

HISTORICAL DEVELOPMENT
OF COMMUNITY
COLLEGES IN
JORDAN

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1975

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1985

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1986

Thesis
1986D
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PREFACE

I have been privileged to have some outstanding committee members and teachers who manifested love and concern for others. I wish to express special appreciation to Dr. Kenneth H. McKinley, my thesis adviser under whose guidance this study was completed. His scholarship, enthusiasm, understanding, and encouragement were always appreciated. In addition, I also wish to express appreciation to Dr. Robert B. Kamm, Chairman, who guided and inspired me throughout my doctoral program, and taught me in many classes, Dr. John J. Gardiner, who provided me with several of the needed sources for this study, Dr. Raymond Habiby, whose help and encouragement yielded a remarkable result, and Dr. Karman.

Appreciation is extended to the many educators who took their valuable time to provide research data. Special recognition is accorded Dr. Ahmad AL-Tall, General Secretary to the Ministry of Higher Education, Jordan, who sent the needed data from Jordan to the United States, and to Evelyn Ferchau, who typed the manuscript. She was much more than a typist for she made helpful suggestions.

To my wife Sameera and my three sons, Islam, Ihab, and Mostafa, I owe special love for being so understanding and patient. To my mother Tarkish, I owe my deepest gratitude.

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CHAPTER I

INTRODUCTION

Education is an issue of immense importance for every nation. Education invariably holds the key for the overall progress of a country. Educational ideas, the advancement of science and technology and of the humanities, and the application of all of these in the life of the people of a country can transform society.

The importance of education for a developing nation can never be over-emphasized. With the right type of education, especially at the post-secondary level, a developing country can achieve self-sufficiency and even prosperity. Today, we cannot think of a single aspect of the life of a nation that does not depend upon education for efficiency and excellence.

Jordan is a developing country with great national aspirations. Under the benevolent and dynamic leadership of King Hussein, the country is determined to attain all-around development and to ensure to its people a life of peace, prosperity, and elegance in accordance with the Islamic principles of brotherhood and love. In this commitment, one of the prime focuses of King Hussein is education. As stated by Al-Tall (1978),

It is no exaggeration to suggest that the dissemination of modernity of Jordan from 1952-1977 occurred due to the personal efforts of King Hussein through the expansion of education in the country (p. 5).

Recent evidence of the recognition of the importance placed on education in Jordan is the creation of the Ministry of Higher Education in 1985. The newly created Ministry of Higher Education in Jordan is exclusively in charge of the community/junior college system and invests it with a new dignity.

The community/junior college is an important part of the structure of education in Jordan. The community college, so designated for the first time in 1980, has become a key factor in education in Jordan because of its purposes: (1) democratization - giving opportunity to all the people who finish high school and meet the requirements to go on to college, (2) correlating post-secondary education with Jordan's community needs-- training people as mechanics, technicians, teachers, nurses, etc., and (3) providing opportunities to working people to improve their qualifications and careers. In short, the community/junior college in Jordan is people-oriented (Education in Jordan, 1979).

The community/junior college system in Jordan has achieved something very special. Today in these colleges, there are nearly 13,000 female students or 48 percent of

the students studying in community colleges (Ministry of Higher Education, 1985, p. 163).

However, in Jordan there is no articulated agreement between the community colleges and the three universities, University of Jordan, Yarmouk University, and Muh'ta University. For instance, students who take diplomas from the community colleges do not get accepted into these universities. In the eyes of the university community of Jordan, the community/junior college still remains insignificant and unrecognized. This poor treatment of the Jordanian community college by the universities as well as its importance to the country calls for a thorough study of the community college in Jordan. In response to this bi-fold need, the present research is undertaken.

A study of the evolution and development of the community college system in Jordan would appear to be an important and timely step. The topic was reviewed from various conceptual bases: (1) the concepts of the community college, (2) the political, economic, and social factors that have influenced and shaped the community college in Jordan, (3) the relevance of the community college to the people of Jordan, and (4) the future role

of the community college in serving the community and the country.

Purpose of the Study

The present study was undertaken with the following research objectives:

1. To trace the development of community colleges in Jordan from the time they were first established and to understand the forces that have shaped them.

2. To assess the present (1985) position of the community colleges in Jordan.

3. To understand the direction Jordanian community colleges are taking together with the implication of that direction both to the community college system and to the country.

4. To make recommendations, in the light of the study, for the improvement of Jordanian community colleges.

To date, there has been no comprehensive study of the community/junior college system in Jordan, though that system forms an important part, not only of education, but also of the community and the country.

Definition of Terms

Development: The concept consists of the various stages in the evolution and growth of a community/junior

college in the midst of political, economic and social forces that have been operating in Jordan. The concept involves processes of synthesis, interpretation, generalization, and inference.

Community/Junior College: The phrase refers to the post-secondary institution--offering diplomas and associate degrees in Jordan in various fields, e.g. teacher education, technology, engineering, agriculture, nursing, etc.

Ministry of Higher Education: A newly established (1985) ministry in the Government of Jordan. Though it is called the Ministry of Higher Education, this "cabinet-level" government entity deals only with community/junior colleges both public and private in Jordan, and not with the universities.

Limitations

The community/junior college came into existence in Jordan officially in 1980. It was not, however, a totally new entity, but a redesignation of the existing institutes. Therefore, while presenting a picture of the forerunners of the community/junior college, the study was limited to factual and practical aspects of community college system development in Jordan from 1948 through 1985.

CHAPTER II

REVIEW OF THE LITERATURE

Considered in this review of literature were three topics: the community colleges in the United States; community colleges in developing countries; and community colleges in Jordan. It was the purpose of the author to summarize, in this chapter, the history and events leading up to the development of community and junior colleges in the United States as well as several other countries including Jordan.

Community Colleges in the United States

The community college is an important part of the higher education system of the United States. Thus, the community college has been chosen by various developing countries, including Jordan, as a vehicle to address the educational and social needs of these countries.

