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THE EFFECT OF THE LEBANESE CRISIS
ON THE TEACHERS OF THE LEBANESE
UNIVERSITY

by

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INTRODUCTION: OVERVIEW OF THE STUDY

The Lebanese University is a public teaching institution. It dispenses higher education at the official level, at a number of its branches, and in its varied degrees. It grants certificates of education and university degrees, which are officially recognized by the Lebanese government. It comprises a number of faculties, institutes, and academic units, all located in Beirut and in the other Lebanese governorates. Through its activities and educational curricula, it seeks to impart the highest human values to the citizens.

The University is a corporate body. It enjoys scientific, administrative and financial autonomy, as from 1967. The Minister of Education has the right to supervise its work; all this is in accordance with the provisions of Law 75/67, dated 26.12.1967, relating to the Lebanese University's working organization.

Courses at the Lebanese University are given in Arabic. In some special cases, certain courses are given in other languages, when necessary. The subjects to be taught in foreign languages are specified by decision of the University's Council.

The Lebanese University accepts students of Lebanese and other nationalities in its various faculties and institutes, free of charge. They must, however, hold a "Baccalaureate", second part, or its equivalent. Other conditions are stipulated by the internal regulations of each of the University's faculties and institutes.

Members of the tutorial staff and other officials of the University are considered as technical and administrative staff of the Lebanese State. As such, they are subject to the same laws and regulations which govern all the State's civil servants, including the provisions relating to appointment, classification, promotion, dismissal and retirement. Exemptions are listed in the special provisions of Law No. 67/75, dated 26.12.1967, and in the internal regulations concerning the Lebanese University (1: 17-19).

The university was originally restricted to eight faculties and institutes, all located in the capital, Beirut, and in its western suburbs. This was the case, even since its inception, in 1951, until 1977. However, as a result of the war in Lebanon, new steps were adopted to reorganize the university. These radical measures affected the new structures of the university, its extension to other districts of the country, and the names of some of its units. They also affected a part of its academical aspects. Thus, the University suddenly acquired new units, having branches in Beirut and other districts of Lebanon. Such university units described the faculties, the institutes, or the research centres. (2: 33-34).

It should be noted that Law No. 75/67 already mentioned, empowers the University to create new faculties or institutes, or to abolish existing ones, to amalgamate some units with others, or to establish branches when necessary. It lays down its internal rules and regulations which are subject to amendment by official decree, adopted in the Council of Ministers, at the suggestion of the Minister of Education. This is done generally by submitting the rules and regulations to the Board of the University, which issues its recommendations. (1: 19).

The Lebanese University is empowered to establish cultural relations with other universities and higher institutes in Lebanon and abroad. Such relations are governed by the provisions of the laws in force in the country. (1: 19).

It should be pointed out that the Lebanese University is the only official governmental institution in Lebanon. In addition to it, there are ten other higher institutes of education - universities, faculties and institutes - all privately owned, Lebanese or foreign. The number of students enrolled in the various institutes of higher education puts the Lebanese University in second place, for the year 1977-1978. This is shown in Table I, at the end of this paper. 94 per cent of the students enrolled are Lebanese, against 6 per cent of foreign students. From the table mentioned, it will be noted that less than half the female students enrolled in the institutes of higher education (47 per cent) are studying at the Lebanese University, against 6 per cent only at the A.U.B. In 1977, over one third of male students (36 per cent) were enrolled in the Lebanese University.

Objectives of the study, its preparation and general context

The ultimate purpose of this study is to evaluate the effects of the crisis in Lebanon on the Lebanese University in general, and on its teachers in particular. For the purpose of this study, the crisis is restricted to its outbreak, in 1975, until 1980. It should be noted that we undertook this study at the request of Dr. Antoine ZAHLAN, coordinator of the Seminar on "The Arab Brain Drain". We, therefore, address our paper to all the learned gentlemen and scholars participating in this seminar. With this in view, we have divided our study into the following main chapters:

Introduction

This deals with the objectives of the study and its general context, its sources and references, its limitations and restrictions, and the specification of some of the most important terms and expressions recurring in the paper.

Part I

Here, we outline the background of the university's creation, then a brief historical review on the creation of the university's various faculties and institutes, their development and the creation of new branches in the governorates of the country.

Part II

Deals with the students of the Lebanese University, their training, sex, nationality, the graduates and the scholarships.

Part III

Describes the tutorial staff, outlining the conditions of selection and recruitment, their training at the university and their progress, their qualifications, their position on the staff, the scale of pay, their intellectual activity.

Part IV

Stresses the effects of the crisis on the university teachers in particular, and on the university in general.

Annex

We thought it better to place the tables at the end of this paper.

Sources and references

In order to meet some of the aims of this study, we have relied on a number of primary sources, which are enumerated at the end of this paper. The most important of these are:

1. Directory of the Lebanese University, 1974 edition
2. "Beirut" magazine, special issue on the Lebanese University, first year, first issue (1979).
3. A visit to the department of statistics and information, at the central administration (secretariat) of the Lebanese University, Beirut.
4. A private visit to the Faculty of Science, where we met with some of the teachers and members of the board.
5. Private meetings with the university secretary and Dr. Abbas ALAMUDDIN, Director of the North Lebanon branches.
6. The personal knowledge and experience of the writer, gained at the Lebanese University as head of section, as a teacher, and as an eye-witness of the Lebanese crisis.
7. Meetings with several members of the Lebanese University's tutorial staff.

Difficulties and obstacles

In the course of preparation of this study, in the compilation of data and information, in gathering facts for our research, we ran into numerous difficulties and faced many obstacles. Some of these were due to the prevailing crisis, others to the flagrant lack of accurate data. Thus, the main obstacle which faced us was:

1. Lack of data

This was the greatest obstacle facing the writer in his study on matters related to the Lebanese University. Data and information vital to this research was not available, and could not be found in any publication. Whereas a researcher's task is greatly facilitated at the American University of Beirut, where all the data required can be found in numerous publications, pamphlets, books, or works of reference, and in the university files or records. When I visited the statistics section at the Central Administration of the Lebanese University, the person in charge informed me that the war had destroyed all their files and records, and that after the war, they had started gathering all the information anew.

2. Transport and locomotion

Another difficulty stemmed from the danger in moving from North Lebanon to Beirut, and the risky means of communication and public transport involved. Since the writer prepared this study, security has not improved, and moving about the country remains fraught with perils and risks.

3. Telephone contacts

This point is closely linked with the previous one. It represents a difficulty in communications, which can briefly be described as another obstacle facing the writer, who was unable to get in touch with officials of the university by telephone. Here, I find it necessary to relate what happened to me, personally, on January 9, 1980. Having attempted to contact somebody else by telephone, without success, due to the fact that all the phones in Ras Beirut area were out of order, I finally managed to secure an appointment, after a search of four hours and numerous other difficulties, with a senior member of the staff of the Faculty of Science. My object, of course, was to ask for some information. This illustrates the difficulties of trying to reach people by telephone.

Limitations and restrictions of the study

This study was subject to several limitations and restrictions, which it is necessary to mention. This research is the result of serious work and the fruit of my own efforts. I had no assistance from anybody worth mentioning. On the other hand, the time factor was a severe handicap. I had to gather all the information, compile the data, analyze it, classify it, then put it in tabular form, all in a very short time. The whole task took one whole month to complete, and this was definitely not sufficient, in view of its magnitude. Therefore, it was decided that this would merely be a preliminary study, to be followed by a further final study after all the necessary data and more recent information had been gathered, in order to complete the study. In the final study, I shall strive to bridge the gaps which have plagued the present paper.

Definition of some terms and expressions

Before going any further, we find it necessary to pause a while, in order to explain the meaning of some of the terms and expressions which recur in this paper. The most salient ones are:

1. The Lebanese University

By this, we mean, as already mentioned, the Lebanese University, with all its renovated branches, in all its geographical limits, embodying the only official educational institution in the country, which dispenses higher education. It consists of various units located in the capital, Beirut, and in the rest of Lebanon's official governorates. The term "university units" indicates a faculty, an institute, or a research centre.

2. Institute of higher education

This refers to institutes which provide specialization courses for the students. It implies that the student enrolled at such an institute is of the secondary academic state, or an equivalent level, in accordance with sound educational standards adopted in Lebanon (mathematics, philosophy, experimental science). In accordance with this definition, there are eleven institutes in Lebanon which qualify for this name, as can be seen in Table I (3: 2).

3. The university professors

In this study, the term "professor" indicates a member of the tutorial staff of the university, in general. These include: professors, assistant-professors, lecturers, assistant-masters. They are considered as government officials, or civil servants, just as the full-time teachers on contract, or those who are paid by the hour, on an overtime basis (1: 29).

