

FINAL REPORT  
ENGLISH LANGUAGE SERVICES, INC. OF USAID/LIBYA  
ENGLISH PROJECT  
FROM OCTOBER 1, 1964 THROUGH July 7, 1965

This report intends to cover the period from October 1, 1964, through July 7, 1965, and is concerned with the operation of the English Language Services, Inc. Contract team teaching at the University of Libya under the auspices of the Agency for International Development, under Contract AID/afe-65 (2).

The members of this team and their dates of arrival were as follows:

- (1) Mr. Robert T. Axelby - 23rd November, 1964; was assigned to the Faculty of Science, University of Libya, Tripoli.
- (2) Mr. George E. Binda - May 16, 1963; continued over from previous contract; newly appointed Contract Team Director; was assigned to the Faculty of Commerce and Economics, University of Libya, Benghazi.
- (3) Mr. Richard J. Duggan - December 30, 1962; taught under the previous contract at the Men's Teacher Training College, Benghazi; was assigned this academic year to the Faculty of Commerce and Economics, University of Libya, Benghazi.
- (4) Mr. William Frazier - October 25, 1963; taught under the previous contract at the University of Libya, Tripoli, on the Faculty of Science; was assigned this academic year to the Faculty of Commerce and Economics, University of Libya, Benghazi.
- (5) Mr. Conrad R. Wilson - 23rd November, 1964; was assigned to the Faculty of Science, University of Libya, Tripoli.

Under the terms of the contract between English Language Services, Inc., and AID, Article 1 states in part:

ARTICLE 1 - STATEMENT OF WORK

The Contractor shall perform the following:

A. General Purpose

The general purpose of this program was to continue the assistance to the Government of Libya, performed under ICA/W/685, in the implementation of its program to include English as a part of the course of instruction in various Libyan institutions.

B. Scope of Work

Assist the administration of the University of Libya in the development of English Language Instruction as a part of the curriculum of the University.

CHRONOLOGY

UNIVERSITY OF LIBYA

On October 1, 1964, Mr. George E. Binda, the newly assigned team director, and Mr. William Frazier were the only representatives of ELS in Libya. During the month of September, Mr. Binda was involved in his regular duties at the University of Libya. This included his services as proctor at the supplementary examinations in the Faculty of Commerce and Economics. In addition, he had conferences with Dean Oraibi of the Faculty of Commerce in which the English program for the academic year, 1964-65, was discussed. The Dean accepted the concept of smaller classes and increased class hours. This year the Freshmen were divided into four groups and met five hours per week, an increase of one hour. The third year classes were divided into four groups, an increase of two, and met three hours each week, an increase of one hour.

The fourth year classes were divided into homogeneous groups for the first time, permitting the teacher to prepare more suitable materials for each group. While the teaching hours were increased in this ELS sponsored schedule, the students were able to progress more rapidly. This was a marked success for the contract team, who had worked very hard to accomplish this and the above mentioned improvements.

Classes in the University finally began on Saturday, October 24. Classes began haltingly the first day. Most were understrength; a few were represented by only two or three students. By the 26th approximately two-thirds of the upper-classmen were present. The first year class is always admitted two or three weeks later due to the scoring of hundreds of entrance examinations.

Mr. Richard Duggan arrived in Benghazi, after encountering unavoidable delays, October 28. Messrs. Binda and Frazier absorbed his classes during the first week. The transfer back to Mr. Duggan ran smoothly.

In Tripoli, at the Faculty of Science, classes began more slowly. Most of them were understrength until the end of November. This was due to a weaker administration and to the Science Dean's lack of interest in the English program. Messrs. Wilson and Axelby arrived on the 23rd and did not start teaching until November 28. Mr. Binda was in Tripoli on the 28th and 29th to meet the new team members. He introduced them to the Rector, who genially welcomed them. During these two days, Mr. Binda had long conferences with the Dean and the Registrar, trying to fix a workable schedule for the English classes. At first the schedule was between 12:00 and 1:00, when the

students are tired and hungry. Up to then it had always been a free period. Mr. Binda objected to this arrangement and extracted a promise from the Dean that he would study the matter. He also objected to the small number of hours for English instruction - only two hours each week in spite of the fact that many of the science courses are conducted in English. The Dean firmly reminded Mr. Binda that the Faculty regulations permit only two hours of English instruction for the first and second year and none for the third and fourth year level. Mr. Wilson and Mr. Axelby were eager to enlarge their schedules in a more reasonable timetable. Eventually, weeks later after continued pressure, a more workable schedule was adopted.

