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Migration of Palestinian Arab and Jordanian students
and professionals to the United States

by

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TABLE OF CONTENTS

	Page
CHAPTER I. INTRODUCTION	1
Statement of the Problem	3
Organization of the Study	8
Definitions	9
CHAPTER II. REVIEW OF LITERATURE	12
Background of the "Brain Drain"	12
Views Toward High Level Manpower Phenomenon: Affirmative	15
Views Toward High Level Manpower Phenomenon: Negative	21
Status of Education in Institutions in the Middle East	23
Background of the Palestinian Arab-Jordanian Relationship	26
Possible Solutions	29
CHAPTER III. DESIGN OF THE STUDY	34
Source of the Data	35
Limitations	37
Procedure	38
CHAPTER IV. PRESENTATION OF THE FINDINGS RELATIVE TO DATA COLLECTED FROM THE QUESTIONNAIRE	44
Characteristics of the Respondents	44
Reasons the Palestinian Arab or Jordanian Elected to Study in the United States	57
Reasons the Palestinian Arab or Jordanian Student Chose to Remain in the United States After Completion of His Studies	63

	Page
CHAPTER V. SUMMARY AND CONCLUSIONS	89
Findings	89
Implications	97
BIBLIOGRAPHY	103
ACKNOWLEDGMENTS	106
APPENDIX A. QUESTIONNAIRE	107
APPENDIX B. CAMPUSES CONTACTED	120
APPENDIX C. STATES INCLUDED WITHIN REGIONS OF THE UNITED STATES	122
APPENDIX D. LETTERS SENT AND RECEIVED	124

LIST OF TABLES

	Page
Table 1. Jordanian students in the United States	4
Table 2. Major fields of interest of 909 Jordanian students in the United States	6
Table 3. Citizenship of respondents	45
Table 4. Status of respondents	45
Table 5. Education level of students and professionals	46
Table 6. Major subjects of respondents	47
Table 7. Sex of respondents	50
Table 8. Ages of respondents	51
Table 9. Length of stay in the United States	51
Table 10. Region of residency while in the United States	52
Table 11. Place of residence	53
Table 12. Marital status	53
Table 13. Data on spouses of respondents	54
Table 14. Religion	55
Table 15. Degree offered in Jordan	59
Table 16. Reasons for seeking further education	59
Table 17. Ages of those checking "more benefit to my country"	60
Table 18. Reasons for studying (or having studied) in the United States rather than Jordan	61
Table 19. Amount students work during their stay in the United States	62
Table 20. Plans to remain in the United States	64
Table 21. Why students and professionals remain in the United States	65

	Page
Table 22. Why students and professionals return to Jordan	65
Table 23. Decision to become a United States citizen	66
Table 24. Length of stay in the United States relative to the decision to become United States citizen	66
Table 25. Desired country of residency	67
Table 26. Interest in town politics of Jordan while residing in the United States	68
Table 27. Interest in national politics of Jordan while residing in the United States	69
Table 28. Views toward Jordan government	70
Table 29. Type and degree of central control in Jordan government	70
Table 30. Major political problems as written in by respondents	71
Table 31. Degree that respondents' educational goals have changed because of the Palestinian struggle and the Jordan crisis	72
Table 32. Degree respondents felt compulsion to return and aid in the Palestinian struggle	72
Table 33. Socio-economic system viewed by respondents as best for Jordan	73
Table 34. System that respondents felt would best serve education needs of the population of a developing country	73
Table 35. Recognition in Jordan of the academic degree respondent is working toward or has obtained	74
Table 36. Recognition of respondents' personal ability in Jordan	75
Table 37. Respondents' projected view of whether or not adjustment problems will be encountered upon return to Jordan	76

	Page
Table 38. Projected feelings by respondents of strangeness or comfortableness upon return to Jordan relative to the length of absence	77
Table 39. Projected feeling by respondents that they will be too highly educated for the needs in Jordan	78
Table 40. Respondents' opinion of job opportunities in Jordan and the United States	79
Table 41. Factor most affecting respondent's choice of vocation	80
Table 42. Respondents' job concentration	80
Table 43. Major sociological problems	82
Table 44. Respondents' satisfaction in the rate of higher education improvement in Jordan	83
Table 45. Levels of education in Jordan that respondents felt most needed to be improved	83
Table 46. Favoring by respondents of subsidy by foreign governments of research and education in Jordan	84
Table 47. Favoring by respondents of subsidy by private business or foundations of research and education in Jordan	84
Table 48. Respondents' satisfaction with the administration of educational systems in Jordan	84
Table 49. Major economic problems	85
Table 50. Respondents' opinion toward migration of high level manpower from Jordan	87
Table 51. Respondents' views toward the United Nations as a peace-keeping influence	88
Table 52. Respondents' views toward the United Nations as an instrument for helping refugees and giving aid to developing countries	88

CHAPTER I. INTRODUCTION

The strength of any nation, its economy, and its capacity for development depends heavily on the number and quality of its high level manpower. To achieve a posture of strength in the world community, a nation evolves through the stages of underdeveloped, developing, and developed.

An underdeveloped country is characterized, among other factors, by an imbalance between the expansion of its educational system and its capacity to absorb and utilize its graduates (Myint, 1968). Underdeveloped and developing countries may lose as much as 80 percent of their high level manpower through emigration (usually to one of the three largest receiving nations: the United States, Canada, or Australia) if they are unable to absorb that same high level manpower (Immigration and Naturalization Service, 1968). One area where student migration to the United States has been noted is the Middle East--especially the emigration of Palestinian Arab and Jordanian students, many of whom are enrolled in American universities.

The Palestinian Arab and the Jordanian are particular persons with particular problems and there are any number of reasons why they would choose to migrate to a developed country. Some Palestinian Arabs and Jordanians seeking admission to United States's universities have been rejected by one of the 39 universities in the Middle East. Over 50 percent of the

Palestinian Arabs or Jordanians come on their own and are able to work their way through a higher education program (Table 1). Many of the major fields of interest of the immigrating students are not offered in the universities of Jordan (Table 2). Over the past 20 years, only a small percentage of the Palestinian Arab and Jordanian graduates have returned home; nearly 80 percent of these students never return (Zein, 1969). There is a high unemployment rate in Jordan and the government does not seem anxious to curb the outflow of its high level manpower.

The Institute of International Education (IIE) (1970) reports that there are 909 students with Jordanian passports in the United States (Table 1). Undoubtedly, as the IIE admits, there were omissions in counting; for instance, this author was not solicited nor included in the statistics--certainly there were others.

One in a series of difficulties in obtaining accurate figures about the Palestinian Arab is that, for this moment in history, he is a "man without a country." Therefore, the Palestinian Arab has been forced to obtain refuge and citizenship from other Arab countries. The Palestinian Arab may carry a Jordanian passport, an Israeli passport, or a special Palestinian passport issued in Lebanon. The IIE admits that some Palestinian Arabs are counted as Israelis or Lebanese in its studies. The total of 909 includes only those Palestinian Arabs and Jordanians carrying Jordanian passports. Jordan may

lose up to 100 students to the United States per year (Table 1). And this is only the students; the professionals are overlooked for the moment. Also, many Palestinian Arab and Jordanian students and professionals have chosen to become United States citizens.

There are two levels upon which to consider the status of the Palestinian Arab. First is national status. Palestinian Arab denotes a nationality, a cultural group which has, through unfortunate circumstances, lost its homeland. Second is the legal status. Legally, the Palestinian Arab has had to become a legal citizen of another country. Most have either moved as refugees into neighboring Jordan and have obtained Jordanian citizenship, or they are younger students who were born in Jordan. Certainly the strongest evidence of migration from Jordan (of Palestinian Arabs and Jordanians) could be obtained by determining how many of those with Jordanian citizenship have immigrated to other countries. One source indicated that 180 left Jordan in 1967 for the United States, and an additional 20 immigrated to Canada (The Committee on the International Migration of Talent, 1970b).

Statement of the Problem

The purpose of this study was to determine the reasons why Palestinian Arabs and Jordanians who come to the United States to study or pursue a career elect to remain in this country. Answers to the following questions were sought: Does the

Table 1. Jordanian students in the United States^a

	<u>Number</u>
TOTAL Jordanian students in the U.S.	909
SEX	
Male	798
Female	78
No answer	33
WHEN CAME TO STUDY	
Began study in U.S. in 1969-70	229
Began study in U.S. in 1968	151
Began study in U.S. in 1967 or before	306
No answer	223
FINANCIAL SUPPORT	
U.S. Government	27
Foreign Government	4
Self	474
U.S. college or university	118
U.S. college or university: private	3
U.S. college or university and U.S. Government	7
U.S. college or university and Foreign Government	2
Private	63
Private and Foreign Government	1
Private and U.S. Government	1
No answer	209
ACADEMIC STATUS	
Undergraduate	585
Graduate pursuing professional degree, unspecified degree, no degree	50
Graduate pursuing master's degree	124
Graduate pursuing Ph.D.	87
Special (an undergraduate who is nonmatriculated and not working for a degree, receiving no credit for courses taken)	28
No answer	35

^a Extracted from Open Doors 1970 (Institute of International Education, 1970). Report on International Exchange. Pp. 28-29.

Table 1. (Continued)

	<u>Number</u>
DISTRIBUTION IN REGIONS OF THE U.S.	
Northeast	91
South	130
Southwest	134
Midwest	342
Mountain	25
Pacific	185
Guam, Puerto Rico, Virgin Islands	2

Table 2. Major fields of interest of 909 Jordanian students in the United States^a

	<u>Number</u>
Agriculture	11
Business Administration (75 undergraduates)	107
Education	38
Total Engineering (232 undergraduates)	302
Chemical engineering	16
Civil engineering	104
Electrical engineering	42
Industrial engineering	97
Mechanical engineering	36
Technology	7
Total Humanities (71 undergraduates)	112
Architecture	5
Creative arts	12
Languages and literature	40
Liberal arts	41
Theology	6
Other	8
Total Medical Sciences (33 undergraduates)	41
Dentistry	1
Medicine	4
Nursing	1
Pharmacy	7
Pre-medicine	17
Other (pre-vet. med. and vet. med.)	11
Total Physical and Life Sciences (81 undergraduates, 57 graduates)	139
Biological sciences	30
Chemistry	46
Geo-sciences	12
Mathematics	35
Physics and astronomy	9
Other	7

^a Extracted from Open Doors 1970 (Institute of International Education, 1970). Report on International Exchange. Pp. 34-35, 42-43.

Table 2. (Continued)

	<u>Number</u>
Total Social Sciences (62 undergraduates, 60 graduates)	124
Economics	40
History	12
Home economics	6
International relations	6
Law	5
Political science	37
Psychology	6
Public administration	4
Sociology	4
Other	4

student or professional desire better economic opportunities and/or higher salaries? Does he seek better professional opportunities? Does he desire the benefits of a country known for educational, sociological, and technological progress? Does he desire better living conditions? Is he attracted by the lure of great urban intellectual centers? Is he influenced by the availability of choice in university settings, renowned faculties, excellence of facilities, and the general high status of research? Does marriage to an American spouse influence the student's or professional's decision? Has the home country's political instability and general lack of receptivity to change influenced the decision of the students and professionals? What other factors influenced the student's and professional's decision to remain in the United States?

Hopefully, the answers to the foregoing questions and the ensuing recommendations can contribute to a basis from which solutions to the migration of high level manpower from Jordan might derive.

Organization of the Study

In this study, the material was divided into five chapters. The first chapter includes the statement of the problem and organization of the study, and the definitions.

Chapter II presents the background for the study and the review of literature. It was felt that to determine and analyze the current migration of Palestinian Arab and Jordanian

students and high level manpower, it was necessary to provide the reader with a summary of the type of background they come from. The chapter emphasizes the background of the "brain drain," the views toward high level manpower migration--positive and negative, the status of education in the Middle East, the backgrounds of Palestinian Arab and Jordanian individuals, and the possible solutions.

The premises of the study, the source of the data, the procedure, and the description of the questionnaire are included in Chapter III. The fourth chapter presents findings from the data collected from the questionnaire and discusses each finding as it relates to specific premises. The fifth chapter concludes this study with a summary of the entire study and a listing of the implications seen as a result of the study.

Definitions

Following are several terms used throughout this study that require qualified definitions.

1. Brain drain: the migration of high level manpower from less developed countries resulting in a depletion of skilled, talented, or educated individuals in those countries.
2. Developing country: a stage in the growth process of a nation that is characterized by low national income per capita; overeducation; migration of natively trained high level manpower; economy lags behind university progress; beginnings of manpower planning and training; beginnings of developing

interrelationships of science, scientists, foreign study, libraries, colleges, laboratories and research, defense; infantile steps toward agricultural industrialization.

3. Developed country: the stage in nation-building in which economics, education, government, and politics are relatively stable; the government places high priorities on research and development and there is a high degree of industrialization; the problems of health, welfare, and higher standard of living for all citizens can be considered.

4. Emigration: from the point of view of the losing country, its students and professionals who go abroad with the intention of staying for one year or more; a loss, temporary or permanent, of labor, leadership, and highly trained and qualified individuals.

5. High level manpower (highly qualified manpower): the group of individuals who are professionals or highly trained, educated, or creative; students are considered as potential high level manpower.

6. Immigration: from the point of view of the receiving country, students and professionals from other countries who come to stay for a year or more; a gain, temporary or permanent, of labor, leadership, and highly trained and qualified individuals.

7. Manpower: the available population representing the total strength of a nation.

8. Overeducation: a problem in developing countries, it is a surplus of native university graduates and a lack of enough jobs for the educated.

9. Palestine Arab: any Arab who was born in Palestine, was originally a Palestinian citizen, or was born of a Palestinian parent outside Palestine, irrespective of his present citizenship.

10. Underdeveloped (less developed) country: a stage in the early growth of a nation that is characterized by an economy based on agriculture; loose control by the government of education, health, political activities, population control, food production, finance; flow of students out of the country; leadership that is not responsible to the masses; society is tradition-based and family-centered; high unemployment rate; unequal distribution of wealth; lack of technical means to properly use natural resources.

CHAPTER II. REVIEW OF LITERATURE

Background of the "Brain Drain"

Since the beginning of the search for knowledge, the scholar has felt the necessity to migrate when the possibilities for learning were exhausted, or if environmental conditions became unfavorable for learning. The migration movement may be divided into three periods: 1) from the beginning of time and up to the late 1700's; 2) the nineteenth century migration to colonize the New World; and 3) the present migration of high level manpower.

From a historical point of view, knowledge and the search for knowledge appear to have radiated from the cradle of the Eastern Mediterranean. Athens has been recognized as the earliest center for scientists; i.e., those who pursued systematic knowledge. A scientific shift at about 300 B.C. to Alexandria was brought about by the determined efforts of Ptolemy I. The Ptolemies enticed the Greek high level manpower to move to Alexandria because of the availability of richer benefits such as libraries, museums, instruments, and the support of government. There was, in fact, a "drain of Greek brains to Alexandria" (Dedijer, 1968). By 500 A.D. the Persians began attracting scholars by developing observatories, medical schools, and lecture halls. During the period between the eighth and eleventh centuries, knowledge in Arabic countries was transferred to Europe and became concentrated in monasteries

and church schools. The infiltration of the intellectual culture by the Latin language between the thirteenth and fifteenth centuries helped to spawn the revolutionary scientific method in 1600. Migration across geographical boundaries was due to economic, political, social, and intellectual demands for the development of knowledge. For instance, in the case of Bologna in the 1200's, whole faculties and student bodies were stolen from neighboring states. Even though the universities created statutes to stop migration and required oaths from their faculties, they could not completely control the movement of their scholars.

During the nineteenth century and into the 1920's migration was characterized by unrestricted international movement of population cross sections (that is, rich, poor, skilled, unskilled, laborers, professionals) from so-called "mother" countries to New World colonies. This diffusion of human resources benefited both the sending and the receiving countries.

Now in the third world state of scientific advancement, cold war, struggle for political maturity in Asia, Africa, Latin America, and the Middle East and, in fact, all of the effects of World War II, it is the professional elite who migrate. The professional elite include high level manpower and students enrolled in higher education. Unskilled manpower is relatively immobile. Governments now regulate immigration according to strictly national interests.

The determinants of modern migration are categorized by

- 1) a professional person finding that his education might involve prolonged study abroad,
- 2) trained professionals being prepared to travel to exercise their professions,
- 3) movement from lower income countries to higher income countries,
- 4) movement from a colonial country to a mother country,
- 5) movement because of political instability,
- 6) having the effect of a safety valve for the educated people which a developing or underdeveloped country is not prepared to absorb,
- 7) personal reasons of the varying types of professional talent; for instance, the desire of a foreign scientist from a developing country to emigrate to the richer prospects in research and development found in the United States, and
- 8) the desire of universities to have foreign instructors and foreign-trained instructors on their faculties (H. G. Johnson, 1968).

