PROBLEMS OF ELEMENTARY EDUCATION IN JORDAN

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ABSTRACT

Jordan is now confronted with a big number of problems in the political, economic, social, and health fields.

The internal problems of national security, the rise of a popular government, and national unity; and the external problems of relations with Great Britain and the movement for Arab unity are still pressing.

Stability in the economic balance can only be achieved if the importance of improved methods of farming, afforestation, raising livestock, irrigation schemes, fair distribution of lands, and light industrialization is realized.

The impact of Western civilization, the status of women and children, tribal life, life in villages and towns, and social hierarchy constitute serious social problems.

The prevalence of a big number of diseases because of poverty, malnutrition, and bad housing; lack of health conditions, the high ratio of child mortality, and the spread of unhealthy habits require immediate prophylactic measures.

Despite its rapid expansion in the last six years, the system of education in Jordan has failed to cope with these problems. The aims of education as stated by the Ministry of Education, the instructions concerning the values and methods of

teaching hygiene, drawing, and manual training, and the syllabi of history and geography are all well-conceived. Nevertheless, some serious weaknesses are still plagiuing plugging the system, as traces of the "faculty psychology," ineffectiveness of the course on "manual training", departmentalization of the course of studies, and above all, verbalism, which is the major problem, have to be seriously dealt with.

Excessive verbalism has left its deep imprint on all the constituents of the educative process. The syllabi of Arabic grammar and recitation, religion, geography, and agriculture are overcrowded. The course on civics is calculated to instill civic responsibility in the children, and the logical order is to some extent recognized in the organization of the curriculum which is made uniform all through the country. The lecture method is extensively used in all school subjects, and the project method is rarely heard of. The importance of audio-visual aids in teaching is not fully appreciated. Instruction is dull and mechanical as it has failed to arouse genuine interest in the learner. Discipline is not coincident to interesting instruction as it should, but imposed from above. Play and work are regarded as antithetical, not as overlapping, and the importance of play, especially in developing the super-ego of the child is not fully realized. Inspectors of education are concerned with the material covered by the teacher, not with the change effected in the behaviour of the children. Their role as guides to the teachers is not realized. Quantitative measurement of the learner's

information must give way to qualitative evaluation in terms of the changes that have affected his behaviour. The daily program, mechanical and rigid as it is, should be substituted by a flexible program where related subjects are scheduled as a group and adequate time is given to children to solve the problems that rise from ongoing experience. Both the teaching staff and the lay public are not aware of the entwined relationship of the school to the community, and consequently a deep gap at present separates them. Culture and abundant information are synonymous in Jordan; culture should be measured in terms of the degree of growth in one's total pattern of personality.

Verbalism is therefore a serious disease which should be stubbornly combated. A progressive philosophy of education based on the new biological, psychological, and sociological findings should be substituted in order to put into substance the aims of elementary education, viz., inculcating in the children sound spiritual values, instilling patriotic feelings, developing critical thinking, providing some vocational preparation, improving physical well-being, and spending profitably leisure.

Teaching of religion should embrace two aspects, character upbuilding and mastery of religious material. The first aspect is attained by practical orientation and example. Texts and Hadith should be relevant to the learner's needs. Teachers of religion should not isolate themselves from life, especially as Islam does not neglect life in this world. The relation of

religion to such subjects as hygiene, sociology, and athletics, and the activities of charity institutions should be brought to the form of discussion.

Habit formation is the essence of both socialization and character. Group spirit and community of aims, beliefs, and aspirations can be effectively produced through association in common pursuits that have meaning to participants. The development of broad units of work and the use of the project method, the problem method, and the "socialized recitation" method help promote social growth. The child should feel secure and his individuality should be respected. He should participate in laying down standards of conduct; and living up to them is facilitated by the graceful and courteous behaviour of the teacher. The child's contact with the classroom should be extended to the whole school and to the community. Adult education helps a lot in the socialization of the child.

Some vocational instruction must be provided, as it helps training the hand and the eye of the learner, and developing in him a sense of cooperation, punctuality, perseverence, honesty, and a belief in the dignity of work. It also helps reveal the child's interests and aptitudes. Rural schools should be provided with gardens, and modern methods of agriculture should be utilized. Central rural schools should be provided with dairying industries, incubators, sheep, poultry, and rabbits. Urban schools should provide a detailed course in manual work, including carpentry,

smithing, book binding, wire, and cane work. A course in domestic science should be given in girls' schools.

The two basic ingredients of sound nationalism are strength of character and dominance of the intellect which are cultivated through a progressive philosophy of education.

Sports and athletics are practised in almost all the schools of Jordan. The scouting movement is beginning to assume much importance; but a healthy athletic spirit, however, has not yet been adequately developed.

The school should encourage such leisure time activities as promote corporate life, viz., societies, clubs, sports, dramatization, charity act, etc,. These activities are provided for in the schools of Jordan, but on a minor scale. Good habits of reading and aesthetic perception should be cultivated.

Beside the need for the implementation of a new progressive philosophy of education, some specific problems require immediate consideration. These are the problems of teacher preparation and status, unequal distribution of educational facilities, congestion in schools, elimination of pupils in the elementary cycle, centralization, education of refugee children, bedouin education, the wise unification of the systems of education in the two banks, and coordination of educational policy.

The rapid expansion in educational facilities has created the problem of teacher preparation. It is met in Jordan partly by the three teacher preparation colleges and partly by inservice training which includes short courses in education, the Teachers' Lower Certificate, visits by inspectors and head teachers, and sporadic conferences. This is not enough. The need for a rural teacher preparation college for women is urgent, and the number of the teacher colleges should be increased. Entrance examinations, workshops, study groups, regular conferences, extension courses, summer work experience, independent study, participation in administration, community contacts, and effective supervisory efforts should be provided for as supplementary aids.

Teachers in Jordan do not enjoy high prestige, mostly because their material status is low. A national syndicate of teachers, which is in the way of formation at present, teacher-parent associations, moral encouragement by the government, increased salaries, special and general promotions, appointment in one's native locality, providing living facilities in isolated places, and adequate pensions help raising the teacher's moral and material status. A special committee is working now in Jordan on most of these measures.

There was a noticeable discrepancy in the distribution of educational facilities among the various districts of Jordan and among boys' and girls' schools. This discrepancy is being now gradually eliminated.

Congested as the schools are, the cultivation of individual differences, character development, and the promotion of critical thinking are well-nigh impossible. The financial handicap can be overcome by installing an effective system of decentralization, by checking the rapid expansion of secondary schools and by the wise use of available funds.

The fact that no compulsory education law is enforced, the remoteness of the course of studies from the interests, needs, and capacities of pupils, and the economic need of parents explain the heavy drop-out and elimination of pupils.

Sheer centralization is dominant in the organization of the Ministry of Education, in curriculum construction, and prescription of textbooks. The role of the local education authorities, especially in the East Bank, is limited.

A select number of teachers, not representing all the schools of Jordan, have some say in drawing up the curricula of studies. It is true that the staff of each school cannot assume this responsibility, but still, some intermediate measures should be taken, such as regional meetings in which specialist and district inspectors of education listen to and discuss the viewpoints of the teaching staff. A definite number of teachers representing different areas are then elected to attend the meetings at a technical committee where expert advice can be obtained, and where the general outlines of the curricula are drawn.

Teachers are compelled, if they choose to use a textbook, to use the textbook prescribed by the Ministry of Education. Qualified teachers should be accorded wide discretion in the selection of textbooks. Teachers also complain that the inspectors of education have made of writing textbooks a monopoly. All teachers and talented people should be set on a par with inspectors; the real worth of the book should count.

The importance of local education authorities in expanding educational facilities and developing a sense of responsibility and self-government in the people can hardly be exaggerated. There is at present a deep gap between the systems of local education authorities in the two banks, calculated to be bridged by the Draft Law of Education, 1953.

A campaign of fundamental education for refugee children and adults should be launched, both in public schools and refugee camps. Special attention should be given to the cultivation of their spiritual values. More auxiliary services should be provided, and vocational education should be given an important place in the curriculum.

Bedouin education is controlled by the Ministry of Defense, mainly for security purposes. Combating illiteracy ranks next. The main objective of bedouin education should be social reconstruction which must rest on the development of the natural resources of the country.

Bedouin education should start from the daily life of the bedouin; the teaching staff should be tribesmen. A teacher preparation center should be established where the basic elements of agriculture and hygiene, reading, writing, arithmetic, and social sciences are taught both directly and indirectly. Corporate life should be given utmost care.

Bedouin education will perhaps be handled better if the Ministry of Education replaces the Ministry of Defense in controlling it. The same may hold true of the two agricultural schools controlled by the Ministry of Agriculture. The Ministry of Education should absorb the best tents of the two systems of education that had prevailed in Palestine and Transjordan before 1948.

PREFACE

The turbulent flux through which Jordan is now passing in all aspects of life, political, social, and economic necessitate a thorough review of its system of education, because we believe that education can and should play an important part in achieving stability in our lives.

The strong conviction of the writer that any intelligent approach to the system of education with a view to bringing about significant improvements on it must start from elementary education induced him to choose as the subject of his thesis, "Problems of Elementary Education in Jordan".

The writer is well aware of the vastness and complication of his subject; he had therefore to restrict himself to elementary education in public schools, without going into great depth. He touched, however, upon refugee education and bedouin education because of their urgent importance.

His six-year experience in teaching in Palestine and Jordan (1945-1951) during which he taught in both elementary and secondary grades, and his intimacy with a large number of teachers rendered him considerable help in discerning the discrepancies between the system of education in Jordan and the philosophy of progressive education.

The method used in this investigation is mainly historical,

i.e., critical comparison of the various sources of data and information, analysis and evaluation of problems and conditions. The modern theories of progressive education were established as criteria in passing judgement on the various aspects of elementary education in Jordan and recommending some solutions. The questionnaire method, supplemented with personal interviews and conducting some classes proved a success in bringing to light the viewpoint of the teaching staff on some urgent questions. Personal interviews with the Under-Secretaries of State for the Ministries of Education and Defense, with the chief probation officer in the Ministry of Social Affairs, and with senior officers in other Ministries helped the writer considerably in visualizing the multifarious problems and difficulties under which Jordan is groaning.

Chapters I to V give an analysis of the present conditions in the country, viz., its physical features, a historical sketch, and its political, economic, social, and health problems.

Chapter VI discusses the background and development of education in Jordan. Chapter VII to IX describe the present status of public elementary education, i.e., the present organization and administration, financing, expansion, curricula, and teacher preparation.

Chapters X to XII discuss the problems of elementary education in Jordan, and Chapter XIII is the summary.

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CHAPTER I

THE COUNTRY AND THE PEOPLE

Jordan comprises Transjordan and that part of Palestine which was annexed to it on January 9, 1950.

Jordan is bounded on the north by Syria, on the east by Iraq and Saudi Arabia, on the south by Saudi Arabia, and on the west by Israel. The area thus enclosed is about 95,500 square kilometers.

Configuration:

In its land features, Jordan can be divided into five parts. From west to east, they are: the mountains of Palestine, the Jordan Valley, the mountains of Ajloun, Karak and Shara, the high plateau, and the desert.

The Palestinian mountains comprise the mountain ranges of Nablus and Hebron which are interspersed by some fertile plains. The Jordan Valley is fertile and enjoys great economic possibilities. It is irrigated in part by the Jordan river which starts from the southern mountains of Lebanon and Syria and runs southward in a deep valley until it enters the Dead

Sea which is 1286 feet below sea level. (1) The plateau ranges in height between 500-1500 meters; it is 380 kilometers long, and 150-380 kilometers wide. (2) The desert is a wide expanse of poor land lying to the east of the Hijaz Railway. There are a few oases such as the Azraq and the Jafr.

Rivers:

The main rivers of Jordan are the Jordan river, the Yarmouk, the Zarka, and the Moujab.

The Jordan river springs from Syria and Lebanon, where the Dan, Banias, and Hasbani tributaries supply it with water, and ultimately pours in the Dead Sea, thus covering a distance of 252 kilometers. Its importance for irrigation will greatly increase if the projects designed for this purpose are put into effect. Contrariwise, its importance will decrease if Israel succeeds in changing its course.

Climate:

The Mediterranean climate prevails largely in the western parts of Jordan, while the desert climate prevails in the eastern parts. Consequently, the temperature is not uniform in all parts of the country, and so is the rainfall as is shown below:

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(1) Kurdi, A., The Jordan Valley, p. 6, Al-Mutawakkel, Cairo, 1949 (Arabic).
(2) Ibid., p. 6.

Table 1.

AVERAGE TEMPERATURE AND RAINFALL FOR 1928-1935 (3)

	Av. Rainfall mm.	Av. Temperature January	Av. Temperature August
Jerusalem	416.8	8.7 degrees C	24.8 degrees C.
Jordan Valley (Jericho)	106.6	14.3 " C.	31.4 " C
Amman	502	8.6 " C	26.3 " C (4)

Rainfall occurs in December, January, February, and March.

Population:

A census of the population was conducted in 1951 by the Department of Statistics, and it was found out that the total number of the people, together with the refugees, was 1,371,654. The distribution, according to liwas, is shown below: (5)

Nablus Liwa	: 197,931
Jerusalem Liwa	: 148,316
Hebron Liwa	: 064,427
Ajloun Liwa	: 195,905
Balqa Liwa	: 217,998
Karak Liwa	: 092,281
Total	: 916,858
Refugees	: 454,796
Grand Total	:1,371,654

(3) Himadeh, S., Economic Organization of Palestine, p. 47, Beirut, The American Press, 1938.
(4) Ministry of Economics, Jordan, Annual Statistical Yearbook of 1952, pp. 96, 97.
(5) Ministry of Economics, Jordan, Annual Statistical Report of 1951, Amman, p. 4. (in Arabic).

The total estimated population in 1952 was 1,330,021 in number. (6) The difference between the estimates of the two years 1951 and 1952, which amounts to 41,633, is largely due to emigration from Jordan. The density of population in 1952 was 14.4 per square kilometer.

This population, with the exception of bedouins, is distributed over 27 towns and 739 villages, and but for some insignificant minorities, they are all Arabs. The Shishan who came to Transjordan in 1864, the Sharkas who came immediately after the Russian-Turkish War of 1877-78, the Armenians, and the Turkmans, constitute the minority groups. In 1944, the Shishan numbered 1,000 approximately; the Sharkas, 1,700. (7)

No statistics concerning the Armenians and the Turkmans are available. As to religious distribution, the writer has made a rough estimation:

Moslems : 94%

Christians: 6%

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(6) Ministry of Economics, Jordan, Annual Statistical Report of 1952, Amman, p. 1. (in Arabic).

(7) Khammash, I., A Study of the Economic Situation in Jordan, (Thesis)- p. 8, 1953. (in Arabic).

HISTORICAL SKETCH

Jordan Under the Turks:

The Turks in 1516 conquered Syria and so Palestine and Transjordan became parts of the Ottoman empire. The people of the country were looked upon by their sovereigns as milk-cows, and nothing more. (8) They decreased in number, and by the end of the eighteenth century, the whole population of Syria, including the 200,000 people of Palestine, hardly exceeded 1½ million in number. (9)

In 1831, Syria was over-run by the hosts of Ibrahim Pasha, but on November 22, 1840, the European Powers compelled his father, Muhammad Ali Pasha, to evacuate Syria which returned to the Turks.

The Egyptian invasion of Syria, however, left behind it in Transjordan a chaotic state of affairs. Tribal warfare was so disastrous that the settled population appealed to the Wali in Damascus for protection. An expedition was immediately despatched which succeeded in curbing the bedouins and restoring peace in many places.

A reorganization of the civil administration followed. A Mutasarrif was stationed at Karak in 1892, and he was directly responsible to the Wali of Damascus. His jurisdiction extended in 1905 to Balqa and Ajloun districts which had been under the

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(8) Hitti, Philip, & others, History of the Arabs, III, p. 855, Beirut, Al Kashshaf Press, 1951
(9) Ibid., p. 856.

Mutasarrifs of Nablus and Hauran respectively. (10)

The Sanjak of Jerusalem which included the districts of Jaffa, Hebron, Jerusalem, Gaza, and Beer Sheba, became directly responsible to Istanbul in 1871; (11) the other parts of Palestine were responsible to the Wali at Beirut.

Jordan after the World War I.

Amir Faisal at the head of his Arab troops and the British forces under Lawrence entered Aqaba on July 6, 1916, after some resistance. They could not, however, completely subjugate Transjordan before Turkey was brought to its knees by the Allies in 1918.

On November 3, 1918, Faisal entered Damascus and established an Arab government whose jurisdiction extended over the whole area of Syria. Consequently, Transjordan became a part of the Arab government; it was governed by a Mutasarrif, established at Al-Salt.

This political status of Transjordan did not last long. No sooner had Faisal been declared king over Syria than France asked Great Britain to execute the provisions of the Sykes-Picot Agreement of June 16, 1916. On July 25, 1920, the Government of Faisal was overthrown by the French, and Transjordan was left without any sort of administration. (12) The High Commissioner of Palestine arrived at Al-Salt in August 1920 and declared to a gathering of notables that the British

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(10) Toukan, B., A Short History of Transjordan, p. 42, London, 1945.
(11) Arif, A., The History of Jerusalem, p. 118, Cairo, Dar al-Ma'arif, 1951. (Arabic).
(12) Toukan, B., op. cit., p. 44.

Government favoured the establishment of local self-governments, assisted by British advisers.

On March 2, 1921, Amir Abdullah arrived in Amman at the head of an Arab force, seemingly to avenge the overthrow of his brother, Amir Faisal. He was convinced, however, by Mr. W. Churchill in Jerusalem to establish a national government in Transjordan. His government had to seek guidance from the High Commissioner of Palestine through a British Minister at Amman.

On February 25, 1928, a treaty was concluded between Transjordan and Great Britain in which the latter recognized the independence of Transjordan provided that Great Britain retained its control over the foreign affairs. An organic law was enacted in that same year, and it was modified in 1935, 1939, 1940, and 1946. The treaty of 1928 was modified in 1946 and 1948. (13)

Palestine, unlike Transjordan, was not incorporated in the Arab government of King Faisal. The High Council of the Allied Forces sanctioned the mandate of Great Britain over Palestine and entrusted the latter with the fulfillment of the Balfour Declaration of November 2, 1917. The League of Nations, also, sanctioned the British Mandate on July 24, 1922.

Armed disturbances between the Arabs and the Jews in Palestine followed immediately upon the announcement of the Balfour Declaration in 1920 by the High Commissioner. They

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(13) Ibrahim, H., History of Jordan in the Last Thirty Years, p. 93, 1951. (Thesis - in Arabic).

resumed on a larger scale in 1929, 1936, and 1939.

In January 1939, a conference was held in London in which Arab and Zionist representatives discussed the problem of Palestine with British representatives, each party separately. Following that, the British Government issued a White Paper in May, 1939, which recognized the rights of the Arabs in Palestine and pointed out the necessity of bringing Zionist immigration to Palestine to a standstill. (14)

In 1944, and for the three consecutive years, the Zionist terrorists declared a ruthless war against the British Administration in Palestine; the British Government, consequently, rescinded the White Paper. An Anglo-American committee was sent to Palestine for investigation, and, in April 1946, it recommended that no restrictions should be placed upon Zionist immigration to Palestine. The British Government submitted to both the Arabs and Zionists the Morrison Plan, hoping that it would win their approval, but it was rejected by both parties. The whole question of Palestine was then referred by the British Government to the United Nations Organization which, on Nov.29, 1947, decided on the partition of Palestine.(15)

The Arab armies entered Palestine on May 15, 1948, and the curtain was closed on the loss of Palestine to the Zionists except a small portion of Gaza district and what is called now the Western Bank.

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(14) Ibrahim, H., op. cit., p. 97.
(15) Lenczowski, G., The Middle East in World Affairs, pp.305-307, New York, Cornell University Press, 1952.

King Abdullah annexed the Arab part of Palestine on December 1, 1948. His unification decisions were sanctioned by Jordan's new bicameral parliament on April 24, 1950. (16)

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(16) op. cit., p. 307.

CHAPTER II

POLITICAL PROBLEMS

The political problems, internal and external, which now stare Jordan in the face threaten to throw out of gear its political machinery and ultimately to stifle it.

The main internal problems of Jordan are national security, the rise of a popular representative government, and national unity; the external problems are the relations with Great Britain and the movement for Arab unity. The place of education in Jordan should assume an increasingly important role in giving wise guidance to the ship of the state before it comes to grief.

Internal Problems

1. National Security

On April 3, 1949, the Rhodes Treaty was concluded in which Jordan consented to cede a Palestinian territory, approximately 500,000 dunums with a population of 60,000 Arabs to Israel, in addition to the Arab territories which had already been occupied by Jewish troops. (1) This unwise Settle-

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(1) Ibrahim, H., op. cit., p. 106.

ment led to an increasing tension between Jordan and Israel along the 600 kilometer frontier line which separates them.(2)

Israel is now a rallying-point for Zionists from all parts of the world; and since its area is too small to afford employment to and hold in check the swelling numbers of immigrants, it is bound to seek expansion at the expense of the Arab countries in general and Jordan in particular. The conquest of the Western Bank of Jordan is the first military ambition of Israel.

In addition to territorial expansion, Israel is seeking an economic monopoly of the Arab World that would follow upon a peace settlement in this area, and which is now handicapped by an Arab economic blockade. An economic monopoly will certainly pave the way to and expedite political sovereignty.

2. National Unity

Having made a survey of the political development of Jordan history, we now turn to the problems that have accompanied it. These are: harmonious amalgamation of the two parts of Jordan and tribal organization.

The Two Parts of Jordan:

The Palestinians agreed to have their territory annexed to Jordan mainly because they cherished great hope to recover some parts of Palestine on the one hand, and because they felt

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(2) Al-Hayat (paper), no. 2447.

defenseless on the other hand. The Rhodes Treaty, however, created such bitter disappointment and tantalizing agony in the Western Bank that a wide gap between the two parts of Jordan began to yawn, and the assassination of King Abdullah marked its zenith.

Notwithstanding the fact that high feelings between the two parts of the country have subsided, still each part is considered by its people as a separate entity. This feeling is detrimental to the development of national solidarity. Education can help achieve such solidarity.

Tribal Organization:

Tribal spirit is still prevailing in large parts of Jordan with different degrees of emphasis. This phenomenon can be explained by the development of the political history of the country. The tribesman is a slave to certain hereditary practices and traditions; he owes allegiance to his tribe and looks to his chieftain for leadership and guidance. Tribal quarrels are settled by the long-age tribal traditions. Nomadic life is preferred to a settled agricultural life. The broadening of the political and social horizon, so that allegiance to his tribe is replaced by allegiance to the State is one of the urgent functions of education.

Democratic Life and Form of Government

Jordan is a constitutional monarchy with a parliamentary system, but for some important reasons it is far from being a true democratic country.

In the first place, the government is not formed by the leader of the majority party in Parliament. The Prime Minister is designated by the King; the cabinet members owe allegiance to the person of the Prime Minister and not to a well-organized party with a definite platform. It was on July 6, that the only two political parties in Jordan were licensed. (3)

In the second place, individuals who dare to criticize the present regime of Jordan or try to point out the dangers that accompany a state of subordination to Great Britain are looked upon as undesirable. But it must be emphasized here that public opinion is gaining so much weight in Jordan that the policy of the Government is sometimes guided, if not directed, by it. If public opinion is kept sufficiently enlightened and unwavering, there will certainly be great progress.

Education can and should help people see the worth of organizing in political parties which have definite and progressive platforms. Under such circumstances the sheer weight of public opinion will guarantee justice to all.

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(3) Al-Hayat, op. cit., no. 2507.

Relations with Great Britain

All free peoples aspire to have a dignified form of self-government; so do the people of Jordan.

Jordan was placed in a subordinate position to Great Britain all through the treaties of February 25, 1928, March 22, 1946, and March 15, 1948. Item 1 of the 1948 Treaty stipulated that the two countries should frankly discuss all matters that relate to foreign affairs which may affect their interests. (3) Item 5 of the same treaty stipulates that when one of the two parties is attacked, the other party must render military help provided that such help does not trespass on their obligations to the United Nations. British armed forces are allowed to encamp in Jordan. (4)

The 1948 Treaty "differed from the preceding one in that it reduced Britain's military prerogatives in the emirate. Nevertheless, Britain retained the right to possess two air bases in Transjordan." (5) Moreover, a Joint Defense Board was set up to deal with Transjordan's external security.

The role of education is to make people understand that they cannot stand on their feet unless they develop

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(4) Ibrahim, H., op. cit., p. 93.
(5) Lenczowski, G., op. cit., p. 306.

their economic resources or unite with an Arab country in order to dispense with the British financial aid.

MOVEMENT TOWARD ARAB UNITY

The Palestinians have always been aware of the need for a political Arab unity; this awaremess has perhaps never been so crystalized as after the Palestine tragedy. The majority of Jordanians believe that Jordan should welcome the Iraqi cry for unity, since the safety of the country and the ultimate hope of recovering Palestine depend upon this unity, which might in the near future embrace more Arab countries.

Education should help all sections of the people to see the importance of unity; people must realize that it is not sufficient to express approval, but they must work hard for it.

CHAPTER III

ECONOMIC PROBLEMS

Jordan has been suffering from a precarious economic situation ever since its appearance as a separate state on March 2, 1921, and consequently the expansion of its educational system has been seriously retarded. Jordan, however, has ample opportunities for economic development if its land and mineral resources are exploited in a scientific way. This can be achieved by a well-prepared system of education that aims at both increasing the needs of individuals and simultaneously providing means for meeting them.(1)

Agriculture

Plantations:

The economic life of Jordan depends mainly on agriculture. It is estimated that 70% of the national income of Jordan accrues from agriculture, and that 80% of the population, with the exception of refugees, depend on agriculture in their livelihood.(2) Cereal growing constitutes the main item in

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(1) Kourani, H., Panel on Economic Problems, May 17, 1954.
(2) These figures almost apply to all Arab countries.

Jordan agriculture in spite of the fact that it does not utilize more than 10% of the whole cultivable area.(3)

The total estimated cultivated area in the whole Kingdom is 7.0 million dunums out of which only 0.3 million dunums are irrigated. The total cultivable area is estimated at 12.0 million dunums of which 80% receives less than 500 mm of annual rainfall and 40% less than 300 mm.(4)

Next to cereals in importance are olive trees, fruit trees, vegetables and tobacco.

Notwithstanding the fact that agriculture is the main economic asset in Jordan, it has not yet achieved a stable economic balance. The role of education in this connection is not difficult to see. The importance of the utilization of improved methods of farming, the importance of offorestation, raising livestock and irrigation schemes should be brought to the attention of the pupils.

Improving the Methods of Farming:

By far the methods of farming prevailing in Jordan are still primitive. The wooden plow with an iron tip is largely used; it scarcely scratches the ground to a depth of three inches. Modern methods of farming are used on a limited scale because of ignorance in some parts of the country and

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(3) A general estimate.
(4) Preliminary Draft, Appendix 2, subsection 2 of GA Report, p. 1, April 2, 1954

the financial stress in the other parts.

Afforestation:

One of the great agricultural problems facing Jordan now is that of afforestation. Wide and extensive expanses of land that are available for afforestation are barren. Out of 3,350,636 dunums suitable for afforestation, only 275,364 dunums are planted with forest trees.(5) The importance of afforestation is not difficult to discuss: it helps to check soil erosion and keep much of the water in the soil. It does not only provide the country with the needed wood, but it helps temper the intensive heat that prevails in some parts of Jordan. Last, but not least, afforestation provides the country with beautiful scenery.

The Raising of Livestock:

The Ministry of Agriculture is now envisaging a plan to encourage the raising of livestock in Jordan, especially as Iraq has recently placed some severe restrictions on the exportation of livestock to Jordan.(6)

The raising of livestock on the farms and the improvement of its quality should be encouraged. Dairying industries could then be established to meet the needs of the people; they could even form an important item in the national income

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(5) Ministry of Economy, Jordan, Annual Statistical Report of 1951, pp. 80-83.
(6) See appendix I, p. 210.

of the country. Farmers should be helped by the competent authorities to adopt healthy ways in tending and feeding the animals.

Land Tenure:

The unfair system of land tenure in Jordan is both an economic and social problem. We find in some districts that a few persons are in possession of extensive stretches of land where thousands of people laboriously work to get a bare living. Under such conditions the farmer does not develop great interest in his work as his spirit is bound to be low; he does not develop that sense of self-independence and self-dignity which independent farmers do.

Irrigation:

It has been stated that only 0,3 million dunums out of a cultivated area of 7.0 million dunums are classed as irrigated in one way or another. The possibilities of irrigation in Jordan are great, ranging from the Yarmouk-Jordan plan to minor projects. The Jordan Development Board has prepared a Five Year Plan beginning in 1953/54; one of its items envisages the undertaking of a number of small scattered irrigation works. The area of land to benefit from these projects does not probably exceed 10,000 dunums.(7)

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(7) Preliminary Draft, op.cit., p. 3.

The Yarmouk-Jordan Plan

The Yarmouk-Jordan Plan was prepared by the T.V.A. conjointly with an American engineering corporation in 1953 with a view to extending its benefits to both Arabs and Izraelites. The main point in this plan is to make of Tiberias Lake a natural reservoir for the flooded waters of Jordan and Yarmouk so that they can be used for irrigation purposes and for the generation of electricity.

The Yarmouk-Jordan Plan, as described by Mr. T.R. Welling, Director of the U.S. Point IV office in Jordan, would irrigate approximately 435,000 dunums:(8)

"Assuming 25 dunums per family, this would provide," he said, "a livelihood for 17,400 families. Assuming a ratio of direct to indirect employment of 3 to 1, the 17,400 families would generate secondary employment for an additional 5,800 families. On this assumption, the entire project would support 23,200 families representing 116,000 individuals."(9)

The Arab engineers, however, have prepared a counter plan so that the Arab countries benefit more from it.

Commerce

Since Jordan is mainly an agricultural country, we

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(8) Ibid., p. 11.
(9) Ibid., p. 11.

find that its exports are largely of agricultural commodities: wheat, barley, hides, and wools. Exports of phosphate and magnesium are tending to increase. The following table helps to give a picture of the value of exports and imports of Jordan both before and after the Palestinian War:(10)

Table II

IMPORTS AND EXPORTS (1946-1952)

Year	Value of Imports (JD)	Value of Exports (JD)	Balance (JD)
1946	8,787,020	2,694,155	- 6,092,865
1950	10,807,265	4,758,286	- 6,048,979
1951	12,781,279	1,453,993	-11,327,286
1952	14,216,895	1,532,807	-12,684,088

INDUSTRY AND MINERALS

On the whole, Jordan is not rich in minerals. Iron does not exist in satisfactory quantities and coal does not exist at all. The salts of the Dead Sea, however, are very important. Potassium chloride, magnesium bromide, sodium chloride, ~~chloride,~~ and magnesium chloride exist in tremendous quantities. They give an annual revenue of $ 7,000,000 if they are exploited,

(10) Ministry of Economy, Jordan, Annual Statistical Report of 1952, p. 160.

it is estimated.(11)

In addition, there are rich phosphate deposits in Russeifa, El-Hasa, Ma'an, and Ras-el-Negeb; the Russeifa deposits alone have been exploited. The "Jordan Phosphate Mines Co.," registered in March 1953, has an authorized capital of JD one million. The annual phosphate production at present is about 25,000 tons, but it is hoped that it will ultimately jump to the figure 150,000 tons per years.(12)

Extensive deposits of manganese were discovered at Wadi Dana in southern Jordan. Its commercial quality is of questionable value because of a high percentage of copper. The "Jordan Manganese Mines Co.," was formed by the Government in 1953, with a capital of JD 150,000.(13)

Jordan industry is still unsatisfactorily developed. At present there is a cement plant which deserves a special word, olive-oil presses, one dairying plant, plants of alcoholic spirits, and cigarette plants; soap industry is thriving.

