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ABSTRACT

A PROPOSED PROGRAM OF TEACHER EDUCATION WHICH WILL USE AVAILABLE RESOURCES TO MEET THE NEEDS OF JORDAN MORE EFFECTIVELY

By

Yousef M. Alkadi

This study presents a proposed program of teacher education which will use available resources to meet the needs of Jordan more effectively (See p. 115).

Areas which have been explored in developing a rationale for improving teacher education in Jordan include social problems, economic development, modern political development, learning theories and the learner and teacher education inside and outside Jordan.

This study was undertaken to determine in what ways teacher education in Jordan has responded to national needs for trained manpower and development of Jordan, to what extent teacher education outside Jordan contributes to the improvement of teacher education inside Jordan, and to explore ways in which further contributions can be made by teacher education in Jordan.

Primary sources of data included government reports and studies, annual reports from the Jordanian Government submitted to the Arab Information center in New York City and UNESCO. Other sources include interviews by the writer with teachers and graduate students in the United States from Jordan studying at Michigan State University, East Lansing. Secondary sources included books on Jordan, articles pertinent to the study, and unpublished materials filed in the MSU library.

Major findings of the study show Jordan's need for professional teachers and skilled manpower are in the crucial areas of teacher education, vocational education, educational planning and curriculum development.

Teacher education playing an emerging role in the development of Jordan. During the past twenty years teacher education in Jordan, together with international agencies and friendly countries, tried to provide the country with needed teachers and experts in education. At present, the increased population, explosion of knowledge and changes occurring in social, economic and cultural areas make it difficult for teacher education in Jordan, as it is now, to provide the country with needed professional teachers.

On the basis of the major findings of this study, namely Jordan's needs for professional teachers and skilled manpower, the improvement and expansion of teacher education programs to meet the needs of Jordan are indicated.

A PROPOSED PROGRAM OF TEACHER EDUCATION
WHICH WILL USE AVAILABLE RESOURCES
TO MEET THE NEEDS OF JORDAN
MORE EFFECTIVELY

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CHAPTER I

INTRODUCTION

The Purpose of the Study

The purpose of this study is to present a proposed program of teacher education which will use available resources to meet the needs of Jordan more effectively.

The Need for the Study

Since the population of Jordan has been tripled as a result of the Arab-Israeli War of 1947, (23:9), the need for more and better qualified teachers for the various levels of learning is urgent. As a result, Jordan has sought cooperation from the United Nations, neighboring Arab countries, and several overseas countries, to help develop teacher education and secure experts, consultants, and facilities.

Teacher education in Jordan is not as effective as it might be due to the following:

1. The educational process, including teacher education, is not an integral part of the whole developmental process of the country. Education as a whole is not integrated with the major needs of economic growth and social development.

2. Teachers are not prepared to carry on a developing, balanced and professionalized program of education which combines theory and practice to meet the needs of Jordan. Currently, students may enter teaching after completing two years of work beyond the junior high school. Teachers are also recruited from high school students immediately after they finish high school.
3. Parent-teacher-student relationships are neglected in teacher education in Jordan. There are no parent-teacher associations, big brother clubs, or other similar agencies.
4. The teacher education program is not flexible enough to meet changes occurring all over the world, such as the knowledge explosion, and to channel such changes to meet the needs of Jordan.
5. Good research in teacher education is lacking. A few unrelated data are not sufficient to make sound research in teacher education.
6. Existing facilities in the Jordanian University in Amman, as well as in other educational, social and economic centers, are not fully utilized. They are used primarily during the daytime. They are not used evenings or the whole year around.
7. Evaluation programs which lead to improvement of teacher education are lacking. Evaluation is viewed as synonymous with recitation and oral or written

testing. It emphasizes final tests or national examinations only.

8. A balanced and selective program of teacher education is needed. The teacher education program in Jordan is very academic in nature. It provides few opportunities for training in technical and vocational aspects.
9. Learning situations outside the classroom are neglected by teacher education. Travel, visitation and social activities are not included as part of the teacher education program in Jordan.
10. More systematic educational planning is needed on all levels. Statistical projections to show status in teacher education is what counts in Jordan at present. Planning in Jordan does not include collecting data for making and using systematic educational research.

The Design of the Study

This study is focused on presenting a proposed program of teacher education which will use available resources to meet the needs of Jordan more effectively. The method of research used in this study is a combination of the historical, descriptive, analytical and synthetical approaches.

This study is organized so that Chapter Two focuses on the historical and cultural background of Jordan, including a brief discussion of the land and the people, Jordan's past

and present, modern political development, economic development, the government, social organizations, manpower distribution, standard of living, and social welfare.

Chapter Three discusses education in Jordan, covering a historical synopsis, the current educational system, and teacher education.

Chapter Four focuses on a review of selected literature on teacher education including professional competencies in teaching, the characteristics of the curriculum designed to produce competent professional teachers, the nature of the educational centers in which professional studies take place, criteria for developing a plan of teacher education, and summary of the implications of this review of literature on teacher education.

Chapter Five focuses on the development of a proposed program of teacher education. It includes objectives of teacher education, emerging trends for the improvement of education in Jordan, a proposed program of teacher education, and a proposed developmental plan for the improvement of teacher education in Jordan.

Chapter Six presents conclusions and recommendations.

Limitations of the Study

1. The major limitations of this study are due to the brevity of some of the available primary and governmental reports; the insufficiency of research on teacher education in Jordan, and the paucity of

the original, reliable and comprehensive publications.

2. Due to the limitations of time, no empirical testing of the workability of the plan will be conducted in this study.

CHAPTER II

HISTORICAL AND CULTURAL BACKGROUND

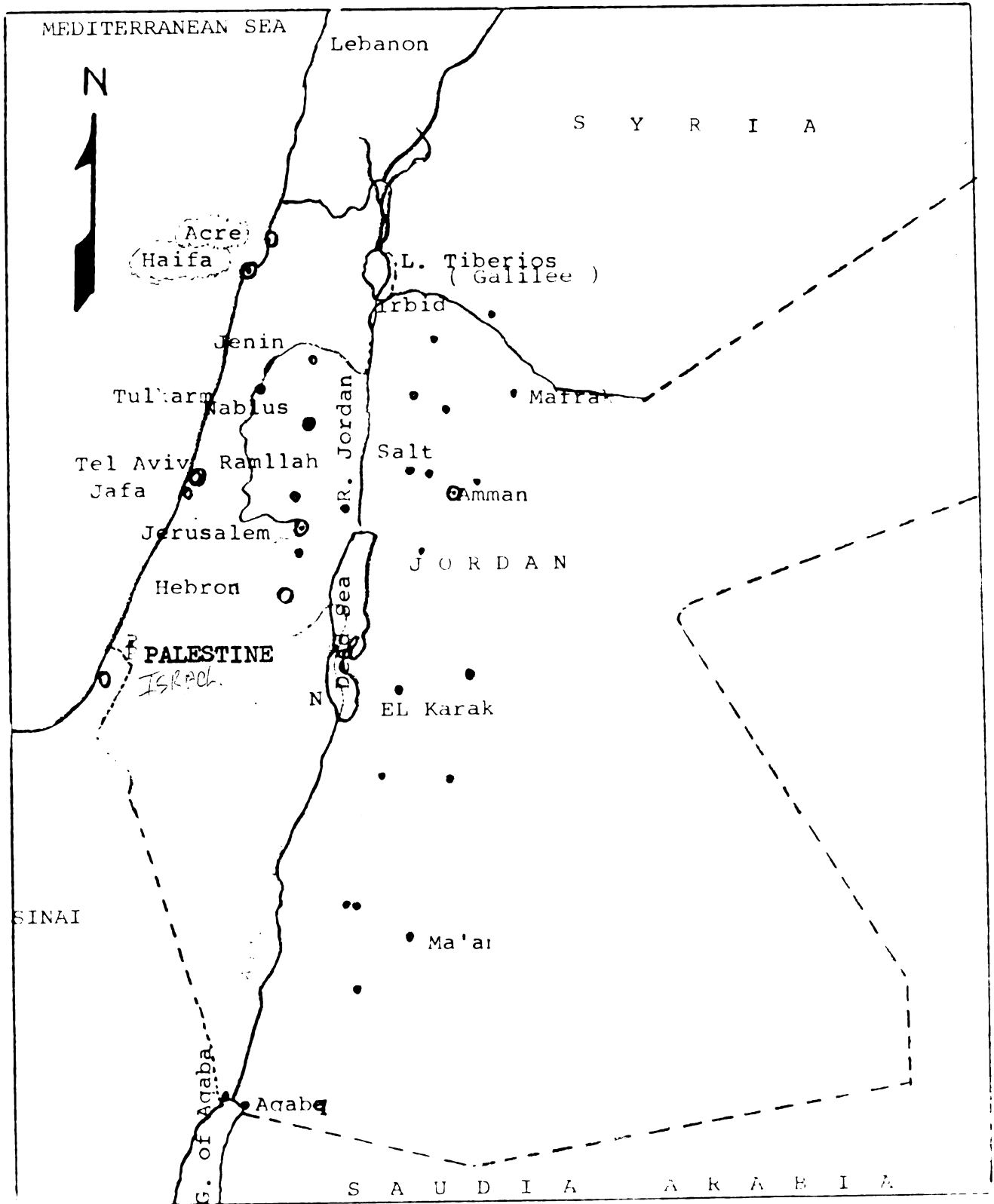
The Land and People

The Land

The name of the country is derived from the famous river Jordan (23:3) in which Christ was baptized. (The Arabic pronunciation of Jordan is Urdunn) (11:19). Jordan has a total area of about 37,000 square miles (11: 18) mostly lying to the east of the River Jordan and the Dead Sea. To the west is Palestine (Israel), to the north is Syria and the Jarmuk (Yarmuk) River; to the east are Iraq and Saudia Arabia; and to the south are Saudia Arabia and the Gulf of Aqaba (33:5) (see map 1, page 7).

Physically, most of the Eastern portion of Jordan is desert, (Syrian Desert). The western and southern portions of the country are hilly, with elevations up to 5,400 feet above sea level. Between the eastern desert and uplands, and western hills, running in a north-to-south direction, is a trough-like depression called the Jordan Valley, which varies in width from 2 to 15 miles (23:6).

The River Jordan itself flows from the Lebanese and Syrian territories in the north. The Hasbani and Banias tributaries are joined together to form one single river near



Map 1. Location of Jordan.

the border line between Lebanon, Syria and Palestine. The Sea of Galilee (Tabariyya or Tiberias), is a few miles to the south, with its western and southern shores in the land of Palestine (Israel), while the eastern shores are on the borders with Syria.

To the south of the Sea of Galilee is the Dead Sea, which occupies the central part of the depression. The Dead Sea is considered the deepest point on earth, (1,290 feet below sea level) (23:7). The depression runs south and forms the Wadi Araba, which stretches from the Dead Sea south to the Gulf of Aqaba; then it runs into the Red Sea, to the great depression in central Africa and Lake Victoria.

The People

The physical nature of Jordan has its effect on the people; the depression which divides the country from north to south, divides the people into two distinct groups. Harris states:

This geological rift . . . initially divided the two distinct groups among Jordan's 1,400,000 people - the relatively urban and westernized Palestinians of the West Bank, and the more isolated and conservative inhabitants of the East Bank. Today, however, Palestinians are to be found throughout the country. The two populations are not amalgamating easily, and the effort to bring them together in a single national entity continues to involve friction and unrest. (11:19-20)

Concerning this contrasting culture, customs and aptitude of the people of Jordan, Judge Sparrow also says,

. . . it is important to bear in mind that the old division of Jordan into Eastern Palestine and the Amirate of Trans-Jordan has left behind a heritage of two types of Jordanians with contrasting customs and aptitudes. The Palestinian Arab, is on the whole, better educated and more modern than the Arab people of the Old Amirate. (28:18)

The "Fact Sheet," Near and Middle East Series, further distinguishes between the people of the West Bank of Jordan and the East Bank. The sheet explains that the "Inhabitants of Trans-Jordan are essentially a desert people engaged in pastoral and nomadic pursuits. The Palestinianians, on the other hand, are traders, more professional in occupation, and towns people. Lack of affinity between the two groups has created some social and political problems." (44:3)

The fact that Jordan's population has tripled in one year has had its effect on the economic, and political life. Patai mentions,

The most significant fact with regard to the growth of Jordan's population is the trebling of its members as a result of the Arab-Israeli War (1947) and the annexation of the West Bank (1950). Prior to 1948, although no official census had ever been carried out in Transjordan, it was estimated that the Transjordanian population numbered about 400,000. To them were added some 400,000 residents of the West Bank and another 450,000 refugees. (11:10)

Despite this trebling of the population, the Arable land was increased by only about one-third when the Palestine Hill Country was added to Jordan (56: 3-4).

If the natural increase in population at the rate of 24.73 or roughly 25 per thousand each year is added, this

means an increase of 34,000 annually, on a base of 1,360,000. Table I illustrates the increase in Jordan's population between 1947-1952.

TABLE I
Population of Jordan

	End of 1947	Influx Refugees 1948	Natural Increase 1948-52	Internal Movement 1948-52	Housing Census Aug. 1952
					(1000 persons)
W. Jordan	460	280	90	-88	742
E. Jordan	375	70	54	+88	587
Total	835	350	144	0	1329

If we assume that the sum of the first two columns represents the population at the middle of 1948, the rate of growth of 1952 is 2.9% per annum.

Due to the climatology of Jordan, the distribution of the population coincides with the rainfall pattern. According to Patai, "Only the northwestern corner of the country, on both banks of the Jordan River, receives sufficient rainfall for regular cultivation; consequently, the overwhelming majority of the population is concentrated in this section. The total area of this corner of Jordan is about 5,000 square miles, within which there are about 1,775 square miles under cultivation. Taking the cultivated areas as a basis, one finds here a population density of about 780 per square mile." (23:10)

Relatively, such population density is quite high when compared with other agrarian countries. Patai further describes the population density by saying,

The three West Bank districts of Nablus, Jerusalem and Hebron accounted in 1954 for 56 percent of the total population of Jordan or about 780,000 persons. The three northwestern districts of the East Bank - Ajlun, Balqa, and Amman - contained a population of about 530,000. Another 90,000 persons lived in the districts of Krak and Maan, to the south of Amman, directly east of the Dead Sea and of the Wadi Araba. (23:10)

A map of Jordan shows that the districts of Karak and Maan account together for almost 50 percent of the area of Jordan, while less than one-tenth of the population live there.

Population Explosion

Population and the economics of the country are related. The sudden increase in population in Jordan adds to the social and economic problems. Among the wordly philosophers Malthus says,

There is a pressure of population against resources, and today in many parts of the world we can see the consequences of a population that has relentlessly expanded against the rigid barriers of land supply until it is crushing itself to death. (12:73)

Among the implications of the above facts concerning population growth to teacher education are the needs of the following:

1. Emphasizing the "achievement motivation" by promoting aspiration for a better life among teachers, and through them, among the young generation and adult people.

2. Encouraging studies on the relation of income to the size of the family, which may lead in the future to a kind of birth control.
3. Promoting technical education by encouraging teachers of various fields to improve their technical skills, as well as social and psychological skills.

Jordan: Past and Present

The land of Jordan possesses a great history from the dawn of civilization to the present. "There are traces of human habitation which go back at least as far as 6000 B.C. The entire territory abounds with megalithic and paleolithic elements." (27:17) Archeological findings indicate that high domestic standards were begun in Jericho. Dearden says, "Jericho is the oldest town that we know of in the world." (8:32) The long history from the Bronze and Iron Ages, through the Nabateans, the Hellenistic period, the Romans, Arabs, Ottomans, British, and to the establishment of an independent state, 1946, has brought a vigorous interest in archeological excavation, and hence, an increasing tourism movement. From the holy places in Jerusalem and Bethlehem, to Petra, Amman, Jarash, and the Medieval Arabs' and Crusaders' castles, thousands of relics, ruins, and monuments are scattered everywhere. This rich historical legacy may stimulate teacher education in Jordan to recognize and relate its future program to this tourist movement and thereby promote international and cultural understanding.

Jordan contains many places of great religious, historical and archeological importance. In Jerusalem alone there are the church of the Holy Sepulchre, the Via Colorosa, the Garden of Gethsemane, the Mount of Olives, the magnificent seventh century mosque in the Haram-Esh-Sharif, and a first-class archeological museum. Within a short distance are the church of the Holy Nativity in Bethlehem, Solomon's pools, the tombs of Abraham, Isaac and Jacob in Hebron, and the home of Mary and Martha in Bethany, The Jordan Valley, the River Jordan and the Dead Sea are of great intrinsic interest, and in addition there are many archeological sites, particularly in Jericho. In East Jordan, there are well-preserved structures of the Roman, Omayyad and crusader periods, and the rock city of Petra hewn by the Nabateans. The landscapes, for instance between Jerusalem and Jericho, and in the mountains of East Jordan overlooking the Dead Sea, are of a character unfamiliar to many tourists from Europe and America. (50:241)

The present future of Jordan as a country is not clear yet. Maintaining peace on the long Israeli frontiers is a difficult task, the social and economic problems are not solved, and it seems that it will take much more time to resolve such problems.