Therefore, the migration of high level manpower throughout the 1960's took many forms. First, in the particular case of hospitals and health services in the United States, emigrants were depended on to fill the increasing need for more medical doctors to such an extent that it was said that the United States aid to underdeveloped or developing countries in this area was being negated by the migration of high level manpower from those areas (Kroef, 1970). A second form of migration was seen in the particular problem of Great Britain; that is, the movement of British high level manpower to other developed countries, especially the United States, and the replacement of

native manpower by professionals from foreign colonial countries, especially India. A third form of migration in the 1960's was the case of the nonreturning foreign student who, upon completion of his studies in the United States and anticipation of a job waiting at home, was persuaded that he could never satisfy his full professional potential, given the limited opportunities in his own country. And finally, migration took the form of professionals emigrating from countries where governmental pressure or political instability was too great.

Views Toward High Level Manpower
Phenomenon: Affirmative

Even though a nation's high level manpower is recognized as one of its most valuable assets, a paradoxical event is occurring. Most developing or underdeveloped countries are losing students who study in developed countries, and professionals or specialists who find more significant employment opportunities, better facilities for work or research, or more recognition and respect in the developed countries.

The economy of an underdeveloped country is based primarily on agriculture, secondary manufacturing, and service. Underdeveloped countries, such as Jordan, tend to lose or be in loose control of their critical functions. There is an imbalance between population growth and food production. Financial and political instability and the flow of students from the

Middle East to universities in advanced nations over the last 20 years put the "brain drain" problem in perspective.

A developing country, such as India or South Korea, is characterized by poverty (a low national income per capita, and surplus of university graduates (overeducation). There is a gap between the numbers of people educated and the types of jobs available (usually governmental), resulting in a high rate of graduate unemployment. The extent of underutilization, loss of high level manpower, and lag in progress or growth of economy in relation to the output of the universities is more serious in the less developed country than in a mature and developed country.

The migration of high level manpower is a phenomenon that commands opposite connotations--affirmative and negative. From the viewpoint of Great Britain and other Western European countries, the migration of talented and professional people is a positive stimulant to modernization. Modernization in social terms depends on the flowing high level manpower that can remove discrimination and privilege based upon race, caste, and social status; that can help to change the institutions which act as social barriers; and that can create respect for the dignity and worth of the individual (The Committee on the International Migration of Talent, 1970b).

As an example of "somebody's brain drain becoming one's own brain gain" (Dedijer, 1968), England (also France and Canada) is experiencing substantial net positive input of

immigrants with high levels of education from less developed countries. Concurrently, there is a substantial net positive output of similarly qualified emigrants leaving England (Canada, France) to the United States (Oteiza, 1968). As a consequence, England is employing more Indian medical doctors than its own British medical doctors (Working Group on Migration, 1967).

Some reject the "brain drain" as being a problem at all.

"By assisting the development of the presumably advanced and rapidly developing countries to which they go the migrants are in fact doing more than they would if they had stagnated in the obscurity at home and that in the course of time the development in the richer countries is bound to spill over to the poorer countries and everyone will benefit." (Boulding, 1968, p. 118)

Educated people do not necessarily contribute to the development of their country unless capital and planning are also available. The "brain drain" may in fact act as a safety-valve when a surplus of skills exists in the underdeveloped or developing country.

The most positive view is expressed by the United States; that is, "the international circulation of human capital is a beneficial process, since it reflects the free choices of the individuals who choose to migrate" (Johnson, 1968), and steps to regulate migration would not be "in the best tradition of an open society" (Frankel et al., 1967).

Logic tells us that any government would be agreeable to an influx of high level manpower, professionals or even

students, especially in developed countries where education is a big business. The United States experiences a large net positive input of immigrants with high levels of educational attainment while there is a negligible net positive output of similarly qualified emigrants leaving the United States (Oteiza, 1968).

Since this study is primarily concerned with the United States as a "receiving" country, it would be relevant to reproduce the view of the United States Department of State.

"1. The United States Government statistics on the inflow of talent to this country have not been extensive and have had to be compiled on a special project basis.

2. Data on manpower needs of other countries and outflow of personnel are inadequate. Representatives of other governments stationed in Washington have admitted informally that their data-collecting systems cannot come up with foolproof statistical answers. We do not know what particular skills are in short supply in the home countries.

3. It seems probable that there is a migration of skilled personnel to the United States. Data are not available to support further claims that this migration is overwhelmingly large or that it poses a serious threat to United States developmental objectives, but it is assumed that there is some "brain drain" which varies from country to country.

4. There are outstanding reasons for distinguishing between the "brain drain" as it is applied to the developing nations and as it is applied to the developed areas of the world. Any drain or gap which exists in developing nations should be stemmed if it in any way runs counter to United States developmental objectives.

5. While recognizing that the migration of skilled people to the United States may be of concern to developed areas, principally Western Europe, the Interagency Council doubts that steps to regulate the migration

would be effective or would be in the best tradition of an open society.

6. The vast majority of aliens in scientific and technological occupations enter the United States as immigrants for permanent residence. By comparison, the number of temporary visitors in these occupations who have their status adjusted and remain as permanent residents is very small.

7. Government-sponsored Exchange Visitors of J visa holders, which include students, professors, research scholars, and other professional people, do not appear to be contributing significantly to the drain. They are required to leave this country for a minimum of two years upon completion of their stay here and less than one percent have received waivers of this requirement. The same holds true generally for Exchange Visitors sponsored by private agencies and institutions approved by the Secretary of State. Less than three percent of all Exchange Visitors, Government and private, have received waivers of the two-year foreign residence requirement. Undoubtedly a number of Exchange Visitors do not return to the United States as immigrants after fulfilling the two-year foreign residence requirement. Meaningful data on this point, however, are not available.

8. Non-sponsored students, or those who come on their own, so to speak, are more apt to stay. Approximately nine percent of them adjust their status and remain permanently in the United States.

9. Although foreign students bear on the problem, any drain or gap which may exist is caused primarily by the migration of mature scientists, technical people, and other professional personnel. Their motivations are probably numerous--better economic and professional opportunities, political unrest, better living conditions, the lure of great urban intellectual centers, etc." (Frankel et al., 1967)

Legislation, dealing with immigration of high level manpower to the United States, under the sponsorship of Senators Walter Mondale of Michigan and Edward Kennedy of Massachusetts, has been introduced in the United States Senate but no bill has reached a vote. Proposals have centered around requiring the

foreign student to meet a two-year foreign residence requirement, making entry to the United States difficult for scholars and experts whose emigration would leave a scientific or technical void in their own countries, and denying residency to those who came promising to return to work in their home country. This investigator doubts, as does the Council on International Educational and Cultural Affairs (Frankel et al., 1967), that "steps to regulate migration would be effective or would be in the best tradition of an open society."

Therefore, the receiving countries, the United States in particular, appear not to be encouraging reforms in immigration laws as long as such countries are benefited by the input of talented manpower. The Council on International Educational and Cultural Affairs has recommended these measures which put the responsibility on the "drained" countries: 1) the United States should encourage foreign governments to deal with domestic causes of the brain drain, 2) the United States should offer its assistance to enable these governments to recruit their skilled people in the United States, 3) the United States Government should enlist the cooperation of American institutions, groups and business firms with overseas branches to provide job opportunities, 4) there should be an improvement of student selection; counseling and advice on curricula are needed by developing countries, and 5) more emphasis should be placed on educational and regional training abroad (Frankel et al., 1967).

Views Toward High Level Manpower
Phenomenon: Negative

The negative views toward the migration of high level manpower are best seen from the standpoint of underdeveloped or developing countries. Economically, the human resource is flowing out of countries that most need this particular source of capital. High level manpower is needed for the administration, organization, production methods and management of a growing economy.

"The brain drain is both cause and effect of all the economic, social, and political factors which we lump under the term 'underdevelopment.' It points up the sad fact that economic development is not just a matter of producing needed skills, but of producing the opportunities to use these skills." (Adams and Dirlam, 1968, p. 261)

Since developed countries seem to think that it is not their place to regulate immigration, "the 'brain drain' is a problem whose solution lies first and foremost on the shoulders of the countries losing the manpower" (Patinkin, 1968). To help the underdeveloped countries meet the problem of migration of its high level manpower, specific procedures have been suggested. First, encourage a high degree of identification of skilled and scientific manpower with the country's development by keeping students at home to study as long as possible. Then, allow students periods of study abroad for advanced degrees or postdoctorate appointments beneficial to the student's homeland. The student will have a much higher degree of identification with home society, home institutions and home problems.

This manpower therefore can fulfill a vital role in promoting development. Conditions should also be provided for these individuals to fulfill their scholastic or academic aspirations (Patinkin, 1968).

Finally, the Arab countries in particular should take the following steps to slow the "brain drain."

1. Improve the national universities and technical training institutes, and muster men and money to make of these institutions centers of learning, technology, and research.

2. Promote educational and scientific planning so as to direct the policy of the country with regard to its need for scholars, scientists, and experts.

3. Separate politics from education by giving scholars freedom to carry on their academic pursuits and projects as they see fit.

4. See to it that the various embassies play an increased role in promoting close relations between students and experts abroad and their counterparts in the Arab countries.

5. Establish government employment offices for scholars and experts, whose main object would be to provide them with suitable positions." (Zein, 1969, p. 7)

The importance of the "brain drain" for those thinking negatively is not concerned with sheer numbers, but with the critical few, highly qualified, professional people who emigrate. These few people do more than just practice their professions. They are teachers, researchers, cultural-intellectual leaders, political leaders and, in fact, agents of change and improvement in their countries (Kroef, 1970). With the influx of the Palestinian Arab refugee population into Jordan,

Jordan can no longer remain a traditional society; it must change. The high level manpower has not only the potential but the actual obligation to assist with the modernization of the political, administrative, managerial, and educational institutions in their society.

Status of Education in Institutions in the Middle East

Before 1950 the Arab countries were struggling to liberate themselves. Since education in an underdeveloped or developing country can have an immense impact as an instrument of social integration, the occupying country dictated primary and secondary school curriculum so that the members of society would serve its interests. There were 20 institutions of higher education in 1950 and a severe shortage of qualified faculty. The establishment of machinery for manpower planning, training and forecasting so essential to a developing country was never attempted (Zahlan, 1969b). The responsibility of higher education in an underdeveloped country should be to provide a broad range of knowledge which is relevant to developing the nation. Too often it has been easier for the underdeveloped country to expand its universities without calculated attention to the quality and demand for graduates. The social and economic structures that are necessary for the absorption of high level manpower have to be coordinated with the production of this manpower.

By 1967 there were 37 institutions of higher learning in the Middle East (Zahlan, 1969b). The University of Jordan at Amman was founded in 1962. In the year 1966-67, 1,680 students were enrolled in the University of Jordan while 23,240 Jordanians were studying at foreign universities (Tahsin, 1969). There are three faculties in the University of Jordan: Arts (1962), Commerce-Economics (1965), and Science (1965). The future of the University of Jordan could be hindered by a lack of government support or even overt interference with its development. This is possible because support depends upon unreliable donations and a one percent tax on imports. The government also appears to have a poor concept of the value of higher education and research.

The lack of facilities, faculties, institutions, graduate schools, and scholarly intercourse, and an emphasis on traditional humanities programs, have caused only a few of the 50,000 Arab college graduates by 1950 to become scientists. Whereas the first "brain drains" dealt with technicians and scientists, the drain now includes the arts and social sciences. Therefore, Arab students are doing graduate work abroad where they may or may not follow programs that prepare them to aid in the nation building of their home country.

Since the majority of Jordanian students go abroad at their own initiative, the Jordan government has little control over the selection of the course of study pursued. The United States and West Germany draw many of the students because there

are opportunities for employment while enrolled in school. Syria and Lebanon also draw great numbers to fill their depleted teacher supply (Qubain, 1966).

The unfortunate factor is that

" . . . when the foreign graduate student is enrolled as an individual at a major graduate school, and not in a special program which looks out particularly for his adjustment process, the chances of disorientation are increased. He may become discouraged at his inability to keep up with the better prepared American competition, or he may keep up but be drawn off into branches of the discipline in which elegance exceeds relevance for the problems of his country."
(Kindleberger, 1968, p. 146)

Once the foreign scientist studies in the graduate schools of developed countries he realizes that there is a demand for technicians and scientists in the developed countries because of the need by private investment for an increasing number of scientists. Thus, the acceptance of known conditions in the developed country appears highly desirable to the emigrant.

Another problem the trained Arab scientist faces if he returns home lies with the actual implementation of scientific programs. In addition to his scientific knowledge, the graduate must be capable of administering the development of new departments, or programs or institutions.

"Arab society has been sold on the idea that science and technology are desirable, but there is a large gap between a blind faith in science and budgeting the funds to finance laboratories and libraries. The ignorance of government officials, who generally have a military, legal or medical background, as to the inter-relationships of technology, science, scientists, foreign study, libraries, colleges, research and defense is a

factor in the failure of Arab states to provide context for science. The young scientists themselves lack experience in the practical steps to create the facilities to make science possible." (Zahlan, 1969a).

Background of the Palestinian Arab-Jordanian Relationship

To further supplement the background of this study, it seemed necessary to relate the Palestinian Arab and Jordanian people to the worldwide problem of the "brain drain."

When Britain relinquished its Mandate in Palestine in 1948, conflict arose between the increasing number of Jews from Europe and the Palestinian Arabs whose historic homeland was Palestine. Within a year the population situation in Palestine had reversed the pre-1947 situation; i.e., instead of the population of Palestine being two-thirds Arab, it was becoming two-thirds Jewish (United Nations Special Committee on Palestine, 1968). The Arabs of Palestine were thought of "as little worthy of consideration as the American Indians" because they were unorganized and inarticulate in expressing their desires and frustrations. Therefore, Jewish refugees from continental Europe overran Palestine and produced Palestinian Arab refugees in the process (Kirk, 1963).

The United Nations in 1948 recommended that Palestinian Arab refugees be allowed to return to their homes in Palestine or be justly compensated for confiscated properties. The "practicable date" for repatriation or compensation has not yet materialized. The number of Palestinian Arab refugees has

grown since 1948 to a total of 1,200,000 at the end of 1970 (Krosney, 1971). Consequently, the Palestinian Arabs' thoughts, work, and lives are governed by a passionate determination to return to their homes. The inability to find, thus far, a just solution to the Arab refugee problem is only one of the ramifications of the Arab-Israeli conflict. There is also the problem of the Palestinian Arab minority still living in Israel. The territorial boundaries of Israel since the renewed conflict in 1967 is still another controversial issue.

Jordan in 1948 annexed the portion of Palestine beyond the west bank of the Jordan River. Since then, and since 1967 in particular, it has had the greatest influx of Palestinian Arab refugees of the countries surrounding Israel. Most of the refugees subsist on United Nations Relief and Works Agency funds. The unemployment rate is high, even though the refugees are eager for work and anxious for an opportunity to advance. The Palestinian Arabs' desire to have a say in the government of Jordan, since they are now citizens thereof, has led to a state of inner conflicts in Jordan between the Palestinian Arabs and King Hussein's military-monarchy.

In addition to the loss of country and of private homes and businesses, the Palestinian Arabs feel that they have been severed since 1967 from their religious center. Jerusalem, now in the middle of Israel, is the site of three of the world's most revered religions: Christianity, Judaism, and Islam. The decision as to whether Jerusalem should remain a city in the

state of Israel or should be made a neutral or international city is an extremely emotional political matter.

In retrospect, then, the Palestinian Arab is a unique and complex individual. In defining this uniqueness one must include the basic characteristics of love of his Arabic language, devotion to the Moslem religion (except for approximately 12 percent who are Christian), and pride in his Arabdom. The cultural and nationalistic ties are strong. Therefore, the feelings of sadness and frustration of the confiscation of Palestine by Israel are intense.

Since an Arab society is extremely complex, those particular sociological factors which might have influenced responses and reactions to the questionnaire will be discussed as the findings are presented. However, since the Moslem religion is deeply rooted in the Arabic language and culture, it would be well to record a few words about Islam.

Islam in Arabic means peace, purity, obedience, and submission to the will of God. A Muslim believes in the unity of God, all His messengers, His messages, His angels, the Day of Judgment, man's accountability for his deeds and actions, and life after death.

Man is the highest creation of God. Man is the architect of his own destiny, insofar as society permits. God has shown men the right path, and the life of the prophet Muhammad provides the perfect example. The Qur'an, which deals with the bases of creeds, worship, wisdom, God-man relationships, and

man-man relationships, was committed to memory and recorded in Arabic by Muhammad's followers.

