education and that they show greater ability to satisfy the demands of their employers. Rugg concluded,

...harmful influences which might grow out of the self-initiated activities of the student group are negligible and that the values resulting are highly important in professional preparation of the teacher.

Shannon⁵ in his article "School Activities and Personality Development" concluded that participation in these activities was more likely to produce wholesome and attractive personalities than routine classwork. In addition, Smith,⁶ a psychiatrist at the University of California, reported that of the first 300 men who came to him for professional advice on personal problems nearly two-thirds had never engaged in any campus activity.

⁴Earle Rugg, "Summary of Investigations Relating to Extracurricular Activities"--cited in Rutledge and Briscoe, "Guiding Principles for the Administration of Extracurricular Activities in the Teachers College," Educational Administration and Supervision, XIX (1933) p. 129.

⁵Cited in Jacobson, Reavis and Logsdon, op.cit., p. 304.

⁶Ibid.

Thus the function that student activities perform in the social and intellectual environment of an institution and the contribution they make

to students' best development--to the satisfaction of their basic needs; to their social, emotional and aesthetic development, to the building of values and attitudes, and social norms; to their vocational adjustment and the acquisition of knowledge and skills,⁷

merit a detailed discussion which follows:

1. Enhancing Academic Learning

Complementing classroom instruction or enhancing academic learning is one of the expressed values of student activities. Even intellectual growth is considered a part of their broader objectives. In fact, the learning by doing philosophy of education requires that classroom principles be fixed by practice in out-of-class actions.

"One of the chief aims of the university is to provide students with aid in developing the power of using abstractions in a way that will enable them to meet a variety of conditions and problems."⁸ Whitehead says of this:

For those whose formal education is prolonged beyond the school age, the University course or its equivalent is the great period of generalization. The spirit of generalization should dominate a university... A well planned university course is a wide sweep of generality. I do not mean to say that it should be abstract in the sense

⁷Ruth Strong, op.cit., p. 20.

⁸Herbert Stroup, "Three Shortcomings of Student Activities," Association of American Colleges Bulletin, XLIII (December 1956), p. 568.

of divorce from concrete fact, but that concrete fact should be studied as illustrating the scope of general ideas... Whatever be the detail with which you cram the student, the chance of his meeting in after life exactly that detail is almost infinitesimal; and if he does meet it, he will probably have forgotten what you taught him about it... The function of a university⁹ is to enable you to shed details in favor of principles.

Student activities, admittedly, have great potentialities in helping students to gain the power of abstraction.

Various studies have shown that students active in extracurricular activities tend to do well in their academic work. This is partly because the more able students have wide interests and partly because a certain amount of pleasure in clubs and social affairs seems to release energy for classroom work.¹⁰

Further, student activities encourage qualities of tolerance and understanding by:

- (1) developing the ability to criticize intelligently,
- (2) developing the ability to differ peaceably and
- (3) developing the ability to formulate independent and discriminating judgement.¹¹

2. Social Development

Social development is a natural outcome of well-planned student activities. Within these organizations students may greatly improve their understanding of human nature in group relationships.

⁹Alfred N. Whitehead, The Aims of Education and Other Essays (New York: The Macmillan Company, 1929) pp. 41-42.

¹⁰Ruth Strong, op.cit., p. 26.

¹¹Louis G. Schmidt, "A College 'Evaluates' Its Activity Program," Personnel and Guidance Journal, XXXII (1953) 155.

Social behavior, or social action, with its underlying foundation of human understanding, cannot be taught by way of classroom and text. It can be learned only through a total immersion of the individual in a social context, through direct experiences with a large variety of personalities and situations.¹²

In view of the present concept of transfer of learning, it may be said, that if boys and girls are to become well adjusted socially, they must do so by successfully participating in social and group activities. They must have the experience of giving and accepting invitations, of making introductions, of carrying on interesting conversations, and of playing games at parties. Social poise and confidence come from successful experiences in social activities: they do not come from making high grades in physics and in social sciences.

Student activities program, therefore, concerns itself with the development of well integrated individuals by offering opportunities for participation in social situations thereby:

(1) developing self-confidence (2) developing a sense of belonging and a sense of security, (3) making wholesome adjustments to opposite sex (4) developing a devotion to worthwhile causes (5) producing qualified and intelligent leaders and (6) developing cultural, vocational and desirable recreational interests.¹³

3. Cultivation of Aesthetic Values

According to Dewey, both aesthetic and religious experiences

¹²Kate H. Mueller, Student Personnel Work in Higher Education, (Boston: Houghton Mifflin Company) 1961, p. 278.

¹³Louis G. Schmidt, op.cit., p. 156.

may arise out of any situation. To cultivate a sense of appreciation and enjoyment of drama, music and art, student activities in the form of play reading, play production, music hours, concerts and art exhibitions, have a lot to contribute. These media of creative self-expression give not only personal satisfaction and a sense of achievement to those who actively engage in them but also make them sensitive to various aesthetic values. One need not always be an active participant. He can share equally with others feelings of pleasure and enjoyment in watching works of art and listening to music.

Specialization in a field is good--but lack of diversification in interests makes a person "dead bore" and the most 'unwelcome' member of a group. Aesthetic values cultivated and developed during the young impressionable age, endure through life and bring relief from the dull routine of everyday.

Development of aesthetic values, thus, is one of the most important aspects of the experience with such activities.

4. Training for Leisure Time Activities

Training in the proper use of leisure time has been listed as one of the imperative needs of youth.¹⁴ In another study,¹⁵ in which high school graduates appraised extracurricular activities, it was found that they wanted more experience in those things that they were

¹⁴Cited in Robert S. Ellis, Educational Psychology, (New York: D. Van Nostrand Company Inc., 1952) p. 105.

¹⁵Ibid.

likely to do as adults. This includes such things as swimming, playing cards, skating, discussing current affairs, dancing and other avocations.

Although this category, in many ways, overlaps several of those already mentioned, it seems quite appropriate to specifically emphasize that student activities are closely related to the leisure time activities. Modern industrial development and technical advancements are resulting in increased amount of leisure time for most people. They need to learn how to keep themselves employed in activities which provide recreation, relaxation and aesthetic enjoyment. If they do not learn how to utilize this leisure time, they will have ultimately to fall back upon passive activities like listening to radio, watching TV or going to movies to avoid boredom. Student activities can train students in the skill of using their leisure time in the pursuit of creative and satisfying experiences.

5. Vocational Guidance and Special Training

Experience in student activities may prove very useful in connection with vocational guidance. Experiences in journalism, dramatics, music, debating, athletics, student government and other activities can often enable students to learn more about their own abilities and interests, and this knowledge can enable them to select more intelligently their courses and vocations. Without relevant personal experience, students cannot know accurately either their real interests or their abilities. Participation in student activities can provide them means for such experiences.

6. Development of Democracy

A system of education which emphasizes the development of democracy should equally provide opportunities for the development of democratic ideals and attitudes. Student activities fulfil this need by providing practical experience in the function and operation of democratic principles.

Effective citizens cannot be produced by simply teaching the theory of good citizenship. Theory and practice must go hand in hand. Student activities, especially student government, offer an opportunity for students to learn, through practical experience, skills in public speaking, group discussion, use of parliamentary procedures, ways of integrating different points of view and of winning cooperation.¹⁶

Any group in which a democratic atmosphere prevails, offers experience in initiating, carrying out plans, in meeting difficulties, in accepting and fulfilling obligations, in completing a task successfully, and in distributing responsibility.¹⁷

7. Developing Leadership

The student activities program is rich in opportunities for leadership experience. These activities also provide an equally important kind of opportunity for students--that of learning the appropriate role of a follower in democratically organized groups and that of finding satisfaction in whatever roles they are called upon to

¹⁶ Ruth Strang, op.cit., p. 26.

