

A STUDY OF THE ELEMENTARY
TEACHERS COLLEGE FOR
WOMEN IN DAMASCUS

BY

LUBABA H. SABAH

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TEACHERS COLLEGE: DAMASCUS

SABAH

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ABSTRACT

In this thesis, an attempt is made to study the Elementary Teachers College for Women in Damascus to discover to what extent the prospective teachers have been efficiently trained. Two sets of questionnaires were used. The first went to twenty-seven elementary school principals, and the second to fifty trained elementary school teachers and fifty untrained teachers.

Aside from these questionnaires, personal interviews were held with the responsible persons in the Syrian Ministry of Education. Classrooms at the College and Elementary levels were visited. After carrying out this study, the Educational Treaty between Syria, Egypt and Jordan was signed in March 1957, so it was felt that personal interviews with the responsible persons in the Ministry were necessary to discover any educational changes that have taken place at the College since this treaty was signed.

A comparison of the Syrian Government curriculums was carried out for the years 1945, 1950 and 1957. The College, at present, adheres largely to the 1950 curriculum, but the teachers in the sample were trained prior to 1950. This comparison revealed the increase or decrease in the total year hours devoted to various subjects in the program, and the addition or elimination of courses.

A survey of the present educational system at the College was also made in regard to the physical plant; organization; aims of education; requirements for admission;

the curriculum; administration; non-academic responsibilities of the teachers; and finance.

Effectiveness of the training of teachers is revealed by the questionnaires. Here, a comparison is made between the trained and the untrained teachers concerning the percentage of their teaching time which they devote to the different methods used, their participation in different in-service programs, and their self-evaluations. Further comparison is also made by means of the evaluation of their teachers by the elementary school principals, and the opinions of the teachers of both groups on educational issues. These results revealed that in opinions on educational issues, there is no significant difference between trained and untrained teachers.

From these results, a new program for the Elementary Teachers College for Women in Damascus is proposed. This proposed program includes some changes in the physical plant of the present College, the characteristics of the faculty needed, and the bases of selection and retention of the prospective teachers in the College.

In proposing a new program, a philosophy and set of objectives of professional education are stated.

In the proposed curriculum more emphasis is laid on laboratory experiences for the prospective teachers. These stress the study of children, community and community agencies through first-hand experience with children outside the classroom and acquaintance with the various community agencies that affect the lives of their future students.

Proposed methods of instruction include the use of audio-visual aids, careful organization of classroom procedure and provision for a wide variety of activities within the classroom. It is proposed that evaluation be based not only on the result of the final examination, but on many techniques such as written reports, interviews, diaries, oral reports, questionnaires and autobiographies.

Evidence from observations and the results of the questionnaires is cited to support the adoption of the proposed program.

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CHAPTER I
INTRODUCTION

In Syria's long and bitter national struggle in which great sacrifices were made and many sufferings endured, the Syrian people have worked not only for the achievement of the country's political independence but also for the realization of a social revival, aimed at securing social justice and equal opportunities to all citizens of the different classes.

To achieve this aim and to raise the country to the place it deserves among the civilized nations of the world, the leaders of the state are pursuing a vigorous policy in all fields of advancement, particularly in the field of education.

Leaders in various walks of life all over the world have come to realize that education can be an important force in society, for philosophers have turned to the schools as agencies through which they introduce their social reforms. Statesmen have depended upon the school to lead in the right thinking on political subjects. Churchmen see in the work of the teacher a means for moral and religious training. Lawyers believe that respect for legal authority can be taught in schools. Physicians would promote health through education. Therefore, it is not too much to say that civilization cannot develop without education.¹

So great has the dependence of civilization upon education become, that this era might be called the era of the teacher. This signifies the growing confidence in educa-

1. John C. Almack, Albert R. Lang, Problems of the Teaching Profession, Riberside Press, Cambridge: Massachusetts, 1925, p. 1.

tion for advancing human development, and gives the teacher a more important position in society and a chance to shape human destiny. But not any teacher can do this humanitarian job; a teacher needs to be properly trained to achieve maximum success.

Consequently there is being placed a special emphasis on professional education which is no longer a small part of the program assigned to an education department or to courses in education. It is where every staff-member in a teacher education institution has one central purpose in mind: to help students grow and develop into citizens and members of the teaching profession needed to develop the schools of today².

So the responsible leaders of the country, knowing full well that any educational program lacking adequate facilities for the training of teachers is bound to fail, have established teachers colleges for the training of prospective teachers. Great as their efforts have been there is yet need for more careful analysis of what the purposes of such training should be, what its curriculum should be and what methods should be used in the attainment of these purposes.

2. The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers College, School and Community Laboratory Experiences in Teacher Education, The American Association of Teachers College, New York, 1948, p. 30

Therefore the teacher's purpose must include that of the physician whose aim is a sound body, that of the clergyman whose aim is a right moral and spiritual development, and that of the lawyer whose aim is correct business relations and practices³.

Furthermore, since the teacher deals directly with life and its problems, she must have a philosophy of life to direct her teaching. As she is concerned with the human mind, she must have an understanding of the psychological principles as applied to teaching; and because she gives instruction, she should know the laws and principles of the proper methods of teaching.

Moreover, educators are finding more and more that present-day education requires a more effective, versatile, alert, and human teacher than did the fact-imparting schools. Today the complexity of the social environment has increased the skills, habits, information and ability necessary for successful social living. This increases the necessity for more effective teachers. The teacher today must know a great

3. O.I. Woodley, Virginia M. Woodley, The Profession of Teaching, The Riberside Press, Cambridge, 1917, p. 11

deal about a greater variety of subjects, at the same time, be able to stimulate specialized interests and guide them into productive channels⁴.

Thus it becomes evident that successful teaching depends upon a knowledge of the complex human being and its problem becomes that of assisting a complex and a unique individual student to make successful adjustments in a complex society.

A. PURPOSE AND STATEMENT OF PROBLEM

The purpose of this thesis is to study the existing situation at the Elementary Teachers College for Women in Damascus, and to evaluate it in the light of approved practices in the field and to suggest modifications and remedies for existing ills. An effort is also made to suggest some proposals for the development of a new program for the Elementary Teachers College in Damascus in order that it can carry out more effectively its plan for the preparation of elementary school teachers who are able to carry out the great task assigned to them successfully and efficiently for the welfare of society as a whole.

This study will therefore deal with the problems and loopholes found in the program of the Teachers College as revealed by the questionnaires and the interviews, and as observed in actual classroom situations. In order to overcome these problems, this study embodies suggestions for improvement.

4. Shirley A. Harmin, Clifford E. Erickson, Guidance in the Secondary School, D. Appleton - Century Company, Incorporated, New York, 1939, pp.411 - 412.

B. DELIMITATIONS

This study is limited to the Elementary Teachers College for Women in Damascus. It does not try to suggest an ideal program, but from the light of the existing situation at the College, it tries to modify the curriculum and suggests a new way of organizing it for greater efficiency.

C. PROCEDURE

In order to obtain a more realistic view of the situation, two sets of questionnaires were passed out. The first one is for fifty professionally trained and fifty non-professionally trained school teachers to find out whether or not they had participated in in-service training programs, the methods of teaching they use, the provision for individual differences they make in the classrooms and in their teaching procedures, the extent of their contacts with the principal and their application of the suggestions she gives, their own self-evaluation, as well as their reaction to certain educational issues.

The second questionnaire was given to twenty-seven elementary school principals so that they could evaluate both their professionally trained and their non-professionally trained teachers on the following criteria: the effect of personal appearance and personality on others; emotional stability; effectiveness of voice; self-expression; the atmosphere of the classroom; ability to adjust to new

situations; care in the preparation of work; cooperativeness and attitude towards work; creativeness; the seeking of advice for self-improvement; reaction to suggestions; and adjustment to the community.

Aside from these questionnaires, personal interviews were held with the Director General of Education, the Head of the Education Committee, and the Elementary Teachers College Principal to obtain a comprehensive picture of the present Teachers College with respect to its organization, the curriculum taught, the methods used, and the problems, if any, which exist.

While carrying out this study, the Educational Treaty was signed between Syria, Egypt, and Jordan in March 30th, 1957. It was felt that personal interviews with the above mentioned people were necessary to discover the changes that had taken place at the College after the Educational Treaty was put into effect.

It was also felt that a study of the present situation would not be complete without actual classroom observations. Thus some classes were attended for observation, both at the College level and in some elementary schools, to observe the physical atmosphere of the classroom, the general reactions of the students, the attitudes of the teachers, methods of teaching, interest in the work on the part of teachers and students, and evidences of creativeness and resourcefulness in the classroom.

This study is divided into five chapters. The first chapter is an introductory one, the second chapter is a description of the present system of education at the Teachers' College and the changes that took place after the Educational Treaty. The third chapter gives an analysis of the questionnaires and the results found. The fourth chapter suggests proposals for a new program, and supports these with the findings from the questionnaires.

CHAPTER II

THE EDUCATIONAL SYSTEM
IN THE ELEMENTARY TEACHERS
COLLEGE FOR WOMEN
IN DAMASCUS

A. Comparison of the 1945, 1950 & 1957 Curriculums of the
Elementary Teachers College for Women in Damascus.

<u>Subject</u>	<u>Year</u>	<u>Hours per Week</u>			<u>Total Year-Hours in Program</u>
		<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>	
Religion }	1945	1	1	0	2
	1950	1	1	1	3
	1957	2	2	2	6
Arabic Language }	1945	5	3	0	8
	1950	5	3	3	11
	1957	8	6	6	20
Foreign Language }	1945	5	3	0	8
	1950	5	2	0	7
	1957	3	2	2	7
History }	1945	3	2	2	7
	1950	2	2	2	6
Geography }	1945	2	2	0	4
	1950	2	2	0	4
History & Geography	1957	3	2	2	7
Mathematics }	1945	4	4	0	8
	1950	4	3	0	7
	1957	4	3	2	9
Physics & Chemistry }	1945	3	3	2	8
	1950	3	3	2	8
+ Health	1945	3	3	3	9
Natural History	1950	2	2	2	6
General Science	1957	3	3	2	8
Health Education &) First Aid }	1950	0	1	1	2
	School Health	1957	2	0	0
Sociology) Society & its Problems	1945	0	0	3	3
	1950	0	0	2	2
	1957	0	2	2	4

<u>Subject</u>	<u>Year</u>	<u>Hours per Week</u>			<u>Total Year-Hours in Program</u>
		<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>	
Child Psychology } + logic	1945	0	0	0	0
	1950	0	0	1	1
	1957	0	0	0	0
Psychology + education	1945	0	3	2	5
	1950	2	2	0	4
	1957	2	3	4	9
Logic + Psychology	1945	0	3	2	5
	1950	0	0	2	2
	1957	0	0	0	0
Methods of Teaching and education	1945	0	3	4	7
	1950	0	2	3	5
Student Teaching	1945	0	0	8	8
	1950	0	3	8	11
	1957	0	4	4	8
Drawing	1945	2	2	2	6
	1950	2	2	2	6
	1957	3	3	3	9
Home Economics Handwork	1945	0	2	2	4
	1950	2	3	3	8
	1957	2	2	2	6
Baby Care & Nursing	1945	0	0	0	0
	1950	0	1	0	1
	1957	0	0	0	0
Physical Education	1945	2	0	0	2
	1950	2	1	1	4
	1957	2	2	2	6
Music	1945	2	0	0	2
	1950	1	1	1	3
	1957	1	1	1	3
Handwriting	1945	2	0	0	2
	1950	1	0	0	1
	1957	0	0	0	0
Clubs & School Activities	1945	0	0	0	0
	1950	2	2	2	6
	1957	2	2	2	6