During the nineteenth century, privately owned two-year post-secondary institutions were few in the United States. In the twentieth century, however, two-year institutions began to flourish. The number of public two-year colleges in the United States from the academic

years 1917-18 to 1929-30 grew from 14 to 129, while the private two-year colleges rose from 46 to 277, and the total enrollment rose from 4,504 to 55,616 (Orr, 1978). This tremendous growth was tied to U.S. industrial and social developments that, in turn, led to the need for semi-professional training of the country's citizenry. According to Medsker and Tillery (1971) both a liberal education and preparation for professional training which two-year colleges could provide were requested. Further, to support this growth and development, the Smith-Hughes Vocational Education policy of the 1920's was established (Medsker & Tillery, 1971).

Fields (1962) attested to the rapid growth of two-year institutions. The proposal to divide the universities into upper and lower divisions or into university and academic colleges, as cited by Harper of the University of Chicago, was the fundamental reason for the increase in the establishment of U.S. junior colleges (Fields, 1962).

Social and economic demands called for the development of community colleges. Monroe (1973) understood that the development of the community college would maximize education opportunities for all and that the community college in its entirety was the best

instrument for achieving the objectives of universal post-secondary education.

Public and private two-year colleges in the United States rose from 277 to 453 from the 1929-30 to the 1937-38 academic years. Public two-year colleges grew from 129 to 209, while private colleges increased from 148 to 244. Total enrollment went from 55,616 to 121,510 (Orr, 1978). Orr (1978) explained that junior colleges were, in fact, the beneficiaries of the Depression. He noted that they were relatively cheap, accessible, and followed the academic temper of the times. In addition, he realized that these two-year colleges were, in essence, meeting the needs of the society and offering training programs that students needed for immediate employment.

The Great Depression of 1929 had an effect on growth and development of community and junior colleges in the United States. By integrating students' educational experience into a single academic concept it provided for important needs of society. The colleges, however, applied many methods to arouse public interest and influence the growth and development of private and public two-year colleges in the Depression years. They raised obviously needed income (Orr, 1978).

The period of 1941-42 to 1959-60 witnessed overall increase of about 50 new two-year colleges in the United

States (Medskar & Tillery, 1971). In addition, there were significant increases in enrollment annually except for the war years of 1942-44. There was an overall increase of more than 700,000 students from the years 1939-40 to 1959-60. Fields (1962) observed that the most significant increase (approximately 200,000) occurred the year after World War II ended and after the Korean War ended (134,000). In all, the most significant enrollment growth in the two-year colleges in the U.S. occurred in the late 1940's and early 1950's. The number of adult students increased from 130,000 to 307,222 from 1948 to 1958 (Fields, 1962).

Fields also observed that there was a broadening of the curriculum and a more comprehensive outlook on the community colleges. He explained that the increase in the number of adult students could be attributed to the need for technical education in such areas as welding, home nursing, and food preparation; the changing role of women; the concept of continuing education or life-long learning which brought adults to the campus; the rapidly changing job market; and more leisure time.

Also, the rapid development of community colleges was attributed to the broadening of the curriculum. It definitely shifted "junior" colleges that prepared the

transfer student, to a multi-purpose institution concerned with community needs.

The decades of the 60's and 70's evidenced increased development of the community colleges. Approximately 300 two-year colleges were established between 1960 and 1970. During 1966-67 alone, a total of 181 new institutions were established, and an additional 268 in 1970-78 (Anderson, 1980). Monroe (1973) stated that by 1964, the states of California, Florida, Illinois, and New York had more than 50 percent of all their higher education students entering at the community or junior college level. According to the Carnegie Commission, 30 percent of all higher education enrollment and more than one-third of all undergraduate enrollment in the United States in 1972 was in the two-year college (Palola & Oswald, 1972). Anderson (1980) noted that the American Council on Education illustrated an increase in enrollment of full time students in two-year colleges from 1963 of 328,893 to 1,749,795 in 1980.

Cohen and Brawer (1984) presented a study of the community college from 1965 to 1980 when the community colleges experienced a number of major changes. Their book, The American Community College, is a "comprehensive study useful for everyone concerned with higher education: college staff members, graduate students, trustees, and

state-level policy makers" (p. xv). Giving an interpretative analysis, the book includes shorter summaries on many quantifiable aspects of the institutions like students, faculty, and curriculum.

In 13 chapters, Cohen and Brawer discuss the background of the American community college, the community college student, faculty, governance and administration, finances, instruction, student services, career education, compensatory education, collegiate function, general education in community colleges, and the social role of the community college.

Cohen and Brawer (1984) summarize the junior U.S.A. community college as it developed over the years:

Eell's (1931) definition of the junior college included the university branch campus offering lower-division work either on the parent campus or operated at a distance; state junior colleges supported by state funds and controlled by state boards; district junior colleges, usually organized by a secondary school district; and local colleges formed by a group acting without legal authority (p. 4).

According to Bagne (1950) of the American Association of Junior Colleges in 1922, the definition of junior college was "an institution offering two years of instruction of strictly collegiate grade" (p. 17).

In 1925, this definition was modified:

The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire

community in which the college is located. It is understood that in this case, also, the work offered shall be on a level appropriate for high school graduates (Bogue, 1950, p. 17).

It was, however, emphasized that "these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college" (p. 17). The community college included not only occupational programs but also general education.

Cohen and Brawer (1984) pointed out that

During the 1950's and 1960's, the term junior college was applied more often to the lower-division branches of private universities and to two-year colleges supported by churches or organized independently, while community colleges came gradually to be used for the comprehensive, publicly supported institutions. By the 1970's the term community college was usually applied to both types (p. 5).

These institutions were also given other names: "two-year college," "city college," "people's college," "democracy college," and even "anti-university college" by Jencks and Riesman (1968) who saw them "as negating the principles of scholarship on which the universities had been founded" (p. 5).

The Commission on Junior College Terminal Education (1939) issued a Statement of Fundamental Principles:

The junior college is essentially a community institution...has a special obligation to meet fully the needs of its own constituency...(and because) the junior college marks the completion of formal education for a large and increasing proportion of young people...it should offer curricula designed to develop economic, social,

civic, and personal competence (p. 193).

The public views the community colleges today as "agents of upward mobility for individuals" and regards these institutions as "occupational training centers" (p. 222).