¹⁷ Ibid.

perform in particular situations.¹⁸

Students who understand the qualities of democratic leadership will not only be more effective in discharging their immediate responsibilities but also in terms of future obligations in the community at large of which they are members.

8. Building an esprit de corps

A college or a university is more than a collection of buildings, housing a number of fragmented sub-groups. Activities which involve a large number of students tend to bring these segments together and thus help them identify with the whole student community.

These programs... have a strong therapeutic value, not only because they absorb the energies and high spirits in harmless, if not actually profitable, avenues but also because they build morale and cause divergent personalities to coalesce and build an esprit de corps which invests the collegiate way of life with its strongest emotional and spiritual values.¹⁹

9. Development of International Understanding

The democratic theory of human relations and the powerful forces that are causing crises in the world affairs demand that the educational institutions with sincerity and seriousness of purpose strive to break down prejudices based on race, color, religion or cultural differences. Any institution that enrolls a diversified student population has on its doorstep a laboratory for experimenta-

¹⁸ Esther Llyod-Jones, ed. Student Personnel Work as Deeper Teaching, (New York: Harper and Brothers, 1954) pp. 118-119.

¹⁹ Kate Mueller, op.cit., p. 279.

tion in the improvement of world understanding, mutual respect and amity among the different cultural groups.²⁰

Interaction on individual level among the students of different national, racial and religious backgrounds dispels much of the misunderstanding which arise out of the prejudices of a national or international character. Sharing of common group experiences, working together on projects in which responsibilities are distributed and shared on equal basis can

facilitate the growth of candid communication, appreciation of unique individual worth, and respect for the distinctive contributions from many peoples to the mosaic of national and world culture.²¹

10. Evaluation of Student Activities

In the field of achievement in the regular curriculum it is possible to measure with a fair degree of accuracy the results of instruction. But in an attempt to measure the results of efforts to develop attitudes, interests and personality and character traits, in general, we may find that there are no valid and reliable measuring scales suitable for the purpose. To date, the most important source of information as to the value of student activities comes from the testimony of students and teachers who have had such experiences.

Student activities should be evaluated for their immediate and ultimate effect, employing the interested efforts of all who are directly

²⁰ Esther Llyod-Jones, op.cit., p. 123.

²¹ Ibid.

or indirectly involved in the activities. Such evaluations must be individual, continuous and many sided.

The immediate effects of participation are important as the ultimate effects. Evaluating the ultimate effect, however, is not easy, but it must be equally emphasized. The techniques now available for studying actual changes in boys and girls are tests, questionnaires, observations, interviews held over a period of time, and life histories. If information from all sources is brought together, interpreted and synthesised in the case study, and then synchronised with the group work in which the individual has been engaging, the most fundamental kind of evaluation will result.²²

Active assistance on the part of the student in appraising his growth has both research and service value. It has research value because the student is the sole source of information on ways in which he feels he has been influenced by contacts with the group. Student evaluation likewise has service value because students learn thereby to control their environment and--through control over their environment--their destiny.²³

Concluding Remarks

The brief discussion of the function and values in student activities will serve as the background to the recommendations that are to be made in the following chapter.

²²Ruth Strong, op.cit., p. 300.

²³Ibid.

CHAPTER V

RECOMMENDATIONS

The recommendations offered in this chapter are based partly on the findings of the study and partly on the implied observations made in the preceding discussion. Suggestions that will presently follow will be related to the extent and distribution of membership, the reorganization of societies and clubs, the improvement in type and forms of organized activities and redefinition of the role of the administration concerning the out-of-class life at A.U.B.

Extent and Distribution of Membership

The findings about the extent of student participation and distribution of membership according to class, sex, religion and nationality have been reported in the preceding chapters. Of the 1741 students in the School of Arts and Sciences, only 1039 (59.7 per cent) had reported membership in a society or a club. But simply paying of dues to become a member does not mean participation. It was reported that many members, for one reason or the other, do not attend any function or program sponsored by their society or club, and for this reason active participation remains low. It is quite possible, however, that many students who are not members of any student organization participate

in University athletics or other "non-recognized" campus activities-- but their participation to a large measure, is balanced by the inactivity of many members. As is evident from the membership figures, of the 1039 members, 616 (59.3 per cent) belong to only one society or club, 277 (27.7 per cent) of two student organizations and 146 (13 per cent) of more than two. On the average, a student belongs, approximately, to one (0.97) student organization. These statistics about student participation are by no means encouraging. There is room for further extension and of increasing the number of students engaging in campus activities.

The problems which arise for those who are planning and participating in social activities on campus include those of equalizing social opportunities by keeping down costs, combating snobbishness and cliques, breaking down racial and religious prejudices, helping all men and women to make wholesome adjustment to opposite sex, fostering friendly relationships between classes and other University groups, guiding students in distinguishing between tawdry or superficial values and constructive enriching social activities.

Following suggestions are being made to encourage student participation in campus activities.

In response to the questionnaire, students have expressed a strong need for better and detailed information concerning student organizations and the activities held by them. Studies¹ have shown

¹Richard A. Kalish and Otomer J. Bartos, op.cit., p. 293.

that students who are well informed about campus activities tend to be leaders or participants, show greater interest in these activities and have slightly higher academic aptitude and achievement. It is imperative, therefore, that to ensure greater participation, the officers of student organizations and the University administration provide full and detailed information about campus activities to students, particularly to those who join the University for the first time.

The orientation lectures given to Freshmen and other new students have a lot to commend because they help to introduce some aspects of campus life to them. But the fact remains, that in the beginning, these newcomers are too engrossed with the immediate problems of adjustment to the University environment and the system of education to be able to think of joining a society or a club. The campaign for enlisting new members begins in the beginning of the first semester and by the time (say after one or two months) the new students get used to the new surroundings and settle down in their work they are already late to join the major clubs for these clubs are 'full' with old and senior students and have their membership closed to further additions. The scope for the new entrants is thus restricted.

A ready solution to this problem is that membership of societies and clubs should remain open to all throughout the year and the officers should organize another campaign during the second semester to enlist late joiners. The writer, for the present, does not believe in restricting membership of clubs and, with that student participation, which is already quite low.

Catalogue of Campus Activities

To provide a detailed information about campus activities and organizations, the 'guide book' given to the new students during the New Students' Program fails to contribute much in this direction. This is so because the "guide book" contains hints on many subjects including societies and clubs, which are not quite sufficient in so far as knowledge about these organizations is concerned. It is suggested, therefore, that a booklet dealing with all aspects of societies and clubs, and campus activities be published and distributed among students at the time of registration for the first semester. This booklet should contain, among other things, rules and regulations concerning, membership, election procedures, voting and qualification required to contest for an office, tips on joining a club of one's choice, hints on the organization of trips and functions etc. Brief notes on the aims and objectives of societies and clubs, subscription fee charged by them, names of the new cabinet members, main activities scheduled for the new year, may also be included. As an official publication of the Office of Student Life or the proposed Presidents' Council* it is expected to be regarded authentic and a reliable guide by students on the out-of-class life on the campus. The students will also realize the importance given by the administration to these activities and regard them as an intrinsic part of their academic environment.

*To be discussed later in this chapter.

The cost of printing of the proposed booklet may be equally shared by the administration and the student organizations.

