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THE MOROCCANIZATION OF MOROCCO

A Letter from Charles F. Gallagher

Tangier
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"To moroccanize" is a verb which you will not find in any Arabic dictionary, but it is probably the most popular and the most often used word in this country today. Polemics revolve around it; ministers' speeches promise it, editorials in union newspapers decry its insufficiency, European functionaries view it with mixed sentiments, and Moroccan youth movements and student groups, conscious of their own future as well as the nation's, demand more and more of it.

A considerable degree of moroccanization of the administrative machinery of the country is already accomplished, in spite of the protests from those who feel that it is moving too slowly. One has only to visit any office, any factory which he knew four or five years ago and compare impressions. At times the moroccanization is only on the surface, as in the technical offices in certain ministries where the top men have been changed but where the machine functions through the continuing efforts of foreign "counsellors" or "technical assistants." At other times the replacement of hidebound European officials by dynamic young Moroccans of topnotch caliber has revolutionized some services and injected new life into them -- Agriculture and Public Works come at once to mind. The difficulty is that well-trained young Moroccans (and the adverb is important) are hard to come by these days; there is no shortage of potential quality but there is just not the personnel ready for all the openings at present. So, in general, in the first rush of moroccanization, particularly in the administration, the tendency has been to put key men in key places, usually at or near the top, often in the role of overseers. And as often as not the new arrival learns the ropes from the top down. At middle and lower echelons policy has been more haphazard, but in response to public demand a good deal of hasty moroccanizing went on after independence, not always with the happiest results. . .so far.

PHILLIPS TALBOT
EXECUTIVE DIRECTOR

A day spent in going to government offices soon reveals the limitations of much of the new personnel. In one nameless bureau where I had a wait of nearly an hour, the enforced idleness was mitigated by the chance to study the workings of the staff. The bureau chief whom I was waiting to see was French; the staff of six was split equally between Moroccans and Europeans. The former were three rather shy young men who were obviously inexperienced recruits to the routine of ledgers and filing-cases; the latter, smock-clad French women "of a certain age," had clearly learned all that had to be learned in their particular jobs two decades ago, and they buzzed about with admirable efficiency, a grim boredom, and an utter disregard for the newcomers. It was plain to see that they did not plan to surrender their jobs without a struggle. Amidst the general indifference over which presided a silence broken only by my periodic striking of matches, work continued with quite unequal results. On the tables of the French women documents piled up, were moved or disappeared with regularity; something, it was not certain what, was being accomplished.

Although I could not see all the Moroccans on the other side of the room, the one nearest whose desk I was sitting accomplished, during the time I observed him, exactly nothing. He had in his hand an identification card with a photograph on it; he was trying to match this with documentation in a large ledger which contained at least several hundred pages and seemingly had no index. He turned one page after another with agonizing slowness until he reached the end and then began again from the back forward. It was some time before I realized that he had given up correlating the name on the card with the names in the ledger and was simply trying to match the faces in the photos. He was still going strong when I finally went in to see the bureau chief.

This was a perfect example of employment wasted on someone in a semiliterate state who had no idea of what he was supposed to be doing or why. It was certainly not his fault, he had no superiors to advise him, there was on the contrary an invisible wall of hostility which might keep him looking at the same ledger for years. Whether he got his job by pull, by chance, or as the result of the minister having to allot a certain quota of positions within his ministry to Moroccans, is unimportant. What is important is that he should have been undergoing training to fill the right job a

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year or two from now, whether it be industrial worker or filling station attendant, instead of being thrust into the wrong job, unprepared and consequently unproductive.

The Moroccan government on the whole is not unaware of the problem noted above in micro-scope; in fact it is annoyedly conscious of the fact that it cannot yet make its own administration run without foreign help and the strike of European civil servants in October 1956, was such a blow to national prestige (the government shut down completely) that it left bitter memories and a determination to speed up moroccanization at all costs, with results sometimes as above.

If you ask any ten Moroccan leaders what they consider their greatest internal problem, the answer always comes back: "Cadres," "Insufficient personnel," "Need for professional and technical training." It is a double-barreled problem in which time and quality are competing, and decisions must be made as to how much emphasis to put on one or the other. A country like Morocco must train as quickly as possible the largest number of technically qualified adults on all levels from lathe-operator and typist to engineer, and at the same time it must lay the groundwork for a steady alimentation of this nucleus in years to come by setting up a sound system of technical instruction in the school system. Haunted by the fear of a mass desertion of European workers (and there will likely be a substantial diminution at the end of this school year in June just as there was last year), the Moroccan government must plug the holes in the first line of defense while reserves are being brought up from the rear.