Ralph Fields (1962) stated five fundamental characteristics which clearly establish the value of community colleges:

1. Democratic. Low tuition and other costs, non-selective admission policies; geographically and socially accessible; and popularized education for the largest number of people.
2. Comprehensive. A wide range of students with widely varying abilities, aptitudes, and interests; a comprehensive curriculum to meet the broad needs of such students.
3. Community Center. Locally supported and controlled local resources utilized for educational purposes; a community service improving the general level of community.
4. Dedicated to Life-Long Education. Educational programs for individuals of all ages and educational needs.
5. Adaptable. To individual differences among students, differences in the community, and the changing needs of society (p. 95).

Gleazer (1980) in his book The Community College: Values, Vision, Vitality gives a synthesis of the views of trustees, presidents, faculty, students, community groups and others associated with several community colleges in six states on the question of the central elements in

community college mission over the next several years. From the responses, change, community needs and adaptability emerge as important factors in the community colleges. Gleazer (1980) quotes R.H. Dave to stress the rapidity of change education has to cope with in our times:

The contemporary period of history is characterized by rapid and unprecedented change in practically all aspects of life. What A.N. Whitehead observed in the early thirties about the time-span of change and its impact on education has become more relevant in the seventies, and trends in many fields clearly suggest that his far-sighted statement will apply even more as we move towards the year 2000 and beyond. Whitehead said: "... in the past the time-span of important change was considerably longer than of a single human life. Thus mankind was trained to adapt itself to fixed conditions.

Today, this time-span is considerably shorter than that of human life, and accordingly our training must prepare individuals to face a novelty of conditions" (p. 2).

Regarding community-orientation of the community colleges in the United States, Gleazer observed:

That modifying word, "community" is achieving greater recognition and importance. No question about it. Members of a county legislative body say that the mission of the community college is to keep pace with the community and "help us make their county an attractive one in which to do business. If you do that, the college will be around a long time." The key element, say college spokesmen, is to be a community resource in cooperation with other community agencies (p. 6). At the same time Gleazer poses the question:

...Should not the community college play a part in forecasting the shape of society to come, and

leading its community to understand the coming changes, make provisions for coping with them, and providing services to meet them? (p. 7)

According to Gleazer, community college values include the following, the college:

1. is adaptable. It is capable of change in response to new conditions and demands, or circumstances.
2. operates with a continuing awareness of its community.
3. has continuing relationships with the learner.
4. extends opportunity to the "unserved."
5. accommodates to diversity.
6. has a nexus function in the community's learning system (p. 15).

The responses to Gleazer's question of what the community colleges should be during the 1980's showed a variety of concerns and aspirations:

We should work more closely with business and industry. There will be more adults. Other people will be served in large numbers. With requirements for competency tests in the secondary schools, one of our big jobs will be "remediation." We will work in partnership with other community agencies. A greater proportion of students will be in the technologies. The mission will be shaped by the legislature. We live in a changing world. Institutions ought to try to develop their own sense of mission and then make the case for resources for the people in the state capitol. We need to be moving out to where the people are....Community colleges should work out their own approaches or they are just going to be another institution in a declining community of higher education. If the members of the community supporting the institution want these programs (leisure-type courses), we will provide them (p. 13).

A. M. Cohen (1977), C. A. Daniel (1980), T. Glover (1978), D. L. Johnson (1978), P. Kotler (1975), A. R. Krachenberg (1972), R. E. Lahti (1978), P. G. Larkin (1979), E. R. Leach (1978), L. H. Litten (1979), P. J. Montana (1978), P. E. Murphy (1978), J. S. Norris (1975), F. Thompson (1979), and M. Vavrek (1976) speak of institutional marketing on the part of United States community colleges .

Kotler (1975) defined marketing as "the effective management by an organization of its exchange relations with its various markets and publics." Demarketing according to Kotler (1971) is "that aspect of marketing that deals with discouraging customers in general or a certain class of customers in particular on either a temporary or permanent basis."

In his article "New Tools for the Creative Manager," Johnson (1979-1980) listed ten obstacles to marketing as given by managers at four community colleges:

1. resistance to the term "marketing";
2. parochial interests of individual departments;
3. generating faculty participation and involvement;
4. developing new programs needed by the community;
5. moving on problems in recruitment, retention, and program renewal concurrently;
6. identifying needed research and market analysis;

7. daily pressures and management crises;
8. lack of understanding and acceptance of marketing;
9. setting priorities; and
10. reinforcing the fact that marketing is not only related to "numbers" of students (p. 30).

Johnson (1979-1980) also gave advice on preventing obstacles to the success of college marketing:

1. being patient and persistent;
2. setting reasonable goals and priorities;
3. establishing a success model on the campus as soon as possible;
4. bringing faculty into the marketing process from the very beginning;
5. conducting on-campus marketing workshops with faculty, staff and administration;
6. evaluating the impact of internal marketing on a regular basis; and
7. basing publications and promotions on market research and segmentation (p. 31).

In his article, "Implementing the Marketing Process," Leach (1978) suggested a four-stage successful marketing approach. The first stage involves discovery of market segments and assessment of the unique needs of these subpopulations of potential students. The second stage is promotion. It is directed toward providing students with the information they need to make informed choices about educational programs given by the institution. The third stage is delivery. It depends on customer satisfaction.

Institutions should deliver learning and support services that students want. The institutions should deliver them at times and places most convenient to students. The final stage, evaluation, involves a reexamination of programs of study, courses offered, and ways in which they are offered to students.

Hoffman (1976) discussed the major functions of the community junior college as it evolved in the United States of America. Hoffman listed six major functions for the community college, "...preparation for advanced society, career education, guidance, developmental education, general education, and community service" (p. 64). These functions are applicable to the community colleges in Jordan.

According to B. Lamar Johnson (1962) "the objectives of the American junior college embody the hopes and aspirations of the world. They are unhampered by national boundaries." He also stated:

...the junior college suggests to all nations of the world - our own included - an ideal...to make it possible for every citizen to be educated and to develop to the level of his highest potential (p. 7).

Hoffman sums up the importance of the community college in developing countries:

The community junior college is proving to be an important factor in the growing desires of people for higher education, as more people look upon it

as an opportunity to change their social circumstances (p. 50).

Community Colleges in Other Countries

From the United States the concept of the community college has been adapted by other countries such as Canada, India, Japan, and Jordan.