It is worthwhile to mention that the contributions paid by the government helped a lot in establishing most of the important industries of Jordan. The lack of a sense of mutual trust among the people and the lack of skilled labourers have stood in the way of a more efficient economic

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(11) Al-Difai Paper, no. 5610.
(12) Preliminary Draft, op.cit., p. 15.
(13) Ibid., p. 18.

development. Education should supply both elements if we aspire to have a stable economic position.

The Cement Plant

Up to the end of 1953, Jordan imported all its requirements of cement as is shown below:(14)

Table III

CEMENT REQUIREMENTS AND VALUE (1950-1953)

Year	Quantity (tons)	Value (JD)
1950	25,103	340,363
1951	39,423	498,393
1952	41,733	558,132
1953(first nine months)	34,514	425,400

In order to conserve foreign exchange, the Government established the "Jordan Cement Factories Ltd." with a capital of JD one million. The Government owns 49,500 shares out of 100,000. Production started on Feb. 27, 1954. The factory has a minimum production capacity of 50,000 tons and a maximum of 72,000 tons per annum. Fifty skilled and 200

(14) Ibid., p. 17.

unskilled labourers are employed.(15)

The Olive Oil Refinery

The Government established in Jan. 1953, the "Jordan Vegetable Oil Co." with a capital of JD 100,000. The Government paid JD 30,000. The factory, located in Nablus, is expected to start operating early in 1955, and it will be able to refine 20 tons of oil per day.(16) The factory will also produce vegetable fats and toilet soap for local consumption.

Fisheries

A coastal stretch of 4 k.m. along the northern end of Aqaba Gulf belongs to Jordan. Aqaba Port lies there.

As the fish in the gulf is of fine quality, a fishing industry can develop and thrive. There is at present the "Aqaba Fishing Co. Ltd.;" it owns one steam boat and six sail boats. In 1951, 25,845 kilograms of fish were obtained.(17) There is great hope that a fishing industry will develop if the port is linked with the interior with a good system of communications, if modern methods in fishing are used, and if facilities for drying and refrigerating fish are provided.

The Development Bank of Jordan

All productive enterprises, agricultural and industrial,

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(15) Ibid., p. 17.
(16) Ibid., p. 17.
(17) Ministry of Economy, Jordan, Annual Statistical Report of 1951, p. 78.

need long-term loans, and it was with a view to this need that the Development Bank of Jordan was established on June 8, 1951. Loans usually range from 5-10 years at a rate of 6%. The authorized capital is JD 500,000. The U.N.R.W.A. subscribed JD 400,000, the Government 50,000, and the public 50,000.(18)

The Five Year Economic Plan(19)

The Jordan Development Board has prepared a Five Year Plan beginning in 1953/54, and costing JD 15,200,000. The construction of highways and the improvement of railways in Jordan constitute the main item on the plan. Next in importance are the projects for the improvement of Jerusalem and Amman air-ports, the improvement of Aqaba Port, the village loan program and a number of irrigation projects.

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(18) Preliminary Draft, op.cit., p. 15.
(19) See Appendix I, p. 211.

CHAPTER IV

SOCIAL PROBLEMS

The Arab World to which Jordan is not an exception is passing through a turbulent flux of deep social change. The people on the whole are not satisfied with the traditional values which they had readily accepted. They are now questioning them. This state of dissatisfaction will certainly lead to serious situations unless education steps in to ease this social unrest. People must be helped to make a sound choice of values.

The impact of Western civilization on our society has had far-reaching results, both constructive and destructive in nature. Our system relating to the status of women and children, to tribal life and life in villages and towns, and to social hierarchy should be gradually and wisely modified if we aspire to make any marked progress.

The Impact of Western Civilization

The contact between Jordan and the West has recently been increasing at a rapid pace, mostly indirectly through movies and directly through personal contact. The old system of values which had been tenaciously held by Jordanians was

deeply shaken in many parts of the country. But the lack of a true philosophy of education which essentially stems from our own needs, and the rapid encroachment of Western civilization on our society and the consequent inability of the masses to cope successfully with it have all combined to make the impact of Western civilization demoralizing in general. Possession of beautiful cars when one's resources hardly allow it, living in physical luxury, regarding gambling, social dance, dates, and drinking as basic to civilization, and the misleading interpretation of opportunism as resourcefulness of mind and flexibility are the order of the day among considerable numbers of young men and women. This situation constitutes a grave danger which threatens to sap the very foundations of our society.

Education should have a twofold role regarding this situation. It should relentlessly fight this narrow interpretation of Western civilization and, simultaneously, throw light on its true elements. We are in sore need of such elements, the most important of which in the opinion of the writer are the scientific method of research and the continuous seeking by the individual to grow in all aspects of growth, morally, socially, intellectually as well as aesthetically.

Status of Women

There is a widespread belief in Jordan that women should hold a subordinate position to men. This conservative belief is due in part to a misinterpretation of a Kuranic verse which people understand to say, " We posed men as patrons of women." Consequently, women are still a burden on society; they are not self-independent. On the whole, they are inexperienced, ignorant, weak and superstitious.

The two sexes are sagregated except for the Christian community and a very small section of Moslem educated community. Where the veil still prevails, women are not seen talked to except by very close relatives.

A. The Veil: The veil is gradually losing ground in Jordan, even among conservative families. The new generations of girls have freed themselves from its bondage. The social intercourse of the people with foreigners and the spread of education among women are responsible for this development. Still, no contact between the two sexes is yet available; each sex has a world of its own.

The village women, however, are not veiled. They work side by side with men, but so far as social intercourse between the two sexes is concerned, it is very limited.

It is clear that so long as the veil continues, women

will find it difficult if not impossible to take an active part in the social and economic life of the country.

B. Marriage: The idea of worthy home-life is still dimly discerned by the majority of the people in Jordan: marriage to them signifies outward appearance and bringing forth children, and very little more. Together with this misconception of marriage, certain undesirable practices and traditions are still carried on with different degrees of emphasis.

In the first place, the dowry of marriage is still high; it often thwarts young men, since they often have to sell a piece of land or fall in debt in order to provide it.

In the second place, polygamy still exists. The fellah marries again when he can afford to do that; he finds relief in polygamy since his wives can render him considerable help on the field. In such cases home-life is sacrificed; the wife is even beaten by her husband when she does something wrong. The same holds true of the uneducated classes in towns.

In the third place, people are eager to have a big number of children even though their financial resources are very limited. This practice entails serious social as well as economic results. A continuous stream of new beings is

turned into the streets without receiving a minimum preparation for life; they become a burden on society, and the incidence of crime increases. Besides, the limited resources of the country are exposed to great pressure.

In the fourth place, priority in marriage is still given to the first cousin; this is especially true in villages. Girls are married at an early age (14-16), and they have nothing to say in the matter of choosing their husbands. These practices, however, are on the ~~main~~ ware in the urban districts of Jordan where education is more extensively spread and where the increasing demands of life necessitate a longer preparation.

In the fifthe place, the frequency of divorce shows that family life is far from being ideal, as shown below.

Table IV

DIVORCE CASES 1951/52(1)

Christians	Moslems	Literate	Illiterate	Total of divorce cases
11	3257	1010	2258	3268

(1) Ministry of Economy, Jordan, Annual Statistical Report of 1952, pp. 18-22.

The total of marriages in Jordan in 1952 was 18932.[2] The ratio of divorce was therefore 17%.

The story of the status of women in Jordan should not be considered as completely black. The enthusiasm which is displayed by people toward the education of their girls makes us believe that women will in the near future enjoy a far better status, if their education is oriented in the right direction. This new trend is evident from the table below:

Table V

GIRL STUDENTS IN FOREIGN COUNTRIES 1950/1951[3]

Syria	Lebanon	Egypt	America U.S.	Total
1	24	9	8	42

Children: It has been stated that parents in Jordan, especially the mothers, are ignorant. This is more true of rural areas. The conditions surrounding birth, are consequently not very clear. The bringing up of the child is characterized

(2) Ibid., pp. 16-17
(3) Ministry of Education, Jordan, Education in the Hashemite Kingdom, table VIII, Amman, 1952.

by ignorance and superstition. Children in villages and the poor quarters of towns are dirty looking and barefooted, and naturally enough, they pick a number of dirty habits, such as the use of profane language. In 1952, 2,300[4] cases of child delinquency were reported to the Ministry of Social Affairs in Jordan, mostly cases of theft. In 1954, 500 children were put under probation.[5] The over-crowdedness of some places has been a fertile soil for child delinquency.

Tribal Life:

Grazing is the main occupation of the bedouin; it is his life-blood. It is clear that grazing is an obstinate obstacle in the way of substituting settled life for nomadic life and thus improving the financial status of the bedouin.

The bedouin is emotionally attached to his black tent. In the Ma'an and Karak districts, the majority of the inhabitants still live in black tents. The tent is considered by the bedouin as a sanctuary for his own family and for any person that enters it for protection.

> "The bitterest enemy is safe if he can get into the tent or even catch hold of one of the ropes."[6]

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(4) Personal Interview with Mr. M.Bushnaq, Chief Probation Officer, Jordan.
(5) Ibid.
(6) Glubb, J.B. The Story of the Arab Legion, p. 135, London, Hodder and Stoughton, 1949.

Bedouins in Jordan have some excellent qualities which turn into assets if handled in the right way. They make an excellent military material if their sense of individualism is surmounted by a sense of group work. They have endurance, initiative, and self-reliance. They are hospitable and grateful.

The rules of hygiene, however, are not familiar to them. Wounds turn gangrenous, and the bedouin dies slowly of evil-smelling, hideous sores. "His wife coughs to death with consumption in the middle of the family in his tent."(7)

Leisure Time: Night gatherings are mostly appreciated by the bedouin where stories of bravery, hospitality, and past raids are narrated. Cups of bitter coffee are turned round the gathering.

> "In the glowing embers stand the brass coffee-pots, from which are poured again and again the little cups of bitter coffee. Every now and then a new bush is thrown on the fire, which flares up suddenly to a bright flame, illuminating the lean figures seated around and filling the air with a sharp aromatic fragrance."(8)

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(7) Ibid., p. 149
(8) Ibid., p. 78

Life in Towns and Villages

Except for some big towns in Jordan, the social life of the country is limited. The coffee house is a constant resort of the people, in which they spend their leisure time playing cards and dominos. Even villages have caught this infection. People do not return to their own houses except when it is time to eat or sleep; the wife as well as the children are consequently neglected.

It is the role of education to give people a better orientation for the spending of their leisure time in a more advantageous way.

Social Hierarchy

The conception of the masses of the social hierarchical system is perhaps one of the biggest social problems that confront us. This conception has two aspects:

In the first place, members of the old aristocratic families are on the whole held in rather high esteem by the people irrespective of their native endowments and personal achievements in the service of their country. It is perplexing to see the masses of the people in their own circles criticizing these old families and asserting their own dignity, and at the same time according them respect when they happen to meet.

In the second place, white-collared jobs are given more

dignity by the people than skilled labour; the high governmental official, the physician and the lawyer are held in high esteem at the expense of the other jobs. Contempt of any undertaking which involves manual work is a legacy of previous generations and constitutes a serious obstacle to production.

Such attitudes toward labour should be completely shaken; all jobs should be accorded high esteem. It is education that can create this new attitude in the people.

CHAPTER V

HEALTH PROBLEMS

The old Roman motto "Mens sana in corpore sano" holds true of all ages and peoples. No educational system can venture to neglect the health problems since they are so intimately connected with the lives of the people and their vitality. Health deterioration, besides, is detrimental to the development of a sound personality.

Prevalent Diseases:

It is fair to admit that the Ministry of Public Health is aware of the health problems of the country and is doing its best within its limited financial resources to provide prophylactic measures against the prevalent diseases. There is some relative amelioration in the health conditions of the Eastern Bank of Jordan; but in the Western Bank we find that the general impoverishment, malnutrition, and bad housing, especially among the refugees and the poor non-refugees, have militated against progress.

The table below shows the limited progress in health conditions which has been achieved in the Eastern Bank of

Jordan and the bad health conditions prevailing in the Western Bank.

Table VI[1]

PREVALENT DISEASES IN JORDAN (1949,1950)

Diseases	East Bank (1949)		West Bank (1950)			
	No. of Cases	No. of Deaths	No. of Cases	No. of Deaths	No. of Cases	No. of Deaths
Typhus	66	3	18	2		
Small Pox	194	29	19	Nil	115	7
Typhoid & Paratyphoid	273	3	321	12	445	41
Diphtheria	62	2	37	1	240	53
Meningitis	12	3	9	2		
Influenza	267	Nil	335	Nil		
Dysentery	822	2	1176	1	302	Nil
Relapsing Fever	36	Nil	4	Nil	65	Nil
Tuberculosis*	153	31	170	19	776	
Malaria	2613	3	2551	1	2934	7
Measles					1473	154
Mumps					175	Nil
Eye Diseases					86906	Nil
Bilharziasis	Almost all the people					

(1) Ministry of Public Health, Jordan, Report of 1950, pp. 12,28.
* T.B. is spreading among refugee children of 5-15, according to the report, p. 28.

Lack of Healthy Conditions

It has been intimated that good nutrition, healthy housing and mental quietude are basic to good health. These three essentials, however, are denied to large sections of the people of Jordan by the precarious economic and hazy political situations. Many people have to tighten their belts; some of them, whom the writer happens to know personally, sleep without supper because they cannot afford to have it. Sometimes the whole members of a family live in one room.

The refugees present a still darker picture. Living mostly in tents or unhygienic mud cottages which are swept away or damaged by rain floods and snow, they are exposed to the bitterness of cold in winter and the sultry sun in summer. Under such adverse physical conditions which are aggravated by malnutrition and mental disquietude, their health is bound to deteriorate. The following two tables show the rates of births, deaths, and child mortality in the two parts of Jordan:

Table VII

BIRTHS, DEATHS, AND CHILD MORTALITY (1945-1950)(2)

Year	West bank			East Bank		
	Av.births per thousand	Av.deaths per thousand	Av.child mortality per thousand	Av.births per thousand	Av.deaths per thousand	Av.child mortality per thousand
1945	-	-	-	36	14	120
1946	-	-	-	39	15	132
1947	-	-	-	38	15	133
1948	-	-	-	29	13	132
1949	29.2	12.3	51.98	33	13	112
1950	48.07	13.24	76	41.3	14.2	120

Unhealthy Habits, Practices and Ideas:

It is clear that the observation of the rudimentary rules of health such as tidiness and cleanliness and the necessity of isolating those members of the family who have caught a contagious disease will help a lot in reducing the high surge of diseases and infections.

The schools of Jordan have to some extent impressed on the new generations of young men and women the importance of healthy attitudes; but when the school graduates endeavour to raise the standard of living in their community in which they form a small minority, they find themselves in a struggle with

(2) Ibid., pp. 20, 8.

the old habits, ideas, and practices which had been deep-rooted in their people, and often they fall back unconsciously upon those old habits.

The inventory of the following unhealthy practices and habits which were enumerated by Dr. M. Akrawi[3] apply to Jordan as well:

1. Putting the hand in the mouth.
2. Biting the finger nails.
3. Cleaning and rubbing the eyes with one's hands.
4. Putting the fingers in the nose.
5. Cleaning the ears with the fingers.
6. Neglecting to take a bath regularly.
7. Keeping dirty clothes on, not changing them regularly.
8. Spitting on the ground even inside one's own house.
9. Neglecting to keep the mouth clean.
10. Discharging the nose on the ground even in the house or room.
11. Throwing house dirt and refuse on the streets.
12. Drinking polluted water from rivers, canals, pools or wells.
13. Using other people's spoons or towels.
14. Eating from a common plate.

This list is only suggestive; it is far from being exhaustive.

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(3) Akrawi, M., Curriculum Construction in the Public Primary Schools of Iraq, p. 101, New York, 1942.

The role of the school in ameliorating the health status of the students and the community is exceedingly important. It can achieve this worthy end by improving the nutrition and housing of the students, by instilling in them a sense of mental quietude, and by inculcating in them such healthy attitudes that they naturally discard the old unhealthy practices and habits. When the students develop a sense of leadership, they can contribute to the betterment of their community in all the walks of life.

CHAPTER VI

THE BACKGROUND AND DEVELOPMENT OF EDUCATION IN JORDAN

The two constituent parts of Jordan had seemingly the same background under the Ottoman regime and the British mandate. This was not true. Consequently, the development of education in the two parts followed different paths. The educational system of Palestine was partly adapted to the local needs of the country, but mostly borrowed from the Anglo-Saxon type, while the French influence dominated the educational system of Transjordan. A survey of the background and development of education in the two parts of Jordan will facilitate the understading and appraisal of the present educational system of the country.

Under the Ottoman Regime:(1)

The educational institutions in the Ottoman Empire and the Arab countries as well were all, until the beginning of the nineteenth century, religious institutions designed to give elementary religious education to children and advanced religious education to adults. The term "Kuttub" or "Mulla"

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(1) Husari, S., The Arabic Yearbook of Education I, pp. 3-14, Cairo, Lugnate al-Ka'lif, 1949 (Arabic)

referred to the elementary type. These religious institutions were adjuncts to mosques; the three R.'s were also taught. They were solely concerned with the transmission of information, and consequently the recitation method prevailed.

At the beginning of the 19th century, military schools were established in the different parts of the Empire. Schools for the training of the civil servants soon followed, and the last but not least, public schools for civil education came to the forefront. Public schools were of three categories: the elementary, the Rushdi, and the preparatory. The educational system thus created consisted of ten years schooling before entering the high military or civil institutions, and was divided as follows:

	Civil	Military
Elementary (same for both)	3 years	3 years
Rushdi (differentiated)	3 years	3 years
Preparatory (differentiated)	4 years	4 years

After the revolution of 1908, the elementary and Rushdi schools were unified into one complete elementary school of six grades, and two years' work were added to the civil preparatory school, thus forming the Sultani School.

The medium of instruction in the public elementary, Rushdi and Preparatory schools was Turkish.

Sectarian and Foreign Schools

The different sects were accorded the privileged status of autonomous entities - they were free to establish their own schools, draw their curricula, and adopt their native language as the medium of instruction. Missionary schools enjoyed the same privilege, but they used Arabic as the medium of instruction in elementary schools. Foreign schools taught both Arabic and their native tongue, but as their curricula were largely imported from their own countries, it followed that the educational system of the Arab countries was a confused mesh lacking an over-all integration.

TRANSJORDAN UNDER THE TURKISH REGIME

The system of education in Transjordan was devised by the Director of Education of the vilayat of Damascus according to a uniform set of rules and regulations which were enforced throughout the Ottoman Empire. According to statistical information published by the Ottoman Ministry of Education(2) during World War I, schools in Transjordan were as follows:

TABLE VIII

ELEMENTARY SCHOOLS OF 6-YEARS CYCLE

	No.of Schools	No.of teachers	No.of students
Boys' schools	19	27	980
Girls' schools	2	2	59
Total	21	29	1039

(2) Ibid., p. 43.

The medium of instruction was invariably Turkish.

There was some progress in the status of education in Transjordan under the Syrian National Government, as Arabic was substituted for Turkish as the medium of instruction (1918-1920). The number of students was 1247.

PALESTINE UNDER THE TURKISH REGIME

The status of the public elementary schools in Palestine did not differ from that of Transjordan except in the number of schools and the better quality of the staff. The elementary schools were as follows: TABLE IX

ELEMENTARY SCHOOLS OF 6-YEARS CYCLE(3)

	No.of Schools	No.of teachers	No.of students
Boys' schools	82	198	6278
Girls' schools	13	38	1480
Total	95	236	7758

Unlike Transjordan, there were in Palestine one Sultani school in Jerusalem, (1913) and two preparatory schools in Acre and Nablus (1895, 1897 respectively). Each one of them included a complete elementary cycle. The number of students was as follows:(4)

(3) Ibid., p. 7 (Book II, 1950).
(4) Ibid., p. 7.

The Sultani School	- Jerusalem:	175 Sultani students,	59 elementary
The Prep. School	- Acre :	84 prep. students,	21 elementary
The Prep. School	- Nablus :	212 prep. students,	30 elementary
	Total	471	110

Native and Sectarian schools flourished in Palestine; they were 500 in number, with a total of 15773 male and female students, and 719 men and women teachers. Each one of the Orthodox, Catholic, Armenian, and the Jewish sects had a preparatory school.

Foreign schools existed also in abundance: American, German, English, French, Italian and Russian. Some of these schools offered secondary education. The Russians had two teacher-training colleges, one for men and the other for women; the Germans had one teacher-training college for men. To get an idea of the expansion of these foreign schools in Palestine, suffice it to say that the Germans had established in Jerusalem district alone 15 schools; the number of students who attended these German schools was 1734 boys and 656 girls.(5)

TRANSJORDAN UNDER THE BRITISH MANDATE

During the British mandate which virtually lasted till 1946, the system of education in Transjordan expanded to a considerable extent in the fields of elementary and secondary

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(5) Ibid., p. 9.

education. It followed the lead of the system of education in Palestine, and likewise it borrowed much from the regulations and curricula of Iraq. It also frequently availed itself of Iraqi, Syrian and Egyptian textbooks.(6)

The Education Regulation, No. 2 of 1939, is considered the corner-stone of the educational legislation of Transjordan. It abrogated the Ottoman Regulation of 1914 which had been in force till that year. The 1939 Regulation classified schools into five categories: primary village schools of four grades, primary schools of five grades, elementary schools of seven years, secondary schools of four years, and specialized schools of four years.

Secondary education did not progress at the same tempo as elementary and primary education. In the academic year 1945/46, there existed in Transjordan four government secondary schools; one of them was a complete secondary school, two were intermediate, and the fourth had only one secondary grade.(7) No secondary education for girls was available. The number of secondary schools in 1949/50, however, jumped to eight, five for boys and three for girls, these schools gave tuition to 811 students.(8)

The expansion of education in Transjordan in this period is illustrated by the following two tables:

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(6) Ibid., p. 44 (Book I)
(7) Matthews, R. D., & Akrawi, M., Education in Arab Countries of the Middle East, p. 315, Washington, American Council on Education, 1949.
(8) Husari, S., op. cit., pp. 74,77 (Book II)

TABLE X

THE NATIONAL BUDGET AND THE BUDGET OF EDUCATION (1924-1949)[9]

Financial Year	National Budget	Budget of Educ.	Percentage
1924 - 1925	274,868	14,771	5.3%
1929 - 1930	338,461	22,350	6.6%
1934 - 1935	369,395	24,378	6.5%
1939 - 1940	599,338	28,911	4.8%
1944 - 1945	3,252,334	33,478	1.03%
1946 - 1947	1,557,570	37,719	2.4%
1948 - 1949	1,593,841	52,828	3.3%

TABLE XI

NO. OF GOVERNMENT SCHOOLS, TEACHERS, AND STUDENTS (1922-1949)[10]

Academic Year	No. of Schools			No. of Teachers			No. of Students		
	Boys	Girls	Total	Men	Women	Total	Boys	Girls	Total
1922/23	38	6	44	69	12	81	2,998	318	3,316
1928/29	46	6	52	99	21	120	3,713	599	4,312
1934/35	59	10	69	121	32	153	4,784	1,198	5,982
1940/41	64	10	74	149	35	184	8,255	1,895	10,150
1946/47	67	10	77	176	40	214	8,673	2,056	10,729
1948/49	78	19	97	216	63	279	11,829	3,073	14,902

(9) Ibid., p. 45 (Book I); p. 79 (Book II).
(10) Ibid., p. 45 (Book I).

The population of Transjordan in 1946 was approximately 400,000.

The Elementary Certificate Examination and the Secondary Certificate Examination were regulated by the instructions of the Ministry of Education which were issued in 1945. Only successful candidates could proceed to secondary schools.

The rising importance of agriculture in the school curriculum was one of the good developments that occurred in this period. It is true that no agricultural schools were established, but still the number of school gardens rose to 33 in 1948.(11) The average area of the school garden was 10 dunums.

The wise position taken by the Ministry of Education with regard to private schools, sectarian, foreign and national is another good development. Item 28 of the 1939 Education Regulation and item 2 of the Private Schools Regulation of 1945 stipulate that these schools give adequate instructions in the three subjects of Arabic language, history of the Arabs, and geography of the Arab countries. The number of private and foreign schools in Transjordan rose in the academic year 1946/47 to 71 schools for boys, 22 for girls, and 18 mixed, making a total of 111. The number of students in that year was 4,273 boys and 2,929 girls, making a total of 7,202.(12)

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(11) Ibid., p. 69.
(12) Ibid., p. 70.

Last, but not least, the incipient realization of the importance of educational missions was a wholesome development in this period. The total number of students and teachers who were granted scholarships between 1927-1949 was 107.(13)

PALESTINE UNDER THE MANDATE

It is universally recognized that the system of education in Palestine made tremendous progress in the period 1921-1948. This progress was achieved after a long period of experimentation in which efforts aiming at the ameliorating of education in Palestine were strenuously exerted in the face of financial difficulties on the one hand and certain political considerations on the other hand. When the Government consented in 1941 to expand the educational opportunities, the number of students in public schools rose from 55,000 in 1940 to 100,000 in 1947.(14) The following table serves to illustrate the rapid expansion of education in Palestine in the period 1919-1945.

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(14) Katoul, J., "Education in Palestine", p. 3 (pamphlet in Arabic), 1950.

TABLES XII AND XIII

DEVELOPMENT OF ARAB PUBLIC AND NON-PUBLIC EDUCATION SYSTEM (1919/20-1944/45)[15]

	Public Schools						Non-Public Schools			
			Number of Pupils				Moslem		Christian	
School Year	No.of Schools	No.of Teachers	Boys	Girls	Total	Av.no.of pupils per Teacher	No.of Schools	No.of Students	No.of Schools	No.of Students
1919/20	171	408	8,419	2,243	10,662	26.13	-	-	-	-
1924/25	315	687	16,147	3,734	19,881	28.91	45	3,445	183	15,145
1929/30	310	760	18,174	4,782	22,956	30.20	94	5,644	149	14,918
1934/35	350	1,055	27,737	8,268	36,005	34.12	190	11,788	179	19,594
1938/39	395	1,312	39,702	10,318	50,020	38.12	181	14,172	192	23,997
1943/44 (16)	478	1,687	49,375	13,766	63,141	37.42	150	14,995	177	27,232

(15) Office of Statistics, Statistical Abstract of Palestine, pp. 143,146, Jerusalem, The Government Printing Press, 1940.

(16) Office of Statistics, Statistical Abstract of Palestine, 1944/45, pp. 188,192, Jerusalem, The Government Printer, 1946.

This expansion, rapid as it was, could not meet the demands of the rapidly growing Arab population of Palestine, which doubled in a period of 25 years, as it is clear below:(17)

	1922	1947
Moslems	590,000	1,170,000
Christians	70,000	145,000
Total	660,000	1,315,000

The total number of Arab school-age children (5-15) in Palestine in the year 1947 was 300,000.(18)

With a view to combating the financial limitations, the Department of Education adopted a wise policy to make the best of its potentialities. The main items of that policy were as follows:(19)

1. Combating illiteracy.
2. Limiting secondary education to a select number of students possessing an adequate intellectual capacity.
3. Sending a limited number of boys and girls abroad on scholarships to improve the staffing of secondary schools.
4. Encouraging mannual training in all elementary schools and most of the secondary schools.
5. Instituting agricultural and trade schools.
6. Bettering the living conditions of villages.
7. Inculcating good character in the student body.

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(17) Katoul, J., op.cit., p. 1.
(18) Ibid., p. 4.
(19) Ibid., pp. 4-11.

The Junior elementary cycle which comprised five grades received the lion's share in the distribution of the allocations of the Department of Education. The campaign against illiteracy met with considerable success for some important reasons. In the first place, Arabic was the medium of instruction in both the elementary and secondary grades. Students, besides, were encouraged to make outside readings; this habit continued when they left school. In the second place, graduates of teacher-training colleges were given preference in appointments and higher remuneration was paid to them. There were in Palestine by 1947 two teacher-training colleges for men and two for women. In the third place, the number of pupils who quitted their schools before finishing the fifth or fourth grade was very small because of the people's enthusiasm for education.

A select number of intellectually capable students was admitted to high schools. Boarding departments were established in the different parts of the country with a view to accomodating students from villages. By 1948 the number of boarding departments in Palestine was 19. There were 12 complete public secondary schools and eight incomplete by that time.(20) Higher education was provided in a two-year course given in two colleges.

Manual training received considerable care from the Department of Education. Light carpentry and technical drawing

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(20) Ibid., p. 7.

were started in all boys' schools in towns from the fourth year all through the seventh or the ninth year of the child's schooling. In some towns, weaving, book-binding, and light blacksmithing were started. In the case of girls, courses in sewing and home economics were given, both on the theoretical and practical level. In villages and agricultural towns, theoretical and practical instruction in agriculture was provided in all boys' schools; it started from the third grade and continued all through the second secondary grade. A considerable number of the village schools had well-organized gardens ranging from 4 - 20 dunums each. Bee-keeping was taught in 45 schools, and poultry breeding in 26 schools, twenty of which had incubators. Cattle raising and dairy industry were started in two schools. In this way, the Palestinian student began to realize the importance of productive work.

Vocational education did not receive the due care to which it was entitled because of the financial limitations of the Department of Education. The Government had only one agricultural school in Tulkarm, one trade school in Haifa, and one commercial section in Jaffa - they were all of the secondary level.

The uplift of the living conditions of the village was constantly envisaged by the Department of Education. Such uplift, it was believed, could be achieved by providing instruction in agriculture and hygiene in the village schools and

through the cooperation of other government departments. A widespread expansion in the education of girls was also contemplated, so that they may become good mothers.

Strong character was inculcated in the students of Palestine not so much through theoretical instruction as through activities - physical training, sports, school societies, and finally a firm but wise school discipline. The development of a sense of cooperation, honesty, and self-respect was always sought.

The Jordan Ministry of Education is now trying to unite the two systems of Palestine and Transjordan, by retaining the good points in each, into one integrate system of education. It may be safely said, however, that Jordan is now rebuilding, to a great extent, the system of education of Palestine.