This was the first time that there were two English instructors on the staff. The quality of their instruction was no more important than their establishment of rules and regulations. Messrs. Axelby and Wilson were not only able to diminish the size of the classes but also to demand acceptable classroom procedure, including the assignment and completion of homework. The latter had never been successful before. For the first time the classes were divided according to the student's major study. The instructors achieved this with their new schedules which fitted in with each department's schedule. In addition to first and second year classes, they also taught "demonstrators" or nominees for U.S.A. or U. K. post graduate work. The Rector had asked Mr. Binda to make certain that these men received special attention. Messrs. Wilson and Axelby recognized the special need and created materials suited to the demonstrators' abilities and problems.

In Benghazi, in addition to their teaching grammar and word order, the ELS

team devised and taught a two-week course in using the English-English dictionary. They also began a short term course in note-taking in the sophomore classes. This last is particularly important for the students in their third and fourth years when they will take courses, such as Economics, that are taught in English. Heretofore, they had only memorized the chapters studied in preparation for the final examinations. Now, they should retain their knowledge longer than a month after the examinations.

During the month of December Mr. Binda selected a text for the second year because the assigned texts had not arrived. This was fortunate. The University had re-ordered an unsuccessful text despite objections from Mr. Binda. He chose Work, Wealth, and Wages, by Pringle and had it reproduced. It was extremely successful due to its simple vocabulary and numerous repetitions. It introduced technical words and ideas without the added hindrance of self-conscious language and style. During the month Messrs. Frazier, Duggan and Binda continued their normal schedules. In Tripoli the schedules of Messrs. Axelby and Wilson were finally fixed. Before December 8 the English classes were staggered between nine and one o'clock. These more sensible hours and the smaller classes created needed improvements in attitude and attendance.

In January, at the start of Ramadan, the University began a special timetable by which classes were shortened approximately ten minutes, with morning classes beginning later and finishing earlier. As the anniversary of last year's rioting and martyrs' deaths drew nearer, rumors spread about everything from a month's enforced holiday to more riots. On January 13 the student council met and decided that henceforth the 14th would be honored as a University holiday. The University officials agreed, and the expected troubles did not materialize.

This was the first time in the University's short life that the students and the administration met and compromised. The Holiday began on January 28.

The University was to reopen February 20. By the 22nd it was clear that the students were on strike. The sides were drawn up between the University students and the Government. The students' complaints were against the Ministry of Education. Minister Ba'ba had closed the secondary schools in El Arbiar in Cyrenaica and Sabratha in Tripolitania earlier in January because the students went on strike. It appears that they did not know that the expected general strike was called off.

Minister Ba'ba refused to change his decision, and the students refused to attend classes until he did. Dean Oraibi, of the Faculty of Commerce and Economics, requested that all the teachers at the University continue to meet all scheduled classes until further notice. In order to maintain control in the midst of confusion and depression, he arranged committees for the writing of syllabi and the catalogue. Mr. Binda was placed in charge of the English translations from Arabic, and Messrs. Duggan and Frazier were assigned to the catalogue committee. On February 20, Essayed Mustapha Bayou, Rector of the University of Libya, broadcast and published an unexpected ultimatum. Either the students returned to their classrooms on Thursday, February 25, or the University would be closed. Thursday afternoon passed without any change in the tightening situation. That evening the Rector ordered the students' hostel closed. That meant that the Tripolitanian and Fezzani students had to hire hotel rooms and eat in restaurants or return home. They had no choice. Mr. Binda believed that the Rector had no choice either. Public opinion had been mounting against idle students milling around the streets when the University was closed for what seemed to be an extended time. By the end of the month very few non-Cyrenaican students remained in