In an article, "Junior Colleges Proposed in India," Joshi (1969) gives the concept of the junior college as visualized by the Committee on Education Integration appointed by the Government of India in 1961. According to the committee's report, junior colleges should provide:

1. The necessary pre-university preparation for students proceeding to degree courses.
2. All-around terminal education with a semi-vocational or semi-professional education.
3. Termination education for a vocation.

The committee listed a variety of courses that the junior colleges could introduce.

Among the numerous multipurpose courses that can be provided in higher secondary classes and junior colleges are: teacher training for primary school teachers, certificate courses for physical education teachers, art teachers, craft teachers, automobile mechanics, horticulturists, electric technicians, junior accountants, laboratory technicians, building maintenance supervisors, courses for catering and dressmaking. The number and types of courses may increase depending on needs. Students from higher secondary courses and junior colleges should be competent to enter many of the public services now open only to those with university degrees (p. 40).

The community colleges in Canada are different from their counterparts in the United States. According to Allan M. Hoffman (1976), the community colleges in Canada offer from one to three years of education beyond the secondary school level. A community college in Canada may be defined as "a non-degree granting public or private institution offering vocational or university parallel studies, or both, in programs of one, two, or three years duration" (Campbell, 1971).

The Association of Universities and Colleges in Canada, in a pamphlet printed in 1969, gave the following functions of Canadian community colleges:

1. university parallel courses in liberal arts and sciences, usually providing first or second-year credit toward a baccalaureate degree;
2. programs in continuing education available in the day or evening, designed to meet the recreational, avocational, or occupational concerns of adult part-time students of all ages;
3. a counseling service to assist all students regardless of age in choosing careers, remedying deficiencies; and preparing themselves as useful citizens;
4. programs serving groups interested in civic, cultural, or recreational improvement in the community (p. 47-48).

Junior colleges in Japan are of different types.

According to Hoffman (1976),

Three types of Junior Colleges are in existence in post-World War II Japan. They are the national junior college, established

under the auspices of the state; public junior colleges created by prefectural or municipal authorities; and private junior colleges erected and maintained by boards of trustees (p. 48).

All these are subject to strict controls by the central government and are required to meet certain standards.

The junior college in Japan was started as a temporary emergency measure to reduce the tensions created in the transition from the old to the new university structure. The legislation has not been amended in spite of pleas to that effect and the junior college remains legally and technically a temporary establishment.

The type of junior college in Japan most closely resembling that of the United States and, indeed, influenced to a great degree by Americans is that type called tanki daigaku. It is, however, highly imbued with Japanese tradition. For the most part, these are private women's colleges catering to a select academic and socio-economic clientele....Extremely small in size and made up primarily of women, they are usually attached to a secondary school or university, specialized (national junior colleges in such areas as mechanics and engineering; private junior colleges in home economics and teacher training), and dependent on part-time faculty. Because they are terminal institutions, their graduates find few employment opportunities, and the transfer rate to universities is very low.

Only the national junior colleges in Japan are vocationally and technically oriented, providing evening programs and many needed community services. Because of the failure of tanki daigaku to develop semi-professional and technical curricula, new technical colleges have recently been developed. However, these new colleges foster a tracking system, and transfer from a technical college to an

university has become increasingly difficult if not impossible (p. 48).

Community Colleges in Jordan

The vision of the junior college in Jordan is not much different from that of the junior college in India. Literature about community colleges in Jordan is very meager. The literature is limited to a few articles in magazines and to some papers presented to Jordan's Ministry of Education. Statistical data about the community college is available in the annual reports of the Ministry of Education.

In an article, "Junior Colleges in Jordan," Gilliam (1969) traced the early history and philosophy of the junior college in Jordan. The junior college was the forerunner of the community college in Jordan. Gilliam outlined different features of the junior college like curriculum development, equipment and facilities, staffing, and teaching methods. He also reviewed the impact of foreign influence, especially that of the British and the French, on Jordan's educational system and curriculum. He also outlined the crisis-ridden situation of the Middle East in the midst of which Jordan's junior college has come into being. According to Gilliam, "one institution that has contributed much to the nation's growth and stability during these trying times is the

junior college" (p. 12). The junior college in Jordan came into being against the backdrop of colonial rule.

Regarding education Dore (1976) wrote:

Much of what was taught was irrelevant for the real social, psychological or employment needs of the pupils who attended. There was an excessive concentration on diplomas and examinations which originated in and were designed for metropolitan powers but the achievement of which was in time to become the major purpose of much of colonial schooling. There was too little concern for developing mass education. Many of the current educational development problems faced in countries of the Third World can be directly attributable to the policies of the colonial powers (p. 2).

A more pointed criticism of the British rule in relation to education in colonial countries was also posited by Dore (1976). The British encouraged the establishment of schools in the colonies to ensure an adequate supply of clerks and minor officials to administer the empire at minimum cost (p. 3).

Gibson and Gausman briefly dealt with different aspects of Jordan's community college in a paper that they presented at the Community College Conference, October, 1983 organized by the Ministry of Education, the Hashemite Kingdom of Jordan. The authors listed five principles upon which a community college is founded:

1. Providing an informed and educated public in order to maintain a functionally complex society;
2. Maximizing the use of a nations' human resources;

3. Assisting in matching the nation's needs in government, industry, and business for trained personnel;
4. Offering of educational opportunities to those citizens of all ages who can profit from a postsecondary education at a very low cost to the student. Thus, the term "open door" or "people's college"; and
5. Offering to the individual an opportunity to obtain skills needed to seek gainful employment (pp. 2-3).

Gibson and Gausman (1983) also listed six purposes of the community colleges in Jordan. These purposes are: (1) occupational or technical education, (2) education for transfer, (3) continuing education, (4) community service programs, (5) guidance, and (6) remedial programs.

Occupational and technical education consists of courses of study for a period of two years or less. This program aims at the development of human skills needed for entry into the job market with related knowledge and theory necessary for progress on the job. The courses of study should also include general education "to help the person become a productive member of society" (p. 4).

Regarding education transfer, Gibson and Gausman (1983) observed:

In this traditional role of "College Parallel" courses, it prepares students to transfer to the four-year college or university by acquiring the first two years of college credit near to their home or at a lesser cost to the student and parents (p. 5).