<u>Subject</u>	<u>Year</u>	<u>Hours per Week</u>			<u>Total Year-Hours in Program</u>
		<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>	
Military Training & First Aid	1945	0	0	0	0
	1950	0	0	0	0
	1957	2	2	2	6
National Education	1945	0	0	0	0
	1950	0	0	0	0
	1957	0	0	1	1

Analysis of the foregoing data reveals that between 1945 and 1957 the time devoted to each of the following subjects was increased:

<u>Subject</u>	<u>Increase in Number of Year-Hours</u>
Arabic Language	12
Psychology	4
Physical Education	4
Religion	4
Drawing	3
Home Economics	2
Music	1
Sociology	1
Mathematics	1

Similarly, between 1945 and 1957 the time devoted to each of the following subjects was decreased:

<u>Subject</u>	<u>Decrease in Number of Year-Hours</u>
Physics & Chemistry plus Natural History & Health & General Science	7
History & Geography (Combined)	4

<u>Subject</u>	<u>Decrease in Number of Year-Hours</u>
Natural History	3
Logic	3
Drawing	3
Methods of Teaching	2
Foreign Language	1
Handwriting	0

B. THE PRESENT EDUCATIONAL SYSTEM IN THE ELEMENTARY
TEACHERS COLLEGE FOR WOMEN IN DAMASCUS

1. The Physical Plant

The Elementary Teachers College in Damascus is situated in the modern part of the city, on a main street with large buildings all around. This College occupies a large stone building with large playing grounds, volleyball and basketball courts. Across the street, there is a demonstrative elementary school where students practice teaching.

This building is composed of three floors, and is occupied by both the Teachers College and a Secondary School. The Secondary School classes, administration, and a well equipped laboratory occupy the first floor and half of the second floor. This laboratory is used for both the Secondary School and the Teachers College.

The Teachers College classes, administration and home economics laboratory, occupy the second floor, while the boarders and medical center are on the last floor.

The classrooms are spacious and well ventilated and heated. The furniture is composed of fixed desks with two seats attached to each desk to accommodate two students. The

The teacher occupies a raised large desk so that she may be able to see all the students at the same time. The black-board is also raised to the same level as the teacher's desk. No pictures or decorations are used in the classrooms.

2. Organization

In the Elementary Teachers College, there are three classes. In the first year there is only one division, the second year, the class is divided into two divisions in order to facilitate practice teaching; and the third year into four divisions. The reason for having four divisions in the last year is because students who hold the Secondary School Certificate are admitted to a one year course at the College which is the third year. The total enrollment is 210 students, 75 of whom are boarders, and all of them come from the villages that are near Damascus.

The Elementary Teachers College is a public institution, where education, books, and other necessary school equipments are provided free of charge. There is also free health service for students. Aside from this, the students are provided with a scholarship paid by monthly instalments. The amount is 30 Syrian Pounds for the boarding students and 81 Syrian Pounds for the day-students, beginning from the first school year till their graduation in September. After graduation, the Ministry of Education appoints the students as teachers in different schools and gives them a regular salary.

All those who study at the Elementary Teachers College

are obliged to teach after their graduation for a period equivalent to the number of years spent in the College. At registration time, every student is asked to sign a promisory statement to that effect. If however, they leave the College before they graduate, they have to pay all the expenses spent on them at the time of their study.

3. Aims of Education at the Elementary Teachers College

Education at the Elementary Teachers College has the following aims:-

1. To prepare an adequate number of teachers for elementary schools.
2. To provide these teachers with general education.
3. To equip them with the necessary knowledges needed in the practice of their profession as teachers in the elementary schools.
4. To train them in the practical application of the knowledges, skills and attitudes acquired, and to guide them into better teaching practices.⁵

4. Requirements for Admission

Students should have the following prerequisites in order to be admitted to the Teachers College:-

1. In the Elementary Teachers College, there are two alternative courses. Holders of the Intermediate School Certificate are admitted to a three years' course, and holders of the Secondary School Certificate are admitted to a one year course,

5. Report from the Ministry of Education.

but both groups obtain at the end of their course of study the "Elementary Teachers' Diploma."

2. The age of the candidate should not be less than fifteen and not more than twenty
3. The candidate must have a healthy body, free of any physical handicap and communicable diseases.

When these pre-requisites are satisfied, the candidate has to pass a written examination which decides her final admission to the College.⁶

5. The Curriculum

In the Elementary Teachers College, the course of study is divided into three parts: General Education Courses or the Academic Courses, the Professional Courses, and Other Courses:

a) General Education Courses

Religion

Languages

Geography

Mathematics

History

Science

Biology

Health Education and First Aid

Baby Care and Nursing

6. Ibid

The aim of the academic courses is to refresh the students' knowledge gained in the intermediate school, and to round out those knowledges.

Academic preparation is important for the teacher for it provides the necessary understandings and skills which the teacher needs in order that she may be able to help her pupils in their concerns of everyday living.

The stress on general education is necessary for the elementary teacher because such knowledge and understanding are needed both as background for the teacher and for use directly with pupils. The teacher needs background in the academic field to enable her to clarify and explain certain concepts in ways sufficiently simple to be understood by the child.

b) Education Courses

Sociology

General Psychology

Child Psychology

History of Education

Practice Teaching

Professional preparation at the Elementary Teachers College consists of Psychology, Education Courses and Practice Teaching.

Practice teaching takes place in a special practice school. Individual lessons are given by each student with her classmates observing her. These lessons are later criticized by the students and the teacher of practical lessons.

Students practice teaching in different elementary schools during the last year of their studies for two separate weeks and the last week is devoted to examining the students. This practical examination is done before the end of the year.

c) Other Courses

Drawing

Handwork

Home Economics

Music

Handwriting

Physical Education

Clubs and School Activities

Teaching at the Elementary Teachers College is geared to the needs of the elementary school girls such as home economics, needlework and child care.

Apart from the regular lessons, the students of the Elementary Teachers College are required to participate in various activities such as book reading, paper writing, drawing, sculpture, music, acting. They also have literary and scientific clubs.

The College administration and its teachers do their best to encourage and regulate such free activities and to organize clubs - literary, social and artistic - in order to introduce the students to group work activities and cooperation.

Table I shows a detailed description of the curriculum of the Elementary Teachers College which was in effect before the Educational Treaty of 1957 and is still largely followed:-

TABLE I
THE PRESENT CURRICULUM OF THE
TEACHERS COLLEGE

<u>Subject</u>	<u>Hours per Week</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Religion	1	1	1
Arabic Language	5	3	3
Foreign Language	5	2	-
History	2	2	2
Geography	2	2	-
Mathematics	4	3	-
Science and laboratory work	3	3	2
Natural Science and Biology	2	2	2
Health Education and First Aid	-	1	1
Baby Care and Nursing	-	<u>1</u>	-
Total	24	20	11
Sociology	-	-	2
General Psychology	2	2	-
Child Psychology	-	-	1
Logic	-	-	2
Education and Methods of Teaching	-	2	3
Practice Teaching & Observation	-	<u>3</u>	<u>8</u>
Total	2	7	16

<u>Subject</u>	<u>Hours per Week</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Drawing	2	2	2
Handwork and Home Economics	2	3	3
Physical Education	2	1	1
Music	1	1	1
Handwriting	<u>1</u>	<u>-</u>	<u>-</u>
Total	8	7	7
Clubs and School Activities	<u>2</u>	<u>2</u>	<u>2</u>
Total	36	36	36

New changes in the curriculum were made after the educational treaty between Syria, Egypt and Jordan. These changes are the abolition of Logic and General Psychology, and stress is laid on Child Psychology. Every instructor teaches the methods of teaching connected with that subject. History and Geography are linked together, and the sciences together, and more stress is put on the study of society and its problems.

This new program was put into effect at the beginning of the school year 1957-1958. The implementation of this program does not include the three classes of the College - but just the first year. It is a three years project to be put into effect at the College.

Table II shows the new curriculum of the Teachers College after the Educational Treaty of 1957:

TABLE II
NEW CURRICULUM

<u>Subject</u>	<u>Hours per Week</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Religion	2	2	2
Arabic Language	8	6	6
Foreign Language	3	2	2
Mathematics	4	3	2
General Science	3	3	2
History and Geography	3	2	2
Society and its problems	-	2	2
School Health	2	-	-
Drawing	3	3	3
Physical Education	2	2	2
Music	1	1	1
Home Economics	2	2	2
Education and Psychology	2	3	4
Practice Teaching	-	4	4
Military Training and First Aid	2	2	2
Clubs and School Activities	2	2	2
National Education	<u>-</u>	<u>-</u>	<u>1</u>
Total	39	39	39

The hours of study per week were increased due to the addition of new subjects such as Society and its problems, School Health, Military Training, First Aid, and National Education.

6. Administration

Administration is centralized and is controlled by the Ministry of Education. The Ministry provides all the money, appoints the teachers, sets up the curriculum, and prescribes the text-books.

The Minister of Education appoints the Elementary Teachers College principal, and this is issued by a Ministerial decree. The principal should hold a diploma not lower than Secondary Teachers Diploma, and should also have practiced teaching for at least six years.

The Educative Committee of the Elementary Teachers College is composed of the following:

1. The Principal
2. Assistant to the Principal
3. Head of the Practical Lessons
4. Teachers Board
5. Teaching Board
6. Disciplinary Committee
7. Purchasing Committee
8. Secretary
9. College Doctor

The Principal is responsible for directing the school and supervising the lessons. She is the head of the Teachers' Committee, the Disciplinary Committee, and the Purchasing Committee.

The Assistant to the Principal helps the Principal in her various duties and is responsible for her work and takes the place of the Principal in her absence.

The duty of the Head of the Practical Lessons is to guide the students in their practical work and to organize their practical lessons and supervise them.

The Teachers Board is composed of the Head of the Practical Lessons and all the teachers in the Teachers College. This Board meets three times a year at the beginning of the school year, in the middle, and at the end of the years. Its functions are to supervise the general affairs of the College and the process of teaching and education and to suggest the necessary ways to improve it. It also meets with a special call from the Principal to discuss the grave disciplinary problems when necessary.

The Teaching Board is composed of the teachers, the Principal, her Assistant, and the Head of the Practical Lessons. This Board meets once a month to evaluate the progress of every student.

The Disciplinary Committee is composed of the Principal, her Assistant, the Education Teacher, and two other teachers chosen by the Teachers Board at the beginning of the school year. This Committee meets by the calling of the Principal whenever there are disciplinary problems in the College and refers the great problems to the Teachers Board after making the preliminary inquiries.