Modern Political Development

Before World War I, Jordan was a part of "Greater Syria" with its two regions, Northern Syria, at present divided into two countries, Lebanon and Syria; and Southern Syria, divided into Palestine and Transjordan.

Following World War I, the political development of Jordan can be divided into two periods: that of the Mandate or (Ahd al-Intidab), 1920-1946, and that of Independence or (Ahd al-Istiqlal), 1946---.

Period of the Mandate

The internal consolidation of the Amirate was the first job of the Jordanian Government. "The Amirate had been set up in the midst of political instability and tension in the area. Though created smoothly and boosted by the effective recognition and assistance of Britain, it was not universally acclaimed by the people in Transjordan." (1:13)

In addition to the opposition of the tribal chiefs, the Jordanian government was not accepted by the urban politicians of Arab nationalists. Next to these, and far-reaching in consequence, was the urban political opposition provided by the refugee Arab nationalists from Syria, Palestine and Egypt. A majority of them subscribed to the al-Istiqlal (Independence) Party of Syria. Their objective was the establishment of a single Arab state. (1:14)

In spite of the opposition of people and nationalists, the government was able to consolidate itself in the country under the direction of the "Amir," Abdullah. Article one of the agreement of 1928 stated that the Amir agreed that Great Britain be represented in Transjordan by a British Resident acting on behalf of the High Commissioner for Transjordan and that communications between the British Government and all other powers, on the one hand, and the Transjordanian government, on the other, were to be made through the British Resident. (27:167)

Transjordanians reacted unfavorably to the agreement. Shwardan describes the Transjordanians' reaction by saying,

Not only did they protest the agreement, but they accused Abdullah of entering into an unholy compact with the British, bartering away Transjordan's political rights in order to secure British support for himself; and they accused the British of sacrificing the freedom of the Transjordanians to Abdullah in order to strengthen their position in the country for their imperialistic ends. (27:171)

But "Amir" Abdullah wasted no time in implementing the agreement, and began to work with the British Advisors on the "Organic Law."

Until that date, 1928, there was no official election in the country, and government business was transacted until 1929 by an "Executive Council" consisting of members officially appointed by the Amir. To meet the requirements of the "Agreement," an election was held in February 1929, for a legislative council which first met April 2, 1929 (23:38). Sixteen members were elected; of them nine were Moslem Arabs, three were Christian Arabs, two Circassians and two Beduins, the last two also being Muslim Arabs but representing the special interest of the Nomads. Six official members (the Chief Minister, the Minister of Justice, the Chief Secretary, the Treasurer, the Director of Health, and the Director of Education) brought the total membership of the council to twenty-two. An amendment to the 1928 Agreement was made in 1934. The main points of the new agreement were the following: "A new British Resident was to be appointed to Amman representing the High Commissioner for Palestine and Transjordan. Transjordan was to be entitled to establish relations with foreign powers through the offices of the Resident and the

High Commissioner, and to set up consular officers in the neighboring Arab state." (23:40)

Organization and growth of public opinion took place during the "Mandate period." Political parties were organized, and a kind of organized opposition was formed and still exists at present.

Independence Period

Transjordan, as a fully independent state and his highness the Emir as the sovereign thereof, was recognized by Britain in 1946 (24:45). From this date on, Transjordan, now "The Hashemite Kingdom of Transjordan," entered the second phase in her political development. Although the character of the government and the spirit of administration remained unaffected, there was a complete change in the official status. Abidi explains this by saying,

Al Imarah (The amirate), Al Amir (The Amir), Khafag (Agreement), Al Qanun Al Asasi (The Organic Law), Majlis at-Tashri (The Legislative Council), and Advisory Council were replaced by Al Mamlakah (The Kingdom), Al Malik (The King), Al-Muahedah (The Treaty), Ad-Dastur (The Constitution), Majlis al-Ummah (The Parliament), and Majlis al Wuzara (Council of Ministers) respectively. (1:18)

King Abdullah, through the period of independence and even before, tried to play an important role in the political affairs of the neighboring Arab countries, especially Palestine and Syria. Abidi says, "As regards the wider question of Syria, Abdullah's ambition was to unify, politically, the entire area of the geographic Syria (as-Suriya

al-Jughrafi). His concern for Syria could be traced back to the time of Faysal's ouster from Damascus in 1920." (1:21)

In Palestine, King Abdullah was acclaimed King of United Transjordan and Palestine at the end of the Arab-Israeli War, and the West Bank of Jordan was annexed in 1948. Within the periods of mandate and independence, King Abdullah had succeeded in strengthening his position in Transjordan. He had given the country a parliament, a constitutional life, an administrative machinery, and an efficient army to protect the frontier and maintain order deep in the desert area.

Economic Development

Though economic development is one of the essential goals for developing countries, still it must be balanced with social, cultural, political, and educational goals. Theobald, in his book, The Rich and the Poor, 1961, states:

While economic growth is a necessary goal for the poor countries, it must not be considered to outweigh all others, nor should it be assumed that every action that increases wealth is necessarily right. Economic development will be satisfactory if it acts to preserve the meaning of life, not to destroy it. (30:27)

Generally speaking, Jordan is considered a poor country because most of the lands are either desert or have a very low rainfall rate. Few minerals of commercial value have been discovered. Few forests and timber resources exist. The water supply is inadequate for both irrigation and human use. Manpower and natural resources are not only unevenly

distributed but are not effectively used. Wars, as well as natural catastrophes were, and are still, hampering the economy of Jordan. The "Fact Sheet" states, "Jordan's economic development has been hampered as a result of the Arab-Israel conflict. Because of this war the country's population tripled, many of the original population lost their employment and Jordan's established trade and transport routes to the Mediterranean and neighboring countries were cut off." (44:8)

In spite of these problems, Jordan is changing with the momentum of change spread all over the world. Modern techniques in communication, agriculture and education are used on a small but accerlerating rate. Among prevailing obstacles is the lack of capital for investment in economic activities, such as agriculture, industry and mining. A second obstacle is the great political tension spreading all over that area of the Near East as a result of the Israeli-Arab Wars and partition of Palestine, with more than one million inhabitants expelled from their homes and land.

In relation to agriculture, the Department of Social Science at Michigan State University, under the title, "Problems of Change in Underdeveloped Areas," states,

. . . One of the possible methods of change is found not only in Africa but all through the developing world. It is to persuade the villagers to consolidate their holdings in economic plots and to provide them with the credit, fertilizer, the improved seed, the pattern of crop relation, the insecticides, the storage and marketing facilities which make intensive farming safe for the land and profitable for the farmer.

The statement continues

But whatever the approach--community development, new farm settlements, cooperative plantation--one thing is clear, all methods without exception, demand massive investment of fresh capital. (40:8)

In Jordan agriculture falls short of meeting the needs of the country. Opportunities in agriculture are limited as indicated by the 'Fact Sheet',

The country is predominantly agricultural with limited resources and a high rate of population growth. About 80 percent of the arable land (4 million acres or 17 percent of the total area) is under cultivation, but productivity is dependent upon each year's uncertain rainfall. Schemes for irrigation and hill terracing to capture rainfall are limited to that part of the country centering about the Jordan River; the remainder of the country to the east is without sufficient rainfall to support such schemes. (44:4-5)

But according to what may be a conservative estimate, the perennial flow of Jordan's spring and streams is sufficient to increase the production of irrigated crops by one-third (11:154).

To make up for some of the shortcomings and to increase Jordanian productivity, the government is expanding agricultural education, especially in the fields of planning and implementing water control, irrigation projects, terracing and soil conservation and reforestation. Harris confirms this by saying,

The Jordanian government has been active both in planning and implementing irrigation and water control schemes. Of the twelve small irrigation projects, proposed by the government's Department of Irrigation, five totaling 12,800 acres have been carried out. (11:154)

Other developmental schemes are the Bunger Plan and the Main Plan for irrigation purposes (11:157).

Describing the economics of Jordan under the heading "Economic Structure," the "Basic Data on the Economy of Jordan" confirms what has been said concerning agriculture by saying,

Agriculture is the most important section of the Jordanian economy. It provides half the goods sold in the country and employs a majority of the population. However, its contribution to the National Income Accounts varies considerably from year to year due to the fluctuation in the rainfall which seriously affects drop production. Irrigation systems and water control are essential to expand development and production in Jordan in both agriculture and industry. (11:154)

Concerning minerals, the "Fact Sheet" states that mineral resources are negligible with the exception of phosphate near Amman and Hasa and potash extracted from the Dead Sea. Phosphate production increased in 1962 and accounted for 38 percent of the total value of Jordan's exports (44:5). In 1962, income from wholesale and retail trade accounted for 24 percent of the GNP followed by agriculture, fishing and forestry, 19 percent, and public administration and defense, 17 percent. Phosphate exports and tourism are the principal earners of foreign exchange (53:2).

The economic development has implications for teacher education in Jordan, among them:

1. Economic, social, political and technical changes call for emphasis on technical and rural education in addition to the vocational and community development areas.

2. Politically as well as economically, Jordan is not stable and needs foreign aid. Hence, regional and international education should be emphasized along with economic development.

Concerning economic development, the 'Fact Sheet' states,

A 5-year plan adopted by Jordan's development Board covering (1962-67) is expected to expand production and income, cut unemployment, and reduce the country's dependence on foreign aid. Investment will be primarily in irrigated-agriculture, water-resources development, tourism and the exploitation of phosphate and potash.
(44:8)

Teacher education in Jordan should recognize and be closely related to this plan to supply the country with manpower needed for planning, maintaining, and developing such projects.

The Government

Remarkable progress in the direction of democracy has been achieved. The constitution states specifically the division of power among the king, the parliament, and the people. The people, according to the constitution, are declared to be the source of all power. Personal freedom, worship, and property, are safeguarded and ensured. Freedom of opinion and of the press and publication are also guaranteed by law.

The constitution declares that Jordan is a hereditary monarchy with a representative government. Three powers are

defined by the constitution: the executive, the legislative, and the judicial. Over all of them, the king has wide powers. He appoints the Prime Minister and may dismiss individual ministers or the entire cabinet. He appoints the members of the Upper Chamber (Council of Notables) of the legislature, but while the membership of the lower Chamber (Council of Representatives) is elected, the king may dissolve it, whereupon general elections must be held to enable a new council to convene within four months.

Harris describes the history of the Jordanian constitution by saying,

The constitution of Jordan dates from its publication in the government's official Gazette in January 1952; it succeeded a constitutional instrument of December 1946, which in turn supplanted that of 1928 as amended in 1939. These constitutional developments have moved haltingly toward executive responsibility. Aside from what the constitution owes to an Islamic background its inspiration was drawn from western sources by way of Syria. Beyond this, the decisive elements have been the precedents of the British mandatory system, the influence of British administrators, and the personality and intelligence of both King Abdullah and the collaborators who aided him in building the formal constitutional order of Jordan from its inception. In general, the progressive phraseology of the constitution pertaining to civil rights and social welfare was borrowed substantially from the Syrian constitution of 1950; the conservative features were rewritten from the Transjordan Constitution of 1946, which in turn leaned heavily on the original Transjordanian Organic Law of 1928. (11:87)

The Executive Power

Concerning the executive power Patai says,

In addition to the increase in the number of ministries, the personnel and the structure of the older ministries increased substantially and some of them underwent reorganization. The Ministry of Foreign Affairs was reorganized in 1950 and is now headed by a Minister who has under him a permanent Under-Secretary and a Secretary General. The departments of the Ministry (of Foreign Affairs) are of two categories: specialist--departments include those of Political Affairs, United Nations, Treaties and Conferences, Arab, Islamic and Oriental Affairs, Consular Affairs, Protocol, and Press and Publicity; functional--departments include those of Economic Affairs, Legal Affairs, External Liaison, Clerical, Accountancy, Translation and Personnel Affairs. (23:91)

The council of ministers is responsible to the council of Representatives (the parliament). A two-thirds majority of the Representatives must be cast for votes of confidence. The cabinet consists of the Prime Minister (the president of the council of Ministers) and other ministers according to necessity and need. The prime minister and ministers shall, before assuming office, take the following oath before the king:

I swear by Almighty God to be loyal to the king, uphold the constitution, honestly serve the nation, and perform the duties entrusted to me. (28:45-46)

The Legislative Power

The Legislature consists of the National Assembly which, in turn, is composed of the Council of Notables (the Upper Chamber), 20 members appointed by the king and serving for eight years; the Council of Representatives (the Lower House), 40 members above thirty years of age. They are elected by universal suffrage.

The Judicial Power

Patai states:

The Constitution and the Court Establishment Law of 1951 provided for the establishment of the judiciary branch of the government. The lowest courts are the Magistrates Courts sitting in each large town and dealing with all civil cases where the matter involved does not exceed 150 Jordanian dinars* (J.D.). Above them are the courts of First Instance, one of which is located in each district** (Amman, Jerusalem, Irbid, Salt, and Karak); these comprise 3 justices and have jurisdiction over all cases not dealt with by the Magistrates Courts or by the religious courts. One court of Appeals functions in West Jordan and one in East Jordan, each with 3 or more justices. These courts hear cases appealed from either the Magistrates' Courts or Courts of First Instance. The Court of Cassation in Amman can be appealed to from the two Courts of Appeal in all civil cases exceeding J.D. 500, in major criminal offenses and judgments involving important legal points of general interest. (23:93-94)

In addition to the courts, there are religious and tribal courts for various faiths and tribes. Another court, called "Land Settlement Court," travels in districts which are declared to be land settlement areas to adjudicate cases arising out of the land settlement. (23:95)

Among the implications of Jordan's political development for teacher education in Jordan are the following:

1. Greater transition from family and kinship loyalty to national and international loyalty is needed in Jordan. The traditional Middle Eastern family

*Jordanian dinar is equal to \$2.80.

**A district has the same meaning as a county in U.S.A.

is the center around which the individual's loyalties revolve. For its members the family still takes precedence over any other larger social group, including the state (11:221).

2. Equality, freedom, and living a democratic life should be stressed and practiced in Jordan. The Constitution emphasizes equality before law without any discrimination. "No discrimination of any kind shall be made before the law between Jordanians in regard to their rights and obligations, on the ground of race, religion or language." (62:527) To help the people understand the law and practice according to its provisions should be one of the goals of teacher education.
3. Departments in various ministries and other public and private agencies need technical and academic equipment and personnel. The role of teacher education should be to collaborate with those departments to help in supplying the country with needed personnel and specialists for running public affairs effectively.

Social Organization

Generally speaking, the Jordanian society may be divided into three categories: (a) people living in towns and urban centers who may be divided into three classes: the upper class, the middle and the lower class; (b) people living in

villages and rural areas including landowners, shopkeepers and peasants; (c) tribes of Bedouins.

These categories have been subjected to tremendous changes since World War I. New political forces are altering the cultural and traditional order in Jordan. The new sources of wealth accumulated during the two World Wars, and other political crises, have created a new influential middle income class. Much overlapping is occurring between traditional and progressive categories. For instance, many Bedouins have settled down and are practicing modern methods of agricultural production. "Grain is commercially produced in the neighborhood of Amman and around Irbid and Madaba, where on some of the larger tracts modern methods of production are employed as in the case of the wheatland held by the al-Huwagah sub-tribe. This project is directed by efficient managers and is equipped with modern agricultural machinery." (11:153)

Urban Centers

There has been a great increase in the number of urban centers and their population since the Arab-Israeli War of 1947-48. A good example is Amman, the capital. The city has expanded in both area and population. Ethel Mannin describes Amman by saying,

Amman has become . . . the gateway to Jordan. King Hussein, who was born there declares in his autobiography . . . he has seen it grow from a township to a busy and prosperous capital city. Its population in 1947, when the King was fifteen, was 35,000. In 1961 its estimated population was 244,599. (17:108)

At present, Jordanian urban centers are influencing the rest of the society more than in the past. The emergence of the middle class is disturbing the balance which was once maintained through the previous decades, between the upper wealthy, secured, status class and the lower poor class. Harris illustrates the situation by saying, "The upper-class landlord, once secure in his wealth and status of family, is confronted with novel demands, not only from the villages but from a government which must be concerned with the plight of the farmer. The member of the new middle class, equipped with ideas and skills developed in the West but not yet adjusted to the conditions of Jordanian life, finds it hard to employ his knowledge effectively or place himself in the tradition-bound but changing social scene" (11:70). Describing the urban people of the cities in Jordan and their impact on politics Phillips says:

The most important groups of people from the standpoint of political stability are found in the cities. These include the unemployed laborers, the partly-educated but unemployed sons and daughters of the middle-class and elite economic groups, the half employed, better qualified and more intelligent refugees, and the members of formerly wealthy refugee families who lost large properties in Palestine. These are the people who need most careful political attention. (24:88)

On the other hand, in describing the political and economic importance of the city, Harris says, "The new economic role of the town is matched by its heightened importance as a center of administration, political, judicial, religious and educational activity at a time when these functions

are affecting the country as a whole." Harris adds that, "The traditional urban monopoly of wealth, power, and cultural pursuits made of the town, for all those who were conscious of its existence, the seat of everything desirable. That attraction has not waned, and it has combined with the pressure of contemporary economic and social conditions to accelerate rural migration to the urban centers." (11:66-67)

The aforesaid denotes that all modern achievements are concentrated in the Jordanian cities. In addition to being the economic, trading, manufacturing, industrial, commercial and financial center, the city is the center of political and religious activities, to which great numbers of rural people are attracted. As a result of that attraction, a constant flow of migrants from village to town is taking place. This process is being greatly accelerated by the greater employment opportunities offered by the industrial plants established in the towns. Map 2, p. 30 illustrates the concentration of population in and around the urban centers such as Amman, Nablus, Jerusalem, Ramallah, Hebron and others.