4. The two-year war and the crisis

The two-year in Lebanon is that which raged over the Lebanese territory between the antagonist sides, Lebanese and non-Lebanese, from 13 April 1975 till the end of 1976. In other words, the war went on for 19 months, with all that this entailed in way of destruction and hardship. This was followed by a period of "no war, no peace", meaning that the "hot war" had ended, but that its causes had not disappeared, and its after-effects were still enduring.

5. Effects of the crisis

This means the effects left by the war and by the crisis alike, on the tutorial staff of the Lebanese University, including the possible positive or negative effects. These were the main terms and expressions which recur in this study. We now move on to the creation of the Lebanese University, its development, and its scientific and academic structure.

PART I - CREATION OF THE LEBANESE UNIVERSITY AND ITS ACADEMIC STRUCTURE

We now present a brief historical review of the creation of the various faculties and institutes of the Lebanese University, and their development during the past quarter of a century. We also consider the recent renovation of its branches in the various governorates, under the present crisis.

First official mention

It was in 1948 that the Lebanese University was first mentioned officially, since Lebanon attained independence. This was done by Mr. Hamid FRANGIEH, Minister of Education and Foreign Affairs at the time, in a speech delivered at the UNESCO conference which was held from November 20 to December 12 1948 at the UNESCO palace.

On that occasion, the Lebanese leader asked UNESCO to participate in the creation of a national university for Lebanon. We quote him verbatim: "The Government has decided to convert these buildings, where the present conference is being held, into a Lebanese University. This university will embody the spirit of the UNESCO." Mr. FRANGIEH added: "The new Lebanese University shall have the task of completing the various branches which are presently lacking in the system of higher education in Lebanon, taking into account the country's present and future needs. Among these, the training of teachers for the secondary cycle...." (4: 2-3).

Why was it created?

According to the university directory, 1974, the Lebanese University was created with the object of "satisfying the country's national needs in the field of education at all the stages of its development, in accordance with the priorities set by the State, and within the limits of its possibilities and its assessment of the priorities and requirements..."

"Stemming from the policy of completing the elements of the country's independence, the most important of these is constituted by its educational infrastructure at the national level. And at the top of this official pyramidal structure of education comes the university. Furthermore, it is a necessary factor in the preservation of the country's traditional cultural and scientific heritage, and an important step forward in its development. It is also in line with the policy of consolidating the country's civilizational structure, and contributing to it." (5: 9).

Creation of the Lebanese University

The creation and development of the Lebanese University was not based on these motivations alone. It was also the result of national awareness which gave rise to pressure on the government by the masses and students, at all levels, throughout the country. As an example, we can cite the student unrest which erupted during the academic year 1950-1951, when the students in the institutes of higher education proclaimed their opposition to the prevailing system, clamouring for free higher education in Lebanon. In 1951, on 23 January, the students went on strike and issued a manifesto, in which they declared: "Our strike is a national one; it is motivated by the higher interests of the welfare of the nation; first and foremost among these interests is higher education and culture, and the generalization of these to the greatest extent." To this unrest, a new factor was added on 2 February 1951: the movement was joined by students of the secondary schools. This brought about clashes between the security forces, and the students who had gathered in large numbers in order to exacerbate the situation. Whereupon, the opposition rallied on the side of the students. At the time, the opposition was led by Camille Chamoun and Kamal Jumblat. The outcome of all this, was that the Council of Ministers decided on the creation of the Lebanese University. Accordingly, it was founded on the site of the UNESCO, using its buildings and the strike ended on 9 February 1951 (4: 4).

The Lebanese University was first created under the name of "The Higher Teachers Institute.", on 10 October 1951. During the same year, the first official secondary school was created in independent Lebanon, in the city of Tripoli (see directory). Courses started in the Higher Teachers Institute, at the UNESCO buildings, one week after promulgation of the Ministerial Decree No. 6265, on 20 October 1951.

The Lebanese University was founded in 1953. However, the Higher Teachers Institute was the first of its institutes, and its nucleus, and it remained so until 1959 (5: 9).

The creation, development and organization of the university's faculties and institutes came about as follows:

1. Faculty of Education

The present Faculty of Education, which was the nucleus of the Lebanese University, was first founded under the name of "Higher Teachers Institute", as we mentioned above. In 1953, this institute became known as "Teachers Higher Institute", then it assumed the name of "Faculty of Education" on 26 December 1967, as a result of the promulgation of the special Decree No. 75/67 related to the reorganization of the Lebanese University. However, the Faculty of Education was radically reorganized in 1979, and the period of studies in it was shortened, from five to two years. The faculty opened with the admission of candidates holding a licentiate's degree. These were accepted after passing tests. The faculty's new curriculum prepared the students who are qualified, training them for two years in the following specializations: Secondary cycle tuition, school administration, educational and psychological orientation, and other pedagogic specializations (6).

2. Faculty of Literature & Human Sciences

This was created as the "Faculty of Literature", on 16 December 1959, and is now known as "The Faculty of Literature and Human Sciences", as a result of the promulgation of the Decree No. 75/67 of 26 December 1967. New conditions were set for the appointment and engagement of the tutorial staff into the cadre of this faculty on 4 January 1971. The faculty presently comprises eight sections of specialization, in addition to a research centre, a centre of literature, and a section for the teaching of living languages (7: 23).

3. Faculty of Science

The Faculty of Science was established on 16 December 1959. It consists of four sections of scientific specialization: mathematics, physics, chemistry and natural sciences. New conditions were set for the appointment of the tutorial staff and promotion on 2 June 1970. In accordance with its new curriculum, and starting from 1973-1974, the Faculty of Science grants the following university degrees: A degree of specialization in Science, a Licentiate's degree in teaching science, a diploma of higher studies, and a PhD in Science (8: 27).

4. Faculty of Law, Political & Administrative Sciences

The Faculty of Law was established on 16 December 1959. It has now become "The Faculty of Law & Political Sciences", since 26 December 1967. The period of tuition necessary to obtain a licentiate's degree is 4 years, and that required for a certificate of higher studies is 3 years. The faculty consists of two sections of specialization: The section of Law and Legal Science, and the section of Political and Administrative Sciences. The new conditions have been set forth with regard to the appointment of the teaching staff, and their integration into the faculty's cadre, on 4 January 1971. The curriculum includes theoretical and practical studies. Courses are given in both Arabic and French, as well as the examinations, in accordance with Decree No. 2643 dated 21 September 1965 (1: 189).

5. Faculty of Social Sciences

This faculty was established on 16 December 1959, vide Decree No. 2883. It has only one section of specialization: Sociology. In addition to this section, the faculty possesses a centre for social studies, a research centre and a library of scientific references. The period of tuition at the faculty lasts for three years, at the end of which the successful graduate obtains a degree in Social Sciences. It is a teacher's degree which covers cultural subjects in addition to general knowledge and a preparatory stage of sociology for the higher degree of specialization, in any given field of sociology. As for the studies required to obtain a Master's degree, these cover a period of one year after graduation with licentiate's degree. The new conditions for the appointment of the tutorial staff were laid down on 13 May 1972 (1: 233).

6. Institute of Fine Arts

The Institute of Fine Arts was established on 10 November 1965, vide Decree No. 3107. It presently comprises six sections of specialization: architecture, decoration, draughtsmanship, painting, drama and sculpture. The institute also possesses an Arts Research Centre. The period of studies required to obtain a diploma in architecture is five years; for the other fields of specialization, four years are required. Students are accepted in any of these six sections after passing a test or written examination.

7. Faculty of Information & Documentation

This faculty was established on 5 October 1971, as the Institute of Journalism, vide Decree No. 8339. Then, it was changed to "Institute of Information" on 4 January 1971, vide Decree No. 309. The role of the institute and its curriculum were subsequently developed, and the name was once more changed to "Faculty of Information & Documentation" on 3 March 1975, vide Decree No. 9963. Presently, the faculty comprises the following sections of specialization: Information studies, development of the mass media, training of journalists. The period of studies at this faculty is four years, in order to obtain a degree. Students are accepted in this faculty's first academic year after passing written tests.

8. Faculty of Business Administration (formerly of Commerce)

This faculty was first established as "The Faculty of Commerce", on 26 December 1967 (Law No. 75/67). Its attributions and curricula subsequently changed, with its name which became "Faculty of Business Administration" on 20 April 1970, vide Decree No. 14304. The decree also comprised stipulations on the faculty's educational curricula. Two sections of specialization were created; in addition to that of general preparation. These are: Section for specialization in Management and Marketing, and Section of Accountancy and Financing. As an annex to these sections, a centre for research and documentation was added. The duration of studies was set to four years. Enrolment in the first year, in the general section of preparation is accepted after the candidate passes some tests and written examinations (1: 255).