In attacking this problem the government has established a series of interlocking committees designed to favor interministerial co-operation and planning. The system is naturally cumbersome but it is hard to assess its work as yet, for results will be gradual. But there are some present needs so great that "crash" work must be done by a few key ministries: the Ministries of Labor and Public Works, which are faced with the current, day-to-day shortages of skilled workers and technicians, and the Ministry of National Education, which is handling the aspects that might be called long-range, but the solution of which must be begun now. A short time spent in any of these ministries leads one to suspect that, in spite of the complex bureaucratic devices established to deal with the whole issue of forming technicians, these solutions are being found thanks to the initiative of a few key men. One of these is the Minister of Public Works, Mohammed Douiri.

Douiri's life and career to date illustrate the idealized modern Moroccan success story and are instructive of the social transitions of one generation and of one of the paths to glory in the new, nationalist society. Now the youngest member of the present government at 31, Douiri was born in Fes, the traditional aristocratic capital of Morocco, but not from an old Fassi family. His ancestry was the provincial aristocracy of the Tafilalt, the cradle of sharifian nobility in the far south which has given the country its last two dynasties, and the family calling, handed down from father to son, was that of qadi, the religious judge. After secondary school studies in Fes he was sent to the Lycée St. Louis in France on a royal fellowship at nineteen. In 1948 he was the first Moroccan to be admitted by examination to the Polytechnique, France's leading engineering school, and to the Ecole des Mines. Returning to Morocco in 1952 he was made assistant to the chief of the Bureau

of Mines, a post he filled until December 1955, when he was named Minister of Public Works in the first Moroccan government. A militant in the Istiqlal Party, but not a resistant, he held his job through the difficult years after 1953 and served at some risk as a contact between the underground and Moroccans within the protectorate administration.

Extremely open and cordial, but very serious, with a wry, almost un-Moroccan humor that only occasionally breaks through (as one Moroccan official said, "We had to sacrifice the good times of our youth to politics and revolution"), his character is a blend of the technician, the revolutionary, and the proper son of a solid family. As a young Moroccan in charge of several hundred older French specialists, some of whom have been in the government service in positions of importance for decades, his position is somewhat delicate, and the loyalty with which he is served is a testimony to his professional capacities and his tact. His social position -- for like all ministers he is now a feather in the cap of any budding diplomatic hostess in Rabat -- has improved considerably since the day several years ago when he was invited to the theater by an American woman correspondent and they were snubbed during the intermission by "polite" French society in the capital. But as a nine-to-nine man, Douiri seldom accepts invitations; his interests are centered on his job, which is to keep functioning the roads, railways, ports, aerodromes, dams, etc., of Morocco.

To do this his staff is woefully inadequate by any standard. He supervises directly 170 engineers in Public Works and indirectly about 300 who work in the semi-public enterprises (services concédés) which are attached to Public Works. Of these only 11 are Moroccan, and several of these are necessarily tied down to some extent to administrative work in order to establish the principle of control of operations by Moroccans.

In a larger sense Douiri is intimately concerned with producing engineers and technicians for the Moroccan economy as a whole. And here the statistics reveal the enormity of the gap that must somehow be made up. About 2,500 engineers and 10,000 technicians (sous-ingénieurs) now work in Morocco. All but 20 of the engineers are Europeans (i.e., mostly French but some Spanish in the north) and the overwhelming majority of the technicians is also non-Moroccan. The insufficiency of this total in relation to the society it must serve is shown by comparison with figures for some Western countries. In France there are about 120,000 practicing engineers (0.6 per cent of the active population). The figure is higher for Germany and England, and in the United States 1.5 per cent of the active population is engaged in engineering. Even by calculating the active population at the lowest basis, the ratio for Morocco cannot come out much better than 0.1 per cent.

But the fact that 99 per cent of the engineers are European makes the situation even more shaky. For the Moroccan government has no guarantee that they will stay for any lengthy period. Necessity has been the mother of generosity in this case, and liberal contracts have been offered, with assorted fringe benefits, generally for as long a time as the foreign engineers would sign -- one, two, five years, preferably the last -- but difficulties remain.

One French engineer, sympathetic enough to the Moroccan point of view to be almost persona non grata to many of his co-nationals, explained some of them.