The Rural Areas

Although a great percentage of the population lives in rural areas, the village doesn't contribute much to the culture of the country. Patai says, "Broadly speaking the role of the rural population has been confined to providing food and taxes and some raw materials and folklore. Everything else originated in the town." (23:212) Access to water, soil fertility, and defensibility are among other considerations

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which enter into the choice of a village site under the condition of Jordan's physical and social environment.

Phillips describes a typical Jordanian village by saying: "The typical village consists of one or more clusters of buildings and a surrounding area of land. The population of a large village consists of the farmers, landlords, merchants, professional people, government officials and police. Some of the farmers own land; some are share-croppers or cash renters; some are owner-tenants. A small village contains only farmers." (24:80)

In classifying the Jordanian villages, Phillips mentions:

The present villages of Jordan are classifiable in several different ways. There are (1) settled villages, (2) semi-settled villages, and (3) non-settled and non-nucleated villages. Any of the three types may be tribal or non-tribal in organization and ownership, may be owned and managed as a number of individual tracts or by landlords who rent to the villagers or hire them as laborers. (24:80)

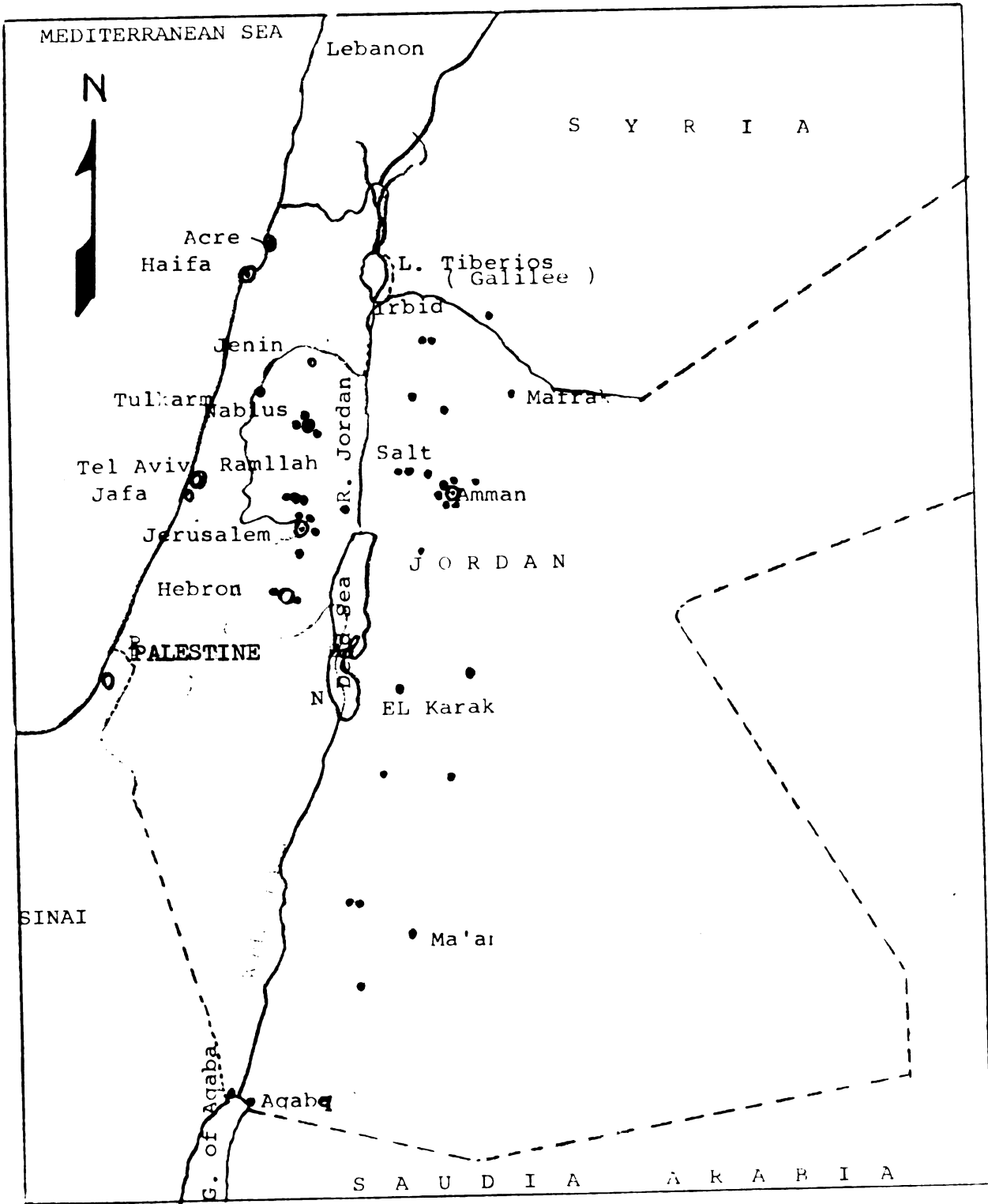
Rural areas, if they are organized and irrigated, are considered among other key factors which may lead to the promotion of a prosperous economy in Jordan. Two main plans are among others which, if put into practice, may contribute to the prosperity of the country. One of them is the Bunge Plan; the other is the Main Plan for irrigation.* But the political situation in the area does not allow for implementing either one at present. Love of the land is widespread among all classes in Jordan. Devotion to the land and land-owning is highly regarded among the people of the village; individual prestige is directly related to owning land, and

*For more details see Harris, page 157.

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Map 2. Concentration of Population. (∴ Each dot represents 50,000.)

the more land the individual owns, the higher his prestige is among the people of the village and the villages around. Harris writes, "Four primary themes have traditionally characterized village life in Jordan and throughout the Middle East: devotion to the land, immersion of the individual in the kinship group, adherence to religious sect, and community cohesiveness. Though these characteristics are still dominant in the area, they are being weakened and altered by the forces of the present." (11:65)

The Bedouins

In recent years, the contribution of the Bedouins to the economic life of Jordan has diminished with the replacement of caravans by cars, airplanes, and railways. A settling process of the nomads is of much importance and priority to the Jordanian government.

Six stages can be distinguished in the transition from nomadism to sedentary village life:

1. The pressure of economic conditions may force a tribe into mixed pastoral economy of camel and sheep breeding instead of depending on pure camel nomadism.
2. Coming to a town or a village to buy and sell, the Bedouins observe the more comfortable life of the town and village people and find life there appealing.
3. To practice agriculture as a sideline to supplement livelihood, the Bedouins acquire land.

4. As a sequence to acquisition and maintaining land, the radius of migration and the number of animals are reduced.
5. Erection of store houses to store the surplus grain and delay its sale until a higher price can be obtained, leads to the erection of more houses, or a kind of permanent encamping.
6. Once this stage is reached, the nomads no longer see any point in putting up with the discomforts of tent life, and they build permanent houses for themselves. (45:40-41)

A good example of this is the Beni Hasan tribe about whom Patai writes, "A well-advanced stage of the sedentarization process could be observed among the Beni Hasan after the first World War. The Beni Hasan (who) have about 860 tents dwell in Ajlun, one of the most fertile parts of Transjordan, where they own about 372,000 dunams (about 93,000 acres) of land." (23:193)

Such social organizations as those discussed above pose these implications for teacher education:

1. Diversity in teacher education programs is a necessity to meet the needs of the town, the village and the tribe.
2. Expanding of vocational training is necessary.
There is a serious lack of vocational training. A school of arts and crafts and an agricultural school provide the only technical vocational instruction

other than that given in regular secondary school courses. For this type of education to be greatly expanded, however, basic attitudes toward the goals of education must change. (11:195)

3. When developing the curriculum for teacher education one must give special consideration to training which will help insure redistribution of manpower to coincide with the needs of the country, the region, and international requirements.
4. Teacher education in Jordan should consider both the modern and the traditional ways of life in an attempt to mold both in one pot, the product of which will be a generation of hard core builders of the new nation. This new generation may help in developing the human and the natural resources of the country.

Manpower Distribution

In the developed countries, a responsible department such as the Department of Labor (61:1) takes necessary steps to anticipate the problems which will be created as the economy moves toward full employment. The technological problems and the expanding of existing industry are among the challenges to full employment in Jordan.

Keeping accurate statistics is another important factor in determining the economic growth of a country. A good example is the United States. In the United States accurate statistics are kept of manpower, the jobs available, and the

expected increase or decrease in both manpower and the jobs for the years to come. Underdeveloped countries do not have accurate statistics for manpower and jobs. Estimation plays a prominent role in determining what is needed in that field. The 'Report' of the mission, organized by the International Bank for Reconstruction and Development (hereafter the "Report") to study the economic development of Jordan, states, "Any estimate of the labor force available for employment suffers from the lack of information about the age distribution of population. A rough guess is that one-half of Jordan's population is between 15 and 65 years of age." (56:441)

Harris agrees with the "Report" when he states, "Information concerning the composition of the Jordanian labor force and the conditions under which it works is scanty and unreliable." (11:125)

Employment

Due to the lack of natural resources, the presence of hundreds of thousands of refugees, and the slow rate of economic development, both unemployment and underemployment are high. Patai states, "The Ministry of Economy estimated that some 70,000 males, equally divided between East and West Jordan, were totally unemployed; this figure represents nearly a quarter of the country's labor force." (23:129)

This relatively high percentage of unemployment and low productivity are due, according to Patai, to the following:

1. Low productivity due to poor health, congested housing, and inadequate food.

2. Lack of training.
3. Illiteracy.
4. Absenteeism and high turnover of labor.
5. Lack of a sense of security.
6. Poor equipment used, and the inefficiency of management.
7. Legislation and worker unions are new things to Jordanians. (23:135)

The estimated total labor force* was in 1955 distributed as shown in Table 2.

Table 2
Jordanian Labor Force, 1955 (11:226)

<u>Agriculture</u>			
	Refugee	Indigenous	Total
Full-time Employment	Negligible	131,000	131,000
Part-time Employment	50,000	10,000	60,000
Unemployed	42,000	40,000	82,000
			273,000
<u>Urban</u>			
Full-time Employment	10,000	43,000	53,000
Part-time Employment	15,000	4,000	20,000
Unemployed	20,000	13,000	33,000
			106,000

*The majority of Jordan's industrial and professional workers are in Amman, the Capital, in Jerusalem and Nablus.

Both the "Report" and Harris estimate the percentage of working women to be about 5 percent, after excluding those who work on their farms and in agriculture, and what the "Report" called "Unpaid family labor." (56:441)

The high rate of annual increase in population adds to the problem facing Jordan at present. In comparing the annual rate of the natural increase in population in Jordan with other countries, one finds that Jordan ranks second to Costa Rica in this respect. This is shown in Table 3.

Table 3

Natural Increase in Population (25:43)

Country	Rank	Annual Rate	Year
Costa Rica	1	38.1	1955 - 59
Jordan	2	37.3	1957

The figures in Table 3, indicate that Jordan maintains one of the highest natural increases in population annually, which will add to the number of unemployed if the situation does not improve accordingly. Harris stresses the same ideas, by saying,

The natural increase in population between 2 and 3 percent per annum during the last few years is estimated to be sufficient to add between 5,000 and 7,000 annually to the total labor force. Age statistics of the refugee groups indicate an unusually high proportion of young people, which suggests the entry into the labor market of a disproportionate number in a relatively short time. (11:126)

Another disadvantage is that the labor movement in Jordan is still weak in making its desires and attitudes felt. "Increasing industrialization is bringing changes in the relations between employers and employees, but thus far little has been done to improve the rate and pace of productivity, and there is little to suggest that organized labor will soon achieve a strong bargaining position in relation to the employers. Nor is labor in a position to play any part in . . . relocation of industry or the hiring of foreign labor." (11:132-133)

The problem of manpower distribution in Jordan has the following implications for teacher education:

1. Jordan still depends mostly on estimation instead of accurate statistics. Teacher education can help in making the shift from estimation to systematic statistics by emphasizing statistical courses and training, and by helping people to get, accept, and apply statistics to know what they need.
2. Manpower force is not distributed all over the country. "The majority of Jordan's industrial and professional workers are in Amman and Jerusalem; indeed, practically all the modern skills of Jordan are concentrated in these two towns." (11:127)
Redistribution of manpower and labor force all over the nation is essential for the development and prosperity of the country. Teacher education can

help in the redistribution of manpower by training people technically and vocationally in many centers to be distributed in a way to cover most of the inhabited areas of Jordan. Moreover, building and cultivating the uncultivated lands to make room for the increasing number of agriculture laborers is another task related to teacher education, as well as to other public and private agencies.

3. Creation of new jobs and the encouragement of investment in agricultural and industrial projects are not progressing at the same speed and level as the population is increasing. Establishing new industries, especially those industries which are connected with and use raw materials available in the country, such as various fruits, vegetables and phosphate, is of prime importance to solving, or at least easing, the problems of unemployment. Training people to use modern techniques and machines, as well as emphasizing the role of leadership and membership, are among tasks connected with teacher education, in cooperation with other public and private agencies in the country.

The Standard of Living and Social Welfare

Basic to planning a program for the improvement of teacher education in Jordan is the consideration of its major economic and social welfare problems. A discussion of these problems follows.

The Standard of Living

Jordan is in the process of trying to develop more fully its natural and human resources. This development process takes time, energy and money to achieve prosperity and progress. On the basis of per capita income, Hoffman characterizes the dividing line between developed and underdeveloped countries by saying,

If you apply the income per capita yardstick, you discover, of course, that the United States and Canada and several of the European countries are at the top of the list with average annual per capita income between \$1,000 and \$2,000, (at present time between \$3,000 and \$4,000). We can safely take a \$300 average annual per capita income as the dividing line between the developed and underdeveloped countries. (43:46)

The level per capita income in Jordan is estimated to be \$129 (25:295). Among the reasons for such low income per capita is that the country is not sufficiently industrialized, depending mainly on agriculture, with emphasis on livestock production. Harris states that agriculture cannot meet even the food needs of the country:

Jordan's agriculture cannot at present meet the food needs of the country's expanded population; the principal agricultural products - wheat and livestock - must be supplemented by imports. (11:121)

Another reason for low income per capita in Jordan is that natural resources are limited at present. The huge mineral reservoir of the Dead Sea is not developed and cultivated properly. According to the Jordanian Government laboratory analyses, the Dead Sea water contains the following minerals:

Table 4
Composition of Dead Sea^(a)

Salts	Grams per liter ^(b)
KCL	10.55
MgBr	5.09
NaCl	74.57
MgCl	117.90
CaCl ₂	33.20
CaSO ₄	1.45
Total salts	242.76 (24.65)

(a) Jordan Government laboratory analyses.

(b) sp. gr. 1.75.

Other reasons for low income in Jordan are land tenure and lack of marketing facilities. Harris adds,

The problems are numerous in Jordan: excessive fragmentation of the land, a land tenure system which discourages improvements, inadequate seasonal credit, high transportation costs, poor marketing facilities, low quality and lack of standardization, primitive methods of cultivation. Moreover, the country's two most important crops, wheat and olives - which can be raised on non-irrigated land - are subject to extreme fluctuations in price and production. Scanty and unreliable yields low produce prices, and high interest rates on agricultural loans mean that the average cultivator cannot set aside a surplus to maintain himself and his family in the bad years, to invest in improvements in the good years. (11:121)

Social Welfare

Among the responsibilities of the Jordanian people and the government is that of providing sufficient funds for social welfare to help the needy people. The low income per capita, which is a reason for the low standard of living, affects social welfare services indirectly; the lower income per capita, the more the need for social welfare agencies and activities.

