

The Factors that Affect the Establishment and Development of Lebanese University

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Abstract

This research is about the establishment and development of the Lebanese University and the factors that affect this development. It will start speaking about the independence and the national bond. The national bond was formed to support certain sects, help them dominate most areas of government and monopolize the public resources in distribution, construction, education and teaching. It then states the political situation from independence (1943) to 1951, and how the seventh government, in power from 7/6/1947 to 26/7/1948, mentioned in a government proclamation that special attention would be given to agriculture, technology and higher education. On 20/10/1951, Law number 6265 was introduced for the establishment of the Institute of Administration and Finance, known as the Institute of Statistics. This was followed by law number 6267 for the establishment of the Institute of Teacher Training, later called the Faculty of Education. The paper also explores the factors that influence the development of the Lebanese University. Finally, in an attempt to summarize the historical development of the higher system in Lebanon, we can conclude that the Lebanese University is facing many problems, which makes it difficult to carry out its role as a National University and meet the requirement of unifying and developing the Lebanese society.

1. THE INDEPENDENCE AND THE NATIONAL BOND

The Lebanese State was founded in an agreement between the two leaders of the independence movement representing the two largest sects in Lebanon: the Christian Maronites from whom the president is elected, and the Sunni

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Muslims from whom the Prime Minister is chosen. Their agreement, called the National Bond, is the basis and principle of the Lebanese Republic.

This Bond played an important part in transforming the divided sectarian Lebanese society into a unified society that combines the different Lebanese sects living on the same land. Masoud (1977) demonstrated that this society is not an actual state which can stay stable without any disturbances. As the mandate management was distinguished by its sectarian face, the National Bond was formed to support certain sects, help them dominate most areas of government and monopolize the public resources in distribution, construction, education and teaching. Masoud (1977) added that the Lebanese individual was affected by sectarian loyalty that does not only rule his thinking, but also organizes his life and his relationships with others. Such loyalty affects all the Lebanese people not just educators. According to Baraket (1971), students of the Lebanese universities show that religion is the most important factor in students' political behavior.

2. THE POLITICAL SITUATION FROM INDEPENDENCE (1943) TO 1951

Al Salibi (1978) stated that, according to the Lebanese constitution, a presidential election is to be held every six years. A president, however, is not allowed to contest the office for second continuous term. But towards the close of the first president's term of office after independence in 1949, the president started thinking about reviewing his presidency through the manipulation of the constitution. There was a considerable balloting in the election to guarantee a new parliament that would be able to reelect the same president, and so the same president was back to power for another six years from 22nd September 1949. Al Salibi (1978) added that the success of the military revolution, which overthrew the Syrian state on 30th March, encouraged the supporters of the National Syrian Party to rise in a similar way. This attempted camp failed and seven of this party's leaders were put to death, one of them was the founder of the party. The president's failure to keep control -especially after the Prime Minister (the second member of the National Bond) was killed in Jordan by the supporters of the National Syrian Party -lead him to resign and call for a new election. The new election which took place in April 1951 made all of the opposition parties unify to get a strong opposition from inside and outside the Parliament. One of the opposition's leaders was Camille Chamoun who became the second president, and the National Lebanese University was founded in his term of office.

3. THE PROBLEM

Confirming free education was one of the important achievements of independent state. More students entered primary and secondary level education, creating the need for trained secondary teachers. Masoud (1981) demonstrated that the development of the Lebanese economy after the independence and the 1948 Palestine war created the need for governmental officials in both public and private sectors. Meanwhile, the private universities (A.U.B. and U.S.J.) which had existed in Lebanon for more than three quarters of a century were not prepared to provide sufficient graduates for the development of the country. For these reasons, some administrators with a number of educated people started thinking about establishing a National Lebanese University whose first mission would be training secondary teachers under national supervision. However, most of the administrators in education and culture did not give any attention to this idea. On the contrary, Majzoub (1980) opposed the idea which was the biggest challenge facing the Lebanese University before it had even been founded.