Exhibition of Activities

The orientation lectures may effectively be supplemented by an exhibition of the activities of the West Hall Clubs, the Social Organizations like the C.W.L. and some of the major departmental societies, during the registration week. The exhibition should try to spotlight main activities of these organizations with the help of posters, photographs, slide shows, models etc.

Role of Faculty Advisers

The positive influence of a timely suggestion from and recommendation to a student by a faculty adviser need hardly be emphasized. So far contribution of faculty advisers in this respect seems to be almost negligible.²

Furthermore, the officers of student organizations were in complete agreement about the effect of faculty participation in the social events organized by a student society or a club. "It tones up the whole atmosphere," one of them said, "and makes students feel that such occasions are worth attending." It also encourages students to break through the barriers which separate their world and the world of their teachers. It was heartening to note some faculty members enlisted as subscribed members of a club and a society.

²Only 11 (2.9 per cent) respondents reported having been advised by a faculty member in this respect.

The fact that official patronization of a society or a club enhances its reputation and raises the standard of its programs is evidenced from the activities of the A & S Drama Club. With an adviser, who is also a full-time instructor in theatre arts, and is skilled and experienced in dramatics, the club has successfully produced many classical and modern plays during the last few years.

Personal Contact with Members

Personal contacts with individuals by the cabinet and committee members can also make a good contribution to the strength of a student organization. In fact, some of the respondents to the questionnaire have stressed the need for such personal and direct contacts with prospective members during the campaign for membership enrollment. Participation in group activities can also be encouraged among the reluctant and comparatively less interested students by direct personal invitations rather than by the routine method. By friendly persuasion and personal influence of the class representatives and the officers of the cabinet, attendance in programs can be improved.

Representation of national groups in the cabinet and committees of student organizations can bring greater and better response from the members of that group. It will, therefore, be quite desirable to evolve a tradition in choosing only one or at the most two officers from one national group.

Maintaining Record of Student Activities

It will be to the advantage of the Office of Student Life to

keep a record of the activities of each student he or she engages in. Making of surveys by various techniques of data collection are time consuming and involve considerable expenditure which the Office, under the present circumstances, cannot afford. Even the tabulation of the information provided by students in the Extracurricular Record Form is a laborious task.

An easy and practical method of obtaining relevant information would be to send a form to all the organizations, once in a semester, asking for a complete report³ of the officers, committees, membership (including names and class of members), and budget, time and place of meetings. Submission of a copy of the constitution once in a year or two will insure some check on whether the organization is abiding by its constitution, on whether it has been or should be revised etc. From this detailed report the Office of Student Life can easily ascertain the percentage of active participation and the percentage of inactive participation in activities, as well as the percentage of the student body which is not entering into any activity even as inactive members.

Administration of Activities

It is satisfying to note a sufficient range and variety of activities that are held by the student organizations on the A.U.B. campus. The first four most frequently mentioned favorite activities

³On receipt of the report entries may be made on the Bio-data cards of individual students kept at the Office of Student Life.

of both members and non-members, in order, are: trips, parties and socials, debates and discussions, and lectures, while the four less favorite activities indicated by them, in order, are: dances, variety shows and plays, exhibitions, and others like paper rallies and general knowledge contests.

"Attractive activities" have been reported to be the most important factor in influencing students to become members of a society or a club. In their suggested measures also the students have indicated the need for well planned, well organized original and interesting activities. Many respondents proposed that the organizers should, in the beginning of the year, ascertain the views and interests of the members by means of a questionnaire,⁴ interviews and informal talks with them. This preliminary survey of the felt needs and interests of members can be made the starting point for planning of activities which will appeal to a sizable majority of students. Satisfaction of a large number of members will earn reputation to the organization and brighten the prospects for its future success.

Students, in general, have expressed their satisfaction with the way the activities are organized on the campus. There have, however, been some unfavorable remarks on the administration of some group activities. A number of students have complained of the lack of punctuality in starting on trips, and of the absence of coordination and cooperation among the organizers and participant students. A respondent commented

⁴Only the Music Club is reported to have used this method.

on the general atmosphere of these group excursions in the following words:

The whole atmosphere in these trips is impersonal and that of complete indifference towards each other. Everybody takes his girl and leaves the unfortunate few who do not have girl friends, to themselves.

It should be the duty of the chaperon or the faculty member in charge of the trip to see that buses start promptly at the announced hour, and that during the trip the group does not break into scattered segments. The organizers must make it a point to plan an interesting program for the excursion consisting of party games, songs and other items of entertainment. It must be remembered that going on a field trip does not mean simply a visit to a historical site or a beauty spot in the country. It is more than that. Sharing of common experiences and fostering group feelings and understanding among students and members of both the sexes are some of the important values that should not be lost sight of.

Debates and discussions organized and presented by students were a common feature of the intellectual life at A.U.B. As early as March 1960, the Political Science and Public Administration Society sponsored a "Model Security Council Debate"--first of its kind ever held at the University. The Outlook⁵ called it "a daring and courageous venture: preparing, planning and coordinating the research of thirty students is itself an intellectual process on a campus where malignant

⁵The Outlook, March 12, 1960.

apathy prevails in a most remarkable manner." Such creative and effortful activities are now gradually giving way to passive and purely recreational activities like dancing parties, paper rallies and elections of "Miss so and so." Of course, they do have a place of their own in the social life on the campus, but the unfortunate trend of their being overdone is regrettable. These activities are increasing in frequency and that too at the painful cost of creative pursuits and intellectual ventures. Even the Coffee Hours, the so-called 'chit chat' sessions seem to be losing their real purpose. Herbert Stroup⁶ says of this:

In social programs it is increasingly common that educators stress the great values of proper attire, proper speech, "tea cup etiquette," the "successful meeting" (meaning commonly that no profoundly challenging ideas or interests were expressed). All too often it is Dale Carnegie rather than Thoreau who rules the roost in the slicket of student activities programs.

One of the noticeable new trend in the social activities on the campus is that the departmental societies have also started holding dance parties. In fact, they are considered, in some quarters, as the main source of income for the organizations.

Values inherent in holding balls and dance parties in fostering understanding and developing healthy attitudes between the sexes cannot be denied. But the recent increase in their frequency warrants a few comments.

Dances are attended and enjoyed mainly by a small number of young men and women with fairly adequate family support. More often

⁶ Herbert Stroup, op.cit.

it is the same group of students who show up on such events. It would be in the fitness of things, therefore, to limit the number of such parties to one for each club and if possible for the University-wide organizations. Departmental societies should concentrate more on intellectual and other social activities so as to enable a greater number of students to participate in them.

It has been suggested by some students that activities of A.U.B. should not be limited to its students only. Debates and discussions, general knowledge contests, and competition in musical and dramatic productions with other educational institutions in Beirut should be encouraged.

Students mentioned pressure of assignments, quizzes and examinations as the main factor in reporting reasons which hinder them from participating in group activities. Though it is not easy to suggest a solution to this problem, yet a mutually agreed arrangement between the faculty and the administration in this respect, can go a long way in giving impetus to the social life at the University. The faculty may decide to schedule quizzes during the last week of the month, thus relieving students from the continuous pressure of work and providing them opportunities for group activities on the campus. In the case of a society, the department that it represents, may reserve a free evening on some week day exclusively for the activities of that organization.

Publicity of Activities

The success of a function, to a large extent, depends on the quality and quantity of publicity carried out for it. Members, usually,

receive invitations through their mail boxes, whereas, others are invited to the program (if it is a public event) through posters put on bulletin boards around the campus. Students had much to say against the quality and number of posters used for the purpose and the amount of information contained in them.