The Purchasing Committee is composed of the Principal, her Assistant and the Treasurer. This Committee estimates what should be bought and is responsible to receive and examine what is handed to the College from the various contractors.

In general, the College Administration should keep a special record for each student which includes the reports sent from the previous school attended by the students, specially to the remarks which the teachers present in regard to their behavior and scholastic improvement, special abilities and the results of the examinations taken and everything which helps to know about their personalities and their general development.

7. Non-Academic Responsibilities of the Teachers

Aside from teaching, the teachers are expected to do the following things:-

1. Help the administration in guidance and supervision.
2. Participate in College activities and supervise the students' literary, social, artistic and sporting clubs.
3. To care about the education of students and their national and moral guidance, and to organize and administer their general personal work outside the classrooms.
4. Attend all meetings of the Teachers Board and special Committees to which they are appointed, and they have to lecture in the general weekly assemblies.
5. Take turns in the night duties if the teachers live at the College. 7

7. Report from the Ministry of Education.

8. Finance

The Elementary Teachers College is financed from the education budget allotted to the Ministry of Education.

The following table shows the amount given to the Elementary Teachers College:-

School Equipments, books and other things needed by the students	1178 S. L.
Salaries and board expenses	11782
Students' scholarships	13185
Buying and repairing furniture and kitchen equipments	<u>233</u> ₈
	26,378 S. L.

CHAPTER III

CHARACTERISTICS OF TRAINED AND UNTRAINED TEACHERS AS REVEALED BY THE QUESTIONNAIRES

A. Population Surveyed

Two sets of questionnaires were passed out. The first went to fifty professionally trained elementary school teachers, and fifty non-professionally trained elementary school teachers. Both groups are teaching at present in various elementary schools in Damascus.

The second questionnaire was given to twenty-seven elementary school principals in whose schools the above-mentioned teachers are teaching.

Sex

All of the teachers and principals surveyed are women.

Degrees Held

Table III shows the degrees held by the one hundred teachers surveyed.

TABLE III

DEGREES HELD

<u>Degrees</u>	<u>Number of Teachers</u>
Elementary Teachers Diploma	50
Brevet	24
Baccalaureat	21
University Degree	4
Elementary Certificate	1

B. Tests used in this Study

1. Chi-Square

The chi-square technique is used in this study to

to detect significant differences between the professionally trained teachers and the untrained teachers.

Essentially, the chi-square technique is a comparison of actual frequencies of response to an issue with the frequencies which might be expected if chance alone were operating to differentiate the trained group from the untrained group.

No differences have been claimed where chance alone could account for the results more than once in ten such samples. This means that only results at the .10 level of significance and better are reported as significant. It should be noted, however, that the data, except for two issues at the .10 level, show levels of significance at the .05, .02 and .01 levels, and that fully 35% of the significant results are significant at the .01 level.

2. Sign Test

The sign test is used in this study to discover whether a significant proportion of teachers (both trained and untrained taken together) tends to agree or disagree with given statements. Significance is claimed for all of the comparisons in this section when the disproportion is significant at the .05 level or better.

G. Comparison of Teaching Methods of the two Groups

Table IV shows the average percent of teaching time devoted to various teaching methods by the two groups.

TABLE IV
 AVERAGE PERCENT OF TEACHING TIME
 DEVOTED TO VARIOUS TEACHING
 METHODS BY THE TWO GROUPS

<u>Teaching Methods</u>	<u>Average percent of teaching time</u>	
	<u>Fifty Trained Teachers</u>	<u>Fifty Untrained Teachers</u>
Recitation	24%	25%
Dramatization	18%	21%
Lecture	6%	8%
Discussion	46%	43%
Problem solving	6%	3%

Chi-square = 1.632(not significant)

This result reveals no relationship between training and the methods used by the teachers.

D. Participation of the Two Groups in In-Service Education Programs

No matter how adequate the program of pre-service education may be, no individual ever enters the profession as a finished teacher. Much remains to be learned on the job as the teacher continues to meet new children, situations, and events each year. Furthermore, the nature of the educational profession is such that new knowledge is being made available all the time.⁹

It follows that if we want our children to live successfully in a changing world, their teachers must keep in touch with the newest educational methods and be able to use

9. United Nations Educational, Scientific, and Cultural Organization, The Education of Teachers in England, France, and the U. S. A., Printed in Switzerland, 1953, pp. 293 - 294.

these methods in classroom situations. There are many changes made in society at large, such as economic and social changes, discoveries in science, etc. All of these influence education. Therefore it is essential that education should continue throughout the professional life of the teacher.

There are three reasons why in-service training is important for teachers:-

- "1. Many enter the profession every year who are relatively untrained.
2. Complete training is impossible before teaching begins, because the necessary basis in experience is lacking.
3. Teaching is a progressive occupation, and unless members of the profession advance with it they will tend to become comparatively inefficient."¹⁰

The following are some in-service training activities engaged in by the teachers of both groups.

1. Table V shows the hours teachers reported devoting to professional reading.

TABLE V
PROFESSIONAL READING

<u>Hours per Month</u>	<u>Number of Teachers</u>	
	<u>Trained</u>	<u>Untrained</u>
No time	10	2
6 hours	5	10
10 - 15 hours	24	10
20 hours	--	2
30 hours	7	10
More than 30 hours	4	10
When free	--	6

10. John G. Almack and Albert R. Lang, Op. cit., p. 158.

It is interesting to note that the untrained teachers reported more time for professional reading than the trained teachers. A greater number of the trained teachers reported that they have no time at all for such readings.

2. Summer Schools

92% of the professionally trained teachers have never attended a special summer course for teachers. Four of the fifty trained teachers attended a summer school at the Elementary Teachers College in Aleppo in the years 1949, 1953, 1956 and 1957, the average duration of the summer work being two and one-half months.

On the other hand, 94% of the non-professionally trained teachers have never attended any special summer course for teachers. Three of the fifty attended a summer course at the Elementary Teachers College in Damascus during the years 1951 and 1952. One studied for two weeks, one for one month, and the other for four months.

3. Table VI shows the frequency of attendance at conferences by the teachers.

TABLE VI
FREQUENCY OF ATTENDANCE AT
CONFERENCES BY THE 100
TEACHERS

<u>Frequency</u>	<u>Number of Teachers</u>	
	<u>Trained</u>	<u>Untrained</u>
Once a year	-	-
Once a month	18	21
Once a week	15	16
Every three months	5	3

<u>Frequency</u>	<u>Number of Teachers</u>	
	<u>Trained</u>	<u>Untrained</u>
Twice a year	-	3
Every 15 days	8	3
When necessary	4	4

This table shows that teachers of both groups attend conferences almost equally. The high frequencies may be accounted for by the fact that the Arabic equivalent of the word "conferences" is taken to mean any meeting of teacher or teachers with the principal for discussion purposes.

Table VII shows the teachers' applications of principals' suggestions in teaching.

TABLE VII

TEACHERS' APPLICATIONS OF SUGGESTIONS

<u>I apply the principals suggestions</u>	<u>Number of Teachers</u>	
	<u>Trained</u>	<u>Untrained</u>
Always	13	12
Sometimes	30	29
Seldom	0	2
Principal does not give any suggestions	7	7

This table reveals that the trained and the untrained teachers apply the suggestions of their principals to about the same extent, or, more accurately, that the two groups report approximately the same extent of application of principal suggestions.

E. Teaching Effectiveness of the two Groups

1. Table VIII shows effectiveness according to self evaluation.

TABLE VIII
SELF EVALUATION

<u>Self Evaluation</u>	<u>Number of Teacher Responses</u>	
	<u>Trained</u>	<u>Untrained</u>
You feel a real love for teaching	31	29
You are not very fond of teaching	-	-
You feel self-confident in the classroom	25	29
You feel ill at ease in the classroom	1	-
You feel successful as a teacher	24	22
You feel dissatisfied with yourself as a teacher	-	-
You will stick to teaching even if offered a more lucrative job	22	20
You will not stick to teaching if offered a more lucrative job.	4	11

As shown from the above table, none of the teachers of the two groups report that they are "not very fond of teaching". A small percent of the trained teachers and none of the untrained teachers feel ill at ease in the classroom.

A great proportion of the trained teachers feel successful and will stick to teaching even if offered a more lucrative job. None of the teachers feel dissatisfied with themselves as teachers, but eleven of the untrained teachers will not stick to teaching if offered a more lucrative job.

2. Effectiveness of the teachers of both groups as evaluated by the principals

The following are the principals' evaluations of teachers in the two groups.

1. Estimate the effect of her personal appearance on others.

	<u>Trained</u>	<u>Untrained</u>
Superior	10	3
Good	30	28
Average	7	14
Somewhat below Average	3	5
Very Weak	0	0

Chi-square = 25.488
(Significant at better than the
.01 level)¹¹

This result demonstrates a significant positive association between training and the personal appearance of the teachers as judged by their principals.

11. Significance at the .01 level means that the disproportions in the obtained frequencies could not be accounted for by chance more than once in 100 such samples.

2. Estimate the effect of her personality on others.

	<u>Trained</u>	<u>Untrained</u>
Superior	10	4
Good	29	19
Average	10	21
Somewhat below Average	1	4
Very Weak	1	2

Chi-square = 25.80
(Significant at better than the
.01 level).

This result shows a significant positive association between training and the effect of the personalities of teachers on other people as judged by their principals.

3. How do you evaluate her ability to earn positive personal responses from her pupils?

	<u>Trained</u>	<u>Untrained</u>
Superior	13	4
Good	27	27
Average	9	15
Somewhat below Average	1	3
Very Weak	0	1

Chi-square = 8.26
(Significant between the .10
and .05 levels)

This result suggests that training is positively associated with principals' judgements about a teachers' ability to earn positive personal responses from her pupils.

4. What is your estimate of her emotional stability?

	<u>Trained</u>	<u>Untrained</u>
Superior	9	10
Good	33	20
Average	6	14
Somewhat below Average	0	3
Very Weak	2	3

Chi-square = 9.424
(Significant at the .05 level)

This result suggests that training is positively associated with principals' judgements about a teacher's emotional stability.

5. Estimate the effectiveness of her voice.

	<u>Trained</u>	<u>Untrained</u>
Superior	7	5
Good	27	19
Average	11	22
Somewhat below Average	2	3
Very Weak	3	1

Chi-square = 5.36
(Not significant)

This result reveals no relationship between training and the effectiveness of teachers' voices as judged by their principals.

6. Estimate how well she expresses herself.

	<u>Trained</u>	<u>Untrained</u>
Superior	10	2
Good	29	24
Average	10	20
Somewhat below Average	1	3
Very Weak	0	1

Chi-square = 10.86
(Significant at the .05 level)

This result demonstrates a significant positive association between training and the ability of teachers to express themselves as judged by their principals.

7. To what extent does she appear to like her students and to be concerned about them?

	<u>Trained</u>	<u>Untrained</u>
Superior	14	9
Good	27	25
Average	7	13
Somewhat below Average	2	2
Very Weak	0	1

Chi-square = 3.956
(Not Significant)

This result reveals no relationship between training and the degree to which teachers like their students and are concerned about them as judged by their principals.