Every good Moslem centers his life about the performance of five duties: the acceptance of the confession of faith, "There is no god but the true God (Allah) and Muhammad is his prophet"; prayer, five times daily; almsgiving; observance of the month of Ramadan by fasting from dawn to sunset; and the pilgrimage to Mecca at least once in a lifetime.

The levels of importance in the Arab's life are: first, nationalism; second, religion; and third, politics. For the Palestinian Arab and Jordanian, differing as they may over political matters, nationalism reigns; the Arab is an Arab. A nationalistic youth, Abdul-Ghani al-Uraysi, spoke these words:

"We are Arabs irrespective of the form of our present political structure. Through the centuries we have preserved our national character and maintained our national identity despite the attempts of governments . . . to absorb us politically, and to exploit us imperialistically, and to dissolve us as a distinct national entity.

We are Arabs before everything else. Muslims are Arab, and Christians are Arab . . . But we are Arabs before we are Muslims or Christians . . . We have left religion and prayer in the mosques and churches." (Sharabi, 1970, p. 126)

Possible Solutions

The solutions to the problem of a "brain drain" from a developed country are different from those concerned with the problem of a "brain drain" from a less developed country. Since economic recovery or progress can be based upon a resource of highly qualified manpower, all countries should make the

most effective use of that manpower (Stanic and Pym, 1968). For all countries, emphasis should be on the development of goals and the minimizing of migration controls.

The developed country (United States, Great Britain, France, or Canada) should try to increase the export of its highly trained manpower by emphasizing technical assistance to developing countries, and sponsoring foreign students who are committed to return to their home countries. Immigration laws in the developed country should be modified so that they do not favor immigration of professionals. The United States should further encourage foreign governments to deal with the domestic causes of their "brain drain."

Great Britain is one developed country experiencing a drain of its native students and professionals. For the time being, its drain of native high level manpower is being filled by Indian and Pakistani immigrants. However, the British government would rather see its own people working in their own country. Therefore, procedures have been proposed in Britain, such as: 1) creating more opportunities for highly trained manpower in industry; 2) governmental investment in research and development; 3) financial incentives to encourage manufacturing industry to employ more highly trained manpower; 4) giving high level manpower the opportunity to have a part in the formulation of company and university policy and procedures; 5) presenting the assets of the excitement, rewards, and challenge of industry to university people; 6) industry should

appoint more university staff as part-time members of Boards of Directors; 7) universities should appoint more people from industry as visiting professors and lecturers; 8) universities should direct the emphasis of their education toward the needs of the manufacturing industry; 9) universities should recognize work in industrial laboratories for higher degrees; and 10) universities should consider combining faculties of engineering, technology, and science (Working Group on Migration, 1967).

Less developed countries cannot make such a concentrated effort in better use of its trained manpower because many aspects of the country need to be concurrently improved. There must be a degree of political stability which allows social and economic development technologically oriented toward agriculture and industry. Educational purposes must be reexamined so that the quality of high level manpower rather than numbers of graduates is emphasized by the universities.

To specifically treat the problem of trained manpower drain, the less developed country must eliminate obstacles that impede the return of their nationals and establish incentives designed to facilitate their reincorporation into the life of the national community (Olivos and Perez, 1968). Plans for utilization of high level manpower should be developed. Labor market operations should be improved so that there is allowance for internal promotion, consideration of competence over age, and occasionally, education as/over experience. Less developed

countries should 1) raise salaries to the highly educated; 2) increase professional opportunities; 3) promote economic integration and resist political balkanization (the "established" in government do not wish change or progress to occur because they would very likely be out of jobs); 4) eliminate discrimination and bigotry (those educated in foreign countries return only to be snubbed in society when they could receive respect and recognition); 5) provide special rewards to returnees; 6) encourage contact and communication among returnees and their colleagues in developed countries; 7) should give high priority to older students at advanced stages of education for study in foreign countries so that the degree of acculturation will be less; 8) try to keep contact with students in foreign countries by making their foreign embassies more effective; 9) improve national universities; 10) promote educational and scientific planning in relation to manpower; 11) give scholars freedom from politics; and 12) establish government employment offices to help students studying abroad to find suitable employment upon returning home (Adams and Dirlam, 1968; The Committee on the International Migration of Talent, 1970b; Zein, 1969).

On an international level, the Organization of American States, United Nations, Institute of Nutrition of Central America and Panama, Rockefeller Foundation, Ford Foundation, and the International Rice Research Institute are aiding in the utilization of high level manpower in all countries. These

agencies are also making contributions in the manpower assessment and social and economic development in less developed countries.

Recognizing pride as the cornerstone of the Arab character, emphasis should be on the development of goals rather than on migration controls in dealing with the problem of the migration of high level manpower from Jordan. The planning of national goals must be coordinated to assure progressive development in all areas: politics and government, society and economy, agriculture and industry, education and a quality university graduate program, employment and satisfying opportunities for high level manpower.

CHAPTER III. DESIGN OF THE STUDY

The purpose of this study was to determine the reasons Palestinian Arab and Jordanian students and professionals decide to remain in the United States. The propositions of this study with which this author hoped to find agreement are stated below.

1. The Palestinian Arab or Jordanian elected to study in the United States for these reasons:

- a. Admission restrictions to the 39 universities in the Arab countries.
- b. Higher quality instruction in the United States with better study and research facilities offering training and degrees not available in the Arab universities.
- c. Political instability in the Middle East.
- d. Intellectual challenge.
- e. Better job opportunities both as student and professional.
- f. Government or private exchange programs and/or scholarships.
- g. Prestige of studying in a developed country.

2. The Palestinian Arab or Jordanian chose to remain in the United States after finishing his studies for these reasons:

- a. Political instability in the Middle East.
- b. Better career opportunities in the United States

with higher salaries, better facilities, and greater academic and professional freedom.

- c. A higher quality of professional environment offering personal satisfaction, as opposed to a lack of recognition or reward for abilities and achievement in homeland.
- d. Need for experience and practical training in chosen field.
- e. Influence of spouse.

Source of the Data

A method for selecting and obtaining the attitudes of Palestinian Arab and Jordanian students, graduates, and professionals toward issues which would support or deny the propositions of this study was developed, in the form of a descriptive questionnaire. Although there are disadvantages in the circulation of a questionnaire, it was felt in this case to be the best method of obtaining the attitudes of Palestinian Arab and Jordanian students and professionals toward the main factors which draw them to the United States, and the main factors which influence their decisions to remain in the United States or to return home.

The questionnaire (see Appendix A) was organized into two parts: Part I included personal, educational and employment divisions. Part II included items that were highly personal, asking for attitudes, opinions, and considerations. Because of

the length of the total questionnaire and the personal nature of Part II, this portion of the questionnaire was indicated as optional. However, of the 223 responses, only 13 chose not to complete Part II. Therefore, the length of the questionnaire was justified by the response.

Since the desired outcome of the questionnaire lay mainly in attitudes, opinions, and perceptions of the sample, several items had to be used to check the validity or truthfulness of the attitude expressed. That is, several items were used to determine the total thought toward such factors as indicated in the following summation.

1. The degree to which Palestinian Arabs and Jordanians are drawn to large urban intellectual centers--
Items 3, 11.
2. The availability in his home country of the educational degree toward which the Palestinian Arab or Jordanian is working--Items 16, 17.
3. The availability and quality of job opportunities at home--Items 27, 53.
4. The extent that marriage to an American citizen influences the decision of the Palestinian Arab or Jordanian to remain in the United States--Items 5, 7, 47, 51.
5. The type of work the Palestinian Arab or Jordanian wants to do--Items 19, 25.

6. The extent that certain phases of the professional environment may influence the Palestinian Arab or Jordanian to remain in the United States--Items 18, 33, 34, 36.
7. The extent that adverse political, governmental, and educational factors tend to keep the Palestinian Arab or Jordanian from returning home:
 - a. Opinions about governmental and political aspects of the home country--Items 43, 44, 45, 46, 54, 55, 56.
 - b. Opinions about the educational system at home--Items 57, 58, 59, 60, 61, 62.
 - c. Opinions toward the United Nations--Items 63, 64.

Limitations

The sample of people involved in responding to the questionnaire was limited to these characteristics.

1. Palestinian Arab by birth or Jordanian by birth, now carrying Jordanian passports, or carrying special Palestinian passports issued in Lebanon, or carrying an Israeli passport, or having become a United States citizen.
2. Received secondary education in home country.
3. Residing in the United States on visas for purposes of study or working professionally on either a

temporary or permanent basis.

4. Undergraduate students, graduate students, and professionals.

These qualified respondents ranged in age from 17 to 51. Ninety percent were male; ten percent, female. Fifty-nine percent were students (51 percent, undergraduate and 49 percent, graduate); 41 percent were professionals.

Procedure

Names and addresses of Palestinian Arabs and Jordanians in the United States were very difficult to obtain. The Immigration and Naturalization Service (INS) keeps no record of the inflow of students or professionals from particular countries and special research would have to be conducted on the INS records to discover the names needed for this study.¹

Therefore, the author proceeded to investigate further by writing to foreign student advisors at universities across the United States. This idea was discouraged by the foreign student advisors at Iowa State University, Ames, Iowa; the University of Iowa, Iowa City, Iowa; the University of Buffalo, Buffalo, New York; and the University of Miami, Miami, Florida. All of these individuals stressed the futility of their own

¹The Council on International Educational and Cultural Affairs (Frankel *et al.*, 1967) of the Department of State of the United States Government includes this as one reason why it does not recognize the "brain drain" as a problem or accept the responsibility for remedy.

past attempts at obtaining information of this nature from their colleagues.

After recognizing the problem of determining those to be questioned, this author included in the itinerary of an East Coast trip a visit and telephone conversations with the Jordanian Embassy in Washington, D.C. This Embassy knew the names and addresses of only 18 Jordanian students on scholarships. They had no record of their countrymen who are now residing in the United States. The fact that the Jordanian Embassy knew of only those few students indicates that it is not "promoting close relations between students and experts" in the United States and Jordan.

Unable to obtain names from the Embassy, the author then contacted the Institute of International Education (IIE), an organization which encourages exchange of education, knowledge, ideas, and understanding among nations. It also furnishes business and industry with information about foreign students for the purpose of job offerings.

According to the Institute of International Education, there are 909 students in the United States on Jordanian passports. A good percentage of this 909 is made up of Palestinian Arabs who have elected to take the Jordanian rather than the Israeli passport. The IIE would have furnished the names and addresses of these 909 people had the author chosen to pay an estimated \$2,000.00 for the service.

Another deterrent to obtaining names from any institution with any United States Government relationship such as the IIE, is the reluctance of the Arab students and professionals residing in the United States to respond to personal questionnaires. They feel they are being watched by the United States Government and the Central Intelligence Agency and may be forced to leave this country because what they say or do might run contrary to the apparent Israeli-oriented interest of the United States. Had this author obtained names and addresses from the IIE, the Palestinian Arab or Jordanian would have felt just that much more reluctant to answer the questionnaire.

After having investigated and exhausted the possibilities mentioned above, the decision was made to pursue the following procedure. First, the author selected cities where a concentration of Palestinian Arabs and Jordanians might be located.¹ By studying Table 9 in Open Doors 1970, the author isolated major clusters of universities within the states mentioned which might have Palestinian Arabs or Jordanians on their campuses.

¹Based on Open Doors 1970 (Institute of International Education, 1970), 37 percent of the Jordanian students settle in the midwestern states, including Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin (Table 4). Those states having a total of 400 or more foreign students from the near and middle east are Massachusetts, New York, Pennsylvania, Oklahoma, Texas, Illinois, Michigan, Missouri, Ohio, and California (Table 5).

The second step was to define the possible groups where Palestinian Arab or Jordanian students might cluster. The names of these groups were such as those called Arab Club, Palestine House, Muslim Students' Association, or Students for a Liberated Palestine. Letters were written to the leaders of these organizations on campuses listed in Appendix B.

Since the relationship of nationalism or brotherhood among Palestinian Arabs and Jordanians in the United States is very strong, it was worthwhile that the author made personal appearances to explain the importance of this study before these groups; the favorable response was indicative of the value of placing the questionnaire personally in the hands of the questionee. The following groups were typical of the most helpful in distributing the questionnaire that was used in this study: the Arab Club at Wayne State University and the Muslim Community on Dix Street, Detroit, Michigan; the Palestine House, the Islamic Center, and the Arab Club at the American University, Washington, D.C.; the Arab Club, YMCA, Chicago, Illinois; the Palestine House, Sacramento, California; the Arab Club at the University of Iowa, Iowa City, Iowa; and the Arab Club at the University of Miami, Miami, Florida.

In order to reach the Palestinian Arab or Jordanian professionals, the third step involved turning to groups and organizations whose contacts spanned the United States. The following groups were particularly encouraging and cooperative in providing names, in distributing questionnaires, and in

providing leading information and materials relative to this study.

1. Americans for Justice in the Middle East, Beirut, Lebanon.
2. American Friends Service Committee, Philadelphia, Pennsylvania.
3. American Friends of the Middle East, Washington, D.C., publishers of Mid East.
4. Americans for Middle East Understanding, Inc., New York, publishers of The Link.
5. Arab-American University Graduates, Chicago and New York.
6. Palestine House, Sacramento, California.
7. Muslim Students Association of the United States and Canada, Gary, Indiana.
8. Arab Information Center, Washington, D.C., publishers of The Arab World.

Also, room was left on the questionnaire for respondents to list names and addresses of other Palestinian Arabs or Jordanians whom they knew. Therefore, a number of questionnaires were sent because of this secondary referral. This being one of the largest sources of names was indicative of the respondents' confidence and interest in the questionnaire. The four main centers for distribution of the questionnaires were Chicago, Illinois; Detroit, Michigan; Washington, D.C.; and Sacramento, California. The response was greatest from those

areas. However, tabulation of the samples showed that respondents were scattered over 27 states with 74 percent (74.3%) responding to a total of 300 questionnaires.

CHAPTER IV. PRESENTATION OF THE FINDINGS RELATIVE
TO DATA COLLECTED FROM THE QUESTIONNAIRE

The discussion which follows is organized into three sections: characteristics of the respondents; reasons the Palestinian Arab or Jordanian elected to study in the United States; and reasons the Palestinian Arab or Jordanian student chose to remain in the United States after completion of his studies. The discussion of the findings from the results of the questionnaire must be qualified by stating that the findings reflect the biased opinions and attitudes of the 223 individuals who answered the questionnaire. It cannot be predicted which way the percentages would have fallen if all 300 had responded. The discussion is limited to those individuals whose opinions and attitudes were indicated on the returned questionnaires.

Characteristics of the Respondents

To consider the basic characteristics of the respondents, an analysis was conducted on the related items which follow. The respondents answering Part II (210 individuals) were overwhelmingly Palestinian Arabs (Table 3) who had obtained Third Article Jordanian citizenship (67 percent). Another large group of respondents were Palestinian Arabs by birth who had become United States citizens (20 percent). Nine percent of the respondents were Jordanian by birth. Six respondents had obtained special Palestinian passports issued by Lebanon and

only one individual had obtained Israeli citizenship. All of these individuals were residing temporarily or permanently in the United States.

Table 3. Citizenship of respondents

	Number	Percentage
Third Article (Palestinian) Jordan citizen	150	67
Palestinian Arab, now United States citizen	45	20
Jordanian by birth	21	9
Palestinian passports from Lebanon	6	3
Palestinian Arab, Israeli passport	1	1
Total	223	100

Fifty-nine percent of the respondents were of student status; 41 percent were professionals (Table 4). Fifty-one percent of the students were undergraduates; 49 percent were graduate students.