MINISTER OF PUBLIC WORKS Douiri and one of his engineers

"Most of us, even those who were against independence, are now willing, even eager to help the government. But there is a malaise, a feeling that we are an unavoidable evil to be tolerated only as long as we are necessary. We are quite willing to be replaced at the end of our contracts, if and when there are Moroccans ready to do our jobs, but the psychological situation is bad. It is especially hard to work far out in the bled, in the back country where you are far from Rabat and the official reassurances and statement about how much you are needed and appreciated, knowing that the people around you simply don't feel that way.

"Then there have been difficulties with contracts; a small thing, the technicians were promised three-weeks' vacation with their families in Ifrane [a Swiss-like mountain resort in the Middle Atlas]. Everything was agreed to and then the Ministry of Finances -- and they were French bureaucrats mind you -- refused to approve the contracts because the holiday provisions went beyond those in force during the protectorate! I don't mind for myself, but there are many men who wanted to get their families away from the heat in summer. So, lots of them will not renew when contracts expire this June. And others are just waiting for their children to finish the school year and they will then go back to France. But there will be many fewer of us next year."

He was planning to stay on, because he "really liked the country," but he pointed out that the world-wide shortage of engineers was so great now that anyone qualified could get a good job anywhere fairly easily.

Douiri was conscious of this and was doing his best to get as many French engineers as he could to stay. "We can hire other nationals," he said, "But we would really prefer to have them. First, there is the language problem if you bring in other foreigners, and then, in spite of everything, we understand each other. All of us Moroccan engineers did our work in France, so I know that when I ask for something to be done it will be prepared in such-and-such a way and with a certain standard of quality. That is important."

"That is why I am offering the best contracts I can, and giving the longest guarantees I can; we want them to stay for several years, not just one. And I want all my engineers to be satisfied."

* * * *

Nevertheless it is certain that many are not satisfied, and that Morocco must plan on replacing a fair number of them beginning this summer. A start toward this has been made by sending a group of young Moroccan engineer-candidates to the leading schools in France, the so-called "grandes écoles." Sixty aspirants now attend these institutions, from which they will be graduated within two or three years, depending on date of entry; and twenty will finish a speeded-up program this June and return for service in Morocco. All are bound by an agreement to serve eight years as Public Works engineers on their return.

Some of the candidates were admitted by examination (as is common in the grandes écoles) but others were allowed to enter without tests under a

revision of French university policy which allows institutions such as Polytechnique, Ecole Centrale, Ecole des Mines, etc., to accept foreigners in a ratio of 1-10 to French students enrolled. All the Moroccans are responsible to the Ministry of Public Works for their record, which must be as good as that of their median French counterpart -- and the stiffness of the entrance examinations and curriculum at schools like Polytechnique is legendary.

These first twenty graduates will double the number of Moroccan engineers, but their total number (40) will still represent less than 2 per cent of the already insufficient engineering force in the country. And within ten years it is estimated that nearly 10,000 engineers will be needed to keep the country going at a minimum level of development.

According to Douiri, the problem of training enough sous-ingénieurs, is even worse.

"The sous-ingénieurs are the backbone of the whole system. They must be able to co-ordinate and translate the orders and ideas of the engineer in charge, who is almost always a foreigner and will be for some time, into realities which will be understood by the workmen. And here it is not only theoretically desirable to have Moroccans as assistants, from the standpoint of moroccanizing employment, but it is really essential in order to avoid friction. The chief engineer can stand aside and direct the project aloofly; even when he is not altogether sympathetic the work will be done if he has planned it well, and if -- but only if -- the relations between the sous-ingénieurs and the workers are harmonious.

"Furthermore, although we can always buy engineers from abroad, we cannot get sous-ingénieurs to come. That type of person doesn't



BUILDING TRADES SCHOOL at Ain Chok in Casablanca

emigrate, and most of what we have here now came from the local European population. It isn't worth the while of a man of this kind to come from France because he gets only about 70,000 francs a month on the average (\$167).

Accordingly a good deal of effort is being focused on the training of Moroccan sous-ingénieurs, training which requires only a year under present Ministry plans. There are now around 300 sous-ingénieurs, again almost all Europeans, in the Ministry, but the Ministry's special training school in Casablanca will graduate 60 Moroccans this year in June, and from then on sixty each year until, as Douiri said, "In 1962, when we have 300 Moroccan sous-ingénieurs, we can breathe."