8. Estimate the quality of her classroom atmosphere.

	<u>Trained</u>	<u>Untrained</u>
Superior	14	5
Good	22	26
Average	10	14
Somewhat below Average	4	3
Very Weak	0	2

Chi-square = 6.342
(Not significant)

The result reveals no relationship between training and the teachers' classroom atmosphere as judged by their principals.

9. Estimate her ability to change plans quickly, adjusting to new situations flexibly.

	<u>Trained</u>	<u>Untrained</u>
Superior	3	5
Good	28	17
Average	17	24
Somewhat below Average	2	1
Very Weak	0	3

Chi-square = 22.70
(Significant at better than
the .01 level)

This result demonstrates a significant positive association between training and the teachers ability to change plans quickly, adjusting to new situations flexibly, as judged by their principals.

10. Estimate to what extent her work shows careful preparation.

	<u>Trained</u>	<u>Untrained</u>
Superior	9	8
Good	30	16
Average	10	20
Somewhat below Average	1	5
Very Weak	0	1

Chi-square = 10.138
(Significant at the .05 level)

The result suggests that training is positively associated with principals' judgements about the teachers' careful preparation of their work.

11. How cooperative do you find this teacher?

	<u>Trained</u>	<u>Untrained</u>
Superior	10	8
Good	21	19
Average	14	16
Somewhat below Average	0	3
Very Weak	5	4

Chi-square = 3.772
(Not significant)

This result reveals no association between training and the cooperativeness of teachers as judged by their principals.

12. Is her general attitude toward the work one of cheerful cooperation and willingness to spend extra time and energy?

	<u>Trained</u>	<u>Untrained</u>
Superior	9	7
Good	13	12
Average	19	14
Somewhat below Average	4	10
Very Weak	5	7

Chi-square = 3.910
(Not significant)

The result reveals no relationship between training and the teachers general attitude of cheerful cooperation and willingness to spend extra time and energy, as judged by their principals.

13. Is she able to recognize individual differences in pupils and teach them accordingly?

	<u>Trained</u>	<u>Untrained</u>
Superior	5	2
Good	22	16
Average	16	25
Somewhat below Average	5	5
Very Weak	2	2

Chi-square = 4.18
(Not significant)

This result shows no association between training and the ability to recognize individual differences in pupils and to teach them accordingly, as judged by their principals.

14. How would you rate her on the qualities of resourcefulness and creativeness?

	<u>Trained</u>	<u>Untrained</u>
Superior	4	2
Good	25	7
Average	14	28
Somewhat below Average	3	7
Very Weak	4	6

Chi-square = 17.44
(Significant at better than
the .01 level)

The result demonstrates a significant positive association between training and principals' judgements about a teacher's creativeness and resourcefulness.

15. To what extent does she make use of audio-visual aids in instruction?

	<u>Trained</u>	<u>Untrained</u>
Superior	10	3
Good	24	24
Average	13	18
Somewhat below Average	3	4
Very Weak	0	1

Chi-square = 5.706
(Not significant)

This result reveals no relationship between training and the teacher's use of audio-visual aids in instruction as judged by their principals.

16. To what extent is she dependable and capable of carrying out ideas without unnecessary supervision and checkups?

	<u>Trained</u>	<u>Untrained</u>
Superior	10	2
Good	16	17
Average	19	20
Somewhat below Average	2	8
Very Weak	3	3

Chi-square = 9.190
(Significant at the .05 level)

The result shows that training is positively associated with principals' judgements about teachers being dependable and capable of carrying out ideas without unnecessary supervision and checkup.

17. To what extent does she seek your advice on ways to improve her effectiveness?

	<u>Trained</u>	<u>Untrained</u>
Superior	13	9
Good	20	25
Average	16	13
Somewhat below Average	0	2
Very Weak	1	1

Chi-square = 3.56
(Not significant)

This result reveals no relationship between training and the teachers' seeking advice from their principals on ways to improve their effectiveness.

18. How does she react to suggestions?

	<u>Trained</u>	<u>Untrained</u>
Superior	12	11
Good	19	20
Average	18	16
Somewhat below Average	1	1
Very Weak	0	2

Chi-square = 2.796
(Not significant)

This result reveals no relationship between training and the reaction of teachers to suggestions made by their principals.

19. To what extent does she succeed in putting your suggestions into actual practice?

	<u>Trained</u>	<u>Untrained</u>
Superior	8	8
Good	22	23
Average	18	14
Somewhat below Average	1	4
Very Weak	1	1

Chi-square = 2.322
(Not significant)

This result reveals no relationship between training and the teachers' success in trying to put the principals' suggestions into actual practice.

20. How effectively does she adjust herself to the community?

	<u>Trained</u>	<u>Untrained</u>
Superior	11	2
Good	28	24
Average	8	20
Somewhat below Average	3	3
Very Weak	0	1

Chi-square = 12.52
(Significant at the .02 level)

This result demonstrates a significant positive association between training and the adjustment of teachers to the community as judged by their principals.

Analysis of the Principals' Evaluation
of the Teachers of both Groups

The following trained teacher-attributes, according to the analysis of the reports of principals, show a positive association with prior training:

1. The personal appearance of the trained teachers has a greater effect on others than the personal appearance of the untrained teachers.
2. The personalities of the trained teachers affect others more than those of the untrained teachers.
3. The trained teachers are able to earn more positive personal responses from their pupils than the untrained teachers.
4. The trained teachers as a group show significantly more emotional stability than the untrained teachers.
6. Trained teachers as a group can express themselves better than the untrained teachers.
9. The trained teachers show a greater ability to change plans quickly and adjust to new situations flexibly than do the untrained teachers.
10. The trained teachers are able to prepare their work more carefully than the untrained teachers.
14. The trained teachers as a group show significantly more resourcefulness and creativeness than the untrained teachers.
16. The trained teachers are more dependable and capable of carrying out ideas without unnecessary supervision and checkups than the untrained teachers.

20. The trained teachers as a group show significantly more adjustment to the community than the untrained teachers.

The following teacher-attributes, according to the analysis of the reports of principals, were as likely to appear in untrained as in trained teachers:

5. Effectiveness of voice.
7. Liking for students and concern about them.
8. Good quality of classroom atmosphere.
11. Cooperativeness.
12. The showing of a general attitude of cheerful co-operation and willingness to spend extra time and energy.
13. The ability to recognize individual differences in pupils and teach them accordingly.
15. Extent of use of audio-visual aids in instruction.
17. Seeking of principal's advice on ways to improve effectiveness.
18. Reaction to suggestions.
19. Putting the principal's suggestions into actual practice.

F. Opinions of the Two Groups of Teachers on Educational Issues

The following are statements on educational issues presented to the teachers of the two groups to discover differences of opinion between the trained and untrained in regard to these issues.

1. When a teacher makes a request of a child in a pleasant tone, she is likely to be more effective than if she uses a scolding tone.

	<u>Agree</u>	<u>Disagree</u>
Trained	50	0
Untrained	50	0

Chi-square = 0
(Not significant)

This result reveals no association between training and agreement or disagreement with the statement.

When all the teachers are taken together it is seen that 100% agree with the statement.

2. The business of the teacher is to know primarily what the child should learn and not so much to know how he should learn.

	<u>Agree</u>	<u>Disagree</u>
Trained	29	21
Untrained	19	31

{Chi-square = 3.92}
{Significant at the .05 level}.

This result shows a negative significance. Among the untrained teachers, a significantly greater proportion responds in accord with modern educational thought than among the trained teachers.

3. The primary function of elementary education is to store the child's memory with things deserving to be there.

	<u>Agree</u>	<u>Disagree</u>
Trained	10	34
Untrained	14	36

Chi-square = .188
(Not significant)

This result reveals no association between training and agreement or disagreement with this statement.

When all the teachers are taken together, it is seen that a significant proportion (70%) disagrees with the statement.¹²

12. The proportion is significantly different from chance expectation at the .05 level. That is, assuming that agreement is just as likely as disagreement, the result shows a bias in favor of disagreement which could not be accounted for by chance sampling more than once in twenty such samples. Significance is claimed for all of the comparisons in this section when the disproportion is significant at the .05 level or better.

4. One of the most effective ways to help children grow up is to expect from them the same attitude and behaviors which we expect from adults.

	<u>Agree</u>	<u>Disagree</u>
Trained	18	32
Untrained	20	30

Chi-square = .168
(Not significant)

This result shows no significant difference between the two groups regarding this issue.

When all the teachers are taken together, it is seen that a significant proportion (62%) disagrees with the statement.

5. The best test of scholastic success is the passing of a written examination.

	<u>Agree</u>	<u>Disagree</u>
Trained	20	30
Untrained	18	32

Chi-square = .168
(Not significant)

The result shows no significant difference between the two groups regarding this issue.

When all the teachers are taken together, it is seen that a significant proportion (62%) disagrees with the statement.

6. The child's mind should be thought of as a clean slate, and the teacher as one who writes things deserving to be there.

	<u>Agree</u>	<u>Disagree</u>
Trained	34	16
Untrained	37	13

Chi-square = .426
(Not significant)

This result reveals no association between training and agreement or disagreement with this statement.

When all the teachers are taken together, it is seen that a significant proportion (71%) agrees with the statement.

7. To learn by repeating wise words is more educational than to learn through activities.

	<u>Agree</u>	<u>Disagree</u>
Trained	6	44
Untrained	7	43

Chi-square = .702
(Not significant)

This result reveals no association between training and agreement or disagreement with this statement.

When all the teachers are taken together, it is seen that a significant proportion (87%) disagrees with the statement.

8. Education consists of the acquisition of knowledge presented to the child either in textbook or orally by teachers (or parents).

	<u>Agree</u>	<u>Disagree</u>
Trained	33	17
Untrained	24	26

Chi-square = 3.30
(Significant at the .05 level)

This result shows a negative significance, for a significantly greater proportion of the untrained teachers disagrees with the statement.

9. To educate is to fix in the child's mind those beliefs which are deemed desirable for him by his elders.

	<u>Agree</u>	<u>Disagree</u>
Trained	33	17
Untrained	25	25

Chi-square = 2.60
(Significant at the .10 level)

This result shows a negative significance, for a significantly greater proportion of the trained teachers seems to agree with the statement.

10. There is no "best age" to start learning a certain thing. You can teach anything at any age if you are a good teacher.

	<u>Agree</u>	<u>Disagree</u>
Trained	28	22
Untrained	13	37

Chi-square = 9.28
(Significant at the better than
.01 level)

This result shows a negative significance for a significantly greater proportion of the untrained teachers seems to disagree with the statement.

11. Learning arithmetic sharpens the mind and makes it more exact in other fields of learning.

	<u>Agree</u>	<u>Disagree</u>
Trained	45	5
Untrained	44	6

Chi-square = .100
(Not significant)

This result reveals no association between training and agreement or disagreement with this statement.

When all the teachers are taken together, it is seen that a significant proportion (89%) agrees with the statement.