This observation of the authors is of particular interest since, in Jordan, students of community colleges are not permitted to transfer directly to the university system for an undergraduate degree.

Gibson and Gausman (1983) propose a "master plan" for the community college system in Jordan. This master plan should include:

- a. A complete and comprehensive study of the need for trained graduates, current as well as future needs, especially in those areas of trained technicians;
- b. The number and locations of two-year institutions to fulfill this role to produce these graduates including specially assigned institutions;
- c. The process by which programs are determined and established;
- d. How these institutions and programs will be financed to adequately accomplish the tasks;
- e. A national organization structure to administer the various institutions in an efficient and effective manner;
- f. A comprehensive scope and sequence statement includes all postsecondary institutions both public and private; and
- g. An evaluation process to determine its effectiveness (p. 8).

Gibson and Gausman (1983) also discussed organization and administration of community colleges in Jordan, programs of study in community colleges, teacher methods and teacher training of community colleges of Jordan,

continuing education and community services in community colleges, student services, and relationships between secondary schools, community colleges, and universities of Jordan.¹¹

Dr. Ahmad Yousef Al-Tall (1969), in his book Education in Jordan, rendered a survey of the political, economic, and social conditions affecting the development of the education system in Jordan for half a century from 1921 to 1971. He reviewed the background in which education developed in Jordan during the 50-year period. Though the book does not deal with junior colleges as such, the various forces operating in Jordan during the period are clearly explained, identified, and related to education in general. The book is helpful in understanding the historical development of education, including the junior college, in Jordan.

Regarding the political forces that influenced the development of the educational system of Jordan from 1950 to 1977, Al-Tall (1969) observed:

The influence of King Hussein in the change that took place in Jordan after 1950 was great. King Hussein created the structure of a modern state, and his educational reforms established a unified, coherent, secular and modern educational system that was closely tied to the goals of the regime in terms of socialization and political values. One of the major reforms made in the educational system was the development of the district system which reflected the rise of the middle class to a position of greater importance in

Jordan's life. It was a step towards the democratization of education in Jordan (p. 101).

Regarding the impact of economic conditions in Jordan on education, Al-Tall (1969) stated:

It is the role of the system of education to cultivate in the citizens of Jordan an understanding of both the structure and the operation of the economy. Secondary schools and colleges are places where critical inquiry can be cultivated, where youth should be trained to gather evidence, to balance arguments, and to reach their own conclusions (pp. 117-118).

Al-Tall (1969) further noted:

After 1950, education was considered as a factor in economic development, and a good investment. People realized that in a modernizing world economic satisfaction for the individual lies through education's gate. Therefore, the demand for education increased enormously (p. 118).

Speaking of the impact of the social conditions in Jordan on the country's educational system, Al-Tall (1969) wrote:

The school system was a factor for social change and its operation reinforced such new concepts as changes from traditional to individual patterns of land tenure, from subsistence to cash cropping, from a familial to industrial type labor situation. Jordan's system of education has a difficult dual role to play as an agent of social change; that of preserving the good roots of the culture, while planting new seeds that have the capacity to bear rich fruit in a rapidly changing society (p. 127).

A brochure entitled, "Progress of Education of the Hashemite Kingdom of Jordan, 1981-1983," prepared by the Ministry of Education, include the stated role of the

community college in educational innovations in Jordan during 1982-83. Noted in the brochure is the statement that educational innovations were introduced in the preceding two years (1980 and 1981) in the following aspects of Jordanian education:

1. Designing and implementing performance based on competency-based teacher education;
2. Identifying educational competencies needed to train the principals and teachers of the primary cycle; and
3. Encouraging the participation of the community colleges by opening the opportunities to every citizen to join the programme of lifelong education (p. 20).

The Statistical Educational Year Book, prepared each year by the Jordan Ministry of Education, gives full and comprehensive dates on the statistics of education in the Kingdom. The document gives information according to the public and private authorities which are participating in the development of education in Jordan. These yearbooks proved to be a very useful source of material for a study of the historical development of community colleges in Jordan.

In the booklet, Educational Innovations in Jordan, Dr. Izzat Jaradat (1979) listed the basic assumptions behind educational innovations in Jordan:

- a. **The Environmental Social Structure:** The educational system should be interrelated with its environment and society's institutions;

- b. Education Policy: Meaningful curricular change should focus on the demands of society;
- c. The Educational Programs: The educational programs should be truly responsive to the needs of both the individual and society as well; and
- d. The Comprehensive Plan for Development: Educational innovations should meet the requirements of the national comprehensive plan for development (p. 5).

Jaradat (1979) also listed the objectives of the Kingdom's educational innovations:

- a. Providing learners with the opportunities to acquire the knowledge, skills, and attitudes needed to function effectively in society;
- b. Providing educational opportunities at all levels to enable all learners to go as far in education as their aptitudes and capabilities permit, unhampered by their economic and social conditions;
- c. Affording learners the necessary practice and environment to learn to do what is relevant and realistic for their future life; and
- d. Providing for continuing education for all, and throughout life, to meet one's functional and lifelong needs (p. 6).

Conclusions

In conclusion, there is much literature about the community junior college in the United States and this literature is useful to some extent in understanding the basic concepts that underlie community college education in Jordan. In addition, there is much literature about community

colleges in nations such as Canada, India, and Japan. However, literature directly dealing with the historical development of community colleges in Jordan is meager. This fact makes the present study uniquely important.

CHAPTER III

METHODOLOGY

The development of the community college in Jordan was studied in terms of quantitative growth and progress. It was studied in terms of: (1) increase in the number of community colleges; (2) increase in the number of students; (3) increase in the number of faculty; (4) increase in the number of courses; (5) increase in terms of administrative machinery (and efficiency); and (6) increase in financial investment.

Factual information was gathered about each one of the above aspects. Facts were analyzed and inferences drawn about the pace of the program as well as its direction. An effort was made to assess the above increases in relation to the overall leadership vision and mission of education and progress of the Kingdom.

Sources

Information about the development of the community colleges in Jordan was sought and gathered from all available sources. These sources were broadly categorized as: (1) primary sources and (2) secondary sources. Gay (1981) described primary and secondary sources: "Primary

sources constitute firsthand knowledge such as eyewitness reports and original documents; secondary sources constitute secondhand information, such as a description of an event by other than an eyewitness" (p. 11).