Table 4. Status of respondents

	Number	Percentage	Number	Percentage
<u>Students</u>				
Undergraduate	67	51		
Graduate	65	49		
Subtotals	<u>132</u>	<u>100</u>	132	59
Professionals			<u>91</u>	<u>41</u>
			Totals	223
				100

Forty-six percent of the students were working toward bachelor's degrees; 21 percent were working toward master's degrees; and 20 percent were working toward Ph.D. degrees. Forty-one percent of the professionals had obtained Ph.D. degrees. However, four percent of the professionals were able to become employed with associate degrees, 19 percent with bachelor's degrees, 15 percent with master's or medical specialist's degrees, and six percent with medical or dental degrees (Table 5). Twenty-one percent of the 223 respondents have major fields of study in engineering (Table 6). Twenty-one percent majored in physical or life sciences. Sixteen percent of the students and professionals were interested in the

Table 5. Education level of students and professionals

	Number	Percentage
<u>Students</u>		
Toward A.A. or A.S.	6	5
Toward B.A. or B.S.	61	46
Toward M.A. or M.S.	28	21
Toward M.S. or D.D.S.	2	2
Toward medical specialist certificate	8	6
Toward Ph.D.	27	20
Totals	132	100
<u>Professionals</u>		
Obtained A.A. or A.S.	4	4
Obtained B.A. or B.S.	17	19
Obtained M.A. or M.S.	14	15
Obtained M.D. or D.D.S.	5	6
Obtained medical specialist certificate	14	15
Obtained Ph.D.	37	41
Totals	91	100

Table 6. Major subjects of respondents

	Number working toward	Number obtained
<u>Humanities</u>		
Creative arts		
Master's	1	1
Language and literature		
A.A.	1	
B.A.	3	3
Ph.D.	1	3
Liberal arts		
A.A.	1	
B.A.	3	1
Other		
B.A.	1	
M.A.	1	2
Ph.D.		<u>1</u>
Subtotal	<u>12</u>	<u>11</u>
<u>Social Sciences</u>		
Economics		
B.S.	1	
M.S.		1
Ph.D.	1	1
History		
M.S.	1	
Ph.D.		2
International relations		
B.S.	1	
M.S.	2	
Ph.D.	2	3
Law		
Ph.D.		1
Political science		
B.S.	4	
M.S.	2	
Ph.D.	2	4
Psychology		
Ph.D.		1
Sociology		
B.S.	1	
M.S.	2	
Ph.D.	<u>2</u>	<u>2</u>
Subtotal	<u>20</u>	<u>16</u>
<u>Education</u>		
M.S.	1	
Ph.D.	<u>3</u>	
Subtotal	<u>4</u>	<u>0</u>

Table 6. (Continued)

	Number working toward	Number obtained
<u>Business Administration</u>		
B.S.	9	
M.S.	5	1
Ph.D.	1	
Subtotal	<u>15</u>	<u>1</u>
<u>Agriculture</u>		
B.S.	1	
M.S.	2	
Ph.D.	3	1
Subtotal	<u>6</u>	<u>1</u>
<u>Physical and Life Sciences</u>		
<u>Biology</u>		
B.S.	2	
M.S.	1	
Ph.D.	1	2
<u>Chemistry</u>		
B.S.	3	1
M.S.	4	
Ph.D.	4	3
<u>Geosciences</u>		
B.S.	2	
Ph.D.		5
<u>Math and computer science</u>		
B.S.	8	
M.S.	1	3
Ph.D.		1
<u>Physics</u>		
B.S.	3	
Ph.D.	2	
Subtotal	<u>31</u>	<u>15</u>
<u>Medical Sciences</u>		
<u>General medicine</u>		
	2	4
<u>Dentistry</u>		
		1
<u>Pharmacy</u>		
B.S.	3	
Ph.D.		1
<u>Nursing</u>		
B.S.	1	1
<u>Specialists</u>		
	8	14
Subtotal	<u>14</u>	<u>21</u>

Table 6. (Continued)

	Number working toward	Number obtained
<u>Engineering</u>		
<u>Chemical</u>		
B.S.		1
M.S.	2	
Ph.D.	2	
<u>Civil</u>		
B.S.	3	2
M.S.	2	5
Ph.D.	3	2
<u>Electrical</u>		
B.S.		2
Ph.D.		2
<u>Industrial</u>		
B.S.		1
<u>Mechanical</u>		
B.S.	1	3
<u>Other</u>		
A.A.	1	1
B.S.	9	2
M.S.	1	
Ph.D.		1
Subtotal	<u>24</u>	<u>22</u>
<u>All Other</u>		
A.A.	3	3
B.S.	2	
M.S.	1	
Ph.D.		1
Subtotal	<u>6</u>	<u>4</u>
TOTAL		223

social sciences; 16 percent in the medical sciences. Ten percent of the respondents majored in humanities; seven percent studied business and related subjects. The range of subjects in which Palestinian Arab and Jordanian students and professionals participated was also of interest.

Ninety percent of the respondents were male; ten percent female (Table 7).

Table 7. Sex of respondents

	Number	Percent- age
Male	202	90
Female	21	10
Total	223	100

The ages of most of the respondents fell within a 15-year span. Seventeen percent were age 21 through 25; 31 percent were age 26 through 30; and 29 percent were age 31 through 35. Although the respondents ranged in age from 17 to 51, the average age was 30.6 (Table 8).

Most of the students had been in the United States from one through five years. However, the largest number of professionals had been in the United States 11 through 15 years. While the mode length of stay for students was approximately four years, the mode length of stay for professionals was nearly ten years. It can be safely assumed that if a

Palestinian Arab or Jordanian remains in the United States (or any other nonnative country) for more than ten years, chances are greater that he will remain in the United States rather than return home (Table 9).

Table 8. Ages of respondents

	Male	Female	Total	Percentage
17-20	7	1	8	4
21-25	30	8	38	17
26-30	65	5	70	31
31-35	59	6	65	29
36-40	19	1	20	9
41-45	10	0	10	4
46 and above	6	0	6	3
No answer	6	0	6	3
Totals	202	21	223	100

Table 9. Length of stay in the United States

	Students	Professionals	Total number	Percentage
1-11 months	15	0	15	7
1-5 years	77	19	96	43
6-10 years	27	21	48	22
11-15 years	8	31	39	17
16-20 years	4	11	15	7
21-25 years	1	7	8	4
No answer			2	-
Totals	132	89	223	100

Nearly half (48 percent) of the respondents are residing for the present in the Midwestern region of the United States. This includes Detroit, Michigan; Chicago, Illinois; and an abundance of excellent universities. Another 22 percent reside in the Southern region that includes Washington, D.C. and Miami, Florida. Other centers of residency indicated by the response include Buffalo, New York; Oswego, New York; and Sacramento, California (Table 10).

Table 10. Region of residency while in the United States^a

	Number	Percentage
Midwest	108	48
South	48	22
Northeast	27	12
Pacific	25	11
Mountain	4	2
Southwest	4	2
Present residence not indicated on response	7	3
Totals	223	100

^aFor states included within each region, see Appendix C.

The living patterns of the Palestinian Arabs and Jordanians were summarized in Table 11. Although there are no drastic shifts in living locations, there does appear to be a slight trend toward the desire to live in the moderate size town, the large city, the suburb, and away from the farm.

Fifty-seven percent of the respondents were single; 43 percent (95 individuals) were married (see Table 12).

Table 11. Place of residence

	Residence while growing up		Desired place of residency	
	Number	Percent- age	Number	Percent- age
Farm, village, refugee camp	41	18	8	4
Small town	32	14	19	9
Moderate size town or city	82	38	90	40
Large city	54	24	57	26
Suburb of a large city	13	6	36	16
Other	0	-	9	4
No answer	1	-	4	1
Total	223	100	223	100

Table 12. Marital status

	Number	Percent- age
Single	128	57
Married	95	43
Total	223	100

To determine the influence of marriage to a United States citizen upon the decision of whether or not to return to Jordan, a series of questions was asked of the married Palestinian Arabs and Jordanians (see Table 13). Of the 95 married individuals, 69 (73 percent) were not married when they arrived in the United States. Nearly half of the married respondents had spouses who were United States citizens before marriage.

Table 13. Data on spouses of respondents

	Number	Percent- age
Married when entered U.S.:		
No	69	73
Yes	<u>26</u>	<u>27</u>
Totals	95	100
Citizenship of spouse:		
United States	47	49
Jordan (Palestinian origin)	32	35
Palestinian, now U.S. citizen	2	2
Jordanian by birth	1	1
Palestinian passport (Lebanon)	3	3
Other	4	4
No answer to Part II	<u>6</u>	<u>6</u>
Totals	95	100
Spouse reads, speaks, writes Arabic:		
Speaks, reads, writes	43	45
No	34	36
Reads, writes	13	14
Speaks only	<u>5</u>	<u>5</u>
Totals	95	100
Highest level of education of spouse:		
Completed primary grade school	2	1
Completed secondary grade school	14	15
Some college	31	33
College graduate	23	24
Some graduate work	13	14
Graduate degree	<u>12</u>	<u>13</u>
Totals	95	100
Where spouse wants to live:		
Jordan or Liberated Palestine	49	53
United States	24	25
Wherever spouse goes	6	6
Undecided	3	3
Other	2	2
No answer	5	5
No answer to Part II	<u>6</u>	<u>6</u>
Totals	95	100

Another 35 percent of the spouses were of Palestinian origin with Jordanian citizenship. Nineteen percent of the non-Arab spouses were willing to learn to read, write or speak Arabic. It is significant that over 80 percent of the spouses have higher education, ranging from some college work to graduate degrees. Over half of the spouses agreed to return to Jordan or Liberated Palestine or, in effect, to live where their husbands want to live. The strength of the Arab spouse (usually the male) in the marriage situation is indicated by the encouragement of the spouse to learn Arabic and the willingness of the spouse to return to Jordan to live.

Fifty-eight percent of the total respondents were Moslem while 31 percent were Christian. It is interesting to note that more professionals are Christian (41 percent) than students (25 percent). This may have some connection with the length of stay in the United States of students (shorter and ties with home more vivid) and professionals (longer and increasingly filled with demands to conform to the way of life in the United States--one of those conformities being Christianity) (Table 14).

Table 14. Religion

	Students	Professionals	Total	Percent- age
Moslem	85	43	128	58
Christian	33	37	70	31
None	7	1	8	4
Other, unspecified	1	2	3	1
No answer	0	1	1	-
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Upon reviewing the questionnaires it was determined that only three individuals immigrated as professionals rather than students; that is, only three individuals had completed their educations before arriving in the United States. The first was a male Palestinian Arab with a bachelor's degree in leather chemistry who immigrated at age 42 for political reasons. The second individual was a Jordanian who immigrated to find better work opportunities as a mathematician. The third was a Palestinian Arab medical doctor who immigrated in 1946 at the time of the first conflict in the Middle East and became a United States citizen. In all other cases, the individuals came to the United States specifically to study in American universities.

In summary, the basic characteristics of the respondents are as follows:

1. Most were Palestinian Arabs, citizens of Jordan or the United States (91 percent).
2. Nearly 60 percent were students and approximately 40 percent professionals. Approximately half of the students were undergraduates and approximately half were graduate students.
3. The greatest number of respondents fell into the age group of 21 through 35.
4. Most were male (90 percent).
5. Fifty-seven percent were single. Nearly three-fourths of the married respondents were not married when they entered the United States, and approximately 50 percent of the spouses

were United States citizens before marriage. Over 80 percent of the spouses had exposure to higher education.

6. Fifty-eight percent were Moslem.

7. The respondents have been in the United States for a range of three months to 25 years; the professionals tended to have been in the United States longer than the students.

8. Most lived in the Midwest region of the United States (48 percent).

9. All (with the exception of three individuals) were of student status when they entered the United States.

Reasons the Palestinian Arab or Jordanian Elected to Study in the United States

The Palestinian Arab or Jordanian may elect to study in the United States for many reasons.

1. Admission restrictions to the 39 universities at home due to an overabundance of applicants or lack of wide variety of course offerings.

2. Higher quality instruction in the United States with better study and research facilities offering training and degrees not available in the Arab universities.

3. Higher status and prestige.

4. Political instability at home.

5. Government, private, college scholarship or exchange program.

6. Improve job opportunities.

7. Intellectual challenge.

Most of the students and professionals were involved in academic areas that were not offered at home. Nearly 60 percent stated that their particular major course of study was not offered at home (Table 15). Those areas that were not offered at home included civil engineering, microbiology, chemical engineering, electrical engineering, art, specialist in medical science, mathematics, computer science, biophysics, international relations, education, and agriculture. However, undergraduate level courses in business administration, liberal arts, humanities, political science, pharmacy, general medicine, biology, and physics are offered. Areas that are not covered in degree programs in Jordan include specialized areas usually not undertaken until graduate study.

Adequate facilities for scientific research, qualified faculties, and the development of programs are scarce elements in the universities of Jordan. Although the degree may not be offered in Jordan, the American University of Beirut or Cairo University offers many as do other Middle Eastern universities. The problem is that the few universities in the Middle East are very restrictive since more students are applying for entrance than there are openings.

The respondents indicated that their main reasons for furthering their education beyond high school were to become of more benefit to their home country (31 percent), or to improve job opportunities and meet job qualifications (31 percent) (Table 16). Thirty-five percent of the professionals had

chosen to further their education to improve job opportunities. On the other hand, 40 percent of the students wanted to become of more benefit to their country.

Table 15. Degree offered in Jordan

	Students	Professionals	Total number	Percentage
No	75	57	132	59
Yes	38	16	54	24
Not sure	18	6	24	11
No answer	1	12	13	6
Totals	132	91	223	100

Table 16. Reasons for seeking further education

	Students	Professionals	Total number	Percentage
More benefit to my country	53	18	71	31
Improve job opportunities or meet job qualifications	38	32	70	31
Higher prestige and status	24	18	42	19
Better quality education in United States	6	4	10	5
Political instability	5	1	6	3
Self-satisfaction	3	1	4	2
Other unspecified	1	6	7	3
No answer	2	11	13	6
Totals	132	91	223	100

Of the 71 individuals who wanted to become of more benefit to their country, 19 percent of the males in the 21-25 age group wanted to be of more benefit. Thirty-one percent of the males in the 26-30 age group checked this answer as did 28 percent of the 31-35 age group. Checking of this answer decreased steadily with increase in age. One might assume that it is the more idealistic youthful person who responds to "more benefit to my country," while the established professional may answer such a question more realistically and materialistically when responding to "improve job opportunities" (Table 17). Comments that were written in under the category "other" in Item 20 were "joy of learning," "curiosity," "self-motivation," and "career change."

Table 17. Ages of those checking "more benefit to my country"

	Number	Percentage
<u>Male</u>		
17-20	5	7
21-25	13	19
26-30	21	30
31-35	19	27
36-40	3	4
41-45	4	6
no answer to age	3	4
<u>Female</u>		
21-35	3	2
Total	71	100

When confronted with the question as to why the Palestinian Arab or Jordanian decided to study in the United States rather than in the homeland, nearly 40 percent of the responses used the admission restrictions to universities at home and lack of a degree program. This is simply because there are so few universities to choose from in the Middle East, especially in Jordan, and programs are limited. Another 16 percent chose to study in the United States because of better faculties and facilities (see Table 18).

Table 18. Reasons for studying (or having studied) in the United States rather than Jordan

	Students	Professionals	Total number	Percentage
Admission restrictions to universities at home. No such degree offered	38	36	74	38
Better quality instruction in U.S. Better study and research facilities	29	7	36	16
Higher status and prestige	11	13	24	11
Political instability	14	6	20	8
Government, private, or college scholarship or exchange program	10	4	14	5
Improve job opportunities	6	5	11	4
Intellectual challenge	6	3	9	3
Other	18	11	29	13
No answer	0	6	6	2
Totals	132	91	223	100

The unstable political problems, disturbing to the young person who wants to concentrate on studies, also cause students to emigrate. Other reasons for studying in the United States, written in Item 17, were "more freedom in the United States," "improvement of Arab-American understanding," and "able to work while going to school."

When the student respondents were asked if they were working during their stay in the United States, 36 percent responded negatively. If an individual is on a student visa he is required by United States law to remain unemployed while in the United States. However, for those whose status was adjusted, 28 percent worked part time to support their educations; 13 percent worked full time to support education and 11 percent worked full time to earn a living (support a family) (Table 19).

In summary, it appears that the unfavorable educational and political conditions at home weigh just as heavily, or more so, than the benefits of the developed country in the decision of the Palestinian Arab or Jordanian to study or work in the United States.

Table 19. Amount students work during their stay in the United States

	Number	Percentage
No, not working	48	36
Part time to support education	37	28
Full time to support education	18	13
Full time to earn living	14	11
Research	6	5
Practical training (residency)	8	6
Other	1	1
Totals	132	100

Reasons the Palestinian Arab or Jordanian Student
Chose to Remain in the United States
After Completion of His Studies

The second premise suggested that Palestinian Arabs and Jordanians chose to remain in the United States after completion of their studies for several reasons:

1. Political instability in the Middle East.
2. Better career opportunities in the United States with higher salaries, better quality facilities, and greater academic and professional freedom.
3. Higher quality professional environment offering personal satisfaction, as opposed to lack of recognition or reward of abilities and achievement in homeland.
4. Need for experience and practical training in chosen field.
5. Influence of spouse.

Forty-five percent of the respondents planned to stay in the United States. Thirty-eight percent plan to return home. Another 11 percent are unsure of future plans. Conceivably, some of those who are unsure may also decide to stay in the United States so one might assume that nearly half of those who come to study in the United States do decide to remain (Table 20). When the 103 individuals who planned to stay in the United States, plus the 24 who were unsure, were asked why they were remaining, 32 percent indicated they were remaining because of political instability at home. Ten percent of all respondents said they could not get back into the occupied

West Bank. Better career opportunities (17 percent), better professional environment and higher salaries (12 percent), and better education, faculties, and facilities (13 percent) were other reasons checked by the respondents as why they decided to remain in the United States. Thirty-five percent of the professionals are not returning home because of political instability at home (Table 21).