12. Occasional physical punishment is necessary for good classroom discipline.

	<u>Agree</u>	<u>Disagree</u>
Trained	21	29
Untrained	23	27

Chi-square = .114
(Not significant)

This result reveals no association between training and agreement or disagreement with this statement, and no departure from chance expectancy in the over-all portions of "agree" and "disagree" responses.

Analysis of the Educational Issues

The following table reports the result of the questionnaire dealing with the opinions of the teachers (both trained and untrained) in regard to some educational issues as measured by the chi-square and the sign test techniques. The results show whether there is a significant difference between trained and untrained teachers on an issue, whether a significant proportion of teachers (both trained and untrained taken together) agree or disagree with the statement of the issue, or not, and whether these agreements or disagreements reflect modern educational thought.

<u>Educational Issues</u>	<u>Chi-square</u> Is there a Significant Difference between trained & untrained teachers?	<u>Sign Test</u> Does a Significant proportion of all teachers agree or disagree?	Do these results reflect modern educational thought?
1. When a teacher makes a request of a child in a pleasant tone she is likely to be more effective than if she uses a scolding tone.	No	Agree	Yes
2. The business of the teacher is to know primarily <u>what the child should learn</u> and not so much to know <u>how he should learn</u> .	Yes	No	No*
3. The primary function of elementary education is to store the child's memory with things deserving to be there.	No	Disagree	Yes

<u>Educational Issues</u>	<u>Chi-square</u>	<u>Sign Test</u>	
	Is there a Significant Difference between trained & untrained teachers?	Does a Significant Proportion of all teachers agree or disagree?	Do these results reflect modern educational thought?
4. One of the most effective ways to help children grow up is to expect from them the same attitudes and behaviors which we expect from adults.	No	Disagree	Yes
5. The best test of scholastic success is the passing of a written examination.	No	Disagree	Yes
6. The child's mind should be thought of as a clean slate, and the teacher as one who writes things deserving to be there.	No	Agree	No
7. To learn by repeating wise words is more educational than to learn through activities.	No	Disagree	Yes
8. Education consists of the acquisition of knowledge presented to the child either in textbook or orally by teachers (or parents)	Yes	No	No*
9. To educate is to fix in the child's mind those beliefs which are deemed desirable for him by his elders.	Yes	No	No*

<u>Educational Issue</u>	<u>Chi-square</u> Is there a Significant Difference between trai- ned & untrai- ned teachers?	<u>Sign Test</u> Does a Sig- nificant Proportion of all teach- ers agree or <u>disagree?</u>	<u>Do these results reflect modern ed- ucational thought?</u>
10. There is no "best age" to start lear- ning a certain thing. You can teach anything at any age if you are a good teacher.	Yes	No	No [*]
11. Learning arithmetic sharpens the mind and makes it more exact in other fields of learning.	No	Agree	No
12. Occasional physical punishment is necessary for good classroom discipline.	No	Disagree	Yes

The analysis of the educational issues reveals that significant proportion of the teachers of both groups sometimes hold opinions on certain issues which are apposed to modern educational thought. It is also interesting to note that significantly more of the untrained teachers hold views which agree with modern educational thought than do trained teachers.

* In each case where a significant difference between the opinions of the trained and untrained teachers was found, the significance was in a direction such that a greater portion of the trained teachers held the view apposed to modern educational thought.

CHAPTER IV
PROPOSED PROGRAM FOR
TEACHERS COLLEGE

The crucial issue in setting up a new teachers college is not only to have a teacher education institution but also to provide a good program. If the education of teachers is not well done, then the teachers will do an inferior job and children will suffer. Teacher education makes a difference in the quality of teaching done in the schools of the nation.

Teaching is essential to the preservation and improvement of any nation. Through teaching, the powers of youth are drawn out and disciplined in practice. Through teaching the values that characterize a culture are built into the personalities of those in whose hands that culture's fate must lie. Through teaching, a people's capacity to meet change in ways that increase the national welfare is strengthened.¹³

In order to improve teaching, we should try to improve teacher education; to improve teaching is to improve the schools, and by doing this we strengthen the new generation.

A. Physical Plant and Personnel of the Teacher-Education Institution

Adequate buildings and equipment do not result in a perfect College, nor can a brilliant student group or faculty with highest degrees and the finest teaching ability

13. Commission of Teacher Education, Teachers for our Times, American Council on Education, Washington, D. C., 1944, p. 23

succeed alone in developing the kind of teachers College needed. However these are important and need to be considered before the other factors can be described.

1. Physical Plant

The Elementary Teachers College building is good as it is, but some modifications should be made. Each department should have private offices for each instructor. A well-equipped library and reading rooms are needed. Aside from these, there should be a comfortable lounge with a connecting kitchenette to facilitate small social affairs.

It is also desirable to have a special audio-visual center. Such a room could serve for preview purposes and for the storage of equipment, and as a center for audio-visual materials.

Aside from the audio-visual center, there should be a work room where the prospective teachers can handle simple materials such as clay, wood, plasticine, and other things which can be used by elementary school children in carrying out certain projects. Simple tools and work benches are needed for working with these materials.

The physical environment of the classrooms also should be improved. Pictures, bulletin boards, and better blackboards should be provided. The fixed desks should be changed for movable seats. Flexible seating lends itself to modern teaching. Movable furniture should be light in weight, suitable to the user and comfortable, and designed to promote health and good posture. All these improvements can change

the atmosphere of the classroom and make it interesting and stimulating for teaching and learning.

In so far as possible, each classroom should be equipped to make full use of audio-visual aids. The use of these aids within the classroom makes them truly instructional aids instead of entertainment facilities. To implement this idea, all rooms should be equipped so that they can be darkened. Adequate electrical outlets are also necessary. Screens and projectors should be of the portable type.

2. Faculty

It is obvious that the success of the College depends on the quality of its teaching staff. Hence, unusual care should be taken in selecting them. The faculty must not only be specialists in certain fields, but they should also be effective teachers who understand the needs, abilities, and problems of students and who can be effective guides in helping them solve their problems.

Today's teacher is expected to be a student of human growth and development. She is expected to be able to interpret the behavior of individuals. She is expected to understand the role of education in society, to see the part of the school program with which she is concerned as a part of the whole, and to be sensitive to the problems of building an educational program for students under her guidance.¹⁴

14. The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers College, Op. cit., p. 26.

Desired Characteristics. To be efficient and successful, the teacher of the Training College should have the following characteristics:-

1. Physical fitness, good hearing, tact, courtesy, fairness and firmness.
2. Ability to organize and initiate discussion, and guide students in making plans and solving problems.
3. Sympathetic and sensitive interest in pupils' personal and social problems as well as academic needs.
4. High scholarship.
5. Professional knowledge of the principles of education and methods of teaching.
6. Knowledge of the psychology of the learners; such as individual differences, abilities, interests, needs and knowledge of the learning process.
7. Democratic philosophy and a democratic relationships with students, staff, and administration.
8. Ability to diagnose needs, provide guidance, and improve learning situations.
9. Ability to provide varied learning experiences in accordance with individual differences, subject matter demand, and nature of the group.
10. Knowledge of recent research in education.

Teacher-Student Relationships. A very important factor in the life and program of a teachers' College is the

relationship between the faculty and students. The students may forget specific facts and information, but they will remember the personality of their teacher, the encouragement or discouragement they receive. Often this relationship and guidance are formed outside the classroom. For this reason the teachers should be full-time teachers, that is, they should not come once or twice per day, teach and then go to another school. This coming and going does not enable the teacher to know and understand her students, to meet their problems, or to exercise the most effective guidance.

The most natural meeting place of the faculty and students is in the instructional phase of the program. Here as in other aspects of College life, there could be cooperative group planning on the part of faculty and students; and solution of curriculum problems would do much to increase mutual understanding. The experiences in curriculum problems are of fundamental importance in a teachers College and the students should be led to see the relationship of these experiences to their future vocations.¹⁵

3. Student Body

One of the most important factors in a teacher-educating institution is its student body. Not any one who happens to pass the examination offered should enroll as a prospective teacher, but only those who enjoy working with people, who like children and adolescents. To achieve this, proper

15. Fourth Year Book of the John Dewey Society, Teachers for Democracy, D. Appleton - Century, New York, 1940, p. 140.

selection for admission to the Teachers College is essential.

If a society wants to have the best possible teachers, then the College should cooperate with high schools to inform and encourage young people who love teaching and children, who have intelligence and good personalities to enter the College for teacher preparation.

Selection of Prospective Teachers. A program of selection and retention should be based upon many kinds of information. One type of information is related to the health of the candidate. These data can be secured from the health histories, supplemented by a thorough physical examination at entrance to the teacher-educating institution and at periodic intervals after admission.¹⁶

Another important type of information is a cumulative record for every student which includes health history, personal adjustment, family backgrounds, capacities, the interests and aptitudes of students determined from intelligence tests, achievement tests, and interest inventories. Such a record helps in understanding the likes, dislikes, recreational activities, emotional control, and social behavior of every student.

Data regarding the applicant's ability to study and read should also be known. The reports from former schools will be the main source of this information for applicants for admission, but these reports should be supplemented by reports from members of the staff after a student has been admitted.¹⁷

16. Ibid., p. 203

17. Ibid., p. 204

Data on speech is especially important for prospective teachers. The most important source of information on the student's speech will be interviews and reports from faculty members. All students entering the College should pass a speech test. Students who cannot pass a speech test satisfactorily should be required to enroll in a speech class.

Retention of Prospective Teachers. After selecting the prospective teachers on the above mentioned bases for admission to the College, selection into full candidacy for a teaching certificate should not stop here. Once the students are admitted, continuous screening should be done. At the College, the teachers can find the needed information through tests and observations of the health, capacities, interests, reading abilities, and speech of the prospective teachers, and in the light of these findings, necessary guidance can be provided, and the best possible teachers for training in the light of modern education can be retained.

B. Philosophy and Objectives of Professional Education

1. Philosophy

Every institution has a certain philosophy which acts as a basis for judging what activities should be followed in the school. It also determines the aims, the curriculum needed, and the methods followed.

Since education is concerned with changing the behavior, of the learner then character building becomes the fundamental

goal of education. What is meant here by character is not only moral character, but also inclusive character or the total personality - all of one's ways of thinking, feeling, and acting with reference to one's self and others. If character is to be the inclusive aim, education cannot be entirely intellectual. Students should no longer be evaluated simply on their knowledge, but the real concern should be their behavior. Knowledge is a highly essential part of the effective character, but it is not sufficient alone, for it does not follow that to know what to do brings about right behavior. Education must aim at the whole personality, the all-round inclusive character, so that a person is able to think and to act on thinking, and to adapt thinking and acting to constructive ends.

The kind of individual needed by society must use his intelligence, and must be socially and morally disposed. He must be well balanced, honest, socially effective, creative, self-reliant, concerned with the well-being of his fellows. Since we live in a democracy, this individual must be able to discuss and decide problems intelligently, able and disposed to cooperate with others in shared enterprises and for the common good.¹⁸

These traits are developed in school, because we learn what we live, and this means that the school must be a place of living what is to be learned. If, for example, we wish

18. William Heard Kilpatrick, Philosophy of Education, the Macmillan Company, New York, 1954, p. 220.

students to develop self-direction, then we must leave, under guidance, as much self-direction to the group as they can manage.