One is tempted to suspect, however, that this breathing will be an artificial respiration for some time, for the penury of technicians cannot be so easily resolved. As compared to the 2,500 European engineers in all Morocco, there are now around 10,000 technicians, and it must be assumed that they will tend to leave at an even higher rate than the engineers. This for a variety of reasons: their more delicate social position, a more difficult economic situation pinched by the sharp rise in living costs, less adaptability professionally which increases their fears for the future and their desire to have a steady position, plus their knowledge that they can be replaced more quickly than a full-fledged engineer; in short a European engineer will never have difficulty keeping a job here in the foreseeable future, but this is not so true of the European technician, although his position is secure at the moment.

The Moroccan technicians who will join their ranks, or displace some of them eventually, must come from two sources: younger skilled workers who show promise, or students who have had some secondary school technical instruction; and candidates in both categories have to be completed by additional training at a technical "finishing school." Since the number of skilled workers is so few, and is already being dipped into to provide the first contingents of technicians, the reserves of the coming decade have to be looked for among present secondary school students.

Here the situation looks rather unpromising. The stumbling block lies in the paucity, and that is a mild word, of young Moroccans now taking scientific or technical courses in secondary schools. Not one Moroccan this year found his way into electro-mechanics and was working for a C.A.P. in that field. (The C.A.P., Certificat d'Aptitude Professionnelle, requires three years of theoretical and practical studies in a given vocation; entrance age is usually around 14). There were only 35 bacheliers (in theory secondary school graduates, but really the equivalent of a first- or second-year college student) in elementary mathematics, and only 7 bacheliers in technical mathematics.

One result of this is that animated debates and indignant letters are filling the newspapers these days, and Moroccan soul-searching about the education of Moroccan youth is a little reminiscent of public dissatisfaction on this score in the United States since Sputnik. Sometimes the same kind of self-denigration comes out, but it is usually a well-fed lawyer or a contented merchant who accuses the younger generation of not facing its responsibilities in the modern world. One writer demanded that educational plans be laid so



NIGHT SCHOOL
typing courses
for future gov-
ernment employees

that Morocco could become a leading center of atomic research as soon as possible. Another accused Moroccan youth of wanting well-paid white collar jobs with no effort attached to them. There is no denying the tendency -- here as in almost every underdeveloped country from Morocco to Indonesia -- to favor non-manual occupations, if only because it has been proved to young men during the revolutionary period they have just seen unfold that the keys to power and fame lie above all else in law and politics. At other times the blame is conveniently thrust off on the shoulders of "colonialism" and while not everything can be charged to that account, it is certainly true that most Moroccans of talent felt in the past decade that they stood little or no chance for advancement in fields where both administrative public works and private engineering concerns were dominated by interests dedicated to assuring the continuing supremacy of the European.

Now that the future is opening up, will Moroccans respond in a new way? Or will the government have to resort to "directing" their education? Douiri's views, perhaps based upon the statistics cited above, tend to the latter alternative. The problems are too serious to be left to chance, according to him, and he suggests in his own words the following plan:

1. After the C.E.P. (Primary School Certificate), an important number of students should be channeled into technical training, all the more in their own interest because there will exist more and more placings for them in the future.

2. After the third year of secondary school (nine years of total schooling) the majority should be oriented toward higher scientific or technical studies. Only exceptional cases who showed themselves incapable of absorbing this kind of instruction would continue with literary studies (sic). This means that everyone, according to his abilities, would be directed by priority to scientific or technical work.

3. This policy presupposes a substantial change in programming, and requires stressing the exact sciences and foreign languages early and heavily.

4. This kind of dirigistic conception would need to be implemented by a system of rewards (scholarships for scientific study) and propaganda (a campaign to inform the populace of the country's need for technical brains.

Thus, the difference between the problems of a country like Morocco and the United States may be only in scope, and while the future of the humanities under this kind of plan looks somewhat unattractive -- in effect only backward students would be allowed in the Faculty of Letters -- the Moroccan student of the future may paraphrase the remark attributed to his American counterpart, that "the student who isn't smashing an atom these days feels mightily useless around campus."