Table 20. Plans to remain in the United States

	Students	Professionals	Totals	Percentage
Yes, for the time being	25	36	61	27
Definitely not	47	8	55	25
Prefer not to stay here	23	5	28	13
I don't know (unsure)	15	9	24	11
I can't go back	10	13	23	10
Yes, definitely	3	13	16	7
Yes, for practical training	3	0	3	1
No answer to Part II	6	7	13	6
Totals	132	91	223	100

The 107 individuals who responded "definitely not," "prefer not to stay here," and "I don't know" to Item 40 were asked why they wanted to return home (Table 22). Thirty-three percent said they owed it to their country, 26 percent of them said they wanted to return to their own country, and 21 percent wanted to return to their families still at home. The propensity of high level manpower to migrate may be reduced by compatibility with one's family and all that home means.

Table 21. Why students and professionals remain in the United States

	Students	Professionals	Totals	Percentage
Political instability at home	16	25	41	32
Better career opportunities	9	13	22	17
Better education, faculties, facilities for research	9	8	17	13
More satisfying professional environment, higher salary	1	14	15	12
Practical training	13	1	14	11
Influence of spouse	4	6	10	8
Other unspecified	3	4	7	6
No answer	1	0	1	1
Totals	56	71	127	100

Table 22. Why students and professionals return to Jordan

	Students	Professionals	Totals	Percentage
Owe it to my country	30	5	35	33
Want to live in my own country	25	3	28	26
Family	16	6	22	21
Want children raised as Arabs	7	5	12	11
Other	6	1	7	7
No answer	1	2	3	2
Totals	85	22	107	100

Thirty-two percent of the 45 percent who definitely plan to remain in the United States intend to become United States citizens. Of these 71 individuals, 45 were already United States citizens (Table 23). Those who responded "yes" had been in the United States over ten years. Presumably, if those who responded "no" stay in the United States for an additional five to ten years, chances are they will become United States citizens (Table 24).

Table 23. Decision to become a United States citizen

	Students	Professionals	Totals	Percentage
No	68	18	86	39
Yes	23	48	71	32
Not sure	35	18	53	24
No answer to Part II	6	7	13	5
Totals	132	91	223	100

Table 24. Length of stay in the United States relative to the decision to become United States citizen

	"No"	"Yes"	"Unsure"	Total	Percentage
Less than 1 year	11	0	2	13	6
1-5 years	55	13	24	92	41
6-10 years	17	9	17	43	19
11-15 years	2	26	9	37	17
16-20 years	1	13	1	15	7
21-25 years	0	8	0	8	4
Length of stay unknown	0	1	0	1	-
No answer	0	1	0	1	-
No answer to Part II	-	-	-	13	6
Totals	86	71	53	223	100

Even though 39 percent of the respondents do not expect to become United States citizens, 58 percent still expect to be living in the United States in three years. Whereas only 11 percent expect to live in Palestine in three years, 35 percent hope to live in a liberated Palestine in nine years (Table 25).

Table 25. Desired country of residency

	Students	Professionals	Total	Percentage
<u>In three years</u>				
United States	61	69	130	58
Palestine	18	6	24	11
Jordan	20	3	23	10
Arab country	7	5	12	5
Lebanon	4	1	5	2
Syria	1	0	1	1
Turkey	1	0	1	1
Unsure	11	4	15	7
No answer	9	3	12	5
Totals	132	91	223	100
<u>In six years</u>				
United States	23	36	59	26
Palestine	33	23	56	25
Jordan	25	9	34	15
Arab country	8	6	14	6
Lebanon	2	3	5	2
Kuwait	1	0	1	1
Europe	0	1	1	1
Iraq	1	0	1	1
Unsure	16	4	20	9
No answer	23	9	32	14
Totals	132	91	223	100
<u>In nine years</u>				
Palestine	45	31	76	35
United States	6	26	32	14
Jordan	26	8	34	15
Arab country	9	6	15	7
Lebanon	1	1	2	1
Europe	0	1	1	0
Libya	1	0	1	0
Unsure	16	8	24	11
No answer	28	10	38	17
Totals	132	91	223	100

Since political instability at home was one of the main reasons why Palestinian Arabs and Jordanians elected to remain in the United States, the respondents were asked their degree of interest in town and national politics. It is well known that political instability and unrest tend to make people uneasy and more likely to migrate to countries presumed to be less turbulent. Even personal philosophical incompatibility increases the desire to migrate. When individuals do migrate they seem to lose interest in the local political affairs in Jordan--only 58 percent of the respondents were interested in town politics (Table 26).

Table 26. Interest in town politics of Jordan while residing in the United States

	Extremely	Moder- ately	Not at all	No answer	Total
<u>Students, age</u>	32	44	28	22	126
17-20	2	2	3		
21-25	8	11	7		
26-30	15	15	9		
31-35	6	11	8		
36-40	1	2	1		
41-45	0	0	0		
46 and above	0	0	0		
age unknown	0	3	0		
<u>Professionals, age</u>	11	39	15	19	84
17-20	0	0	0		
21-25	2	1	1		
26-30	2	13	0		
31-35	3	13	6		
36-40	2	6	0		
41-45	1	3	6		
46 and above	1	2	1		
age unknown	0	1	1		
No answer to Part II					<u>13</u>
				Totals	223

Eighty-seven percent were extremely or moderately interested in the national politics of Jordan (Table 27). Only ten individuals were not at all interested in national politics, whereas 43 people were not at all interested in town politics.

Fifty-nine percent of the respondents felt that the government of Jordan does not represent the will of the people and that it is moving in the wrong direction. That is, they felt that leaders executed the duties of their positions without regard to the majority wish of the masses (Table 28).

Table 27. Interest in national politics of Jordan while residing in the United States

	Extremely	Moderately	Not at all	No answer	Total
<u>Students, age</u>	75	38	9	4	126
17-20	3	2	2		
21-25	24	5	2		
26-30	30	16	3		
31-35	15	11	1		
36-40	2	1	1		
41-45	0	0	0		
46 and above	0	0	0		
age unknown	1	3	0		
<u>Professionals, age</u>	51	28	1	4	84
17-20	0	0	0		
21-25	3	1	1		
26-30	12	4	0		
31-35	16	13	0		
36-40	7	5	0		
41-45	9	2	0		
46 and above	2	2	0		
age unknown	2	1	0		
No answer to Part II					<u>13</u>
				Totals	223

Eighty-five percent felt that change was needed, while only two percent felt that the government was moving in the right direction. Most felt that there was a high degree of central control in the government--but not efficient control (Table 29).

Table 28. Views toward Jordan government

	Number	Percentage
Does not represent the will of the people	98	43
Wrong direction	36	16
Difficulties from outside intervention	33	15
Includes opportunistic elements	15	7
Not supported by intellectuals	8	4
Right direction	4	2
No answer	16	7
No answer to Part II	13	6
Totals	223	100

Table 29. Type and degree of central control in Jordan government

	Number	Number	Percentage
Yes		159	71
High degree of central control but not efficient	79		
Moderate degree, but not efficient	37		
Central control, but not efficient	27		
High degree of central control but efficient	12		
Moderate degree, but efficient	4		
No		27	12
No answer		24	11
No answer to Part II		13	6
Totals		223	100

One hundred sixty-six individuals chose to write in their opinions as to what the major political problems were in Item 54. The responses fell into three categories (Table 30): those problems found within Jordan; problems relative to the Palestine Question; and the problem of a united Arab world.

Table 30. Major political problems as written in by respondents

	Number	Percent- age
1. Reactionary leaders, no political freedom, lack of popular government, lack of political determination, too many incompetent leaders, disloyalty of leaders to masses, military regimes, monarchy, lack of political maturity as a nation, instability, affiliation of the ruling class with the West, outside intervention, undefined political objectives, suppression by government of intellectuals, regional nationalism, lack of democracy, talk without action	83	37
2. Making Palestine a reality, internal struggle of Jordan army vs. Palestinians; coping with Israel and the spread of Zionism	45	20
3. A united Arab world	38	17
4. No answer	44	20
5. No answer to Part II	<u>13</u>	<u>6</u>
Totals	223	100

When asked if their educational goals had changed because of the Palestinian struggle and the Jordan crisis of 1970, the Palestinian Arabs and Jordanians reported in 67 percent of the

cases that their goals had not changed (Table 31). However, nearly 80 percent felt the compulsion to return and aid in the Palestinian struggle (Table 32). Some of the individuals mentioned that they are aiding the Palestinian cause by writing party platforms or illustrating publicity while living in the United States.

Table 31. Degree that respondents' educational goals have changed because of the Palestinian struggle and the Jordan crisis

	Students	Profes- sionals	Total	Percent- age
No	86	63	149	67
Yes	38	15	53	23
No answer	2	6	8	4
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Table 32. Degree respondents felt compulsion to return and aid in the Palestinian struggle

	Students	Profes- sionals	Total	Percent- age
Yes	104	72	176	79
No	17	8	25	11
No answer	5	4	9	4
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Fifty-nine percent of the individuals felt that socialism would be the best socio-economic system for the home country. Many thought that socialism was needed for basic needs such as medicine and education, but that free enterprise should be

allowed (Table 33). The system felt by 62 percent of the individuals to best serve the educational needs of the people in a developing country was socialism (Table 34).

Table 33. Socio-economic system viewed by respondents as best for Jordan

	Students	Professionals	Totals	Percentage
Socialism	74	57	131	59
Capitalism	9	11	20	9
Capitalism-socialism	8	6	14	6
Communism	4	2	6	3
Other unspecified	20	3	23	10
Liberation	3	0	3	1
One which rises from the culture	1	0	1	1
No answer	7	5	12	5
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Table 34. System that respondents felt would best serve education needs of the population of a developing country

	Students	Professionals	Totals	Percentage
Socialism	83	56	139	62
Capitalism-socialism	6	11	17	8
Communism-socialism	5	0	5	3
Capitalism	7	7	14	6
Communism	4	2	6	3
Other unspecified	13	2	15	7
Benevolent socialism	1	0	1	-
Palestinianism	0	1	1	-
No answer	7	5	12	5
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Another reason why 20 percent of the professionals chose to remain in the United States was "better professional environment." When asked if their degrees would be recognized at home,

84 percent said yes (Table 35). Those who reported that their degrees would not be formally recognized at home were majoring in painting and fine arts, liberal arts, economics, advertising, structural engineering, and aeronautical engineering. There appears to be an excess of people trained in language and literature as well as civil engineering. Other comments were "no degrees earned by Palestinian Arabs will be formally recognized at home" (which is now part of Israel); "I am not a Jew"; "my degree will be recognized but not utilized"; and "my degree will be accepted, but I'm a woman." Therefore, since the people who answered in the affirmative have not yet returned to investigate job opportunities at home, their assurance that their degrees and skills will be accepted and used may be too highly estimated.

Table 35. Recognition in Jordan of the academic degree respondent is working toward or has obtained

	Students	Professionals	Totals	Percentage
Yes, unreservedly	109	72	181	84
Yes, with exams	9	3	12	5
Yes, private, not public	0	4	4	1
No	4	3	7	3
Not sure	3	0	3	0
No answer	7	9	16	7
Totals	132	91	223	100

Nearly three-fourths of the respondents felt that there was no real recognition or fair reward for their degrees and acquired abilities or they felt that even when they were fairly

recognized they were inadequately rewarded (Table 36). Certainly salaries are higher in the United States than in Jordan. Those who thought they would be fairly evaluated and equally rewarded in their fields were of two characteristics: either they were medical doctors or Jordanians by birth. Evidently doctors and native Jordanians feel much more certain that they will be provided opportunities than Palestinian Arabs.

Table 36. Recognition of respondents' personal ability in Jordan

	Students	Profes. sionals	Totals	Percent- age
No real evaluation or fair reward	37	32	69	31
Yes, fairly evaluated but unequally rewarded	59	35	94	42
Yes, fairly evaluated and equally rewarded	23	13	36	16
No answer	7	4	11	5
No answer to Part II	<u>6</u>	<u>7</u>	<u>13</u>	<u>6</u>
Totals	<u>132</u>	<u>91</u>	<u>223</u>	<u>100</u>

Fifty-one percent of the respondents felt that they would have some problems of adjustment if they returned; approximately one-fourth felt the problems would be of a professional nature. Sixty percent of the professionals felt they would have more adjustment problems than the students (45 percent), probably because of the professionals' length of stay in the

United States and perhaps because of their high degree of specialization in a profession (Table 37).

Table 37. Respondents' projected view of whether or not adjustment problems will be encountered upon return to Jordan

	Students	Professionals	Totals	Percentage
No adjustment problems	64	26	90	40
Professional problems	27	27	54	24
Personal and professional problems	23	25	48	22
Personal problems	9	3	12	5
No answer	3	3	6	3
No answer to Part II	<u>6</u>	<u>7</u>	<u>13</u>	<u>6</u>
Totals	132	91	223	100

Sixty-seven percent felt that they would feel at home when they returned, discounting the fact that Palestine as they knew it is gone and "home" is where their families are (Table 38). A greater percentage of the students (77 percent) would feel at home than professionals (52 percent). One comment was that one "could never feel at home in Israel" when one is a Palestinian Arab.

Most respondents (65 percent) felt that they would not be too highly educated for the needs at home (Table 39). Twenty-four percent of the students felt they would be too highly educated for the situation at home, while 32 percent of the professionals felt they would be too highly educated.

Table 38. Projected feelings by respondents of strangeness or comfortableness upon return to Jordan relative to the length of absence

	<u>Feel at home</u>		<u>Feel strange</u>		No answer	No answer to Part II	Total
	Number	Percent- age	Number	Percent- age			
<u>Students</u>							
Less 1 year	9	9	3	14			
1-5 years	64	63	8	36			
6-10 years	18	18	5	23			
11-15 years	6	6	6	27			
16-20 years	4	4	0	0			
21-25 years	0	-	0	-			
No. years unknown	<u>1</u>	<u>-</u>	<u>0</u>	<u>-</u>	<u>2</u>	<u>6</u>	<u>132</u>
Subtotals	102	100	22	100			
<u>Professionals</u>							
Less 1 year	0	-	0	-			
1-5 years	15	32	2	6			
6-10 years	10	22	7	23			
11-15 years	15	32	12	39			
16-20 years	3	6	6	19			
21-25 years	3	6	4	13			
No. years unknown	<u>1</u>	<u>2</u>	<u>0</u>	<u>-</u>	<u>6</u>	<u>7</u>	<u>91</u>
Subtotals	47	100	31	100			
Totals	149	67	53	23	8	13	223

Table 39. Projected feeling by respondents that they will be too highly educated for the needs in Jordan

	Students	Professionals	Totals	Percentage
Not too highly educated	92	53	145	65
Yes, because there is not a high enough level of specialization at home	17	14	31	14
Yes, because there are not enough jobs to support the specialists we have	5	10	15	7
Yes, because skilled assistance is lacking	10	5	15	7
No answer	2	2	4	1
No answer to Part II	<u>6</u>	<u>7</u>	<u>13</u>	<u>6</u>
Totals	132	91	223	100

The impression gained from the totality of the questionnaires was that there were certainly doubts in the minds of the respondents as to whether or not they will be professionally satisfied when they return home. The women respondents especially felt that they would have professional problems, since women are still allowed very little participation in the development of the country. Therefore, the main nonmonetary factors influencing the decision to return home include opportunities to be creative, a chance to use one's professional training effectively, to work with respected associates, a feeling of oneness within the community, and a feeling that one is held in esteem.

The final reason for the Palestinian Arab or Jordanian choosing to remain in the United States was that job and career opportunities were better in the United States (Table 40). Jobs at home are excellent for medical doctors and agricultural people while those in engineering and agriculture find job opportunities poor in the United States. Fifty-four percent of the professionals thought job opportunities would be good or excellent at home, while 79 percent thought job opportunities were good and excellent in the United States. It may be assumed that many of the individuals (especially the students) have not actually tried to find jobs at home or in the United States and therefore may encounter difficulties they did not foresee.

Table 40. Respondents' opinion of job opportunities in Jordan and the United States

	Students	Profes- sionals	Totals	Percent- age
<u>At home</u>				
Excellent	41	24	65	29
Good	48	25	73	33
Fair	19	14	33	15
Poor	14	19	33	15
Unsatisfactory	7	5	12	5
No answer	3	4	7	3
Totals	132	91	223	100
<u>In the U.S.A.</u>				
Excellent	30	44	74	33
Good	50	28	78	35
Fair	26	10	36	16
Poor	13	4	17	8
Unsatisfactory	6	1	7	3
No answer	7	5	11	5
Totals	132	91	223	100

Forty-three percent of the respondents (including 44 percent of the professionals) chose their type of work for security and independence (Table 41). Evidently an individual cannot feel complete freedom until he has economic security and independence. Only two individuals specified "service to my country" as the "other" factor which influenced their choice of vocation.