According to Melha (n.d.), the first six governments after independence up to mid-1947 made no attention or issued any decree about the Lebanese University. It was the seventh government, in power from 7/6/1947 to 26/7/1948, that mentioned in a government proclamation that special attention would be given to agricultural technological and higher education. A few months later, the Minister of Education inaugurated the third conference of UNESCO in Beirut from 20/11/1948 to 6/12/1948. At the end of the conference, he delivered a speech which stated that: "The government has decided to transmute the buildings where the conference has been held to a National Lebanese University, which aimed to provide the state with much needed trained secondary teachers (Al-Nahar Newspaper, p. 3)

Melha (n.d.) declared that the ninth government of Lebanon in its proclamation on 1/11/1949 ensured by the speech of its Prime Minister (The Minister of Education) that it would very shortly establish a Lebanese Higher Education institute in the buildings where the UNESCO conference had been held. On another occasion, in 1949, the Minister of Education stated in Al-Safir Newspaper that Lebanon could establish a National University because it has its independence. This university would perform the same duty as the A.U.B. and the U.S.J. did for Lebanon and the Arabic Countries.

In spite of the concern to establish a National University, it remained just

an idea without any achievement. This led the students in the different regions in Lebanon, supported by the middle and working classes, to protest during 1949, 1950 and 1951, asking for the establishment of a university able to provide free higher education. So, we can summarize the problem in the following question:

What are the different factors that affect the establishment and development of the Lebanese University?

4. HYPOTHESIS

Comment: A couple of sentences introducing the different hypotheses are very beneficial.

- Students' movement positively affects the development of the Lebanese University.
- The Admission procedures at the Lebanese University cause an increase in the number of the students.
- Government prevents the establishment of applied faculties at the Lebanese University.

5. FUNCTION OF UNIVERSITIES

The university is a part of the society in which it exists. It is established as part of the national educational system and a result of a social need to provide communities with adequate trained manpower for the requirements of the development of the country. And it is a part of the national educational system.

The UNESCO (1974) stated that the common functions of universities all over the world are to:

- i. Train high-level technicians.
- ii. Concentrate on research work.
- iii. Provide secondary teacher education and specialist work in the field of educational studies.
- iv. Select and train staff to ensure continuity.
- v. Encourage cultural activities and social renewal.

Hassan (1980) argued that the aims of higher education are:

- Transmission and classification of knowledge.
- The addition of knowledge which gives the university a connection with existing knowledge, a connection with society and its problem, and the ability to renew its programs and administration.
- The training of high level technicians. The university cannot succeed in doing this without understanding society and directing its energy to meet manpower needs with the help of statistics, research for casting, planning, monitoring and evaluation systems.
- Preparing researchers and allowing free academic research because academic freedom is the basis and the reason for the existence of the university.
- Serving national philosophy by studying and analyzing the culture of society not just teaching it.
- The development of its students' characters. The fact remains, however, that most of the Arabic Universities take care to teach knowledge, but do not look after the development of the character of their students. The result is a negative attitude amongst many of their graduates towards society and the immigration of some.

Al Koubissi (1981) added that the national university in a developing country ought to play an important role in the national life by focusing on destroying the barriers between the university and its society in order to make the university the servant of its environment. This is in addition to building bridges between the university and the society where it does exist so that, by undertaking appropriate research into society, its qualifications, and its needs, it can provide the required graduates. Finally, it concentrates on the academic, human, and applied research as a development instrument rather than for prestige.