* * * *

One of the most important examples of moroccanization now going on in the country is provided by the training programs of the Ministry of Public Works within the services concédés which it directs: Energie Electrique du Maroc, Chemins de Fer du Maroc (Moroccan Railways), and the Manutention Marocaine (Moroccan Port Authority). Two years ago the Moroccan Railways employed 4,000 Europeans and 4,000 Moroccans, almost all the latter as unskilled workers. Now the scale is tipped 5,000-3,000 in favor of Moroccans, and within two years will approach 7,000-1,000. Not only has the number of Moroccan employees been increased but the range of jobs available to them has been extended; nearly 1,000 of them now hold positions of responsibility. At Energie Electrique du Maroc two stations are now run entirely by Moroccans, and last month 15 workers with their C.A.P. entered a special school for "practical perfection."

Even greater progress is being realized at the Manutention Marocaine, principally in the Port of Casablanca, which deserves attention both on this count and because of the port's importance to the economy of the country. For if Casablanca is the heart which keeps the Moroccan economy alive, the activity of its port handling nearly 8 million tons of cargo annually is the main artery feeding it.

The running of a large port is more complex than many nonspecialists imagine. The operators must be able to assure their clients of rapid turnover (where a day's loss may mean several thousand dollars, particularly to the exporters of specialty fruits and vegetables which Casablanca handles for Europe), of careful handling with minimum breakage or loss, and of reasonable charges. To handle its traffic the Port of Casablanca has a permanent staff of 1200 employees and uses from 3000 to 6000 dockers a day, depending on seasonal fluctuations.

The reputation of Casablanca as a port had never been exceptional in the past, but from 1953 to late 1955 when the political situation cleared up, and when Douiri took over control of operations, sheer chaos prevailed. As a focal point of the resistance movement the Port was often closed down by political strikes, or hurt by slowdowns; hiring conditions were scandalous, with gang fights resulting in an average of several deaths daily; and, most serious of all, worker productivity was very low. It was only at the end of 1957 that the level of worker-output was finally restored to what it had been in the first six months of 1953. In addition to the political difficulties of those times, two other factors had reduced output. First, Moroccan social dissatisfaction, including annoyance under the old regime about the lack of opportunities to move up through the ranks in the port hierarchy, and after 1955, the departure of many European skilled hands (600, or about 50 per cent of all those in service, and almost all holding important posts, have left in the last eighteen months). Owing to the key position of the Port of Casablanca and the need for drastic action, it was decided soon after independence to start a pilot project for training Moroccans on all levels, to serve as a guide for the Ministry's other services and for large private enterprises as well. The three essential subdivisions of the training program are: 1) a Staff School for higher echelon personnel; 2) a Professional School to train Moroccans who already have had considerable experience working in the Port and are considered capable of advancement to intermediate posts such as foreman, checker, storekeeper, etc.; 3) a Language School in which literacy in elementary French is taught to the ordinary dock workers.

The Staff School, which is open to all Moroccans (not only those already employed by the Port) having a baccalauréat or who can pass an entrance examination of the same degree of difficulty, began functioning in February 1957 and has already turned out its first class of eight young executives. When I visited the school this January the second class of around twenty was well into its program of seven months of classes followed by four months of probationary employment, and from now on two classes a year will be graduated.

The Staff School is run like any higher educational organization, mainly on the lecture method and with French as the language of instruction. Its faculty, again largely French, is made up of Ministry engineers, Port Authority staff members, and outside professors from the public schools and lycées. The curriculum consists of naval and port technology, administrative organization of the port, commercial and maritime law, labor legislation, accounting, the economy of Morocco, administrative technique, and English as a foreign language.

The Professional School began functioning last April, with over four hundred Moroccans enrolled in its courses. Its activities are of two kinds: first, a training in leadership which is offered to everyone in the Port who has a job with the slightest responsibility for other men under him, and second, practical courses in problems particular to certain facets of Port operations, such as handling and stocking merchandise, some paper work, hygiene, and security. The leadership courses, in which small classes of five to six men will take turns in instructing each other on such things as how to direct a newly-hired man to clean a carburetor when he may never have seen one before, stresses the art of instruction itself and the subtle problems of human relations involved in directing a large, floating labor force and getting the best out of the workers. Here, too, most of the monitors and the working language are French.