Suggestions for the improvement of publicity through posters are offered below:

1. The administration should limit the size of posters used for various public and university events, and specify the time on or about which posters should be put up. For example, in the case of lectures or panel discussions they may be fixed up two or three days prior to the scheduled date and for trips, plays and variety shows not earlier than one week. This will help avoid congestion on bulletin boards and provide information just in time--neither so early that students forget all about it nor so late that it is not possible for them to attend. The administration will do well to fix more bulletin boards on prominent spots around the campus and if possible, reserve some of them for specific programs and events.

2. The West Hall administration should assume full responsibility of the publicity of all events on the campus and handle all materials provided for the purpose. It should put up posters on important spots around the University and should remove them as soon as the program is over. The duration for the stay of poster may be noted on it before it is fixed up on a bulletin board. This will facilitate the work of the person in charge of publicity to remove the "expired"

posters immediately.

West Hall

During the course of their interviews with the writer, the office holders of student organizations expressed satisfaction at the help and cooperation they received from the West Hall administration. There were, however, some individual comments on the work of the lower technical staff, who, it was reported needed better orientation in the use and care of electrical equipment. It was also stated that they usually were not willing to help in jobs from which they did not expect any monetary reward. Moreover, it was mentioned that the equipment provided by the West Hall was in need of a complete over-hauling both in quality and quantity. The stage in the auditorium was said to be deficient in many essential fittings and what was available needed improvement.

In fact, the dependency of the West Hall on the central administration for financial and other policy matters is a great handicap to its efficient working. The West Hall as an earning agency should have a fair share in the income it brings to the University, to enable it to improve the facilities and equipment it now has.

Furthermore, the salaries of the lower staff should be increased and their services made available to a student organization, free of charge, if and when it plans to hold a function at West Hall. Overtime labor may, however, duly be paid for at a previously agreed rate.

Mention may here be made of the payment the West Hall demands of the student organizations, holding public shows in the auditorium. The sponsoring organization is required to pay a sum of seventy-five Lebanese pounds per night, for the use of the auditorium, irrespective of the fact whether it makes a profit or incurs a loss from the show.

It cannot be denied that the University, as a private agency, has to meet its financial commitments from its already deficient budget. But, a cause should not be sacrificed for financial gains. The West Hall, as the center of out-of-class campus activities, should not be run on profit basis, at least so far as the student activities are concerned. It must equally share losses with a student organization when the latter barely covers its expenses of the public show. This can be done by the West Hall by charging to the student organization, a lower rate on some previously agreed terms.

The West Hall should give preference to campus events over the programs sponsored by the non-A.U.B. organizations. It should send a memorandum in the beginning of the month to all faculties and presidents of the clubs 'requesting them to intimate if they need to make a reservation in the West Hall for their functions during that month.

The Post Office

A murmur of complaint was heard from the student officers against the working of the University Post Office. But an interview with the staff gave the other side of the picture. It was reported that, in many cases the circulars and invitations for the society or club members, are handed in to the Post Office at the eleventh hour. Instances are not lacking when notices issued by the organizations bear incomplete or even incorrect addresses of the members. These factors affect the timely distribution of the information through the mail boxes.

To facilitate the work of the post office staff and insure quick delivery of the papers, the secretaries of student organizations should note down the box numbers of students when they enrol for membership, or check for the same at the post office. The latter is always willing to help in this respect.

Distribution to all students of hand-bills and other publicity materials through the mail boxes should be forbidden for two reasons: Firstly, because they make the place untidy with waste papers scattered all over and secondly, because it often results in the loss of call-slips and other notices issued by the post office, the Jafet Library and the administration.

Size and Number of Student Organizations

A fair majority (56.7 per cent) of students consider the existing number of societies and clubs to be adequate to meet their diverse needs. They are, however, free to initiate new activities with the consent and approval of the administration. The procedure about the initiation of a new student organization has been described in Chapter II. However, this 'liberal' and passive attitude of the administration is not enough. It must keep a close watch on the activities of the existing student organizations. A club or a society whose subscribed membership falls below a certain limit, say fifteen or twenty, and which fails to hold at least two functions in a month, should, according to a regulation, be dropped automatically from the list of recognised organizations. It is better to have a few active clubs than many inactive organizations used mainly for "window dressing."

Moreover, the administration should not always depend on the initiative of students for the introduction of a new activity. It is, no doubt, a good policy to let students express their interests, for it is they who run the whole show. But the administration may also start a new activity for which interest can be developed. Unless students know what it is, they cannot be interested in it. If it seems to be a highly desirable activity, it should be introduced even if there is little student demand for it. The positive effect of the University administration's interest in the organization and administration of a club (A & S Drama Club) was cited as an example earlier in this chapter. This can be true of all student organizations if the University administration is keen to raise the standard of social life on the campus.

Organizations of Societies and Clubs

A very happy feature of the cabinets of the student organizations at A.U.B. is the proportionately equal representation in them of the sexes, religious and national groups. One is struck by the marked similarity of the distribution of offices for the years 1960-61 and 1961-62 (Table IX page 41).

But the students had much to say against the procedures of election of these officers. It is an accepted fact that the administration and function of student organizations have a great potential in training participants in the parliamentary procedures of contesting for an office, casting of votes and electing right persons for right jobs. They also develop, among students, a sense of responsibility, and

devotion to a cause, and make them aware of their rights, privileges and duties as good citizens of the student community. It is, therefore, unwise to waste these potentialities by ignoring them and treating them merely as annual 'rituals' of societies and clubs. They should be considered as one of the most important elements in the 'wholesome' knowledge imparted to students. Elections must be conducted under proper supervision and guidance from the advisers of the organizations concerned and the Office of Student Life.

Procedure of Elections

The present system and procedure of electing officers has been severely criticized by students as being undemocratic, unfair, partial and politically biased. Some students have complained that the elections are either held late in the second semester when most of them are busy preparing for the final and writing term papers or too early in the first semester of the new academic year when old members have left A.U.B. and the newcomers have to elect their leaders without knowing anything about the abilities of the candidates. It has also been reported by them that in most cases they are not aware of the conditions for and procedure of elections as such. Hence, many members who are interested in some posts fail to contest for them.

Time of Elections

Elections should be held at least one month before the finals of the second semester of each year. This seems to be the most appropriate time for them because all those who may be interested in

contesting for posts will be able to get an opportunity to do so, and a fair majority of members will be able to utilize their right to vote for their favorite candidates.

Elections of new officers at this time of the year will have an additional advantage. The new cabinet members will be able to acquaint themselves with the day to day business of the organization by helping the outgoing officers. This first hand knowledge of the working of the organization by actually getting involved in its affairs, will prepare them well to face confidently the task that will be lying ahead in the coming year. They may also be able to share with their old colleagues, their experiences and plan some of the main activities for the next year, beforehand. This procedure will introduce the element of continuity in the working of student organizations which they have, hitherto, lacked. The new cabinet can formally take over charge from the outgoing cabinet of all responsibilities, including accounts, assets and liabilities, at the end of the second semester, thus avoiding confusion and incurrence of losses to the organization.

Procedure of Elections

An "Election-Week" should be preceded by an announcement from the Office of Student Life published in the Outlook, about a final date for the submission, to that Office, of the nomination papers. While these papers are being examined by the Office (for the qualification or disqualification of the candidates) the societies and clubs should circulate a list of their bonafide members who are eligible

to vote, and a summary of the regulations and procedure of elections. The date, time and place for holding the election may be decided after consultation with the Office of Student Life. It will be still better if the Office issues a regular schedule for elections to be held during the Election-Week.