6. THE ESTABLISHMENT OF THE LEBANESE UNIVERSITY IN 1951

Eventually, the Lebanese government transferred the problem to the Parliament for discussion. According to Tohma (1981), the members of the Parliament had three opinions regarding the establishment of such a university:

- A few of them resisted the idea

- A number of members agreed to establish a university to complement the other private universities (A.U.B. and U.S.J.)
- Others hoped to establish an independent national university

After a keen discussion, the supporters of the establishment of an independent national university won the debate. Later on, the Minister of Education established a committee consisting of three experts -English, French and Belgian- who worked under UNESCO supervision. Their terms of reference were to write a report about the available subjects in private universities and then set out the subjects for the Lebanese University to teach. The experts started firstly at the A.U.B. and its available departments, secondly, at the U.S.J. and its available departments, and finally, suggested the subjects which the Lebanese University could teach. UNESCO continued helping the Lebanese University by sending two experts in higher education to manage the commencement of teaching and supervise the administration for twelve years.

Maatouk (1981) stated that the UNESCO also granted scholarships to Lebanese students to continue their post-graduate studies in Europe and U.S.A. and enabled these students to return home and participate in the progress and development of the Lebanese University upon completing their courses.

Because of the absence of a clear national plan for the framework and the aim of the national university, UNESCO classified the Lebanese University as a second class university, giving the main role of higher education to the private sector which had applied branches, without looking for the political reasons for the availability of particular departments at private universities. Thus, people in power adopted this lower status for the national university, moving the political crisis from the economic field to the higher education area.

As per the Lebanese University Guide (1974), all these events ended on 20/10/1951 when Law number 6265 was introduced for establishing the Institute of Administration and Finance, known as the Institute of Statistics, along with Law number 6267 which established the Institute of Teacher Training, later called the Faculty of Education. Teaching in these two institutes started on the first Monday of December 1951, the actual date of the establishment of the National Lebanese University regarded as an important historical event in the cultural life of Lebanon.

In summarizing the historical, political and socio-economic conditions for the establishment of the Lebanese University, Al Haj-Ali (1979) found that it was first established in a contradictory relationship with the foreign universities, and that the idea of establishing such a university could be regarded as a national event as its establishment confirmed two notions:

- i. The deliverance from foreign cultural domination, which was represented by the private educational sector.
- ii. Providing higher education for the middle and working classes.

Mousharafiah (1969) stated that the national university was founded without the agreement of the powerful classes who graduated from private universities. He added that knowing the level of progress that the university had reached would have led them to support its foundation. Dahir (1981) declared that the progress of the Lebanese economy after independence and the 1948 Palestine war created the need for graduated trained manpower. Moreover, the increase in the number of students at primary and secondary levels created the need for trained secondary teachers under the supervision of the national university instead of graduates of private universities to associate with the development of the national aspirations of the students.

7. ISSUES THAT INFLUENCE THE DEVELOPMENT OF THE LEBANESE UNIVERSITY

7.1 An Introduction to the Establishment of Some Faculties:

The political and socio-economic development of the Lebanese community created the need for a National Lebanese University that was established on 20/10/1951. It consisted of two institutes: The Teacher's College, which was later called the Faculty of Education, and the Institute of Statistics, which was closed down later because there was no more need for it as the administrators claimed.

After a number of demonstrations and strikes by students as well as the middle and working classes, the government passed Law number 2883 on 16/12/1959 to establish the Faculty of Law and Political and Administrative Sciences, the Faculty of Literature and Human Sciences, and the Institute of Social Sciences. Teaching in the last institute began three years later.

On 10/11/1965 another law- Law number 3107, was passed for establishing the Institute of Fine Arts. After that, on 26/12/67, Law number 75/67 was

passed too for establishing the Faculty of Economic Sciences and Business, but it started functioning in 1971. The Faculty of Engineering commenced teaching in 1979 five years after the law of its establishment was passed, and the Faculty of Agriculture started in 1980, six years later. In 1981, another law was passed for establishing the Faculty of Public Health and the Faculty of Medicine. The former started teaching in 1982, while the latter has not yet started.

7.2 The Influences of the Students' Movement on the Development of The Lebanese University

Dougan (1975) demonstrated that the students' movement has spread in most countries of the world during the last two decades. These movements were supported by the working class as in France in 1968, while others were separate from the working class as in Germany.