the city. The same situation was true in Tripoli though with perhaps more drama. The students picketed the University and staged demonstrations in front of the Ministry. During the first part of the month Messrs. Binda, Frazier and Duggan prepared for the resumption of classes. These preparations included the devising of mid-year examinations and the beginning of an exhaustive English-Arabic dictionary of economics and related words. Mr. Binda assigned Mr. Frazier, a knowledgeable Arabist, as editor of the dictionary. In Tripoli, Messrs. Axelby and Wilson had the task of writing a syllabus for the next half-year. None had been written before. This was particularly necessary since there were no English language textbooks. In effect, they created an English program for the Faculty of Science. Also, they edited science textbooks for reading comprehension and for vocabulary building material.

In March rumors spread during the first two weeks. Some said that the University would reopen March 13; others said that it would not reopen this year. During the first week a delegation of University students conferred unsuccessfully with the Minister of Education. When the new Prime Minister, Essayed Hussein Masiq, was installed, one of his first activities was to set March 15 for the resumption of classes. This was completely ignored by the students. They demonstrated in front of his office building on the 23rd and were finally admitted, but with no results. As the weeks wore on, the possibility that the University might not reopen became a probability. By the third week nothing changed, except that the atmosphere was becoming fraught with political overtones and unrest. Reflected in this were two bombings in Benghazi on March 27. One bomb exploded at the door of the American Consul's Residence. The German Legation's door was blown off by the second bomb.

On March 31 the Minister of Education broadcast that the El-Arbiar and Sabratha schools would reopen. The students had won ostensibly. Mr. Binda feared that the Minister, Ba'ba, would be forced out by this evident defeat. For many weeks he had been a most unpopular minister. But Mr. Binda later learned that King Idris had made the decision and had instructed his minister to carry it out. Minister Ba'ba had, thereby, saved face.

At the request of their respective deans, the five members of the ELS team reported to their faculty buildings every day on which they normally would have taught classes. In Benghazi, Mr. Binda supervised the proof-reading of the syllabi prepared by the syllabus committee for next year. It was the ELS team's responsibility to correct misspellings, grammar mistakes and poor phraseology. In Tripoli during the early weeks, Messrs. Wilson and Axelby also worked with University committees. Because the USIS school in Tripoli was understaffed during an unusually busy period, it was arranged for Messrs. Wilson and Axelby to take part in this program during the University shut-down. They began teaching at the school March 23.

Classes at the University in Tripoli and Benghazi resumed officially April 3. In Benghazi 98 per cent of the students were in their classes by April 15, at the end of Id El Adha holiday. In Tripoli the process took longer. The number of classes remaining was very few. For the fourth year classes that met only once a week, there were even fewer.

The University announced that the final examinations would start June 12, and that classes would end June 5. The classwork had to be accelerated to

meet this deadline. Almost six weeks of classes had been lost. Mr. Binda had believed that classes would continue until the end of June. The Registrar of the Faculty of Commerce and Economics had intimated this.

The remaining part of the school year was spent preparing final examinations and in completing planned instruction. In May the Arabic-English Economics Dictionary booklet was published by the Faculty of Economics. It was praised by everyone in the Faculty and by the Dean. It is a tribute to Mr. Frazier's knowledge and perseverance.

The ELS team acted as proctors during the final examination period, which began June 12, and corrected the final examinations. The results of the examinations showed an improvement in the command of English of the University students, especially in the third and fourth year classes, indicating that their earlier instruction by the ELS team members must have been of lasting value.

#### ACADEMIC DESCRIPTION

##### Faculty of Science

Classes began November 29. The teaching staff comprised:

1. Mr. Conrad Wilson who arrived in Tripoli November 23.
2. Mr. Robert Axelby who arrived November 23 also.

There were no English language textbooks available to them. Perhaps this was fortunate because the science students had no interest in or understanding of what language learning is. The ELS team in Tripoli absorbed the situation

immediately and began to collect teaching materials. This was compiled from textbooks on physics, biology, chemistry, and geology. Each lesson consisted of:

- 1) a reading selection of several paragraphs
- 2) a vocabulary section of words found in the reading
- 3) exercises done orally because it is the aural-oral area of the language learning that these students need most.