CHAPTER VII

THE PRESENT STATUS OF PUBLIC ELEMENTARY EDUCATION IN JORDAN I

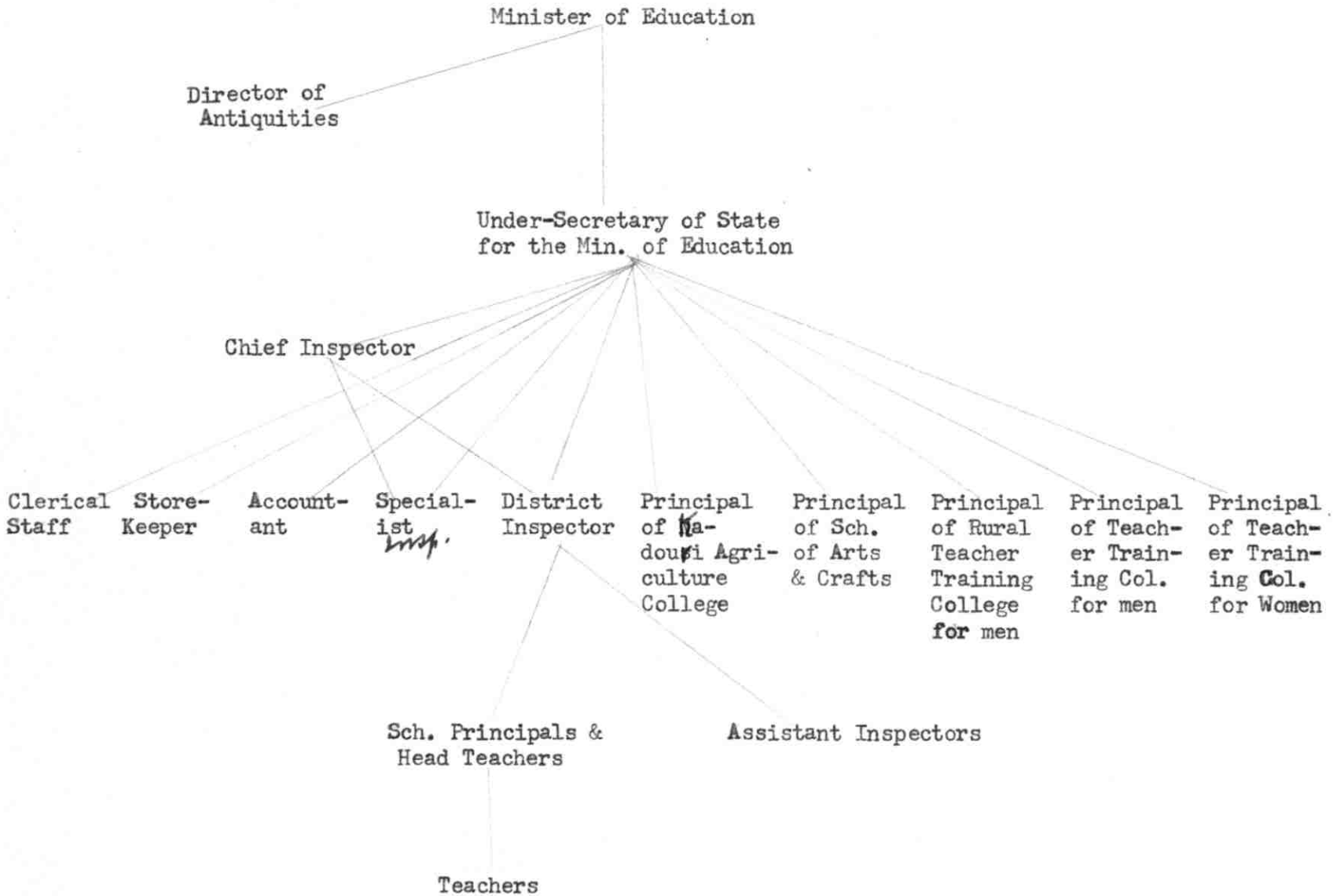
ADMINISTRATION AND ORGANIZATION OF EDUCATION

Public education in Jordan is a state responsibility which is shouldered in the main by the Ministry of Education. The education of the bedouins and the administration of two agricultural schools, however, are entrusted to the Ministries of Defense and Agriculture, respectively. Except where special reference is made to the latter two ministries, our discussion completely pertains to the Ministry of Education.

The Present Organization:

The Minister of Education, who is a member of the Cabinet and simultaneously responsible to Parliament, is the supreme head of the Ministry of Education. The following official statement serves to throw light upon the wide-range powers which he enjoys:

"The Minister of Education is the supreme and final authority in the Ministry of Education responsible for its general policy as well as for the work of its officials in their various duties. All orders, decisions, rules and


Minister of Education
Director of Antiquities
Under-Secretary of State for the Min. of Education
Chief Inspector
Clerical Staff
Store-Keeper
Account-ant
Special-ist
District Inspector
Principal of Ma-doura Agri-culture College
Principal of Sch. of Arts & Crafts
Principal of Rural Teacher Training College for men
Principal of Teach-er Train-ing Col. for men
Principal of Teach-er Train-ing Col. for Women
Sch. Principals & Head Teachers
Assistant Inspectors
Teachers

instructions are issued by him and carried out under his control. In fact, he is responsible for all actions dealing with the education of the people. He appoints the teachers and dismisses them. He draws the curricula, names the textbooks and issues instructions as to the best methods of teaching. He runs the public examinations and approves their results. He licenses the private schools. In a word all measures taken up in the field of education are carried out through him or on his behalf."(1)

The Minister who is the only political appointee in the Ministry is helped in the discharge of his duties by the Undersecretary of State for the Ministry of Education who is responsible for the whole field of the administration, technical, and financial matters. The Chief Inspector receives periodical reports from the District Inspector, and in this way he is able to supply the Undersecretary with all pertinent information as to the functioning of the schools as well as their needs from the administration, technical, and financial standpoints. The District Inspectors are six in number; they are established in the districts of Jerusalem, Nablus, Hebron, Ajlun, Balqa, and Karak. They visit schools with their assistants to see that principals and teachers are abiding by the rules and regulations of the Ministry, and submit routine records thereon to the Chief

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(1) The Ministry of Education, Jordan, op. cit., p. 1.

Inspector. They also control the promotion and superannuation of pupils in public schools, and supervise private schools.(2)

A Supreme Education Council has recently been established "to act as a consultative committee and to advise the Minister on matters relating to education."(3)

It is clear by now that a strongly hierarchical system which is the natural concomitant of centralization is characteristic of the administration and organization of the Ministry of Education in Jordan. This centralized system, however, is not restricted only to the Ministry of Education, nor is it even restricted to Jordan: it is a general phenomenon that characterizes all the governments of the Arab World as well as some other foreign countries.

It is the right place here to emphasize the fact that there exists some form of genuine decentralization in the system of education in Jordan, especially in the Western Bank (Palestine). Special mention is due here of the Local Educational Authorities which will later on receive detailed consideration.(4)

Organization and Administration of the Elementary School

Public schools in Jordan are of two levels, elementary and secondary. The elementary school now consists of six grades,

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(2) See Regulation, No. 20, 1952 "Distribution of Authority in the Ministry of Education", (in Arabic).
(3) The Ministry of Education, Jordan, op. cit., p. 2.
(4) Infra, p. 183.

while the secondary school is divided into two sections, the intermediate section consisting of three years, and the higher secondary section consisting of two years. Thus the plan of education in Jordan is a 6-3-2 ladder.

Elementary schools in Jordan, just before the academic year 1953/54, were divided into three categories:

(a) Village primary schools of four years;

(b) Primary schools of five years (in towns); and

(c) Elementary schools of seven years.

This classification has now undergone a radical change. There is only one category, namely, the elementary school which consists of six years, and the term "primary" has been abolished. Some elementary schools, however, consist of less than six grades, but very soon, it is hoped, they will catch up.

The segregation of boys and girls in schools, elementary and secondary, is a direct consequence of the existing social system which bars social inter-course between the two sexes. Consequently, boys have their own schools and girls have their own. No women teachers are permitted to teach in boys' elementary schools, and no men teachers are allowed to teach in girls' elementary schools except in the first three years where co-education is permitted provided that the ages of boys and girls do not exceed nine years.(5) This restriction applies to private schools also.(6) Strange enough, the Ottoman "Elementary Studies

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(5) Ministry of Education in Jordan, circulation No. 10/1/2275 of June 11, 1950.

(6) See Private Schools Order, No. 1, 1945 (Arabic).

Law" of 1880 (1286 h) permitted coeducation in those areas where no girls' schools existed.(7) This law had been enforced in Transjordan till 1939. The case is different in the Western Bank where coeducation exists in some villages all through the years of the elementary school. The new draft Law of Education of 1953 makes no mention of coeducation.(8)

Elementary education has been free in Transjordan since the Ottoman regime, and a provision has been made for compulsory education in such places as are designated by the Ministry of Education.(9) No provision, however, was made in the Palestine Education Law of 1933 for compulsory elementary education, but the elementary cycle was free for all.

The Financing of Education

Education in Jordan is mostly supported by the annual allocations of the Ministry of Education which, due to the limited resources of the country, have never been sufficient to provide adequate educational opportunities to children of school age. It is a promising feature, however, to see that education is now receiving increasing attention by the Government and the lay public, as the figures on the general budget and the budget of education attest.

Expenditure for the erection of new school buildings as

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(7) See the Ottoman Elem. Studies Law, item 9 (translated into Arabic)
(8) This law is now being considered by the Cabinet.
(9) The Ottoman Elem. Studies Law, op. cit., item 1; the Regulation of Education, no. 2, 1939, items 7,8; the draft of the Law of Education, 1953, item 10.

well as for the maintenance of schools is provided for in the budget of the Ministry of Public Works. Thus in its 1954/55 budget, this Ministry is contemplating the erection of 9 school buildings and the enlargement of 15 already existing school buildings.(10)

Local Education Authorities, especially in the Western Bank, play an important role in financing education. They are called upon by law to open new schools and maintain wholly or in part existing schools when required to do so by the Minister of Education (Director).(11) They sometimes pay the salaries of some teachers.

Table No. XIV

COMPARATIVE INCREASE IN BUDGET ALLOTMENTS FOR EDUCATION AND IN ELEMENTARY SCHOOLS, PUPILS, AND TEACHERS (12)

Year	General Budget JD	Budget of Educ. JD	% of g.budget	Pupils in Elem. Schools	Elem. Schools	Elem. School Teachers
1928/29	318,950	22,582	7.08	4,350	52	120
1933/34	374,769	23,974	6.4	5,500	69	148
1938/39	547,545	27,974	5.1	8,450	74	181
1943/44	2,062,290	33,366	1.6	9,530	69	188
1947/48	1,378,030	42,387	3.08	11,674	76	208
1950/51	7,543,107	223,487	3	71,795	367	
1951/52	7,194,448	308,194	4.3	82.200	400	
1953/54	5,505,466	875,377	15.8	104,133	357	1099
1954/55	6,222,478	1,073,817	17			

(10) First hand information from the Min. of Education (Apr.1954)
(11) The 1933 Educ. Ordinance of Palestine, Part II, item 12 (1)
(12) Husari, op.cit., First Year, pp. 45-47
The Ministry of Education - Jordan, op.cit., tables II,V
First hand information from the Min. of Education.

Per Capita Cost of Education:

The Ministry of Education in Jordan makes an estimate of JD 8.602 as the per capita cost of education in the year 1954/55. It is difficult to work out minutely the per capita cost of elementary education since there is no detailed breakdown in the budget of the Ministry of Education into elementary, secondary, and vocational education. A rough estimate, however, as prepared by the writer will be JD 7.500.

Distribution of the Budget on the Educational Services:

A study of the distribution of the budget of the Ministry of Education in Jordan for 1954/55 will reveal the plain fact that salaries and increase in salaries constitute about 83.7% of the budget. This is to be explained by the continuous pressure of teachers for salary increase. The following is the distribution of educational funds for 1954/55:(13)

Salaries and Increase in Salaries	:	JD 898,617
Equipment and Repair	:	16,000
Rents of School Buildings	:	20,000
Books and Stationery	:	1,000
Grants-in-aid to Schools	:	4,000
Provision & maintenance of School Gardens	:	1,800
Scholarships Fund	:	17,000
Joint Fund and Archaelogy	:	115,000
Total	:	1,073,817

(13) As reported by Mr. Kh. Salim, an inspector of Education.

Expansion of the Elementary School System

We have already had a chance to discuss the considerable expansion of the elementary school system, as it is indicated in table no. (14). A more detailed approach, however, will not be out of place. If we consult the figures on the budget of the Ministry of Education in the two financial years 1951-52 and 1954/55 we find that it has jumped from JD 308,194 to JD 1,073,817 in spite of the fact that the general budget has been reduced to JD 6,222,478. This jump is quite astonishing when we bear in mind the limited resources of the country.

In the coming academic year 1954/55, a total number of 465 new teachers will be employed, out of whom not less than 350 will teach in elementary schools.(14) The number of students in public elementary schools in 1950/51 swelled into 71,795, and in 1951/52 it was 82,200. The Ministry of Education, Parliament, and the people show great enthusiasm for spreading education, a healthy sign per se. The former Minister of Education was proud to announce in an official conference that 19,000 new students were enrolled in the year 1953/54.(15)

Regulations Relating to Admittance, Promotion, Delinquency and Repetition in Public Elementary Schools:

Due to the fact that there is an extreme shortage in educational facilities, it is impossible to fix a definite age

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(14) Ibid.
(15) The Conference was held in the Ministry of Education, March 3, 1954 by the then Minister of Education, Mr. A. Toukan.

of compulsory education in Jordan. Children, however, should not be less than six and not more than eight years of age, when they enter the first elementary grade. A big number of children, actually, rarely have a chance to join a school before they are eight years of age. After the completion of the age of fifteen years, no pupil is allowed to remain in an elementary school; he has to leave by the end of the academic year.(16)

Promotion:(17) All children are expected to be promoted in the first three elmentary grades except in such rare cases as will be decided by the head teacher and one or two other teachers. The first year children's academic work is not appraised by marks; it is deemed as satisfactory or failing, whereas the second and third year children have to attain the passing grade in their subjects, viz., 50%. A certain fixed curricular value or coefficient is assigned to each subject in the fourth, fifth, and sixth grades. A pupil is promoted if he gets an average of 50% of the curricular values assigned to each subject. He is delinquent if he fails in one subject or two subjects provided that Arabic or mathematics is not included. Repetition is limited to two years during the full course of an elementary school; age, also, is taken into consideration.

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(16) Ministry of Education, Jordan, op. cit., p. 3.
(17) Ministry of Education, Official Communique, No. 22, June 28, 1953.

Delinquency:[18] Delinquency is permissible only in the fourth, fifth, and sixth grades. A delinquent in such subjects as religion, Arabic, English, or mathematics has to sit for a make-up examination in the whole subject. A delinquent in a section of such subjects as physics, social sciences, and domestic science could sit for that section if the teachers' council permitted that, otherwise he will have to sit for the whole subject. The passing grade is 50%.

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(18) Ibid.

SCHEDULE OF CURRICULAR VALUES FOR ELEMENTARY SCHOOLS BY SUBJECTS (1952/53)[19]

Subjects	Topics	Boys			Girls		
		IV	V	VI	IV	V	VI
Kuran and Religion		400	400	400	400	400	400
Arabic	Reading, Recitation & Conversation	300	300	200	300	300	200
	Grammar	100	100	200	100	100	200
	Dictation & penmanship	100	100		100	100	
	Composition			200			200
	Total	500	500	600	500	500	600
English	Reading		400	300		400	300
	Penmanship		100			100	
	Grammar			100			100
	Composition & Translation			100			100
	Total		500	500		500	500
Mathematics	Arithmetic	400	300	400	400	300	400
	Geometry		100	100		100	100
	Total	400	400	500	400	400	500
Physics & Domestic Science	Physics & hygiene	100	100	200	100	100	100
	Domestic Science					100	200
	Drawing & workshop				100		
	Agriculture	100	100	100			
	Total	200	200	300	200	200	300
Social Sciences	History	200	200	200	200	200	200
	Geography	200	200	200	200	200	200
	Civics			100			100
	Total	400	400	500	400	400	500

N.B. The grades of physical training, singing, music, drawing and handiwork are handled on the percentage basis; they do not, however, enter into the grand total of grades.

(19) Ibid.

Chapter VIII

THE PRESENT STATUS OF ELEMENTARY EDUCATION II

Curricula

Ever since the unification of the two educational systems of Palestine and Transjordan in 195o, the Ministry of Education in Jordan has, in a trial-and-error procedure, deadly set on an endeavour, sometimes succeeding and at other times failing, to extract from the two systems the best tenets that are calculated to yield the maximum benefit to the country as a whole. The two diametrically opposed positions taken by the Ministry of Education toward the Elementary School Certificate Examination may serve as an illustration of the ebb-and-tide policy that characterizes it. The former Minister of Education, Mr. A.Toukan sent on March 3,1954 to the district inspectors of education all pertinent information concerning the Elementary School Examination for which the elementary students were required to sit by the end of the academic year 1953/54.(1) But no sooner had the new Minister of Education, Mr. A.Nuseiba, come to office than he completely made away with

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(1) Ministry of Education, circulation no. 1/29 - 2590, dated 10/3/1954.

this public examination in response to the public will.(2)

The same holds true of the present course of studies; it can safely be said that it is still in the making. In a private interview with the Undersecretary of State for the Ministry of Education (April 10, 1954) the writer was assured that the present course of studies would be modified in the light of the teachers' experience.

Table XV

THE DISTRIBUTION OF LESSONS IN THE ELEMENTARY SCHOOL

Subject	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th. Grade	6th. Grade	Total
Religion	2	4	5	6	4	3	24
Arabic	15	13	12	11	8	8	67
English					8	8	16
Mathematics	6	6	5	5	5	5	32
Object Lessons	2	2	3(2)	3(2)	3(2)	3(2)	16(12)
History, Geography & Civics	2	2	2	4	4	5	19
Drawing & Handiwork	2	2	2(3)	2(3)	2(4)	2(4)	12(18)
Physical Training & Singing	1	1	1	1	1	1	6
Total	30	30	30	32	35(36)	35(36)	192(194)

(2) The Elementary School Examination was abolished in Ap. 1954.

Where there is difference between the distribution of lessons in girls' schools and boys' schools, brackets are used to indicate the distribution of lessons in the girls' schools.
The length of the period in the first two elementary grades is 35 minutes, and 45 minutes in the other grades.
Domestic science and home management come under drawing and handiwork. ~~See p.~~

SUMMARY OF THE PRESENT COURSES

1. Religion:

Instruction in Christian religion is given in some schools of the Western Bank according to a special program.

The teaching of the Moslem religion is divided into two parts:

a: The study of the Kuran, which is begun in the first grade after the pupils have got some mastery of the alphabet and the mechanics of reading, and completed by the end of the sixth grade. Emphasis is laid on correct reading and intonation, memorizing some texts, and grasping the meaning.

b: Religious teaching which covers such subjects as God, and the Prophet; some simplified moral stories, especially in the first grade, emphasizing cleanliness, truth and discipline; the five pillars of Islam, viz., fasting, ablution, prayer, pilgrimage, and zakat; and Hadith (the prophet's sayings). Instruction in such subjects becomes a bit more and more intensive as the pupil proceeds to higher classes.

2. Arabic:(3)

This includes reading, dictation, penmanship, and recitation, which are started in the first grade; conversation, which is started in the second grade; and written composition and grammar, which are started in the fourth grade. Each one of these has a fixed number of periods in each grade as prescribed by the

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(3) See Appendix no. IV, p. 218

Ministry of Education, and to that extent it is taught separately. A short description of each follows:

a. Reading:

In the first grade the start is made with the alphabet, which is taught by a phonetic letter method. The logical order is applied: the pupil begins with the letter and proceeds to the syllable, the word and the sentence. There is a textbook for each of the six elementary grades. Moral stories and Hadith are incorporated in these textbooks together with other topics; the standard of the textbook advances with the grade of the pupils.

b. Dictation:

Separate words and short sentences from the pupils' reading textbook are dictated in the first two grades, whereas long paragraphs are dictated in the other grades. Some rules governing dictation are given.

c. Penmanship:

A special period is assigned to penmanship all through the elementary grades. In the first grade, the pupil practises the writing of the letters and words which he studies. A scriptbook is used in the other grades.

d. Recitation:

A special period for recitation is assigned all through the elementary grades. A minimum of poetry verses

is fixed for recitation in the first three grades, and a minimum of poetry verses and lines of prose is fixed for recitation in the higher three grades. In the sixth grade, the teacher is required to give a brief note on the lives of the poets and writers from whom selections are made for memorization.

e. Composition and Conversation:

A special period is assigned to conversation in the second and third grades. In the fourth grade, conversation develops into written composition. Pupils begin to reproduce short stories and write briefly on their homes and surroundings in the fifth and sixth grades. Writing letters and bonds is emphasized in the sixth grade.

f. Grammar:

The teaching of grammar begins with the fourth grade; pupils study the sentence, the word and its breakdown into noun, verb, and letter, the noun gender and number, the pronoun, the adjective, the subject and predicate, simple declensions and conjugations, and prepositions.

In the fifth and sixth grades, these topics are reviewed in more details with a large number of additions.

3. English:

Pupils of the elementary schools start studying English in the fifth grade and, therefore, they have only two years'

study of English. The teaching of English includes reading, conversation, grammar, dictation, and handwriting.

a. Reading:

The general aim of reading is the gradual, but steady, development of the habit of getting the meaning quickly and easily through silent reading, and correct pronunciation through oral reading. The standard of the reading textbook, therfore, rises with the promotion of pupils from grade to grade. Two supplementary readers are introduced in the sixth grade.

b. Conversation:

Conversation is incidentally taught with reading, both silent and oral, since it is an effective means of checking whether or not the pupils have got the right meaning. The gradual development of the habit of fluent conversation is always kept in the mind of the teachers. At the end of every lesson in the reading text-book, there are a few questions for conversation.

c. Grammar:

Very simple rules of grammar are incidentally taught with reading in the fifth and sixth grades. The sentence, the break-down of the word into noun, pronoun,

adjective, verb, adverb, preposition, conjunction, and interjection, and the subject and predicate are given special emphasis in both grades.

d. Dictation:

There is no special period for dictation in both grades. Dictation of simple words that occur in the reading textbook is started in the fifth grade, and it is followed by dictation of simple sentences and paragraphs.

e. Handwriting and Transcription:

Two periods are assigned for handwriting and transcription in the fifth grade. New Method Script Copybooks I, II are used for handwriting, whereas transcription covers lessons taken in the Reader. Two hours are also assigned for handwriting in the sixth grade where pupils practise cursive handwriting.

4. Arithmetic and Geometry:

a. Arithmetic:

First Grade: Simple addition, subtraction, multiplication, and division on numbers from 1 to 20.

Second Grade: Teaching numbers from 1 to 100. Jordan currency. Simple speed exercises in mental arithmetic. The first three operations and the multiplication table up to 10 x 10. Such time measures as the hour, the day, the week,

the month, and the year.

Third Grade: Addition and subtraction up to 1000. Multiplication table up to 12 x 12 and division table up to 144 ÷ 12. Simple common fractions, metric measures of length and local weights. Simple exercises and mental arithmetic.

Fourth Grade: Review not exceeding one month. Addition and subtraction up to 1,000,000. Division by numbers of two digits. Multiplication provided that the net result does not exceed 1,000,000. Decimal fractions, and operations applying to them.

Fifth Grade: A more intensive review. The highest common factor and lowest common multiple, the square and the rectangle. Cubes, percentages as decimal and as common fractions. More operations on common fractions and decimals.

Sixth Grade: English measures and their relation to metric measures. The square root, ratio and proportion, percentage, profit and loss, insurance, simple interest, and a general review.

b. Geometry:

First four grades: No special periods. Incidental learning especially in the drawing periods, of some geometrical notions, all in a practical way. Practice in the use of the ruler, set square and compasses.

Fifth Grade: Straight lines, measurement and drawing;

drawing circles with the compasses. The notion of the diameter and the radius is brought in, and so is the angle. Measurement of the angle and drawing perpendicular and parallel lines, squares and rectangles, and finding their areas. The kinds of triangles; drawing a triangle when some of its elements are given.

Sixth Grade: A general review of the fifth grade material, not exceeding one month. Drawing the parallelogram when some of its elements are given, and finding its area. Practical measurement of the circle circumference and finding the ratio of the circumference to the diameter. Use of the ruler and compasses for drawing angles equal to others, for drawing perpendiculars, and for bisecting straight lines and angles. Drawing quadrilaterals and finding their area. Use of the surveyor's tape for measurement, and drawing the plan of the classroom, the school playground, and the school building.

5. History, Geography, and Civics.

a. History: "In teaching history, the aim is to inculcate in youth the national consciousness and sense of national unity amongst all Arab countries and belief in the idea of serving the Arab cause."(4)

First Grade (one period): The story of the Prophets Abraham and Ismael, and some interesting historical stories,

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(4) Ministry of Education, Jordan, op. cit., p.9

e.g. the wooden horse. The ancestry of the Prophet Muhammad, his character and mission.

Second Grade (one period): Stories on certain well-known historical Arab figures who stand for courage, sacrifice, justice, or generosity.

Third Grade (one period): The story of the primitive man, and the story of the discovery and development of clothes, fire, stone and metal tools, agriculture and the domestication of animals, transportation, language and writing, and religion.

Fourth Grade (two periods): The story of the immigration of Semitic peoples to the Western part of the Fertile Crescent such as the Amorites and the Phoenicians. Stories on a select number of historical figures such as Alexander the Great and Hannibal, and their influence on the course of events in Syria.(5) The pre-Islamic history of the Arabs in Yemen and the Hijaz: Their social, economic, and religious life. The spread of Islam in the Arab Peninsula.

Fifth Grade (two periods): A general view of the history of the Arabs up to the Ottoman Conquest in 1517: the Caliphate, the conquest of Syria, life in Damascus under the Umayyads, life in Baghdad under al-Rashid and al-Ma'moun, life in Cairo under the Fatimites, life in Cordova and Zahra' under al-Nasir; and Saladin and Richard the Lion Hearted, and Peipers.

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(5) Great Syria, comprising Syria, Lebanon, Palestine, and Transjordan.

Sixth Grade (two periods): A brief study of the Ottoman regime in the Arab countries up to the end of the 18th Century. Napoleon and Muhammad Ali Pasha in Egypt and Syria. The Arab awakening and the causes underlying it. Husein and Faisal in the Hijaz and Syria, respectively. The French in Syria and Lebanon, the British in Iraq, Transjordan, and Palestine, and the political development of the history of these countries. The Palestine problem is to be emphasized. The liberation movement in Egypt since 1919, and in North Africa. The League of the Arab States.

b. Geography:

First Grade (one period): Acquaintance with the classroom, with the school, its area and garden, and with the striking geographical features of the pupil's locality. Acquainting pupils with such physical phenomena as heat, clouds, rain, snow, lightning, thunder, winds, etc., at the time of their occurrence.

Second Grade (one period): The four directions and notions on such physical features as mountains, rivers, and oases. Some notion on time measures: the day, the hour, etc., and on space measures such as the meter. Notions on the main occupations, pastoral, agricultural, and commercial, within the child's environment. Descriptive stories on short trips starting from the child's village or town.

Third Grade (one period): A simple notion on the map and map reading. A simple definition of such terms as the archipelago, the peninsula, the gulf, the Mediterranean, etc.

The Geography of Jordan, including all Palestine. Pupils practice drawing the map of Jordan.

Fourth Grade (two periods): Physical geography: the shape of the earth, the horizon, and the daily ~~routine~~ rotation of the earth. The geography of the Arab countries, with special emphasis on those adjacent to Jordan. Map drawing of the Arab countries.

Fifth Grade (two periods): Notions on such physical phenomena as the eclipse and the four seasons, and on the formation of lakes, deltas, etc. The vegetation belts of the world and the peoples and the animals living there. Some notion on certain countries, such as Germany, Russia, Australia, China, Brazil, etc.

Sixth Grade (two periods): Geography of the Arab countries, with special emphasis on Jordan (including all Palestine). Some notion on the geography of the following countries: Turkey, Iran, Afghanistan, India, Pakistan, England, France, and the United States of America, and the economic and cultural ties that bind Jordan to them.

c. Civics:

Sixth Grade (one period): The public institutions in villages and towns:

1. The Mukhtar, the police-station, the district officer, the Ministry of Interior, etc.
2. The courts, kinds and powers.
3. Hospitals and health departments: regulations and functions.
4. Tax collectors and their duties.

5. The village and municipal councils, elections and powers.
6. The post-office, the railway station, and the highways.
7. The army and its duties. The binding duty of defending one's country.
8. The school, its duties and relation to the Ministry of Education.
9. Simple information on the Government, the Parliamentary system, the Cabinet, and the judicial system.

6. Object Lessons:

Object lessons are meant to introduce pupils to the objects and phenomena around them, and to provide them with hygienic and agricultural information. Girls are provided with some gardening information in domestic science lessons, not in object lessons.

First Grade (two periods): Conversations and observations about some domesticated animals and the important kinds of fruit trees, vegetables, and flowers. Conversations and observations about such things as are repeatedly used by the child, e.g. bread, meat, clothes, etc. Establishing in the child sound hygienic attitudes toward keeping his body clean: nails, hair, teeth, feet, eyes, ears, and hands. Awareness of the importance of sleep, clean clothes, fresh air and sun, and cleanliness of the school, books, and furniture.

Second Grade (two periods): Conversations and observations about some animals and the main parts of plants. Conversations and observations about the activities of the shepherd, the farmer, the carpenter, and the blacksmith. Simple information on such subjects as are frequently seen by the pupil, e.g. the carriage, the motor car, etc. Some information on diet and nutrition, water, air, how the pupil should live, and the importance of physical training.

Third Grade (three periods):[6] Conversations and observations about (a) weather changes, (b) the flowers, fruits and vegetables of each season, (c) some useful insects (bees and silk worms) and some harmful insects (flies and mosquitoes). Hygiene as in the second grade, but in more details. Topics in agriculture; a general description and classification of plants, their importance and main parts. The seed, its functions and kinds; the soil implements, and fertilizers. How seed and trees are planted. Cattle raising, poultry breeding, and bee keeping. The importance of the school and the home garden.

Fourth Grade (three periods): A systematized study of some mammals, ruminant animals, and of some birds. The industry of pottery, soap, and charcoal. Hygienic precepts in connection with air, water, food, and dieting. The five senses

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(6) Two periods for girls all through the elementary grades.

and their organs, the nervous system, hygienic precepts. Anatomy of the digestive tract and the breathing, circulation, and excretion systems. Topics in agriculture; parts of plants, the fruit and the seed, their kinds, sowing seeds. The soil, its origin, formation, and classification. Agricultural processes, plowing, planting, harvesting and threshing.