Saada (1979) declared that in Lebanon the connection between the history of the students' movement and the educational foundations were unique, as students carried, in addition to their own problems, the concerns for the development of the national university, forming the main axis of its development. In spite of the fact that the Lebanese Government admitted the need to establish a national university, it did not come into existence in 1951 without continuous strikes and demonstrations by the students supported by the working class all over Lebanon. Naame (1981) stated that the students' movement in Lebanon also forced the government to establish the Faculty of Law and other faculties and institutes in the Lebanese University after it closed down the Institute of Law in the Lebanese Academy, which was teaching law in Arabic Language. Their movements were the main reason for making these faculties start teaching.

On the other hand, the students' movement during its long history of struggle gained many achievements such as implementing the students' participation in the University Council, granting national scholarship for the most intelligent students in the Lebanese University, and providing health services for the students of this University. It also supported the administrative and economic independent of the University. Together with their teachers, students prevented the establishment of a common council amongst universities in Lebanon, which would have led the domination of the private universities over the higher education in general, and the Lebanese University in particular.

These achievements helped the Lebanese University become a first class university quantitatively and qualitatively, and it began to compete or sometimes even surpass the other existed universities in Lebanon. The future of this university was seen to be very promising. However, the civil war, which started in 1975, damaged the democratic life in general and the educational system, especially the Lebanese University, cutting back the students' movement. However, the students' movement was able to save the academic year and the quality of the academic work in the university. It made the university council return to operating the health services and the national scholarship which ceased because of the war.

In the after-war period, the aims of the students united with the aims of the educational sector and the mottos of the students became the same as those of the teachers. Indeed, all the educational hierarchy united in a unique attitude, aiming to serve what can be served in continuing the teaching process in the Lebanese University and the possibility of the future development on a perfect basis.

7.3 The Admission Policy and its Influence to Increase the Number of Students in the Lebanese University

According to the Guide of the Lebanese University, the most important stipulation for acceptance in the different faculties and institutes in the Lebanese University is success in the second Baccalaureate (upper secondary level) in any branch- Mathematics, Science or Literature - or its equivalent. This meant that a lot of students who failed in the second Baccalaureate- because of the low rate of success according to the state policy- tried to get another certificate of completion of upper secondary level of education, especially from Syria and Egypt. However, the political rulers in Lebanon- who are sincere students of the foreign universities where they graduated - made the second Baccalaureate exam too difficult to control the number of succeeding students. In their attempts, they prescribed some conditions to reduce the number of students in some faculties and institutes. For instance, students with secondary certificates other than the second Baccalaureate were not admitted into the university especially in the Faculty of law. They further set competitive entrance exams for most of the faculties and institutes, such as the Faculty of Business, Faculty of Media, Institute of Fine Arts, and the Faculties of Engineering, Agriculture and Public Health. In addition the numbers of acceptances were determined by council of each faculty or institute.

Al Basha (1980) stated that the Lebanese University, which by the end of the sixties had developed into a national university, came into conflict with the need of the Lebanese bureaucracy for graduate manpower. The government insisted on competitive entrance exams in order to limit the number of students and demanded local secondary certificates to enhance the status of the university.

Youssef (1972) declared that in a comparison between the ratio of the graduates according to the registered students in the faculty of Science in the Lebanese University, the A.U.B. and the U.S.J., we find that the proportion was 17.9% in 1967 and 7.5% in 1971 in the Lebanese University, while it was 59% in 1965 and 64% in 1971 in the A.U.B/ and about 40% during the same period in the U.S.J. Youssef (1980) argued that another serious problem the students in the Lebanese University faced was the high rate of the registered students in the first year compared to all registered students. This ratio was 65.6% in 1967 and the proportion of those graduating in 1971 was 23.5% while the figure for the A.U.B. was 35.6% in 1967 with 83.5% to graduating in 1971, and in the U.S.J. the figure was 34.1% in 1967 with 61.7% to graduating. Youssef (1972) added that the tendency of the government in Lebanon to limit national higher education in some specialist areas, allowing greater numbers to register in other fields had determined the social position of the Lebanese University graduates. Thus, their specialization was in very limited areas whereas the foreign universities graduates had the best chances in the public and private labor-market.