9. Institute of Applied Sciences and Economics

This institute was created at the Lebanese University on 3 July 1968, vide Decree No. 10434. The aim of this institute was to develop the industrial experience of those engaged in the public and private sectors. To this end, the decree contained a provision linking this institute on one hand with the "Lebanese Association for Scientific, Technical and Economic Training (Industrialists), and on the other, with the "Conservatoire National of Arts and Crafts" in Paris (5: 701).

The Lebanese University (Faculty of Science) provides this institute with the necessary premises, classrooms and laboratories. The institute enjoys financial autonomy. A Board of Administration supervises the institute's

work. This board is formed by the dean of the Lebanese University and its secretary, the dean of the Faculty of Science, the director of the institute, and two representatives of the Lebanese Association for Scientific, Technical and Economic Training, in addition to these, two representatives from the Paris Conservatoire are included.

The institute consists of four scientific sections: Mathematics, computers electronics and electromechanics. Studies cover a period of 3-4 years, for the obtention of a diploma in the first cycle, and three years to obtain a diploma of higher studies. One to two years are required from full-time students to obtain a degree in engineering (third cycle).

Thus, the institute grants two types of degrees. The first is a higher certificate in applied sciences, for those who fulfil the conditions of enrolment in higher education; the second type is a certificate which is granted to the class of "student-workers" (1: 211). It should be pointed out here that the dean of the university has signed a draft decree, to the effect of granting equivalence of the diploma in higher technical studies which is given by the institute, with the degree of higher education which is granted to graduates by the various faculties and institutes of the Lebanese University (9).

10. The Faculty of Engineering (under consideration)

The Faculty of Engineering was established on 21 October 1974, vide Decree No. 9305. It dispenses higher education in the field of engineering. It grants degrees in engineering at their various levels, starting from the engineering diploma (B.A. level). The period of studies was set at five academic years at least, for the B.A. diploma in engineering. The faculty accepts enrolment of students holding the Lebanese Baccalaureate, second part, after they pass the required tests, to enter the preparatory year (1: 317). Yet, in spite of the fact that this faculty was established in 1974, it has not yet started its work. It is expected that three branches will be created for this faculty: in Tripoli, in western Beirut, and in eastern Beirut. Work in these three branches is scheduled to start on 1st March of this year.

11. Faculty of Agriculture

The Faculty of Agriculture was also established on 21 October 1974, vide Decree No. 9306. It consists of two scientific sections: Agriculture and Veterinary Medicine. Courses in each of these two sections are conducted in two cycles: the first has a duration of two years, and comprises the basic scientific subjects, and some of the general scientific subjects in the field of agriculture and veterinary medicine. The second cycle, with a duration of two years also, comprises the specialized scientific subjects which qualify the student for graduation as an agronomist or as a veterinary doctor (1: 363). The Bekaa governorate was chosen as the site for the Faculty of Agriculture, which has not started its work yet.

The foregoing was a brief historical review of the various faculties and institutes of the Lebanese University, since their creation until 1974. Now, we present a brief outline of the recent modifications which affected the structures of the university and its reorganization, as a result of the two-year war and the prevailing crisis in Lebanon.

Creation of branches in Eastern Beirut and Mount Lebanon (second branch)

The new branches in Eastern Beirut and Mount Lebanon (second branch) were created in 1976, during September/October, by ministerial decree. These branches comprised all the faculties and institutes which existed in the main branch. The period of studies in these branches follows the same rules as those which are adopted by every other faculty or institute of the Lebanese University, and the sections of specialization work on the same pattern as those of their corresponding branches in the University.

Creation of branches in the various governorates

In addition to the above, the Lebanese University has created branches in the governorates of North Lebanon, South Lebanon, and the Bekaa valley, on 11 November 1977, vide Decree No. 614. The curricula and studies in these new branches were established on a temporary basis for the first two years, at the following three academic units: Faculty of Literature and Human Sciences, Faculty of Law and Political and Administrative Sciences, and Institute of Social Sciences. They apply the same periods of study as those adopted by the faculties and institutes of the Lebanese University (1: 84).

It should be mentioned here, that these modifications provided for one single deal to run each academic unit, with its geographical branches. The dean would take charge of all academic matters, with the assistance of the director of each branch. It also provided for the director of each branch to manage the branch's administrative and financial matters, under the supervision of the dean who would be based in Beirut (2: 34). The dean of the Lebanese University appoints the directors of the branches for a period of three years, renewable, in accordance with the provisions of Decree No. 810 (5.1.1978). The university's budget contains independent chapters for each of its branches and units (1: 91).

T A B L E I I

Creation of branches of the Lebanese University and its units, in accordance with the provisions of Legislative Decree No. 122, dated 30 June 1977 (2: 34)

Academic Unit	Distribution of the Branches				
	Beirut & Mount Lebanon	1st branch	3rd branch	4th branch	5th branch
		2nd branch	(North Leb.)	(S.Lebanon Bekaa)	
Faculty of Law & Political Science	X	X	X	X	X
Faculty of Literature & Human Sciences	X	X	X	X	X
Faculty of Science	X	X			
Faculty of Education	X	X			
Institute of Sociology	X	X	X	X	X
Faculty of Information and Documentation	X	X (instead of Journalism Institute)			
Fine Arts Institute	X	X			
Faculty of Business Administration	X	X (instead of Faculty of Commerce)			

PART II - STUDENTS AND GRADUATES OF THE LEBANESE UNIVERSITY

This chapter deals with the students enrolled at the Lebanese University. Figures are given, to show the growth of the university's student population. Then follow some statistics giving the breakdown of students by sex and nationality, and of the graduates and scholarships awarded to both Lebanese and foreign students.

Increase of students enrolled

The figures given indicate that the growth in numbers of students enrolled in the faculties and institutes of the Lebanese University has been considerable. And this growth occurred during one quarter of a century. Thus, the Higher Teachers Institute started with 129 graduates in 1951/1952, and had 1291 graduates by 1960/1961. This figure rose to 6092 in 1963/1964, then to 10,014 in 1969/1970, then to 14,826 in 1973/1974, as shown in Table III. After that, the number dropped to 11,855 graduates in 1976/1977, during which all work stopped because of the war. However, after the two-year war, the number of graduates reached a record level, attaining 32,302 in the various academic units and their branches during 1977/1978, as shown in Table IV. (34.4 per cent increase). This is followed by the Faculty of Law and Political and Administrative Sciences with 28.3 per cent, then by the Faculty of Science with 19 per cent. The Lebanese University alone comprises over two thirds (67.7 per cent) of all the Lebanese students who enrolled in all the institutes of higher education during 1977/1978, as we note from Table I.

Student breakdown by sex

The sex of students enrolled at the Lebanese University takes the following pattern: 59 per cent of male students, against 41 per cent of female students. In all the institutions of higher education the proportion of male students was 66 per cent against 34 per cent of females in 1977/1978. The Lebanese University alone groups much less than half the female students enrolled in the various institutions of higher education (47 per cent). It also holds over one third (36 per cent) of all male students enrolled (Table I).

Students by nationality

As for the nationality of students enrolled, it is worth noting that a great proportion of those registered in the various institutions of higher education in Lebanon are not Lebanese. Thus, in 11 institutions of higher education, the proportion of Lebanese students attained 56.4 per cent, against 45.4 per cent of non-Lebanese students, which indicates a very high proportion of foreign students, in fact. Beirut's Arab University alone has 93 per cent of non-Lebanese students, against 6 per cent only at the Lebanese University.

Graduates of the Lebanese University

We find that the number of graduates from the Lebanese University and its various faculties and institutes attained 6629 during the period 1960-1973. The greatest number graduated from the Faculty of Law and Political and Administrative Sciences (29 per cent). This is followed by the Faculty of Education with 28 per cent, the Faculty of Literature and Human Sciences, with 25 per cent, and finally the Faculty of Science, with 9.5 per cent - as shown in Table III.

As for the type of diplomas obtained, most of these were of the various classifications of Licentiate degrees, with the exception of 930 M.A. degrees (14 per cent) at the Faculty of Education, and 126 certificates of higher education, i.e. a proportion of 1.9 per cent (5: 131).