Fifth Grade (three periods): Some reptiles, amphibians, insects and worms. Industries of glass, paper, cement and matches. Hygiene: the human skeleton, its parts; muscles, kinds and functions; the five senses, the nervous system, circulation. Bacteria and germs. Such diseases as measles, small pox and scurvy. First aid. Topics in agriculture: principal ingredients of plant nutrition in brief, fertilizers, their kinds and characteristics. Poultry breeding and incubation, bee keeping. Plant propagation, seedlings and green houses. Cultivation of field crops and flowers.

Sixth Grade (three periods): The three states of matter; size, weight, and gravity. Pressure of Liquid and atmospheric pressure; the barometer and pumps. Heat: sources, expansion of matter, the thermometer, centigrade and fahrenheit, evaporation; boiling and distillation. Winds, clouds, rain, dew, and ice. Hygiene: the same as in the fourth grade, but in more details. Such diseases as malaria, tuberculosis and trachoma are added. More advanced first aid. Agriculture: soil and its elements, irrigation and drainage. Fertility of soil, including nutrition, fertilizers, the agricultural cycle,

and prevention of denudation. Afforestation, cattle raising, and dairy industry. Flower trees, generation and green beds, in details. Preparation of orchards.

7. Manual Training and Drawing:

" The aim of this course," as the introduction to the syllabus states " is to train the eye and the hand, to instil and polish artistic feeling in the pupil, to develop one's initiation, to put to practice theoretical information, to make out of available local material useful things, to establish in the child healthy habits and attitudes, like discipline, cleanliness, patience, and keen observation, and, finally, to reveal and develop the pupil's tendencies and capacities."

a. Manual Training: The same syllabus applies to both boys' and girls' schools during the first three elementary grades. In the last three grades, girls have domestic science instead. Manual training is alternately given with drawing, two periods a week.

Certain exercises are recommended to the different grades. They are, however, liable to modification or adaptation according to the aptitudes of the pupils and the means at the disposal of the school.

First Grade: (1) Clay: making small balls, cylindrical figures, beads, and objects like apricots and palm fruits. (2) Paper: folding and cutting paper with the hand, making

geometrical and decorative figures. (3) Raffia or canes: making such objects as dust brushes and cottages.

Second Grade: (1) Clay: apple, pear, orange, tree leaves, flowers, pillars, simple cottages, birds, etc. (2) Paper: cutting paper into geometrical and decorative figures. (3) Raffia or canes or woollen threads: making mats, handbags, small baskets, hats, dolls, etc.

Third Grade: (1) Clay: tablets to be moulded into simple houses, and representations of historical, geographical, and other stories. (2) Coloured paper: cutting decorative and scenery figures and pasting them on special copybooks. (3) Cardboard: making geometrical solid figures, tables, chairs, benches, boxes without lids. (4) Raffia or wool or bamboo: making belts, purses, etc.

Fourth Grade: (1) Cardboard: cutting geometrical figures with given measures and making such objects as chessboard. (2) Clay: geographical material aids (very simple), fruits and vegetables. (3) Bamboo or cane: baskets, boxes and trays.

Fifth Grade: (1) Cardboard: making geometrical figures, e.g. cubes, prisms, pyramids, and baskets. (2) Binding: some books. (3) Carpentry including technical drawing. (4) Wire: geometrical figures, coat hangers, lamp shades.

Sixth Grade: (1) Bamboo or cane: plates, baskets, boxes, purses. (2) Wire: baskets, small shelves, etc. (3) Carpentry: using chisel and the plane, making coffee tray,

small shelves, etc., after plan making through technical drawing.

b. Drawing:

First Grade: (1) Drawing with pastel seen objects, e.g. eggs, apples, (2) Decorative drawing, e.g. flowers, feathers. (3) Drawing from memory.

Second Grade: (1) Drawing with pastel seen objects of different simple goemetrical shapes. (2) Drill in drawing straight and curved lines, elliptical and circular figures. (3) Simple decorative drawings. (4) Drawing from memory and imaginative drawing.

Third Grade: (1) Drawing with pastel seen objects, e.g. fans, flowers. (2) Drawing simple geometrical figures in pencil, using the ruler. (3) Decorative drawing. (4) Drawing from memory and imaginative drawing: as in the third grade.

Fourth Grade: (1) Drawing with pastel seen objects in pencil, e.g. cups, vases. (2) Simple geometrical figures, using the ruler and set squares. (3) Decorative drawing: geometrical figures, leaves, flowers, inside frames. (4) Drawing from memory and imaginative drawing: winds, explosion, etc.

Fifth Grade: (1) Perspective drawing: notions on nearness and remoteness and the vanishing point; drawing some objects in perspective. (2) Drawing seen objects in pencil or pastel. (3) Geometrical figures, using the set squares and the compasses. (4) Decorative drawing: designs made by

pupils; engraving on potato. (5) Free drawing from memory.

Sixth Grade: (1) Water colours: acquaintance with primary and secondary colours, and use of the brush. (2) Perspective drawing, more advanced. (3) Drawing seen objects, using shading. (4) Geometrical figures, using the rular, the protractor, the set squares, and the compasses. (5) Decorative drawing, as in the fifth grade. (6) Free drawing from memory and imaginative drawing.

c. Domestic Science and Home Management:

Domestic science is started in the fourth grade where girls practise needlework, elementary embroidery and the cross-stitch. The same applies to the fifth grade, but on a higher level. In the sixth grade, girls learn how to mend, patch, and furnish clothes with button holes, and how to join two pieces of cloth, and cutting.

Home management is started in the fifth grade; girls learn how to clean the house, its glass, simple wooden furniture, painted furniture, and utensils. Laundry, ironing, starching, and cooking are given in the sixth grade, together with some gardening.

Physical Training and Singing:

First Three Grades: Such simple movements as standing at attention and at ease, lining up, and marching. Light games are given.

Last Three Grades: Corrective exercises for the feet, head and arms, breathing exercises, balance exercises, shoulder exercises, jumping exercises, etc. Small games, as well as organized games like football, basketball and volleyball are included. Local matches are organized between the teams of the different schools of the same district as well as of other districts; cups are awarded to the winning schools in periodical matches.

Singing is given either alternately with physical training or as a part of the same period.

CHAPTER IX

TEACHER PREPARATION

The ~~true~~ three teacher preparation colleges in Jordan and in-service training constitute the two major means for the professional preparation of teachers. It is important to observe that while teacher preparation colleges of high prestige had long been established in Palestine, Transjordan had nothing of this sort up to 1950.

In-service training compr~~om~~ises special courses, examinations, and visits by inspectors of education and head teachers.

Teacher Preparation Colleges:

There are two urban teacher preparation colleges in Jordan, one for men and the other for women, located in Amman and Ramallah respectively; in addition, there is one rural teacher preparation college at Beit Hanina.

1. Teacher Preparation College, Amman:

This college is still in the making, since it has been started on Jan. 4, 1954. Education classes, however, were formed in Husein College, Amman in the period extending from 1950 to Jan. 4, 1954.

To obtain admission, students must have satisfactorily finished the fifth secondary class with a good record all through their school years, and must favourably impress a special interviewing committee.

The course of study, which is devised by the principal and the staff, is of two years' duration, and is made up of three major components: professional preparation, liberal arts subjects for both arts and science sections, and academic subjects according to the specialization of each section.

Professional preparation includes courses on educational psychology, general psychology, child and adoloscent psychology, principles of education, history of education, and general and special methods. Students, in addition, have three periods per week for supervised teaching practice.

Liberal arts subjects include courses on crafts and drawing, physical education, music and singing,(1) human biology (anatomy and physiology), school hygiene, Arabic literature, English literature, history of modern Europe, and general philosophy.

The academic courses of the arts section include detailed courses in literature and language, both Arabic and English, contemporary history of the Middle East, general and the Middle East geography, economics, and sociology. Those of the science section are mathematics, physics, and chemistry.

Graduates must teach in the public schools of Jordan for

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(1) Music is not yet started.

at least four years. There were 60 students in the college in the academic year 1953/54. Tuition, boarding, and lodging are free.

2. Teacher Preparation College for Women, Ramallah:

This college has been started late in the academic year 1953/54, and therefore the course of studies is still in the making. This fact applies also to the Rural Teacher Preparation College at Beit Hanina.

The course of study at Ramallah, which is drawn by the principal and the staff, is of two years' duration, and comprises academic and professional preparation for both sections, arts and science. The arts students take sociology and domestic science, while the science students take home economics, chemistry, general science, and art and handwork. Arabic, English, and religion are common to both sections.

Professional subjects include child development, general psychology, principles of education, general methods and techniques, special methods, and supervised teaching practice.

Graduates must teach in the public schools of Jordan for at least three years. There were 44 girls in the college in the academic year 1953/54. Tuition, boarding, and lodging are free.

3. Rural Teacher Preparation College for Men, Beit Hanina:

This college was established at the beginning of the academic year 1953/54 to meet the needs of rural areas by giving special preparation to rural teachers.

The college offers a two-year course in professional and academic preparation. In addition to such professional courses as principles of education, methods of teaching, child psychology, and educational psychology, special attention is given to field work. The whole of the afternoon of each day, with the exception of Thursdays and Fridays, is assigned for supervised field work in the eight neighbouring villages.(2) Students, there, make a study of the problems and aspects of village life under the supervision of one of their teachers.

Academic subjects include religion, Arabic, English, arithmetic, sciences (human and animal physiology, hygiene, and general agriculture), history and geography.

Vocational education includes carpentry, blacksmithing, pottery, and weaving.

Admission is limited to 30 students who are selected by a special committee. The applicants for admission in the summer of 1954 were 600 in number, approximately. These students must have finished the intermediate secondary cycle, and must be village-born. Tuition, boarding, and lodging are free. Trainees promise to teach in villages for four years.

The establishment of a rural preparation college for women is urgent in order to provide village schools with well-qualified teachers.

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(2) Distance ranges between 2 and 5 Kms.

In-Service Training

a. Courses of education: The Ministry of Education in Jordan is well aware of the fact that a large number of teachers in public schools are not acquainted with the modern theory and practice in education, and in order to fill this gap, it has sponsored a few short courses on educational psychology, principles of education, and methods of teaching. In the summer of 1952 and 1953, the Ministry gave courses for elementary school teachers and head teachers. Some important documentary films were shown, and a number of books on modern trends in education were brought to the attention of the members of the course. In the summer of 1950 and 1951, a course on the teaching of English in elementary and secondary schools was sponsored by the British Council. The ministry of Education sent 13 elementary school teachers in the summer of 1954 to attend a 6-week course of education organized by the Department of Education at the A.U.B. The number of teachers who attend such courses, however, is very limited.

b. Teachers' Lower Certificate: The Teachers' Lower Certificate Examination was suspended when Arab Palestine was annexed to Transjordan in 1948; it was reinstated, however, in 1952. A large number of elementary school teachers sit for this examination in order to expedite their promotion. More than 800 teachers sat for this examination in July, 1954, as reported by Mr. Kh. Salim, an inspector in the Ministry of Education.

Candidates are required to satisfy examiners in three major subjects, Arabic, history, and arithmetic, and in two electives. All these subjects are of the same standard as the Jordan Matriculation. Candidates have also to pass an examination in principles of education, methods, administration of classroom, and general psychology. Not all examiners, however, are well acquainted with the theory and practice of modern education, and consequently, such examinations are mostly a mere show.

c. Visits by Inspectors of Education and Head Teachers: Expert inspectors, district inspectors and their assistants are supposed to offer help and advice to teachers during their visits to the different schools of the country; a few of them, however, perform this duty. The same applies to head teachers.

CHAPTER X

PROBLEMS OF ELEMENTARY EDUCATION IN JORDAN - GENERAL I

The Need for the Implementation of a True Progressive Philosophy of Education:

There are two major philosophies of education which still have staunch adherents all over the world, the conservative philosophy and the progressive philosophy. The former, in brief, aims mainly at the perpetuation of society, while the latter seeks both the perpetuation and the reconstruction of society. According to the latter philosophy, considerable, if not complete, freedom is conceded to the pupil both physically and intellectually; initiative and self-reliance of the educand, it follows, are given great emphasis, mainly, through recognition of individual differences; the curriculum is fundamentally organized around teacher-guided centers of interest of the pupil which are usually in the form of problems and projects; and social values are cultivated through membership in society.(1)

The conservative philosophy of education, however, holds the social experience of the race in the highest esteem; knowledge is important not because of any instrumental purpose, but

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(1) Brubacher, J.S., Modern Philosophies of Education, pp. 298-307, New York, McGraw-Hill Book Company, 1950.

per se. Imparting of information, therefore, through a curriculum which is basically prescribed is the chief aim of education. The sense of "oughtness" is embedded in this philosophy; the pupil ought to exert effort if he does not feel interested in a prescribed activity. In this way, and through his studies in the social experiences of the race, he disciplines himself, and consequently, acquires freedom.(2)

Modern education, to be effective, must embrace all the aspects of the individual and must include in its scope both children and adults:

"No longer confined to the cultivation of literacy or of intellectualism or of vocational skills, education is at last beginning to recognize the whole of life - health and physical well-being, political and social training, adaptation to a machine age, emotional and aesthetic development, and preparation for leisure as well as the cultivation of the mind - as the field for its endeavors. And as the problems of life are becoming increasingly complex and as the influences that mould it affect the individual from the cradle to the grave, the scope of education has expanded from what was in the past its major concern - the child and the adolescent - to include in its purview the child of pre-school age at one end and the adult at the other."(3)

The progressive philosophy of education is strongly propped by the scientific psychological, biological and

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(2) Ibid., pp. 307-324
(3) Kandel, I. L., Comparative Education, p. 2, New York, Houghton Mifflin Co., 1933.

sociological findings. A child is born with a set of potentialities, impulses, feelings, and needs. These potentialities are determined by the genes which are directly contributed by the parents. The child is urged by his needs, which act as drives, to actualize himself, to "become what he potentially might be." Physiological factors, such as glandular secretions, affect the development of his personality. The role of the environment is also of no less importance in the development of human personality.(4) The concept of individual differences, viz., "that no two individuals, even identical twins, would have personality patterns identical in make-up" has important bearing on education.(5) Belief in democracy and the consequent recognition of the worth of the individual demanded that equal educational opportunities should be provided to all, each according to his aptitudes and interests.

Before closing this discussion a few words should be added. A philosophy of education derives its importance not so much from its eloquent statement of general and specific aims as from the way in which these aims are broken down into more specific detail, which amounts to what type of curriculum is followed. This is important since nearly all philosophies of education have in the proximate aims of education a common area of agreement. The Seven

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(4) Skinner, Charles E., Educational Psychology, pp.55-58, 223-24, New York, Prentice-Hall, 1952.
(5) Hurlock, E.B., Child Development, p. 561, New York, McGraw-Hill Book Co., 1950.
Skinner, op.cit., pp. 209-253.

Cardinal Principles of Education, viz., command of the fundamental processes of communication and computation, health, family life, social efficiency, vocational life, worthy use of leisure, and ethical sensitivity are accepted by all.(6) Nevertheless carricula differ.

It is now time to consider the aims of elementary education in Jordan and make a critical analysis of them in the light of the previous discussion. A general statement is made by the Ministry of Education, which runs as follows:

> "The aims of education in the Hashemite Kingdom of Jordan in accordance with modern philosophy of education, are to develop the sound personalities of citizens and to bring up a new generation physically fit, mentally alert, and emotionally mature, a generation which will be proud of its nation, aware of its national duties, and capable of assuming its responsibilities.
>
> Presently, we desire to create a strong link between abstract learning and everyday life so that when students leave the school they will use their knowledge to improve their own life, and the community where they live."(7)

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(6) Brubacher, op. cit., p. 328.
(7) The Ministry of Education, Education in the Hashemite Kingdom of Jordan, op. cit., p. 14.

The writer does not harbour the least suspicion that the Ministry of Education in Jordan has a clear perspective of modern theory and practice in education. This belief is not only supported by the statement of the aims of education in Jordan which, but for its failure to emphasize the economic aspect, is all-inclusive and consonant with progressive education, but also by the sound instructions issued by the Ministry concerning the values and method of teaching such subjects as drawing and manual training,(8) and hygiene.

The teacher of hygiene is reminded that the main objective of his course is the cultivation of good health habits, that health education is best achieved through the practice by students of health habits and not through lectures, and that as children are by nature inclined to imitate others and show themselves up, the teacher should make of some children models of cleanliness, tidiness, upright stature, vitality, etc.(9)

The attention of the teacher of geography is drawn to the importance of mapping in the sixth grade so that children may obtain a clear idea of the geographical features of their immediate environment. Children are urged to visit, under the supervision of their teachers, the important geographical, historical, industrial, and commercial centers, so that they may learn from this experience. The Ministry, however, has

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(8) Supra, op. cit., p. 14
(9) The front page of the syllabus of hygiene for elementary schools

failed to indicate the importance of mapping in the lower grades of the elementary cycle.(10)

The syllabus of history seems well conceived; it only includes the Arab history and the incidental relations of foreign powers with the Arab World. It is not contaminated, therefore, by overcrowdedness.(11)

A more critical examination of the syllabi, however, will reveal considerable weaknesses. Moreover, the Undersecretary of State for the Ministry of Education is overloaded with the routine administrative work of the Ministry; there are no experts on elementary, secondary, or vocational education who can help him; so, he is not able to give full consideration to important educational matters of a technical nature.

To begin with, one of the implicit aims of education in Jordan is the training of the mind, which is based on the outmoded "faculty psychology". The instructions relating to the syllabus of agriculture for the third elementary grade state that the observation faculty of the children should be trained.

In the second place, the course on " manual training" which is meant to train the hand, eye, and the heart, to develop the pupils' initiative and reveal their aptitudes and tendencies, to instil and polish artistic feeling, etc., exists in name only.

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(10) Ministry of Education, Circular, no. 31, 1953
(11) Supra, p. 76.

Binding, carpentry, wire work, raffia and cane work are still a dream. In Nablus district, which contains 73 elementary schools, one or two at most have carpentry shops.(12) Even colored paper for drawing is seriously lacking. The fact that the necessary funds are unavailable partly explains this shortcoming.

In the third place, the whole course of studies is departmentalized; each subject is outlined independently and no provisions or suggestions for the correlation of subjects are made. Teachers, however, are reminded of the importance of correlating the subjects with one another. But how? They do not have the faintest idea. Teachers in fact treat each subject as an independent entity which has nothing to do with the other subjects. Each tries to specialize in the teaching of one or two subjects all through the elementary grades. The result is mass education which pays little attention to character building. Perhaps nowhere is departmentalization so strikingly clear as in the distribution of the periods of Arabic in the elementary school.(13)

In the fourth place, the system of education in Jordan seems to be based on the theory that education is a body of knowledge that has limits - that can be put into curricula; that education and going to school are synonymous; that effective

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(12) First.hand information.
(13) Appendix III, p. 215.

intelligence can be built through giving ideas to the student; and that common ideas necessary for nationalism can be given. This amounts to saying that the human personality can be formed through the mind, that "when you know the truth, truth will free you." Imparting of information, it follows, seems to be one of the ultimate aims of education in Jordan. This is a reversion to Aristotelian philosophy which considered intellectual excellence as the ultimate aim of education.(14)

The assumption that imparting of information is one of the ultimate aims of education in Jordan is supported by the place of such constitutions of the education process in the system of education as the nature of the curriculum, methods of teaching, interest, discipline, play and work, inspection, measurement, the daily program, the relation between school and community, and the meaning of culture.

a: Curriculum

The overcrowdedness of the syllabi of Arabic grammar and recitation, religion, geography, and agriculture bear testimony to this charge.(15) Arabic grammar lessons start from the fourth grade, and children are required to study almost all the rules of Arabic grammar in three years. In recitation, children are required to memorize not less than 40 lines of poetry in the first elementary grade, 60 in the second grade, 80 in the third, 80 lines of poetry and 15 lines of prose in the fourth, 90 lines

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(14) Brubacher, op. cit., p. 107.
(15) Supra, p.70.

of poetry and 20 lines of prose in the fifth, and 100 lines of poetry and 20 lines of prose in the sixth grade. The Ministry thinks that through memorization children acquire a valuable store of literary terms. But at what expense? Children's interest in the whole subject is choked, and boredom is substituted. Corporal punishment and grades are used to intimidate students; there is no place for spontaneous and inward motivation.

The same applies to religion. Children have to memorize eigh Koranic texts in the first grade; revision of the eight and 11 new Koranic texts in the second grade, and so on. Here it is thought that memorization of religious texts cultivates and implants religious values in the students. It is forgotten that the Koranic texts are replete with words so difficult that grown-ups find considerable difficulty in getting the meaning. The result is that the whole subject is made unpalatable to the young generation. Besides, religious and ethical values cannot be cultivated through verbalism. There is no harm, yet, in memorizing some easy statements which embody fine ideas.

Children are required to study the geography of the Arab countries by the end of the fourth grade, the geography of 13 foreign countries in the fifth, and the geography of eight foreign countries in addition to a detailed study of the Arab countries in the sixth grade. The same applies to agriculture in the third grade.

In civic education, emphasis is laid on imparting information to students on such topics as government institutions and local governments in Jordan, hospitals and Parliament, etc. Such information, it is alleged, will turn students into good citizens. Nothing is said on the importance of integrity, honesty, cooperation, truth, regard for the individual, punctuality, etc. Verbalism, it should be emphasized, does not cultivate sociable habits in students; it is diametrically opposed to the famous doctrine of John Dewey, "Learning by doing."

The organization of the curriculum recognizes to a considerable extent the logical order. The instructions to manual training advise the teacher to proceed from "the simple to the complex"; the Arabic reader textbook for the first elementary grade follows the same order: letters, words, and sentences;(16) and dictation in the second elementary grade begins with single words, then sentences later on.(17)

The logical order of organization is built on the theory of "associationism" or "atomism" whose primary aim was analysis, and according to which every experience and every phenomenon should be analysed to facilitate understanding. The validity of this theory has been questioned by Gestalt psychologists. The psychological order, which is consonant with the emphasis of Gestalt psychology on the whole, "the organized whole and

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(16) See Appendix IV, p. 218.
(17) Supra, p. 71.

not upon the dismembered parts", should be followed by all systems of education.

The curriculum, besides, is basically uniform all through the country - in rural and urban districts, in boys' and girls' schools, except for some minor reshuffling in the number of periods alloted to object lessons and handiwork in girls' schools. This uniformity inheres in the conception of intellectual excellence as the primary aim of education, and it ignores as well the principle of individual differences.

The uniformity of curricula carries with it its by-product "centralization" which is manifested in the drawing of curricula, in prescribed textbooks, as well as in administration.(18)

b: Methods of Teaching

The methods of teaching are also characterized by verbalism. The lecture is extensively, if not exclusively, used in the arts subjects. Even, in sciences, verbalism is predominant. In those few schools which have laboratories, and very poor laboratories they are, teachers perform a few experiments, but verbalism ranks highest.

A questionnaire was prepared by the writer and distributed in April 1954, among 58 elementary school teachers in Jordan, men and women.(19) In the fifth item, they were asked to check out of a list the particular method or methods which they preferred. The answers, on their face value, were a little encouraging. They were as follows: 5% of the teachers indicated the

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(18) Infra, p. 178.
(19) Appendix VII, p. 237.

lecture method as their choice; 23%, the socialized recitation method; 67%, the problem-solving method, and 5%, the project method. 96% of the teachers preferred functional knowledge to theoretical knowledge.

The scores show that the majority were for the problem-solving method. Nevertheless, the writer calls this preference "wishful thinking" on the part of the teachers, since his 6-year experience of teaching in Palestine and Jordan, his intimate relationship with a big number of teachers in Jordan, and his visits to some Jordan schools in April 1954 (during which the writer gave some lessons) indicate the fact that the lecture is the teachers' favourite method.

As long as the syllabi are organized around prescribed and departmentalized subject matter, as the case is in Jordan, no true problem method, in the belief of John Dewey can be developed:

"The problem, Dewey says, should not start with some school subject like arithmetic or history but rather with some life experience, some handling of materials in either work or play which raises perplexities provocative of thinking on the part of the student. Preferably the problem should be the pupil's rather than simply the teacher's or the textbooks". (20)

Search for data suggesting possible ways for the solution of the problem, and experimentation are two fundamental elements

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(20) Brubacher, op. cit., p. 255.

of this method; hence the need of laboratories, field excursions, libraries, and shops whereby the consequences of hypotheses may be tested and traced out. The elementary schools in Jordan are markedly poor in laboratories and libraries; school excursions for education purposes are seldom conducted. The project method, it should be noted, is seldom heard of in Jordan.

Audio-visual aids are on the whole rarely used in both elementary and secondary schools. Their educational importance is not fully-appreciated. Teachers should be impressed with the fact that "our understanding of events, places, and objects is a direct outgrowth of our ability to perceive. Our perception of things depends on our ability to see, hear, touch, taste, and smell".(21) The financial handicap cannot be urged as a justification for the scarcity of audio-visual aids, since the enthusiastic trained teacher can easily make and contrive a considerable number of them.

c: Interest

It has been observed that an overcrowded course of studies which is not based on the children's centers of interest fails to arouse any genuine interest. Instruction in Jordan, therefore, is dull and mechanical, and the teacher has to resort to external inducements. Artificial stimuli must be substituted, such as marks and examinations, or even rewards and punishments. "This is virtually motivational bankruptcy".(22)

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(21) Wittich, W.A; Schuller, C.F., Audio-Visual Materials - Their Nature and Use, p. 7, New York, Harper & Brothers, 1953.
(22) Brubacher, op. cit., p. 234.

Interest engenders effort which acts as its "henchmen"; the opposite, however, does not hold true.(23)

d: Discipline

The conception of interest and effort as separate concerns carries with it the implication that discipline "is a condition precedent to instruction".(24) Children have to obey all requests made by their teachers or parents without having the right to question them, since in doing this they are obeying the moral law of the school. The fact that a lot of disciplinary problems occur in both elementary and secondary schools in Jordan testifies the falsity of this conception.

But when discipline is coincident to interesting instruction, disciplinary problems will be reduced to a minimum since "children will be so engrossed in the curriculum that their interest will afford a self-discipline".(25)

The conception of discipline has gone through radical changes; it has passed through the vindictive theory of discipline, the retribution, the deterrent, the remedial, and lastly the prophylaxis theory.

All of these conceptions of discipline, except for the last, may be said to apply to disciplinary controls in Jordan. Corporal punishment, rebuke, detention, and expulsion are resorted to by the head teachers and teachers although the latter

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(23) John Dewey, Interest and Effort, Boston, Houghton Mifflin Co.,p. 70, 1913.
(24) Brubacher, op.cit., p. 272.
(25) Ibid., p. 272.

are formally forbidden from inflicting corporal punishment. Such controls cannot effect true discipline because once they are withheld the pupil will again raise disciplinary problems. Besides, they leave behind them very bad and pernicious psychological traces upon the natural development of the child's personality because of the humiliation which he suffers. He will feel strong aversion to the school and its activities.

The prophylaxis theory of discipline whose efficacy has been recognized by progressive educators and sociologists ~~educates~~ the provision of an environment which enables the pupil to see the social values inherent in his school's standards of behavior and accept them. In this case, discipline and character education become almost synonymous. The teacher's attention will be directed to the cultivation of healthy attitudes and habits of conduct in the pupils rather than to regulations of control passive in nature.

e: Play and Work

The apprehension of both teachers and laymen in Jordan that catering to the interests of children will induce them to take their studies too lightly makes both look upon obtaining education as a serious business. This attitude carries with it the implication that play and work are antithetical, and that the course of studies should give little room to play. This is clear from the emphasis of the course of studies in Jordan upon verbalism and memorization.

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Work and play, on a closer examination, are revealed as overlapping, and it is often difficult to classify activities as either work or play. The teacher should feel free to apply work or play in his daily program in the light of circumstances, since they are of great importance:

"Study of mental life has made evident the fundamental worth of native tendencies to explore, to manipulate tools and materials, to construct, to give expression to joyous emotions, etc. When exercises which are prompted by these instincts are a part of the regular school program, the whole pupil is engaged, the artificial gap between life in school and out is reduced, motives are afforded for attention..."(26)

John Dewey reminds us that as much communal work shares in the social and economic inequalities among the people, the school should set up an environment in which play and work can facilitate desirable mental and moral growth. Activities should not be prescribed and children should have an opportunity for making mistakes, else their initiative will not be developed.

Play and work in the elementary school is of special importance since one of the significant characteristics of the latent period (6 to onset of puberty) is the development of the child's superego. Without play with his age-mates the

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(26) Ibid., p. 228.

child becomes selfish, self-centered, and domineering. From his play with others, he learns to share, to give and take, to cooperate, and to submerge his personality into that of the group.

f: Inspection

Inspection of schools, elementary, secondary, and vocational, is carried on by five specialists and six district inspectors. The latter have one assistant or two at most, each. The number of inspectors, it follows, is too small for a progressive type of supervision. Most of the elementary school inspection, however, is conducted by headmasters, headmistresses, and district inspectors and their assistants.

To the best knowledge of the writer, the inspectors, perhaps with the exception of a few, are not fully acquainted with the modern theory and practice of education. Their inspection procedures bear testimony to this charge. They assume, when visiting schools, an authoritative role, and spend much time on routine administrative inspection of materials, equipment, conditions of school buildings and things which can be managed by less qualified personnel. They are anxious to see that the school staff have covered the required subject matter and that students can reproduce it. They believe that their primary function is to find fault with the staff, correct such faults, and rate their efficiency thereupon. This rating is embodied in routine reports which indicate the degree in

which the students have mastered the subject matter. In this way, the inspectors serve as the "eyes" and "ears" of the Ministry of Education. In some instances, even, they would not refrain from harshly rebuking the staff. 60% of the elementary school teachers, who answered the writer's questionnaire stated that the inspectors were neither cooperative nor sympathetic with the staff.(27)

The need for trained and experienced inspectors, is very pressing indeed. The surge of restlessness which penetrates all the makes of life in Jordan, moral, economic, political, and social, makes the job of teaching both of extreme importance and difficulty. Teachers, therefore, are in great need of wise guidance. This need is intensified by the poor quality of teachers, who badly need acquaintance with good practice in teaching, and enlightenment on the rapid advances in education. Able teachers need encouragement, as due recognition of one's worth is cherished by all. Efficient supervision, also, helps to discover potential leadership among their rank.

The Ministry of Education therefore, will do well if it recruits a larger number of inspectors who, in addition to a high standard of culture, have specialized in education in a recognized university and have had first-hand experience in teaching and school administration. It must be said to the credit of the Ministry of Education that it has partially

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(27) Supra, p. 58.

applied this step in the summer of 1954. Besides, the inspectors should feel genuine interest in the teachers and students and should exhibit integrity in recognizing leadership among the staff.