7.4 THE INFLUENCE OF THE GOVERNMENT ON THE DEVELOPMENT OF THE FACULTY OF LAW

The Faculty of Law was established after continuous struggle and demonstrations by students in 1959, with the Arabic language as the medium of instruction. This faculty is one of the most important faculties in the university because the future leadership of Lebanon will graduate from it. It carried out its role perfectly, and the number of its students increased from 839 in 1960 to 4139 in 1963 and to 11947 in 1979. Because of its growth, it began to threaten the other faculties and institutes of Law in Lebanon, especially the U.S.J. Law Faculty in which the French language was the medium of instruction. Meanwhile, the Arabic language was the medium of communication for the solicitor and the judges in the Lebanese courts.

Zouheir (1974) explained that in 1970 a competition for entrance to the

judgment Institute took place. The winners were 14 from the Lebanese University Law Faculty, while only 4 from the U.S.J. Law Faculty succeeded. Another competition took place in the same year for the Administration Institute and 45 gained admission; most of them were graduates from the Faculty of Law in the Lebanese University. These unexpected results frightened those who opposed the Lebanese University, especially those in power. So they began to consider how to curtail the development of this faculty. They put forward a plan in two parts:

- Putting obstacles in the way of progress in this faculty by destroying its curriculum.
- Putting unqualified people into the administration and appointing an unqualified Dean of this Faculty, aiming to spread anarchy and create hostility between the teachers and the administrators in order to destroy the faculty from inside without any outside interference.

The seventh and eighth article of establishment published in Beryte Magazine gave the Minister of Education the right to appoint the Dean and the teachers of this Faculty, but the Dean should be qualified as a professor and should be a member of the permanent full-time staff in this faculty. The Minister, according to the previous plan in 1972, appointed Dr. R. Farhat as Dean of this faculty, in spite of the fact that he was still under training in a solicitor's office and had not taught in any university before. The Lebanese newspapers warned about the result of breaking the law in the faculty, which interfered with the independence of the university and deprived other qualified teachers of their right to become a Dean. Moreover, a disagreement occurred between the teachers and the administrator, which finally ended with the appointment of another Dean, allowing the faculty to continue its role in the development of the society.

7.5 The Influence Of The Government In Preventing The Establishment Of Applied Faculties

Most of the faculties and institutes in the Lebanese University cover theoretical rather than applied studies. If we review the history of establishing these faculties and institutes, we can see that the teaching in the applied areas came very late in relation to others.

According to Beryte (n.d.), the Lebanese government passed a law on 31/1/1974 to establish the Faculty of Engineering with its different branches in the Lebanese University. The length of study is five years and the candidates

should have the second Baccalaureate only (no equivalent qualification is permitted). A competitive entrance exam is held to select the students who are going to study in this faculty. Admission in this faculty was determined by the level of knowledge students received during their secondary level education. This deprived most of the free public secondary schools graduates of the chance to register as public schools did not have the high academic level that public schools provided. This competition was against equity and equality in education.

Al-Basha (1974) claimed that another law was passed to deal with the organization of this faculty, interfering with the independence of the university, as it tied the development of this faculty to the will of the Minister of Education, unlike all the other faculties and institutes. The legislation also established a consultative council for the faculty consisting of a minority of the public sector and a majority of the private sector, which will allow the Lebanese bureaucracy to control this faculty in this council. The head of the university in the meantime stated that he might merge this faculty with the private faculties in Lebanon to avoid establishing a branch of work which was already available in the foreign universities. But, in the last week of its rule, the same government commuted the legislation by cancelling the consultative council and keeping the competitive entrance exam. The Faculty of Engineering had to wait five years after legislation to start teaching in 1979.