Harris, trying to illustrate the welfare problems in Jordan, compares the standard of living in the West Bank and the East Bank by saying,

Jordan's economic problems are reflected in the general living standard of its population. Standards of living in turn reflect a considerable disparity between the Palestinian segment of the population and the East Bank residents. Relatively better educated, to a greater degree urbanized, and more prosperous, West Bank Jordanians enjoy living conditions which are generally superior to those of their compatriots on the East. Many welfare problems are, however, shared by both groups, and the situation of the refugees has severely strained the meager food resources and welfare facilities of the country as a whole. (II:179)

Faced with many social problems such as unemployment, low per capita income, poor working conditions, and the lack of unemployment insurance, the Jordanian Government is working hard to overcome social obstacles. In this respect the Government is encouraging investment, establishing new industries, opening more schools and institutions and subsidizing voluntary organizations. Harris, in this concern, says,

The Ministry of Social Affairs encourages and to some extent subsidizes the work of various voluntary organizations on which it relies for the major part of the country's welfare program. With the gradual emancipation of women in Jordan, woman's societies have been increasingly active in social work, but their efforts are restricted largely to the towns. In many rural areas, particularly in East Jordan, traditional forms of charity and family aid are still the only source of assistance. (II:182)

In addition, protecting labor and promoting laborer's welfare is of prime concern to the Jordanian Government. Among the various provisions of the Constitution of 1952 concerning public welfare are the state's obligation to provide for minimum working hours, obligations to protect labor and to establish unemployment insurance. Article 23 of the Jordanian Constitution shows the state's obligations toward the working class by stating,

1. Every citizen has the right to work, and it is the duty of the State to provide opportunities for work for Jordanians by directing the national economy and raising its standard.
2. The state shall protect labor and legislate for it with the following principles in view:
 - (a) The workman's pay shall be proportionate to the quality and quantity of work produced;
 - (b) Limiting the number of hours work per week and the grant to laborers of weekly and yearly holidays with pay;
 - (c) The fixing of special compensation to workmen supporting families and on account of retrenchment, illness, old-age and emergencies arising out of the nature of the work;
 - (d) Defining the special conditions for the employment of women and juveniles;
 - (e) Making factories and workshops subject to health rules;

- (f) The free formation of trade unions within the limits of law. (63:529)

Private and voluntary agencies help the Government in giving aid to workers' families and poor people. In addition, several reforms are administered directly by the Government in spite of the tightness of the social welfare budget. Among them are orphanages, homes for the blind and for illegitimate children.

The table on the following page illustrates the amount of foreign aid which helps the Government to face its obligations generally.

Table 5 shows that in 1955, foreign aid was J.D. 16,530,000.00, of which the main share was paid by the United Kingdom. Since that year, the share paid by the United States began to increase, and the U.S. now is a major contributor in foreign aid to Jordan.

From this discussion of some of the major social problems in Jordan, implications for teacher education can be drawn:

1. Speeding up the process of women's emancipation is a necessary step for developing the country and sharing in the social work activities. Equal opportunities for both men and women should be offered in education and public and private work. Providing educational and work opportunities should not be restricted to a certain class or area, but they should cover all people in the whole nation. Teacher education can help in promoting the process

Table 5

Balance of Payments		(J.D. Million)				
	1950	1951	1952	1953	1954	1955
Exports	1.95	2.0	2.11	2.65	3.05	3.57
Tourists	.88	1.08	1.29	1.68	2.21	2.45
Other Current Trans-						
action (net)	.24	- .02	.36	.10	.59	1.65
Total Current Receipts	3.07	3.06	3.76	4.44	5.85	7.67
Imports	13.48	16.18	16.85	18.20	18.59	25.26
Deficit on Current Account	10.41	13.11	13.09	13.76	12.74	17.59
Official Donations and Loans*:						
United Kingdom	3.01	3.31	5.21	6.93	7.03	9.14
United States	----	----	.49	.96	1.25	2.73
UNRWA	2.99	3.36	9.36	4.86	5.50	4.66
Total	6.00	5.67	10.06	12.75	13.78	16.53

*At present Jordan is receiving aid from many Arab countries such as Kuwait and Saudi Arabia.

of emancipating women by educating groups of people, men and women, to work in different parts of the country to help advance the emancipation movement. Harris emphasizes the emancipation movement by saying, "Educational and professional opportunities for girls have been increasing, and the royal family has set the lead in promoting emancipation of women." (11:209)

2. Unemployment creates social, political and economic problems. Cooperation is needed among the people, the government and the schools for studying and planning the needs of the country. Teacher education can prepare and train the manpower needed to assume leadership in this area.
3. Promoting and improving laborers' social conditions and salaries by improving their capacity and understanding of the work is among teacher education responsibilities. Special sessions and training courses should be conducted in factories as well as in training centers. Preparing qualified teachers to run the training centers and the sessions should be among the teacher education functions in Jordan.

CHAPTER III

EDUCATION IN JORDAN

Historical Synopsis

In the previous chapter, the historical and cultural background of Jordan has been discussed. This chapter discusses the educational process in Jordan including teacher education and training colleges.

From an historical point of view, a kind of civilization had begun on the banks of the River Jordan at the dawn of history. The hills paralleling the River Jordan are the site where many ancient cities have flourished. Remnants of the old city of Jericho tell the story of the civilization which began so early that many historians consider it the first known civilization found on the earth. Winifred Carr, in describing the historic tower in Jericho, says, "A massive stone watch tower, hollowed out inside to hold a staircase of wide stone steps, lies against the wall, and now that it has been dug out of the rubble of centuries, looms over the excavations like an ancient threat. It was spell-binding to realize that this tower was as old to the Egyptians when they started to build their first pyramid as Stonehenge now is to us."

(7:63)

Assuming that civilization and education start together, it is safe to assume that a kind of education had started early in Jordan and is still going on. The quality and quantity of education has varied in Jordan from time to time, and from people to people. This, among other things, has exposed Jordan to several occupations of the country by foreigners. The desire of the people to educate their children according to their own standards to meet the actual needs of the country has been impeded and denied by foreign control.

The country now known as Jordan was exposed to different cultures during the Hellenic, Roman, Arabic, Turkish, and finally British occupations. British occupation is well known for its differentiation between people in Jordan. Prior to 1950, the people living on the Western Bank enjoyed relatively better education and standards of living than the people living on the Eastern Bank. The two Banks were unified in 1950 and since that time the government has attempted to ameliorate the educational imbalance on the Eastern Bank.

Lengyel depicts the continual denial of the peoples' rights by foreign control to follow their line of procuring needed education by saying:

The coreland of the Middle East fell into western hands in the wake of the first World War. It was some of the main exponents of western culture, the French and the British, who ruled over those regions as mandatory powers under the auspices of the League of Nations and "protectors." Barring the usual exceptions, they deemed it unwise to provide the entire population, mainly Arabs and ethnic minorities with education. Schools were eye-openers, purveyors of skills that might have rendered the western powers superfluous. (46:99-100)

Few elementary schools were in existence in Jordan during the Turkish occupation which ended in 1918. In the larger towns, only a handful of elementary schools for boys was maintained, while formal schooling for girls was non-existent. On the other hand, one of the results of the British occupation was the disturbing of the educational balance on the two Banks of Jordan. Harris shows the consequences of the difference in educational opportunities between the Western Bank and the Eastern Bank by writing,

With the establishment of the Emirate of Transjordan in 1921 and the British Mandate in 1922, a small public school system began to develop under British influence. Far more extensive and westernized, however, was the educational system - both public and private set up under the direct British Administration of Palestine. This difference in educational opportunities is reflected today in a conspicuous disparity between the educational level of the former Palestinians and that of East Bank Jordanians. It has also affected the attitudes of two groups toward one another. The East Bank residents resent the fact that Palestinians, because of their superior qualifications, have been able to assume coveted positions in government, business and the professions; the Palestinians regard the East Bankers with disdain as backward and ignorant people. (11:192-193)

The insight given to the Jordanian educational system by the Palestinian scholars who had worked in Palestine before 1948, and by a few scholars from the Eastern Bank, led to the establishment of a new progressive educational system in Jordan. Subsequently, the Jordanian law helped the expansion of the new educational system by providing for compulsory education for seven years. In addition, foreign aid helped in providing the necessary funds for more schools and students. It is

amazing to know that Jordan, at present, has one of the highest ratios of the total school enrollment to population in the Middle East (17.8%). The ratio of pupils in the elementary schools to population is 13.2%. Table 6, Page 50 illustrates the rapid expansion of enrollment in the public schools, the private schools and UNESCO-UNRWA schools in Jordan. It shows that between the scholastic years 1952-53 and 1962-63, the number of students enrolled has been almost doubled.

Parallel expansion has occurred in teacher training colleges, commercial, agricultural, industrial and higher education. Due to the rising demand for higher education, the Jordanian University was founded in September 1962.

Generally speaking, education is considered an effective instrument for bringing about the reconstruction and improvement of the social, economic, cultural and political conditions in Jordan. The raising of a new and able generation is an essential step in the reconstruction and improvement of the country. The Jordanian government places high priority on the education of its youth--for the well-educated generation will be able to use education as a lever for socio-economic mobility.

Under "Education in Jordan," the Arab Information Center describes the educational development in Jordan by stating,

In the last decade, education in Jordan has made unprecedented strides. The school population, the number of teachers and schools, have more than tripled in ten years. State elementary and secondary schools have mushroomed all over the country, reaching

Table 6
Progress of Enrollment, 1952-1963 (to the nearest 500 students in 000's)

Academic Year	Ministry of Education Schools	Other Ministry Schools	Private Schools	UNRWA Schools	Total
1952-53	101.0	3.0	39.0	16.0	159.0
1953-54	118.0	3.5	34.5	30.0	186.0
1954-55	137.0	3.0	31.5	40.0	211.5
1955-56	151.5	4.0	35.0	47.0	237.5
1956-57	163.0	4.0	36.0	47.0	250.0
1957-58	176.0	3.5	35.5	47.5	262.0
1958-59	189.5	3.5	35.5	47.0	275.5
1959-60	187.6	4.4	37.7	47.6	276.9
1960-61	189.1	4.5	39.8	48.5	281.5
1961-62	199.1	4.1	41.9	52.2	297.3
1962-63	219.3	4.3	43.5	55.2	322.5
Arab Information Center (54:87)					

the small distant villages and the Bedouin camps. Teacher training institutions have been established and in-service training courses have recently been made obligatory and permanent. New programs are being introduced. More responsibilities in the realm of cultural relations, bilateral and multilateral cooperation are being added to the functions of the administration. (54:77)

In addition to governmental awareness and encouragement, the Jordanian people themselves are interested in pursuing education. Even illiterate Bedouin chieftains, who proceed along the lines of tribal law, send their sons to study abroad after finishing high school. This willingness to pursue higher education is expressed by the Arab Information Center: "No university graduate was elected to the membership of the legislative council in 1929, while more than 60% of the members of the Parliament in recent years were university graduates. (54:78)

The Current Educational System in Jordan

Objectives of Education

Establishing objectives is an essential step for educational planning. The objectives of education in Jordan are explained in the General Law of Education of 1955. Among the various objectives of the law are forming a consolidated cultural unit in all Arab Countries, propagating culture, developing fine arts, keeping up to date with world thought, educating adults, and meeting local needs. According to the law, the basic task of education,

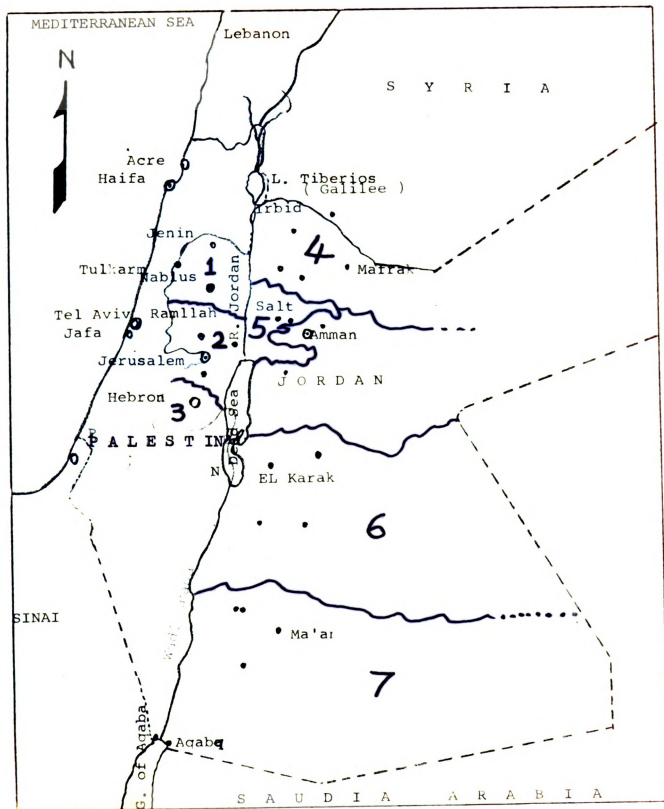
. . . (is) to develop the personality of the citizen, to bring up a generation sound in body, creed, mind and character which

recognizes its duties toward God and the motherland, and works for the well-being of the country . . . (54:78)

Administration of Education

Education in Jordan is a state function. It is financed through the national budget. The administration of public schools is centralized under the Ministry of Education located in Amman, the capital. The Ministry of Education controls the appointment and dismissal of teachers through district offices. It also conducts state examinations, inspection of schools and development of curricula. Concerning private schools, the Ministry has the responsibility for supervising and licensing them. Universal free compulsory education is provided for seven years. In addition, the government provides free education from grade one through the university to many students who prove competent and show self-motivation. It is estimated that about 15,000 students are studying in universities abroad, especially in the UAR, Lebanon, Syria, Iraq, the United States, Germany, the United Kingdom and other countries. About 700 of them are enrolled in American colleges and universities. (54:81)

From an educational point of view, Jordan is divided into seven educational districts, with Amman as the center (Muhafadhat El Asima). Each district has its own office of education, an inspector and a number of assistants, all appointed by the Ministry of Education. The educational districts are as follows: (1) District of Nablus, (2) District of Jerusalem, (3) District of Hebron for the West Bank,



Map 3. Educational Districts of Jordan.

(4) District of Ajlun, (5) District of Balqa, (6) District of Karak, and (7) District of Maan on the East Bank (54:80).

Map 3 illustrates the location of each educational district.

The trend toward a less centralized system of education is looked upon favorably in Jordan. The educational districts are charged with responsibilities such as appointment of teachers and their promotion, establishing new schools, and adding new classes. More responsibilities in selecting and preparing textbooks, modifying the curricula and involving the communities in school activities are among the steps which should be taken to raise the educational level in Jordan.

Agencies of Education

Educational agencies in Jordan can be classified into three categories: public schools, private schools and UNRWA-UNESCO schools.

The public schools are supported by the government. They are financed by the Ministries of Education, Health, Agriculture and Social Welfare, and the Department of Wakfs and Muslim Affairs. The number of students has almost doubled from 1950 to 1963. According to the Royal Institute of International Affairs, the number of students in the primary public schools in 1950 was 71,795. (66:361) By 1963 the number of students in the primary public schools was 167,701 (see Table 6, page 50).

Private schools, which include national and foreign schools, were in existence before the establishment of public schools. They include the Muslim Kuttub as well as a diversity

of American, Russian, British, German and other schools which emphasize the teaching of their respective languages.

UNRWA-UNESCO schools are for the Palestinian children. It was agreed that educational questions would fall within the sphere of UNESCO and administrative questions within that of UNRWA.

Statistics on the work of the three educational agencies appear in Table 7 on the following page.

The Structure of Education

Figure 1, page 57, presents a general picture of the structure of education in Jordan.

General education is composed of three cycles: the elementary, the preparatory and the senior secondary cycles.