Under such conditions, the inspector's role is essentially to guide the staff in developing the total pattern of the student's personality. He should establish rapport with them before visiting their class-rooms, and should as well hold post-visitation conferences with them, individually or as a group, in which he will encourage them to analyse their problems, and help them to find out by themselves the right procedures. In other words, the inspector acts as the teacher's counsel.(28) He encourages them to form committees and syndicates for the discussion of educational matters, to subscribe to educational periodicals, and establish libraries which contain good literature on education. He guides headmasters and headmistresses as well in matters of inspection and administration.

g: Measurement

The tools of measurement used in the elementary schools of Jordan are largely the periodic oral quizes and the written examinations which serve to appraise the pupil's achievement in terms of subject matter acquired. The encyclopaedic informational learning is clearly implied. Grading by the percentage

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(28) Krimly, Khalid F., "A Study of Supervision in the Public Primary and Secondary Schools of Syria", pp. 155-160, thesis, 1952.

plan, which presupposes a quantitative appraisal of the pupil's work, is the only device used in the case of each individual school subject. This implies that "the data of education can be reduced to such equal, interchangeable, homogeneous units".(29) This exact quantitative determination of results carries with it the implication of repetition and uniformity, but the fact still remains that not only two individuals are never the same, but no two educational situations are equally interchangeable, as quantitative measurement intimates. If we disregard these individual differences, then we implicitly want education to perpetuate the status quo.

The progressive philosophy of education which believes in functional knowledge and considers the changes in the whole behavioral pattern of the individual that occur through purposeful experience situations as the fundamental outcome of education frowns upon the aforementioned tools of measurement. It rather advocates a qualitative evaluation of the individual in terms of the changes that have affected his behavior. It does not neglect information, for education does not take place in a vacuum, but information is never looked upon as the final end of the educative process.

It follows, therefore, that rather than applying the percentage plan, a "progress evaluation report" which usually disregards grades, should be substituted. In this report, "definite

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(29) Brubacher, op. cit., p. 241.

evidences of improvement in academic fields, personal trait development, and social maturation or adjustment are noted".(30) The teacher's diary, in which he jots down, day by day, the "significant events in the life of the learner", anecdotal records, informal interviews and conferences with pupils, pupil-rating reports, as well as reports written by pupils on different subjects help the teacher to draw out the progress evaluation report. Such devices are of great help to the trained teacher since they serve to diagnose pupils' weaknesses such as the lack of the necessary background, incorrect habits of study, inability to hit upon the relevant material, to analyse, to synthesize, etc., to diagnose the teacher's effectiveness, and to train the pupils in the correct study methods and habits.

h: The Daily Program

The daily program in Jordan is mechanical and rigid, because the course of studies is developed around departmentalized subject matter. Except for the first and second elementary grades where the period is of 35 minutes duration, the same amount of time (45 minutes) is given to each day in the other grades all through the country, in urban and rural areas, in boys' and girls' schools. A feeling of monotony prevades the whole day's work, and pupils feel bored because the schedule does not cater to their interests or give free play to their instinctive behavior.

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(30) Bossing, N.L., Teaching in Secondary Schools, p. 273, Boston, Houghton Mifflin Co., Third Edition, 1952.

But when the classroom work is developed around the pupils' centers of interest, a flexible program is inevitable. The organization of such a program is not so easy, because "when we make a flexible program, we think of the attitudes, the traits of character, the mental habits, and the abilities we wish to see growing in our children, and we plan so that all of these may be continuously practised and stimulated".(31)

Related subjects, therefore, should be scheduled as a group to allow in the necessary activities which help promote the growth of the children. To develop their initiative and self-reliance, for example, they have to be challenged with some problem that naturally rises from daily life situations; consequently, the schedule should give the children enough time to solve the problem, or at least plan a procedure to solve it some time later. It should give enough time to individual and group creative work, to field trips, to reading for pleasure and information, to enjoyment of music and art, etc., in order that children may experience life richly.

The main stumbling block that lies in the way of developing such flexible schedule in Jordan is the lack of properly trained teachers on the one hand, and the prevalent conception of education as mastery of subject matter, on the other hand. The whole conception of the philosophy of education should be revolutionized through the press, the radio, the Parliament and personal contacts. It goes without saying that the development

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(31) Hockett, J.A., & Jacobsen, E.W., Modern Practices in the Elementary School, p. 95, Boston, Ginn & Co., 1943, (New Edition).

of well-trained teachers and inspectors lies at the foundation of any educational reform.

i: The School and Community

The writer wishes to bring to the forum three main points, the attitude of schools in Jordan toward the community, the attitude of the community toward schools, and the importance of pupils' acquaintance with their communities.

1. The Attitude of Schools in Jordan Toward the Community:

It is pretty safe to say that the sweeping majority of elementary - and secondary - school teachers in Jordan are not fully aware of the intrinsic importance of the relationship of the school to the community. It may even be added that they often display a negativistic attitude toward their community; they think that the school is primarily an intellectual teaching institution that prides itself upon its autonomy. They feel that their dignity is hurt if one of the parents expresses his wish to visit the classroom and observe the classroom activities; they bitterly resent such "interference". The views of teachers on this vital question of the importance of the community were as follows:(32)

Percentage of teachers who welcome visits by parents to classroom: 41

Percentage of teachers who do not welcaome such visits: 16

Percentage of teachers who were disinterested and did not give an answer: 43

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(32) Infra, p. 237.

Percentage of teachers who did not have any contact with parents, 1953/54:	51.7
Percentage of teachers who had from 1 to 2 contacts, 1953/54:	17.2
Percentage of teachers who had from 2 to 6 contacts, 1953/54:	12
Percentage of teachers who had over 6 contacts, 1953/54:	14.1
Percentage of teachers who did not answer:	5

2. The Attitude of the Community Toward Schools:

The "wise" people in Jordan think that it is discourteous to visit their schools and observe their activities and progress, or make some remarks to the staff; they consider this as a delicate issue, and they construe it as "interferences". They are content and happy so long as their children are given regular and lengthy assignments to memorize, and so long as their grades are satisfactory. The lay people are not to blame since the teachers themselves, who are supposed to be professionally trained, do not see the entwined relationship that binds the schools to their environment.

It is clear that the development of well-trained teachers is of paramount importance since their viewpoints on this issue are radically different. Parents will then be encouraged to visit their schools, make inquiries about their problems and perhaps suggest solutions. The school, in brief, should be an important social center, and in small localities it can and should be the most important one. Meetings for various activities

can be held there; adult education can be handled in the school, and experimental studies for the welfare of the whole community can be conducted in it. In this way, the people can discuss the problems of their children intelligently with the staff, and the staff are able to appraise their pupils and handle them more intelligently. Besides, when the people develop the firm belief that the school is theirs, they will feel ready to contribute morally and financially to its promotion.

3. The Importance of Pupils' Acquaintance with Their Community:

The emphasis upon community study is in line with the criteria of progressive education. If education is life and if the primary aim of education is to enable the learner both to adjust to and adapt himself to his environment, then he cannot afford to ignore his community. He should intelligently study his environment: stations, factories, forests, government institutions, etc., with an eye to seeing its problems and devising ways and means, under the guidance of the teachers, for meeting them. Such study is an indispensable step in the development of leadership among the pupils. Besides, visits and class trips help to stimulate, and extend children's interests; they provide firsthand experience which, when properly used, eliminate the break between inschool and out-of-school life, thus increasing the continuity of the learning process.

The previous discussion will be lame if the importance of organizing the school life in such a way as to promote a democratic community life is not stressed. Pupils should have their clubs and committees; they should have their conferences in which they bring to discussion some real problems of life. Membership to committees should be by free elections where recognition is awarded to qualified and able pupils.

It is a pity to say that a deep gulf separated the schools of Jordan from their community. Most of the students who live in urban districts are not even acquainted with the adjacent rural areas, and consequently, they are ignorant of their problems. Where school trips are made, and they are very few, no intelligent study of the places visited is made; pupils are not even told what important things they are expected to observe.

j: The Meaning of Culture

The meaning of culture, not only in Jordan but in the Arab countries as well, is derived from their conception of the philosophy of education. Since intellectualism is the prized aim of education, then a person is categorized as cultured if he can speak gracefully (good Arabic), write well, recite, when occasion demands, verses of poetry or pieces of prose; if he knows well the history of his country as well as the history of the world; and if he knows the names of the

famous philosophers, writers, musicians, sculptors, etc., and their masterpieces, and is able to quote them during his daily discourses.

The writer does not intend to condemn such knowledge. Information is necessary as learning does not take place in a vacuum; but it should not be the ultimate end of the learning process.

A cultured person, according to progressive education, is the one who has achieved a considerable degree of growth in the total pattern of his personality. He is fully aware of his moral, civic and social responsibilities, and is willing to discharge them; he is aesthetically mature and sensitive to beauty wherever it exists; he is not prejudiced, but applies critical thinking before he launches on any scheme; he is able to secure a decent living; and finally, he is anxious to grow continuously in all these aspects of growth.

CHAPTER XI

PROBLEMS OF ELEMENTARY EDUCATION IN JORDAN - GENERAL II

Failure of the System of Education to Meet the Needs of the Country:

A quick review of the first part of this paper reveals the fact that the system of education in Jordan, including both elementary and secondary schools, has failed to meet the needs of the country.(1)

From the political point of view, the country is now faced with a grave menace of aggression from a determined enemy and, but for a small minority, the people are not aware of their huge responsibilities. The political organization of Jordan groans under many weaknesses, emanating from its form of government and its relation to Great Britain. The spirit of belonging to the West Bank or the East Bank, and the tribal spirit are still there.

The economy of Jordan is still tottering. Old methods of agriculture are largely prevalent, and huge expanses of land are barren. The number of livestock is not adequate to meet the needs of the people. The distribution of lands in

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(1) Chapters II, III, IV, V, pp. 10-41.

many parts of the kingdom is still unfair. The huge possibilities of industrial development are not seriously envisaged. The importance of work is not yet fully realized by the people, and the sense of punctuality and sincerity are not adequately developed in the labourer. Skilled labourers, however, are also a scarcity.

The impact of Western civilization upon the people in Jordan and the Arab countries as well has created difficulties in many ways. Besides, the status of women and children is generally low. The problems of tribal life, life in villages and towns, and the social hierarchy are far from being solved.

The rate of infant mortality and the incidence of epidemic diseases are still high, especially in the Western Bank. Healthy conditions are to a great extent lacking because of malnutrition, bad housing, and mental disquietude. Unhealthy habits, practices, and ideas are prevalent among large sections of the people.

Aims of Elementary Education in Jordan

The aims of education in Jordan, as stated by the Ministers of Education,(2) are quite progressive, but unfortunately they have not been realized. There is no harm in listing down in some detail the aims of elementary education

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(2) Supra, p. 97.

in Jordan as the writer envisages them, since "in order to get a survey of aims sufficiently wide to give breadth and flexibility to the enterprise of education, there is some advantage in such classification."(3) It is high time also to discuss the ways and means that might help achieving them.

The following aims, it should be emphasized, are in line with the atomistic theory of education which holds the individual in high esteem and regards him as the end, and not the means, of the education process. They are grouped under convenient titles as follows:

A. National and Political Ideals:

1. To inculcate in the individual such strong patriotic feelings as to make him ready to:

   a. Sacrifice life and property in the defense of one's country.

   b. Free Jordan from foreign rule.

   c. Work hard for Arab unity.

2. To help the mass of the people to understand and appreciate the democratic form of the government, and practise it.

3. To educate the mass of the people about their rights and responsibilities so that they understand the true role of the government, and get rid of their suspicions of governmental projects and, simultaneously, free themselves from complete dependence upon the government.

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(3) Dewey, J. Democracy and Education, op.cit., p. 285

4. To educate and develop enlightened citizens who see to it that their government is efficiently and justly run.

5. To develop a body of intelligent citizens who are interested in discussing the various issues of their country and producing constructive solutions.

B. Civic and Personal Ideals:

1. To educate the children to work for:

a: The betterment of their environment.

b: The development of their institutions.

2. To inculcate in the children the ideal of good citizenship:

a: Strong character.

b: Cooperation, thus combating the strong individualistic tendency.

c: Social service.

d: Courtesy.

3. "To develop some personal character traits which are of great importance both to the individual and his community.

a: Initiative and creativeness.

b: Willingness to assume responsibility.

c: Resourcefulness".(4)

d: Sound habits of work, particularly thoroughness, honesty, punctuality, and perseverance.

e: Accuracy in thought and expression.

f: Emotional maturity.

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(4) Akrawi, M., Curriculum Construction, op. cit., p. 219.

C. Health and Physical Well-being:

1. "To build up a healthy and vigorous body capable ~~to~~ of resisting diseases.

2. "To fight prevailing unhealthy habits and to cultivate good health habits, particularly regarding personal cleanliness.

3. "To fight superstitious conceptions with regard to the origin of diseases and superstitious methods of curing them".(5)

4. To educate the children about the optimum conditions that must obtain if good health is to be developed, such as:

a: The importance of cleanliness in one's surroundings.

b: The importance of isolating the sick who suffer from a contagious disease.

c: The importance of consulting a doctor or a clinic upon falling ill.

d: Knowledge of the most important diseases and ways of preventing them.

D. Economic Life:

1. To inculcate respect for work and a desire and zeal for the development of natural resources.

2. To divert the tide of office-seeking people into constructive and independent work.

3. To cultivate habits of honesty in work, thoroughness, punctuality, and hard work.

4. To help raise the standard of living in both urban

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(5) Ibid., p. 217.

and rural districts.

E. Social Ideals:

1. "To raise the standard of home life through:
   a: General education of men and women.
   b: Spirit of fellowship and love among members of a family, by bringing women up to the intellectual, spiritual and social level of men.
   c: Education of women to make their homes more attractive and an abode where peace, rest, and enjoyment can be found.
   d: Improving methods of physical, mental and moral care of children.
2. "To raise the status of women.
   a: To cultivate the notion that women, to be a useful member of society, must gradually attain her freedom and independence.
   b: To cultivate in men respect for woman and her rightful place in society on a basis of equality with men.
   c: To cultivate self-respect in woman and the notion of her function and place in society".(6)

F. Intellectual Ideals:

1. Development of the habit of critical and objective thinking.
2. Development of the power of observation and judgment.

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(6) Ibid., p. 219.

3. Kindling the children's intellectual curiosity.

G. Religious Ideals:

1. To educate the people in the true spirit of their religion so that:

a: Tolerance of all creeds is promoted.

b: The ideal of service to fellowmen is cultivated.

c: Religion is regarded as a means of progress rather than a means of stagnation.

d: An attitude of peaceful mind is developed.

H. Culture and the Use of Leisure Time:

1. Raising the emotional tone of children so that they love better things.

2. Encouraging such leisure time activities as would promote corporate life and social service, e.g. clubs and societies for music, sports, dramatization, charity, etc.

3. Encouraging appreciation of the beautiful and the artistic in nature, music, art, etc.

4. Cultivating habits of reading.

I. Understanding the Environment:

1. To understand the geographical position and features of Jordan.

2. To understand the position of Jordan, not only geographically, but also historically, politically, and economically among other nations.

3. "To help study the children's immediate environment,

including:

a: The natural environment.

b: The economic resources.

c: The historical sites and buildings.

d: Types of life, whether tribal, rural or urban.

e: Customs, traditions, dresses, etc."(7)

J. Language:

1. To master one's native language to the point of:

a: Correct understanding, and reading.

b: Correct written and oral expression.

2. To create an appreciation of one's literature.

3. To acquaint the children with a foreign language that will help establish political, economic, and educational relations with other countries, and help the young people in resuming their high studies in foreign universities.

Let us now in the light of these aims of elementary education in Jordan discuss the efficient ways and means that help their fulfillment.

A. The School and Spiritual Life

The tremendous progress in science and its offspring rapid change have so seriously upset our beliefs and traditions

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(7) Ibid., p. 221.

that our spiritual values stand in great need of support and defense. A big number of the people, nearly all over the world, stand perplexed at what to believe and what to reject. This perplexity is now accompanied by a too individualistic attitude in the thinking of the people and an inadequate economic outlook. The role of the school regarding this impending state of affairs is not difficult to see:

"As over against the loss of faith, the perplexity, the spiritual unrest of many older people, the public schools must upbuild in the young the spiritual values needed for a just and wholesome civilization. Instead of division and conflict, it must build unity. In place of doubt and fear it must build faith, faith in right and good, faith that effort wisely directed can in the long run prevail at least reasonably against the troubles that assail". (8)

The Muslim religion is taught in the public schools of Jordan with an eye to the inculcation of such spiritual values. Fortunately, it does not believe in the innate wickedness of human nature. It admits, however, "that human nature contains what it calls 'low desires', which must be quelled and subdued by reason and will-power". (9)

Islam does not neglect life in this world; still, the

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(8) Brubacher, J.S. (editor), The Public Schools and Spiritual Values, p. 1, New York, Harper and Brothers, 1944.

(9) Kinani, A. Kh., "Muslim Educational Ideals", The Yearbook of Education, 1949, p. 414.

chief aim of the Muslim's life is preparation "to meet God and deserve his Grace"; such preparation is achieved by:

"(a) Study of "Muslim science", i.e. Koran and Hadith.

"(b) Performance of certain rites: fasting, prayer, etc.

"(c) Practice of religious morality even in the minute details of everyday life, and the development of moral goodness and responsibility by associating with pious people as well as by continual introspection and war against low desires.

"(d) The contemplation of the world of creation by the believer".(10)

The teaching of religion, therefore, should embrace two main aspects, character upbuilding and mastery of religious material. While the latter can be attained by intimate acquaintance with Koranic texts and Hadith, thus introducing the child to the primary sources of his religion, the former aspect of religion can only be attained by practical orientation and example.

Memorization of Koranic texts and Hadith alone, it should be emphasized again, is not adequate to inculcate in the children the commended spiritual values. The sweeping majority of delinquent children know that certain acts are wrong, still they persist in behaving in an unsocial way. Texts and Hadith, moreover, should be selected with an eye to their importance

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(10) Ibid., p. 415.

and relation to the practical daily life and behavior of children. Those which stress the importance of according respect to parents, for example, or of fair play, are quite relevant, whereas texts on divorce, interest, etc. are irrelevant at this stage of the children's life.

The teacher of religion should avail himself, in teaching of the charity institutions and acts sponsored by individuals and groups and explain their importance to the children. He should explain how those in charge had sacrificed both time and effort for the promotion of the general welfare; he might even invite some of them, or better if the children themselves extend the invitation, to talk to them about their charity institutions.

The teacher of religion should also not allow current events pass without some comment in line with the moral issues discussed. He should also provide actual situations in which children experience charity acts; he may ask them to contribute to some fund for a needy person, for treating the sick, for dressing a wound, etc.

The teacher of religion should also not isolate himself from the other school subjects. He may point now and then to the intimate relation between religion and charity institutions, between religion and the patterns of behavior and ideals that are now prevailing, between religion and some sciences, hygiene, sociology, athletics, etc. and emphasize the progressive role that

religion can and should play. This mission of the teacher is facilitated by the fact that "Islam is an all-embracing religion, dealing not only with the moral and spiritual life of the believer, but with all the other aspects of his life, whether material, social, or personal".(11)

The importance of character building by providing the children with purposeful life experiences is discussed in the following section.

B. The School and Social Growth

Social growth, or the process of socialization is brought about by the interplay of two basic factors, viz., the hereditary equipments of the organism and the environment. The genetic factor includes the basic characteristics of protoplasm itself, the organization of the nervous system, more particularly the cerebral cortex, and the ductless glands.

Notwithstanding the fact that the organic factor is of paramount importance, the environment is of no less importance; it even sometimes counterbalances the influence of the genetic factor. It is universally agreed that the emotional set-up of the individual is largely governed by the secretions of the ductless glands, as when one works oneself into a fierce fit of anger; but still the influence of a healthy environment will help reduce such fits and aberrations to a minimum.

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(11) Ibid., p. 414.

Now, as we cannot exercise control over the hereditary equipment of the individual, except in rare cases, we are left no other alternative but to regulate the environment in which the individual lives so that the optimum change in social behavior is brought about. In this way a strong character can be built up, since character can be defined as "consistent conduct trends, outer and inner".(12)

The individual is inherently a social being; Brubacher puts it in this way:

"The single individual is born into society, and a need for society, other individuals, is born into him. Moreover, the single individual is born with potential capacities which crave expression. He needs others, however, to show him the ways in which he will be able to exercise his capacities to an optimum".(13)

Schorling, also, considers the needs for companionship, for recognition, and for security as three basic needs of children.(14) The role of the home and the school, therefore, to see that children do not develop anti-social behavior is exceedingly important. Many behavior patterns of the young child, which are not actually anti-social, need redirection so that they can be called socialized, such as change from comparative egoism to comparative altruism, and readiness to respond to specific ways of stimulation.

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(12) Skinner, Ch. E., (editor), op.cit., p. 121.
(13) Brubacher, J.S., (editor), The Public Schools and Spiritual Values, op.cit., p. 17.
(14) Schorling, R. & Wingo, G.M., Elementary-School Student Teaching, p. 202, New York, McGraw-Hill Book Co., 1950.

Socialization, as all other types of learning, rests upon conditioning, association, and practice.(15) In other words, habit formation is the essence of both socialization and character. This means that social growth cannot be developed through verbalism, through one subject called "civics", since "the required beliefs cannot be hammered in; the needed attitudes cannot be plastered on".(16) A course in civics is important in so far as it provides the children with some information of the community mores, but in the case of Jordan, even such information is lacking.

To form a community, people must have common aims, beliefs, and aspirations, above all. Each individual must feel that he is part and parcel of his group. This group spirit can be effectively produced through association in common pursuits - pursuits that are purposeful to the participants. The individual's instinctive tendency to imitate and emulate others, and the need of working together serve as social controls. When he participates in a purposeful act, the same emotions and ideas that such an act arouses in others are aroused in him; he feels the success of his fellows as his own success, and their failure as his own failure. It follows, then, that through active intercourse some of his mental dispositions are strengthened and some are weakened to win the approval of others.

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(15) Skinner, Ch.E. (editor), op.cit., p. 120.
(16) Dewey, J., op.cit., p. 13.

The development of broad units of work instead of departmentalized subjects helps considerably in promoting social growth. A unit of work necessarily involves the use of textbooks, thoughful questioning, problem-solving, and the collection and organization of pertinent information; it may even include construction work, dramatization, and pictorial or musical interpretation. When a unit of work is limited to a specific subject such as arithmetic, it loses much of its significance. A unit of work requires that the teacher plan together with the children a certain theme and discuss its many sided aspects. The children have a chance to express their ideas and discuss them with one another. So when they choose a certain theme, or in other words, when they accept it, all the activities pertaining to it will enlist their attention and arouse their interest. The children also have the chance to work together, whether in choosing the unit of work, in carrying out its activities, or in making a general appraisal of it when it is finished. The spirit of cooperation will be inculcated when such valuable experiences are continually provided.

The "sociolized recitation method", beside the problem and project methods, is quite effective in promoting social growth if it is handled in the right way. The writer is still favourably impressed by a visit to the American Community School, Beirut, which he paid during the academic year 1953/54.

As he entered the third elementary grade, a small child was conducting the class; he called some children, one by one, to make certain statements on a subject which they had chosen before. Each child read his statement and an interesting discussion followed. Such procedures help the children to develop such traits as independence, self-direction, self-control, and consideration of others, which are the basic ingredients of emotional maturity. The whole environment spelled security to the students; they felt free to say their ideas. Feeling of security is basic to the normal development of the child's personality; the teacher should show considerable respect to the child's individuality. He should encourage him to criticize fairly his culture if he is to be inquiring, creative and constructive, not docile, submissive, and stereotyped.

The prepared teacher will not be satisfied with making plans together with children after studying their interests and abilities; he should crave more.

Both the teacher and the children should participate in laying down the standards of their conduct; the children, then, will not only understand and value such standards, but they will do their best to live up to them since "every one takes pride in being a member of a group which lives up to a recognized code of ethics".(17) Standards are much better than rules prescribed by some other authority which might provoke defiance.

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(17) Hockett, J.A., & Jacobsen, E.W., Modern Practices in the Modern School, p. 24, Boston, Ginn & Co., 1943.

Commendation is also due to those students who live up to these standards; a list of honour containing the names of such children will have deep effect on their morale, and will stimulate others to do the same.

Such standards of courtesy, fairness, and helpfulness are essential to any community. The teacher's own behavior should exemplify the very best standards. He should speak in a pleasant and quiet way; he should listen attentively when a child speaks, etc.

Each class can have a hospitality committee which receives visitors and explains courteously the classroom's activities. This committee should also receive new students and give them some orientation so that new comers feel at home. Another committee may be elected to take charge of the classroom, see that it is kept clean and attractive; individual children can be given specific tasks, such as keeping the blackboard clean, taking charge of the classroom's library, etc. Pupils like to do things and to have responsibility:

"The two secrets of success in classroom administration are, first, make it a privilege to be given a responsibility; and second, commend faithful service."(18)

It is not sufficient that children establish intimate contacts with their immediate environment, the classroom, but they should extend such contacts to the whole school first and

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(18) Ibid., p. 39.

to the community,[19] second. A student council whose members represent all the classes should be elected to sponsor athletics, clubs, and many other activities. It helps a lot in achieving solidarity among the students. Each class may, besides, invite other classes to a single party, or to participate in a certain activity.

C. Adult Education

As the child spends most of his time in direct contact with his parents, especially during the early years of his life when his personality is most susceptible to influence, the parents, no doubt, leave a deep imprint on his personality development which differs in degree with the standard of their education. The elementary school, therefore, cannot fulfill its mission unless it simultaneously launches a campaign of adult education, not only in the three R.'s, but also in the rudiments of hygiene, ethical and social standards.

Perhaps the first lesson to be impressed on the minds of parents is the adverse psychological effect on their children's personality development which family quarrels and the use of obsence language in their presence leave behind. The behavior of parents should exemplify the dignity of marital relations, else children may develop a warped idea about this important issue. Parents, especially mothers, should also

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(19) Supra, p. 118.

get an idea about the natural development of their children's personality, and how such development can be pushed forward or seriously retarded by their attitudes toward their children.

His Majesty, King Husein, expressed his wish last year that a program of adult education be inaugurated and sponsored by the Ministry of Education. The Minister of Education, thereupon, sent a circular to this effect to all district inspectors of education in Jordan.(20) A considerable number of teachers, public and private, volunteered; they used the public schools' facilities. In the interval between January 1953 and April 1954, twelve public schools in Jordan, elementary and secondary, started this campaign.(21) Societies and clubs, however, started the campaign much earlier, and it stands to the credit of Dr. G. Habash, an alumnus of the A.U.B., that he has been sparing no effort in giving a strong impetus to this campaign, especially in Amman.

Not all volunteers of the adult education campaign, however, understand fully their mission; a large number believe that it is identical with an illiteracy campaign. The present Minister of Education did well in sending another circular (April 1954) to schools emphasizing the importance of enhancing patriotic feelings in citizens and inculcating in them social and moral values.

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(20) Ministry of Education, Jordan, circular no. 50/6/11591 dated 1/12/53.
(21) First hand information from the Ministry of Education.

D. The School and Economic Development

There is no harm in reiterating the fact that the economy of Jordan does not, at present, enjoy an enviable position, partly because the economic resources of the country are not adequately exploited and partly becasue these resources are not rich enough to secure a huge revenue.(22) Humble as the resources are, they can, however, afford Jordan a kind of stability which enables it to stand on its feet without foreign financial help.

It should not be construed from the foregoing statement that the writer expects the elementary school to graduate children versed in the modern agricultural methods or skilled in some vocation. The elementary school cannot ignore its more important role, viz., the socialization of the child; nay; a vocation itself cannot ignore this side:(23)

"It (vocation) includes the development of artistic capacity of any kind, of special scientific ability, of effective citizenship, as well as professional and business occupations, to say nothing of mechanical labor or engagement in gainful pursuits".

Besides, the training of the eye, the hand, and the heart is part and parcel of the child's over-all personality development; and no school can afford to neglect it.

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(22) Supra, p. 16.
(23) Dewey, J., op.cit., p. 358.

Now, since Jordan is predominantly agricultural, the elementary schools, including village schools and town schools where people live on agriculture, should give rural education so that a rural consciousness is developed among the children, and the continuous stream of emigration to towns and outside the country is brought to a standstill.

Rural schools, it follows, should be provided with gardens spacious enough to allow experiments and field demonstration, and modern methods of agriculture which are not far beyond the experience of the farmers of the area should be introduced. Each child should be allotted a strip of land to cultivate under the teacher's guidance. In this way, the school is not only given the rural atmosphere it should have, but the children are given contact "with growing things in a pleasant manner in contrast with hard work and drudgery as they knew farm life at home".(24) The school gardens should be provided with incubators, with poultry, sheep and cattle, rabbits and bee hives. The children should be entrusted, in the spirit of recreation, with the care of all these things;the role of the teacher is to give guidance. Their outlook on country life will be changed, and good attitudes for accepting improved agricultural practices as they grow older and enter the serious business of making a living from the farm are inculcated.

As dairying industries are part and parcel of rural life, central rural schools should be provided with a dairying plant,

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(24) Kourani, H. A., & Allen, H. B., "Statement Prepared at the Request of the Minister of Public Instruction in Syria", p. 33, April, 1937.

and the children, under the guidance of their teacher, should do all the work. The writer still remembers the intense thrill which the elementary pupils of Jenin experienced when operating the school's dairying plant. The educational value of work, apart from its vocational importance, should be borne in mind.

In urban areas, the elementary schools should provide a detailed course in manual work, including carpentry, smithing, book binding, wire and cane work. The value of this course is not difficult to see. It trains the hand and the eye of the child, it develops in him the sense of cooperation, dignity of work, punctuality, perseverance, etc., and, last but not least, it reveals to some extent the personal interests and aptitudes of children so that the proper choice of a specialized pursuit in later life may be indicated. This does not mean that the choice of occupation for later life is predetermined now; no, but "the discovery of capacity and aptitude will be a constant process as long as growth continues".(25)

After this preliminary statement, it is time to investigate whether or not the elementary schools in Jordan are living up to these standards.

In a report submitted to the Ministry of Education on January 11, 1953, the Inspector of Agricultural Education stated that the number of school gardens in the academic year 1952/53

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(25) Dewey, J., op.cit., p. 362.

reached 156, with an average area of 10 dunums each approximately; that the school children, under the guidance of their teachers, grew a variety of fruit and forest trees, vegetables of good quality which suit the local environment, field crops and seedlings; that they engaged in bee keeping and poultry raising; that some schools had incubators which could hatch 900 eggs each at a time. The school gardens, he added, produced tens of thousands of different seedlings of vegetables, flower plants, fruit and forest trees, and more than 15,000 chickens, a big number of which is sold to the people with a view to ameliorating the quality of vegetations and poultry.

This is quite true, but the number of school gardens should be considerably increased, especially in the Eastern Bank, i.e., Transjordan proper. Some school gardens, besides, do not exceed 200 square meters, and their efficacy is greatly reduced. The number of schools which are provided with an incubator, poultry, sheep, or a dairying plant is very limited. The children, moreover, do not develop a rural consciousness; this fact is attested by the great attraction of professions and white-collar jobs.