Primary Sources

Primary sources consisted of government documents-- decisions of the Ministry of Education, Ministry of Higher Education, government orders, government publications, the annual budget, especially the allocation for education, statistical educational year books, etc.

Secondary Sources

Secondary sources primarily consisted of books and articles on education in Jordan, especially on the community college.

All other available sources were utilized. All the facts are presented in chronological order. However, the present attempt is not a formal historical treatise, but only an overall view of the growth of the community colleges in Jordan so that this branch of education in that Kingdom can be improved for the good of the people and the country.

The place of the community colleges in relation to the universities in Jordan was of special interest in this study, for an integrated educational system at the college

level is a matter of immense importance to the people, the country, and education itself.

Special attention was also given to determine possible new directions community colleges are taking to play a pioneering role in the life and education of Jordan.

CHAPTER IV

PRESENTATION, ANALYSIS, AND DISCUSSION OF DATA

This chapter is divided into three parts. The first part traces the development of the community college in Jordan from the time it was first established. Inclusive in the first part are: the move to community colleges, the historical overviews of the community colleges, the strategies of the community colleges, student enrollments, and the graduating classes. Examined in the second part are the political, economic, and social factors that have shaped the community colleges in Jordan. Assessed in the third part is the present (1985) position of the community colleges in Jordan.

A. Historical and Philosophical Factors Relating to Community Colleges in Jordan

The Move to Community Colleges in Jordan

Two of the undeniable marks of our age are the speed of change taking place and the knowledge explosion. Scientific and technological changes have produced tremendous growth in the ways and means of production, and the definition of an "expert". There has also been growth in those industries and human endeavors which require a

certain quality of human labor and in particular the types of professionals, technicians, and experts.

This change has saddled the community college systems with a new set of duties in man's quest for those better qualified human resources which meet the needs of developed societies.

This has brought forth the importance of the role of the community colleges in as far as they prepare the cadres of qualified technicians for different segments of the labor sector. The community colleges in Jordan began to play this role as they assessed the labor needs of Jordan and the need to raise the competency level of the labor force and its productivity.

In response to the speed in development in Jordan in the last two decades, the whole education system was reexamined, and a new plan was developed that took into consideration the new structure and role of the education system. One of the main changes in the system was that it sought, in addition to providing the individual with education, to provide him with a higher level of training and expertise in order to have him fit into a changing life pattern and be in a position to understand, comprehend and utilize the new technologies and continuously develop himself to face this ever-changing life. This meant that the education system must be the

system of the present and the future and be capable of moving forward with the progress of knowledge.

It was for these reasons that the Minister of Education took steps in 1980 to transform the teacher training institutes into community colleges. Through their two year program, which follows the completion of high school, these community colleges would train the technical staff needed in the fields of agriculture, commerce, education, engineering, medical support services, and social work. This action showed that the Ministry was fully aware of the importance and impact of this type of intermediate pre-university education and its impact on the economic and social development plans of the state. Up to that time the teacher training institutes were engaged in training the teachers required for the compulsory education system. The decision of the Ministry was based on the following considerations:

1. Jordan was no longer in need of a large number of graduates to staff the compulsory school system;
2. There was a need to serve the large number of secondary school graduates seeking university education; and
3. There was a demand from commerce and industry for a larger number of qualified technicians.

Community Colleges quickly grew in number and size. By 1985, there were 52 colleges on the East Bank with a total of 27,966 students and 14 colleges on the West Bank

with a total of 5,645 students (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 104).

The Ministry of Higher Education in 1985 enumerated the philosophy behind the establishment of community colleges in Jordan.

The philosophy of the community colleges. The philosophy of the community college in Jordan is based on the following general principles:

1. Achieve democracy in education in that this opens the door for a larger number of graduates of high schools to seek this type of higher education whose programs meet the needs of society;
2. Prepare educated citizens who will participate with their expertise in the building of their country;
3. Utilize human resources to the greatest advantage;
4. Link the education system with the needs of the country and the development programs;
5. Train the people required in the mid-level of the various professions;
6. Diversify the education offerings to bring them in line with the abilities and the inclinations of the students;
7. Provide low cost higher education opportunities for persons with high school education;
8. Provide persons with the necessary training to qualify them for work; and
9. Provide citizens with opportunities for continuing education and retraining through the offering of a variety of educational programs, short courses, and long term educational services

for older students either those who enroll full-time, or those who enroll part-time while on the job. (Ministry of Higher Education, 1985, p. 107).

Reasons for establishing community colleges in

Jordan. The reasons for establishing community colleges in Jordan can be summarized as follows:

1. The national income will increase in direct proportion to the investment in education.
2. National security is more assured in an educated society.
3. The opportunity for higher education after the secondary level is the best means to secure the freedom of the individual and better life for the citizens.
4. A free and developing society can only be secured by an awakened, thinking, and forgiving people, and this can only be attained through the expansion of the opportunities for higher and mid-level (community college) education to the largest number of citizens.
5. A healthy nation is only possible when educational opportunities are available to all classes of people so that they may attain their social and economic potential.
6. No group of people can fully enjoy the privileges of democratic life if they fail first to acquire the benefits of democratic education.
7. The pivot of democratic education is a comprehensive and varied program of educational experiences which does meet fully the personal needs and abilities of all the students enrolled in community colleges (Ministry of Higher Education, 1985, p. 107-108).

History of the Teachers' Training Colleges

Community colleges in Jordan emerged from the teacher training colleges. The first vocational institution was

Al-Hussain Agricultural College founded in 1930 at Tulkarm on the West Bank. This institution was established with a trust fund appropriated by Sir Ellis Khadoorie of Hong Kong. However, after 1948, the school faced severe financial constraints and was not appropriately maintained or developed. The United States government, through the Agency for International Development (AID), funded this institution with the hope of developing it into a junior college capable of granting associate degrees. In 1960, the government changed the name of the institution to Al Hussain College (Fahim Qubain, Education and Science in the Arab World, Baltimore, 1965, p. 300). It was developed into a junior college in 1961 with two college classes, and was first operated as a college in the academic year 1961-62 with 24 students (Fahim, Qubain, Education and Science in the Arab World, Baltimore, 1965, p. 300). The first teacher training college was opened in 1951 when the Al Hussain College, a secondary school at that time, began to accept students in its one year "Teachers' Training Class." Students were chosen from graduates of secondary schools. Two groups graduated from this system, one in 1951 and the other in 1952.