The elementary cycle (primary) consists of six years or grades. When children are six years of age, they are admitted to elementary classes. However, due to the shortage of provisions and the crowded classes in densely inhabited urban areas, such as Amman, Hebron and Hablus, admittance is delayed until seven. According to the Constitution of 1952, elementary education is free and compulsory for Jordanians. In fact, ". . . all education in the state system is free except for a nominal annual scholastic contribution which students pay toward the enrichment of school libraries, laboratories, and toward the promotion of extracurricular activities." (54:80)

The program of studies for the elementary classes comprises Arabic, (the mother language), English (introduced

Table 7

Basic Statistics of Public, Private, and UNESCO-UNRWA Schools in 1962-1963

Type of School	No. of Schools	No. of Teachers	No. of Students, 1962-63 (54,88)					Total Students
			Nursery	Elem.	Prep.	Second. Voc.	Higher	
<u>Public</u>								
Ministry of Education	1,319	7,122	---	167,706	34,550	17,283	588 761	220,888
Ministry of Defense	12	125	341	2,012	659	413	---	3,425
Ministry of Social Affairs	8	39	63	560	---	---	---	623
Ministry of Agriculture	2	18	---	---	---	---	259	259
Department of Wakfs	5	38	---	185	66	86	---	339
<u>Private</u>								
National	206	1,205	10,140	13,631	3,104	4,073	95 120	31,068
Foreign Schools	51	553	2,656	6,802	2,116	943	324	12,841
UNRWA-UNESCO	173	1,692	---	46,527	8,712	---	845	56,084
Total	1,776	10,792	13,200	237,425	49,207	22,712	2,091 881	

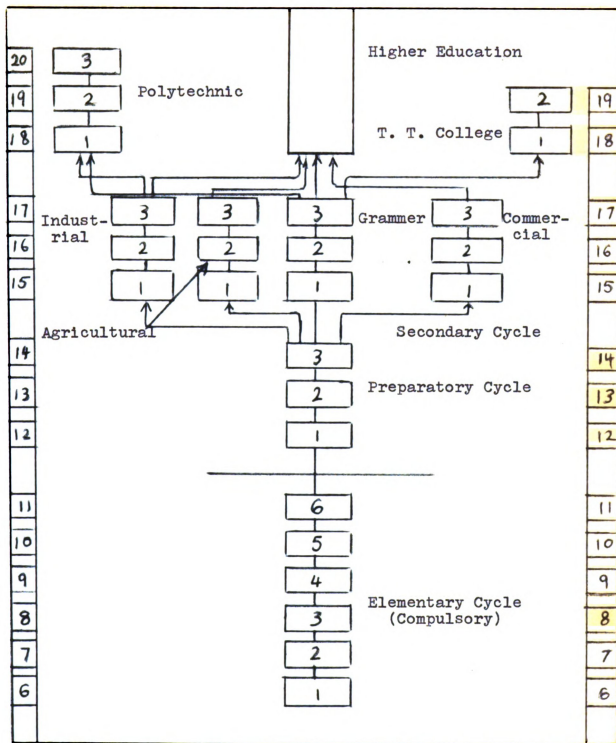


Figure 1. The Educational Ladder in Jordan.

in the fifth elementary year), arithmetic, history, and geography of the Arab world, civics, religious instruction, nature study, hygiene and physical training. Promotion from the elementary cycle to the next cycle, the preparatory cycle, depends upon the child passing the elementary public state examination.

The preparatory cycle is the equivalent of junior high school in the United States. Students who pass the elementary public state examination are eligible to enroll in the preparatory cycle. Subjects offered in the preparatory cycle are parallel to those offered in the elementary with emphasis upon vocational training. At the end of the last year of the preparatory school (ninth grade), students must pass the preparatory public state examination to be eligible for the preparatory cycle diploma and to be admitted to the following cycle, the senior secondary cycle.

The senior secondary cycle is three years long. This cycle is an equivalent of the senior high school in the United States. In this cycle the students have the choice of going either to the grammar branch or to the vocational branch which includes commercial, agricultural and industrial training. At the end of the last year, students who pass the examination of the senior secondary cycle qualify for admittance to teacher training colleges or to universities inside and outside Jordan (see Figure 1, page 57).

Before September 1962, students who passed the examination of the senior secondary cycle were sent to complete their

higher education abroad. In view of the rising need for higher education and specialization, the Ministry of Education, together with the Supreme Council of Education, founded the University of Jordan in September 1962. This university is located on 150 acres of land near the capital of Jordan, Amman. The newly established university commenced its activities with the faculties of arts, including the departments of history, geography, Arabic, English, archaeology and psychology. In July 1966, the University of Jordan graduated its first class of some 165 students. Many of them are continuing their higher specialization in the United States.

Plans for expanding facilities of the University of Jordan are envisaged. Among those facilities are departments of science, commercial economics, agriculture, engineering and medicine.

Facing the problem of unemployment, especially among the graduates of the academic schools who apply for white collar jobs, the Ministry of Education in Jordan recently took steps to overcome the emphasis on academic training and introduced more technical courses adapted to the expanding industrial needs of Jordan and the neighboring countries. One-fifth of the weekly program in the preparatory schools is now adapted to prevocational training, domestic science and homemaking in girls' schools, handicraft, technical and commercial courses in urban schools, and agricultural work in school gardens of rural schools. New technical schools have been established. Students are admitted to vocational schools after the completion

of the preparatory cycle. More technical and agricultural secondary schools are planned. The "~~Six~~ Year Plan" envisages the establishment of one agricultural school and one technical school in each district. Commercial departments in the present urban secondary schools are being established on a large scale. (54:82)

On examining the educational ladder of Jordan (Figure 1), one might notice that there are technical secondary schools for industry, agriculture and commerce as well as grammar secondary schools. After the completion of the preparatory cycle, students are eligible for admission to one of the technical schools which emphasize the practical approach rather than the theoretical one. There are three trade schools and one agricultural school offering their courses for three years beyond preparatory (junior high) school.

Teacher Education

Teacher Training Colleges

It has been mentioned that there are three educational cycles in Jordan: the elementary (primary) cycle consisting of six grades; the preparatory (junior high) cycle consisting of three grades; and the senior secondary (senior high) cycle consisting of three years. At the end of each cycle there is a public state examination. Those who pass the last examination of the senior secondary (senior high) cycle, qualify for admittance to the University of Jordan; to universities outside Jordan; or to teacher training colleges of which there are five in Jordan. The five teacher training

institutions offer a two-year course beyond the completion of the senior secondary high school. Table 8, page 62, shows teacher training colleges in Jordan and their enrollments.

The present teacher training institutions and scholarship programs are not sufficient to produce enough teachers to fill the newly established posts and to meet the needs of the annual turnover resulting from teachers leaving the country to work in the neighboring Arab countries, especially in Kuwait and Saudi Arabia. The annual shortage is met by the employment of secondary high school graduates and summer in-service training programs.

Table 8 shows that the number of students expected to graduate from teacher training colleges during 1962-63 was 420, about one hundred of them female. This is, by far, less than the required number of teachers needed in public schools in Jordan. More efforts should be made to increase the number of female graduates to fill vacancies in various schools, especially in girls' schools. This in turn requires more training colleges and centers to be opened and more teachers and experts to be employed. Little change has occurred in curricula and methods of learning. The Report submitted to the International Yearbook of Education by the Jordanian Ministry of Education states,

The number of teacher training institutions remained the same as last year, but they have almost doubled their enrollment since 1960, without any change in curricula or methods of learning. The Ministry of Education will supervise the new rural teacher's college for women in Ajloan, in the northern part

Table 8

Teacher Training College During 1962-1963 (54:90)

	<u>Students by Class</u>			Total Teachers
	Sex	1st yr.	2nd yr.	
Men's Teacher Training College, Amman	Male	62	89	151
				12
Women's Teacher Training College, Ramallah	Female	42	99	141
				14
Men's Teacher Training College, Huwara	Male	61	69	130
				12
Men's Teacher Training College, Arroub	Male	85	74	159
				11
Men's Teacher Training College, Beit Hanina	Male	90	90	180
				12
Total		340	420	761
				61
Male		298	322	620
				47
Female		42	99	141
				14

There is another teacher college at Ramallah called UNRWA Teachers College, founded in 1958 (62:318).

of the Kingdom, as soon as the building is completed. UNESCO will take part in the implementation of this project. This school is part of the general plan adopted by the Ministry of Education to widen the scope of rural education. (56:207-8) (58:183)

Illiteracy and Teacher Education

Illiteracy is another problem which should be discussed in regard to educational as well as social problems. Illiteracy limits the ability of individuals for earning a living, especially when one considers the fact that today's living is in the "Space Age." An illiterate person finds difficulty in adjusting himself and living happily in a literate society. For the abovementioned reasons, the writer will discuss illiteracy under a separate heading.

Illiteracy

It is difficult to secure accurate statistics about illiteracy in Jordan, but it is possible to gain some estimate from figures given in various reports dealing with different phases. Mannin, in showing the educational progress in Jordan, says,

In the seven years from 1952 to 1959 a hundred thousand new pupils had been enrolled in the Government schools, an increase of 215 percent. During the same period the increase in the number of teachers employed in the Government schools increased 277 percent. (These figures do not include the 90,000 children from the refugee camps in the UNRWA schools, which employ approximately 2,000 teachers). Point IV has assisted the Government in its educational program, technically and financially. (17:182-183)

From what Mannin reports, a decrease in the percentage of illiteracy can be expected in the near future. Still, the percentage of illiteracy may be estimated at present to be between 40 and 50 percent. This high percentage presents a considerable obstacle to national development, and adds to the economic and social problems, in addition to being a barrier to needed progress and change.

Although education in Jordan has made unprecedented strides by tripling the number of schools, teachers and the schools' population in the last twenty years, the rate of illiteracy still is high when compared with the rates of illiteracy in the developed countries. Illiteracy in Jordan is contributing to the existence of superstitious ways of thinking and of undesirable attitudes, such as accepting poverty, illness and hunger as fate, or believing in evil and bad spirits, and the substituting of passive talk for action. Improving teacher education in Jordan is one step to help reduce illiteracy and move the country along the lines of progress.

Implications of the above problems for teacher education include:

1. Emphasizing and encouraging the involvement of all people in educational and social activities, practically as well as theoretically.
2. Emphasizing learning experiences which help in recognizing the relationship between "cause and effect."

3. Emphasizing action as much as possible. "Now the problem is not the talk. It is, rather the inability to move from talk to action." (10:284)

One of the prime goals of teacher education in Jordan should be to help teachers and students to "move from intelligent talk to intelligent action. The gulf between talk and deed must be bridged." (10:285)

4. Encouraging educational planning to be a cooperative process in which teachers, administrators, and people should cooperate. "Planning must flow both ways - from the top down, and from the bottom up. The full human resources of the educational establishment must be used. If this is done, the planners will be better planners and the teachers, better teachers." (10:287)

CHAPTER IV

REVIEW OF LITERATURE ON TEACHER EDUCATION

In the previous chapter a general idea about education in Jordan has been given. In this chapter, emphasis is put upon the research which has been done on teacher education outside Jordan.

The following review of research of teacher education in general has applicability in Jordan.

Butts writes under the heading, 'Teacher Education: A Focal Point,' "Above all, we must view the education of teachers as belonging at the very heart of any human resource development plan." (38:372)

Dean Rusk* in 'Address at the Policy Conference on Economic Growth and Investment in Education' says, "Education is not a luxury which can be afforded after development (of a country) has occurred; it is an integral part, an inescapable and essential part, of the development process itself." (49:28)

The importance of education in the development process is obvious when it is channeled to serve and achieve the needs

*Dean Rusk, "Address at the Opening Session at the Department of State Policy Conference of Economic Growth and Investment in Education," (Paris Organization for Economic Cooperation and Development Publications,) February, 1962, pp. 12-20.

of a country and a society. The teacher is considered the focal point in the educational process. He disseminates information and knowledge, helps establish attitudes and develop appreciations. Hence, the role of the teacher in the development process is an important and essential one. "And in the underdeveloped economies, education itself stimulates development by diplomatically demonstrating that tomorrow need not be the same as yesterday, that change can take place, that the outlook is hopeful." (49:31)

Four areas of research literature seem applicable to this study. These areas include: (a) professional competence in teaching including knowledge of theories of learning, teaching experience and evaluation, (b) the characteristics of the curriculum designed to produce competent, professional teachers, (c) the nature of educational centers in which professional study occurs, (d) formulation of criteria related to developing an improved and functional program of teacher education.

Professional Competence in Teaching

Professional competence in teaching is of prime importance in a discussion of teacher education. Masoner describes the "marks" of professional competence in teaching by saying,

Basic to professional competence in teaching are the marks of the liberally educated man --a broad and comprehensive acquaintance with the learning that man has accumulated, a freedom from the limitations of ignorance and fear, the capacity to think logically and clearly, and the ability to make wise decisions. Equally important is a real depth

of learning in those fields of knowledge for which the teacher assumes a special responsibility. To teach, one must know that which he teaches. (18:11-12)

Stratemeyer and Lindsey explain what is professional education and competence in teaching by saying,

By professional education (and competence in teaching) is meant those planned experiences dealing directly with the teaching-learning process and the teacher's work related to the guidance of that process. These will include, in almost all programs, systematic study of (1) human growth and development, (2) the nature of learning process, (3) selection and organization of curriculum experience, (4) history and philosophy of education, and (5) general and special methods of teaching. (29:27-28)

Kenworthy adds a new dimension to the professional competency of teachers by emphasizing an education for world-mindedness and for world-citizenship. He says, ". . . It is the teacher who is the keystone of any education enterprise and it is with the teacher that efforts in building one World must begin." (16:5)

In fact, the pressure and demand for a kind of international teacher is steadily increasing. The world is shrinking and distances are decreasing in all dimensions. It is a matter, nowadays, of a few seconds to listen to and see what is happening all over the world; the race is intensified for reaching the moon by the end of the sixties.

The times, then demand a new type of teacher --one who thinks in terms, not only of the school, the local community, and the nation, but the world; one who thinks and acts not only with a knowledge of the past and present, but with a view to the future; one who thinks

and acts with the realization that we are living in the second half of the twentieth century and in a revolutionary era; one who influences persons and policies in the classroom and outside the classroom as a teacher and as a citizen. (16:6)

Another dimension, a kind of a general education for teachers, is stressed by Butterweck, Director of "Pilot Study I" of an "Experimental Program in Teacher Education." He says, "The teachers like the physicians and dentists, must attend a clinic where new ideas can be obtained and old ideas revised." Butterweck adds,

A symposium in education where authorities expound and a coordinator helps to enlighten and where the teacher tests the new found professional knowledge with his peers, will become a necessary form of general education to which every teacher needs occasional exposure. (5:19)

General education is considered an integral part of teacher education programs for professional competency in teaching. Stratemeyer and Lindsey show the relationship of the goals of general education programs to those of teacher education by saying,

The goals of general education programs not only are consistent with those of teacher education, but are of importance to every future teacher. Illustrative of the stated goals of many general education programs are these: (1) to assist each student in the development of physical and mental well-being; (2) to help each student master the art and skills of communication; (3) to aid each student in deepening his understanding of our culture, its institutions and values, its relation to other cultures of the world--past and present--its current problems and its future hopes; (4) to help each student acquire the values and sensitivities which contribute to

intelligent citizenship in a democracy; and (5) to provide each student with opportunities to acquire basic acquaintance with the bodies of human knowledge as they relate to understanding, meeting, and dealing effectively with social and personal problems. (29:25-26)

In summarizing what kind of teacher is needed at present, Butterweck lists the following:

We want a teacher who:

1. Has a wholesome influence on children
2. Has an effective body of knowledge in some comprehensive field of interest to adolescents
3. Can challenge them (students) to their best effort
4. Respects their peculiar sensitivities
5. Is actively interested in the world in which he lives. (5:20)

To acquire professional competence in teaching, in addition to a wide field of knowledge, teachers should know learning theories including reinforcement, generalization, discrimination, transfer of learning, concept formation and development, and motivation. In addition, teachers should have experience and know-how to evaluate themselves and the students.

Learning Theories

Jordan relies upon UNESCO and other international agencies for furnishing what a country needs of experts and specialists in various fields, including education. Teachers are recruited usually from the high school graduates. Recently, in an effort to raise the standard of education, the Ministry of Education in Jordan, with the help of the international

agencies, such as UNESCO and UNRWA, has built and equipped a few teacher training colleges, and sent a number of students abroad for furthering their higher education and training. These students are to return to serve as a ferment for the improvement of the educational standard in Jordan.

There are a variety of learning theories such as the cognitive learning theory, the learning theory of personality and the conditioning theory of learning. Still, another theory is "self actualization," which has been emphasized by Kelly, Maslow and Rogers in the yearbook, 1962, Perceiving, Behaving, Becoming. (36).

A few general principles of learning are accepted by all or most of the theorists and experts in learning. Hilgard, in this concern, mentions the following:

While each major theorist believes his concepts to be the appropriate ones, their propriety often depends upon that theorist's interest, primarily in some segment or aspect of the total learning situation. Some are interested in the initial adjustment, as in insight or problem solving, others are interested in improvement with practice as in rote memorizing, others are interested in the predictability of performance under varied conditions of motivation, and so on. (13:326)

In spite of the above statement, the writer believes that reviewing learning principles, which are agreeable to most learning theorists, will offer helpful suggestions for improving teacher education. The areas which will be reviewed by the writer are the following: (1) reinforcement; (2) generalization, discrimination and transfer of learning; (3) development and concept formation; and (4) motivation.

1. Reinforcement:

There are two types of reinforcement: to reward and reinforce a desirable behavior to be repeated sufficient times to be learned, or to punish an undesirable type of performance to help in its abandoning and acquiring desirable types of behavior.