Table 41. Factor most affecting respondent's choice of vocation

	Students	Professionals	Totals	Percentage
Security and independence	56	40	96	43
Self-fulfillment	40	29	69	31
Higher income	11	9	20	9
Prestige and status	13	5	18	8
Other unspecified	8	3	11	5
Service to my country	2	0	2	1
No answer	2	5	7	3
Totals	132	91	223	100

Over one-half of the respondents were interested in teaching or working in industry, whereas a relative proportion were interested in some form of government work (Table 42).

Table 42. Respondents' job concentration

	Students	Professionals	Totals	Percentage
Teaching	38	22	60	27
Industry	33	20	53	24
Self-employed (includes M.D.'s)	25	23	48	22
Government or government owned corporations	21	11	32	14
Research	10	8	18	8
Other unspecified	5	0	5	2
No answer	0	7	7	3
Totals	132	91	223	100

In totality, then, the respondents tended to bear out the statement that the "brain drain" is both a cause and effect of sociological, economical, and governmental underdevelopment. For instance, when given the opportunity to respond to the open-ended question, "What do you feel are the most important sociological problems at home?", the problems written in were categorized into seven types (Table 43). Each type affects and is affected by the other types of problems. The total sociological picture is one of underdevelopment.

Education or lack of education seemed to be one of the main concerns of the respondents. When asked if they were satisfied with the rate of improvement of education at home, nearly 70 percent said no (Table 44). Colleges and universities are needed because Arab students have to emigrate to study. Education is geared too strongly toward the theoretical sciences and humanities.

Most respondents were anxious that technical and vocational education receive expansion. One respondent remarked, however, that: "Bettering education does not help unless opportunities are created for the graduates." Also, there is "a remarkable lack of college educated teachers in the secondary schools" (Table 45).

Table 43. Major sociological problems

	Number	Percent- age
1. Ignorance, lack of education, illit- eracy, lack of coeducation, superstitious	48	22
2. Poverty, welfare, social workers needed, unemployment, poor living conditions, health, social status determined by per- sonal and political "friendships"	40	18
3. The Arab Personality: quality of the individuals which includes lack of self- criticism, self-centeredness, mistrust, inability to cooperate, "too many chiefs --not enough Indians," gap between talk and action, communication poor, lack of motivation and sense of direction as a nation, lack of civic responsibility, lack of political awareness, lack of realistic outlook, loss or confusion of values, emotionalism, lack of individ- ual creativity	34	15
4. Tradition-bound, family loyalties, need for change, living in the past, tribal feelings, family influence over mar- riage, feudalism	25	11
5. High rate of population growth, influx of Palestinian Arab refugees	21	9
6. View toward women, nonparticipation by women in the development of the country	10	4
7. Religion is tradition-bound, Islam slows progress	8	4
8. No answer	24	11
9. No answer to Part II	<u>13</u>	<u>6</u>
Totals	223	100

Table 44. Respondents' satisfaction in the rate of higher education improvement in Jordan

	Students	Professionals	Totals	Percentage
Not satisfied	90	60	150	67
Yes, satisfied	30	14	44	20
No answer	6	10	16	7
No answer to Part II	<u>6</u>	<u>7</u>	<u>13</u>	<u>6</u>
Totals	132	91	223	100

Table 45. Levels of education in Jordan that respondents felt most needed to be improved^a

	Number	Percentage
Technical and vocational	147	27
Advanced	118	22
Adult	96	18
Secondary	51	9
Intermediate	69	13
Elementary	46	8
No answer	6	1
No answer to Part II	<u>13</u>	<u>2</u>
Totals	546	100

^a Several respondents identified more than one level.

Although all respondents would agree that provision should be made for research facilities, attitude is about equally divided about whether or not foreign governments should subsidize education in Jordan. If they did, however, the respondents felt they should not try to impose their culture or kind of social and economic ideology on the subsidees (Table 46). On the other hand, approximately half of the individuals would favor subsidy of research and educational facilities at home by foundations or private business (Table 47).

Table 46. Favoring by respondents of subsidy by foreign governments of research and education in Jordan

	Students	Professionals	Totals	Percentage
No	62	34	96	43
Yes	59	44	103	46
No answer	5	6	11	5
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Table 47. Favoring by respondents of subsidy by private business or foundations of research and education in Jordan

	Students	Professionals	Totals	Percentage
Yes	64	46	110	49
No	56	32	88	39
No answer	6	6	12	6
No answer to Part II	6	7	13	6
Totals	132	91	223	100

Nearly three-fourths of the respondents were not satisfied with the administration of the educational structure at home. It was felt that the "structure is too tradition-bound" and that "younger administrators" are needed (Table 48). Twenty-one of the students who responded that they were satisfied with educational administration at home were Jordanian by birth.

Table 48. Respondents' satisfaction with the administration of educational systems in Jordan

	Students	Professionals	Totals	Percentage
No, not satisfied	96	70	166	74
Yes, satisfied	22	6	28	13
No answer	8	8	16	7
No answer to Part II	6	7	13	6
Totals	132	91	223	100

The respondents categorized the major economic problems in Jordan as those listed in Table 49.

Table 49. Major economic problems

	Number	Percent- age
1. Wealth should belong to the people, unequal distribution of wealth, ignorant sheiks hold most money, Western countries taking wealth out of the country, lack of taxes for rich, prices high--salaries low, low standard of living, unemployment, no middle class, unheavily taxed foreign imports	78	35
2. Need for industrialization, under-utilization of natural resources, agricultural reform needed, waste of unused land	48	22
3. Need for guidance, administration, management, planning, lack of trained personnel, lack of technical means	29	13
4. Need for Arab Market Association	7	2
5. No answer	48	22
6. No answer to Part II	<u>13</u>	<u>6</u>
Totals	223	100

As to the actual problem of migration of high level manpower, the respondents were asked to respond to three statements with varying degrees of agreement or disagreement. First, "Realistically, an individual can do little to bring about change in his society." Sixty-three percent indicated some disagreement with this statement. The second statement read, "The departure of high level personnel is a healthy sign

of open, democratic, free societies; it is good for the world." Sixty percent disagreed with this statement. The third was, "The departure of high level personnel will decrease the welfare of home countries and retard their developments, thereby frustrating the international efforts to narrow the gap between the richer and poorer countries." Seventy-four percent were in agreement with this statement about the "brain drain" (Table 50).

Therefore, the majority of the students and professionals responding realize the help they are denying their country by not returning. But before they make the decision to return to Jordan to live and work, the respondents would like to see some indication that the government and politics in Jordan are stabilizing and that economic and sociological conditions are improving for students and professionals.

Fifty-seven percent of the respondents have a negative view toward the United Nations as a peace-keeping influence (Table 51).

Although the respondents felt that the United Nations was a failure as a peace-keeping influence in the Middle East, more (22 percent) appeared to think the United Nations was better as an instrument for helping the Palestinian refugees and giving welfare aid to developing countries (Table 52).

Table 50. Respondents' opinion toward migration of high level manpower from Jordan

	Students	Professionals	Totals	Percentage
1. Realistically, an individual can do little to bring about change in his country				
Disagree	51	40	91	41
Strongly disagree	29	21	50	22
Agree	25	15	40	18
Strongly agree	8	1	9	4
No answer	13	7	20	9
No answer Part II	6	7	13	6
	<u>132</u>	<u>91</u>	<u>223</u>	<u>100</u>
2. The departure of high level personnel is a healthy sign of open, democratic, free societies; it is good for the world				
Disagree	36	36	72	32
Strongly disagree	38	25	63	28
Agree	21	11	32	14
Strongly agree	14	2	16	7
No answer	17	10	27	12
No answer Part II	6	7	13	6
	<u>132</u>	<u>91</u>	<u>223</u>	<u>100</u>
3. The departure of high level personnel will decrease the welfare of home countries and retard their developments thereby frustrating the international efforts to narrow the gap between the richer and poorer countries				
Strongly agree	48	37	85	38
Agree	48	32	80	36
Disagree	8	3	11	5
Strongly disagree	5	2	7	3
No answer	17	10	27	12
No answer Part II	6	7	13	6
	<u>132</u>	<u>91</u>	<u>223</u>	<u>100</u>

Table 51. Respondents' views toward the United Nations as a peace-keeping influence

	Number	Percent- age
<u>Negative</u>		
Failure, useless, instrument of big powers, decisions not carried out, powerless, poor, inefficient, UN ignores justice, peace is not the goal of the oppressed because that means the continuation of their misery	126	57
<u>Positive</u>		
Good, fair, excellent	22	9
No answer	62	28
No answer to Part II	<u>13</u>	<u>6</u>
Totals	223	100

Table 52. Respondents' views toward the United Nations as an instrument for helping refugees and giving aid to developing countries

	Number	Percent- age
<u>Negative</u>		
No help, poor, not effective, not enough, help to the Palestinians is too small to help them live as human beings should live, dehumanized all it has helped, we should be grateful for the 7¢ to 10¢ a day? the UN aid helped but killed the revolutionary initiative, eases pain but does not provide the cure, charity cannot solve problems of oppressed people, it is an instrument to finish the refugees rather than help them, purely political, didn't help them return to their homes	112	50
<u>Positive</u>		
Good, has done a great deal in this area, fair	49	22
No answer	49	22
No answer to Part II	<u>13</u>	<u>6</u>
Totals	223	100

CHAPTER V. SUMMARY AND CONCLUSIONS

To determine why Palestinian Arab and Jordanian students and professionals elected to study in the United States and why many elected to remain in the United States after completing their studies, a questionnaire was designed to obtain their attitudes and opinions. No previous study has dealt with the reasons why Palestinian Arabs and Jordanians left their home to study in the United States. With at least half of the immigrants remaining permanently in the United States as professionals, it is important to analyze and understand the reasons why these professionals preferred to remain in the United States rather than return home.

The questionnaire was distributed only to those individuals who were 1) Palestinian Arab by birth or Jordanian by birth, carrying Jordanian passports, Palestinian passports, Israeli passports, or having become a United States citizen; 2) residing in the United States on visas for purposes of studying or working professionally on either a temporary or permanent basis; 3) undergraduate students, graduate students, or professionals; and 4) recipients of their secondary educations in their home countries.

Findings

The first area, which put forth reasons why Palestinian Arab and Jordanian students came to the United States to study, was found to be valid in all points.

1. The type of migration characterized by the movement of Palestinian Arabs and Jordanians is that of the nonreturning foreign student. Jordan is still without strong university programs to offer its students, and the 39 existing universities are insufficient to accommodate the students of the Arab countries. In the aftermath of the conflict with Israel, the young Arab and his family have viewed education as one "way out" of the degradation and humiliation they have suffered. Almost any family who can afford it will encourage its sons to go to college. Many families can not afford to send their sons to college, and in the Arab countries there is no such thing as being able to "work your way through school"; there is no part-time employment available to help students with college expenses. However, students can find work while attending school in the United States and many students do migrate for that reason. Pride of economic independence is part of the Arab character and many young people prefer to work to put themselves through school.

Most of the universities in the Arab countries are developing undergraduate programs of good to excellent quality, but only the American University of Beirut offers a limited number of programs. Jordan, however, must still improve its undergraduate programs to a higher level of quality before it can consider initiating any graduate programs. There is a definite need for developing majors in education and agriculture. With some of the world's most renowned graduate schools located in

the United States, many students migrate here to continue their educations.

The weak emphasis on sciences and research development follows A. B. Zahlan's studies (1969b) that found a serious lack of educational facilities and faculties in the Arab countries. The higher the degree desired, the more likely the student is forced to study in a developed country; and there is some indication that the higher the degree earned and/or the number of degrees earned in the United States influenced the student's decision to remain.

Admission restrictions to universities at home or the fact that the desired major study or degree is not offered was the reason why 38 percent of the respondents emigrated to the United States to study. Therefore, over 50 percent of those who are studying in the United States probably would not be in the United States 1) if there were more universities in the Arab countries, 2) if there were stronger faculties, 3) if the universities offered better facilities, 4) if there was a wider selection of programs, and 5) if the students were able to work their way through higher education.

2. The fact that Palestinian Arabs and Jordanians are emigrating to the United States as students (220 out of the 223 in this study) should indicate to the Jordanian government that change and improvements are needed in higher education facilities, faculties, goals, and priorities. These people who have migrated are the intellectual, creative people who possess the

potential capabilities for setting up new departments within universities, organizing hospitals and medical services and establishing on-the-job training programs in cooperation with industry, if the government would provide for satisfactory conditions. Antiquated and inadequate research facilities, outdated libraries, and the overt discouragement of fresh programs preclude the recruitment of qualified, talented faculties. Sixteen percent of the respondents chose to study in the United States because of better study and research facilities and general higher standard of instruction.

3. Eleven percent thought it was more prestigious to study in the United States rather than in Jordan or some other Arab country.

4. Only eight percent were studying in the United States as a result of political instability or conflict at home.

5. Five percent had been offered government, private, or college scholarships to study in the United States.

6. Four percent said they were studying in the United States in order to improve their job opportunities. However, when a student does increase his job opportunities or "job power" by studying in the United States, he automatically removes himself from the Jordanian job market. Although his original intentions were sincere, he may be confronted with the choice of remaining in the United States to remain employed as he is, or to return home to a lesser position in terms of salary or prestige.

The second area, which enumerates several reasons why Palestinian Arab and Jordanian students and professionals elect to remain in the United States after completing their studies, was also fulfilled as expected.

1. Political instability at home is not the foremost reason why students come to the United States to study, but it is one of the major reasons why they do not return home (32 percent of the respondents remained for this reason). As might be expected, the migrants are more apt to be assertive and intellectually adventurous than those who do not migrate, and are less likely to accept the many frustrations of their home society. Professionals particularly do not want to contend with unstable political conditions and they have no desire to subject their families to possible injury or strain.

The Palestinian Arabs' sadness over exclusion from participation in the Jordanian government stems from the awareness that they constitute the more advanced, as well as the more numerous sector of the population; they feel strongly that they should be represented in the government. The deepest source of discontentment has been the impression that the ruling regime does not represent, nor is it concerned with their paramount interests.

Another factor which enters into the uncertainty of returning home is that some students and professionals do not

wish to return either to Israel, a nation that has taken their homes, or to a Jordan that does not represent their aspirations. They want to return to a Liberated Palestine; but the realization that Palestine may never again be a country must be faced. It was not determined if those who expressed the desire to return to Palestine would remain in the United States if Palestine never materializes.

Since 63 percent disagreed with the statement, "Realistically, an individual can do little to bring about change in his society," it would seem that these respondents are in fact the "agents of change"; they have some revolutionary tendencies in thinking.

The government of Jordan has realized this desire for change and involvement on the part of the Palestinian Arab and therefore has instituted a high degree of central control through a military monarchy. Since 71 percent felt that the government of Jordan had a high degree of central control and that it did not represent the desires of the Palestinian Arabs, a paradox has arisen in the findings: most respondents are of a revolutionary frame of mind and say that they desire to return home to aid in the Palestinian struggle, but in actuality few do return. Those respondents who anticipate a threat from unstable political conditions or unfavorable economic conditions tend to remain in the United States.

2. Those who were professionals or businessmen are inclined to stay in the United States. Most chose their

profession to gain a higher degree of economic security and independence. A number of the professionals responding indicated that they could not feel completely secure in Jordan. Forty-one percent of the professionals who responded had obtained the Ph.D. degree. This indicates that a Ph.D. holder finds little or no attraction in Jordan, even though there are jobs and needs for such specialists. Jordan is at the point where it can no longer ignore the intellectuals who want to return. The decision by professionals to not return will continue throughout the developing process until the economy and job opportunities are in balance with the number and quality of university graduates.

3. Twelve percent chose to remain in the United States because of a better professional environment and freer exchange of academic and scientific studies among colleagues in the United States. Professionals with specialized degrees will find their degrees much more readily accepted, recognized, and rewarded in the United States. Perhaps Jordan would be naive in hiring Ph.D.'s in microbiology, biophysics, agricultural economics, etc., since Jordan does not really know what a person with a Ph.D. is qualified to do nor how to put him to best use. The professional's freedom would certainly be limited or contained within the limits of financial provisions, equipment allowances, and skilled assistance available.

4. Eleven percent chose to remain in the United States for practical training. Especially, practical training is

needed in areas of medicine, engineering, and science.

5. Those who married United States citizens and also had indefinite purposes tend to remain in the United States, even though the spouses of the respondents show a willingness to return to Jordan or to a Liberated Palestine with their husbands.