Mr. Wilson taught the freshman classes. Ninety-three beginning students were placed within an eight hour weekly schedule, with each student receiving only two hours of instruction. He also taught the "demonstrators" or the advanced learner class of seven students. This met three times each week. These students hope to qualify for foreign university scholarships. Mr. Wilson felt that they would benefit most from practice in conversation, composition writing, and reading for information. The conversation practice consisted of academic situations and practical daily problems. Their compositions were about technical subjects in their various fields. The readings, Mr. Wilson decided, should interest as well as benefit the students. These were found in the scientific magazines and journals that were in the University library. Their final examinations prove that Mr. Wilson's efforts were highly successful.

Mr. Axelby was responsible for the sophomore classes. Fifty-three students were assigned to a twelve hour schedule, with each student receiving two hours of instruction. They were divided into small groups according to their fields of study. He also assisted in the "demonstrators" class.

Interspersed within the framework of the science-oriented instruction were the new materials that were prepared by Messrs. Wilson and Axelby, pinpointing the special problems that Libyan students of English encounter. These included:

- 1) exercises in spelling and pronouncing the differences between /b/ and /p/
- 2) prepositions in phrasal combinations and alone
- 3) tense sequences.

These are a few of the problems that all Libyans have in English mainly because they are not adequately covered in the secondary schools.

#### Faculty of Commerce and Economics.

At the Faculty of Commerce and Economics, Messrs. Binda, Frazier and Duggan enjoyed an administration that is highly competent and academically aggressive, almost the reverse of the situation in Tripoli. Classes began October 24.

The teaching staff comprised:

- 1) Mr. George E. Binda, director of the Contract Team, who arrived May 16, 1963, and continued from the previous contract.
- 2) Mr. William Frazier, who arrived October 25, 1963, and continued from the previous contract.
- 3) Mr. Richard Duggan, who arrived December 30, 1962, and continued from the previous contracts.

The three members of the ELS team taught English from the freshman through the senior levels. As one of the results of his conference with Dean Oraibi in September, Mr. Binda was able to introduce a new and necessary pedagogical device in the freshman and sophomore classes. Twenty-five per cent of the final grade would be based on:

- 1) Homework
- 2) Quizes
- 3) Attendance
- 4) General Performance.

This grade made the final grade more meaningful. Before 1965, it had reflected only the final examination grade.

In the first year classes the texts were:

- 1) Haydon, Pilgrim and Haggard - Mastering American English - (Prentice-Hall, 1956)
- 2) Virginia French Allen - People in Fact and Fiction - (Thomas Y. Crowell, 1957).

The classes met five hours per week, an increase of one hour. This increase was due solely to the ELS team's efforts to raise the standards of the English section. Furthermore, the classroom procedure required homework and good attendance and, for the first time, was completely successful due to the pressure of the newly adopted twenty-five per cent portion of the student's final grades. These freshman students enter the University after six years of English instruction in secondary schools. This instruction runs from very poor to fair, on the average.

Therefore, their knowledge of English is of a low quality in all areas in which Arabs have difficulty in English. These include new concepts of both definite and indefinite articles, prepositions of time and manner, punctuation, and relative pronouns. The most glaring pronunciation problem is the aforementioned /b/ /p/ confusion. There is no written "p" in Arabic and since the oral /p/ is allophonic only, they cannot hear the difference between /b/ and /p/. Sample special lessons in these areas can be found in the appendices. The reader textbook was utilized sparingly in the instruction of comprehension. There were not enough hours left in the shortened academic year to use it more thoroughly.

There were 108 freshmen divided into four classes of approximately twenty-seven each.

After two years of classroom experience with Mastering American English, Mr. Binda decided that it was too ponderous, more like a reference book than a textbook. For the University he ordered English Usage for Overseas by Tregido, published by Longmans Green and Co., U. K. It will prove a far more practical text for the first year classes, not only in content but in price also. It is half the cost of the Prentice-Hall textbook, an important consideration for many indigent students.