The full accomplishment of the proper curriculum concerns the entire College. What any one teacher does with a class is on the one hand affected by what was done to this class in preceding years; and what is done this year will, on the other hand, affect what succeeding teacher should do.

If the full staff discuss the whole curriculum, this does not mean that the group should dictate what should be taught in a particular class to the individual teacher. The living and learning type of curriculum cannot be made by dictation. But, from the discussions of the group, the individual teachers will understand better the process of growing as a whole, so that each may better fit her particular year's work into the all-round whole.

On the other hand, the school situation and atmosphere must be such that the student will feel free to do her best thinking and acting, and will be challenged to think and act. If she feels hostile and tense, she is not likely to work constructively with the rest of the students. If she feels that what is going on does not make any difference, she will hardly feel it challenging or accept responsibility to make it succeed. So the provision of a constructive atmosphere is the first crucial task of the College and teachers. It should be an atmosphere of friendly group relationships in

which students can exchange helpful ideas, accept responsibility, and cultivate the habits of good standards of workmanship and proper habits toward others.

2. Behavioral Objectives

The entire program of professional education should be planned with a view to the achievement of a number of basic objectives necessary if students are to achieve professional competence. These are stated in terms of behaviors which it is expected that the prospective teachers will attain as a result of the program offered in the College. The good teacher:

1. Understands human growth and development.
2. Uses effective and continuing motivation.
3. Provides varied learning experiences to meet the needs of the group.
4. Understands individual differences, abilities, and interests.
5. Values the uniqueness of the individual.
6. Assists in maintaining good relations between school and community.
7. Shows adaptability in new situations.
8. Maintains flexibility in organization and procedure.
9. Is aware of community resources.
10. Obtains cooperation of parents.
11. Keeps up with research in education and about

- current social, political, and economic issues.
12. Is skilled in working with teachers, students and parents on guidance problems.
 13. Makes adjustment in curriculum and other requirements in the light of pupils needed.
 14. Uses evaluation to diagnose needs, provide guidance and improve learning situations.
 15. Organizes classroom experiences into units.
 16. Maintains an attractive and stimulating classroom environment.
 17. Understands her own weaknesses and strengths.
 18. Uses the experiences of students and draws upon life situations.
 19. Establishes rapport with students so that they voluntarily bring problems.
 20. Makes effective reports to parents, students and administration concerning progress.
 21. Makes careful and flexible daily teaching plans.
 22. Is attentive to the physical well-being of pupils.
 23. Participates in school management.
 24. Participates intelligently in curriculum-planning.
 25. Understands the broader problems of her profession and of the relation between school and society.
 26. Continues to improve her proficiency in the subject or subjects she teaches.
 27. Masters the subject she teaches.
 28. Knows how to relate her subject to other subjects.
 29. Knows how to handle different teaching-learning

situations effectively.

30. Adapts her subject-matter to the maturity level of the pupils.¹⁹

3. The Interaction between Theory and Practice

Some subject matter instructors give courses in which the professional element is lacking, and some instructors teach educational courses that are deficient in subject matter. A serious difficulty arises when instructors in theory courses in education fail to relate their work to actual teaching situations. This results in confusing the prospective teacher when she is faced with actual teaching. It is not uncommon to find teachers who can recite fluently their educational psychology, for example, and yet when taken into a classroom cannot see any application of the theory which they have learned. This is due to the separation of theory and practice in the Teachers College. In a well-conceived program for the professional education of teachers, the theoretical study and discussion should be based upon direct experience with children in classroom situations.

Emphasizing the importance of professional knowledge does not imply that there is no need for academic knowledge in the preparation of teachers. Professional background courses such as philosophy, history of education, cultural courses such as literature, art, and music; subject-matter courses such as English, mathematics, science, and history are just as necessary in the preparation of a teacher as

19. Many of the objectives here stated were suggested by a study of objectives for teacher-education prepared by a faculty committee of the Education Department of the American University of Beirut in March, 1958

the practical courses, for subject matter courses serve, aside from being instruments for teaching, as a means for the education and cultivation of the teacher herself. Graduates of the Teachers College should have the following three qualifications: "they should know what they are to teach; they should know more than they are to teach; and they should know how to teach."²⁰

The interaction of educational theory and practice requires that the theoretical and practical work be interwoven. The care of the program in professional education is to be built around total experiences, not abstract and generalized aspects of the educative process. It is conceivable that the student will learn the essential understandings, attitudes, and skills by being plunged directly into the teaching situation with its complex patterns of responsibilities.²¹ So courses relating directly to teaching and its problems should begin early in the College program and continue parallel with other types of instruction.

C. The Instructional Program: the Curriculum

Another factor which contributes greatly to the character of an institution is the instructional program, or what is commonly called the "curriculum".

20. Winfield Dockey Armentrout, The Conduct of Student Teaching in State Teachers College, Tribune - Republican Publishing Company, Colorado, 1928, p. 24

21. Fourth Yearbook of the John Dewey Society, op. Cit., p. 258.

The present view of the curriculum is that it consists of all the educative experiences under the guidance of the school.²² It is a well-rounded program of living for every student. This differs from the older idea of the curriculum as a body of subject matter to be learned. The curriculum is not confined in the classroom, but consists of out-of-class experiences as well.

The meaning of the term "curriculum" can only be formulated adequately when the school is seen in relation to its surrounding culture. For the school is an instrument which society uses in its attempt to direct the growth of children and young people in such a way that the knowledge, attitudes, values, habits and skills to which this growth leads will be those that are prized in that society. People concerned with managing the school must select from the total culture those experiences which they see as necessary for guiding the growth of the young.²³

In order to be successful, a program must bring about important changes within persons, such as their attitudes and understandings, their appreciations and skills.²⁴

22. George Sharp, Curriculum Development as Re-education of the Teacher, Bureau of Publication - Teacher College, Columbia University, New York, 1951, p. 1.

23. Kenneth D. Benne, and Bozidar Muntyan, Human Relations in Curriculum Change, The Dryden Press, New York, 1952, p. 4.

24. William H. Burton, and Leo J. Brueckner, Supervision, Appleton - Century - Crafts, Inc., New York, 1955, p. 570.

So the curriculum is no longer seen as a group of courses organized in certain sequence, nor is it made up only of the experiences offered within the classrooms. But the curriculum is all those experiences students have in and out of class and under the direction of the school. Since the curriculum is a total of the experiences of students with the guidance of their instructors and advisers, it includes some experiences which are common to all and others which are planned on the basis of individual needs, interests, and abilities. In this case, a curriculum is individual in nature.

Effective curriculum planning cannot be done by one person alone. It is a group process rather than a matter of directors or supervisors alone. It should involve the teachers, students, and the administrator under the guidance of a good curriculum leader, who has the capacities and capabilities to induce people to change, and to think together. Cooperative planning will insure a program fitted to the particular institution. It will give the whole faculty an understanding of the need for, the operation of, and the value of personal work.²⁵

25. Donald P. Gottrell, Teacher Education for a free People, The American Association of Colleges for Teacher Education, Oneonta, New York, 1956, p. 351.

There is no doubt that in cooperative participation in planning and evaluating the College curriculum would be a priceless experience for the young teacher candidate. There is no good reason why students should not be a part of planning. Many still think that the main purpose of a school is to pour out the proper information and the main problem is how to make the students partake of it. But many have not thought of the fact that the teachers which are sent forth are expected to work with elementary children in planning and evaluating their work. If the professionally trained students were permitted to help plan and evaluate their own work, then the best conditions for learning on their part are provided.

Some say that cooperative planning takes too much time, but it is really saved when used in worthwhile meaningful activities. It is true that a decision can be reached by a dictator in half a second, and by a group in half a year, but this does not prove that what is needed is a dictator nor that the group has wasted half a year. What is important is the final product of the group thinking, but the by-products gained while the problem is in process of solution are often of even greater significance. Sometimes it takes five times as long to hold curriculum meetings with students participation, but still the student gains understandings of the complexity of the problems, in techniques of solving disagreements, and in respect for individual contributions. These are all educational experiences. Thus a curriculum improve-

ment program is fundamentally an opportunity for pooling efforts and ideas rather than for accepting something developed from the outside.²⁶

Subject Fields. The program of the Teachers' College should give training in scholarship, which inspires teachers to think freely, to value truth in all places of human experience, and to live by principles. The Teachers College should produce teachers who are not only professionally competent, but who also have breadth of vision, a sense of civic responsibility, a devotion to the fundamental values of human life, and an understanding of the world in which they live.

Non-Professional. The non-professional program includes all those courses that give the prospective elementary teachers a general background of information for their teaching as well as for living.

1. General Science includes biology, health, chemistry, physics, and mathematics. Biology, and health will survey life activities of plants and animals followed by a study of the vertebrates with particular reference to man. It also gives general health instruction such as sanitation, physical care, surrounding cleanliness, etc.. Chemistry and physics include the study of the fundamental laws and theories of chemistry and physics. Laboratory experiments are also included. Mathematics include an elaboration of the elementary school mathematics with reference to the practical life such as insurance, statistics, buying and selling.

26. J. Galen Saylor, and William M. Alexander, Curriculum Planning, Rinehart and Company Inc., New York, 1955, p. 540.

2. Social Science includes world geography, world history and international relations, Arabic history, geography and civics. World geography trains future teachers to help their students think accurately the conditions of the world, to think wisely about political, economic, and social problems arising in the world. Emphasis on man's adaptation to his environment and the various civilizations and relationships which men have developed to meet their needs are taught in world history and international relations. Arabic history, geography and civics deal with the modern Arab world during the Arab Awakening, emphasizing the impact of the west on the Arabs and their reaction to it in the domains of politics and culture.

3. Religion deals with general knowledge of the basic principles of religion, its philosophy, and the study of the Hadith, and Qura'n.

4. Arts and Handicrafts include the music, art, and crafts needed by the prospective teachers, practical methods of teaching creative art activities to elementary school children, and how to play and teach such musical instruments as the piano, violin, and flute and to conduct vocal music in elementary schools.

5. Languages include Arabic, English and French. Arabic emphasize the development of proficiency and skill in the Arabic language through the study of details of grammar and through reading and analysis of Arabic literature and civilization. Each student also selects to study French or English as a second language so that she can understand write and converse in that language.

6. Home Management includes needle work, sewing, cooking, child care, nutrition and first aid.

7. Physical Education includes tennis, basket-ball, volley-ball, table tennis, badminton, rhythms and dance, and games for children.

Professional courses deal with the practical subjects needed by the prospective teachers for greater efficiency in teaching.

1. Educational Psychology introduces the laws of human growth and the implications of these laws for the classroom teacher and pupil, including study of the learning process, its laws, techniques and measurements. Considers problems of pupil adjustment and mental hygiene with emphasis on the modern approach to discipline.

2. Child Psychology. The study of the development of the child, the nature of the process of growth and the biological-social factors influencing its course. Special

emphasis will be placed on the needs of the elementary school children, their maturity and individual differences that exist among them.