Travers explains reinforcement by saying,

The law of reinforcement states that a reinforcer which follows a behavior increases the probability of the occurrence of that behavior. (32:75)

Hull states the effects of reinforcement in different words, but with similar meaning to those of Travers and Hilgard:

The effect of reinforcement may become manifest in overt action upon the presentation of the associated stimulus at any time during the subsequent life of the organism. This central fact shows conclusively that reinforcement leaves within the organism a relatively permanent connection between the receptor and the effector associated in the original reinforcement. (15:117)

Thorndike shows the influence of rewards and punishments by saying,

Rewards and punishments alike will teach by virtue of the conditions and activities which they produce in the animal. Rewards in general tend to maintain and strengthen any connection which leads to them. Punishments often, but not always, tend to shift from it to something else, and their education value depends on what this something else is. (31:277)

It is commonly agreed that behavior which shows action in a particular direction, indicating choice, and, in a particular direction, it indicates a certain amount of

persistence. The continuation of choice and persistence depend upon the consequence of the behavior. The consequence is the event which follows the response. Empirically, we might say, that if a consequence increases the likelihood of response, then it is reward. According to Thorndike,

The influence of rewards and punishments is of enormous practical importance. If the facts which we have presented are accurate and if the conclusions which we have drawn from them are correct, the cause or causes of the favorable influence of a satisfier are also of great theoretical importance since they presumably operate in all selective processes, including problem-solving and reasoning. (31:313)

For more details about reward and punishment, the reader is referred to the studies by Mowrer (21), Estes (41), Skinner (51), Prince (47), and Weiss (34).

The principles on reward and punishment stated above have the following implications for teaching and teacher education:

1. A variety of learning experiences are essential in teaching and in teacher education to provide a sense of success to every individual.
2. Reward and feedback should be provided for during the teaching process and learning experiences. It is an effective factor in shaping behavior.
3. Reinforcement of response immediately is a decisive factor in making it successful. The teacher must reward the response as soon as possible after it happens. By anticipating the right time of the response, the teacher can avoid having the learner

get tired of the task and the reinforcers, or forgetting the important responses.

2. Generalization, Discrimination, and Transfer of Learning:

While the learner must generalize from one stimulus situation to another and respond as he did in the first situation, he must also be aware of how much the situation may differ before he uses another response. In other words, the learner must discriminate between the situations by noting differences and similarities of attributes. Travers says,

Without stimulus generalization, the living creature would learn to respond only to the specific situations in which learning occurred. If the child learned to say "boy" when the printed word "BOY" was written on the blackboard, then, without stimulus generalization, he would not be able to make the same response if the word were written smaller or in different type. Stimulus generalization permits the learner to respond to a wide range of stimuli as though they were all the same. Thus, what is learned in one situation can be applied in other situations, even though they may differ. (32:122)

Travers further says, "Stimulus generalization represents one of the most important means whereby the skills learned can be applied to new and similar situations." (32:503)

In speaking of negative transfer Travers says, "Negative transfer is most likely to occur in those situations in which the stimuli are the same as those previously encountered but the responses required are different." (32:504)

Concerning response generalization, Hull states, "The stimulus involved in the original conditioning becomes connected with a considerable zone of reactions other than, but related to, the reaction conventionally involved in the original reinforcement; this may be called response generalization." (15:183)

The principles above have the following implications to teacher education:

1. The teacher must be able to discriminate between the situation in a learning process setting by noting differences and similarities of attitudes, before making generalization from one stimulus situation to another.
 2. Emphasizing principles and their application is an essential task of the teacher. Travers says, "Many teachers make the error of citing numerous facts without ever indicating that each is an example of the same underlying principle. But the statement of the principle is not enough. Pupils must also have the opportunity of practicing the use of the principle with a variety of problem situations." (32:216)
 3. In planning a curriculum for teacher education, emphasis should be put upon structure, willingness to learn, grasping general principles and concepts rather than facts. Bruner writes, "Mastery of the fundamental ideas of a field involves not only the grasping of general principles, but also the development of an attitude toward learning and inquiry, toward guessing and hunches, toward the possibility of solving problems on one's own." (4:20)
3. Concept Formation and Development:
- a. There is evidence that learning and concept formation occur slowly in early childhood, then build up rapidly

upon the bases of early learning. Mendick writes, "When a child first learns to say the word "doggie," he usually applies it to horses, cows, and cats. Bit by bit, after many corrections and reinforcements, he may begin to restrict his usage to dogs he regularly encounters even though he may wonder about chihuahuas and wolves. He is learning a type of category-naming called concept formation." (19:63)

- b. Concerning ability to learn Travers says, "The ability to learn increases up to the early adult years." (32:507) Travers adds, "Sudden insight into the solution of a problem occurs in those situations in which the learner has had extensive previous experience with related problems and with transferring what he has learned to new, but related, problems." (32:507)
- c. Learning may be graded from the simple to the complex.

Motivation

Motivation is considered among the cornerstones of the learning-teaching process. It is not sufficient to acquire knowledge. Without motivation, the learner will not acquire more and more knowledge to satisfy his needs. Motivation helps in acquiring knowledge and strengthening one's ability to learn.

Sears and Hilgard stress the importance of social motives in education and the learning process by saying,

Social motives have to do with one's relationships to other people. The desire to affiliate with others is one class of dependable human motivational disposition found in parent-child relations, friendships, and as an important aspect of sex and marriage. (26:184)

Studies by Gewirtz (42), Rosenblith (48), Murray (22), and Hull (15) support Sears and Hilgard concerning the importance of motivation in education and the learning process.

Some statements on theories of learning upon which the majority of theorists would agree are given by Murray:

1. The capacity of the learner is very important for deciding what can be learned.
2. The motivated learner acquires learning better than the non-motivated.
3. Motivation which is too intense, especially fear, pain, anxiety, may be accompanied by distracting emotional states.
4. Learning with reward is usually preferable to learning under punishment.
5. Learning with intrinsic motivation is preferable to extrinsic motivation.
6. Tolerance for failure is best taught by a backlog of successes.
7. Individuals need practice in setting realistic goals.
8. Personal history of the individual may increase or decrease ability to learn from a given teacher.
9. Active participation by the learner is preferable to passive.
10. Meaningful material and tasks are learned more readily than nonsense material, and tasks which are not understood.
11. There is no substitute for repeated practice:
 - a) in learning skills; b) in learning facts which are unrelated.

12. Information about the nature of a good performance, knowledge of mistakes, and knowledge of successful results aid learning.
13. Transfer will be better if: a) the learner discovers relations for himself; b) the learner has experience in applying principles with a variety of tasks.
14. Spaced or distributed recalls are advantageous for longer retention. (22:93)

The above principles of learning theories have the following implications for teacher education:

1. Since learning may be graded from simple to complex in a continuous manner, it would be convenient and advisable to plan learning experiences in such a way as to allow continuity of progression.
2. Since ability to learn increases up to early adulthood stages, teacher education should be planned in such a way that it will be convenient to all people participating in it.
3. Since people live in different environments, a variety of teacher education activities and requirements should be provided to meet differences in people's backgrounds and needs, as well as the needs of various aspects of living.
4. Learners come to school with many previously learned concepts. Selecting appropriate content and arranging the sequence of instruction to meet individual differences is a vital step to improving the process of learning and teacher education in Jordan.

Types of Teaching Experiences for Training Teachers

Troyer and Pace summarize kinds of student teaching programs by saying,

Student teaching programs, of course, vary greatly from institution to institution. There are variations in the place where practice teaching is done in a campus school, in local public schools, in out-of-town schools. There are variations in the time when practice teaching comes in the last part of the year prior to certification, in the junior year, or it may be distributed over a two or even a four-year period. There are differences in the variety of situations in teaching which the student obtains practice, it may be confined to a single grade in a single school or distributed among several grades in different schools. (52:179)

Another idea concerning student teaching experience is expressed by Moffitt:

Teachers of our time and those in the future must accept this unparalleled opportunity (in-service training) for professional growth as they teach. To do otherwise could be to threaten the expanding ideals of this democracy. The sensitivity of teachers to the array of problems with which they are confronted may be noted by their eagerness for continuous growth. It therefore appears safe to conclude that the quality of any school system may largely be determined by the quality of the in-service educational programs involving the total professional staff. (20:8)

A third opinion comes from Hodenfield and Stinnett:

There is great variety in the student-teaching practices of the 1,147 teacher education institutions across the country, (USA) as reflected in a survey by the National Council for Accreditation of Teacher Education (NCATE) from the 1957-1958 academic year. The survey included 294 of the institutions accredited by the council. It showed that the predominant practice among the 294 institutions is to conduct their student-teaching programs in off-campus schools. The next largest group used

a combination of campus and off-campus schools, and the last-used procedure was to use campus schools exclusively. (14:86)

Evaluation

Due to the difficulty in evaluating performances of teachers there is little agreement among authorities who have written on this topic. The following are some quotations of what has been said on evaluation of teaching practices.

Troy and Pace in describing evaluation say, "Evaluation is most helpful in stimulating teacher growth when it focuses on problems about which the teachers are personally concerned--their effectiveness in class, their relationships with pupils, their own programs, their part in the life of the school and community. Teachers grow in effectiveness as they participate fully and freely in attacks on such problems." (52:305)

Moffitt shows the difficulty of evaluating teaching practices by saying, "The real fact is that teaching is different from working on a production line where articles or produce in packages can be counted and where any deviation from the standard article is a sign of defect. Education is both a process and, in a sense, an end. Education seems to make people alike and to make them different. Consequently, any evaluation or rating program intended to improve the quality of teaching will be confronted with problems which are not present in the production of material goods." (20:102)

In discussing the importance of the relationship between theory and practice in teacher education Troyer and Pace say,

Evaluation of what students learn in courses of professional and general education is not complete until we have determined how well they can use their knowledge and insight in their own teaching. The building of close relationships between theory and practice has been increasingly a major objective of programs of teacher education. (52:179)

Nevertheless, in spite of the difficulties, evaluation should take place at all stages of the education process.

After reviewing some of the studies and research concerning professional competence in teaching, it is desirable to review the characteristics of the curriculum which is designed to produce competent teachers.

Some Characteristics of the Curriculum

Designed to Produce Competent Professional Teachers

It is not easy to state or to know the characteristics of the curriculum which is designed to produce competent professional teachers because there are differences among authorities concerning the definition of competency and the meaning of a competent teacher.

Stratemeyer and Lindsey stress that in spite of the diversity of teacher education, common elements are to be found in most programs. Among them are general education, specialization and professional education (29:25). According to Stratemeyer and Lindsey the curriculum designed to produce competent professional teachers should include content and laboratory experience. Content of the professional curriculum includes studying children and the community, planning instruction, participating in curriculum planning, organizing

instruction, evaluating students' growth, participating in school management, studying the broader problems of the profession, developing good human relationships and planning for professional growth (29:43-46). Among the principles which should govern professional laboratory experiences are these:

- A. Professional laboratory experience should be an integral part of the total program of teacher education.
- B. The needs of the students determine the length and nature of the professional laboratory experience.
- C. Professional laboratory experience should be cooperatively planned by all people involved in the experience.
- D. During laboratory period, persons involved in laboratory experiences are responsible for providing guidance for students.
- E. Responsible people should provide for evaluating students' growth. (29:46-52)

Masoner in trying to state what the characteristics of teacher-training curriculum are, writes,

Essential to the best development of the curricular pattern described is a true integration of liberal and professional studies. This is not a program divided into discrete academic and professional segments. It is rather, a total educational experience leading to entry into the teaching profession, a unified experience in which liberal education, study in the behavioral sciences, exploration of a teaching field in

depth, and professional study and practical experience are truly related and play an important role in the development of a competent professional teacher. (18:27-28)

Beggs emphasizes the blending of theory and practice in teacher education by saying, "Through a careful blending of campus and field experiences, the line that divides theory and practicum should be erased as nearly as possible." (3:108-109)

Ryans stresses the relationship of media communication to teacher education by saying, "In the future, much heavier demands may be placed upon those persons in our culture traditionally known as teachers or instructors as they become scholars, programmers and controllers, both of the information to be communicated and of the channels (i.e. media) of communication." (50:191-223)

Butts and Russell express what they would like the undergraduate education of teachers to include: a broad education in the liberal arts and sciences, competence in a major field of learning, and professional competence in education. They feel, "Elementary school teachers and secondary school teachers should not be segregated into different types of institutions of university level standard. Both should have similar preparation in the liberal arts and sciences and in the foundations of education." (38:56-57)

These ideas concerning a program designed to produce competent professional teachers have the following implications for the characteristics of the curriculum of teacher

education:

1. Theory and practice should go hand in hand in teacher education.
2. Living in a changing world, the teacher should be prepared to meet those changes by being well informed, by using the best known research, by using good modern equipment and materials for instruction.
3. Preparation in the liberal arts, sciences and in the "foundations of education" are not sufficient to make a competent teacher. "We must build a profession into which persons will be admitted upon the basis of approved standards of competence. These standards must be demonstrated in performances, not in training alone." (46:6)

The Nature of Educational Centers
in Which Professional Study Occurs

The nature of the teacher education institution affects the educational development of the teacher and the curriculum, in addition to its effects on the nature and climate of the learning process. Masoner maintains,

If an institution is engaged in the preparation of teachers, there should be a commitment by the institution to a program of high quality--one that reveals a concern not only for the preparation of teachers and other professional workers in education, but also for research designed to bring new knowledge to educational problems, for study intended to bring about the development and

dissemination of improved concepts and practices in teacher education, and in education generally, and for the provision of consultative services to educational institutions in the interest of improving educational programs and practices. (18:31)

Hanson and Brembeck in describing the functions of educational centers and what schools should aim to do in underdeveloped nations note,

First and foremost, the schools of the nation must foster a spirit of innovation in their students - a desire to try out, to experiment, to create. Progress is never made by standing still, but by developing the new.

Second, the schools will need to share in developing a new spirit of adventuring. The traditional attitudes, the clerical mentality which finds it most acceptable to seek the security of a government office, must give way among an increasing number to a willingness to take a chance to strike out on one's own, if economic growth is to be rapid.

Third, a healthy attitude toward productive labour, toward doing a technical job, toward getting one's hands dirty in the process of creating or discovering or doing, needs to be restored. (10:36)

The "Report" of the International Bank emphasizes the adaptation of teacher training to regional requirements by saying,

Regular teacher training in normal annual courses should be expanded from year to year, and the institution of additional full teacher training schools should certainly not be neglected. At the same time, their character should be adapted to regional requirements, which means that most of them must be of the rural type. (56:311)

Along with teacher education, intensive research in social, psychological and cultural problems should be taken

into consideration. In addition, consultation services to improve and help in developing and improving educational programs and practices should be provided. Hanson and Brembeck emphasize the importance of studying and understanding the principals of social aims of education:

Obviously this national purpose requires direct attention by the schools and the courses of study to the principal social aims of education: (1) It demands increased attention to the civic and political needs of the nations, to developing new attitudes toward government and law, to concern with effective participation in the political process, to placing national interests and well being above narrow tribal or local interests. (2) It demands increased attention to the social and personal needs of the nation, to improving the health and the well-being of the people, to solving problems of mental and physical health as they arise, to maintaining the individual's self-respect and self-confidence in new surroundings, to relating the new cities with the rural communities in a spirit of partnership, to increasing rather than breaking down the respect of different age groups for one another. (3) It demands increased attention to the economic and technological needs of the nation, to selecting and educating qualified individuals for high-level positions, to equipping technical and agricultural manpower with skills that will produce maximum efficiency in using natural resources, to developing a new spirit of economic innovations, and to building new attitudes toward saving, investment and purchasing. (10:33-34)

Schools have impacts upon teachers. The success or failure of teachers is determined, among other things, by the atmosphere the administration provides. Butterweck illustrates the impacts of schools upon teachers by listing the following points:

1. Faith shown by the administration in the ability of teachers, thereby giving them a feeling of importance.
2. The size of the classes.

3. The type of community in which the school is located (city, suburban, small town, rural).
4. The socio-economic rating of the community.
5. The overall opportunities that the school provides to insure the possibility of success to new teachers. (5:85)

Since educational centers are of great importance to teacher education, great care should be expressed in selecting and constructing them.

Formulating Criteria Related to Developing
an Improved and Functional Program of Teacher Education

Criteria for Formulating Objectives

In formulating objectives, the following criteria should be considered:

1. Are the objectives attainable in the time allocated to the training centers?

Some objectives might require the student teacher to master some instrumental skills, such as feeding a computer or repairing a machine, which are difficult for physical development and coordination, or they might deal with concepts which cannot be conceptualized easily in the time and facilities allocated. Psychology of learning provides some ideas as the attainability of certain objectives. Tyler states that "a knowledge of the psychology of learning enables us to distinguish goals that are feasible from those that are likely to take a very long time or are almost impossible to attain at the age level contemplated." (33:23)

2. Are the objectives desirable?

Desirable objectives in terms of a set of values are derived from the values of the culture of the people. The major values and beliefs of the Jordanian culture are stated in the national constitution which in turn reflects, to a certain extent, the way of thinking of people in Jordan, their behavior, and other cultural values. Facing the various problems discussed in the previous chapter, the Jordanian people are trying to build their country on the foundation of principles derived from the needs of the country and the amalgamation of various people of both the West and East Banks of the Jordan River. These principles include:

- a. a belief in freedom.
The state shall insure the free exercise of all form of worship and religious rites in accordance with the custom observed in the Kingdom, subject only to the maintenance of public order and morals. Freedom of opinion is safeguarded and every Jordanian is free to express his opinion verbally and in writing and in other forms of expression within the limits of the law. (64:538)
- b. a belief in equality.
No discrimination of any kind shall be made before the law between Jordanians in regard to their rights and obligations, on the grounds of race, religion or language. (64:537-538)
- c. a belief in democracy.
The people shall be the source of all powers. The people shall exercise those powers in the form prescribed by the constitution. (64:540)
- d. a belief in Arab unity.
. . . The people of Jordan form a part of the Arab Nation. (64:537)

- e. a belief in the United Nations.
In addition to the fact that Jordan is a member of the Arab League, it is also a member of the United Nations and other international agencies, such as UNESCO, UNICEF and others.