In the second year classes, two textbooks were used:

- 1) Ernest F. Row revised by Patrick Pringle - Work, Wealth and Wages - Macmillan, U. K.
- 2) J. A. Bright - English Usage for Arab Students - Longmans Green and Co., U. K.

Because University students study economics in English during the junior year, it was decided to assign an elementary ~~economics text in the sophomore~~ English course. This year it was Work, Wealth and Wages, a text devised and written for secondary school students in England. It covers all of the basic principles of economics in a simple, repetitive style. The assigned text for the academic year had not yet arrived by December. Mr. Binda examined many texts and decided on the Pringle book. It was too late to order copies, therefore it was stenciled and duplicated. It was so successful this year that copies were ordered for next year. This was the basic text for the year. In all, there were thirteen chapters. Each one was thoroughly explained with further examples drawn from the economy of Libya. Wherever possible, the material was used for instruction in grammatical patterns. At the beginning of the year the sophomores were given a grammar handbook which Mr. Binda had edited. This was their guide in the basic problems in grammar. The J. A. Bright text was useful only in isolated instances. It does not follow a definite pattern and can be used successfully only as a reference book when an Arabic translation of a rule or an explanation is called for.

The sophomore classes met four hours per week. There were seventy-two sophomores divided four classes of approximately eighteen each.

At the beginning of the academic year, 1964-65, Mr. Binda decided, in conference with Dean Oraibi, to increase the third year hours from two to three hours per week. This means that for two of the hours the students were divided into economics and commerce classes, the classes being titled "Terminology" for both specialities. In the fall of 1964 a new type of course was introduced.

For the first time all of the third year students were divided into two groups according to their abilities and not on the basis of their specialities. In general, this innovation was very successful. In 1964-65, there was no textbook for this new course. The teacher prepared his own material, which was of two parts. The first contained simplified passages from technical books. Although these were used partly for comprehension, they were mainly used to form a nucleus of terms and expressions which were to be incorporated into the students' written work. The other materials followed assessment of the language errors in the ensuing compositions. They were an attempt to "drill out" basic errors. In particular, they dealt with articles and verbs, especially sequence of tenses, and the active and passive voices. Throughout the year the emphasis was on writing, and by the end of May a considerable amount of work had been assigned and corrected. Much of the success of the course must be ascribed to the division of the students according to their English ability. This enabled the pace of the "lower" course to be slower, more thorough, and more painstaking. This course will be continued in 1965-66 because of this initial success.

In the economics section the course was titled "Economics Terminology", but the title did not mean that other aspects of English were abandoned after the second year. The text for the course was the bilingual dictionary that was edited and completed by Mr. William Frazier of the ELS team. There were two goals in the course: one was to master one-half of the dictionary (the other half to be taken up in the fourth year), the other was to bring the students to a higher level in the knowledge of structure - phonological, morphological, or syntactic. The two goals were not mutually exclusive. The instructor prepared drills and exercises which covered the vocabulary and grammar efficiently and simultaneously.

In the commerce section the course was titled "Commercial Terminology." This title is misleading also. Although the prime purpose of the course was to make the students knowledgeable of the ~~terminology~~ of their speciality in English, grammar was an integral part of the course. The text was Commercial Correspondence for Students of English as a Second Language, Educational Services. The basis of the course was written work. Much of this was the writing of business letters. A few classes were devoted to the form of such letters. In the weeks following the content and style of the different kinds of business and sales letters were discussed and studied. As the compositions were returned corrected, the teacher spent half of the class time on grammar exercises. Only those errors that appeared most often were treated. These included word order, agreement, punctuation, and spelling. Toward the end of the year spelling contests were conducted. This met with success because Libyan students are team conscious. But, more important, many of them had not disciplined themselves to learning the spelling of even high-frequency words. These contests helped point out the necessity and value of learning to spell correctly.

There were sixty-eight third year students, divided both according to their specialities and on the basis of their proficiency into three classes which met three hours each week.