The Office of Student Life should, after the scrutinization of nomination papers, publish in the Outlook, names of all the students whose candidatures have been approved. The Outlook will do well to bring out an election number, with articles and announcements about the various elections and, if possible, some factual information about the candidates. Incidentally, this could also be a good source of income for the Outlook. The candidates may wish to get their photos published along with publicity notes on their future plans for the organizations whose posts they are aspiring for. Of course, a code of election ethics with regard to publicity and election campaign will have to be evolved. Canvassing for candidates on political, religious or racial basis should be strictly forbidden.

Holding of elections should be a serious affair. The faculty adviser of the organization must always be present to supervise and conduct the procedures of voting and counting. Presence of an observer from the Office of Student Life will add to the importance of the occasion, as it will clearly demonstrate the keenness and concern of the administration for the activities of the student organizations. Printed ballot papers, duly stamped by the Office of Student Life, should be

provided by that Office and distributed among the members in the presence of the officers, and the adviser. Voting should be by secret ballot. The name of a voter should be checked in the list of the bona-fide members before he is allowed to vote. This will eliminate casting of bogus votes and insure fairness in elections. Voting by proxy should, by all means, be stopped altogether.

One of the usual customs, before the actual casting of votes is the making of brief election speeches by the candidates. This custom, the writer believes, has a lot to commend it. The brief appearance of the candidates in front of the voters will help the latter to have a general impression about their personalities and facilitate their choices.

After the votes have been cast, counting may be done in the presence of the contestants and results declared there and then. As already suggested, elections to all offices of societies and clubs should take place during the proposed Election-Week, planned, organized and schedule by the Office of Student Life after consultation with the departments and advisers concerned. Final results of elections should be published in the Outlook, a week after their announcement, giving time to students for objections and appeals against elections if they wish to make.

Election of students to represent their classes and to the committees may be withheld until the formal installation of the new cabinet.

An up-to-date list of all elected officers, committee members, and class representatives must be maintained at the Office of Student Life for ready reference.

As far as possible, a regulation of the University should prevent one person from holding more than one office at a time, though he may work on many committees. This will provide a greater number of leadership opportunities and also require intelligent "followship" both of which qualities are essential for an adult life.

An interesting phenomenon was observed by the writer during the term of his office as the treasurer of a departmental society. It was noticed that representation of a national group in the cabinet of a student organization tended to attract more individuals from that group to subscribe to the organization. It will be desirable, therefore, to evolve a tradition in which only one person from a national group is elected to an office of a student organization. This may not be strictly possible in the case of clubs where skills are involved. But in the departmental societies wider representation of national groups will give great impetus to student participation in campus activities.

Installation of Officers

Election to an office of a student organization should be a privilege as well as a well earned honor, and must be given due recognition in a formal installation ceremony held by the departments concerned in the case of societies, and by West Hall for the clubs, in the beginning of the first semester of each academic year. The function

should be attended by student members, guests and the faculty. Annual receptions held by student organizations may be utilized for the purpose.

The adviser of the organization should administer "The Pledge" to office of the new cabinet members. It should be an oath taken by the officers to honor the constitution of the organization, to abide by the rules and regulations of the University, and a promise to keep its traditions. This public declaration by the cabinet members will help to make them feel responsible and honor-bound to carry out the promised plans during the term of their office.

Award of Certificates to Officers and Active Members

In accordance with the accepted customs the athletes and players of the University are awarded colors, trophies and shields for their distinction in games and athletics. Those who distinguish themselves in scholastic work have their names published in the Dean's Honor List. Even the West Hall administration, as reported earlier, holds an annual function to award medals, trophies and certificates to the officers of the most active clubs and champions of the indoor games. However, officers of departmental societies are deprived of any such recognition, honor or award. As already stated, election to an office of a student organization at A.U.B. should be a privilege and an extra-ordinary distinction for those elected. It must be given a coveted place so as to make it attractive and a source of motivation for all students. All officers during the course of interviews have supported strongly the desirability of such recognition by the administra-

tion and faculty. Every care must, however, be taken to prevent it from becoming the only object for student leaders. Award of merit certificates to all officers and active members should be tactfully and carefully handled by the faculty adviser. The principle of fairness and justice and the discretion of the adviser should determine the award in each case. It is only then that these certificates will win a coveted place and become the most desired object of students. These documents of honor and recognition from A.U.B. should become the proud possession of their owners. They should become an additional qualification of the University graduates.

Traditions are not built in days, weeks, or even months. It takes years of hard and sincere efforts and honest leadership to lay foundations for them. A beginning has to be made to this end.

Orientation of Officers

Once elected and installed in office, the members of the cabinet of all student organizations should be given orientation lectures by the faculty and the staff of the Office of Student Life on democratic principles of conducting group activities. They must be acquainted with the rules and regulations of the University concerning campus activities, holding of public meetings and issuing of public statements. Training students in the techniques of democratic leadership has great educational value which should by no means be ignored.

In addition to the general orientation lectures, officers like the secretary and treasurer, should be instructed in the techniques of their "professional" field. The secretaries should be given

hints on the procedure of official routine like conducting correspondence, keeping minutes of meetings, preparing reports etc. The treasurers must be taught some elements of bookkeeping, and preparation of statement of accounts. Like other aspects of student activity program, the budgeting of funds offers excellent educational opportunities.

The Faculty Adviser

The central factor in determining the validity and vitality of a student organization is the faculty adviser, who provides continuity in the growth and development of that organization. The best advisers do not act simply as formal sponsors but as full partners in organizing societies and clubs and developing their programs. Their role is not an easy one. It requires certain personality qualities, infinite tact, and a lot of patience. The choice of a faculty adviser for a society or a club, should, therefore, be carefully made. Teachers who show interest in student activities and are enthusiastic about them, should be requested to accept responsibility otherwise

... there is no quicker nor surer way to kill a fine activity than to put it in charge of a teacher who is so sarcastic, so superior or so incompetent that student interest withers.⁷

The faculty adviser should not only guide and advise on policy matters concerning activities but should also see that these programs have some educational and recreational values and in their broader

⁷William Wilkins, op.cit., p. 429.

effect they fulfil the objectives of the University. The appointment of the faculty adviser should be made for not less than two years. This will ensure continuity and give strength to the organization.

A University regulation requires the faculty adviser to keep a list of the names of the subscribed members of the organization. He should send, at regular intervals, the names of these students to the Office of Student Life for record keeping in that office. This regulation must be strictly adhered to, because the information gathered from these lists can present a picture of the distribution of membership among students.

Finances of Student Organization

The University administration is quite liberal in respect to financial matters of student organizations. While it encourages every society and club to maintain accounts at the University Comptroller's office, there is no strict or formal regulation for it. The Office of Student Life requires all organizations to submit a statement of their accounts at the end of each semester. The response from the cabinet officers is usually not very encouraging. The Office has to send reminders for the purpose, to them.

Regulation of student funds must be considered as needing urgent and immediate attention. Submission of accounts to the Office should be made a regular feature and should be asked for after every quarter or at the end of a semester. To elicit prompt response from the officers, the Office of Student Life should send proper forms with the details required of the societies and clubs. Half-hearted letters

and weak reminders are treated very lightly by the student officers.