The Lebanese University still today has not established a faculty of Medicine, in spite of the legislation for establishing such a faculty in 1981. In fact, authorities in Lebanon do not want to establish such a faculty because it will compete with the private universities:

We do not want to establish a Faculty of Medicine and Pharmacy in the Lebanese University because we intended when establishing this university not to compete with the foreign universities. This University was founded to complement the other private universities in Lebanon. For example, there was no faculty of education, so we established a Faculty of Education. In fact, in Lebanon nowadays, there are two faculties of medicine in the A.U.B. and the U.S.J. and they supply more graduates than we need, so it seems that there is no necessity for establishing a Faculty of Medicine in the Lebanese University. (Al-Bustani, 1967, p. 40)

This speech reflected the real feeling of the government in Lebanon against the existence and development of the National University.

8. THE NATIONAL ROLE OF THE LEBANESE UNIVERSITY

8.1 Recording And Development Of The National Culture

William (1980) stated that the university ought to be concerned with the transmission of knowledge in a way that protects the cultural heritage of society and provides continuity through generations in order to create good citizens who will be able to understand the theoretical criticism of social values. This is a function that goes beyond the universities to the whole society. Enabling children and youths to enjoy and appreciate their heritage may be the way to maintaining a vital, authentic culture. Therefore, the university ought to be the place where different social classes meet in order to get united in the common mission towards the accumulation of knowledge. For carrying out this role, the university needs to have an obvious plan in its administrative law and through its curriculum to try to realize this aim. However, the administrative and organizational law of the Lebanese University does not have any obvious or definite aims. According to a field study by Bashour (1978) who attempted to determine the educational scope of the system at all levels (primary, secondary and higher education), there is no official educational scope, and when it exists, it is ambiguous and confused.

The universities in Lebanon maintained the status quo, instead of becoming a place where varied social-classes and ethnic groups reduce their social and sectarian differences because of the abundant common culture and equal abilities. In the contrary, universities added cultural and ideological divisions to the already existing regional sectarian and tribal divisions.

Because of the absence of a national clear plan which determined how to record and develop the national culture and the existence of private universities in the status quo, the Lebanese University failed to play its unifying role, which could be one of the important causes of the civil war.

8.2 Training Skills

Majzoub (1981) explained that the country which is helpless in developing its human resources cannot develop anything else, including the political system, modern social structure, feeling of nationality, and raising the financial level of its citizens. Private universities in Lebanon do not work according to the socio-economic, culture, and labor market needs. At the same time, it is difficult for the Lebanese University to work as such due to the fact that the most important applied studies are monopolized and only

theoretical areas are left for the university. Private universities have a major role in encouraging Lebanese scientists to immigrate. For instance, many A.U.B. graduates immigrated to the U.S.A. while others worked for private foreign foundations inside or outside Lebanon.

Considering the curriculum of the Business Administration Department at the U.S.J. as an example, we can see the remoteness of this curriculum from the Lebanese Labor market because it is related to modern western foundation techniques. So, it is clear that the private universities did not work in order to provide the Lebanese Labor market with its actual need of trained manpower.

Because of their satisfaction with the unimportant status of the Lebanese university, the political leadership in Lebanon worked hard to keep it at a lower level. They encouraged establishing theoretical faculties which produced more graduates than the Lebanese Labor market needed as is shown in table (1) and (2). They further fought the idea of establishing some applied faculties, which meant that the Lebanese University still lacked some important applied faculties, such as medicine and pharmacy.

In summary, we can conclude that the rapid expansion of higher education in Lebanon, especially the Lebanese University during the last two decades, as per the government policy, has created many quantitative and qualitative imbalances. These imbalances have manifested themselves in the unemployment of graduates in some fields of study and scarcity in some other fields. They are also reflected in the mismatch between the type of training being offered in the different institutes in the higher education system and that needed by the labor market.