In the fourth year the classes were divided on the basis of whether the students were economics or commerce specialists. The "Commercial Terminology" course was conducted on the same lines as the third year class. The text was the same, Commercial Correspondence, because it had not been used in the University before and no other text was available. The class was smaller, therefore

more individual attention was given to each student. In this respect it was more like a seminar.

The same is true of the fourth year "Economics Terminology" course. The bilingual dictionary was the text, and grammatical considerations were given equal weight with terminological ones. Examples of these grammar materials can be found in the appendices.

There were forty-two fourth year students, divided according to their specialities into two classes which met one hour each week.

In addition to these formal classes, the ELS team scheduled tutorial hours for all students who needed extra help. Whenever possible small seminars were conducted. Office hours were scheduled also for those students who needed individual attention. Consultation periods were set up whenever the instructor felt that portions of the classes needed more elementary work, or the reverse. Superior students were given more challenging work. Hours were also scheduled at the Library, where the instructors advised and helped wherever possible. Mr. Binda was congratulated by the Registrar and Dean on a successful year in the English section. They pointed to these extra hours as the perfect way to lower the number of unnecessary failures each year. Many times, in past years, the number who failed English far out-weighted the failures in any other course. In 1964-65 there were fewer failures - only twenty-three in the freshman class, compared to forty-seven two years ago.

PROGRAM ADMINISTRATION

In the administration of the ELS/AID/L program, the Director of the contract team has been responsible for seeing that adequate records were maintained - including leave records, time and attendance records, teaching schedules, etc. In addition, he has had to oversee the individual work loads to maintain a proper balance in the distribution of labor.

During this reporting year, leave was taken on the dates indicated by members of the contract staff:

Mr. Robert Axelby	February 2 - February 17	7 working days
Mr. George Binda	February 15 - February 22	5 working days
Mr. Richard Duggan	January 29 - February 19	14 working days
Mr. William Frazier	No leave under this contract	- - - -
Mr. Conrad Wilson	No leave under this contract	- - - -

Beyond the regular official working hours the ELS team worked 350 overtime hours in the pursuance of their duties.

CONCLUSION

This past year, at the University, the number of hours devoted to the teaching of English in the Faculty of Commerce and Economics was increased in all years except the senior year, though the seniors were divided into homogenous groups for the first time. Based on the success this year of the junior classes, Dean Oraibi has decided to add another hour of English to the seniors' schedule next year. In Tripoli the advances have not been as great due almost entirely to the incompetence of the Registrar and Dean of the Faculty

of Science. This year, however, for the first time, English instruction became a requirement for graduation in the Faculty of Science. This step forward must reflect the success, however hampered, of the ELS team in Tripoli. In Benghazi, Mr. Binda respected the Registrar and Dean because they are trained, experienced, and highly competent men.

When this contract ended in the first week of July, 1965, the American effort in education in Libya ended also. Next year the University may hire British teachers. The University pay scale is so low that it cannot attract experienced or qualified teachers.

The ELS team prepared for this by leaving behind carefully planned syllabi, files of successful classroom materials, and a tradition of tireless effort. The advances of the ELS team over the past five years will not be lost. These advances have now become integrated into the Faculties in Benghazi and Tripoli. They demonstrate the competence and perseverance of this contract team and of those that preceded it.

APPENDIX A

I

TEACHING SCHEDULE

ROBERT AXELBY

Mr. Axelby taught English at the Faculty of Science, University of Libya, Tripoli.

His student load averaged about ten students per class.

His schedule was:

	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
9:00 - 9:50					Math.A.	
10:00 - 10:50	Geo.B.		Bio.	Math.B/C	Math.(S)	
11:00 - 11:50	Geo.A.	Library		Math.(S)	Math.B/C	Geo.B.
12:00 - 12:50	Geo.A.		Tutorial	Math.A.		Bio.

Total Number of Teaching Hours : 14

Average Number of Students : 10

Average Number of Students/hours  
per week : 140

APPENDIX A

II

TEACHING SCHEDULE

GEORGE E. BINDA

Mr. Binda taught English at the Faculty of Commerce and Economics at the University of Libya in Benghazi.