Scholarships and specialization of Lebanese graduates

An analysis of the data on students and graduates leads us naturally to the subject of scholarships available to students. Thus, there are two types of scholarships for Lebanese graduates: national scholarships, and special scholarships for outstanding students to enable them to specialize abroad. The first category, i.e. the national scholarships, are also divided into two classes. There are scholarships which include all the academic years spent at the university. Such as the scholarships of the Faculty of Education which had a duration of five years, prior to the amendment of the faculty's rules in 1979. Now they are valid for two years only. As for the second category of national scholarship, this is granted at the end of each academic year to the needy and poorer students who have shown outstanding results. These scholarships are granted on the basis of the marks obtained by the students after investigations into the beneficiary's circumstances by a special panel, to ascertain the actual needs of the student. In 1973/1974, the number of students who obtained national scholarships attained 674 students of both sexes, distributed over all the universities. The greater number of these were from the Faculty of Science, where the number of scholarships reached a record figure of 336, i.e. 50 per cent of the total. These were followed by the Faculty of Law and Political and Administrative Sciences, with 119 scholarships, or 17.6 per cent of the total, then by the Faculty of Literature and Human Sciences, with 97 scholarships, or 14.4 per cent (1: 28).

As for the other type, it is a scholarship to enable the gifted students who have shown outstanding results at the university to specialize abroad. This particular type of scholarship was first granted in 1962. A decision taken by the University Board on 9 July 1962, specified the number of years required for the beneficiary to qualify for this type of scholarship in accordance with the following rules: (a) Preparation of a PhD, second cycle; period: three years; (b) Preparation of a State Doctorate; period: five years (5: 155).

No student can qualify for a scholarship for specialization abroad, unless he has obtained top marks and graduates with honours during the academic years required to obtain his degree.

As for the financial amount of the scholarship, this is fixed by the University Board in each individual case, according to the beneficiary's situation and the place where he will be sent for specialization (5: 156). In 1973, the value of such scholarships varied between L.L. 8.000.00 and L.L. 10.000.00. The first amount was generally allotted to students who chose to go to European countries for specialization, whereas the latter amount was given to those who went to America. (5: 133). However, the value of these scholarships has been increased, and nowadays, it attains L.L. 12.000.00 for Europe, and L.L. 15.000.00 for students specializing in America.

In 1973/1974, the number of students of both sexes who obtained scholarships to specialize abroad attained 99 (80 male students, 19 female). Students of the Faculty of Science obtained the highest number of scholarships (37, i.e. 37 per cent), these were followed by students from the Faculty of Literature and Human Sciences, with 22 scholarships, then by those from the Fine Arts Institute with 13, then the Faculty of Law with 12, and finally, the Faculty of Education, with 11 scholarships (10: 280).

In 1974/1975, the number of such scholarships rose to 129, distributed as follows: Faculty of Science: 36, Faculty of Literature: 27, Faculty of Education: 21, Fine Arts Institute: 13, Institute of Social Sciences: 12 scholarships (4: 12).

Scholarships to foreign students

In addition to the scholarships granted to Lebanese students by the Lebanese University, there are other scholarships which are granted to foreign students. The system of granting specialization scholarships to foreign students at the Lebanese University was first adopted on 21 May 1971. These scholarships are of two types: Full scholarships and part scholarships, or restricted, which are granted by the Lebanese University. In addition to these, the specialization scholarships awarded to foreign students by the Lebanese University consist of:

(a) Scholarships offered by States, Associations, Institutions (private or public), or State organizations, to the university, or through it;

(b) Scholarships which the Lebanese University undertakes to grant, by virtue of agreements on cultural exchanges, especially exchange of students;

(c) Scholarships offered by the Lebanese State, within the framework of cultural agreements concluded between it and other friendly countries. These scholarships are awarded for the purpose for which they are intended, within the following categories:

- (1) Specialization scholarship for the first stage of higher education;
- (2) Specialization scholarship for the advanced stage of higher education;
- (3) Scholarship for research and study;
- (4) Restricted scholarship (5: 185).

After the subject of students, we will now deal with the members of the tutorial staff of the university.

PART III - THE MEMBERS OF THE TUTORIAL STAFF

Since this paper is mainly devoted to the situation of members of the tutorial staff at the Lebanese University, it becomes necessary to give some facts and figures on the development of this important body and its progress during the seventies, on their degrees, their qualifications, their education, their professional status with relation to grade and category, their publications and other intellectual, scientific or cultural achievements, their latest pay scale and monthly salaries. But before we review all these facts and figures, it behoves us to give a brief outline, first of all, of the legislation governing the structure and organization of the tutorial staff at the Lebanese University. For this, we may refer to Law No. 6/70, promulgated on February 23, 1970 in this connexion, and Decree No. 75/67, part V, dated January 26, 1967. (1:17-47).

The tutorial staff of the Lebanese University: It consists of:-

- (a) The professors, assistant-professors, lecturers or revisors. They are all full-time civil servants, and as such, subject to the state's laws on public government officials, and all the provisions thereof.
- (b) The professors engaged by contract; these are teaching under special contract with the university, on a time basis of hours-per-week or month, and they give courses on various subjects.

It is also useful to know the following facts about the staff:

- (a) Professors who are members of the permanent cadre: this may include professors, assistant-professors, and lecturers or revisors.
- (b) Professors on full-time contracts.
- (c) Professors teaching on a time-basis, and paid by the hour. These are classified into four categories: 1st class, 2nd class, 3rd class and 4th class.

The professors, assistant-professors and revisors are appointed by ministerial decree, at the suggestion of the Minister of National Education, and the Council of Ministers specifies the number of hours per week required from this group of teachers. (1:29).

Full-Timers:

This term applies to the Dean and members of the permanent cadre of the tutorial staff, who are required, by law, to devote all their time and activity to the university, and to abstain from any other form of paid work, i.e. any activity or work which earns a salary or indemnity. (1:42.)

Selection and appointment of the tutorial staff:

Professors, assistant-professors and revisors or lecturers are appointed by Ministerial Decree, at the suggestion of the Minister of National Education. The minister bases his proposal on a list of candidates, bearing at least three names for every vacant post. These names are proposed by the University Council, following recommendations put forward by the councils of the faculties or institutes concerned. Such candidates are not subject to an entry-test for their nomination to the technical cadre of the university.

The Council of the university specifies the number of hours tuition which the professors, assistant-professors, and revisors are required to provide weekly. Priority in the selection of professors and other staff by contract is normally given to Lebanese nationals. In special cases however, staff members may be engaged by contract among non-Lebanese nationals, if the vacant posts cannot be filled by Lebanese citizens. In the case of contracts these are established on a yearly basis, renewable by decision of the university council, and at the recommendation of the councils of faculties or institutes. The contracts stipulate the number of hours of tuition to be given weekly. These may vary between 50 hours annually (equivalent to 2 hrs. per week), to 350 hours annually, or 14 hours per week.

The above outlines the conditions of selection and appointment of the members of the tutorial staff at the Lebanese University in general. Now, a more specific picture is given hereunder, of the detailed conditions of recruitment and appointment of the professorial body, and of their inclusion in the cadre of the Faculty of Science in the Lebanese University. And generally speaking, what applies to the Faculty of Science, is also valid for all the university's faculties and institutes.

Conditions of appointment of the tutorial staff for the Faculty of Science:

The conditions for appointment of professors for the Faculty of Science, whose names are proposed as candidates from outside the university cadre are as follows:

(a) That they should hold one of the certificates of the first category, of the scientific grade stipulated in the annex of Decree No. 14619, issued on June 3, 1970.

(b) That the proposed candidate should have published at least five outstanding works of research.

(c) That he should have exercised the profession of teaching in the field of higher education for five years at least, after obtaining his degree.

Conditions for the appointment of assistant-professors:

Assistant-professors engaged among teachers not included in the university cadre should fulfil the following conditions:

(a) They should hold a certificate of the first category, of the scientific grade required in the annex of the aforementioned decree.

(b) They should have practised teaching in the field of higher education for at least two years after obtaining the above mentioned certificate.

(c) They should hold the certificates of the second category, of the scientific grades specified in the aforementioned annex.

(d) They should have published at least three important works of research, after having obtained the above mentioned certificates.

(e) They should have practised teaching in the field of higher education for at least four years, after having obtained the certificate of the second category.

Conditions for the appointment of the dean of the Faculty of Science require that the candidate should hold one of the certificates of the second category, of the scientific grades specified in the annex of the aforementioned decree. (See table V).

Conditions for the appointment of professors from within the cadre at the Faculty of Science, as a result of promotion and attaining the top degrees of the scale, in the grade of assistant-professor, are as follows:

(a) That they should hold one of the certificates of the first category, of the scientific grades specified by the annex of the decree.

(b) And that they should have published three important works of research at least.

Conditions for appointment of assistant-professors from within the cadre at the Faculty of Science, as a result of promotion and attaining the top degrees of the scale in the grade of revisors, are as follows:

(a) That they should hold one of the certificates of the second category, of the scientific grades specified in the annex to the decree.

- (b) That they should have published at least one important research work.

It should be mentioned here that what is meant by important works of research, is that they should have been published in magazines of scientific value world-wide, that they should produce new tangible results, and that they should be based on variety of topics. Candidates cannot be appointed to the cadres unless they have spent at least two years on contract, and have given courses for at least half the number of hours required by the conditions laid down for teachers of the category or grade to which the candidate aspires.(8:150).