9. THE SECONDARY TEACHER EDUCATION IN THE LEBANESE UNIVERSITY

William (1980) demonstrated that any educational system in a country needs teachers versed in professional skills of teaching particular subjects, of assessment, vocational guidance etcà So, we must certainly ask our universities to involve themselves with skill development and to respond to the particular needs - in quantity as well as quality - of teaching services. The best institute for doing this job will be the faculty or institute of education. Ibrahim (1973) said that, in the Lebanese University, the aim of the faculty of education is to prepare its students for the two following certificates:

- The Educational Efficiency Certificate in Secondary Education. It is based on the teaching of educational subjects, practical teaching in secondary schools and doing a research project, where the selection of the subject sometimes leads to a certain negative relationship between teachers and administrators on one hand, and the student on the other.
- The BA Ed. The Faculty started preparing for this certificate in 1964, according to the recommendation of Teacher Education Organization in Lebanon.

Briefly, the curriculum of this faculty in its present form does not meet the needs of secondary teachers in any way. Also, the developed activities, such as educational laboratories or the specialized teachings of sciences, lose their educational value because of the bad preparation both financially and in the number of personnel; there is no teacher with a high qualified post-graduate certificate in teaching methods for any particular subject. The result is that numbers of teachers continue to graduate with some educational knowledge but without having any national educational aspiration.

On the quantitative side, the Lebanese University (1951-1958) stated that there were only 453 graduates from the establishment of this faculty up to 1970, while in 1971 the number of in-service secondary teachers in Lebanon was 2000. According to the British Council (1974), the reason for the limited number of these graduates is the admission policy of this faculty, which accepts a very limited number of students after a competitive exam because the Ministry of Education has to employ them after graduation according to the contract signed at the beginning of the study which grants each student a scholarship.

In 1969, according to the recommendation of the administration office of the University Head, only 75 students were accepted out of 500 who entered the competitive exam. So, how the university determined the secondary education level need as 75 when it was 250 students the previous year is not clear. After that, the faculty raised the number by another 75 with the condition of not getting scholarship or signed contracts unless students succeeded in the first year.

Youssef (1969) said that by neglecting the Faculty of Education, lowering the academic level, employing non-efficient teachers, and providing inadequate facilities in this faculty, the Lebanese government tried to ignore the importance of this faculty in training secondary teachers so as to be free when selecting graduates of the faculties of science and literature, according to

political and sectarian selection not quality. Thus, due to the will of the leaderships, the function of the Faculty of Education gives an incorrect picture of secondary public teachers, reflecting the educational and social systems in Lebanon.

10. RESEARCH AND THE DISSEMINATION OF KNOWLEDGE

William (1980) stated that universities have an important responsibility to extend the frontiers of knowledge by experimental work, by construction of theories, and by probing into unexamined areas of life with new questions and for new concepts. Universities may achieve more in educational research by preparing students with curiosity and with enquiring minds than by shelves of heavily referenced theses.

Bashour (1978) declared that, in Lebanon, research in general and the educational research in particular is very limited. Most of research was developed by foreign experts and the private foreign universities (U.S.J. and A.U.B.). The former did not have any specialist department for educational research and most research of this kind, which took place in the U.S.J., was of the historical or linguistic kind. On the contrary, the A.U.B. had shared in much educational research, especially in the late fifties and early seventies. Moreover, the Department of Education in this university had a direct positive influence on the educational system in Lebanon. However, according to Al Azem (1973), most of the teachers in the A.U.B. write their research in the English language, and often show interest in Western more than their local society, which leads us to ask about the general influence of A.U.B. teachers, with exception of people such as Costantine Zreik, Mounir Bashour, Nabih Fares and Waddée Haddad.

The Lebanese University should get involved in theoretical and applied research in Lebanon because there were many educational problems to be studied in a scientific method. From 1943 up to 1972, forty-five educational problems emerged in Lebanon and needed solution by clearly aimed research, but they were in conflict with administrative routine as Morques (1972) said. Akel (1972) stated that: "Fifty ministers of educations in Lebanon will pass, but the educational problems will not be solved (p. 70).