Filing of Records and Reports

Student organizations should have a permanent filing place for their records and reports. It is important that a group have some means of transmitting its heritage to the group that follows, particularly since the turnover in student activities is so great. There is no need for the same mistakes to be made year after year, and this can be prevented by having complete reports and recommendations filed under the supervision of the faculty adviser. A brief resume of the activities of the year, semester or quarter can be made with suggestions incorporated for the students who follow

A.U.B. Administration and Campus Activities

As has already been stated in an earlier chapter the structural and functional aspects of student organizations at A.U.B. follow the usual pattern as found in any institution of higher learning in the United States or elsewhere. They are managed, supervised and regulated, from the administrative point of view, on reasonably sound lines. The existence of the Student Life Committee and the Office of Student Life to deal with matters concerning out-of-class life on campus and the West Hall administration with all its facilities in space and equipment are an expression of the earnestness and keenness of the University administration about the wholesome growth and development of students.

In their attitude towards the organization and function of societies and clubs on the campus, the administration follows a liberal

policy. That is, so far as the University regulations are abided by and usual formalities with regard to campus activities observed, the administration does not interfere with their normal operation. The University believes in the fulfilment of the immediate and future needs of the student community and expects students to take initiative in planning new activities and introducing variety to those already existing. This apparent laissez-faire policy is the strongest and weakest feature of the A.U.B. administration. Policy of non-interference so long as nothing untoward happens and making decisions about simple matters concerning time and place of the functions, or publishing a handbook and sponsoring the New Students' Program is not what one would expect of a Committee of the University Senate. In fact, one is struck by the generality and vagueness of its purpose as stated in its by-laws.⁸ One often gets the impression that there is lot of supervision and regulation of activities but little or none of guidance concerning participation in them.

To illustrate this "apathy" on the part of the administration, mention may be made of the fact that so far it has not cared, directly or indirectly, to ascertain the needs (social, intellectual, emotional etc.) of young men and women who come to the University. What exists in the form of societies and clubs is not the result of planning but a kind of routine affair, a sort of haphazard growth out of the interests

⁸"To guide and enrich extra-curricular life and agencies dealing, therewith, and recommend to central administration measures for the fulfilment of such purposes."

By-laws of the Committee on Student Life

of students. Dr. Leonard, the former President of the University, confirmed this in one of his press conferences by saying that the objective of a university should be to provide abundant social and intellectual life for its students. One of the reasons for the lack of social life on campus, he said, was that there was not enough planning.⁹

Another evidence of the lukeworm attitude of the administration towards student activities is that they are still treated as "extra" and not an integral part of the total educational environment. Hundreds and thousands of students go through the process of being "educated," obtain their degrees and diplomas and enter the practical world without anybody caring to find out if they really were able to build up wholesome personalities during their stay at the University by engaging in curricular and extra-curricular activities or whether the high objectives to which the Alma Mater pays its due homage, are being fulfilled.

An educational institution is not known by its beautiful and majestic buildings and well equipped air-conditioned offices and classrooms, but by the quality of its output--the young men and women who graduate from it and are associated with its name.

Another proof of the fact that campus activities have not been given the place they rightly deserve is that with the exception of the list of the names of the four principal officers and the faculty adviser (if there is one) the Office of the Student Life does not maintain any record of the activities which students may engage in.

⁹The Outlook, May 17, 1958, p. 10.

Even "class representatives" and members of committees in various societies and clubs are excluded. The list of officers is kept in the office chiefly to facilitate contact with them if and when needed. Otherwise, after graduation, student leaders (particularly of departmental societies) are not provided with any documentary proof for their earned positions and the services rendered by them. Although a student officer may refer to the Office of Student Life for a certificate to the effect that he was a principal office-holder, class representatives, and committee and ordinary members, stand no chance of receiving such a document because the Office does not maintain any record of their activities. It is interesting to note that the Extracurricular Record Form was introduced only in 1960-61. The Office of Student Life could not cope with the stupendous task of tabulating the information contained in these forms. On a limited scale, however, the Dean of Women does make use of them in keeping a record of the activities of girl students.

If the values of participation in campus activities are really important for the development of well rounded personalities--a professed aim of the University--the challenge facing both the Committee on Student Life and the Office of Student Life is that of promoting participation in accordance with individual needs, interests and talents. The Office of Student Life, in collaboration with the Departments of Sociology and Psychology should carry out surveys to study the existing conditions of the student organizations, and changing trends and patterns of the interests of the student community. It should also:

- (1) provide adequate information with respect to the student activities program,
- (2) advise students concerning their choices of activities,
- (3) help individual students whose participation appears to be either too restricted or too extensive to analyze their own problems and make decisions accordingly, and
- (4) encourage a spread in participation so that all students have a chance to engage in activities.

The Office of Student Life must solicit the help and cooperation of the faculty advisers for this purpose. In fact, the students, administration and faculty should make up a community of three inter-related elements, bound closely together by mutual interests and objectives. The administration and faculty should be as much interested in the values of student activities and affairs as the students are interested in them, for these activities have a greater value than merely taking care of the natural exuberance of youth. They can be truly educational and can serve a purpose that subject-matter and classroom-taught subjects do not.¹⁰

Presidents' Council

This leads us to the most vexing and perplexing but one of the very live issues of campus life, that is, the question of student representation in the day to day administration of the life on the A.U.B.

¹⁰ Esther Llyod-Jones and Margaret R. Smith, A Student Personnel Program for Higher Education, (New York: McGraw-Hill Book Company, Inc. 1938) p. 167.

campus.

A campus community is made up of administration, faculty and students. None of these can function properly in University life without the others. Satisfactory government of campus life cannot be carried on by administration or faculty alone. Certainly, the term "student government" is misleading. Administration and faculty cannot legally delegate to students the right to govern themselves independently. But there must be student participation in government to insure the richest community living among the students, faculty and administration. The ideal campus government should be a shared campus living, with all contributing to everybody's interest. Students will learn the art of government only through actual responsibility and practice in it. Democratic ideals demand participation by the students, and both students and faculty will learn much through mutual counsel and cooperation.¹¹

It is proposed, however, that a federation of student organizations be organized on the campus and be called the Presidents' Council or with such other appropriate name. As the name suggests, it should be composed of presidents of all student organizations with the University president as its ex-officio chairman. Its functions should include the scheduling of University-wide events (like the A.U.B. Week, the N.S.P. program etc.) the giving of demonstration lectures on parliamentary procedures for the benefit of newly elected officers, the classification

¹¹Llyod-Jones and Smith, op.cit., p. 177.

of activities, the granting of charters to organizations and the study of participation of different campus groups.

Institution of the proposed Presidents' Council will in no way minimise or curtail the responsibilities of the Student Life Committee, or for that matter, the Office of Student Life. In fact, the three agencies will mutually share these functions and supplement the contribution made by each of them. The Student Life Committee will still remain the final authority with regard to broader policy matters. Probably it will facilitate the operation of each if the areas of their responsibility are marked and clearly defined beforehand, by mutual agreement.

Concluding Remarks

In this chapter an attempt was made to offer suggestions for improvement in the organization and administration of societies and clubs and the activities sponsored by them. A few suggestions were also put forward to encourage student participation in campus activities. The role of the University agencies in relation to these activities was emphasised and redefined, and a proposal was made for student representation in the administration of the University. The writer sincerely believes that the recommendations offered in this study, if accepted, will go a long way in enriching the out-of-class life at A.U.B.

A.U.B. has a great potential in these activities and has still more to contribute towards the fulfilment of its high ideals and

objectives. It has to provide more opportunities for the development of wholesome students personalities and thus measure up to its motto "That they may have life and have it more abundantly."

OFFICE OF STUDENT LIFE
AMERICAN UNIVERSITY OF BEIRUT

Student's Extra-curricular Record.

Family Name (Block Letters)		Personal Name	
School	Class	Major	Post Box No.
Nationality		Sex	Religion

Year of Joining A. U. B.
 (Give the year when you first came to AUB).

Age Group.