As far as the course of manual training in the elementary schools of Jordan[26] is concerned, it exists largely by name. Some secondary schools, it is true, have started since last year a vocational course in book binding, carpentry, and smithing,

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(26) Supra., p. 83.

but the number of elementary schools which give a course in carpentry or smithing is very limited indeed.

The writer is inclined to believe that an intelligent knowledge of modern practice in agriculture coupled with a spirit of cooperation, sincerity, and honesty is sufficient to make an upheaval in the agricultural economy of Jordan. The same applies to industry. The truth of this statement is illustratively exemplified in the case of Qualquilia, a village in Jordan.

The harsh terms of Rhodes Treaty (1948) stripped this village of 27,394 dunums, mostly orange orchards, the value of which approximated JD 628,600.(27) It was left only 9000 dunums, 5000 of which are mountainous. To crown this staggering blow, the Zionist troops launched desultory attacks on the village with the intention of intimidating its people to surrender and desert their homes. The result, however, has been astounding. Qualquilia, as if by miracle, is now one of the most thriving villages in the whole country, and its people are determined to stand their ground and defend their home land to the last man. Its annual revenue approximates JD 100,000. The miracle was achieved by two blessings, cooperation and intelligent knowledge of modern practices in agriculture. Thirty persons in some instances and fifty in others would participate in the costs of

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(27) Estimates made by the local municipal council of Qualquilia on Feb. 14, 1950.

digging an artesian well, and in this way 24 artesian wells have been dug, each costing about JD 5000.

There are many villages and towns in Jordan where lands are poorly exploited, both because of financial limitations, lack of a sense of cooperation, and lack of scientific knowledge. The development of cooperative societies which advance credit to the farmer, enable him to use modern machinery and modern practices in agriculture, and facilitate marketing, is of urgent importance. Fortunately, the Jordan Government has recently started encouraging villagers to form cooperative societies, after the pattern of the Cooperative Societies Ordinance which was promulgated by the Palestinian authorities in 1920.(28) It must be observed, however, that it takes much time to make the Arab farmer realize the importance of such a movement; the role of the school, therefore, is of great significance:

"In every type there are a few good societies, indicating that urban societies among Arabs can succeed where the members have a community of interest and identical needs".(29)

The rise of some industries in Jordan shows that unless the Government has shares in an enterprise, people will hesitate to invest their money in that particular enterprise, because of lack of mutual confidence. The lack of skilled labour is no

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(28) Government of Palestine, A Survey of Palestine, p. 357, Jerusalem, the Government Printer, 1946.
(29) Ibid., p. 361.

less serious.

E. The School and Health

Perhaps the two main objectives of an efficient physical health program are the development of strong bodies and the inculcation of an athletic spirit. If such a program succeeds in creating sportsmen of our children, who are trained to be "good losers and graceful winners", then it really has achieved some worthy end, because this spirit is an essential factor in the survival of any nation. All nations are invariably liable to run through a trying ordeal at one time or another, and if a particular nation loses confidence in its power of survival, then it has doomed itself to the grave. Perhaps the Jordan people are more than any other people in sore need of this healthy spirit.

It is true that sports and athletics are practised in almost all the schools of Jordan and that interscholastic matches in soccer, basketball, and volleyball are arranged; it is true also that general field-days take place every year in which elementary and secondary schools are represented; still an athletics spirit has not yet been developed in a satisfactory way. The rot, perhaps, lies with the teacher himself who is usually burnt with enthusiasm to have his team win, by hook or by crook. The writer still remembers how two complete secondary schools developed a feeling of animosity and suspicion toward each other, staff and students, because of unwise action by the

sports masters.

Special mention should be made of the scout movement in Jordan, which includes both boy scouts and girl guides. The schools in Jordan are beginning to realize the great importance of this movement, and a considerable number of them have already started it. The movements, however, should be developed on a much larger scale. In fact, it should be initiated in every elementary and secondary school, since it not only develops strong bodies and instils in boys and girls a sense of self-discipline but it takes the youth of both sexes from the cities to the country and gives them a love for their native land. Picnics, hikes, and walks should be often taken by the children, and love of nature and life in the open will perhaps supplant the attractive beckoning of the cinema and the cabaret.

F. The School and the Use of Leisure Time

It is a regrettable fact that the sweeping majority of people, not only in Jordan but in many countries as well, waste their leisure time on cards or dice or chatting all the time in a coffee-house. The school must fight this trend with all its power, not negatively by using "don't's", but by offering sound substitutes. The school should encourage such leisure time activities as promote corporate life, viz., clubs, societies, sports, dramatization, charity acts, etc. It should also cultivate habits of reading in the children, and last, but not least,

cultivate their aesthetic perception so that their emotional tone is raised.

The importance of clubs, societies, and sports in the development of social habits has been touched on in this chapter, but it should be emphasized here that they constitute one of the most healthy means of spending one's leisure time. The children should be encouraged to join as members or executives a variety of clubs and societies such as a club of Arabic, a club of English, a club of photography, a society of music, a society of charity work, a social welfare league, etc. When the children grow up, the interest in joining clubs and societies and taking an active part in their activities will rather be enhanced than weakened. They would certainly prefer them to sitting indolently in coffee-houses. The same holds true of dramatization. Dramatization and singing, it should be added, help the development of the aesthetic perception of the children.

Habits of reading should be cultivated in the children at an early age by providing the classroom with a variety of interesting books and magazines written in a simple and clear language, on subjects that appeal strongly to the children age-group, such as adventure stories, since children like to identify themselves with heroes. Every care should be taken in the selection of books so that they help, and not retard, the sound development of children.

The school library as well as the classroom library should

be accessible to the children. Every care should be taken to encourage them to read. The names of those children who read most may be posted on the bulletin board or announced to the whole children; competitions may be organized for the fastest readers, etc. During vacations, even, the children should be encouraged to report to the school and continue their club, society or sports activities; they should also be given a list of recommended books and asked to report on them when the school opens again.

If the school succeeds in raising the emotional tone of the child and refining his aesthetic perception so that he always seeks the beautiful, whether in nature, in art, or in music, he will most profitably spend his leisure time on enjoying such beauties. In other words, music or nature or art will be his hobby, not cards or dice or idle chatting.

In cultivating the child's aesthetic perception we must keep in view some general principles:(30)

> Association determines to a great extent what the individual sees as beautiful. Through association with adults, for example, the child will accept the adult's criterion of beauty.
>
> The child prefers realistic pictures to conventional ones.
>
> The understanding of principles of arts with practice

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(30) Hurlock, op.cit., pp. 416-419.

in application of these principles increases aesthetic judgment. Such principles can be explained to children at an early age.

The children's sensitivity to good art increases with education and general training.

The whole environment of the elementary school, therefore, should be cleanly washed and decorated with realistic pieces of art, such as pictures. Beds of flowers outside and vases inside should be provided. The children themselves should be encouraged to do the decoration, under the guidance of their teachers. Free drawing, under no constraint whatsoever, should be encouraged. Soft music should be played. In this way, the child sees in the school another home; a genuine love and appreciation of the school and its activities is developed in him.

All children like music. The fact that they like to be sung to is a testimony. Music is now very important, not only for enjoyment, but because so many emotional outbursts or painful experiences are soothed by it; and our days are now heavily laden with anxieties and mental disquietude.

In order to determine the child's stadnard of beautiful music, we should bear in mind the two principles of association and understanding. From their early association with music, children learn to like certain types rather than others; the more the child hears his favourite types, the more he loves them.

This love is enhanced more, however, when he becomes able to understand the meaning conveyed by music.

Perhaps the weakest point in the curriculum of the elementary schools of Jordan is the negligence of music. The child graduates from the elementary school, and then from the secondary school without developing the least appreciation of fine music.

Music should go hand in hand with singing. The teacher should discard effeminate songs and rather pick songs which stir national feelings and are enjoyable. Singing is not to be taught only in class but also during assembly periods, in marching, in classes of physical training and on picnics.

It may be surprising that no separate sections have dealt with the role of the school in inculcating patriotic feelings and democrative ideas in the children, and in promoting their intellectual growth. These important functions of the school, however, have not been neglected since they are embodied in the discussions on spiritual values, social values, and economic life.

The two basic components of sound nationalism are strength of character and the dominance of the intellect. A community of aims, beliefs, and aspirations is essential in developing a

strong community. Courses in Arabic language, Arabic history, geography of the Arab World, and civics can be of importance if they are coupled with a sense of cooperation, honesty, and sincerity, which combine to form strength of character. Regrettably enough, Arab nationalism is largely a matter of emotion and not of mind. It should rest on conviction and should be rationally understood so that it might work as a driving force, guiding and inducing Arab youth to constructive work. The role of the teacher in inspiring his pupils with patriotic feelings should not be minimized, "for he is the most important element in building a sense of loyalty to the country in his pupils. Upon his outlook, character and personality, more than anything else, depends the spirit and loyalty of his pupils." (31)

The democratic atmosphere which should permeate the whole school, the democratic activities of the children as in running for elections for executive membership in the various clubs and societies, and the sense of fair play which should be emphasized - all pave the way to inculcating in the children sound democratic ideas.

The development of units of work in teaching, and the use of the problem method, the project method, and the socialized recitation methods, as stressed in the discussion on social values, will help tremendously in promoting the intellectual

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(31) Kurani, H.A., "Evolution of Education in Arab Land", report, p. 8, Department of Education, A.U.B.

as well as the social growth of the children. The use of the scientific method impels the children to use their minds critically. They have to analyze the multifarious problems which they meet, advance, after an intensive objective study, hypotheses for their solution, verify them, and adopt them or discard them in favour of more promising ones. This process, when often used by the children, instils in their minds the habit of critical thinking.

CHAPTER XII

PROBLEMS OF ELEMENTARY EDUCATION IN JORDAN - SPECIFIC

The present chapter makes a brief analysis of a few specific problems of elementary education among which stand, perhaps, as prominent the problems of the teacher, preparation and status, unequal distribution of educational facilities, congestion in schools, elimination of pupils in the elementary cycle, centralization, education of refugee children, and bedouin education.

I. The Elementary-School Teacher: Preparation and Status

The seriousness of the problem of teachers in Jordan was strikingly brought to light by Mr. Khalil Salim, an inspector in the Ministry of Education in Jordan, in the Education Conference held at the A.U.B. (August 17 to August 20).[1] He supported his assertion with statistical figures which all point to the graveness of this problem. In the new academic year, the Ministry of Education will employ 450 new teachers, 47 of whom are trained at the teacher preparation colleges in Jordan, and 12 are university graduates with education as their major or minor field. This means that 391 untrained teachers will be employed next year. The Ministry of Education, besides, has to employ, annually and for three successive years, 2,000 new teachers

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(1) Second Session, August 17.

if the new Education Law is passed, as it is hoped next year. The teacher preparation colleges in Jordan can graduate, at most, between 120 and 150 if they are not increased in number. The seriousness o f the case is augmented by the continuous dwindling in the ranks of the existing staff, owing to the tempting beckoning of some adjacent Arab countries or preference of other jobs. Last year, Mr. Salim said, 269 teachers left.

Professional Preparation

The importance of the teacher in the elementary school can hardly be exaggerated, as it has often been noted in the previous chapters. Professional preparation of teachers, therefore, should receive every consideration from the Ministry of Education and local authorities as well.

Selection of student teachers for training colleges, it follows, cannot be made haphazardly. Troyer and Pace emphasize this point:

"Unless there are men and women on the staff of an institution who believe that few jobs are as profound, exacting, or important as the job of giving direction to the mental, social, emotional, cultural, and physical development of children and youth, the need for initial and continuous selection of high-caliber personnel for the teaching profession may not be apparent or seen urgent".(2)

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(2) Troyer, M.; Pace, C., Evaluation in Teacher Education, p. 20, Washington, American Council on Education, 1944.

A genuine liking for young people, emotional stability, moral uprightness, good health, reasonable intellectual ability, a sense of humour, and a willingness to work hard are important for those who intend to prepare for teaching. Whether or not the student teacher in the teacher preparation colleges of Jordan possess these qualifications is difficult to ascertain, especially as all these institutions have seen light for one year only. It is pretty safe to say, however, that it is a hard task for the interviewing committee to decide on the candidates' qualifications as a large number of schools in Jordan do not keep orderly and honest records for their students covering the period of their schooling.

Perhaps the major aims and purposes of professional preparation are: providing the necessary experiences which will enable the prospective teacher to see the worth and noble mission of teaching and choose it as a life career, acquaint the student with the major objectives of education, enable him to see education as a whole, and not as separate entities, acquaint him with the personality qualifications and competencies necessary or desirable in teachers and help him grow toward such competencies, using the history of education in interpreting past, present, and possible future trends, and examining the philosophic bases of the process of education.(3) Cooper has also indicated the importance of integrating courses of education so that student teachers see that education is a whole.(4)

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(3) Cooper, R., Better Colleges - Better Teachers, p. 119, New York, The Macmillan Co., 1944.
(4) Ibid., p. 120.

A cursory look over the curricula of the three teacher preparation colleges in Jordan shows that they were laid after much thoughtful consideration. Two limitations, however, present themselves. In the first place, the importance of audio-visual aids in modern teaching is perhaps not adequately impressed on the minds of the students. A special course in audio-visual aids should be devised to train students both in the use and the making of such aids. In the second place, the Teacher Preparation College, Amman, and the Women Teacher Preparation College, Ramallah, seem to be a bit isolated from the surrounding community. Students will not adequately appreciate the importance of establishing contact with their community unless they are exposed to the community.

It is uniformly agreed that rural education should in some way be differentiated from urban education. The Rural Teacher Preparation College, Beit Hanina, has adopted this principle, as it has drawn a detailed course in general agriculture, field crops, vegetable gardening, poultry raising, and bee keeping. A second course deals with rural hygiene which is assigned two periods per week in the second year. A third course deals with "rural service", discussing such rural aspects as the importance of the village study in general and the Jordan village in particular; fundamental education; social life; family life and local administration; rural hygiene and its impact on social life; cooperative societies; economic life

including agriculture, industries, and commerce; animal wealth; relation of rural education to society, the objectives of this education and the method that should be used; the rural school curriculum; the model village projects; the use of leisure time; the importance of studying group psychology; and the duties of the teacher toward the village where he teaches. A fourth course deals with "leadership", with a view to enabling the prospective teacher to assume leadership in the promotion of recreational facilities such as clubs and societies, and helping people discuss intelligently their own affairs and problems.

The sense of leadership as defined by the curriculum is very limited. It should be ambitiously developed to include leadership in advancing the economic and health status of the community, leadership in social activities, initiation of a program of adult education, and serving as a source of information for individuals in the community.(5)

It has been stated at the beginning of the chapter that it is not within the capacity of the three teacher preparation colleges to strike a balance between the supply and need of the elementary schools in Jordan. Whenever an opportunity of expanding these colleges presents itself, it should be eagerly seized upon. The number of scholarships abroad, it goes without

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(5) Robinson, W.M, Practices and Trends in the Preparation of Teachers for Rural Elementary Schools..., p. 29, Michigan, Western State Teacher College, 1936.

saying, should be increased.

These colleges, however, should be supplemented by other means to provide for the professional preparation, not only of the needed staff, but also of the already engaged staff, as the large bulk of them lack any professional preparation. Entrance examinations and in-service training should be utilized to the full.

A. Entrance Examinations:

Candidates for the job of teaching should pass a theoretical examination in the basic principles of education and should satisfy examiners in a personal interview before they are enrolled as teachers.(6) In this way, they enter upon their job with the idea that it is a technical job which needs a follow-up preparation. The interview helps to reveal the candidate's personality which counts much in teaching efficiency; it also helps to give the candidate a true picture and appraisal of the job of teaching, the difficulties which he might encounter, and the contributions he is supposed to give.

B. In-Service Training:

Under in-service training come the following means: workshop, study groups or committees, conferences, local and national, extension courses, summer work experience; indepenent study, examinations, participation in administration, the

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(6) This is the practice in Syria, as reported by Mr. A. Hashim, Syrian representative at the Education Conference held at the A.U.B., August 17.

enlargement of the public freedom of the school, sending local staff members to visit other institutions, and intra-school visitations, community contacts, and specific supervisory efforts.

Workshops: Teachers are often faced with some technical difficulty in the course of their teaching career. Some of these difficulties have to be solved if the continuous growth of the teacher is contemplated.

Participation in workshops is of remarkable importance as it provides an informal atmosphere where inspectors, principals, and staff forget about officialdom, speak freely, question, advance their opinions, and seek advice. Teachers are helped to sense and define their own difficulties, and steadily to work by themselves for an appropriate solution. They learn, not only to assume responsibility for their learning, but also to evaluate it by themselves. They leave with a feeling of self-confidence, inspiration and rest. They find that their problem is not a unique one; nay, it is shared by others, and needs cooperative effort. They learn new methods and techniques of teaching, and will, most probably, apply them in their classroom procedures; they learn also to produce materials that will be useful in their teaching.(7)

The impression of one of the teachers in the U.S.A. who had had this experience helps to illustrate the great importance

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(7) Kelley, E.C., The Workshop Way of Learning, pp. 7-11, New York, Harper & Brothers, 1951.

of workshops:(8)

"I came to the summer workshop tired and perhaps discouraged; I am leaving it rested and inspired. I came knowing many in our group by name only; I leave feeling they are my friends. I came thinking my problems were peculiar to me and my situation; I found many were trying to solve these same problems. I came expecting some one would tell me what to do; I soon learned we made our own assignments, and the finals we administered ourselves".

Consultants and specialized people, as psychologists, could be invited to confront participants with new ideas and sources of relevant information in given areas. Psychologists, for instance, could emphasize to participants the nature of human drives and how learning takes place.

Study Groups or Committees: Any particular group of teachers in a district, town, or village may meet together in an informal way, or if their number is too big to meet together, a representative committee may be formed, to discuss a certain common problem and convey to the other members their decisions. The Ministry of Education and educators should encourage and give impetus to this movement, since any decision reached by the group or committee will leave a favourable impression on the members, because it is not superimposed by an external authority;

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(8) Prall, Ch.: Cushman, C., Teacher Education in Service, p. 229, Washington, American Council on Education, 1944.

it rather emanates from them.

Conferences: When a common problem is confronting a large number of teachers, a conference, local or national, may be organized under the auspices of the Ministry of Education or any local body. Much organization work is involved in holding such conferences, especially in preparing the working paper. Representatives of teachers and educators discuss certain scheduled problems and reach some recommendations.

It would be a commendable practice to hold a conference for inspectors of education and principals of schools with a view to acquainting them with the modern philosophy of education and its implications. Inspectors and principals, in turn, hold conferences for a select number of teachers, each in his district; and these teachers, in turn, spread the modern theory and practice in education to the other teachers. This experiment has been successfully conducted in Egypt. Municipalities and other local bodies and clubs should help in financing such a movement.

Extension Courses: The writer was deeply impressed when Mr. H. Atari, principal of the Rural Teacher Preparation College, Beit Hanina, declared that he was ready to offer, without additional pay, an extension course at his college during summer for a select number of teachers in rural schools. Such a course would be of great value, and it does not entail heavy

expenses. Similar courses could be arranged at the other teacher preparation colleges in Jordan. The Ministry of Education should recognize the importance of such courses in its pay schedules.

Courses on the special methods of teaching school subjects are organized under the auspices of the Ministry of Education, the British Council and Point IV; they are worthy of encouragement.

Summer Work Experience: Contact with the community with a view to understanding its problems and potentialities is best established through summer work experience. Work camps can and should be organized in rural areas since practical construction work is bound to give a thrilling sensation to the participating teachers. Candidates for the job of teaching, especially for teaching in rural areas, gain a love and appreciation for their prospective job through this experience, as they are brought face to face with the problems of rural life and its great potentialities. In this way a difficult problem is solved, since the majority of rural teachers in Jordan are continuously bringing pressure to bear upon the Ministry to transfer them to towns.

Independent Study: As the teacher cannot remain static when all the world is moving at a rapid tempo, he should develop a sound habit of study so that his growth is expedited. The

Ministry of Education, or rural local authorities and bodies, should supply every school with a decent library, and teachers should be encouraged to subscribe to periodicals on education and other different subjects.

Examinations: Promotions should be governed by efficient work on the job and by passing certain examinations which aim at improving both the professional preparation and culture of the teacher. The Lower Teachers' Certificate Examination is used in Jordan, but more care, however, should be taken in administering it.(9) More advanced examinations should be provided as the Higher Teachers' Certificate Examination which was administered in Palestine.

Participation in Administration and the Enlargement of Public Freedom in the School: It is not sufficient to give outstanding teachers committee appointments on curriculum problems, valuable as these experiences are; but such teachers should be charged with drawing the educational programs of their pupils, since they have to draw upon their pre-service training and refresh their information that they may adapt such programs to the children's stage of development, needs, and social adjustment. Such participation is impossible under a system of deep centralization as the case is in Jordan. Prall and Cushman hold that as the teacher really performs important administrative functions, such as the promotion of pupils, handling of slow learners, home

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(9) Supra, p. 93

study, keeping up attendance, contact with the home, etc., no sharp-and-tight line should separate the teaching staff from administration.(10) When administrative policies are drawn, the staff should be represented. Interaction of minds, no doubt, gives birth to important ideas and provides valuable experiences.

This democratic tone of participation should not be limited to the relation of the staff to the principal; it should be expanded to include the pupils as well. The authoritarian type of school which severely circumscribes the freedom of pupils will most probably retard rather than improve the teaching staff's professional standard. Brown, E. et alii have given a lengthy comment on this delicate issue, whish is almost completely true of Jordan.(11)

"We have endeavored to get rid of the harsh-voiced teacher uttering commands faster than they can be obeyed, the type which children often parody when they play school. We have tried to eliminate: the dawdling pace of the classroom where every child must wait for teacher's signal and for the slowest mind in the group; the formal lines that moved in perfect silence to the street and broke into masses of screaming imps when the magic word, "Dismissed", was uttered... Above all, we have tried to displace the dreadful irresponsibility

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(10) Prall & Cushman, op.cit., p. 105.
(11) Brown, E., et alii, "Cooperative Effort Within a Single School", p. 312, The National Elementary Principal, 21 (July 1942).

which makes children think that education is the teacher's business, not their own".

The importance of inter-and intra-school visitation is so clear that it need no illustration.

Community Contacts:(12) When children go on excusrions to study the community, the teacher is provided with abundant opportunities to study children and learn their naive reactions. On the basis of this experience, he can open up new fields for reading and discussion. His teaching efficiency, consequently, is improved.

Specific Supervisory Efforts: The principal, as it has often been intimated, can and should play an important role in improving the professional status of his teaching staff. He does this by offering guidance and help during and after visits to classrooms, by holding conferences about individual pupils, by faculty; meetings, etc.

Status of Teachers (13)

The status of teachers in general, and elementary school teachers in particular, is low. Low prestige is attached to the job of teaching since it is commonly believed that continuous association with children helps deteriorate the mentality of the teacher. Low salaries(14) and the consequent inability of the

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(12) Supra, p.116.
(13) Infra, Appendix VII, p.
(14) See Appendix VIII, p. 241

teacher to lead a decent life, the over-burdening of the teacher with almost 30 periods per week, and the congestion of schools handicap the teacher in taking an active part in the social life of his community.

Teachers in Jordan have now taken the preliminary steps for the formation of a national syndicate of teachers. Such a syndicate, it is believed, will help raise their morale, protect them against aberrations and injustices, and attach to their job prestige in the eyes of the people.

A teacher-parent association has been recently established in Nablus, as reported by Miss O. Wahbeh, inspectress of girls' schools. Such associations should include all towns and villages, as they help establish good-will and cooperation between parents and the school.

Moral encouragement can be given to teachers in many ways, as their recognition in government protocols, in organizing annual competitions centering round the importance of the teacher, his mission, and place in society, etc.(15)

Increased salaries, special and general promotions, appointment of the teacher in his native locality, providing living facilities in far-away districts, adequate pensions, etc., will contribute to strengthen the teacher's material status.

A special committee under the chairmanship of the Under-Secretary of State for the Ministry of Education has been

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(15) Suggested by Mr. A. Yasin, Jordan representative at the Education Conference held at the A.U.B., August 17.

appointed by the Minister of Education to study the ways and means which might help promote the economic status of teachers, so that the best elements of youth are attracted to the job of teaching and retained. Some recommendations on technical allowance to teachers have been as follows:(16)

Status	Technical Allowance
Holders of the Matriculation Certificate	JD 2
Holders of the Matriculation & a certificate in Education	3
Kadouri graduates	3
Holders of the Lower Teachers Certificate & education	3
Graduates of the Teacher Preparation Colleges, Jordan	3
Holders of the Intermediate Certificate	3
Teachers with two years of university education	3
Holders of B.A. or Licence, or Higher Teacher Certificate	4
Holders of B.A. or Licence in Education	5
Holders of M.A.	6
Holders of M.A. in education	7
Holders of Ph.D.	8
Holders of Ph.D. in education	10

It was recommended also that a living allowance of JD 50 be given to teachers, grade 7 and below, who live in Amman, and JD 100 if they are grade 6 and above. In the district of Karak and Ma'an every two years service will be counted as three for

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(16) "Falastin" Paper, no. 1306-8810 of July 2, 1954.

for pension considerations.

II. Unequal Distribution in Educational Facilities

This problem has two-fold aspects as the distribution of educational facilities among the various districts of the country and between boys and girls as well is marked by sheer inequality.

TABLE XVI

COMPARATIVE FIGURES CONCERNING THE NUMBER OF ELEMENTARY SCHOOL PUPILS AND ELEMENTARY SCHOOLS IN THE DISTRICT OF JORDAN
(1950 - 1954)

District	Popula-tion (in 1951)	Elem. School Pupils			Increase in per-centage (1950 as base)	Elem. Schools		
		1950/51	1951/52	1953/54		1950/51	1951/52	1953/54
Balqa'	217,998	9,706	12,270	18,170	87.2	41	42	57
Nablus	197,931	25,394	27,076	31,614	24.5	127	134	104
Ajloun	195,905	10,001	12,184	16,560	65.5	62	66	57
Jerusalem	148,316	16,335	(17)			84	85	63
Karak & M'an	92,281	3,738	4,223	5,540	48.2	24	28	33
Hebron	64,427	6,701	10,700	13,406	100	29	45	43

Table XVI shows that the three districts of Karak and M'an, Balqa', and 'Ajloun lagged in the academic year 1950/51 considerably behind the other districts in the number of pupils and schools. It is reassuring, however, to see that during the short

(17) The numbers of elem.sch.pupils as reported to me are 15,682 and 36,853 in 1951/52 and 1953/54 respectively, but I could not take them as true. Figures in Tables (16) & (17) are first hand information from Mr. A. Toukan, ex-Minister of Education, and from the Ministry of Education in Jordan.

span of 4 years the number of pupils in Karak and M'an district had a percentage increase of 48.2; in Balqua', 87.2; and in Ajloun, 65.5. The Ministry of Education in Jordan, as these figures show, is putting forth much effort to fill this gap. The number of schools in the academic year 1953/54 is a bit misleading, as the elementary cycle was limited to six years in that year, and consequantly all schools which had a seventh elementary grade were promoted to secondary status.

TABLE XVII

COMPARATIVE FIGURES IN THE NUMBER OF ELEMENTARY SCHOOL GIRLS, AND SCHOOLS IN THE DISTRICTS OF JORDAN

(1950 - 1954)

Districts	Elem. School Girls			Increase in % (1950 as base)	Girls Elem. Schools		
	1950/51	1951/52	1953/54		1950/51	1951/52	1953/54
Balqua'	3,231	4,199	6,441	99.3	13	15	19
Nablus	4,473	5,312	7,644	70.9	20	28	31
'Ajloun	1,321	1,587	2,606	97.2	13	14	17
Jerusalem	3,920	3,929	5,304	35.3	20	22	24
Karak & M'an	508	528	705	38.7	3	3	3
Hebron	1,176	2,154	3,526	199.8	5	10	18

A cursory look over tables 16 and 17 shows that there is a deep gap between the numbers of boys and girls receiving elementary education. The percentages of elementary school girls

in 1950/51 of the toal number of pupils in that same year in the districts of Jordan are 33, 17, 13, 24, 13 and 17, respectively. Ajloun and Karak districts have the poorest percentages; Hebron and Nablus Districts follow. The rapid increase in the percentages of girls in 1953/54 over 1950/51 is another indication of the steps taken by the Ministry of Education for narrowing down, if not completely eliminating this gap. Much still should be done as the number of girls in 1953/54 is only 33% of the number of boys.

The education of girls is of basic importance as the educated mother is a decisive factor in the type of upbringing and education the children will have. Happy marital life, also, depends almost completely on well-educated wives. There is no harm at all if the Ministry of Education gives girls' education the lion's share in its budget allocation, until the gap is bridged.

The two tables, 16, 17 give just one example of the basic importance of statistics in the appraisal of progress in any country. Statisitcs, however, are not given their due importance by the Ministry of Education in Jordan. There should be a special department of statistics located in the Ministry of Education to gather the pertinent data, and simultaneously carry on research work.

III. Congestion in Schools

The problem of congestion in the elementary schools of Jordan is a chronic problem. The average number of pupils per class in the academic year 1953/54 was 63 in boys' schools and 49 in girls' schools.(18) In the model school of Ragadan, Amman, one of the schools which the writer visited, more than 90 pupils were in one classroom, and about 100 in another. In the previous academic years the class-pupil ratio was much higher than in 1953/54, and the Ministry of Education had to make recourse to the old-fashioned rotation practice, i.e., dividing the school day into two halves for two separate groups of students. This practice which prevailed in the Eastern Bank, and in Hebron in the Western Bank, has fallen now into abeyance.

Under such circumstances, education is well-nigh impossible even if we grant that education and information are identical. In the light of modern education which assigns much importance to the cultivation of individual differences and to the development of character and critical thinking of pupils, the over-crowdedness of classes is a serious stumbling block in the way of pupils' personality development. The remedial measure is naturally the opening up of a large number of classes, but here the financial problem emerges with its

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(18) The ratio was computed by the writer by dividing the numbers of boys and girls, 77907 and 26226 by the number of classes, 1242 and 540 respectively.

dark face.