Table V shows the classification of certificates to the first and second categories of the scientific grades, as stipulated in the annex of the decree mentioned.

Table V.

Certificates of the first and second category of scientific grades, designated in the annex to Decree No. 14619, dated June 20, 1970, governing the conditions for appointment and promotion of members of the tutorial staff to the cadre of the Faculty of Science at the Lebanese University.

1. Certificates of the first category:

- A Doctorate in Science, from any French university.
- A Ph.D. in Science, from one of the following universities: Oxford, London, Cambridge, Berkeley, Princeton, or the Massachusetts Institute of Technology.

2. Certificates of the second category:

- A doctorate in the third cycle of Science, from any French university.
- A Ph.D. in Engineering.
- A Ph.D. in Science, from any British or American university, not classified by the University Council in the first category.

Incentives for Research:

In order to encourage members of the tutorial staff to undertake research in the various fields of science and literature, the university has set up research centres in every faculty and institute, and in every department of the Lebanese University. And since the law on full-time tutorial staff came into force in 1970, research started in an organized manner, assuming increasing importance.

The Law on full-time teaching stipulates: "Full-time professors are those who are effectively engaged both in tuition and research".

Thus, the university provides many incentives to those who are interested in research. All its facilities are placed at their disposal: offices, reference libraries, documentation centres, archives, laboratories, research and experimental equipment, files and publications, financial assistance to cover publication of the works produced, transport expenses and means of locomotion whenever required by the researcher. Furthermore, the university provides the necessary travel expenses both ways, to countries abroad, as well as the accommodation expenses in the countries visited by the researcher, in cases where the latter participates in international conferences, or regional seminars, and presents a paper to the meeting. This is generally done on the strength of a recommendation from the governing body of the department to which the researcher belongs, and from the council of the faculty or institute, and requires the approval of the University Council.

In addition to the above, professors, assistant-professors, and lecturers or revisors are entitled, at the end of every six years' full tuition, to a vacation with full pay, for one whole academic year. The modalities of such vacations are specified in a decree issued at the suggestion of the Minister of National Education, and on a recommendation from the university's governing body. The purpose of this facility, is to afford the beneficiary with an opportunity for specialization and for pursuing his research in various scientific fields. (1:30-40).

Members of the tutorial staff within the university cadre may be entrusted with tasks of research, surveys, investigations, inquiries etc. in addition to their normal teaching hours. For such tasks, they are paid monthly indemnities, which are based on a scale of estimates by the council of the faculty concerned, and submitted to the approval of the University Council. The disbursement-order is signed by the dean of the university; this indemnity is generally equivalent to 25 per cent of the researcher's basic monthly salary.

Development and Growth of the tutorial staff:

In the course of the decade of the seventies, the tutorial staff of the University's faculties and institutes registered a tangible growth rate. From Table VI, it will be noted that the strength of the tutorial force numbered 595 persons in 1969-1970. This figure rose to 733 in 1973-74, then to 1341 in 1977-78, comprising 1155 professors in the first and second branches (table VII), and 186 professors in the renovated branches of the governorates, as per table VIII.

With regard to the nationality of the members of the tutorial staff, the data available for 1973-74, as can be seen from table IX, indicates 10 per cent of non-Lebanese teachers engaged by contract on full-time basis, and 16 per cent of non-Lebanese, engaged by contract on a scale of payment by the hour.

Degrees held by members of the tutorial staff:

On this subject, the only available data is for 1973-74. From the figures given in table X, we see that most of the teachers hold a Ph.D. or Doctorate in its various degrees and categories. Thus, the number of those holding a Ph.D. attained 403 persons, or 53.7 per cent of the total number of professors. This is followed by 101 professors holding diplomas of higher education, or 13.5 per cent of the total. Then, there are 60 teachers holding a Master's Degree (.... per cent) and 40 holding proficiency degrees (5.3 per cent), followed by 76 teachers having a licentiate's degree (9 per cent) and finally, 68 teachers having various other degrees including B.A. (9 per cent).

As for the great majority of professors at the Faculty of Science, 112 of these hold Ph.D. doctorates of varying categories and degrees (80.5 per cent). To be specific, 34 of them (25 per cent) hold Ph.D. doctorates in philosophy, and 17.3 per cent of them hold State Doctorates, as can be noted from the figures in table XI.

Professorial Status: (Grade and Category):

With regard to the teachers' status, we have been able to obtain some information about this, before and during the crisis. From table IX, it appears that the majority of the teachers at the Lebanese University were under contract on a rate-per-hour basis. This was the case for 493 of them, against 144 professors under full-time contracts, and 96 only were attached to the university's cadre. In other words, two-thirds of the tutorial staff (67.2 per cent) were on contract by the hour, against one fifth (19.6 per cent) on full-time contracts, and 13 per cent only within the cadres. This was the situation in 1973-74. From Table XI, it will be seen that the Faculty of Science, which is the pride of the Lebanese University, with its spacious buildings, its well equipped laboratories, its lavish playgrounds and, of course, its highly qualified professors, ranks first among the university's faculties and institutes due to the number of its teachers included in the cadre: 36, or 26.5 per cent; and the professors on full-time contracts: 46, or 34 per cent; against 40 per cent only on contract by the hour. To be more specific, 60 per cent of the tutorial staff of the Faculty of Science are in the cadres, or on full-time contracts, compared to 33 per cent of the total number of professors in all the university's faculties and institutes.

This was the situation with the tutorial staff of the Lebanese University in 1973-74. Let us now review their professional status for 1977-78. Here, the majority of the teachers are on contract on an hourly basis, 762 of them, to be precise, i.e. 66 per cent. Against this, there were 303 teachers on full-time contract, i.e. 26.2 per cent. As for those included in the university's cadre,

their numbers dropped to 90, i.e. 7.8% only. This was for both the university's branches, the first and the second, in 1977-78, as can be seen from Table VII.

After a quick glance at the figures in that Table, and an analysis of the data, we conclude that the Faculty of Science has succeeded in retaining the greatest proportion of professors within its cadre, and of full-time staff. Thus, the proportion of those in the cadre attained 18.8%, and of full-time teachers on contract, 39.8%. Whereas those on contract on an hourly basis attained 41.4%. From these figures, we also note that for the Faculty of Literature and Human Sciences, the teachers in the cadre do not exceed 5.5%, compared to 38% of full-time teachers, and 56.5% of those on contract by the hour.

As for the professional situation of teachers in the various branches opened in the governorates, where there are 186 teachers in the three governorates, as can be seen from Table VIII, we note that the great majority of these, viz. 167 teachers (90%) belong to the third category, against 15% for the second category. And 4 teachers only, i.e. 2% belong to the 1st category, for 1977-78.

Scale of Pay for Teachers Attached to the Cadres: What is the salary of a professor at the Lebanese University? This is the question which is asked so often. Table XII gives the data on the latest scale of pay for the permanent teachers within the cadre. It confirms that the highest rate of monthly pay, for a professor who has reached the top of his grade, attains LL. 2845 per month, which is the highest salary for a university professor. And in 1979, the lowest rate of monthly pay was not below LL. 2095. However, the highest rate of pay for an assistant-professor at the top of his grade attained LL. 2845 per month, and the lowest rate for another grade of assistant-professor having reached the top of his grade, was LL. 1845, in 1978. The highest rate of pay for a revisor/lecturer at the top of his grade was LL. 1845 monthly, whereas the lowest rate for another revisor attained LL. 1290 monthly, for 1978.

Table XII - Samples of Monthly Salaries of Members of the Tutorial Staff Attached to the Cadre of the Lebanese University, 1977-1979

<u>Rank: Professor</u>	<u>Date of Birth</u>	<u>Monthly Salary LL.</u>	<u>Date of Scale/Grade</u>
Professor (Dean) Top Rank	1917	2.845	16.6.1978
Professor (Director of Branch)	1920	2.720	5.7.1978
Professor (Lowest Rate of Pay)	1929	2.095	3.2.1979
Assistant-Professor (Highest)	1918	2.845	16.6.1978
Professor (Director of Branch)	1929	2.220	1.10.1977
Professor (Director of Branch) Lowest rate of pay.	1935	1.845	26.11.1978
Revisor/Lecturer (Highest Rate)	1939	1.845	2.11.1978
Revisor (Lowest Rate of Pay)	1940	1.290	1.3.1978

Source: The Lebanese University. Central Administration.
Department of Statistics and Information (Beirut).