Below 18 years

18 to 21 years

21 to 25 years

25 to 30 years

30 years & above.

Are you a scholarship holder ?
 If yes, who is the sponsor ?
 (Please state whether UNRWA, Govt. , I. C. A. (AID) etc.,)

Do you have a part-time job ?

1st. _____ 2nd. _____
 (Credit Hours each Semester this year)

Residence. (Please check one)

..... on campus

..... with parents or relatives

..... private apartment.

Yes..... No.....

..... L. L. Amount of \$/ship.

Yes..... No.....

Check below the societies and clubs of which you are a subscribed member.

- Clubs.
- Badminton Club
 - Bowling Club
 - Bridge Club
 - Chess Club
 - Debating Club
 - Drama Club
 - Folk Dance Club
 - Music Club
 - Philatelic (stamp) Club
 - Photography Club
 - Ping-Pong Club
 - Scrabble Club
 - Ushering Committee
- Publications.
- Outlook
 - Year Book
 - Department Bulletin
- Other
-
-

- Societies.
- Agriculture Society
 - Arabic Society
 - Biology Society
 - Chemical Society
 - Commerce Society
 - Economics Society
 - Education Society
 - Engineering Society
 - Geography Society
 - History Society
 - Medical Society
 - Pharmacy Society
 - PSPA Society
 - Philosophy Society
 - Physics & Math Society
 - Psychology Society
 - Public Health Society
 - Sociology Society
 - Student Nurses' Society
 - W. S. O.
 - C. W. L.

Athletics

- Basket Ball
- Body Building
- Foot Ball
- Soft Ball

- Track and Field Events
 - Tennis
 - Volley Ball
-

Have you ever held an office of a Society or a Club ? If so please fill out the space below which applies in your case.

<u>Office</u>	<u>Year</u>	<u>Society/Club</u>
President
V. President
Secretary
Treasurer
Social Committee Chairman
Project Director
Publicity Manager
Committee Member
.....
.....

RESIDENCE HALLS

Office or committee

.....
.....
.....

APPENDIX B

AMERICAN UNIVERSITY OF BEIRUT

Post Box 459
March 3, 1962

Dear

I am making a study of the problems relating to the organization, function and administration of societies and clubs on the AUB campus. Your views and comments on the subject will facilitate understanding the nature of these problems. May I, therefore, solicit your help and request that you kindly fill out the enclosed questionnaire and return it to me at your earliest convenience.

Be assured that your name will not be connected with the answers which you give.

I hope that you will not mind sparing a few minutes in filling out the enclosed questionnaire and helping in the proposed study which, I trust, will be valuable both for students and administration.

Thank you.

Yours sincerely,

M. H. Hamdani

Mulazim H. Hamdani
Graduate Student

ENDORSEMENTS

This study promises to be of assistance to the administration in organizing student activities and in throwing light on their contribution to the educational program of the University. Therefore, I endorse the study.

Habib Kurani
Habib A. Kurani
Chairman,
Department of Education

Mary Robinson
Mary Robinson
Dean of Women

William Gepford
William Gepford
Director of Student Activities

QUESTIONNAIREHow to fill out?

Please follow the instructions given with each question. There are three types of items in the questionnaire:

- a) Multiple-choice items,
- b) Yes-No items, and
- c) Items in which you are asked to express your opinion in writing.

How to return the Questionnaire?

After you have filled out the questionnaire, please put it in the 'AUB Mail Box' (just below the Post Office counter). You may either use the same envelope or drop the questionnaire in the University Mail Box without it. Both have my name stamped on them.

Some Definitions:

While filling out the questionnaire, please keep the following definitions in mind:

- a) Societies refer to departmental societies like the Physics, Geography, Psychology, etc.,
- b) Clubs refer to recreational and common-interest groups. For example, Drama Club, Music Club, Chess Club, Photography Club, etc.,
- c) A subscribed member is the one who has paid membership fee of a society or a club at least for one semester.
- d) An activity (or activities) refers to a non-athletic program, function or a trip organised by a society or a club at AUB.

Data Form

Kindly fill out the following data form:

1. Sex

_____ Male

_____ Female

2. Age group
_____ 21 years or below
_____ 22 to 24 years
_____ 25 and above
3. Nationality: _____
4. Religion:
_____ Christianity
_____ Islam
_____ Other
5. Years of stay at AUB:
_____ One year or less
_____ 1 to 2 years
_____ 2 to 3 years
_____ 3 years and above
6. Major: _____
7. Credit Hours: First Semester: _____ Second Semester: _____
8. Class: _____
9. Beirut Residence:
_____ on campus
_____ off campus in University Hostel
_____ with parents or relatives
_____ with friends in a private apartment
10. Where have you lived most of your life?
_____ Village _____ Small town _____ City

11. Scholarship status:

- _____ ICA (AID) (Point 4)
_____ UNRWA
_____ Government of _____
_____ Other (please specify) _____
_____ None

12. Parent Education:

Father's Education

- | | |
|-----------------------------|------------------------------|
| _____ University graduate | _____ Elementary school only |
| _____ Secondary school only | _____ No formal education |

Mother's Education

- | | |
|-----------------------------|------------------------------|
| _____ University graduate | _____ Elementary school only |
| _____ Secondary school only | _____ No formal education |

13. Racial and ethnic Group

- _____ Arab
_____ Armenian
_____ Other

1. Of how many societies and clubs at AUB are you a subscribed member?

Number of societies _____ Number of clubs _____

2. What considerations influence you most to become a member of a society or a club? (Check only two in the order of importance, putting No. 1 against that which is the most important and No. 2 against the next in importance)

_____ Attractive activities
 _____ Low cost of functions (low charges)
 _____ Suggestion or recommendation of friends
 _____ Presence of friends in the society/club
 _____ Recommendation of a faculty member
 _____ Presence of members of opposite sex
 _____ Presence of the members of your own nationality
 _____ Other (please specify) _____

3. Of all the organised non-athletic activities on campus, which two or more appeal to you the most? (mention at least two) (Dance and acquaintance parties, discussion and debates, lectures, coffee hours, variety shows, trips, rallies, exhibitions, etc.)

1. _____ 3. _____
 2. _____ 4. _____

4. What do you like most about student activities on campus?

5. What do you like least about the student activities on campus?

6. Prior to this year, approximately what percentage of your free time did you devote to student activities?

_____ % (per week)

7. How has your participation in student activities changed during your stay at AUB?

_____ Participation has increased
 _____ Participation has remained the same
 _____ Participation has decreased
 _____ Participation has stopped altogether

8. In general, what factors hinder or prevent you from participating, to a greater extent, in the non-athletic activities you are interested in? (please check as many as you wish)

_____ Academic pressure (assignments, quizzes, exams, etc.)
 _____ Time spent in travelling between home and AUB
 _____ Expenses or charges made for dues and activities
 _____ Outside work (part-time job, domestic work, etc.)
 _____ Clash of time with other activities on campus
 _____ Participation in activities of non-AUB organizations
 _____ Parent opposition
 _____ Other (please specify) _____

9. How does participation in student activities affect your academic work (studies) at AUB?

_____ Participation enhances (helps) academic work
 _____ Participation neither helps nor hinders in academic work
 _____ Participation hinders in academic work

10. Do you participate in activities organized by a society or a club of which you are not a subscribed member?

_____ Very often (more than half of activities)

_____ Sometimes (less than half of activities)

_____ Never

11. How satisfied have you been with the way the functions, programs and trips are organized by a society or a club?

_____ Fully satisfied

_____ More satisfied than dissatisfied

_____ More dissatisfied than satisfied

_____ Completely dissatisfied

12. If you are not fully satisfied, would you please point out some of the shortcomings that you have noticed?

13. Is the number of student organizations, (clubs and societies) on campus, adequate to meet the needs of the students?

_____ There are too many organizations

_____ There are neither too many nor too few organizations

_____ There are not enough organizations

14. Is there any other non-athletic activity that you would like to see added to the present set of student organizations? If so, please mention them briefly in the space below.