The Financial Problem:

The financial problem is undeniably one of the major problems of Jordan, but in the case of education, its acuteness can to a considerable extent be tempered by installing an effective system of decentralization,(19) by putting a limit to the expansion of secondary education, and by the wise use of available funds.

a. Expansion of Secondary Education

TABLE XVIII (20)

COMPARATIVE FIGURES IN THE NUMBER OF SECONDARY SCHOOLS, PUPILS AND TEACHERS

Acad. Year	No. of Secon. Schools		No. of Pupils	No. of Teachers
	Complete Secon.	Intermediate Secon.		
1950/51	20/10		3002/622	148/64
1951/52	25/11		3505/831	174/49
1953/54	20/8	130/15	11,862/2742	1,408/240

This table shows the rapid tempo at which the exapansion in secondary education has of late progressed. The people, both in urban and rural areas, and unguided by any educational policy, have been infected with a feverish enthusiasm for secondary

(19) Infra, p. 178.
(20) First hand information from the Ministry of Education. The oblique line separates boys' schools and what belongs to them and girls' schools. No differentiation between complete and intermediate secon. schools in the first two years 1950/51 and 1951/52.

education; and the contagion, it seems, has not spared the Ministry of Education. Secondary education in Jordan is not higher than elementary education in quality, if it is not lower:

"I do not know what would be the answer of teachers, men and women, if I asked them about the objectives of secondary education. I am sure that a big number of them have no idea about the subject. They think, perhaps, that resolution into factors and parsing correctly, or knowing the causes of the wars between 'Ali and Mu'awiya, etc., are the real substance to be sought....It is a pity that our students spend 11 years in schools without knowing or understanding the objectives of the subject matter lessons which they study".(21)

The surge of secondary education expansion is still going on; it should be stopped. Elementary education should be given now the primary impetus, and subsequently vocational education at higher institutions.

b. Wise Use of Available Funds

There is a good opportunity for the Ministry of Education to expand and improve elementary education in the academic year 1954/55. The Minister of Education reached an agreement with the head of the Point IV cooperative department in the

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(21) Falastin Paper, no. 1312-8816, of July 9, 1954.

Ministry of Education on the expenditure of $ 1,000,000 on education.(22) The Jordan Council of Reconstruction and Development allotted JD. 40,000 for the construction of new school buildings and the completion of some old ones, in villages.(23)

The ~~Higher~~ Supreme Council of Education on July 14, 1954, approved the establishment of a national Jordan University, and this ambitious project will be alloted a large portion of the $ 1,000,000, from the Joint Fund.(24) The annual expenditures of the Jordan university were estimated at JD 75,000, and the cost of construction at JD 400,000.(25)

The establishment of a national university, an idea welcomed in itself, will be a continuous drain on the meagre budget of the Ministry of Education. Besides, when elementary and secondary education are still suffering from many grievous limitations, the type of students that will enroll in the Jordan university will be very weak. This amounts to virtually squandering our meagre resources. We must start from the bottom. Elementary education is the foundation of all types of education, secondary, vocational and higher, and, therefore, it should, first of all, be set on solid ground.

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(22) al-Difa' Paper, no. 5610; last year it was $ 190,000.
(23) Falastin Paper, no. 1319-8823.
(24) al-Difa' Paper, no.5598.
(25) Falastin Paper, no. 1321-8825.

IV. Elimination of Pupils in the Elementary Grades

Notwithstanding the fact that there existed some provisions in the regulations and laws of Jordan for a semi-compulsory elementary education,(26) Jordan has not been in a financial state that permits the enforcement of such laws and regulations. Hence, not only a large number of school-age children do not have the opportunity to attend schools, but also a large number drop out in one phase or the other in the elementary cycle.

The number of pupils who dropped out during the academic year 1950/51 was 2,550 boys and 898 girls,(27) making a total of 3,448 or 4.8% of the total number of pupils in elementary grades in that year. The number of pupils who were expelled in that same year was 422 boys and 70 girls, making a total of 492.(28) The two totals combined make 5.5% of the total number of pupils in that year.

The fact that no compulsory education laws is enforced is in no means a minor factor underlying this drop-out. More important, still, is the inability of the course of studies to appeal to the needs, interests, and capacities of pupils. Most of the lessons seem to them unpurposeful and distasteful, and consequently some voluntarily drop out and some fail and have to leave. The economic need of the parents is another minor factor, although a common phenomenon in recent years has

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(26) Supra, p. 61.
(27) Information from the Ministry of Education, Jordan.
(28) Ibid.

been the readiness of the parents to tighten their belts in order to provide for the education of their children.

The reform of the course of studies should be the first remedial measure taken, and an increase in the number and variety of elementary and secondary schools should follow.

V. Centralization and Decentralization

Sheer centralization is one of the prominent features of the system of education in Jordan; it is dominant in the organization of the Ministry of Education, in curriculum making, prescription of textbooks, and in the minor role of the local education authorities and committees, especially in the East Bank, in providing finance for educational matters.

a. Organization of the Ministry of Education:

The organization of the Ministry of Education is characterized by a strong hierarchical ladder where the Minister forms the top and the teacher, the base.(29) The Minister of Education is all in all in his Ministry, although he depends largely on the help of the Under-Secretary of State. The Minister is supposed to be a political figure concerned with the co-ordination of the policy of his Ministry with the general policy agreed upon in the Council of Ministers. But in all the Arab World, Jordan included, the Minister is both the political and administrative head. It often happens that an important issue is shelved for a long time because the Minister is occupied by other business. Red tape is the result. The Minister, besides, has often no clear idea about the meaning of education, and therefore, he might run counter to the technical recommendations of his staff.

The Minister of Education is also helped by the Supreme

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(29) Supra, p. 56.

Education Council which was established in 1952; this Council is formed of 16 members as follows:(30)

a: The Minister of Education : Chairman

b: An ex-Minister of Education : Member

c: The Under-Secretary of State for the Ministry of Education : Member

d: Two senior officials of the Ministry of Education, designated by the Minister : Member

e: Eleven members, usually from those concerned with education, appointed by royal decree for five years : Member

Included are three representatives of the Ministries of Health, Public Works, and Agriculture, one for each.

The Council is consulted on the general policy of education, curricula, and on laws and ordinances of education.

The main weakness of the Council is its complete dependence on the good-will and energy of the Minister. If the Minister is energetic and cooperative, then it has important business to study and discuss; but if the Minister happens to be over-dominant or negligent, then it relapses into an insignificant body. It should, therefore, not only offer advice when consulted, but it should be vested with power to initiate recommendations which should be taken into consideration by the

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(30) First hand information from the Ministry of Education.

Ministry of Education. Its composition should also represent the various districts of Jordan so that local needs are attended to. It goes without saying that when the teaching staff of the districts of Jordan develop an adequate professional ability, the role of the Council should be only advisory.(31)

The powers of district inspectors, headmasters, and headmistresses are greatly limited. Together with the school staff they have no important say in the selction of textbooks or drawing the curricula of the schools in their area. The headmaster does not even have the power to allow a teacher to absent himself for ten minutes in case he feels exhausted. Perhaps the limitation of their powers is mostly marked in financial matters. The headmaster of an elementary school cannot keep in the school safe more than JD 2, the principal of a secondary school, not more than JD 5. They can spend only JD 0.5 without authorization from the district inspector. The latter can authorize the expenditure of JD 5 without reference to the Ministry, but in case of larger sums he has to ask permission.(32)

The writer knows from experience that such excessive centralization often resulted in much delay in carrying out some urgent school projects. The district inspectors as well as headmasters, should be given much discretion in this field if we seek to expedite business.

b. Curriculum Construction:

A select number of teachers, not representing all the

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(31) Infra, p. 181.
(32) First hand information from the Ministry of Education.

schools of Jordan, have some say in the matter of drawing up a uniform course of studies for all the districts of Jordan. The remaining majority of teachers are asked to give their opinion, but their viewpoints, they complain, are not taken into consideration.

To do justice to the Ministry of Education we must say that it cannot at present take a revolutionary step by placing on the staff of each school the responsibility of drawing up their own curricula, simply because the sweeping majority of teachers in Jordan are not qualified for this task.

Some intermediate measures, however, can be taken. The specialist and district inspectors of education should hold regional meetings or conferences and listen to and discuss the viewpoints of the teaching staff. They should accord all respect and consideration to such viewpoints so that the teaching staff feel that they are participants in a joint enterprise, and have an important say in the educational process. This is an important factor in raising the morale of teachers. More important still, these meetings can considerably contribute to the in-service training of teachers. The teachers in each area should elect a definite number of them as representatives in a technical committee where expert advice can be obtained in the matter of drawing up the curricula of studies. In this way, local needs and interests are attended to. The Ministry of Education should explicitly make it known to the teaching staff

that the courses of studies are not meant to be rigid; they are only a guide to them; and that it is not so important to cover ground as to cultivate in the pupils strong character and good habits of thought.

The laymen, as the mayor of Nablus assured us (April 1954), are not able at present to render considerable help in this field. The objectives of progressive education should first be publicized to them, and a radical change in their outlook and attitude toward education should be deliberately solicited by the school staff and the Ministry of Education through direct and indirect contact.

c. Textbooks:

There is a growing murmur among the teachers of Jordan that the inspectors of education have made of writing textbooks a monopoly. This murmur is to a great extent well-grounded, and membership on committees for the selection of textbooks is restricted to inspectors of education. It goes without saying that all teachers and talented people should be set on a par with inspectors, and that the real worth of the book should count, irrespective of the official status of the author.

With the exception of readers, teachers in Jordan are not compelled to use a textbook; but if they choose to use one, they should use the textbook prescribed by the Ministry of Education.

In the matter of selection, we must grant the general principle that qualified teachers should be accorded wide

discretion in the use of textbooks; unqualified teachers, however, should use a prescribed textbook, especially if written by a competent author. A wise decision on the nationalization of textbooks has recently beenreached by the Supreme Education Council.(33)

d. Local Education Authorities:

The importance of inculcating in the people a sense of responsibility for the exapnasion of the educational facilities in their area whether in erecting new schools or maintaining and improving old ones cannot be exaggerated. This is best done by creating local education authorities vested with the power of imposing local rates for the purpose of education. Schools are then looked upon as local, not governmental, enterprises.

The 1933 (2nd Jan.) Education Ordinance of Palestine recognized the importance of local education authorities which are still in existence in the West Bank of Jordan.(34) Accordingly, every municipal council, local council, or village authority is considered as a local education authority. It forms a committee in its area composed of some members of the council and some governmental officers. The chairman of the committee is the senior officer of the general administration. The L.E.A. is responsible, when required by the Minister of Education, for establishing new schools, and maintaining wholly or in part

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(33) Al-Hayat Paper, no. 2469.
(34) See Appendix IV, p. 218, items 11, 12.

existing schools in its area. It is vested with the power of imposing local rates for the purpose of education.

There is a pseudo-system of local education authorities in the East Bank of Jordan. Municipal councils and local councils are considered as local education authorities. They do not have the power, however, to expand the educational facilities in their area unless they submit a petition signed by a certain proportion of the population in their area to the Council of Ministers, asking for such expansion. The Prime Minister imposes then a certain rate on the people. The Mutasarrif of the district is responsible for both collecting the rate and financing the new education projects.(35)

The local education authorities in the East Bank, therefore, are deprived of the prized opportunity of taking the initiative in both deciding upon the education projects in their areas and financing them. The people, besides, harbour much suspicion as to the way in which the collected rate is expended.

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(35) As reported by the previous Mudir-Nahiyat of Samar, Jordan, Mr. N. Shadid.

TABLE XIX

NUMBER OF TEACHERS PAID FROM MUNICIPALITY FUNDS AND LOCAL RATES FOR EDUCATION(36)

(1953-1954)

District	No.of Teachers Paid from Local Rates	No.of Teachers Paid from Municipality Funds
Nablus	99	--
Ajloun	39	6
Jerusalem	70	9
Balqa'	4	50
Hebron	25	2
Karak & M'an	15	--

The new Jordan Draft Education Law, 1953, includes a section on local education authorities,(37) which is based upon the 1953 Education Ordinance of Palestine.

(36) First hand information from the Ministry of Education, Jordan.
(37) See Appendix V, p. 221 , items 33, 44, 45.

VI. Education of Refugee Children

It is extremely difficult to give a true description of the direful conditions in which refugees are living. Crowded in large numbers in tents and exposed to the bitterness of cold and frost in winter and to the bleaching sultry sun in summer, falling an easy prey to contagious diseases, the future looking gloomy and uncertain, the present cruel and unstable, with no national government, with no sovereignty, not earning their own livelihood and, consequently, not feeling the nobleness of work, but living on others like parasites - what new generation do we expect to have? We have a pessimistic despondent generation which has suffered considerable deterioration in its moral standards, not to mention the physical side.

This gloomy picture, however, has some silver lining. The old character and high spirit of refugees are hidden under fire; they just need poking up, and it is the function of the school to do this. Fundamental education, both in schools and in the refugees' camps, is of great importance, since no measure for the education of refugee children, no matter how efficient it may be, will meet with considerable success unless it is combined with a drive for fundamental education for adults as well, and in the case of refugees this criterion holds more strongly.

Public schools which give tuition to a number of refugee children should give more attention to the cultivation of their

spiritual and moral values. There is no need here to reiterate the ways and means that help inculcating such values.(38) More ancillary services should be rendered, as milk in the morning, a meal at noon, clothing, etc., to remedy their emaciated conditions. The financial burden should be shared by the UNRWA, the UNESCO, the Government, and the municipal and local councils. Teachers should be more sensitive to the children's needs, interests, and aptitudes; every consideration and encouragement should be given.

The fifth recommendation of the Third Conference of Representatives of Arab States, UNESCO and UNRWA on the Education Programme for Palestinian Refugees(39) stressed that "as far as possible, primary education be of a practical nature, so that pupils may become familiar with work, acquire a taste for it and contribute their energies towards improving living conditions in their community;... that schools of, or courses in, agriculture, be started so as to provide pupils with practical training in agriculture.

These recommendations echo the same tone that permeates this thesis.

A visit by the writer to the UNESCO fundamental education center at Dikwani, Beirut, has convinced him of the great possibility of raising the refugees' morale.(40) The center conducts two main activities: combating illiteracy and re-educating

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(38) Supra, p. 128.
(39) Held at Amman (Oct. 31 - Nov. 5, 1953).
(40) Mr. H. Saqqa, Fundamental Education Assistant, H.Q., UNRWA and UNESCO, was kind to conduct the writer in his visit and give pertinent information.

literates. It is provided with a library containing novels and history books, a radio set and indoors games (table tennis, dice, football, basketball, and volleyball). Boxing and scouting are encouraged, and there are now rovers, scouts, and girl guides provided with some musical instruments. Paper releases containing important current news are posted. Lectures on the importance of character, fair play, community life, and hygiene are delivered. Women are taught the rudiments of reading, writing, religion, domestic science, hygiene, embroidery and carding wool. Educational films, especially on hygiene, have proved of great worth.

There is a center of vocational education for adults, consisting of tailoring, carpentry, and shoemaking. Boys receive vocational education one hour per day so that their natural aptitudes and bents are uncovered.

The following events, as reported by Mr. Saqqa, serve to illustrate the basic changes that occurred in the Dikwani refugees' attitudes:

1. In a football match, one player was seriously wounded. The team subscibed L.P.18 for his treatment and for his family.
2. The refugees used to say that women education was morally prohibited; the notion of men receiving education used to evoke laughter and ridicule. The whole idea is now reversed.
3. The first educational film met with strong disgust and opposition from refugees; educational films are now welcomed.

4. The school-children, rovers, scouts, and girl guides advanced in order, preceded by their orchestra, with the words "with science, union, and work, we can do you a great help, Palestine" inscribed on their chests, to the field day which was organized in the summer of 1954. They returned with the same discipline and were enthusiastically received with the women's cries of joy. Refugees used, at the outset, to throw stones at the UNRWA's officials.

BEDOUIN EDUCATION

Present Situation:

Bedouin education in Jordan is completely controlled, supervised, and financed by the Ministry of Defence, mainly for security purposes. Combating illiteracy ranks highest after security, as the Ministry of Defence is financially unable to provide for better education.

Bedouin schools fall into two main categories: permanent schools and peripatetic schools. All of them, with the exception of two complete secondary schools in Amman and Zarqa, are elementary schools; the majority are up to the fifth grade. They use the same curriculum and textbooks prescribed by the Ministry of Education. The total number of pupils is 1,033;(41) food and clothing are free. Illiterate soldiers, in isolated desert military posts, attend the bedouin schools side by side with the pupils.

Elementary-school teachers are usually recruited from secondary school graduates, and secondary-school staff are recruited from university graduates or graduates of teacher preparation colleges. One teacher is assigned to every elementary grade, and two to every secondary grade. The class size is between 50 and 70 pupils.

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(41) First hand information from the Under-Secretary of State for the Ministry of Defence, April 10, 1954.

Graduates of elementary schools who show promise complete secondary education; students of outstanding ability are then either appointed as cadet officers in the army or sent on scholarships abroad to study medicine, engineering or any branch of studies necessary to the army.

The original people of Transjordan were all bedouins. The number of nomadic people at present is uncertain, but it does not exceed, according to popular estimate, 100,000. Some settled tribes are still in a transitory state as they have not completely left behind their old habits. Observance of hygienic rules is still very limited and character, on the whole, requires much improvement.

The process of social reconstruction which a change from a nomadic type of life into a settled agriculatural life requires, should rest on the development of the natural resources of the country. The main objectives of any systematized effort toward bedouin education should, therefore, be to help the bedouin to see, appreciate, and develop a desire to cultivate the natural resources and potentialities of the country, to combat the habit of inactivity and laziness which he has acquired from desert life, and to turn him from an individualistic person into a person who appreciates constructive cooperative work and organization. The improvement of health conditions, the broadening of civic loyalty, the raising of the status of women, and the enrichment of leisure are all prized

objectives to be sought.(42)

The two general principles that should be observed in bedouin education are, first, that it should start from the daily life of the bedouin and move along with it, and, second, that their teachers should be tribesmen. The real crux of the problem of bedouin education lies in the teacher since it is very difficult to convince citymen teachers to lead a lonely life among the bedouins far from the facilities and amenities of modern life. They will not be able to adapt themselves to the new environment and, consequently, will not win the good-will and cooperation of the bedouins, which is essential in any educational effort.

The establishment of a teacher preparation center in the vicinity of one of the amenable tribes assumes, therefore, much importance. Teachers to be prepared must be chosen from tribal members. The personnel of such a center, Dr. Jamali proposed,(43) should include an agricultural staff of at least one specialist and two assistants, a doctor and two nurses, and an educationist and two assistants. It goes without saying that the personnel members should have amiable and attractive personalities in order to win the good-will and cooperation of the tribesmen. He proposes also that each couple of the trainees, trainees are usually married at this stage, live together in a mud hut

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(42) Jamali, M.F., The New Iraq: Its Problem of Bedouin Education, pp. 105-111, New York, Teachers College, Columbia University, 1934.
(43) Ibid., p. 115.

which they build themselves according to sanitary instructions; and that individual families work cooperatively on the land offered by the state under the guidance of the agricultural specialists. The whole community should be governed by the best that the old tribal codes can provide. The mejlis (meeting round the hearth) should be retained as it permits the trainees to discuss around the coffee pots, civic problems, national and important world news. In this way, a course in civics, history and geography is indirectly given. The bedouin's romantic love of sports and generosity should be developed into a precious asset. Reading, writing, and some arithmetic may be introduced a year later; they may be followed by some explanation of the principles of health and agriculture which they have been practising.

These proposals of Dr. Jamali constitute, in the opinion of the writer, a ready solution to the problem of bedouin education in Jordan. A curriculum prescribed for all Jordan cannot be profitably used in bedouin schools, and secondary school graduates or even university graduates are not necessarily well qualified to teach in bedouin schools.

Coordination of Education Policy

The Ministry of Defence, it seems, is not professionally prepared to control and guide bedouin education. The same may

hold true of the Ministry of Agriculture which is in charge of two agricultural intermediate secondary schools. The result is a clash of different philosophies of education which are not derived from the needs and capacities of educands. It might be a good step, therefore, if the Ministry of Education takes the lead and prepare, with the help of the teaching staff and inspectors, a differentiated course of studies for each type of education.

One final word before closing. It should be mentioned to the credit of the Ministry of Education in Jordan that it is working hard to absorb the best tenets of the two systems of education that had prevailed in Palestine and Transjordan before 1948. Education in Transjordan at that time was much more theoretical than now; teacher preparation colleges were unknown; and the Elementary School Examination was held and made prerequisite to promotion to secondary classes. The Ministry of Education, however, has fallen short in the matter of bedouin education. The Department of Education in Palestine was in charge of bedouin education. It established a number of schools for this purpose; in Beersheba school alone, there were 100 boarding bedouin students in the academic year 1947/48.(44)

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(44) As reported by Mr. A. Khatib, the headmaster of Beersheba school by that time.

CHAPTER XIII

SUMMARY

Jordan is now confronted with a big number of problems in all aspects of life, political, economic, social, and health.

In the political field, the internal problems of national security, the rise of a popular representative government, and national unity, and the external problems of relations with Great Britain and the movement for Arab ~~the~~ unity are staring Jordan in the face.

The economic balance in Jordan has never been stable notwithstanding the fact that Jordan has ample opportunities for economic growth. The importance of the utilization of improved methods of farming, the importance of afforestation, raising livestock, irrigation schemes, fair distribution of lands, and light industrialization can hardly be exaggerated.

The Arab World to which Jordan is not an exception is passing through a turbulent flux of deep social change. The impact of Western civilization on our society, and our system relating to the status of women and children, to tribal life and life in villages and towns, and to social hierarchy constitute

serious problems which should be gradually and wisely modified if we aspire to make any marked progress.

The prevalence of a big number of diseases, especially in the West Bank among refugees and non-refugees because of poverty, malnutrition, and bad housing, lack of health conditions, the high ratio of child mortality, and the spread of unhealthy habits, practices, and ideas require immediate prophylactic measures.

The fact that all these evils are still plaguing Jordan give an ample proof that the system of education has failed to meet them despite the elaborate statement of the aims of education issued by the Ministry of Education, and in spite of the rapid expansion in educational facilities in the last six years.

It must not be understood, however, that the whole system of education in Jordan is tainted with weaknesses. The instructions issued by the Ministry of Education concerning the values and methods of teaching such subjects as drawing, manual training, and hygiene, and the syllabi of geography and history show beyond doubt an appreciation of a progressive philosophy of education.

A cursory look over the curricula of studies, however, reveals some weaknesses. The fact that there are no experts on

elementary, secondary, or vocational education explains largely these weaknesses.

In the first place, it seems that one of the implicit aims of education in Jordan is the training of the mind, which is based on the "faculty psychology." In the second place, the course on "manual training," which is of great educational value, exists in name only. In the third place, the whole course of studies is departmentalized, as each course is outlined independently. In the fourth place, excessive verbalism is leaving its deep imprint on the curricula, methods of teaching, theory of interest, discipline, play and work, inspection, measurement, the daily program, the relation between school and community, and the meaning of culture.

Curricula of Studies: From the standpoint of content, the syllabi of Arabic Grammar and recitation, religion, geography and agriculture are overcrowded. A course in civics is devised with an eye to instilling civic responsibility in the children. The organization of the curriculum recognizes to a considerable extent the logical order. The curriculum, besides, is basically uniform all through the country, a natural result of sheer centralization and belief in intellectual excellence as the ultimate aim of education.

Methods of Teaching: The lecture method is extensively used in all school subjects. Laboratories are poorly equipped, and

school excursions for educational purposes are seldom conducted. The project method is seldom heard of. Audio-visual aids are rarely used, as their educational value is not fully realized.

Interest: Instruction in Jordan has failed to arouse genuine interest in the pupils as it is not based on their centers of interest; it is dull and mechanical, and the teacher has to make recourse to external inducements.

Discipline: As discipline is not coincident to interesting instruction, but imposed from above, a lot of disciplinary problems occur. Discipline and character education should be synonymous; an environment should therefore be provided, which enables the pupil to see the social values inherent in his school's standards of behaviour and accept them.

Play and Work: The educational process is looked upon by teachers as a serious business which should be kept away from the interests of the children. Play and work are considered as antithetical, and the educational value of play, especially in developing the super-ego of the child, is not fully realized.

Inspection: Inspectors are on the whole anxious to see what ground the teachers have covered. They should be merely a guide to the teacher in developing the total pattern of the child's personality. They should also help discover potential leadership among the ranks of the teaching staff.

Measurement: Periodical oral quizes and written examinations are used for the appraisal of the pupil's standing in his school.

The system of grading follows the percentage plan. This quantitative measurement should be substituted by a qualititative evaluation of the child in terms of the changes that have affected his behaviour.

The Daily Program: As the course of studies is developed around departmentalized subject matter, and not around the pupils' centers of interest, we find that it is mechanical and rigid. A flexible program should be substituted. Related subjects should be scheduled as a group, and the schedule should give the children adequate time to solve the problems that rise from ongoing experience. Such a flexible program requires well-prepared teachers.

The School and Community: Teachers, on the whole, are not fully aware of the intrinsic importance of the relationship of the school to the community; so is the majority of the people. A deep gulf, consequently, separates the schools from the community.

Teacher-Parent Associations should be encouraged, and the school should develop into an important social center.

Pupils should intelligently study their environment with an eye to seeing its problems and devising ways and means, under the guidance of teachers, for meeting them.

The Meaning of Culture: The common notion that culture and abundant stored information are synonymous should be radically

modified. A cultured person is the one who has achieved a considerable degree of growth in the total pattern of his personality.

Verbalism is therefore a serious disease which should be stubbornly combated. A progressive philosophy of education based on the new biological, psychological, and sociological findings should be substituted in order to put into substance the aims of elementary education, viz., inculcating in the children sound spiritual and social values, instilling patriotic feelings, developing critical thinking, providing some vocational preparation, improving physical well-being, and profitably spending leisure.

The School and Spiritual Life: Spiritual values stand in need of support because of the great progress in science and the concomitant rapid change. Teaching of religion should embrace two main aspects: character upbuilding and mastery of religious materials. The first aspect is attained by practical orientation and example, as emphasized in the discussion on social values. Texts and Hadith should be selected with an eye to their relation to the practical daily life and behaviour of children. Teachers of religion should not isolate themselves from life; they should make use of charity institutions and current events in substantiating their teachings; they should bring to the fore the relation of religion to such school subjects as hygiene, sociology,

and athletics. They should also provide actual situations in which children experience charity acts. Their task is facilitated by the fact that Islam does not neglet life in this world.

The School and Social Growth: Habit formation is the essence of both socialization and character. This means that social growth cannot be promoted through verbalism, through one subject called "civics" as the case is in Jordan. Group spirit and community of aims, beliefs, and aspirations can be effectively produced through associations in common pursuits that have meaning to participants. The individual's instinctive tendency to imitate and emulate others, and the need of working together serve as social controls.

The development of broad units of work and the use of the project method, the problem method, and the "socialized recitation" method help promote social growth. An atmosphere of security should be provided by the teacher, and the child's individuality should be respected. The child should be encouraged to criticize fairly his culture lest he develop into a docile, submissive, and stereotyped individual.

Standards of conduct should be conjointly laid down by the teacher and pupils. Commendation is also due to those pupils who live up to these standards. The teacher's own behaviour should exemplify the very best of courtesy, fairness, and helpfulness. The children's contact with the classroom should be extended to

the whole school and to the community. A campaign of adult education should be launched to help parents contribute to the healthful development of their children.

The School and Economic Development: Despite the fact that the fundamental role of the elementary school is the socialization of the child, some vocational instruction must be provided, as it helps training the hand and the eye of the learner and developing in him a sense of cooperation, punctuality, perseverance, honesty and a belief in the dignity of work. It also reveals to some extent the child's interests and aptitudes.

Rural schools should be provided with gardens where experiments and field demonstration are conducted. Modern methods of agriculture which are not far beyond the experience of the farmers of the area should be introduced. Central rural schools should be provided with dairying industries, incubators, sheep, poultry, and rabbits.

Urban schools, on the other hand should provide a detailed course in manual work, including carpentry, smithing, book binding, wire and cane work. A course in domestic science should be provided in girls' schools.

Manual work and domestic science courses in Jordan are not adequately provided for; in many instances, they exist in name only. The number of school gardens, especially in the East Bank, should be considerably increased both in number and area.

The role of the school in inculcating patriotic feelings in the children and in promoting their intellectual growth has been embedded in these discussions. The two basic ingredients of sound nationalism, it should be emphasized, are strength of character and dominance of the intellect.

The School and Health: Sports and athletics are practised in almost all the schools of Jordan, but a healthy athletic spirit has not yet been adequately developed. The rot, perhaps, lies with the teacher.

Schools are beginning to realize the great importance of scouting. This movement should be given a ~~story~~ strong impetus for its bearing on physical health and character.

The School and Leisure Time: The school should encourage such leisure time activities as promote corporate life, viz., societies, clubs, sports, dramatization, charity acts, etc. These activities are provided for in the schools of Jordan, but on a minor scale.

The school should also cultivate sound habits of reading in the children, and, last but not least, cultivate their aesthetic perception so that their emotional tone is raised.

Beside the urgent need for the implementation of a new progressive philosophy of education designed to meet the needs of the country, the system of education in Jordan has to deal with a number of specific problems, viz., the problems of

teacher preparation and status, unequal distribution of educational facilities, congestion in schools, elimination of pupils in the elementary cycle, centralization, education of refugee children, and bedouin education.

Teacher Preparation and Status: This problem requires immediate measures as the rapid expansion in educational facilities makes the employment of a vast number of teachers every year a neccessity. The continuous dwindling in the ranks of the existing staff augments the seriousness of this problem.

The problem is partly met in Jordan by the three teacher preparation colleges and by in-service training which embraces short courses in education, the Teachers' Lower Certificate, visits by inspectors of education and head teachers, and sporadic conferences.

The professional standing of the three teacher preparation colleges is, on the whole, good. The importance of audio-visual aids should, however, be given more emphasis, and contact with the community should be more developed. The sense of leadership as defined by the Rural Teacher Preparation College, Beit Hanina, should be more inclusive.

In-service training in Jordan is still very limited. It should be supplemented by entrance examinations, workshops, study groups or committees, regular conferences, extension

courses, summer work experience, independent study, examinations, participation in administration, community contacts, and effective supervisory efforts.

Teachers in Jordan do not enjoy high prestige, partly because of the discouraging attitude of the lay public toward the job of teaching, and partly because teachers are not able to lead a decent life.

A national syndicate of teachers, which is in the way of formation at present, teacher-parent associations, moral encouragement by the Government, increased salaries, special and general promotions, appointment in one's native locality, providing living facilities in far-away districts, and adequate pensions help strengthening the teacher's moral and material status. A special committee is working now in Jordan on most of these measures.

Unequal Distribution in Educational Facilities: The two districts of Karak and M'an, and 'Ajloun lagged in the academic year 1950/51 far behind the other districts in the number of pupils and schools. This gap, however, is now considerably narrowed down. The Ministry of Education is now working hard to spread education among girls as the number of girls and girls' schools is relatively small. They should catch up with boys as they are entitled to the same educational opportunities.

A department of statistics should be established in the Ministry of Education to gather pertinent data and carry on research work, since accurate statistics help reveal such

inequities.

Congestion in Schools: The average number of pupils per class in 1953/54 was 63 in boys' schools and 49 in girls' school. The cultivation of individual differences, character development, and the promotion of critical thinking are well-nigh impossible under such conditions. A large number of classes should be opened up. The financial problem can be overcome by installing an effective system of decentralization, by checking the rapid expansion of secondary education, and by the wise use of available funds.