6. Ten years seems to be the critical number of years that students can be away from home without deciding to stay in the United States. Beyond ten years, it is likely that the student will remain as a professional in the United States. Unless he has made frequent revisits to his home country, he may become alienated from his former way of life and become acculturated to the American way of life.

7. Sixty-four percent of those who were on government scholarships were Jordanians by birth. The Jordanians by birth were consistent in responding to such questions as, "Is the rate of higher education improvement satisfactory?" or "Are you satisfied with the administration of educational systems at home?" in a positive manner.

Approximately half of the 223 individuals interviewed indicated that they would remain in the United States. Although 112 individuals may not seem like much of a "brain drain" in relation to the population of Jordan, that 112 represent a significant part of the growing number of potential and actual leaders of Jordan who study abroad and then refuse to return to Jordan. Although one country's "brain drain" appears to be

another country's "brain loan," there is a loss to Jordan of high level manpower, whether temporary or permanent. The "brain drain" from Jordan would not occur if 1) the government would realize that its educated manpower is an asset for its future, and 2) if it would assume a positive, active posture in dealing with the problem.

Implications

There are several main implications derived from this study which are specifically applicable to the situation in Jordan.

1. Because many of the students were studying so that they might eventually be of more benefit to their country and because many sincerely want to return because of family ties or because they want their children raised as Arabs, Jordan should take advantage of a person's loyalty to his country, culture, and family by providing him with a satisfying way of life.

The most effective way to use trained manpower is not to "control" it but to provide conditions for the full and effective use of all individuals. Controls that might require citizens to remain in the less developed country might result in less productive people who are angry at being held in the country against their will.

2. Since the Jordan Embassy knows of only 18 out of the 909 students reported by the Institute of International Education (1970) to be living in the United States, it appears that there is a need for an agency which would help to encourage students and professionals to have a high degree of identification with the development of the home country by helping them to find jobs at home and keeping them posted on conditions in the home country. Two mediums with the potential to perform these functions are the Jordanian Embassy (or an agency instituted by the Embassy) or the Foreign Student Offices at the various universities throughout the United States.

3. Jordan no longer needs qualified graduates in the arts and humanities. An area that is crying for attention is agriculture--more specifically, agricultural industrialization and technology. It would also seem reasonable to add a faculty for the geosciences so that trained native manpower could begin to help establish a scientific control for the utilization of Jordan's natural resources.

4. There is a definite need for manpower planning, training, forecasting, and utilization, because a trained person who is not used or who is poorly used is no asset. The government of Jordan needs to understand the ways it can influence its supply of trained manpower. A principal objective of manpower planning should be an improved economic development that will improve the quality of life for all citizens.

Manpower planning requires several basic steps. First, data must be collected on manpower resources. The information included must determine the supply of trained persons available at home and abroad (professional and student); determine the difference between rural and urban, male and female, supplies and needs; determine the quality of formal native education at all levels; determine teacher supply and characteristics; determine those trained in institutes or vocational schools; and determine the numbers of individuals passing through on-the-job training. Second, from the data collected it should be possible to predict in general the future demand for various types of manpower, taking into account the past national history and culture, family strength, religious fervor, way of life, and the long-range goals of the nation state.

Third, it is necessary to enlist the help of five to ten highly trained manpower analysts. These analysts should be broadly trained in areas of education, economics, and statistics and should be Palestinian Arab or Jordanian so that they can relate to the cultural needs and history of their country. Initial focus should be on the urban centers where people of varying professional and labor levels live and work.

Fourth, educational facilities should be expanded in the rural areas where the greatest segment of the populace resides. Jordan must take advantage of its rural areas because there lies the highest proportion of potential. Finally, manpower programs may fail to be executed because of a shortage in

professional, technical, and skilled manpower. Therefore, it is the responsibility of the Jordanian government to provide conditions which will attract its students and professionals back home after they have completed their studies.

5. The single most important factor in a developing university is the faculty. Jordan should be concerned with the quality of its faculties rather than the quantities. In an advanced economy and society, no one man is asked to work alone. But in a developing country as Jordan, the professional must be more than a professional. In addition to performing capably in the areas of his major skill, he must be flexible enough to assume varied and unrelated responsibilities. The faculties must be sufficiently qualified to justify public support for the sciences. Those studying in foreign countries should be trained intensely not only in their special academic field but also in educational and research administration so that they are qualified to help in the organizing and building of new departments in their field. That is, their study must be such that their emphasis or "elegance" in an academic area does not exceed "relevance" to the needs at home. In effect, this demands a talent for creativity and original thought on the part of the trained person who returns. If a student received an education from a qualified faculty in Jordan equal to that offered elsewhere, he should then be better prepared to serve in Jordan.

6. If it is to move forward in these areas, the Jordanian government is going to be forced to forego its prejudice against Palestinian Arabs and let them enter into the functioning of the country. At present, that government is ignoring an enormous wealth of intellect, creativity, and ambition in the Palestinian Arabs. This source of manpower cannot be overlooked much longer; the Palestinian Arabs are going elsewhere because they are not offered a chance to be of benefit to Jordan.

7. Although an educational program in its infancy must depend completely on the financial aid from the government, the Jordan government should not place the institutions at the mercy of the leaders but should allow freedom for each institution so that it can make its maximum contribution.

In terms of Jordan's needs, a "brain drain" does, in truth, exist. Hopefully, through this study, Jordan may realize that the manpower supply it has to work with is extensive and that overall reforms and plans for future utilization of that manpower should be encouraged. Jordan must also interest itself in science and technology in order to increase its economic and political strength as a nation and raise the standard of living for its people. It is true that some high level manpower has returned but has too often been frustrated in its endeavors by the overt discouragement of the government. For the dedicated individual, however, it is worth undergoing a period of personal frustration and professional difficulty

and even stagnation in order to obtain long-range progress and change in attitude working within the current governmental system. It will require a dramatic change of attitude on the part of the present Jordanian government if the worth of higher education and scientific research is to be recognized and advanced.

Hopefully, this study will become part of the manpower studies program now beginning in Jordan and thus assist that country to understand better the problems of trained manpower and the vital importance of solutions to those problems in any plan for a brighter national future.

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ACKNOWLEDGMENTS

The author wishes to express his gratitude to Dr. Harold Dilts, Professor-in-Charge of Secondary Education at Iowa State University, and to Dr. Harold S. McNabb, Professor of Forestry and Plant Pathology at Iowa State University, for their direction and guidance in the research and preparation of this dissertation.

May the author express gratitude to the faculty at Iowa State University who provided encouragement and graciously consented to sit on his graduate committee. They are:

Dr. Milton Brown, Associate Professor of Education; Dr. J. Artie Browning, Professor of Plant Pathology; Dr. Ray Bryan, Professor-in-Charge of Professional Studies; Professor Glenn Holmes, Professor of Education; and Dr. Marr D. Simons, Professor of Plant Pathology.

The investigator also thanks Mr. William McMains for his faithful reading and comment on the writing of this paper and Mrs. Faye Larkins for her accurate typing.

The author wishes to thank those 223 individuals who chose to respond to the questionnaire because without their cooperation this study would have been impossible.

My sincere thanks for my wife Amani for her assistance and courage through this study and my son Majed for being a good boy.

APPENDIX A. QUESTIONNAIRE

DIRECTIONS: Check the answer which seems most true for your situation or fill in the blank.

Part I

Division A: Personal

1. Sex
 - Male
 - Female

2. The year you were born _____ Month _____

3. Where did you live for most of the time while you were growing up?
 - On a farm or in a village
 - In a small town
 - In a moderate size town or city
 - In a large city
 - In a suburb of a large city
 - Other _____

4. Marital Status
 - Engaged
 - Married
 - Separated
 - Divorced
 - Widow
 - Single

5. Were you married when you entered the United States?
 - No
 - Yes

6. How many years of schooling does your fiance or spouse have?
 - Completed primary grade school
 - Completed secondary grade school
 - Some college
 - College graduate
 - Some graduate work
 - Graduate degree

7. Does your spouse or fiance speak, read, or write Arabic?
 - No
 - Speaks only
 - Reads and writes
 - Reads, writes, and speaks

8. How many children do you have?
 None
 One
 Two
 Three
 Four
 More than four
9. How many of your children were born in the United States?
 None
 One
 Two
 Three
 Four
 More than four
10. Are your spouse and children living with you?
 Yes
 No--Where do they live?
 In home country
 In the United States
11. Where would you like to live after completing your studies?
 On a farm or in a village
 In a small town
 In a moderate size town or city
 In a large city
 In a suburb of a large city
 Other _____
12. What country do you expect to live or work in...
 three years from now _____,
 six years from now _____,
 nine years from now _____.
13. How many years have you spent in the United States since
 you first entered?
 Years _____ Months _____

Division B: School and Education

14. Please give names and locations for all schools, colleges, and universities you have attended, the number of years you went to each, and degrees earned and dates, and major field. Please start with the most recent first.
 (See next page).

<u>School or University</u>	<u>Location</u>	<u>Number of Years</u>	<u>Degree or Achievement</u>	<u>Major Field</u>
-----------------------------	-----------------	------------------------	------------------------------	--------------------

15. What degree are you working on and in what field?
 Degree _____ Field _____ Date expected _____
16. Is a degree similar to the one you are getting here offered by the universities in your home country?
 No
 Yes
 Not sure
17. Why did you prefer to study here rather than in your home country?
 Prestige
 Admission restrictions to universities back home
 Better quality instruction here
 Intellectual challenge
 To improve my job opportunities
 Political reasons
 Better study and research facilities
 Government scholarship or exchange program
 There was no such degree offered when I left but there is now
 Other _____
18. Will the degree you obtain(ed) here be formally recognized in your home country?
 No, I can't practice with it at all
 Yes, unreservedly
 Yes, but have to pass qualifying examinations
 Yes, for private practice but not for public
 Other _____
19. After you finish your degree or training, in which area do you think your job will be?
 Industry
 Government or government owned corporation(s)
 Research
 Teaching
 Self employment
 Other _____

20. Why did you seek further education? (Please rank the order of your choices.)

- Higher prestige
 Improve my job opportunities
 Political reasons
 Better quality of education here
 Required for job qualifications
 Employers prefer foreign trained applicants
 More benefit to my country
 Other _____

21. Do you speak, read, or write any of these languages?

- | | | | | | | |
|---------|--------------------------|-------|--------------------------|------|--------------------------|-------|
| Arabic | <input type="checkbox"/> | Speak | <input type="checkbox"/> | Read | <input type="checkbox"/> | Write |
| English | <input type="checkbox"/> | Speak | <input type="checkbox"/> | Read | <input type="checkbox"/> | Write |
| French | <input type="checkbox"/> | Speak | <input type="checkbox"/> | Read | <input type="checkbox"/> | Write |
| German | <input type="checkbox"/> | Speak | <input type="checkbox"/> | Read | <input type="checkbox"/> | Write |
| Other | _____ | | | | | |

22. What magazines and newspapers from the home country do you read? How often?

<u>Paper or Magazine</u>	<u>Regularly</u>	<u>Quite Often</u>	<u>Occasionally</u>	<u>Seldom</u>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. What magazines and newspapers do you read in the United States?

- The New York Times
 The Christian Science Monitor
 The National Observer
 Time
 Newsweek
 U.S. News and World Report
 L'Espresso
 Der Spiegel
 Der Ziet

24. Do you subscribe to any academic or professional journals issued by organizations or associations in your home country? in the United States?

- No
 Yes--How many?
- | | | | |
|--------------------------|-------------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | One, home country | <input type="checkbox"/> | One, U.S. |
| <input type="checkbox"/> | Two, home country | <input type="checkbox"/> | Two, U.S. |
| <input type="checkbox"/> | Three, home country | <input type="checkbox"/> | Three, U.S. |
| <input type="checkbox"/> | More than three, home country | <input type="checkbox"/> | More than three, U.S. |

Division C: Employment

25. Why do you prefer to work for _____ (your choice in #19)?
- Higher income
 - Higher status and prestige
 - Security and independence
 - Richer self-fulfillment
 - Other
26. What do you feel is the most effective means of finding a job in your home country? (If you choose more than one item, please rank.)
- Employment agencies
 - Government employment service
 - Family connections
 - Other personal connections
 - Teachers or professors
 - Money
 - Political influence
 - Education and personal qualifications
 - Other _____
27. In general, how would you describe your personal job opportunities in your home country? in the U.S.?
- | <u>Home Country</u> | <u>United States</u> |
|---|---|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Excellent |
| <input type="checkbox"/> Good | <input type="checkbox"/> Good |
| <input type="checkbox"/> Fair | <input type="checkbox"/> Fair |
| <input type="checkbox"/> Poor | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Unsatisfactory |
28. Do you have a job in the United States?
- No
 - Yes--What type?
 - Research at university
 - Practical training (required)
 - Full time to support education
 - Full time to earn living (career)
 - Part time to support education
 - Other
29. Before leaving your country did anyone discuss job possibilities in your field with you?
- No
 - Yes--Who?
 - University or college
 - Government
 - Business or industry

30. Were you employed before you came to this country?
 No
 Yes-- Part time
 Full time
31. What kind of organization did you work for?
 Industry
 Government or government owned corporations
 Research
 Teaching
 Self employment
32. Are you primarily interested in teaching or research?
 Very heavily in research
 In both, but leaning toward research
 In both, but leaning toward teaching
 Very heavily in teaching

In order to have valid research, we need to contact as many Arab Palestinians and Jordanians as possible. If you know any names and addresses of your friends we would appreciate it if you would list them here.
Thank you.

Part II

If you are concerned about or reluctant to answer any of the following questions omit them, but rest assured that your cooperation on the remainder of the project is fully appreciated. Again, let me assure you of the completely confidential treatment that your individual answers will receive. If the space allowed for answering a question is insufficient, feel free to write on the back of the page. If you decide not to complete any of Part II, please be sure to mail Part I back to us. Thank you.

33. Do you feel that personal ability is evaluated and rewarded in your home country?
 No real evaluation or fair reward
 Yes, fairly evaluated and equally rewarded
 Yes, fairly evaluated but unequally rewarded
34. Do you think you will have personal or professional adjustment problems in your home country?
 No
 Yes--What kind?
 personal and professional problems
 personal problems only
 professional problems only
35. If you returned, would you feel quite at home in your home country or would you have feelings of strangeness and alienation?
 I would feel quite at home
 I would have feelings of strangeness
36. Do you think you will be too highly educated for the needs of your home country?
 No
 Yes--Why? (Please rank choices.)
 Because skilled assistance is lacking
 Because our economy and educational system have not reached a high enough level of specialization
 Because there are some specialized jobs but not enough to support the specialists we have
 Other _____
37. Which of the following statements describe your feelings best?
 I am an individual. My chief concern is to find a career which will provide maximum scope for my ability, talents, and self-fulfillment.
 As a member of society my first allegiance lies with the culture from which I came. My first concern is to improve the conditions in my own country.