Intellectual Activity and Publications of Professors: The Lebanese University regularly publishes works and results of research by members of its professorial staff, within the framework of its scientific and educational activities. These are books cover numerous historical, cultural, scientific and literary subjects. Such publications are included in the field of cultural inter-university exchanges. A special chapter in the university's budget is devoted to such publications. The university prints three thousand copies of each publication, at its own expense, and allows the author the full rights on his works.

Data available for the period 1955-1973 shows that the Lebanese University has issued 83 books in 11 fields of knowledge. This is shown in Table XIII. From the list of these publications, we see that the greatest number of books (34 books, or 41%) was issued by the section of historical studies. This is

followed 10 books (12%) from the section of natural sciences, and 8 books from the section of social studies (9.6%), and 7 books from the section of scientific studies (8.4%).

From the above, we conclude that scientific and technical works account for 30% of all the publications, whereas all the other subjects, history, literature, etc.. account for the remaining 70%.

Table XIII - Breakdown of Publications by the Lebanese University 1955-73

<u>Section</u>	<u>Number of Books</u>
1. Historical Studies	34
2. Natural Science	10
3. Social Studies	8
4. Scientific Studies	7
5. Literary Studies	6
6. Chemistry	6
7. Linguistics	4
8. Mathematics	2
9. Economics	2
10. Studies on Development	1
11. Legal, Political, Administrative Studies	3
	<hr/>
Total Publications	83

Source: Directory of the Lebanese University. Year 1964. pp. 141-151.

37 of these books were published in Arabic. This represents 44.6%.
36 others were published in French, i.e., a proportion of 43.4%.
5 were published in English, representing 6%. An finally, 5 were published in Syria. (5:141).

It should be mentioned here, that the majority of books published were written or produced by professors at the Lebanese University. Seven books were written by foreign authors, and four were jointly produced by Lebanese and foreign authors, working together.

Also, most books written in foreign languages were produced and written by Lebanese and foreign authors, professors at the Lebanese University.

After having introduced the tutorial staff, its structure, and its professional situation, we will now review the effects of the crisis on the professors of the university.

PART IV - THE EFFECTS OF THE CRISIS ON UNIVERSITY PROFESSORS

Now, we come to the Lebanese crises, and its effects on the tutorial staff of the Lebanese University. It is an undeniable fact that the war in Lebanon, and the crisis which followed, have both left adverse and negative effects on the Lebanese University in general, and on its teaching staff in particular. For the crisis passed, and is still passing over it and through it, whether directly or indirectly. So we shall give a brief outline of the effects of this crisis on the university and on its teachers.

Effects of the Crisis on the University: The crisis has had, and is still having a devastating effect on the every-day-life of the university and on its smooth running. Due to the war, the university was forced to close for one whole year in 1976. As a result of this forced interruption, all activity in the university was paralyzed, the cogs of the wheels of this great machine ground to a standstill. Thus, the war obliterated all academic life from the country during that dark period. All purchases of books, publications, equipment and materials were cancelled. The very idea of building a unified university was dealt a fatal blow, after optimistic plans were afoot to erect a vast complex at Choueifat, next to the Faculty of Science, where the State owns over one million square metres of flat land. The periodical publications and magazines which were regularly issued by some of the university's faculties ceased to appear. In addition to all this, the University suffered heavy losses, estimated at over three million Lebanese pounds. Most of these losses were inflicted on the Faculty of Science, in the form of damage to its buildings, wanton destruction and looting of its premises, of all its costly scientific equipment, laboratory supplies, furniture, delicate instruments, etc.. A reliable source stated that the overall losses are so great that they cannot be estimated. At the central administration, the section of statistics, information and documentation was completely looted; all files, records, archives, and valuable references were stolen, or destroyed. Also as a direct result of the war, refugees and displaced persons occupied the premises of the Institute of Social Sciences, next to the UNESCO Palace.

To add to all these woes, the negative effects of the war caused the university to create branches in Eastern Beirut, Mount Lebanon, and the other Lebanese Governorates, all of which were erected in a haphazard manner, without proper planning or appropriate designing. In another negative direction, the standards of education of the new students dropped considerably as a result of the war, and the levels of those who joined university after the war were deplorable. We shall be dealing with these two points in some detail, further on.

Creation of Branches in an Improvised and Haphazard Manner: In spite of the benefits which accrued to some areas of Lebanon as a result of the establishment of branches for the University in those areas, yet, the sad fact is that these branches were created in a most disorderly manner. They were renovated, modernized, and are still being modernized in Beirut, the suburbs, and the various Governorates of the country, but unfortunately, in a haphazard manner, without prior planning or adequate studies, in fact, at random, and in a chaotic manner. This means, in other words, that all these branches, faculties and institutes have been erected, and are still being set up without conforming to a sound, realistic policy of educational development, all within the framework of a national strategy of global and integrated development. The erection of the university's new branches with such abnormal speed has led the appearance of new faculties and institutes of vastly inferior standards, within the University. They do not conform to the academic conditions required of such units, and they are far from meeting the desired objectives. This situation also led to the recruitment of unqualified teachers, lacking specialization, and academic experience as required by university standards. Few of them can qualify for the tutorial posts which have to be filled, and it is hard to find in them the qualifications which were stringently required before the tragic events which have plagued our country. Anybody who reads the daily press will note that all the new branches created since the war - in the north, the south, the Bekaa - complain of shortage of skilled teachers and specialized professors, qualified to teach at a university (11).

The lowering standards of education

The crisis has had very damaging effects on the standards of education in the university in general. This is due to a lowering of standards in the students enrolled at secondary schools during and after the war on one hand, and on the other, to the incapacity of the Ministry of National Education to hold acceptable examinations at the end of the academic year, in fact, to their inability to hold any examinations at all during the year 1978.

This fact led to another unfortunate and unprecedented event: The absence of all official examinations for the academic year 1978 compelled the Ministry of National Education to seek a short-cut out of its dilemma by granting compensation to the students who were deprived of examinations. Thus, an "attestation" was given to the students - all the students - at the end of the secondary cycle of education, enabling them to enrol in the various institutions of higher education in Lebanon, without producing the vital piece of paper known as a "Baccalaureate", second part, which is normally required in order to gain admission into the higher sanctum of education, the university.

It should be recalled, at this point, that most of the students in the secondary schools during the war - and after - had poor marks, and had not obtained the bare minimum averages required, or the lowest acceptable levels. And due to the crisis, this situation dragged on, right up to the year of leaving school, and the secondary students had not obtained better marks or improved their inferior levels. The outcome was, as mentioned above, that each student in his final secondary year received an official "attestation", in lieu of a proper examination....

Effects of the crisis on the tutorial body

So far, we have stressed the effects of the crisis on the Lebanese University in general. However, its effects on the teaching staff in particular were extremely negative. Thus, the fiery gusts of the hot war, then the adverse effects of the prolonged crisis in the wake of the war, all deeply affected the lives and daily activities of the teachers, as they affected those of all the country's civil servants. The teachers were doubly affected: First, as civil servants of the State, secondly, as leaders of thought and culture. They chose therefore to isolate themselves in their respective districts, and many of them fled the country altogether, seeking safety and a livelihood abroad. Some were even killed in the fighting, others were assaulted or kidnapped, many were forced out of their homes which were later destroyed or looted. Thus, they lost their freedom, and in many cases, their dignity. And this caused

them to lose their intellectual vitality and cultural prolificness, with a resulting drop in their production.

Isolation of the professors

One of the outstanding negative effects of the crisis on the teachers as a whole, was the necessity which they felt to go into isolation, in their native districts. This phenomenon occurred at the level of their ethnic communities and religious denominations. What does it all mean? It means that the creation and renovation of the university's branches in numerous areas of the country, as a result of the war, polarized the teachers around the branches which happened to be near, or within, their native districts - which was a natural reaction. Thus, teachers living in eastern Beirut and Mount Lebanon flocked to the branches of eastern Beirut and Mount Lebanon; similarly, those who were natives of North Lebanon, South Lebanon, and the Bekaa valley, all rallied to the branches which had been set up in those areas. This much for the ethnic factor and cause for isolation in what they considered as "their districts". There was, however, a religious factor involved as well. Thus, if one of the new branches set up in a given district polarized all the teachers of one specific religious denomination to its centre, that branch would end up by having professors who were 100 per cent of that particular denomination. If such a situation were allowed to continue, the inevitable result would be a deeper rift within the various communities, and a widening gap between the different faiths, at the regional and national levels.

There is no doubt that this situation also applies to the students. It was noted that the students of most areas flocked to those branches which had been established nearest to their native districts, and tended to group in certain specific religious patterns.