Elimination of Pupils: The fact that no compulsory education law is enforced, the remoteness of the course of studies from the interests, needs, and capacities of pupils, and the economic need of parents explain this heavy drop-out.

Centralization and Decentralization: Sheer centralization is dominant in the organization of the Ministry of Education, in curriculum construction, and prescription of textbooks. The role of the local education authorities, especially in the East Bank, is limited.

The organization of the Ministry of Education is characterized by a strong hierarchical ladder; red tape and contradictory decisions are the natural result. The Supreme Education Council

has only advisory capacity; it also does not represent the various districts of Jordan.

The powers of district inspectors, headmasters, and headmistresses are very limited, especially in financial matters. They have no important say in the selection of textbooks or constructing the curricula.

In the matter of curriculum construction, ~~or~~ a select number of teachers, not representing all the schools of Jordan, have some say in drawing up a uniform course of studies for all Jordan. It is true that the staff of each school cannot assume this responsibility, but still, some intermediate measures can and should be taken, such as regional meetings in which specialist and district inspectors of education listen to and discuss the viewpoints of the teaching staff. A definite number of teachers representing different areas are then elected to attend the meetings of a technical committee where expert advice can be obtained, and where the general outline of the curriculum are drawn. The lay public at present are not ready to render much help; the objectives of progressive education must be first publicized to them through direct and indirect contacts.

Teachers are compelled, if they choose to use a textbook, to use the textbook prescribed by the Ministry of Education. Qualified teachers should be accorded wide discretion in the selection of textbooks. Teachers also complain that the inspectors

of education have made of writing textbooks a monopoly. All teachers and talented people should be set on a par with inspectors; the real worth of the book should count.

The importance of local education authorities can hardly be exaggerated, as they help considerably in expanding educational facilities. Through them, a sense of responsibility and self-government is inculcated in the people. There is at present a deep gap between the systems of local education authorities in the two banks of Jordan, calculated to be bridged by the Draft Law of Education, 1953.

Education of Refugee Children: A campaign of fundamental education for refugee children and adults should be launched, both in public schools and refugee camps. Special attention should be given to the cultivation of their spiritual and moral values. More ancillary services should be provided. Vocational education should be given an important place in the curriculum.

Bedouin Education: It is completely controlled by the Ministry of Defence, mainly for security purposes. Combating illiteracy ranks highest after security. Bedouin schools use the same curriculum and textbooks prescribed by the Ministry of Education.

The main objective of bedouin education should be social reconstruction which must rest on the development of the natural resources of the country.

Bedouin education should start from the daily life of the bedouin; the teaching staff should be tribesmen. A teacher preparation center should be established where the basic elements of agriculture and hygiene, reading, writing, arithmetic, and social sciences are taught, both directly and indirectly. Corporate life should be given utmost care.

Bedouin education will perhaps be handled better if the Ministry of Education replaces the Ministry of Defence in controlling it. The same may hold true of the two agricultural schools controlled by the Ministry of Defence. The Ministry of Education does well if it absorbs the best tenets of the two systems of education that had prevailed in Palestine and Transjordan before 1948.

APPENDIX I

ECONOMIC STATISTICS

1. Livestock in Jordan, 1951 & 1952: (1)

	1951	1952
Camels	41,855	50,625
Cows	81,317	41,531
Sheep	266,088	273,557
Goats	358,152	393,435
Pigs	166	110
Total	747,578	759,258

2. Contributions of Rivers in Jordan (2)

Dan	258 million cubic meters per year
Hasbani	157 " " " " "
Banias	157 " " " " "
Yarmouk	475 " " " " "
Jordan	1250 " " " " " (near Allenby Bridge)

3. Vegetation in Jordan (3)

Year	Olive Trees		Tobacco	Citrus Trees	Bananas	Vine Trees
	Area-dunums	No. trees	Area-dunums	Area-dunums	Area-dunums	Area-dunums
1951	413,912	4,132,847	21,139	1656	3615	151,281
1952	-------	4,826,348	34,691	696	6080	153,446

(1) Ministry of Economy, Jordan, Annual Statistical Report of 1951,1952, pp.73, 128.
(2) Ankar, J. Palestine Paper, No. 1105-8609.
(3) Ministry of Economy, Jordan, Annual Statistical Report of 1951,1952, pp.62-67, 106-108.

4. FIVE YEAR ECONOMIC PLAN - JORDAN (4)

S.N.	Item	Proposed Expenditure in Financial Year 1953/54 JD	1954/55 JD	1955/56 JD	1956/57 JD	1957/58 JD	Total
				Agriculture & Forestry			
1.	Agricultural Station (Deir Allah)	22,000	20,000	20,000	20,000	20,000	102,000
2.	Livestock Improvement & Veterinary Expansion	Nil	31,420	24,700	24,700	24,700	105,520
3.	Irrigation Projects	130,000	101,800	134,000	71,000	23,000	459,800
4.	Afforestation	40,000	25,000	25,000	25,000	25,000	140,000
5.	Famine Relief	50,000	Nil	Nil	Nil	Nil	50,000
6.	Village Loans for Agricultural Purposes	378,000	465,000	275,000	250,000	205,000	1,573,000
7.	Cooperative Societies	50,000	36,000	36,000	36,000	43,000	201,000
				Communications			
8.	Construction of Roads	318,000	2,640,916	2,452,167	1,567,917	1,336,800	8,315,800
9.	Improvement of Railway Facilities	60,000	515,000	448,000	441,000	150,000	1,614,000
10.	Aqaba Intermediate Port	77,810	Nil	Nil	Nil	Nil	77,810
11.	Aqaba Main Port	Nil	268,000	292,000	290,000	50,000	900,000
12.	Jerusalem Airport	140,657	126,400	442,600	409,000	95,000	1,213,657
13.	Amman Civil Airport	11,000	98,000	12,000	Nil	Nil	121,000
				Miscellaneous			
14.	Secretariate	6,050	8,000	8,000	8,000	8,000	38,050
15.	Fees & Expenses for Consultants	23,724	26,885	15,000	6,050	1,980	73,639
16.	Mineralogical Survey	9,400	15,890	12,000	Nil	Nil	37,290
17.	Surveys (land settlement)	16,000	35,000	35,000	Nil	Nil	86,000
18.	Village School Buildings	40,000	Nil	Nil	Nil	Nil	40,000
19.	Jerusalem City Loans	50,000	Nil	Nil	Nil	Nil	50,000
	Grand Total Cost of Program	1,422,641	4,413,311	4,231,467	3,148,667	1,982,480	15,198,566

Funds Available to Carry Out Programme:

1. Unexpended Portion of second British Loan of 1952/53: JD 929,534
2. Third British Loan of Nov. 1953 JD 2,350,000

Source: Jordan Development Board, see Econ. Devel. Report, p. 4.

APPENDIX II

HEALTH STATISTICS

Birth Rate in Palestine (1922 - 1945) per 1000 of mean Settled Population[1]

	Moslems	Jews	Christians
1922	46.22	28.29	32.67
1923	50.24	36.46	35.59
1924	53.23	38.16	40.12
1925	51.12	32.65	36.78
1926	55.48	35.51	39.28
1927	51.23	34.60	38.41
1928	55.21	34.93	39.65
1929	52.06	33.63	37.15
1930	53.62	32.97	37.92
1931	53.65	32.20	37.77
1932	48.99	29.06	36.42
1933	49.87	29.02	36.09
1934	46.58	30.03	33.50
1935	52.59	30.64	35.45
1936	53.13	29.67	36.22
1937	49.82	26.47	33.65
1938	47.52	26.26	34.35
1939	46.42	23.02	31.31
1940	47.42	23.72	31.11

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(1) Dept. of Statistics, Palestine Govt., Vital Statistical Tables 1922-1945, p. 14, Jerusalem, The Govt. Printing Office, 1947.

Birth Rate in Palestine (1922 - 1945) Cont'd.

	Moslems	Jews	Christians
1941	49.22	20.67	29.06
1942	45.16	22.73	27.79
1943	52.40	29.04	32.68
1944	53.66	30.22	30.99
1945	54.23	30.26	32.65

Infant Mortality Rates, by Religion, 1922 - 1945[2]

Palestine

(Deaths under 1 year of age per 1,000 births)

	Moslems	Jews	Christians
1922	142.3	132.1	119.1
1923	158.5	123.3	126.7
1924	176.1	107.6	147.7
1925	173.4	132.9	156.6
1926	151.8	107.2	151.5
1927	192.5	116.9	185.2
1928	178.4	93.4	150.1
1929	183.1	88.9	154.0
1930	152.5	65.8	129.4
1931	167.6	81.6	131.4
1932	164.4	85.8	141.4
1933	156.8	80.5	128.4
1934	175.3	78.0	152.6
1935	148.1	64.2	125.8
1936	136.2	68.9	113.7
1937	179.3	57.2	127.3
1938	127.6	58.5	104.0
1939	121.5	54.0	100.6
1940	147.1	59.1	107.0
1941	131.7	55.6	86.9
1942	140.3	58.0	106.4
1943	113.1	44.1	82.4
1944	102.9	36.1	74.4
1945	93.9	35.8	70.6

(2) Ibid., p. 57.

APPENDIX III

DISTRIBUTION OF THE PERIODS OF ARABIC IN THE ELEMENTARY SCHOOL

Subject	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th. Grade	6th. Grade
Oral Reading	8	6	6	3	2	2
Supplementary Reading		1	1	2	1	1
Grammar				2	1	1
Conversation or Composition		1	1	1	1	1
Recitation	1	1	1	1	1	1
Dictation	1	1	2	1	1	1
Copying	4	2				
Handwriting	1	1	1	1	1	1
Total	15	13	12	11	8	8

DISTRIBUTION OF THE PERIODS OF ENGLISH IN THE ELEMENTARY SCHOOL

Subject	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th. Grade	6th. Grade
Reading					6	6
Handwriting					2	2
Total					8	8

Appendix IV

المبحث	الكتاب	الصف الاول	الصف الثاني	الصف الثالث	الصف الرابع	الصف الخامس	الصف السادس
اللغة العربية	الكتاب	البسيط في الهجاء	القراءة الهاشمية (١)	القراءة الهاشمية	القراءة الهاشمية	القراءة الهاشمية	الروض (١)
	المؤلف	سعيد دره	ابراهيم قطان	ابراهيم قطان[٣]	ابراهيم قطان[٤]	ابراهيم قطان[٤]	راضي عبد الهادي
		أو					
	الكتاب	القراءة		القواعد العربية[١]	القواعد العربية[٢]	القواعد العربية[٢]	القواعد العربية[٢]
	المؤلف	على عودة		عيسى عطاالله	عيسى عطا الله	عيسى عطا الله	عيسى عطا الله
الدين	الكتاب	جزء عم		العشر الأخير	القرآن الكريم	القرآن الكريم	القرآن الكريم
	الكتاب			مبادئ في الدين[٢]	مبادئ في الدين	مبادئ في الدين[٤]	مبادئ في الدين[٥]
	المؤلف			عبد الحميد السائح	عبد الحميد السائح	السائح	السائح
	الكتاب			الهداية (٢)	الهداية (٢)	الهداية (٢)	الهداية (٣)
	المؤلف			على عوده	على عوده	على عوده	على عوده
	الكتاب						علم التجويد
	المؤلف						ابو رزق
الحساب	الكتاب			الحساب الواضح	اصول الحساب[١]	اصول الحساب[٢]	اصول الحساب[٢]
	المؤلف			خليل السالم	ابراهيم صنوبر	ابراهيم صنوبر	ابراهيم صنوبر
الهندسة	الكتاب				اصول الهندسة[١]	اصول الهندسة[٢]	اصول الهندسة[٢]
	المؤلف				ابراهيم صنوبر	ابراهيم صنوبر	ابراهيم صنوبر
التاريخ	الكتاب	البداية في التاريخ والجغرافيا	قصة الانسان الاول	تاريخ العرب والاسلام (١)	تاريخ العرب والاسلام (٢)	تاريخ العرب من العهد العثماني حتي الوقت الحاضر	
	المؤلف	سعيد دره	حسن فريز	حسن فريز	حسن فريز	محمد القيمري	

المبحث	الكتاب	الصف الاول	الصف الثاني	الصف الثالث	الصف الرابع	الصف الخامس	الصف السادس
الجغرافيا	الكتاب		البداية في التاريخ والجغرافيا	المملكة الهاشمية الاردنية	الوطن العربي	القارات الخمس	جغرافية البلاد العربية
	المؤلف		سعيد دره	وصفي عنبتاوى	وصفي عنبتاوى	وصفي عنبتاوى	وصفي عنبتاوى
الصحة	الكتاب				مبادئ حفظ الصحة (١)	مبادئ حفظ الصحة (٢)	دروس الصحة (٤)
	المؤلف				محمد العامرى	محمد العامرى أو دروس الصحة (٣)	عمر فائق
	الكتاب					عمر فائق	
	المؤلف						
الطبيعة	الكتاب			العلوم الابتدائية (١)	العلوم الابتدائية (٢)	العلوم الابتدائية (٣)	العلوم الابتدائية (٤)
	المؤلف			عمر فائق	عمر فائق	عمر فائق	عمر فائق
الزراعة	الكتاب				الزراعة العملية (١)	الزراعة العملية (٢)	الزراعة العملية (٣)
	المؤلف				سليم كمال	سليم كمال	سليم كمال

Subject	5th Grade	6th Grade
English	Book: New Method English for the Arab World - Primer Author: Michael West Book: Arabic Companion to Primer Author: Michael West Book: The Story of Ousama Author: Michael West	Book: New Method English for the Arab World Class Book I Author: Michael West Book: Arabic Companion to Class Book I Author: Michael West Supplementary Book: The Story of Ousama Author: Michael West One of the following: a. Seven Little Plays b. Stories from the Near East Author: Professor L. Leavitt

APPENDIX V (1)

The Hashemite Kingdom of Jordan

Ministry of Education

Draft Law of Education, 1953

Item 1 - This law is entitled "General Law of Education, 1953".

Item 2 - The idioms that occur in this law have the meaning stated below:

A "school" means any institution where more than ten persons receive systematized education at the hands of a qualified teacher.

A "pupil" means a school boy or girl within compulsory school-age, or a person under a legal obligation to study.

A "public school" means any school established or directed by the Ministry of Education or any other Ministry.

A "national school" means any school established or directed by individual citizens or national societies.

A "sectarian school" means any school established and directed by a local national sectarian group.

A "foreign school" means any institution directed by foreign individuals or societies.

A "village" includes any populated center with no municipal council; it includes also bedouin encampments.

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(1) Verbatim translation from Arabic, by the writer.

A "private school" includes national schools, sectarian schools, and foreign schools, or any of them.

CHAPTER I

General Regulations

Item 3 - It is the duty of the Ministry of Education to offer educational opportunities to the people, to supervise the different school and institutions, to cultivate the citizen's personality, and to develop a generation of youth physically fit, mentally alert, and emotionally mature, a generation which fully appreciates its duties and is ready to serve its country.

Item 4 - (a) To fulfill these obligations, the Ministry of Education performs the following functions:

1. Establishing a variety of public schools of different grades and categories.
2. Supervising national and foreign schools and orienting their activities toward the fundamental objectives which the Ministry seeks to realize.
3. Strengthening the scientific and cultural bonds that tie the Jordan Kingdom to its sisters, the Arab countries, so that a uniform culture throughout the Arab World is developed.

(b) The Ministry of Education seeks to realize the following objectives:

1. Combating illiteracy and spreading culture among all the people.

2. Encouraging fine arts inside and outside schools, dramatization, music, sculpture, and photography.
3. Encouraging physical training, military training, and scouting both inside and outside schools.
4. Encouraging scientific and literary activities by establishing national libraries, giving lectures and broadcasts; by encouraging societies and clubs, both scientific and literary; by organizing exhibitions and monumental festivals, and by buttressing the efforts exerted by individuals and societies in the field of arts and sciences.

Item 5 - Schools are prohibited from giving any orietation that might contaminate religious beliefs and character, or lead to disunity of ranks, or injure the sense of honour of the Arab nation, or make out of education a tool of obnoxious propaganda.

CHAPTER II

Kinds of Schools

Item 6 - Schools are divided from the standpoint of the establishing and directing authority into three categories:

(a) Public Schools

(b) National Schools

(c) Foreign Schools

Item 7 - Schools are divided from the standpoint of their grades and objectives into the following categories:

(a) Nursery Schools

(b) Elementary Schools

(c) Secondary Schools

(d) High Insitutions

(e) Vocational Schools

(f) Teacher Preparation Colleges

(g) People's Schools

(h) ~~Private~~ Special Schools

CHAPTER III

Aims of Education

Item 8 - (a) Nursery schools aim at inculcating in the children good habits of action, cultivating their interests, training them in discipline, and preparing them for elementary schools

(b) Nursery schools are opened, when possible, for children not over six years of age. Such schools will be independent or adjuncts to girls' schools.

Item 9 - (a) Elementary education aims at developing the child's personality so that he becomes a good citizen, physically fit, mentally alert, and armed with strong faith, and at revealing his natural bents and capacities that a true orientation for higher studies may be possible.

(c) The elementary cycle shall be of seven years duration, amenable to reduction in case the secondary cycle duration is increased.

Item 10 - Elementary education is compulsory and free in public schools.

Item 11 - Children within compulsory school-age who refuse to attend schools shall be punished in manner prescribed. Included is the ability to read and write.

Item 12 - A normal child shall not be expelled from elementary schools before he is fifteen years old, or before he reaches the age in which work is permitted according to work legislation.

Item 13 - The Ministry of Education shall establish, when possible, special schools for the blind, the deaf, the dumb and for mentally or physically retarded persons.

Item 14 - The Ministry of Education shall do its best to offer financial help to poor children, especially outstanding pupils, in all phases of education in general and elementary education in particular, in the metter of books and stationery, nutrition and clothing.

Item 15 - (a) Secondary education aims at preparing the pupil for life and providing him with such culture as able pupils will need for specialization.

(b) Secondary education is at least of four years duration; it includes two phases, the intermediate secondary cycle of at least two years, and the high secondary cycle, also of two years at least.

Item 16 - Graduates of elementary schools are admitted to secondary schools. Admission, however, is subject to the child's

academic standing in his class, and to the capacity of the Ministry of Education.

Item 17 - Measures will be taken to open up new classes or schools for all pupils whose interests, abilities, and results of academic work show a genuine readiness for pursuing high theoretical studies along different lines. The curricula to be used shall be in line with the curricula of modern secondary schools, designed to give free play to different potentialities. The objectives of education and the influence of different environments shall be taken into consideration.

Item 18 - The Ministry of Education shall do its best to establish vocational schools with a view to preparing the student for life according to his capacities, interests, and the needs of the community.

Item 19 - Admission to vocational schools is limited to such pupils as have successfully finished the elementary cycle, or a higher one; their capacities and readiness to particular vocations taken into consideration.

Item 20 - The minimum duration of vocational education is two years.

Item 21 - The Ministry of Education shall envisage establishing vocational or domestic science classes afte the intermediate secondary cycle, according to local needs.

Item 22 - The Ministry of Education shall establish as many teacher preparation colleges as possible to meet the needs of the country.

Item 23 - The establishment of teacher preparation colleges, conditions of admission, duration of study, curricula, administration, and certificates shall be subject to regulations issued by the Minister of Education.

Item 24 - The Ministry of Education shall do its best to establish "people's schools" with a view to educating grown-ups who had had not an opportunity to attend schools or complete elementary education. The Ministry may permit the use of the public schools buildings, during vacation, for this purpose.

Item 25 - Teaching in public schools shall be of nine months duration per annum; dates of examinations and vacations are subject to instructions issued by the Minister of Education.

Item 26 - Registration and acceptance in public schools, examinations and the administrative functions of the Ministry of Education are all subject to regulations or instructions issued by the Minister of Education.

Item 27 - The general policy of education and the outlines of curricula shall be marked by special instructions issued by the Minister of Education after consultation with the Supreme Education Council.

CHAPTER IV

Teachers

Item 28 - Teachers who do not hold a secondary school certificate or its equivalent are prohibited from teaching in public or private schools, except in urgent cases.

Item 29 - The Minister of Education may appoint specialist teachers to teach such subjects as require special training, as manual work, music, drawing, physical training, etc., provided that their academic preparation is not below the intermediate secondary school standard.

Item 30 - If the teacher's qualifications fall short of the standart set under item 28, and if no other teacher with the requisite qualifications is available, the Minister of Education may then temporarily appoint him until a well-qualified teacher is available.

Item 31 - Married women may be employed as teachers, subject to special regulations issued by the Minister of Education.

CHAPTER V

Establishment of Schools

Item 32 - The government establishes, when necessary, in towns, villages, and bedouin camps from the budget of the Ministry of Education or by raising funds from the people.

Item 33 - Townsmen and village people shall, when necessary, raise

funds to defray the expenses of the school building, the land on which the school is erceted and the funiture, and to pay the salaries of the staff, etc.

CHAPTER VI

PRIVATE SCHOOLS

Item 34 - All private schools and educational institutions must be licensed by the Minister of Education. Schools established before this law is put into force must obtain a license within three months of the date of the enforcement of the law.

Item 35 - Private schools shall teach Arabic language, history, geography, and civics as prescribed by the Ministry of Education. The medium of instruction in these subjects must be Arabic.

Item 36 - All private schools shall be subject to supervision by the Ministry of Education in all educational aspects.

Item 37 - Private schools shall apprize the Ministry of Education of their financial revenues from foreign sources; the Minister of Education may disapprove of one or all of these revenues.

Item 38 - (a) No foreign establishment may erect an elementary school or enlarge existing schools after this law is put into force.

(b) Foreign schools shall comply with the educational policy as set by the Ministry of Education.

(c) Private schools are prohibited from indoctrinating the youth with religious doctrines or political ideals opposed to their own.

(d) Private schools, national and foreign, which do not comply with the regulations embodied in this law may be closed by the Minister of Education.

Item 39 - The conditions of the establishment of private schools and the duties of responsible people shall be laid down in prescribed manner.

Item 40 - The Ministry of Education, when possible, may offer subsides to national private schools and to natural cultural institutions.

Item 41 - All schools shall close on official holidays as noticed by the Government.

CHAPTER VII

Curricula and Textbooks

Item 42 - The curricula of the different schools and classes are laid down according to a special regulation issued by the Minister of Education.

Item 43 - Textbooks and other books as well are set by a special decision made by the Minister of Education.

CHAPTER VIII

Local Education Authorities

Item 44 - The municipal council, the local council, or the

mukhtarate[2] in any city, town, or village is considered as a local education authority. The district inspector of education or a representative of his, in whose district the town or the village is located, shall be a member of the committee; the chairman is the senior officer of the general administration.

Item 45 - (1) The L.E.A. is responsible, when required by the Minister of Education for the establisment of new schools and maintaining wholly or in part existing schools in its area. The land for school buildings is included.

(2) The L.E.A. may impose local rates for the purpose of education.

(3) In case the L.E.A. is unable to provide the land necessary for the school building, or collect the local rates necessary for the erection or maintenance of the school or schools in its area, the competent authorities will take upon themselves that responsibility.

Item 46 - Schools erected or maintained by a L.A.E. are vested in that authority.

CHAPTER IX

Hygiene

Item 47 - (a) Any licence for the establishment of a new school shall wait upon approval by the Ministry of Public Health of the hygienic conditions of the school building.

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(2) The mukhtar or mukhtars elected by the village people to run some of their internal affairs.

(b) The Minister of Public Health or the responsible doctor acting as his deputy may serve a written notice on the headmaster of the school or the proprietor of the school building, demanding compliance with the requisite conditions within three months of the date of the notice.

(c) The Minister of Health or any doctor acting as his deputy may enter any school in proper times, examine its hygienic conditions, and take all necessary measures. The schoolmaster shall submit all pertinent information.

(d) The Minister of Education may close the school if it has failed, within the legal span of time set by the notice, take the necessary hygienic measures, and if the health of the staff and pupils is exposed to danger.

(e) Treatment of public school children in the clinics and hospitals of the Ministry of Public Health shall be free.

(f) In case an epidemic or contagious disease appears in a populated center, the school in that center shall be subject to the provisions of the General Health Law.

Item 48 - This law cancels:

The Ottoman Law of Elementary Studies of Thul-Qui'dah, 5,1331 and Sept. 23, 1329 (h.);

The Law Cancelling the Advisory Education Council and replacing it with an expert committee of 9/1/1929;

The modification of the Elementary Studies Law, 1932;

The Palestine 1933 Law of Education;

The Regulation of Education, no. 1, 1939;

The Regulation of Education, no. 2, 1939.

Item 49 - This law is effective from

Item 50 - The Minister of Education shall see that this law is put into force.

APPENDIX VI

THE 1933 EDUCATION ORDINANCE, PALESTINE

PART II

Local Education Authorities

Item 11- (1) Every municipal council and any such local council as the High Commissioner shall, by order, appoint shall be a local education authority, and shall form a committee for the purpose of education in the area of the Council; a committee shall be composed of members of the Council forming it, such government officers, headmasters and other persons as may be prescribed, and such other persons as the Council, with the approval of the district Commissioner, may think fit.

(2) In a village where there is no local council, the village authority shall be the local education authority and shall establish a committee for the purpose of education in manner prescribed.

(3) Any local education authority may enter into an agreement with any committee of a community for the purpose of maintaining a community school.

Item 12- A L.E.A. shall, when required by the Director, be responsible for opening a new school and for maintaining wholly or in part existing schools in its areas, other than community schools or private schools.

(2) A L.E.A. may impse a rate on the inhabitants of its area for the purpose of education in manner prescribed. If it fails to collect it, the High Commissioner in Council shall impose and enforce payment of the necessary rate as if it were a government tax.

Item 13- Any school building which may, after the date of the commencement of this Ordinance, be established or maintained by a L.E.A. shall be vested in that authority.

PART V

FUNCTIONS OF LOCAL EDUCATION AUTHORITIES

Item 59- At the request of the Director and subject to the provisions of rule 63, the L.E.A. shall in respect of each public school in its area-

(a) provide, by purchase, rent or otherwise, land for school buildings and playgrounds;

(b) rent, construct, repair and alter school buildings;

(c) lay out playgrounds;

(d) effect water supply;

(e) provide sanitary and hygienic conveniences and apparatus;

(f) provide such number of free places for the education of poor students as the Director may consider sufficient;

(g) provide gratis to poor students the books, materials, and apparatus prescribed by the Director;

(h) provide school equipment and furniture according to specifications approved by the Director in each locality;

(i) provide a teaching staff which, in the opinion of the Director, is adequate in numbers and qualifications;

(j) pay the salaries of all teachers who are not pensionable officers of the Government;

(k) pay to the treasurer in respect of every teacher who is not a pensionable officer of the Government such pension contributions as may be fixed by the Director.

Item 60- A L.E.A may levy an education rate, subject to the approval of the district Commissioner, which shall be a surcharge upon any rate, tax, tithe or due assessed and collected by the Government or the L.E.A. under the terms of any law in force from time to time.

Item 61- All education rates shall be noted by the L.E.A. and collected in its name by the authority which collects the rate, tax, tithe, or due, upon which the rate is a surcharge.

APPENDIX VII

QUESTIONNAIRE

1. Have you accepted the job of teaching because: (check the right item).

   a. it contributes to the service of your country by upbringing a good generation; (39)*

   b. it enjoyes high prestige; (10)

   c. it gives higher salary; (2)

   d. you could not find a better one; (19)

2. Is your salary adequate enough to provide for your needs and the needs of your family ?

   a. highly adequate; (0)

   b. somewhat adequate; (22)

   c. not adequate. (36)

3. Does the teacher in Jordan enjoy a social standard:

   a. high; (3)

   b. moderate; (34)

   c. weak; (21)

   The reason for this is the following (check the right item)

   a. the nation (realizes or does not realize) the importance of the teacher in the upbringing of a good generation (22) (26)

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* Scores are included in the brackets.

b. the teacher is very well qualified (7)

fairly well qualified (25) weakly qualified (2)

c. the teacher likes to mix with the people ?

very much (11) somewhat (19) very little (5)

4. Which theory of education do you prefer in teaching ? (check the right item)

Stuffing the student's mind with information (2)

Providing the student with a practical knowledge and experience. (55)

5. Which method do you prefer in teaching ? (check the right item)

a. the lecture method (3)

b. the discussion method (14)

c. the problem method (41)

the teacher to play the main role in solving the problem ? (10)

the student to play the main role in solving the problem under the direction of the teacher ? (31)

d. the project method (3)

6. It is assumed that the system of education prepares the student in the following:

a. mental preparation (8)

b. economic preparation (34)

c. moral preparation (21)

d. political preparation (50)

e. health preparation (14)

Does the school curriculum and its activities in Jordan provide for this preperation ? No.

In which ways does it fail and why ?

Reasons: 1) The weakness of the curriculum (24)

2) The political situation (9)

3) The financial problem (2)

7. Does the school administration ($\frac{\text{No}}{4}$, $\frac{\text{Yes}}{50}$) or the district inspector ($\frac{\text{No}}{31}$, $\frac{\text{Yes}}{21}$) or the ministry ($\frac{\text{No}}{40}$, $\frac{\text{Yes}}{11}$) respond to the view points of the teacher ?

Does the headmaster of the school ($\frac{\text{No}}{21}$, $\frac{\text{Yes}}{34}$) or the district inspector ($\frac{\text{No}}{41}$, $\frac{\text{Yes}}{12}$) or the ministry ($\frac{\text{No}}{44}$, $\frac{\text{Yes}}{10}$) give an opportunity to the teacher to participate in the administration of the school ?

Does the headmaster of the school ($\frac{\text{No}}{32}$, $\frac{\text{Yes}}{20}$) or the district inspector ($\frac{\text{No}}{33}$, $\frac{\text{Yes}}{19}$) or the ministry ($\frac{\text{No}}{20}$, $\frac{\text{Yes}}{25}$) give an opportunity to the teacher to participate in the construction of the school curriculum ?

8. Do you enjoy freedom in giving your opinion in the class in political subjects ? (check the right item)

full freedom (2)

moderate freedom (13)

little freedom (19)

No freedom (21)

9. Do you try to contact the parents of the students to discuss with them matters relating to their students ?

Often (12)

On occassions (40)

do not like to meet them (3)

10. If you like to contact them

a. would you like to contact them at your home (4)

at their home (5) at the school (41) ?

b. Would you welcome the parents of the students

to visit the classes ? Yes 28 No 29

11. Would you contact the parents of the students to

help you in solving the problems of their students ?

Would like (24)

Would not like (9)

APPENDIX VIII

SCALE OF SALARIES

Grade	Basic Salary	Living Allowance
10	J.D. 6 p.m.	J.D. 7.5 p.m.
9	9	11.25
8	13	12.5
7	17	12.5
6	21	12.5
5	26	12.5
4	31	12.5
3	38	12.5
2	42	12.5
1	48	12.5

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APPENDIX IV

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