His classes averaged twenty-five students per class.

His schedule was:

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	Saturday	Monday	Tuesday	Wednesday	Thursday
9:00 - 9:50	Tutorial	1st Yr. Eng.	Consultation	2nd Yr. Eng.	Consultation
10:00 - 10:50		1st Yr. Eng.	Library	2nd Yr. Eng.	
11:00 - 11:50	Library		2nd Yr. Eng.	1st Yr. Eng.	1st Yr. Eng.
12:00 - 12:50	Consultation	3rd. Yr. Com.	2nd Yr. Eng.	1st Yr. Eng.	4th Yr. Com.
4:00 - 4:50		Consultation	Tutorial		Tutorial

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Total Number of Teaching Hours : 20

Average Number of Students : 25

Average No. of Student/Hours per week: 500

APPENDIX A

III

TEACHING SCHEDULE

RICHARD J. DUGGAN

Mr. Duggan taught English at the Faculty of Commerce and Economics at the University of Libya in Benghazi.

His classes averaged twenty-three students per class.

His schedule was:

	Saturday	Monday	Tuesday	Wednesday	Thursday
9:00 - 9:50	Consultation			2nd Yr. Eng.	Consultation
10:00 - 10:50	Tutorial	1st Yr. Eng.	Consultation	2nd Yr. Eng.	
11:00 - 11:50	Library	1st Yr. Eng.	2nd Yr. Eng.	1st Yr. Eng.	1st Yr. Eng.
12:00 - 12:50			2nd Yr. Eng.	1st Yr. Eng.	2nd Yr. Eng.
4:00 - 4:50		Consultation	Tutorial		

Total Number of Teaching Hours :	17
Average Number of Students :	23
	<u>391</u>
Average Number of Student/Hours per week :	391

APPENDIX A

IV

TEACHING SCHEDULE

WILLIAM M. FRAZIER

Mr. Frazier taught English at the Faculty of Commerce and Economics at the University of Libya in Benghazi.

His classes averaged twenty-three students per week.

His schedule was:

	Saturday	Monday	Tuesday	Wednesday	Thursday
9:00 - 9:50	Consultation	1st Yr. Eng.	Consultation	2nd Yr. Eng.	
10:00 - 10:50	Tutorial	1st Yr. Eng.		2nd Yr. Eng.	
11:00 - 11:50			2nd Yr. Eng.	1st Yr. Eng.	1st Yr. Eng.
12:00 - 12:50	Consultation	3rd Yr. Econ.	2nd Yr. Eng.	1st Yr. Eng.	4th Yr. Econ.
4:00 - 4:50		Tutorial			Consultation

Total Number of Teaching Hours :	17
Average Number of Students :	23
	391
Average Number of Student/Hours per week :	391

APPENDIX A

V

TEACHING SCHEDULE

CONRAD WILSON

Mr. Wilson taught English at the Faculty of Science,  
University of Libya, Tripoli.

His student load averaged about ten students per class.

His schedule was:

	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
9:00 - 9:50				Geo.A		
10:00 - 10:50	Math.	Demon.	Tutorial	Bio.	Maths.	
11:00 - 11:50	Geo.A.	Bio.		Maths.	Demon.	Math.
12:00 - 12:50		Tutorial			Tutorial	Library

Total Number of Teaching Hours : 14

Average Number of Students : 10

140

Average Number of Student/Hours  
per week : 140

APPENDIX B

Chart # One	Number of Students Per Class							Actual	
		5	10	15	20	25	30	35	Individual Teacher Student/Hour Load per Week
N U M B E R  O P E R  C L A S S	<u>TEACHER:</u>								
	Axelby	6	4		4				150
	Binda				2	18			490
	Duggan			2	5	10			380
	Frazier			2	8	8			390
	Wilson	6	1		5				140
Student/Hours:		60	50	60	480	900			1,550 (Total)

FORMULA: Students x Hours = Student/Hours

Academic Year 1964-65 - Includes all hours taught by ELS Contract Team at the University of Libya.

Total Number of Student/Hours taught per week by ELS/Libya Contract Team..... 1,550