The brain drain

The thunderbolts of Vulcan, Jupiter and Mars have chased many professors away from Lebanon, during the two year war. On the other hand, the enticement of attractive posts in the Gulf area also contributed to lure away many who had steadfastly resisted the panic of war. Thus, in Iraq, the Gulf states, and North Africa, well-paid jobs and security drained many of our best teachers away from Lebanon and its university. The statistics of the Faculty of Science indicate that about 35 per cent of the full-time professors in the cadres of the university left the country. (12)

A former dean of one of the university's faculties, in a private interview on the subject of this paper, estimated that a full 50 per cent of the members of

the teaching staff left the country during 1976/1977. No doubt, such departures were merely temporary, and the dean himself was among those who had left for the United States where he resided with his family for seven months before returning to Lebanon to resume his academic work here.

In November 1976, the Lebanese University put out a general call, appealing to all teachers and professors to return from abroad, in order to resume their work at the university. The results were positive.

Teachers killed, assaulted or kidnapped

Several professors have been exposed to grave risks in the course of their duties; some were killed, others assaulted or kidnapped. At the Faculty of Literature and Human Sciences, for instance, a learned professor, holding a PhD in Philosophy, and previously in charge of the section of philosophy there, was shot and killed, whilst he was on his way to act as mediator between two antagonists in his district. This professor had joined the cadre of the Faculty of Literature in 1960. Another professor, with a PhD in Economics and Law, was also killed by a bullet at an ambush, as he was driving near his home-town. This professor had joined the cadre of the Faculty of Law and Political and Administrative Sciences in 1967. At the beginning of 1979, the head of the mathematics section at the Faculty of Science, second branch, was kidnapped. A few days earlier, another teacher, from the Faculty of Education, was also kidnapped whilst on his way to college to give his courses. Until the moment of writing, neither of these professors has been found, and their fate is unknown.

On Thursday, 10 January 1980, at 1.00 p.m., the director of the North Lebanon branch was the victim of an assault in his own office, on the premises of the university. Two youths, carrying weapons, burst into his office, heaping abuse and insults on him, then beating him up savagely. One of the assailants also bashed him on the head with a chair, causing a deep wound on his skull, then the two youths proceeded to overturn the office furniture, before leaving without meeting any opposition, and escaping in a car that was waiting nearby. (13)

Teachers forced to flee their homes, after the latter set on fire and blown up

No statistics are available on teachers who have been forced to flee their homes, or on those whose homes were looted, set on fire and blown up. However, our information from private sources indicates that many teachers have been forced to flee their homes, after these had been looted, set on fire or blown up, for political, partisan, religious, or ideological reasons. Several other professors,

the writer of this paper being one of them, were forced out of their apartments by the very landlords, who subsequently occupied them "manu militari".

In the writer's case, the landlord installed his sister in the flat, after forcibly evicting the writer. Here, it is also necessary to report the fact that one of the professors of philosophy who is presently the dean of one of the university's faculties, owned a very rare and valuable library which was exposed to looting and arson. It was burnt down before his own eyes, and the writer was personally acquainted with the contents of this rare library, contents which are priceless, and cannot be replaced. Another such valuable library, belonging to a competent and high-ranking university professor, was destroyed completely by one single rocket. This professor was in the process of editing a new, unique dictionary in Arabic, and the rocket destroyed in one second, the fruit of thirty years hard work, tireless research and perseverant efforts.

Losing freedom of opinion

One of the worst effects of the war and its devastating crisis, was the resulting lack of freedom, with all its corollaries, freedom of opinion, of speech, of writing, of publishing, etc. All this is due to the pressure exerted on scholars or citizens by the political, partisan religious and ideological fanatics or narrow-minded elements. Thus, in some areas of the country, it is very difficult, even impossible, for a university professor or lecturer to stand up in a club, a classroom, an office or a conference-hall to express his opinion on any topical subject. For, if his opinion runs counter to that of some political, partisan, religious or ideological group or individual in control of that particular area, the wiser course for him is golden silence.

Vocational stagnation for teachers

Another very damaging effect of the war on teachers, is the forced academic, scientific, and cultural stagnation which they have lapsed into, as a result of the crisis. Their careers are static, their development at a standstill. Because of the war, the teacher or lecturer is unable to move about freely, to search for data, to tap new sources of information, to acquire fresh knowledge, locally or abroad. All this stems from the difficulties in receiving magazines, publications, new books, works of reference, and even postal communications from other countries. During the war, all seminars, conferences, and cultural meetings were interrupted. The university library was not receiving any

publications. As a result of the war, no less than 80 scientific magazines were held back from the Faculty of Science alone. The disruption of the postal service was the main cause.

It is a fact that Beirut was a centre of culture, knowledge and science. This was acknowledged by all. Yet, the war reduced this role. Most professors who resided in certain districts where new branches of the university had been erected, found it more convenient to remain isolated from Beirut, where they did not feel as safe. This is another factor which contributed to reduce Beirut's importance as a cultural centre: They sought stability, they found it outside Beirut.

It is necessary to emphasize here, that Tripoli, as the country's second capital, does not even possess a library or research centre worthy of that name. If a university professor finds himself in need of references or information of any kind, even at the lowest level, he has to travel all the way to Beirut to get it, often at the risk of his safety. That is why the university professor no longer feels that he is moving forward; his progress is impeded by the various factors cited above, his development has stepped. He feels that he has lapsed into stagnation.

Employment of non-specialized teachers

Another negative effect of the war is the necessity for the new university branches to hire anybody, to accept lower standards, such as teachers from the secondary schools, and even, in some acute cases, teachers from primary schools, to teach at the university. What was formerly one single university, developed overnight into five different universities, a fact that led to increased demands for new teaching staff. In many cases, some secondary and primary school teachers, exploiting the crisis, succeeded in obtaining contracts from the various sections of the university, to teach on an hourly basis. Some very ordinary teachers, under these exceptional circumstances, were turned overnight into university professors. All this was the result of the political, partisan or denominational pressure, imposed by some quarters, taking advantage of the acute lack of qualified teachers in the country.

Whilst on this subject, it is necessary to point out here that the section of English language in the North Lebanon branch of the university, is run by a majority of secondary, primary and vocational school teachers. Nearly all of them work before noon at other jobs, and they have therefore insisted in giving their courses in the afternoon. Thus, compelling students to attend university from 14.00 onwards, because of the shortage of qualified full-time teachers.

Lower intellectual productivity

One of the most unfortunate effects of the crisis on the professors is the tangible lowering of their intellectual productivity. Unfortunately, it is not easy to assess the extent of this loss of intellectual productivity and scientific decline in the university's tutorial staff, as a result of the war. Because the Lebanese University does not draw up yearly lists of the publications produced by its professors, or of their scientific or intellectual achievements, as does, for example, the American University of Beirut. The scant information that we have at our disposal so far, indicates that the production of cultural, scientific and research works by the staff of the university is on the decline, and that the intellectual activity of some of them has suffered a complete breakdown.

Thus, during the two year war, everything in the land came to a standstill, except death and destruction. This means that magazines ceased to appear, conferences, seminars and meetings ceased to be held, lectures and papers ceased to be delivered, research and studies came to a halt.

For, it was impossible for any professor or lecturer to undertake any intellectual effort during that dark period of strife and agony: Those two black years paralyzed all cultural and scientific activity, the general atmosphere was not conducive to productive activities on behalf of scholars and thinkers...

Thus, one fine evening of 1975, I was coming home. The situation in Beirut was not stable, the roads were unsafe, and all movement was fraught with danger. At the entrance of the university, I met with Dr. Constantine Zreik. He said: "What are you doing these days?" I answered: "I am conducting some research at the university's library". He replied: "Is this the right time for research?"

In fact, I had been preparing some studies for publication, but I had to stop, because of the unstable situation of the country. Then, I finished writing a book, and it was about to be published. Then the war came, and the company ceased to publish it, because it had to leave Beirut to open an office in one of the Gulf states. I still have the typewritten manuscript, waiting for the situation to improve.

Thus, did I discover that the scientific productivity of the professors at the Faculty of Science had declined by 50 per cent during the crisis. One of the teachers at the Faculty of Science informed me that the scientific

research and experiments which were being conducted before the crisis, had been destroyed, and that all the animal and vegetal experimentation materials which were being raised by the students and professors in the laboratory on the roof of the faculty's buildings, had been blown up or burnt by rocket fire.

This is all that we have so far, on the subject of the effects of the crisis on the teachers of the Lebanese University.