CHEMISTRY LABORATORY at the Modern Technical College in Casablanca

The third side of the program, language instruction, is in ways the most original of all. Teaching literacy in French to dockworkers for whom it is a foreign language (although most have considerable oral command of it) and who are usually illiterate in their own language, Arabic, is a bold step, but a necessary one, according to Ministry technicians. In many cases the literacy block is the only thing holding up advancement for men who have a good deal of native intelligence and have had long experience in the Port. French was selected over Arabic, at the cost of nationalist objections, for various reasons: the lack of technical terms in Arabic, the difference between the spoken Moroccan dialect and written, standard Arabic, and the tendency of international clients of the Port to use French. As a concession to some of the complaints, it has been promised that this decision is temporary and that the working language will be switched to Arabic when enough Moroccan executives and agents have been trained, but this is a sine die promise, and one of the paradoxes of moroccanization is that French is gaining rather than losing ground. (This is true on all levels, for not only is it impossible to get a good job in the government, except in the judiciary, without a knowledge of French, but socially French has acquired new virtues among the Moroccans; there is no greater snob than the Moroccan intellectual who, discovering that his fellow Moroccan doesn't know French, immediately lards his conversation with French phrases.)

But when I saw the language classes I was reminded of the statement of a Moroccan official that "After all, it's no fun to have to be bilingual." It certainly can't be fun to teach elementary French to men who, however willing they are to learn, and however polite they may be (they all rose gravely when the inspector showing me around entered the room), have all the defects of an insufficient general education and not infrequently are of an age -- beyond thirty -- when language learning becomes geometrically more difficult.

Classes of around twenty meet twice a week for two hours from November to May, and nearly 400 workers are enrolled. In one beginners' class, the young French instructor, a model of pleasant patience, stood with a tape recorder, while everyone in the class recited in turn the key phrases for the day: "Ali a li ti" (Ali a le thé), and "Omar barl i Ali yakutz" (Omar parle et Ali écoute), and then listened with fascination to the sound of his own voice repeated back. Sometimes the deformations in pronunciation were unintelligible and the writing on the lined notebooks bespoke enormous effort in its painful wiggles and its sprawling size. But it was impossible not to sympathize with their efforts and admire the fact that they were now willingly studying a language whose use had been almost taboo during the independence struggle. Nowhere more than in that classroom smelling of fresh fish did one sense the blind groping out of the masses for some kind of self-betterment.

All these training programs are directed by a special triangular committee on professional formation set up within the Port Authority and consisting of representatives of the enterprise itself, the Moroccan Labor Union (UMT), and the Ministry of Public Works. The committee has itself been useful in showing how harmony can be promoted between labor and management in a country where, in addition to the usual union complaints about wages and working conditions, labor relations have often been embittered because of the feeling of both parties that the other has ulterior political aims; management, largely European, is accused of favoring its European employees, and the UMT has been charged with forcing management to pad payrolls with Moroccan workers. Union participation has been essential to the workers' acceptance of the program,

and one of the union's goals is to be able to discount the statement of many employers that Moroccans are not qualified to fill certain technical positions. In many cases they are not at present, but if a start is not made in training them they will never be qualified.

The relatively speedy pull-out of many European trained workers certainly makes the road to technical self-sufficiency much rockier, but it may also make it shorter. For one thing, everyone agrees that a goodly percentage of the Europeans who have left are well gotten rid of; they tended to be those who could not adapt to the loss of their special privileges, and their past attitudes often carried ill feelings over into the present; while those that stay, particularly in jobs that have much direct contact with Moroccans, invariably impress the outsider as being both willing and able to offer something to the country. As the ordinary Moroccan's memories of the "ultras," as they were called, fades, this separation of the wheat from the chaff may do much to improve community relations.

Faced with the alternatives of developing their own skills immediately or seeing the elaborate European-type economy installed in the last half-century go to ruin, Moroccans as individuals will probably respond to the challenge. The stimulus of new opportunity and more responsibility on the job can already be seen in many instances as having its effect. If the Port of Casablanca is any index, after the inevitable dip in performance resulting from inexperience and a large turnover in personnel, a certain stabilization sets in. And from what most observers here have seen there is not much need to worry about the quality of the individual Moroccan, if he is properly prepared technically and psychotechnically -- it is really surprising how many people can do the same things that others can.

The gravest problem for the future in this country lies in organizing a system of learning leading from mass primary education up through specialized higher studies and this cannot be said to have been satisfactorily approached yet. Without it, the still enthusiastic improvisation of today, designed to make do for only a few years, will stretch into a decade or more of makeshift solutions and all will have been a vain tour de force. An examination of public instruction in a later letter will try to indicate what progress is being made in that domain and what hopes can be placed on it in the future.

Charles F. Gallagher