The original plan was to have teachers trained before they entered the service as teachers. This would qualify them to become elementary school teachers. However, the

system was expanded to a two year program to be taken subsequently to the completion of secondary school.

The curriculum included courses in behavior, general education, and special education. The original name continued in use until 1964 when it was changed to Teachers' Training Institutes. The first institute was the Teachers' Training Institute in Amman on Jabal Al Hussain. The first students to enroll were the third group of graduates of the "Teachers Class" at Al Hussain College who had enrolled to complete the second year of training in 1953-54.

The basic philosophy of this level of education was set out in the Training and Education Law, No. 16. It provided that:

the purpose of this level of education is the development of the human resources required by a developing society which needs persons of a mid level training, that is, the level that falls between that of secondary and university training, who are in a position to perform adequately in the fields of education, agriculture, secretarial work, and accounting, etc....This, in addition to the attainment of the general philosophy of the education system, at a level commensurate with the degree of maturity of the students at that level of the education system, and without prejudice to the special goals of the compulsory and secondary systems, in a way that would provide the students with a higher level of maturity and expertise. This is to be accomplished by the attainment of the following specific goals:

1. The continued growth of the student physically, mentally, socially, and emotionally.

2. The continued growth of the good citizen as is specified in the general goals of the education system.

3. Providing the students with general, and technical, or vocational education, behavior, etc. in order to be in a position to perform in the subjects they specialize in.

4. Provide the students with practical experience to attain the necessary expertise in their field of specialization (p. 53-54).

In the decade of the fifties, in addition to the Teachers' Training Institute in Amman, the following colleges were opened:

Women Teachers' Training Institute in Ramallah in academic year 1952-53.

The Village Teachers' Institute in Beit Hanina in academic year 1953-54.

The Village Teachers' Institute in Hawwara in academic year 1956-57.

Teachers' Training Institute in Ramallah, opened by the United Nations Work Relief Agency (UNWRA) for Palestine refugees in academic year 1958-59 (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 57).

The Village Training Institute was opened in Beit Hanina on the West Bank to train qualified teachers for the elementary schools of the Jordanian villages. Thus, the villages would become centers for the radiation of

knowledge to the surrounding areas. The curriculum was experimental and was prepared by the teaching staff.

The Hawwara Institute was established by the Ministry of Education to serve as an experimental center for basic education. It began operations on the 8th of October, 1955, in Hawwara and the surrounding villages with the educational goals of the eradication of illiteracy, guidance in the fields of health and agriculture, and improvement of social services (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 57). The success of the center prompted the Ministry to establish a Village Training Institute in Hawwara. Work began in the summer of 1956, and the Institute opened on October 1, 1956, with thirty students, all of them secondary school graduates (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 57). Soon the junior high school was added to the system to provide the students with practical training. As a result, the Institute teachers taught at both the Institute and the junior high in addition to supervising the field work of their students in the surrounding villages. A special one-year experimental curriculum was prepared for the Institute.

The Village Teacher Training Institute in Beit Hanina was following a similar program of two years of schooling

to follow the third preparatory year. This being the case, the Ministry of Education decided to order a unified program of teaching for both Institutes. It was ordered that the Institutes provide two years of training to follow the secondary stage, and that an experimental two year program be adopted as of academic year 1957-58, which was to be reconsidered after the said two year period (Ministry of Higher Education, 1985).

According to the Ministry of Higher Education in Higher Education in King Hussein's Time (1985), in academic year 1963-64 the curriculum of all the Teachers Training Institutes was unified. Courses offered at both Beit Hanina and Hawwara were compressed into one subject and renamed "Serving Society," and in accordance with the Education Law the names of the two institutes were changed to Teachers' Training Institutes/Hawwara and Teachers' Training Institute/Beit Hanina.

The year 1964-65 was a transitional year for the Beit Hanina Institute, as the system soon changed to provide for the training of teachers and also for their training in the ways of dealing with the pressing needs of society (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 58). In the year 1965-66 a new program was added to the Institute, and it was renamed the Business Administration Institute of Beit Hanina. The new program began to offer the following

specializations:

1. **Teacher Training:** to train teachers to teach business courses to secondary students and other subjects to elementary students.

2. **Accounting:** to train qualified accountants with adequate depth of knowledge.

3. **Secretarial and office work:** to prepare secretaries and office managers (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 58).

The sixties also witnessed the opening of additional institutes. A teacher training section was opened at the Hussein Agricultural Institute in Tulkarm in academic year 1961-62, and in 1964 the Shoubek Agricultural Institute was opened to train agricultural instructors. In 1964 the Women Teachers' Institute was also opened in Ajloun.

Institutes were also opened by other than the Ministry of Education. UNWRA opened a Teachers' Institute in Ramallah in 1960 and a Women Teachers' Institute in Al Tira in 1962 (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 58). On the East Bank the Wadi El Sir Training Institute for the training of men and women teachers was opened by UNWRA in 1960.

Private interests opened the National Najah Institute in Nablus in 1976 and the Arts Institute in Amman in 1976.

In addition, the Ministry of Social Welfare opened its own Jordandian Social Service Institute in 1966.

In the seventies the following Institutes were

opened: Amman Training Institute, 1971; Aliya Institute, 1972; Men and Women Teachers' Institute, 1975; and the Engineering Technology Institute, 1972; as part of the Engineering Secondary School. The latter Institute was moved to Marka in 1975-76, and is training teachers in the different fields of industrial technology (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 61).

In 1978 a Teachers' Training Institute was opened in Irbid and was followed in 1979 with a similar institute in Karak. A private institute, the Arab College was opened in 1975.

The evolution of the community college in Jordan was pivoted by three control authorities, namely, the Ministry of Higher Education, the United National Work Relief Agency (UNWRA), and private enterprise. The background of the development of the community college needs to be understood clearly. The education system now in operation in Jordan can be traced to the merger of the East (Trans-Jordan) and the West (Palestine) Banks in 1950. The Ministry of Education had to unify the two systems of education. The West Bank system was developed under the British Mandate, and the East Bank, or Trans-Jordan, more or less followed the example of the East Bank system both in theory and practice (Ministry of Education, 1965). The

unification of the two systems was completed in 1952. In 1953, a general education law was passed establishing an administrative system unified in all operations and instructional matters (Ministry of Education, 1965).