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Table I.
Breakdown of Students by Sex and Nationality in the Institutions
of Higher Education in Lebanon - Academic Year 1977/1978

Institution	Sex		Nationality			
	Males	Females	Total	Lebanese	Non-Lebanese	Total
1. Lebanese University	18,480	12,613	31,093	29,104	1,989	31,093
2. American University of Beirut	2,444	1,538	3,982	2,877	1,105	3,982
3. Université St. Joseph	3,294	2,369	5,663	5,234	429	5,663
4. Université du Sacré-Coeur	1,091	620	1,711	1,644	67	1,711
5. Arab University of Beirut	25,460	8,398	33,858	2,340	31,518	33,858
6. Lebanese Academy of Fine Arts	228	194	422	391	31	422
7. B. U. C.	326	652	978	673	305	978
8. Middle East College	79	38	117	51	66	117
9. M.E. Theological College	35	13	48	19	29	48
10. La Sagesse Higher Institute	230	132	362	362	-	362
11. Haigezian Institute	272	122	394	275	119	394
Total	51,939	26,689	78,628	42,970	35,658	78,628

Source: Centre for Education, Research and Development - Statistics on Higher Education in Lebanon for 1977-78, pp.6 and 16.

Table III

Breakdown of Graduates from the Units of the
Lebanese University during 1960-1974

Academic year Faculty or Institute	Students										Graduates					Total 1960/73
	1960/61	1964/65	1969/70	1970/71	1971/72	1972/73	1973/74	1960/61	1964/65	1969/70	1970/71	1971/72	1972/73			
Faculty of Law & Political & Adm. Sciences	839	3079	3608	3901	3766	3425	3606	20	139	186	183	194	234	1919		
Faculty of Sciences	88	274	1560	1980	2210	2984	3496	12	28	53	62	84	170	628		
Faculty of Literature & Human Sciences	199	963	2946	3687	4765	5292	5081	49	73	164	187	226	412	1665		
Faculty of Education	165	453	1053	987	900	1099	1055	20	23	359	450	395	342	1859		
Faculty of Social Sciences	-	127	236	359	441	474	777	-	8	15	18	29	87	227		
Institute of Fine Arts	-	-	423	385	380	360	316	-	-	46	63	81	41	256		
Faculty of Information & Documentation	-	-	188	195	230	172	197	-	-	-	-	70	5	75		
Faculty of Business Management	-	-	-	86	150	222	298	-	-	-	-	-	-	-		
Total	1291	4896	10014	11580	12842	14018	14826	101	271	823	963	1079	1291	6629		

Source: Lebanese University directory 1974, pp. 131-132.

Table IV

Student Enrollments at the Lebanese University in the various units, for the academic years 75/76 - 76/77 - 77/78

Units of the Lebanese University	Total for 75/76	Academic Year 76/77		Total for 76/77	Academic Year 1977/78					
		I	II		Branch		Lebanon Bekaa Total			
					I	II		North	South	
Faculty of Law and Political Sciences	3299	2278	1797	4075	4104	3397	795	541	312	9149
Faculty of Science	4134	1541	1213	2754	2994	3183	-	-	-	6177
Faculty of Literature & Human Sciences	5889	1800	-	1800	6393	2202	1123	1010	368	11101
Faculty of Education	1200	599	446	1044	396	335	-	-	-	7731
Faculty of Business Administration	395	257	310	567	464	541	-	-	-	1005
Faculty of Social Sciences	1063	710	226	936	1841	511	206	317	123	2998
Institute of Fine Arts	367	190	328	518	396	459	-	-	-	855
Faculty of Information & Documentation	168	61	100	161	130	156	-	-	-	286
Total of Units	16515	7435	4420	11855	16718	10784	2129	1868	803	32302

Source: Lebanese University - General Secretariat - Section of Statistics and Information.

Table VI

Growth in number of members of the Teaching Staff according to the Faculties and Institutes of the Lebanese University during 1969-74 and 1977-78

Faculty or Institute	Academic Year	69-70	70-71	71-72	72-73	73-74	77-78
1. Faculty of Law and Political and Administrative Sciences		77	70	71	7	71	156
2. Faculty of Science		74	89	105	114	136	191
3. Faculty of Literature and Human Sciences		81	87	97	113	156	339
4. Faculty of Education		187	188	169	166	175	197
5. Faculty of Social Studies		25	32	31	32	36	88
6. Institute of Fine Arts		133	124	130	103	95	219
7. Faculty of Business Administration		-	12	19	30	38	87
8. Faculty of Information and Documentation		18	21	19	26	26	63
Total		595	623	651	591	733	1340

Source: Centre for Education, Research and Development Statistics on Education for 1973/74 - p. 279
 Lebanese University - Central Administration - Section of Statistics and Information - Beirut.

Table VII

Members of the tutorial staff in both 1st & 2nd branches of the Units of the Lebanese University - Breakdown by grade & Category for 1977/78

Units	Tenure			Full-time			Hourly			Grand Total
	Professor	Instructor	Asst.	Contractual	1st. Categ.	2nd. Categ.	3rd. Categ.	Total		
President's Office	1	-	-	-	-	-	-	-	1	
Faculty of Law, Political and Administrative Sciences	3	2	-	5	23	35	14	30	79	107
Faculty of Science	4	15	17	36	76	3	32	44	79	191
Faculty of Literature and Human Sciences	5	8	-	13	89	29	48	65	132	234
Faculty of Education	-	23	1	24	75	8	39	51	98	197
Faculty of Business Administration	-	-	-	-	4	2	13	68	83	87
Institute of Social Science	2	7	-	9	22	2	6	17	25	56
Institute of Fine Arts	-	2	-	2	7	2	76	132	210	219
Faculty of Information and Documentation	-	-	-	-	7	5	12	39	56	63
Total	15	75	18	90	303	86	240	436	762	1155

Source: Lebanese University - Central Administration, Section of Statistics and Information

Table VIII

Distribution of Lebanese University Part-time Contractual Faculty at District Branches by level for the Academic year 1977/1978

College or Institute	Law & Political Science				Literature & Human Science				Social Sciences			
	Hourly				Hourly				Hourly			
Type of contract	Level	Level	Level	Total	Level	Level	Level	Total	Level	Level	Level	Total
Branch	1	2	3		1	2	3		1	2	3	
North	1	4	12	17	1	4	40	45	-	1	12	13
South	1	-	18	19	-	3	22	25	-	-	9	9
Bakaa	-	1	12	13	1	1	33	35	-	1	9	10
Total	2	5	42	49	2	8	95	105	-	2	30	32

Source: Lebanese University, Central Administration, Statistics and Information Section (Beirut).

Table IX

Distribution of Faculty by Nationality and Type of Appointment at the Colleges and Institutes of the Lebanese University for the Academic Year 1973/1974.

College or Institute	Type of Appointment		Tenure		Full-time Contract		Hourly Contract		TOTAL
	Nationality		Leban.		Non-Leban.		Non-Leban.		
				Total		Total		Total	
Law, Political Science and Administration	5	10	2	12	51	34	54	71	
Science	36	42	4	46	52	2	54	136	
Literature & Human Sciences	17	33	2	35	66	38	104	156	
Education	27	27	3	30	88	30	118	175	
Social Science Inst.	9	4	-	4	23	-	23	36	
Fine Arts Inst.	2	4	1	5	86	2	88	95	
Business Administration	-	3	2	5	29	4	33	38	
Information Inst.	-	7	-	7	19	-	19	26	
Total	96	130	14	144	414	79	493	733	

Source: Centre for Educational Research and Development, Educational Statistics for 1973/1974, p. 281 (in Arabic).

Table X

Distribution of Lebanese University Faculty by
Academic Degree and by College for 1974

College of Institute	Academic Degree					Grand total
	D doctorate	"Diplôme d'étude supérieur"	Masters	"Licence" + one year	"Licence" Other	
Law, Political Science and Administration	63	2	11	-	8	84
Lit and Human Sciences	95	13	13	14	21	163
Science	112	16	3	-	8	139
Education	88	18	22	18	21	172
Business Administration	20	4	7	2	5	42
Information and Documentation	5	2	2	2	3	16
Social Science Institute	11	8	-	3	5	29
Fine Arts Institute	9	38	2	1	5	103
Total	403	101	60	40	76	748

Source: Lebanese University Directory for 1974.

Table XI

Distribution of Academic Degrees held by Lebanese University Faculty at the College of Science for the Academic Year 1973/74

Type of Appointment	Academic Degree		Doctorat		Dr. of		"Dipl.d'étude		"Dipl.d'étude		Masters		Licence		Grand		
	d'Etat	3ème cycle	Pharmacy	Engineering	supérieur	in	supérieur	Engineering	supérieur	in	supérieur	Education	Education	Education	Education	Education	Total
Tenure	8	3	16	-	1	1	1	2	-	-	5	36					
Full-time contractual	12	14	18	1	1	-	-	-	-	-	-	46					
Hourly contractual	4	17	14	-	3	10	3	3	3	3	3	57					
Total	24	34	48	1	5	11	5	5	3	3	8	139					

Source: Lebanese University, College of Education, Directory for 1974, p. 142.