15. Which is your favorite society and club?

Favorite society _____ Favorite club _____ None _____

16. How does AUB influence student participation in campus activities?

_____ AUB encourages participation

_____ AUB neither encourages nor discourages participation

_____ AUB discourages participation

17. What have you academically and socially gained from participation in student activities at AUB? (please be specific)

18. Suppose you are the president of your favorite society or club. What would you do to attract more members to it? How would you do it?

19. During the period of your presidency, suppose you notice a very poor attendance by your members in the programs organized by you. What do you think could be the reason(s) for this cold response from your members?

20. Do you feel you are well informed about student activities on campus?

_____ I would like to know more about them

_____ I know enough about them

21. Are you satisfied with way the activities are advertised? If not what do you think is lacking in them?

22. Generally, how do you receive invitations to society or club programs? (check one only)

_____ mostly through the mail box

_____ mostly through notices on Bulletin Boards

_____ mostly through posters

_____ mostly through friends

_____ other (please specify) _____

23. Do you generally receive the information early enough to enable you to fit it into your engagement schedule?

_____ Yes

_____ No

24. Are you satisfied with the present system of election? If not, why not?

_____ Yes

_____ No

25. Does the present system of election, in any way, hinder or prevent you from being elected to an office of a society or club?

_____ Yes

_____ No

_____ I don't know because I'm not interested.

26. If yes, please briefly list some of the reasons in the space below.

27. Please feel free to make any other observation or comment about the societies or clubs on campus in the space below.

APPENDIX C

A NOTE ON THE QUESTIONNAIRE

The questionnaire used in the study included items which asked for both facts and expressed opinion. In general, the questions proved easy enough to answer. There were, however, some difficult questions which failed to bring accurate and relevant responses. A few observations about these questions are, therefore, being made for future guidance.

1. Item number 5 on factual data (page ii) was not clear to most Freshmen. Instead of checking for the time they had been at AUB they indicated the period of time they proposed to stay here. The question could be modified thus:

For how long have you been at AUB? (check one)

_____ less than one year

_____ more than one year but less than two

_____ more than two years but less than three

_____ more than three years

2. Question numbers 4 and 5 particularly proved difficult for the respondents. These should have been formulated in a more simple and direct way.

3. To answer question number 6 an approximate calculation of the percentage of free time the subjects devoted to student activities, proved very hard. More accurate answers could have been ascertained if they had been asked to indicate approximate hours per week they spent on campus activities.

AMERICAN UNIVERSITY OF BEIRUT

Post Box 459
March 20, 1962

Dear

Last week I sent you a questionnaire in connection with the study of problems relating to the societies and clubs on the AUB campus. Perhaps due to your preoccupation with your studies it has not been possible for you to fill out and return the questionnaire to me. May I humbly request you to do me the favor of returning it now, for much of my work depends on the views you express and the comments you make. It is a favor, which I as a fellow student request of you.

I may also assure you that there is nothing suspicious about the serial number given on the right hand top of the form. It is there simply to help me check the return of the questionnaire and, if necessary, to send reminders to those who have not been able to do so. You may cross it out if you wish to. I am interested only in the views you express as a member of a student organization or a non-member.

I hope, I will not be disappointed. Thank you for your help.

Yours sincerely,
M. Hamdani
Mulazim H. Hamdani
Graduate Student
Department of Education

Endorsement

The Department of Education would also appreciate your considered opinions and answers to Mr. Hamdani's questionnaire. Please take a few minutes to fill it out now.

Louis P. Cajoleas
Louis P. Cajoleas
Associate Professor
Adviser to Graduate Students
Department of Education

APPENDIX E

AMERICAN UNIVERSITY OF BEIRUT

Post Box 459

A.U.B.,

February 26, 1962

Dear

I am a graduate student working for my M.A. in Education at this University. At present I have undertaken a study of the problems relating to the organization, function and administration of student societies and clubs on the campus. Your position as _____ of the _____ is very significant for the study, as you have a first hand knowledge of how things work. Your comments and views based on your personal experience would be of great value to me. I, therefore, request you kindly to spare time for a brief interview, on the subject, with me.

For your convenience, I am sending a self-addressed envelope and an engagement form which may be filled out and returned to me through the AUB Post Office, at least one day before you wish to be interviewed.

An early reply to this request will be highly appreciated.

Yours sincerely,

Mulazim Hamdani

P.S. I may assure you that your name or the name of your organization will not be connected, in any way, with the views you express. Please be kind enough also to fill out the enclosed Information Sheet and return it along the engagement form.

APPENDIX F

APPOINTMENT FORM

From _____

Mr. Hamdani,

The following time and day suit me for the interview:

Date: _____

Day : Mon/ Tues/ Wed/ Thurs/ Fri/ Sat/ (please check one)

Time: _____

Place: West Hall Common Room

or
(please write any other
place which you think
is convenient to you)

APPENDIX G

INFORMATION SHEET

1. Name of the organization _____ Society/Club
2. Total number of students who subscribed to your organization this year _____
3. Membership fee charged per semester LL _____
4. Total income from **subscriptions** this year LL _____
5. Income from other sources, if any LL _____
6. Total expenditure on all functions held during the first semester this year LL _____
7. Please give a brief statement of all the activities, trips and functions sponsored by your organization during the first semester this year.

8. Kindly give a brief statement of the activities you have planned for the second semester this year.

9. Do you have officers in your cabinet other than the four principal officers? (President, V.President, Secretary, Treasurer)
_____ Yes _____ No
10. If yes, are they elected or nominated?
_____ elected _____ nominated
11. Kindly give their titles (designations) and a brief description of the duties and function of these officers.

12. Does your organization maintain its accounts with the Comptroller?
_____ Yes _____ No

APPENDIX H

Post Box 459
March 30, 1962

Dear

Two weeks ago I sent you a letter requesting you kindly to spare time for a brief interview with me. Perhaps due to your preoccupation with your studies it has not been possible for you to fix a time for the said interview. May I request you to do me the favor of making an appointment with me during the next week, please. I am already behind the schedule, therefore, I would like to interview you as early as possible. Much of my work depends on your views and comments about the student organizations and this^{is} a favor which I, as your fellow student, request of you.

You need not bother about the information sheet. Please let me have only the total number of students who paid up the membership fee this year, and the fee charged to each member.

Hoping to hear from you soon,

I am,

Yours sincerely,

M. H. Hamdani
Muzlim H. Hamdani

APPENDIX I

Post Box 459
A.U.B.,
April 5, 1962

Dear

As you probably know that I am making a study of the problems relating to societies and clubs on the AUB campus. For a comparative study of these student organizations I need to have some relevant information about them. Being the Treasurer of the _____ you are in a better position than other members in your cabinet, to provide me with the necessary data. Will you please be kind enough to let me have the total number of students who are subscribed members of your organization for the academic year 1961-62. This is a favor which I as your fellow student request of you.

Thank you for your cooperation.

Yours sincerely,

Mulazim H. Hamdani

P.S. A self-addressed envelope is being sent for the purpose.
Kindly return the form through the AUB Mail Box.

_____ cut here _____

_____ Society/Club

Total number of subscribed
members for the year 1961-62 _____

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