3. Educational Sociology deals with the relation of education to the social needs, with special reference to the surrounding environment, its study and analysis of its problems.

4. Elementary School Curriculum. A study of the problems of elementary education, particularly those dealing with administration, curriculum and teaching methods. These will be studied in the light of comparative education with other systems of elementary schools in the different parts of the world.

5. Philosophy of Education. An analysis of important current philosophies of education in their historical setting and in their practical applications. Attention is also given to the aims and theories of current educational practice in the East with a view of encouraging students to form sound and useful personal philosophies.

6. Methods of Teaching. A lecture - discussion and observation approach to understanding aims, methods, and management of classroom activities.

7. Student Teaching. Practical work to be put into effect in the elementary school under the guidance of the teacher in charge.

8. Audio-Visual Methods and Materials give a survey of the audio-visual field designed to give students an understanding of the psychological and educational principles underlying audio-visual instruction; skill in selecting and utilizing materials in the school environment to make teaching more meaningful, skill in the operation of audio-visual equipment, such as, motion picture, film strip, tape recorders, etc.; skill in the production of some simple teacher-made materials.

It is recommended that the proposed program be organized as follows:-

<u>Subjects</u>	<u>Hours per Week</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Science			
Biology and Health		4	
Chemistry			3
General Science	3		
Mathematics	3	3	3
Social Science			
World Geography		3	
World History and International Relations			3
Arabic History, Geography and Civics	3		

<u>Subjects</u>	<u>Hours per Week</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Religion	1	1	1
Arabic	4	4	4
French or English	2	2	2
Home Management	2	2	2
Physical Education	2	2	2
Arts and Crafts			
Art	2		
Music		3	
Crafts			2
Educational Psychology		5	
Child Psychology (include lab.)	4		
Educational Sociology (include lab.)	4		
Elementary School Curriculum	4		
Philosophy of Education			3
Methods of Teaching (include audio-visual)		5	
Student Teaching	—	—	<u>10</u>
Total	35	35	35

2. Methods of Instruction

Education is concerned with modifying or changing the behavior of the learner; for education does not mean only teaching students what they do not know, but also teaching them to behave as they do not otherwise behave.²⁷

27. William Heard Kilpatrick, Op. cit., p. 301.

The most important thing in teaching is to start where the learner is; for the new can be learned only as the learner sees enough relationship between new and old to make them see, understand, and accept the new; that is the teacher should capitalize on the interests of her students, otherwise, the set and readiness which are necessary for learning will be lacking.

Audio-Visual in instruction. Thus the teacher should start where the learner is, either by seizing upon some interest already stirred and active or by stimulating some latent interest. Students learn what they live; the degree of their learning depends on the degree of their accepting and living it. So in order to make students learn more, the teacher should provide them with first hand experiences through the different types of teaching aids such as recordings, films, maps, charts, etc.. These materials make the topic studied more life-like and they can see and so understand what they cannot experience directly.

Organization. The teacher should work out carefully the details of classroom procedure, otherwise the teacher is likely to discover that the hour has passed, with little accomplished. The entire class period may be wasted due to lack of organization.

Student Interest. Even more serious than failure to cover the work laid out for the course is the lack of student interest in what is being carried on. The student may not be

able to analyze the situation and discover the reason for her lack of interest, but she knows that she is uninterested in what is going on. The teacher must guard against a too automatic sequence of movement from one phase of work to another in order to avoid monotony. Spontaneity for the unexpected must always be present to challenge alertness on the part of the student. The teacher should also keep in mind that the class she teaches composed of individuals, and that she is concerned with changing the behavior of the individuals and not mass production.

3. Guidance and Evaluation

The College is not only a teaching agency giving instruction in languages, sciences, literature, social science, and professional subjects, but also an agency for enabling students to study themselves - their capacities, their interests and needs.

Guidance. The demand for guidance is based on the conviction that the school should provide effectively for individual differences in abilities, aptitudes, interests, and needs. This implies that all the aspects of development must be considered - physical, social, emotional, and recreational. It is necessary also to recognize that these needs may change with new educational developments or with changes in the social order. The guidance program must be evaluated from time to time to determine whether these changing needs

are being adequately met.²⁸

So the fundamental problem of guidance had special significance for the student teacher, who, in turn, will guide children and youth. For future teachers, guidance of their activities serves as direct experience through which they learn good or bad guidance practices.²⁹

Diagnosis of the needs and abilities of each student is necessary for evaluating their progress and providing the guidance needed. Student self-evaluation could be utilized for such a program, for this would be of great practical importance to them in the evaluation program when they assume teaching positions.

Evaluation. Some oppose student self-appraisal because students are said to be too immature to know what their objectives should be, or the degree to which they are achieving them.³⁰ In many areas, no one can know better than the student how well she is achieving progress.

In evaluating a learning experience, the following steps must be taken into consideration: "(1) the objectives must be stated in terms of specific and concrete behavior; (2) situations must be provided in which the desired behavior can be observed; (3) evidence of pupil behavior must be

28. Paul B. Jacobson, William C Reavis, James D. Logodon, Duties of School Principals, Prentice-Hall, Inc., New York, 1957, p.121.

29. Donald P. Cottrell, *Op. cit.*, p. 77.

30. Nelson L. Bossing, Teaching in Secondary Schools, Houghton Mifflin Company, The Riverside Press, Cambridge, Massachusetts, 1952, p. 267

collected and recorded in usable form; (4) the evidence must be interpreted and used to provide better learning situations; (5) the results must be reported to the pupils, parents, and other interested persons."³¹

It should be noted here that emphasis should not be put on the result of the final test attached to a certain subject. Many techniques should be used for gathering data on all the behaviors the College thinks important. From her written reports on many subjects, one can get a good estimate on the student's general knowledge, her vocabulary, the ability to collect facts, to organize and express ideas and the like. Aside from such reports, there are interviews with the teachers, diaries which presents the every day significant events and changes in the behavior of the learners, oral reports, questionnaires, autobiographies and others means which give evidence of changes in behavior.

The main purpose of evaluation should be to diagnose weaknesses and to improve teaching. Evaluation should be in terms of growth in the objectives agreed upon and not just in subject-matter acquired.

31. Lavone A. Hanna, Gladys L. Potter, Neva Hagaman, Unit Teaching in the Elementary School, Rinehart and Company, Inc., New York, 1957, p. 364

4. Extra-class Activities

"All work and no play makes Jack a dull boy." It also makes him susceptible to irritation, quarrelsomeness, and dissatisfaction. Extra-class activities meet the needs of social outlets for students. Many times, students wish a form of activity that provides more freedom for individual and group expression than normal classroom procedures provide.

The name "extra-curricular activities" is rather unfortunate as it suggests that these activities are of lesser importance than other curriculum activities, or that they are outside the real curriculum. Actually they should not be separated from the curriculum program. The original purpose and educational significance of extra-curricular activities has been well given in the words of one writer, "Social pleasure was their aim, and social training was the result."³²

The staff for the recreational program should be as adequate in number and special training as the staff of any other phase of the College. Besides the staff of well-qualified people, there should be adequate facilities for these activities.

The activities which are necessary for this program include student council, school assembly, school paper, and clubs such as literary, scientific, musical, folk dancing, art, photography, international relations and sports club.

32. Nelson L. Bossing, Op. cit., p. 505.

D. PROFESSIONAL LABORATORY EXPERIENCES

In defining professional laboratory experiences, we refer to all contacts with children, youth, and adults through observation, participation, and teaching which contributes to the understanding and guidance of the individuals in the teaching learning process.³³

So classrooms should no longer be lesson-hearing rooms but become laboratories for learning. This shows the contrast between two types of learning situations, one in which the learner assumes the role of listening and repeating and another in which the learner investigates, experiments and proves. In other words, it is a "place where ideas are tried out."³⁴

Contributions of Laboratory Experiences. There are three unique contributions of professional laboratory experiences to the education of the teacher:-

1. "It is believed that such experiences offer an opportunity to implement theory - both to study the value of the theory and to check with the student his understanding of the theory in application."³⁵ Many times students are unable

33. Donald P. Cottrell, Op. cit., p.184.

34. 1951 Yearbook of the Association for Student Teaching, Off Campus Student Teaching, Edwards Brothers, Inc., Michigan, 1952, p.18.

35. The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers College, Op. cit., p.17.

to make direct application of the theoretical concepts which they learn, consequently, it is necessary to check their understanding of these concepts by putting them into action. This means that learning becomes more effective when the learner deals with the real problems as they occur in their actual situations.

2. "The second contribution of laboratory experiences comes through raising questions and problems and helping the students to see his needs for further study."³⁶ Direct experience helps the student to see her own problems, and discover for herself the adequacy or inadequacy of the information and data she learns.
3. "The opportunity they offer to study with the student his ability to function effectively when guiding actual teaching - learning situations."³⁷ Many students become confused when they are confronted with the whole teaching - learning situations, for it is only when the prospective teacher begins to deal with children and youth in the school, that she can really test her ability in managing class situations.

36. Ibid., p. 18.

37. Ibid., p. 19.

Types of Laboratory Experience

The prospective teacher needs various types of laboratory experience during her professional education. Particularly she needs to have experience in observing and studying children, in observing good teachers in the classroom, in studying the community and community agencies, and in teaching children under the supervision of experienced teachers.

Study of Children. Teachers need to be well informed, well rounded, and effective citizens of today. They need to understand growing children and young people, and to be able to guide and instruct them skillfully.

So a very important factor in training teachers is that students should know children, how they develop, and under what conditions learning takes place, for each child differs from every other one - in capacity, in physique, in rate and timing of growth, in background of experience, in knowledge and skills, in attitudes and values.³⁸ The faculty will try to relate the elementary school with the courses taken, for example, in such courses as Child Psychology or study of the Community, it will include observations of children and participation in such activities as trips, clubs, etc... By doing this, many academic courses will be enriched by some sort of experience, from the every day life for the prospective teacher.

38. Charles E. Prall, State Programs for the Improvement of Teacher Education, American Council on Education, Washington, D. C., 1946, p. 191

Aside from such activities, there should be knowledge of the child, his behavior in the home and in the community as well as in the school. In order to know how the child behaves at home and in the community, there should be contacts with parents and cooperative planning. As for the latter, that is, his behavior in school, this can be observed by the teacher, and the review of his cumulative record which is kept in the school.

Teaching means more than just instructing children in certain subjects. Teaching means the guidance of individuals toward intellectual, emotional and social maturity.³⁹ This means that teachers should become skilled not only in methods of teaching, but also in learning to understand the children with whom they work, and they need to apply the principles of psychology to individual situations.

So the professionally well prepared teacher is a careful student of childhood. The life of the child, that is, how he develops physically, intellectually and socially, how he learns and forms interests, ambitions and ideals- should be the essential subject-matter for a professional curriculum. For the primary obligation of the teacher education institution is to study the needs of children in the light of the best available knowledge of child behavior and against the background of the requirements of a democratic

39. G. Max Wingo, Raleigh Schorling, Elementary - School Student Teaching, McGraw - Hill Book Company, Inc., New York, 1955, p. 31.

society.⁴⁰

Observing good Teachers in the Classroom

Observation is an important factor in student-teaching. A student who begins teaching without any observation, is like placing the surgeon's knife in the hands of the medical student who has never witnessed an operation. The purpose of direct observation is to enable the student to formulate an idea of the school as a whole, to link the theory and practice, to observe good teaching, to observe classroom routines, to study children as individuals and as members of various group, and to make the prospective teacher familiar with the classes in which her practice teaching is to be done.