3. Are the objectives clearly defined in terms of behavioral change in the student teacher?

Tyler defines learning as a change of behavior by saying,

Education is a process of changing the behavior patterns of people. This is using behavior in the broad sense to include thinking and feeling as well as overt action. When education is viewed in this way, it is clear that educational objectives, then present the kinds of changes in behavior that an educational institution seeks to bring about in its students. A study of the learners themselves would seek to identify needed changes in behavior patterns of the students which the educational institution should seek to produce. (33:4)

The objectives should be stated from the student teacher's point of view, rather than of teacher behavior only.

- 4. Can the attainment of the desired behavior be evaluated?

If a specific behavior, such as counting from one to ten, cannot be evaluated or observed, then it is difficult to know whether the desired behavior is attained or not. In such a case, neither the teacher nor the student knows what to do next. The belief that any educational outcome should be evaluated is a necessary step to know whether the desired behavior is attained.

5. Are the objectives broad enough to specify all the important aspects of the terminal behavior of the student teacher?

Objectives dealing with mastery of principles, concepts, and facts only, such as memorizing the atomic theory, are not sufficient objectives. Objectives should be comprehensive and adequate in view of the educational philosophy of the school system, and include less tangible objectives such as scientific thinking and scientific attitudes, as well as tangible ones such as geometrical facts.

6. Are the objectives developmental?

Objectives should represent roads to travel on, rather than terminal points. This suggests that different objectives at different levels should contribute to the growth and development of the student teacher. Each objective might aim at the development of such skills as the formulation of hypotheses, the collection of data, reaching conclusions, and the use and conducting of various experiments and tests.

Criteria for Selection of Basic Needs of the Teachers

Among the processes in the teacher education plan development is the selection of basic needs of teachers. The following are some criteria to guide the selection of basic needs of teachers:

1. Are the basic needs broad enough to include an understanding of the learner?

Knowledge of children's development through various

stages of their lives, and the physical, emotional and social problems they face in growing up, should be emphasized through the teacher preparation process. It is important for teachers to know how much children are capable of understanding at various levels of maturity.

2. Are the basic needs broad enough to encompass a better understanding of the teacher himself?

As teachers acquire more and more understanding and acceptance of themselves, often they will become happier and better adjusted persons as well as more effective teachers. Such understanding is important to the teacher's professional growth and development.

3. Do the basic needs include skills in using instructional materials and teaching methods?

Skills for the effective use of textbooks, audio-visual materials, test, and other tools and means of teaching, are among the basic needs of teachers. Other skills such as the need to understand the curriculum theory and practice, the planning of lessons and courses of study are also needed. Teaching is both an art and a science.

4. Do the basic needs include an understanding and appreciation of the profession of teaching?

Studying professional ethics and school law will be helpful in guiding the teacher's behavior and in dealing and working with other professional people such as physicians, engineers, social workers and others. Learning more about the local, national, regional and international organizations

that serve the profession may help in modifying and broadening the teacher's behavior and in understanding his rights and obligations.

5. Are the basic needs broad enough to help teachers understand and appreciate the world in which they live?

Teachers should help children prepare for "the great adventure of life" by encouraging them to acquire the information they need regarding the physical nature of the universe they live in, peoples' customs, cultures, habits, problems and interesting things they have.

Criteria for Selection of Training Centers

Another process in developing a plan of teacher education is the selection of teacher training centers. Some criteria for guiding the selection of teacher training centers are stated below,

1. Are the training centers distributed evenly all over the country?

Population distribution, social classes and economic opportunities are focal points which should be considered when selecting teacher training centers. Concentration of training centers in one area and neglecting others, may disturb the balance of the whole educational system, and hence may disturb the progress of the country. Emphasis should be made to insure the establishing of at least one training center in each of the seven districts (countries) in Jordan.

2. Is the location of each training center suitable and appropriate to serve the people in the area?

Easy accessibility of training centers by various means of transportation and communication are among the prerequisites for selecting the location of teacher training centers. Isolated and remote centers hinder and keep people from reaching and taking advantage of the facilities available to them.

3. Are the centers sufficiently equipped to meet the vocational and technical training needed in the area?

Equipment needed for rural education is not the same as that needed for urban education, although there may be some similarities between the two. The stress on training in rural areas should be put on land cultivation, forest and plantation reservations. For urban areas stress should be mainly on things needed in urban centers such as clothing, housing, industry, foods, and business in general.

Criteria for Selection of Student Teachers

There is no agreement on the qualities and skills needed by teachers because of the different needs in different communities. Many people have written about the desirable characteristics of teachers. Among important studies is one by Paul Witty in which he concludes the desirable characteristics of teachers to be:

- a. The inclination and the ability to understand children. Such a teacher recognizes differences in needs, interests, and

abilities and makes suitable individual adjustments.

- b. The desire to obtain instructional materials from diversified sources to satisfy the varied levels of interest attainment, and to use different approaches to insure successful learning for each child.
- c. The inclination to record and appraise growth in such a way that pupils may be enabled to make steady progress. Through continuous evaluation, an orderly and systematic acquisition of knowledge and skill is assured. (67:204)

The following are some criteria to guide the selection of student teachers.

- 1. Does the student teacher have intellectual qualities?

According to Wynn, one of the important qualities of teachers is their interest and ability in intellectual pursuits. Wynn continues by saying,

If teachers have a deep intellectual curiosity that impels in the pursuit of knowledge, if they like to read and study, if are interested in ideas, if they are challenged by problems, and if have the ability to learn quickly and easily, they are undoubtedly well qualified in this regard and possess one of the most important prerequisites for successful teaching. (35:219)

- 2. Does the student teacher have personal and social qualities?

Qualities such as affection for children and adults, interest in and appreciation of people, understanding and confidence in children and people, and a sense of humor are among the personal and social qualities which student teachers should have to become successful teachers.

3. Does the student teacher have mature, emotional qualities?

To understand others, a teacher must understand himself first. Wynn says, "Unless he (teacher) has learned to conquer his own feelings of anxiety and insecurity, he will have little capacity for helping others gain self confidence."

(35:230) What has been said about the personal and social qualities depends upon certain aspects of the teacher's emotional make-up such as self-understanding and self-restraint.

4. Does the student teacher have physical qualifications?

Teaching is a demanding task. Unless a teacher has a good physical health, a good voice and good appearance, it is not easy for him to carry on his responsibilities or affect the children's impression of him.

5. Does the student teacher have a good moral character?

Students learn much through imitation of teachers. The teacher's character and behavior should be sufficiently good and noble to serve as a model for young people to follow.

Other qualities which training colleges should inculcate in student teachers are integrity, ability to take on responsibility, and the formation of a consciousness in performing a duty to the community and to themselves. Byrne emphasizes the ability to take on responsibility by saying,

The qualities of responsibility and self-reliance should develop naturally as the students work at the training college and in regular practice teaching periods.
(6:84)

Criteria for Developing a Program of Evaluation

The criteria developed in this chapter thus far could help in the first four steps of developing a plan of teacher education. The steps are stating the objectives, identifying the basic needs of the student teacher, selection of training centers, and selection of a student teacher. The process through which the achievement of objectives is tested is the process of evaluation.

Evaluation is not just giving a grade or is it synonymous with giving paper and pencil tests; it is aiming toward getting evidence about behavior changes in the learners, and about the changes in the needs of a society or a group of people. Generally speaking, any valid method to obtain the evidence about behavior and needed changes is a desirable method of evaluation. Among desirable methods of evaluation are interviews, performance tests, paper and pencil tests or both, sociograms, questionnaires, tape recorder techniques, attitude scales, interest inventories, anecdotal records, or rating scales.

The following are some criteria for developing a comprehensive program of evaluation.

1. Is the evaluation process continuous?

Evaluation should be carried on continually with the progress of the programs and the achieved objectives.

Evaluation may be provided in three phases. The first phase is the period before instruction also called pretesting. Pretesting can benefit both student and teacher. A teacher can formulate or revise objectives, delete them or add others. The student, on the other hand, does not have to restudy objectives already attained. The second phase takes place during instruction. The benefit of monitoring for a teacher is that he can find out if the students are responding to instruction while they take each new stage. The teacher does not have to repeat large portions of instructions missed by the students. On the other hand, the student does not continue to make erroneous responses and practice an erroneous response chain. The student gets immediate feedback. The third phase is post-instruction or post-testing. It benefits the teacher in that he will find if behavior change has approximated objectives, and he also may have the information which may help to judge whether content, sequence and instructional method were effective enough to aid the student in attaining the objectives. From the students' point of view, they will know what they have learned and what they have missed and need to improve on.

2. Does the evaluation process facilitate learning and teaching?

The evaluation process provides the teacher, the learner and other interested people, such as principals and administrators, with feedback of a good running account of the student's mistakes and of his successes.

3. Is the evaluation program consistent with the stated objectives?

The evaluation program should use a variety of instruments and techniques of evaluation based on what is expressed as significant in the objectives.

4. Are the instruments used for evaluation reliable and valid?

An instrument used for evaluation is valid if it measures what it is supposed to measure. Reliability is consistent throughout a series of measurements. It gives the same results if it occurs approximately under the same conditions. (2:28-29)

5. Is the evaluation program objective?

Applying personal opinion in evaluating does not give accurate results, because it depends on subjective evaluation. Objective evaluation is the degree of objectivity which in the case and amount of agreement with any competent person may discriminate those learners who have attained the objective from those learners who have not.

6. Are the instruments used for evaluation differentiating?

A differentiating instrument used for evaluation does not have tasks which a naive individual can perform; the only people that can perform the test tasks are those who have attained the instructional objectives.

Summary of Implications Based on a Review
of Literature on Teacher Education

1. Teacher education should help in preparing professional teachers who have a wholesome influence on children, have an effective body of knowledge, can challenge children to their best effort, have respect for children's peculiar sensibilities and have active interest in the world in which they live.
2. Professional teachers know about theories of learning. They can provide a variety of learning experiences, know when and how to reward feedback and reinforce responses. They can discriminate between learning situations, emphasize principles and their application and put more emphasis on structure of knowledge rather than on facts. Professional teachers can plan learning experiences to allow for continuity of progression, select content and sequence to meet individual differences, and can increase their professional growth by evaluating themselves as well as students.
3. Teacher education should provide a flexible program of study to help teachers meet changes. Professional study and practical experience should go hand in hand.
4. Teacher education should provide for a program of evaluation which can evaluate student's growth.
5. Teacher education should be the joint responsibility of all interested people in the community.

6. General education is an integral part of teacher education programs. For instance, planning cooperatively in humanities courses, meeting the individual needs in communication, and relating student's work to problems which have meaning for them, demonstrate to prospective teachers important principles of teaching, such as cooperation, meeting individual differences, and problem solving.

CHAPTER V

A PROPOSED PROGRAM OF TEACHER EDUCATION WHICH WILL USE AVAILABLE RESOURCES TO MEET THE NEEDS OF JORDAN MORE EFFECTIVELY

Knowing the objectives of teacher education is a prerequisite for the development of a proposed program of teacher education in Jordan which can meet the needs in Jordan and use the available resources effectively.

Objectives of Teacher Education in Jordan

While teacher education cannot assume the sole responsibility for solving Jordan's problems, it certainly must include in the program elements which will educate its teachers who teach youth, who will later enter a variety of occupations and professions, to help solve current and future problems in Jordan.

A composite of the implication for teacher education in Jordan as previously enumerated in this thesis by Butterweck (5), Byrne (6), Hodenfield (14), Kenworthy (16), Masoner (18), Moffitt (20), Stratemeyer and Lindsey (29), and others, show the need for these things:

1. Preparing professional teachers to carry on the teaching process more effectively.
2. Providing programs which can meet individual differences.
3. Modifying the instructional materials to meet individual differences among students and take into consideration the needs of Jordan.
4. Providing for the development of a national planning center.
5. Helping to reduce illiteracy.
6. Emphasizing more parent-teacher-student relationships.
7. Speeding up the process of the emancipation of women.
8. Opening more technical centers for the exploration and exploitation of natural resources in the desert area and Aqaba.
9. Using a systemic statistical method instead of depending mainly on estimation.
10. Improving technical and mechanical skills.
11. Creating a national-international awareness in addition to family and kinship loyalty.
12. Creating an economic awareness and relating income per-capita to family size.
13. Understanding the Constitution and individuals' rights and obligations.

14. Accepting new forms of social life as well as traditional ones.
15. Encouraging investment to improve and raise the standard of living.
16. Considering more fully the expansion of knowledge and science.
17. Improving the individual's social life.
18. Improving hygienic conditions.
19. Improving working conditions for the laboring man.

Some Emerging Trends Related to the Improvement
Of Education in Jordan

Among the emerging trends related to improving the educational system in Jordan are the following:

1. The formation of the Department of Local Educational Committees. This department is responsible for supervising the relations and correspondence between the Ministry of Education in Amman and the various local educational committees in the country. In volume one of the Laws and Regulations connected with the Ministry of Education, it is noted that the mentioned department is responsible for encouraging people to participate and share in the development of the educational process in the country. (59:162-163)
2. The licensing of teachers. The Office of Preparing and Licensing teachers supervises two kinds of

licenses: the ordinary and the temporary license. According to the licensing system, a candidate may obtain the ordinary license to teach in kindergarten and primary grades if he has successfully completed high school, and has studied general education and behavioral psychology for two more years. To be eligible to teach in high school, a candidate has to complete his undergraduate studies, majoring in the subject he wants to teach. Teaching in college requires at least a Masters degree or the equivalent. A temporary license is given to teachers who do not meet the requirements under certain circumstances, when it is difficult to find qualified teachers.

3. Summer sessions assume a significant role in preparing teachers in training colleges and for furthering education of other school personnel. These sessions are held annually under the supervision of a committee of five members, headed by the Under Secretary of the Ministry of Education (60:181-183).
4. Teacher education is planned at the national level by the Office for Preparing and Licensing Teachers in Amman. (59:163)

By stating the objectives of teacher education and the emerging trends for improving the educational system, the way is paved to propose a program of teacher education which hopefully can meet the needs of Jordan.

A Proposed Program of Teacher Education in Jordan

The following is a broad outline of a proposed teacher education program set up to meet the objectives of teacher education in Jordan.

1. Preparing professional teachers.

The increase in number of students and schools forced the Ministry of Education in Amman to appoint professionally unprepared teachers, especially in the primary cycle. It is believed that the primary cycle is the basis for the other two cycles, namely junior high and senior high. So, teachers in the primary cycle as well as in the two other cycles should be prepared professionally. This could be done by improving and increasing the number of teacher colleges and by using them over longer periods to include evening classes and year round classes.

In addition to improving and increasing the number of teachers colleges, there are other possibilities to raise standards for teachers in Jordan. More professional summer sessions should be provided. In addition, teacher colleges should be more involved with the Ministry of Education in preparing the teachers' general examination and in setting standards for the examination.

2. Providing programs which can meet individual differences.

Students come to school from different backgrounds and bring with them different perceptions and behavior patterns.

Unless schools provide for individual differences, some students will become alienated and drop out. To encourage students to pursue a teaching profession it is necessary to provide for expected differences in ability, achievement and practice. This could be done by offering a variety of programs and by leaving more choices for students to take what they like and are able to do.

3. Modifying the instructional materials.

Instructional materials in Jordan, as well as in many countries of the Middle East, are academically oriented and divided into distinct academic and professional segments which do not lend themselves to evaluation or continuation of needs at present and in the future. Jordan needs a program which will take into consideration the expansion of knowledge in science and other fields. To set up such a program experts and specialists in curriculum development, and social and psychological studies should be invited to work with the Ministry of Education for conducting a general survey of what Jordan needs and how it may be applied through a modified instructional materials program. Specialists from other ministries should be invited to participate in developing such a program, each representing his own field.

4. Providing for a national planning center.

To avoid the effect of changes which occur in personnel in government, an independent executive agency for planning and executing plans for improving teacher education is indispensable for the general progress of Jordan. The location

and communication facilities provided in Amman make it a favorable place for a national planning center. This center should include a section of documents to furnish general and specific resource information about Jordan's social, economic and educational aspects.