The administrative and organizational law of the Lebanese University strengthens the view that it should be a center of theoretical and applied research in every faculty and institute. In spite of the problems facing the

Lebanese community which need aimed research, the ability to undertake scientific research in the Lebanese University seems not to exist.

Bashour (1978) stated that the educational research in Lebanon should take place in the Lebanese University especially the Faculty of Education and the Institute of Social Sciences. In the former, most of the teachers are not educational specialists, and what they do does not go beyond the lectures and sharing educational seminars or discussions. Most of the research undertaken by students making the Efficiency Certificate in Secondary Education was superficial. Also, some of it was suitable for Ph.D. theses rather than a very small research project for six months. In the second institute, there are two centers: one for the social studies, and the other for research and scientific references. The fact is that the sharing of the work of this institute in under making research is very limited, with the exception of the joint project with the French expert (Vilene) employed in the Lebanese Ministry of Education on some educational studies about the students of the Lebanese University. All the other faculties and institutes in the Lebanese University lack the personnel and equipment of the Faculty of Education and the Institute of Social Sciences. It is very important that the Lebanese University provides the full-time permanent teachers by encouraging the expert citizens (who had not yet immigrated) to support its research centers and establish a scientific movement. This is in order to pick out the elements of a national culture, the main axis for the curriculum, and share in rebuilding Lebanon by providing the suitable elements and requirements for its development.

11. THE SERVICE ROLE

William (n.d.) said that *ôvis-à-vis* the community and the professions is politically an important responsibility. There are many useful tasks in curriculum renewal, materials development, test construction, survey design and the like which universities could perform for the Ministry of Educations. (p.p. 34-37).

The Lebanese government classified the Lebanese University in a level lower than the other universities, relating its development to the Ministry of Education, which has the right to employ teachers not according to their academic classifications but according to their political, social class and sectarian qualification, because of not implementing the full-time permanent law. This deprives the Lebanese University from performing its service role of renewing the curriculum, developing its material, and using the results of research to develop the educational system in Lebanon.

After the civil war started, the Lebanese government did not develop the Lebanese University departments to become qualified for Ph.D. research, one of the most important functions of any university. Instead, the government tried to destroy the university by establishing new branches for the already existed departments, killing any hope of development.

12. CONCLUSION

To summarize the historical development of the higher system in Lebanon, we can identify the following:

- The concessions that western countries got from the Ottoman Empire led to the establishment of a private educational sector in Lebanon, the A.U.B. and the U.S.J. in particular.
- These two universities provided Lebanon and the Middle East countries with the required qualified leaderships and manpower.
- After the independence, the government introduced Law No. 10 which gave the existing private universities official recognition. As a result of this law, the institutes of higher education expanded to become eighteen universities and institutes for higher education at the present time.
- The development of the economy and society after the independence created the need for a national Lebanese university.
- Most of the leaderships who were graduates from private universities did not give attention to the establishment and development of such a university, because it would compete with the private universities. So, the private universities delayed the establishment and the development of the Lebanese University through its graduates who were in power.
- After the establishment of the Lebanese University in 1951, the government affected its development by making admissions for theoretical studies easier, while ignoring and delaying the establishment of applied faculties.
- As a result of this policy, there are imbalances in the unemployment of graduates in some fields of studies and scarcity in some other fields.

The Lebanese University ought to diversify its programs and to develop by establishing new faculties for teaching the applied modern scientific techniques in different areas, and at different levels which are urgently needed. It ought also to relate its admission policy to the actual needs in order to meet

the requirements for development. It also ought to have a complete independent administrative system in order to plan its educational policy and the educational system in Lebanon.

Finally, I conclude that the Lebanese University is facing many problems, which makes it difficult to carry out its role as a national university and meet the requirement of unifying and developing the Lebanese society. I would like to recommend the need for further research to discover possible solutions to these problems for policy makers and university administrators to use in decision-making.

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