37. (Continued)
 As a member of society my first allegiance is to the society in which I live, wherever that may be. My ambition is to improve the standards of the community around me.
38. What is your religion?
 Moslem
 Christian
 Other _____
 None
39. Do you expect to have military service in your home country or in the United States?
 No
 I have finished
 I expect to have
 I will have to fulfill if I stay
40. Do you plan to stay in the United States?
 Definitely not
 Yes, definitely
 Yes, for the time being
 I don't know
 Prefer not to stay here
 Yes, for practical training
 I can't go back
41. What influenced your decision to stay in the U.S. most?
(Please rank choices.)
 Better job opportunities in the U.S.
 Better salary here
 Better facilities
 Better career opportunities
 Need for practical training
 Better opportunities for research
 Skilled assistance
 Political reasons
 Spouse or fiance
 Better professional environment
 Other
42. What influenced your decision to return to your home country?
(Please rank choices.)
 Family
 I want my children to be raised as _____ (nationality)
 Better job opportunities
 More challenge to live in a developed country
 More comfortable life
 Need for practical training
 I want to live in my own country
 I owe it to my country
 Spouse or fiance

43. How much are you interested in politics in your home country?
- | | <u>National
level</u> | <u>Town
level</u> |
|-----------------------|---------------------------|-----------------------|
| Extremely interested | () | () |
| Moderately interested | () | () |
| Not interested at all | () | () |
44. How do you think of the present government in your home country?
(Please rank choices.)
- () The present government is in the right direction.
 - () The present government is facing many difficulties because of outside intervention.
 - () The present government does not represent the will of the people.
 - () The present government includes opportunistic elements.
 - () The present government is in the wrong direction.
 - () The present government does not receive support from intellectuals.
45. Is your country characterized by a high degree of central control?
- () No
 - () Yes--Is such a control efficient?
 - () There is central control but not efficient.
 - () There is moderate central control but not efficient.
 - () There is moderate central control but efficient.
 - () There is a high degree of central control but efficient.
 - () There is a high degree of central control but not efficient.
46. What do you think would be the best socio-economic and political system to your home country?
- () Capitalism
 - () Communism
 - () Socialism
 - () Other
47. In what country would your wife or fiance like to live?
- () Home country
 - () United States
 - () Other _____

48. What is the extent of your agreement or disagreement with each of the following statements?

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
Realistically, an individual person can do little to bring about changes in his society.	()	()	()	()
The departure of high level personnel is a healthy sign of open, democratic, free societies; it is good for the world.	()	()	()	()
The departure of high level personnel will decrease the welfare of home countries and retard their development, thereby frustrating the international efforts to narrow the gap between the richer and poorer countries.	()	()	()	()

49. What citizenship do you have?
Country _____

50. Do you expect to become a United States citizen?
() No
() Yes
() Not sure

51. What was the nationality of your spouse before marriage?
Country of citizenship _____

52. What do you think are some of the most important social problems in the Arab world today, and why?

53. What do you think are some of the most important economic problems in the Arab world today, and why?

54. What do you think are some of the most important political problems in the Arab world today, and why?

55. Have your educational goals changed because of the Palestinian struggle and the Jordan crisis?
() No
() Yes

56. Do you feel the compulsion to return and aid in the Palestinian struggle?
 No
 Yes
57. Are you satisfied with the rate of improvement in higher educational facilities in the homeland?
 Yes
 No
 Comment:
58. In what areas do you feel the greatest need for improvement in the educational structure at home?
 elementary
 secondary
 intermediate
 advanced
 technical and vocational
 adult and continuing education
 Comment:
59. Do you favor the subsidy by foreign governments of research and educational facilities at home?
 Yes
 No
 From what countries? _____
- 60A. Do you favor the subsidy by foreign foundations or private business of research and educational facilities at home?
 No
 Yes
- B. Did you receive part of your education in a church sponsored school?
 No
 Yes
61. Are you satisfied with the present administration of the educational structure at home?
 No
 Yes
 Comment:
62. Which of these systems do you feel could most realistically serve the educational needs of the population in a developing country?
 Capitalism
 Communism
 Socialism
 Other

63. How do you view the United Nations as a peace keeping influence?

64. How do you view the United Nations as an instrument for helping refugees and giving welfare aid to developing countries?

65. Will you be interested in receiving a copy of the final report of this study?

NO

YES)--Name _____

Address _____

City _____

State _____

Zip Code _____

APPENDIX B. CAMPUSES CONTACTED

Campuses Contacted

University of Boston, Boston, Massachusetts
Boston University, Boston, Massachusetts
City University of New York, New York
Columbia University, New York
New York University, New York
State University of New York, Buffalo, New York
Syracuse University, Syracuse, New York
University of Pennsylvania, Philadelphia, Pennsylvania
University of Houston, Houston, Texas
University of Texas, Austin, Texas
Central YMCA Community College, Chicago, Illinois
University of Chicago, Chicago, Illinois
University of Illinois, Urbana, Illinois
Southern Illinois University, Carbondale, Illinois
University of Detroit, Detroit, Michigan
General Motors Institute, Flint, Michigan
Michigan State University, East Lansing, Michigan
University of Michigan, Ann Arbor, Michigan
Wayne State University, Detroit, Michigan
University of Missouri, Columbia, Missouri
Ohio State University, Columbus, Ohio
University of California, Berkeley, California
University of California, Los Angeles, California
University of Southern California, Los Angeles, California
Sacramento City College, Sacramento, California
American University, District of Columbia
Iowa State University, Ames, Iowa
University of Northern Iowa, Cedar Falls, Iowa
University of South Dakota, Vermillion, South Dakota
University of Iowa, Iowa City, Iowa
University of Miami, Miami, Florida

APPENDIX C. STATES INCLUDED WITHIN REGIONS
OF THE UNITED STATES

States Included Within Regions of the United StatesNortheast

Connecticut
 Maine
 Massachusetts
 New Hampshire
 New Jersey
 New York
 Pennsylvania
 Rhode Island
 Vermont

South

Alabama
 Arkansas
 Delaware
 District of Columbia
 Florida
 Georgia
 Kentucky
 Louisiana
 Maryland
 Mississippi
 North Carolina
 South Carolina
 Tennessee
 Virginia
 West Virginia

Southwest

Arizona
 New Mexico
 Oklahoma
 Texas

Midwest

Illinois
 Indiana
 Iowa
 Kansas
 Michigan
 Minnesota
 Missouri
 Nebraska
 North Dakota
 Ohio
 South Dakota
 Wisconsin

Mountain

Colorado
 Idaho
 Montana
 Nevada
 Utah
 Wyoming

Pacific

Alaska
 California
 Hawaii
 Oregon
 Washington

APPENDIX D. LETTERS SENT AND RECEIVED

IOWA STATE
UNIVERSITY

Copy of Cover Letter to Questionnaire

College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50010

Dear Brother Arabs,

Assalamu Alaikum.

Although this is an extremely tense and painful time for all of us who are concerned about the future of Palestine, I am asking that you be so kind as to devote a few minutes to this letter. In some ways it may serve as a substitute for participating personally in the struggle for the liberation of Palestine because I am concerned that my fellow Arabs return to their homelands to live, work, and contribute to their countries. We also need to encourage our governments and businesses to open new jobs which can compete with the dignity and salary offered in the United States and other developed countries.

I am undertaking a research project concerned with the development and utilization of the talent and the developing nations of the Middle East. Talented people leave to study or work in developed countries and few of these professionals, trained personnel, or students actually return to their home countries. This project reflects part of the increasing interest of the international community in the overall struggle to prevent the "brain drain" of professional talents from underdeveloped and developing nations.

We are questioning professional people and students who have come from the Middle East to the United States. Some of the questions are personal or political in nature, but in order for the results to be meaningful and useful, your answers are necessary.

Your individual reply will be treated in complete confidence and made known only as the responses are tabulated and statistical conclusions are formulated. My interest is in the views of many of you as a group.

I will issue a report of my findings so that anyone answering the questionnaire may receive the results.

Permit me to thank you in advance.

Your fellow Arab,

S/ Lafi I. Jafari

LAFI I. JAFARI

P.S. Mr. Jafari is working under my direction here at Iowa State University. We in the field of education feel that such studies on the "brain drain" of talent and profession from the Middle East are greatly needed. We would appreciate your generosity and time in completing and returning this questionnaire as soon as possible.

S/ Harold E. Dilts

HAROLD DILTS, Ph.D.
Professor in Charge of
Secondary Education
Iowa State University, Ames, Iowa

Americans for
Middle East Understanding, Inc.
Room 538, 475 Riverside Drive, New York, N.Y. 10027

COPY

August 27, 1970

Mr. Lafi I. Jafari
228 North Hyland
Ames, Iowa 50010

Dear Mr. Jafari:

We regret the delay in replying to your letter of July 28 but we have been trying to get some positive information for you. Unfortunately, in spite of extensive enquiries, we have not be (sic) able to learn anything about your specific problem of the "brain drain." We are aware, of course, that many Arabs elect to remain in the United States but we have not been able to learn anything about a specific study of the reasons for this. Off hand, we would think that the various Arab consulates might have more details on this problem. It is to be hoped that when conditions in the Middle East become more stable, more students will decide to return to their respective countries and use the knowledge they have obtained in the United States for the good of their countrymen.

With the thought that you might like to know of our work from time to time, we have added your name to our mailing list to receive The Link. This service is free of charge and we enclose one copy each of the last two issues.

Yours sincerely,

S/Doris Siddall (Mrs)

Doris Siddall (Mrs)
Administrative Assistant

enclosures

AMERICANS
FOR JUSTICE
IN THE MIDDLE EAST

P.O. Box 4841
Beirut - Lebanon

COPY

August 31, 1970.

Mr. Lafi I. Jafari
228 North Hyland
Ames, Iowa 50010
U. S. A.

Dear Mr. Jafari,

In reference to your letter of July 28, I regret to say that offhand we are unable to comply with your request for material on "brain drain" among the Palestinians.

I have searched for an article I recently saw in the British press which presented the view that as far as the Palestinians are concerned the "drain" is in the reverse direction. Many Palestinians who went abroad to study and later to work, have now returned to take part in the fight for liberation of their homeland. I am sorry I cannot spot it. I am sure it would be a welcome angle to your research.

I am sending your letter and a copy of this reply to the June Fifth Society here in Beirut in the hopes that they may be able to assist you.

Sincerely,

S/Frank Harris

FRANK HARRIS
Executive Secretary

FH/ha

cc: June Fifth Society

MID EASTCOPY

1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Tel: (202)234-7500
Cable: AMIDEAST

September 2, 1970

Mr. Lafi I. Jafari
228 North Hyland
Ames, Iowa 50010

Dear Mr. Jafari:

I am glad you enjoyed our issue on the "Brain Drain". As far as further references go you could not do better than the notes indicating other sources in that same issue. Additionally, I would suggest that you contact Education and World Affairs, 522 Fifth Avenue, New York, New York 10036. They did the study on the "Brain Drain" world-wide with which AFME cooperated. Their published results are available from their New York office. Write them and explain your interest and request and I know they will be more than happy to send you the materials they have available.

Sincerely,

S/Robert Mertz

Robert Mertz

RM:fsc

AMERICAN FRIENDS SERVICE COMMITTEE INC.
160 North Fifteenth Street
Philadelphia, Pennsylvania 19102
Phone 215-563-9372

COPY

September 4, 1970

Lafi I. Jafari
228 North Hyland
Ames, Iowa 50010

Dear Friend:

Please forgive the delay in responding to your letter received August 3, but we have been without adequate staff to respond to the many requests for information and assistance we receive.

I regret to say that we have no information that we can send you that would help you in your research concerning the "brain drain" that is taking place in underdeveloped countries.

The primary concern of the American Friends Service Committee regarding the Middle East is that peace come to that part of the world. I have enclosed a flyer which describes a report prepared for the AFSC entitled "Search for Peace in the Middle East" and two reprints of newspaper reviews of the report.

We appreciate your interest and thank you for writing to us.

Sincerely,

S/Lydia Wilcox

Lydia Wilcox
Information Services

FIFTH OF JUNE SOCIETY
Lababidi Building
Ardati Street, RAS BEIRUT
Beirut, Lebanon
Tel. 232610, P.O. Box 7037

COPY

Ref. US/1076/FP

September 8, 1970

Mr. Lafi I. Jafari
228 North Hyland
Ames, Iowa 50010

Dear Mr. Jafari,

Your letter of July 28 has been passed on to us by the Americans for Justice in the Middle East.

I suggest you read two papers, one by A. B. Zahlan, the other by Claire Nader, published in Science and Technology in Developing Countries (Cambridge University Press, 1969). Both deal with the brain drain, as do some of the discussions appended to other papers in the book.

Dr. Zahlan has conducted some research into the brain drain and has written an unpublished paper on it. Write to him C% Department of Physics, American University of Beirut, Beirut.

Yours sincerely,

S/Soraya Antonius

Soraya Antonius

IIECOPY

Institute of International Education
809 United Nations Plaza, New York, N.Y. 10017

October 28, 1970

Mr. Lafi I. Jafari
228 North Hyland Avenue
Ames, Iowa 50010

Dear Mr. Jafari:

I am writing to you in response to your letter of October 11 inquiring about a list of the names of Arab Palestinian and Jordanian students in the United States.

As you know, the Institute conducts the Annual Census of Foreign Students in the United States and we report the results of the survey in our publication Open Doors. The most recent issue, based on the academic year 1969/70, is now available and I am enclosing an order form for your convenience.

As a result of the Census, information may be made available on individual students through the Roster of Internationally Trained Persons. Lists of names and other information may be prepared for a fee. A total of 909 students reported themselves to be citizens of Jordan in the Census of the academic year 1969/70. I am forwarding a copy of your letter to Mr. George Davis, Head of the Budget and Management Division at the IIE, requesting that he prepare for you an estimate of the cost of a Roster of Jordanian students.

The Census form (copy enclosed) asks a student to designate his country of citizenship. Since Palestine is not a country recognized by the world community, those few students who identified their country as Palestine last year were reported under the total for Israel in Open Doors 1970. It is not possible to identify these particular students individually in the Roster.

The treatment of students who identified their citizenship as Palestinian for the Census of 1970/71, to be reported in Open Doors 1971, is presently under consideration.

133

(2)

Yes, I certainly would be interested in receiving a report on your research concerning the brain drain. Thank you.

I hope that this information will be of assistance to you.

Sincerely yours,

S/Susan Cooperman

Susan Cooperman
Head
Exchange Records Division

SC:im
enc.

IIE

Institute of International Education
809 United Nations Plaza, New York, N.Y. 10017

COPY

October 30, 1970

Mr. Lafi I. Jafari
228 North Hyland Avenue
Ames, Iowa 50010

Dear Mr. Jafari:

Your letter of October 11 has been directed to me for appropriate action. Although your request seems to be a simple one, there are many problems.

First of all, it is impossible to segregate those students who identified their home country as Palestine from the Israeli students. Secondly, we have no way of extracting Arab Jordanians from non-Arab Jordanians.

The only alternative I can see is to supply a complete Roster of both countries - Israel and Jordan. This would result in a Report containing approximately 3,000 names and the cost would be in the area of \$2,000.

I am including several Request forms which you may wish to use. It is IIE's policy to produce Roster Reports only after receiving specific authorization.

If you have any further questions, please call on me.

Sincerely yours,

S/George L. Davis, Jr.

George L. Davis, Jr.
Roster Reports Service

enc. 8

IIECOPY

Institute of International Education

November 2, 1970

Mr. Lafi I. Jafari
228 N. Hyland
Ames, Iowa 50010

Dear Mr. Jafari:

In your letter of October 30th you referred to a previous letter. I have checked into this matter but no one in our office has received that letter. It must have been mis-directed.

Our office cannot supply you with the names of all Jordanian and Palestinian students in the United States. Our records would consist of only those students on Midwestern campuses in IIE-related programs.

I do not know whether there is a central source for the information you seek. I am sending your letter to our New York office in the event that they may be able to give you more assistance on the "brain drain" as well as a possible source for the listing you seek.

Sincerely,

S/Louise Malis

Louise Malis (Mrs. Louis)
Public Relations
Midwest Office

ROYAL SCIENTIFIC SOCIETY

Post Office Box 6945
Amman, Jordan
Telephone 38356-7-8-9
Cable: ERRAMAH - AMMAN

COPY

November 9, 1970

Mr. Lafi I. Jafari
228 North Hyland Avenue
Ames, Iowa 50010
U.S.A.

Dear Mr. Jafari:

Thank you very much for your October 30 letter and your kind comments. I am delighted to learn of your interest in science education. This certainly is one of our big problems in this area.

We are setting up at this Society a science education unit the objective of which is to develop curriculum, textbooks, instruction, and teaching material for new science teaching programs in Jordan and we hope elsewhere in the Arab Middle East. Since you are doing your PhD thesis on this subject you may be interested in our plans and you may participate by sharing with us your PhD experience.

I am sending you under separate cover copies of some of the papers you requested. Others will be mailed later. Unfortunately I am leaving town for a period of two to three weeks and have not had time to dig some of these publications up.

Most unfortunately Jordanian and Palestinian university graduates have not been coming back in numbers larger than others of other Arab countries. I doubt whether educated Palestinians are dedicated enough to their proclaimed ideals to return and participate in serving our homeland and our people.

You may wish to contact some of my friends who were interested in assisting in some of the science education programs in the Arab world. Professor Ashraf el-Bayoumi, Biophysics Dept., Michigan State University, East Lansing, Michigan 48823, is in contact with most of them and has spent the summer of 1970 with us to coordinate plans between Arab volunteers in the U.S. and our local efforts.

I hope very much you will maintain your good intentions and do return.

Yours sincerely,

S/A. B. Zahlan (h.s.)
A. B. Zahlan, Director

ABZ:hs

A. B. Zahlan
Department of Physics
American University of Beirut
Beirut, Lebanon

COPY

15th March 1971

Mr. Lafi I. Jafari
IOWA STATE UNIVERSITY
College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50010
U. S. A.

Dear Mr. Jafari,

While on a recent visit in the United States, your letter and questionnaire came to my attention.

I am very interested that Brain Drain studies be conducted on Arab university graduates now resident abroad. I wonder whether you could give me some idea on the size of your sample and the method you have used to compile the names.

I look forward to seeing the results of your work.

Looking forward to hearing from you soon.

Sincerely yours,

S/ A. B. Zahlan

A. B. Zahlan

P.S. I recall having sent you some reprints of my work in this field. I wonder whether I sent you the EWA, UNITAR and UNESCO studies.