Study of Community and Community Agencies

Modern educators are hopeful of abandoning the concept of the school as an isolated agency in society. They want the school to become a community-centered activity. This places new responsibilities on teachers and those who prepare teachers. It means professional laboratory experiences should be provided for helping the prospective teacher understand what is involved in building effective community relationships both as a teacher and as a citizen of the community. These include experiences in working with parents, using community agencies and resources as they contribute to the activities of a group. By studying the community, teachers understand the learners' needs and

40. Fourth Year Book of the John Dewey Society,
Op. cit. , p. 264.

and background better; they will work cooperatively with other educational agencies in the interest of children.⁴¹

So the professionally well-prepared teacher should understand the life of the community in which the child lives, not only as a means to interpret the child's needs, but also as a basis for establishing community and school relationships. The study of the community background of children result in an awareness of the varied agencies which influence children's growth for good or ill, and of the community resources which the school may utilize.⁴²

This new trend in teacher education for the greater use of the community as a professional laboratory, means that the really effective teacher must be first of all an effective citizen in a community. It recognizes that the knowledge of the child requires a knowledge of the community in which the teacher receives her status as a person. This skill and knowledge can be more effectively learned by direct participation in a community which is similar to the one in which the learner will live and work. Therefore a sound teacher education should seek intelligent use to the whole community.

As a prerequisite to student teaching, all students should be required to render a community service by working with children, for example, as leaders in Girl Guides or Camping. Through such experiences as these, students become

41. Donald P. Cottrell, Op. cit., p. 27.

42. Fourth Yearbook of the John Dewey Society, Op. cit., p. 268.

acquainted with girls as human beings rather than pupils to whom they must teach subject-matter.⁴³

Student Teaching

After the prospective teacher observes and studies children carefully, works with them in the community, and observes good teachers in the classroom, she is ready to step into the classroom for actual teaching under the supervision of an experienced teacher. Here, the teacher guides and advises the prospective teacher about good teaching practices, and the prospective teacher receives comments from her classmates on possible ways to improve her teaching procedures.

E. General Plans for Achieving the New College

In order to achieve what has been recommended, the College organization should be changed. All of these suggestions would be impractical and out of place in the present standardized, administration-dominated College.

The College system should be decentralized, that is, the Ministry of Education should not set up minimum requirements concerning the internal matters of education such as the curriculum, teaching methods, and standards for achievement, but should control only external matters such as education laws, finance, the length of the school year, standards for school buildings, sizes of classes, the qualifications of teachers, and adequate supervising systems.

43. Ibid., p. 141.

Aside from this, the curriculum should be individualized so that the strengths and weaknesses of individuals may be discovered, and so that those who indicate possibilities for success in teaching may be effectively served.

The physical classroom organization should be changed; fixed seats should give way to movable chairs where activity on the part of the students can be provided.

What is needed is a curriculum pattern with sufficient flexibility to meet the needs and abilities of individual students. The curriculum pattern should recognize individual differences, because readiness for learning from a given experience does not appear at the same time for all students.

F. Evidence Supporting the Adoption of the Proposed Program

The recommendation of the proposed program is supported by evidence from observations and the results of the questionnaires.

It was observed in the College that a well-equipped library is not provided so that the prospective teachers may make use of a wide variety of collateral material outside the textbook, and gain an awareness of the usefulness of collateral readings for their future pupils.

Audio-visual facilities are not provided for in the classroom, nor is a separate course included in the curriculum. The evaluation of the principals showed no relationship between prior teacher-training and the use of audio-visual

aids in instruction.

In selecting prospective teachers for training at the College, selection is made on the passing of a written examination and not on the cumulative record of a candidate, her interests and aptitudes, and her probable adjustment to the work as revealed by appropriate inventories. Selection should also be based on speech characteristics, and remedial help offered where needed. The principals' evaluation show no difference between trained and untrained teachers in this respect.

In the curriculum of the Teachers College, the time allotted to professional courses such as Educational Psychology, Child Psychology or the Methods of Teaching is not enough as revealed from the questionnaire. These courses as they are at present produced no significant difference between trained and untrained teachers in their questionnaire responses to pertinent items. The following statements from the questionnaire support the assertion; in each case no significant difference between the opinion of trained and untrained teachers was found:

1. When a teacher makes a request of a child in a pleasant tone, she is likely to be more effective than if she uses a scolding tone.
2. The primary function of elementary education is to store the child's memory with things

deserving to be there.

3. One of the most effective ways to help children grow up is to expect from them the same attitudes and behaviors which we expect from adults.
4. The best test of scholastic success is the passing of a written examination.
5. The child's mind should be thought of as a clean slate, and the teacher as one who writes things deserving to be there.
6. To learn by repeating wise words is more educational than to learn through activities.
7. Learning arithmetic sharpens the mind and makes it more exact in other fields of learning.
8. Occasional physical punishment is necessary for good classroom discipline.

It is also interesting to note that significantly more of the untrained teachers hold views which agree with modern educational thought than do trained teachers. In responding to each of the following statements, significantly more untrained than trained teachers held modern views:

1. The business of the teacher is to know primarily what the child should learn and not so much to know how he should learn.
2. Education consists of the acquisition of knowledge

presented to the child either in textbook or orally by teachers (or parents).

3. To educate is to fix in the child's mind those beliefs which are deemed desirable for him by his elders.
4. There is no "best age" to start learning a certain thing. You can teach anything at any age if you are a good teacher .

From the results of the principals' evaluations of the teachers, it was also discovered that "liking for students and concern about them", "good quality of classroom atmosphere", and "ability to recognize individual differences in pupils and teach them accordingly" are unrelated to prior training. In the proposed program accordingly, time is specifically provided for laboratory experiences such as studying children, studying the community and community agencies, and observing good teachers in their classrooms.

It was felt that from the above analysis, teachers are not being efficiently trained. So a new curriculum is proposed in which more hours are set for Social Science, Science, Methods of Teaching and Students teaching as compared with the Government Curriculums of 1945, 1950 and 1957, where the hours of the above mentioned courses were decreased.

New courses were added such as Arts and Crafts, Philosophy of Education, and Elementary School Curriculum. The last two courses include laboratory experiences. Audio-Visual

aids are included in the proposed Methods of Teaching course.

The proposed program is submitted, not as an ideal or final one, but rather as a practical set of measures which may be adopted, tried, and modified where experience shows that this is desirable. It is hoped that in putting it into practice the prospective teachers will be efficiently trained to discharge the great responsibility they have undertaken for the development of good citizens and for the welfare of their society as a whole.

A P P E N D I X

A. QUESTIONS DIRECTED TO ELEMENTARY SCHOOL TEACHERS

1. What is the last class in which you were enrolled as a student?
2. Did you attend the Elementary Teachers College?
3. How many times have you attended special summer courses for teachers?
 - a. Dates
 - b. Places
 - c. Duration
4. About how many hours per month do you find for reading on topics related to your subject?
5. Approximately what percent of your teaching do you devote to each of the following methods of instruction?
 - a. Recitation _____ %
 - b. Dramatization _____ %
 - c. Lecture _____ %
 - d. Discussion _____ %
 - e. Other methods;
please name them _____ %
6. How often are there conferences with the principal and the teachers of the school?
 - a. Once a year
 - b. Once a month
 - c. Once a week
 - d. No set time for such meetings, but on the average they occur once per _____ .
7. To what extent do you apply the principals' suggestions

in your teaching?

- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Principal does not give any suggestions
8. How do you feel about your work as a teacher?
- a. You feel a real love for teaching
 - b. You are not very fond of teaching
 - c. You feel self-confident in the classroom
 - d. You feel ill at ease in the classroom
 - e. You feel successful as a teacher
 - f. You feel dissatisfied with yourself as a teacher
 - g. You will stick to teaching even if offered a more lucrative job.
 - h. You will not stick to teaching if offered a more lucrative job.

OPINIONS ON EDUCATIONAL ISSUES

1. When a teacher makes a request of a child in a pleasant tone, she is likely to be more effective than if she uses a scolding tone.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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2. The business of the teacher is to know primarily what the child should learn and not so much to know how he

he should learn.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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3. The primary function of elementary education is to store the child's memory with things deserving to be there.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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4. One of the most effective ways to help children grow up is to expect from them the same attitude and behaviors which we expect from adults.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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5. The best test of scholastic success is the passing of a written examination.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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6. The child's mind should be thought of as a clean slate, and the teacher as one who writes things deserving to be there.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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7. To learn by repeating wise words is more educational than to learn through activities.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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8. Education consists of the acquisition of knowledge presented to the child either in textbooks or orally by the teachers (or parents).

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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9. To educate is to fix in the child's mind those beliefs which are deemed desirable for him by his elders.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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10. There is no "best age" to start learning a certain thing. You can teach anything at any age if you are a good teacher.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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11. Learning arithmetic sharpens the mind and makes it more exact in other fields of learning.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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12. Occasional physical punishment is necessary for good classroom discipline.

Agree fully	Agree more than disagree	No opinion	Disagree more than agree	Disagree fully
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B. QUESTIONS DIRECTED TO ELEMENTARY SCHOOL PRINCIPALS

1. Did this teacher attend the Elementary Teachers College?
2. Estimate the effect of her personal appearance on others
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very weak
3. Estimate the effect of her personality on other people
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very weak
4. How do you evaluate her ability to earn positive personal responses from her pupils?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very weak
5. What is your estimate of her emotional stability?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very weak

6. Estimate the effectiveness of her voice
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very weak

7. Estimate how well she expresses herself
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak.

8. To what extent does she appear to like her students and to be concerned about them?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

9. Estimate the quality of her classroom atmosphere
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

10. Estimate her ability to change plans quickly, adjusting to new situations flexibly
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

11. Estimate to what extent her work shows careful preparation
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

12. How cooperative do you find this teacher
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

13. Is her general attitude toward the work one of cheerful cooperation and willingness to spend extra time and energy?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

14. Is she able to recognize individual differences in pupils and teach them accordingly?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average.
 - e. Very Weak.

15. How would you rate her on the qualities of resourcefulness and creativeness?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

16. To what extent does she make use of audio-visual aids in instruction?
 - a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

17. To what extent is she dependable and capable of carrying out ideas without unnecessary supervision and check-ups?

- a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak
18. To what extent does she seek your advice on ways to improve her effectiveness?
- a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak
19. How does she react to suggestions?
- a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak
20. To what extent does she succeed in putting your suggestions into actual practice?
- a. Superior
 - b. Good
 - c. Average
 - d. Somewhat below average
 - e. Very Weak

21. How effectively does she adjust herself to the community?

- a. Superior
- b. Good
- c. Average
- d. Somewhat below average
- e. Very weak

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