5. Helping reduce the illiteracy rate.

Jordan has a high rate of illiteracy. Gaining experience in teaching illiterates has many advantages. Among them are (a) providing inservice training for experienced teachers and training prospective teachers; (b) reducing the rate of illiteracy which hampers Jordan's progress.

Reducing the rate of illiteracy can be done by making illiteracy training experience part of the teachers' preparation program.

6. Working for better parent-teacher-student relationships.

To avoid dichotomy in preparing teachers, communication and cooperation between home and training colleges should be emphasized. The developing of parent-teacher associations and student-teacher associations should be included in the educational programs.

7. Speeding up the process of the emancipation of women.

Emancipation of women could be accomplished by providing more schools and classes for girls. To fulfill this objective, teacher education should offer equal opportunities for both sexes and emphasize sex education in teacher education programs.

More knowledge dealing with child bearing, delivery and rearing is indispensable for avoiding many problems which arise usually from neglect or lack of such information. Increasing the number and amount of scholarships for girls should also encourage them to pursue higher education and specialization.

8. Opening technical and vocational centers in the desert area and Aqaba.

This would train people in trades needed in these areas, such as storage techniques, locating natural resources and minerals. Providing such courses is part of the objective of teacher education, which, in addition to using systemic statistics for collecting data, will help in the redistribution of manpower according to the country's needs.

9. Using a systemic statistical method instead of depending on estimation.

Increasing the number of courses in statistics is necessary to make the shift from estimation to the systemic statistical approach. Creating an awareness of accurate statistics and training specialized statisticians should be among the goals of teacher education to meet the needs of the emerging industrialized community.

10. Improving technical and mechanical skills.

The 5-year plan adopted by Jordan's Development Board provides an opportunity for teacher education to cooperate in planning for supplying the country with needed technicians to develop and maintain such projects. To improve technical

skills, scattered and unrelated programs such as blacksmithing and welding should be reorganized and included in a major technical-industrial-agricultural program. Specialization in these fields should start as early as the beginning of senior high school. The Jordanian University should sponsor a program of specialization equivalent to undergraduate study to meet the country's need in mechanical and technical skills. Training centers at Jerusalem and Irbid should cooperate with the Jordanian University for reaching that aim.

11. Increasing national-international awareness.

Exchange programs for students and teachers should be expanded and included in teacher education programs. Accepting other people to study and work in Jordan provides good examples and helps Jordanians to know something about foreigners, their culture and behavior. Studying abroad helps Jordanians to interact with other people and to acquire wider national-international awareness in addition to family and kinship loyalty. Expanding exchange programs provides Jordanians with first hand knowledge about other people and other countries and promotes their feeling that they live in a country which is a member of a big family, the world.

12. Increasing economic awareness.

Increasing the time allocated for courses in economics to include a program in planning the use of family income should help to develop an awareness in economic planning in general. Teacher education should include examples of

economic planning in its program. A kind of restricted birth control might come into being if more people began to understand the relation of per-capita income or earning to family size.

13. Understanding the Constitution.

Understanding the Constitution and individuals' right and obligations should be included in teacher education programs. Increasing the awareness of the provisions of the law helps in the development of good citizens, who, in turn, will help in developing Jordan.

14. Accepting new forms of social life as well as traditional ones.

Some traditional ways of life, such as the desire to help people and to give to charity, are useful and should be utilized continuously. Including both useful traditional ways and new ways of life which emphasize the using of technology in teacher education programs will help in bringing together people of different views, and narrowing the gap between young and old generations.

15. Encouraging investment.

Investment should be encouraged by providing more courses in finance and economics in teacher education programs. Investment in industrial and agricultural projects should provide funds for more projects and more and better work opportunities. This, in turn, should raise the standard of living in Jordan.

16. Considering more fully the expansion of knowledge.

It was mentioned previously that the amount of knowledge

is doubling every ten years. Because of this, teacher education should be flexible and reviewed continuously. A committee for reviewing teacher education programs should include a curriculum specialist, a social worker and a psychologist. These specialists could be provided by UNESCO as part of the international assistance to Jordan. This committee should meet at least quarterly and make use of the facilities of the proposed national planning center.

17. Improving social life.

Improving social life can be done by encouraging people to participate and attend social functions and meetings, forming committees and clubs such as Big Brothers Clubs, scout movements and other social activities. To provide for such social activities, teacher education should arrange for extending the use of schools, colleges and institutions to cover evenings. Evening and community activities need coordinators and directors. Training and preparing community coordinators and directors should be included in teacher education programs in Jordan.

18. Improving hygienic conditions.

Maintaining good health contributes to promoting aspiration for better living and increasing one's ability to work and produce. Developing a hygienic program for training a staff to deal with health conditions and to work in schools should be an objective of teacher education in Jordan.

19. Improving skills and working conditions of laborers.

This could be done by conducting courses in factories

and vocational training centers. Teacher education should participate with business and industry in planning for skill courses. Specialists from various fields should be involved in planning and implementation of courses. Goals of such courses should emphasize national and international labor regulations and law, as well as training courses for improving laborers' skills and salaries.

To put such proposed programs into action, a developmental plan for the improvement of teacher education in Jordan is proposed below.

A Proposed Developmental Plan for the Improvement
of Teacher Education in Jordan

1. A committee composed of educators, members from the local educational committees, parents, sociologists, and anthropologists should be given the task of examining the Jordanian social values and beliefs, culture and community problems. Implications of this study for the development of the teacher education plan could be stated in the form of desirable behavioral objectives. Examples of what could be achieved in this step are indicated in the examination of some social problems mentioned in chapter two under the heading, "Historical and Cultural Background."
2. A committee of counselors, consultants on vocational education, economists and educators should examine the structure of teacher education and vocational education

to identify the needs of both. Some desirable directions in this concern might be sought in similar endeavors in some of the developed countries such as the United States and in UNESCO. Studies such as "Education for a Changing World of Work" (54) and "The Process and Product of Vocational Education in the United States" (64) may be of some interest to those people who are trying to improve vocational education in Jordan.

3. A committee of educators and psychologists should examine findings of research on teaching, learning and the nature of the Jordanian people. Implications of such examination could provide useful information for the planning of teacher education.
4. Members representing the three committees and the Office of Preparing and Licensing Teachers could form the major teacher education committee. Delineating and modifying the objectives of teacher education to meet the needs of Jordan would be one of the main tasks of this committee. Criteria for the selection of objectives of teacher education, the basic needs of teachers, training centers and student teachers, and the development of a program of evaluation could be useful for teacher education committees in Jordan. Other functions of this committee should be the supervision of the preparation and licensing of teachers and providing for the development of textbook and other instructional materials, such as charts, maps and other audio-visual aids.

5. The developed criteria for a plan of teacher education should be tried for four years in teacher training colleges representing different environments in the country. The Jordanian University and teacher training centers in Jerusalem and Irbid might be chosen to try the developed plan.
6. Generalize the use of the plan in all teacher training colleges if it proves suitable according to the evaluation process.

An outline of the proposed criteria for developing a plan is shown in the following figure.

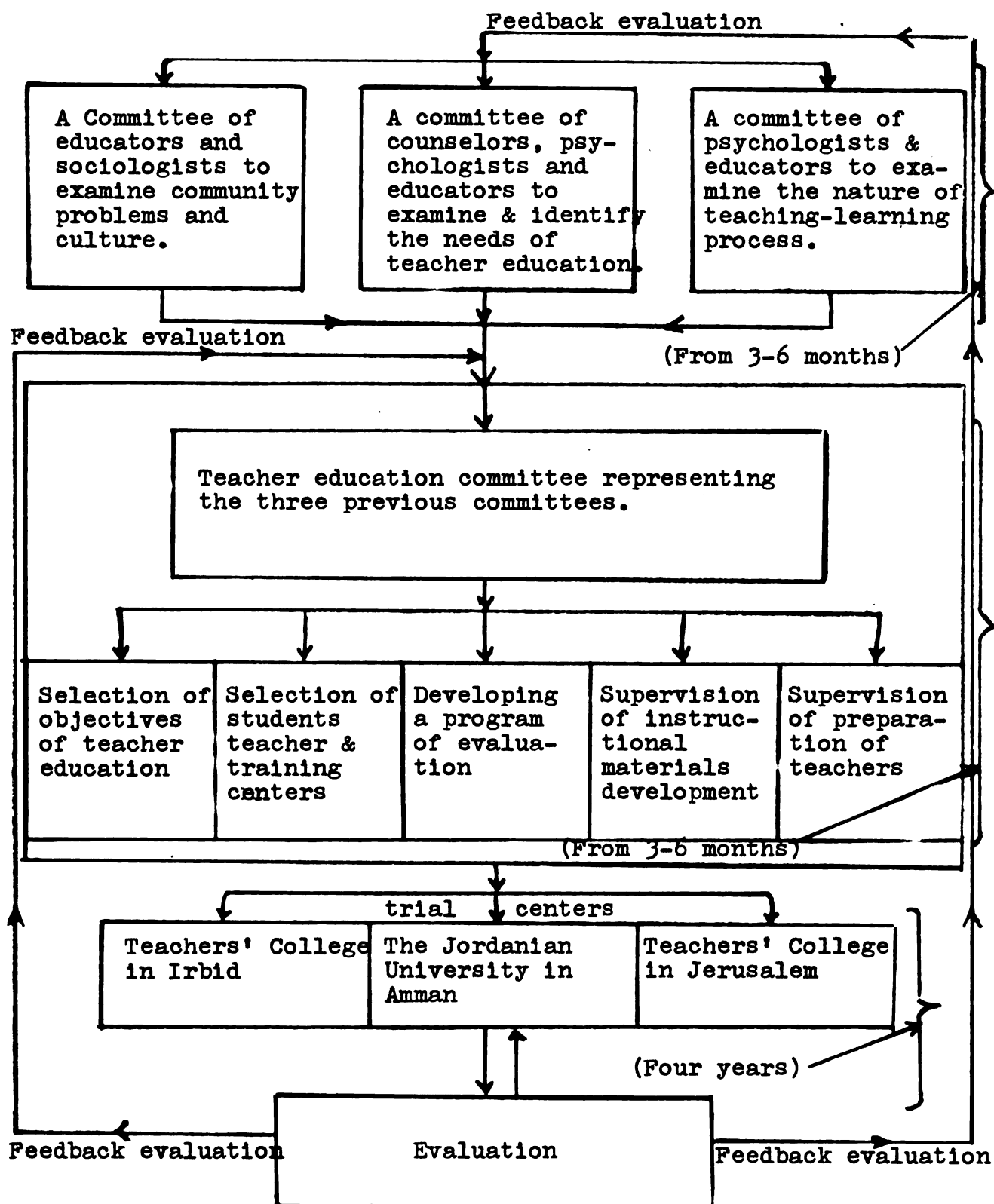


Figure 2. A Proposed Developmental Plan for the Improvement of Teacher Education in Jordan.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study has attempted to present a proposed program of teacher education which will use available resources to meet the needs of Jordan more effectively. The proposed program suggests an approach to teacher education focusing upon developing a rationale for decision making. Such a rationale makes teacher education development more scientific than complete reliance on the traditional procedure which emphasizes making decisions by a few persons at the top of the educational echelon.

Among the significant problems which have been found related to teacher education development in Jordan are the following: illiteracy, unemployment, low standard of living, economic development, and the rapid increase of population. Research findings have been reviewed in learning areas of reinforcement, generalization, discrimination, transfer of learning, concept formation and motivation. Recommendations have been outlined when necessary.

The educational system in Jordan, including teacher education, has been discussed in detail. This examination of teacher education has yielded the following

recommendations:

1. The educational process including teacher education, is an integral part of the whole developmental process.

Better integration of education with the major needs of economic growth and social development is needed in Jordan. The educational process coincides with, supplements and complements other social and economic activities. The separation of the educational process from those activities delays the progress and prosperity of the country, because it creates dichotomy and overlapping in many fields, which, in turn, may restrict innovations and creations. A broad revision of the pattern of student enrollment and of the curriculum is required to better integrate education with the major economic and social needs. Better integration requires deeper analysis of prospective manpower on national and various subregional labor markets, especially in the agricultural and rural sectors.

2. There is an urgent need for professionalized teacher education in Jordan.

Two years of preparation after the completion of high school (secondary) or junior high (intermediate) are not sufficient for preparing and training teachers. Four years of professional training after high school should be required. Supervising teachers, resident coordinators, consultants and university faculty should be systematically and carefully screened for working in the training centers.

Systematic procedures should be used for selecting candidates for the purpose of preparing them as prospective teachers.

Special research is needed in relation to the nature of the content and methods of courses required. The writer recommends that such research should be done by the various committees proposed in chapter five for developing a program of teacher education in Jordan.

The writer also proposes that the Jordanian University in Amman, together with two other existing centers be chosen as training centers. Location in respect to transportation facilities and service to a maximum number of residents should be kept in mind in selecting the centers. The writer suggests the location of the following centers: (a) one center to serve the Western Bank, to be located at Jerusalem; (b) two centers to serve the Eastern Bank, one to be located at the Jordanian University in Amman, the other center to be located in Irbid.

An internship program should be set up in the centers. Other centers could be added according to need and necessity. The process of selecting centers is facilitated by the fact that the educational system is centralized and there is no fear that the alliance between the centers and the University will be broken. The writer recommends that representatives from the University, the centers and residents of various geographical areas should participate in the selection process.

3. Parent-teacher-student relationships should

be encouraged by teacher education in Jordan.

Education should not be controlled or monopolized by a few people at the top of the echelon. Jordanians should be involved in the educational process. The more the involvement of people in education the more and stronger the parent-teacher-student relationships. In addition, Jordan depends on other countries for assistance in financing its projects. Regional and international cooperation should be strengthened and facilitated.

4. Jordan needs a teacher education program which can meet the challenges of changes occurring all over the world, such as those dealing with the increase of population, technological advances and social and cultural changes.

The storage of knowledge and choosing and using what the country needs most should be the job of specialists in various fields. Experts from the committees mentioned in developing the plan in chapter five should be used to help in storing, choosing and using needed knowledge.

5. Research is urgently needed in Jordan to produce new knowledge which will help in furnishing answers to the educational and other related problems.

The main center of research should be located in the Jordanian University at Amman. Experts and specialists furnished by UNESCO and other regional and international agencies should participate in planning and developing the

research process in various fields. Research work should be expanded according to the availability of needed resources, while the available local, regional and international resources are used effectively.

6. Due to limited resources in Jordan, it is recommended that the existing facilities in the Jordanian University and other educational, social and economical centers in the country be utilized.

The Jordanian University should assume the role of a multi-purpose center: provide a center for training teachers; provide a center for research with the help of experts and specialists provided by UNESCO and other agencies, and serve as a link between the various centers. Centers for training teachers should be provided by existing colleges. Expanding and increasing the number of such centers will depend upon the results obtained at the end of the demonstration period of four years.

7. An evaluation program should be developed to improve teacher education in Jordan.

Viewing evaluation as almost synonymous with testing, and emphasizing the achievement in the final test or on a national examination only, is not sufficient to know either the weaknesses or strengths of the program content, in addition to predicting the progress in the candidate's achievement.

Using the criteria developed in the fourth chapter for

examining the evaluation program in Jordan the following conclusions were reached: (a) The evaluation program is not consistent with stated objectives. It is not sufficient to write objectives and emphasize them on paper only.

Implementing such objectives by a variety of means is of paramount importance. (b) The evaluation program fails to take into consideration the continuous growth or lack of growth of the student during the total learning process.

The evaluation program in Jordan emphasizes mainly achievement made on a national examination such as the Jordanian Matriculation Examination and the Teachers Examination.

Creating one or more consultant positions in each proposed center to furnish candidates with guidance and continuing individualized supervision is also recommended. Supervisors might be selected from the most able teachers in the Ministry of Education at no additional expense for salaries and other necessary expenditures.

8. Teacher education should be more balanced and selectively expanded.

The aim should be to bring the different levels and the different programs, such as preparing teachers for technical and general education, into better balance with each other in relation to the needs of the country.

9. Teacher education outside the classroom should be strengthened.

Jordan suffers from a dichotomy between formal education and all other organized forms of training and education,

many of which are just as important to national development as those which go on inside the schools and universities. Activities of this type, such as field trips and visiting other teacher training centers in neighboring countries, should be carefully selected, planned and developed to give a quick, relatively inexpensive boost to teacher education and preparation.

10. Educational planning must be concerned with much more than making statistical projections and promoting a larger version of teacher education as it now exists in Jordan.

Good educational planning requires systematic research, collection of reliable data and a program of evaluation to measure the level of progress when implementing new plans.

Developing a plan of teacher education is a continuous process. The author hopes that this study will encourage others to initiate and implement other studies which will lead to further explorations and developments for enriching teacher education in Jordan.

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