Due to lack of middle manpower (i.e., technicians, technical instructors, etc.), Jordan had 90 community colleges as of 1985.

Also, in 1955, the two systems were divided into seven districts for administrative purposes, and the operation was established by the law. The number of community colleges in the East Bank by the year established, the control authority, and the district are shown in Table I.

Table II shows the community colleges in the West Bank by the year established, the control authority, and the district. The West (Palestine) Bank is now under Israel after the 1967 Six-Day War between the Arab nations and Israel.

Tables III and IV show the number of community colleges in the East Bank and the West Bank respectively, by the control authority and the district. In Table III, there is a total of 52 colleges. Twelve colleges were under the Ministry of Education. Sixteen colleges were under other Ministries and governmental departments and two colleges were under UNWRA, while twenty-two colleges

were private institutions.

In the West Bank there is a total of fourteen colleges. Four of these colleges are under the Ministry of Higher Education, two under the Ministry of Religious Affairs, three colleges under UNWRA, and five are private institutions (see Table IV).

TABLE I
 COMMUNITY COLLEGES IN THE EAST BANK
 BY THE YEAR ESTABLISHED, THE
 CONTROL AUTHORITY, AND
 THE DISTRICT

No.	Name of Community College and the Control Authority	Year Established	District
Community Colleges Under the Ministry of Higher Education			
1.	Amman College	1952	Amman
2.	Howarah College	1956	Irbid
3.	Ajloun College	1964	Irbid
4.	Princess Alia College	1972	Amman
5.	Amman Polytechnic College	1972	Amman
6.	Shoubek College	1974	Ma'an
7.	Salt College	1975	Balga
8.	Irbid College	1978	Irbid
9.	Karak College	1979	Karak
10.	Zaraqa College	1980	Al-Zaraqa
11.	Hotel College	1981	Amman
12.	Husin Polytechnic College	1981	Irbid
Community Colleges of Ministry and Other Governmental Departments			
1.	Nursing College	1953	Amman
2.	Princess Mona Nursing College	1961	Amman
3.	Cooperative Institute	1963	Amman
4.	Royal Flying Academy	1963	Amman
5.	Statistics Training Center	1964	Amman
6.	Social-Welfare College	1965	Amman
7.	Banking Studies Institute	1970	Amman
8.	Islamic Studies College	1972	Amman
9.	Queen Nure Flying Institute	1972	Amman
10.	Paramedical Programs Institute	1973	Amman
11.	Jordan Center for Geographical Studies	1975	Amman
12.	Paramedical Programs Institute	1979	Irbid
13.	Telecommunication College	1982	Amman
14.	Nursing College	1984	Irbid
15.	Nursing College	1984	Al-Zaraqa
16.	Technology College-Yarmouk University	1984	Irbid

TABLE I (Continued)

No.	Name of Community College and the Control Authority	Year Established	District
Under UNWRA			
1.	Wadi-Seer College	1960	Amman
2.	Amman Training College	1971	Amman
Private Colleges			
1.	Qadessieh College	1967	Amman
2.	Azabieh College	1975	Amman
3.	Princess Sumayieh College	1977	Amman
4.	Khawarizmi College	1978	Amman
5.	Middle Community College	1979	Amman
6.	Andalus College	1979	Amman
7.	Queen Alia's College	1979	Amman
8.	Hittin College	1979	Amman
9.	Zaraqa People's College	1979	Al-Zaraqa
10.	Islamic Community College	1979	Al-Zaraqa
11.	Ibn-Khalaun College	1979	Irbid
12.	Razi College	1979	Irbid
13.	Princess Thariea College	1980	Amman
14.	Arab Community College	1980	Amman
15.	National College	1980	Amman
16.	Jerusalem College	1980	Amman
17.	Petra College	1980	Al-Zaraqa
18.	Jerash College	1980	Jerash / Irbid
19.	Jordan Community College	1981	Amman
20.	Qurtuba College	1981	Al-Zaraqa
21.	Gharnata College	1981	Irbid
22.	Mafrqa College	1985	Al-Mafrqa

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, p. 160.

TABLE II
 COMMUNITY COLLEGES IN THE WEST BANK
 BY THE YEAR ESTABLISHED, THE
 CONTROL AUTHORITY AND
 THE DISTRICT

No.	Name of Community College and the Control Authority	Year Established	District
Community Colleges Under Ministry of Higher Education			
1.	Ramallah Females' College	1952	Jerusalem
2.	Arroub College	1958	Hebron
3.	Tulkarm College	1960	Nablus
4.	Ommah/Ramallah College	1983	Jerusalem
Ministry of Religious Affairs Colleges			
1.	Islamic Studies College	1975	Jerusalem
2.	Qalqilieh Islamic Studies College	1978	Nablus
UNWRA			
1.	Vocational Training College- Qalandia	1953	Jerusalem
2.	Teacher Education College at Ramallah (For males)	1960	Jerusalem
3.	Training College for Females	1962	Jerusalem
Private Colleges			
1.	Najah College	1965	Nablus
2.	Polytechnic College	1978	Hebron
3.	Ibrahimieh College	1983	Jerusalem
4.	Rawda Professional Studies College	1983	Nablus
5.	Modern Community College	1983	Jerusalem

Note: Najah College is now a university.

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, p. 161.

TABLE III
 THE NUMBER OF COMMUNITY COLLEGES IN
 THE EAST BANK BY THE CONTROL
 AUTHORITY AND DISTRICT

Community Colleges By the Control Authority	Amman	Zarqa	Ma'an	Irbid	District Al-mafraq	Karak	Balqa	
Colleges of Ministry of Higher Education	4	1	1	4	-	1	1	12
Community Colleges of Ministries and Other Governmental Departments	12	1	-	3	-	-	-	16
UNWRA Colleges	2	-	-	-	-	-	-	2
Private Community Colleges	13	4	-	4	1	-	-	22
TOTAL	31	6	1	11	1	1	1	52

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, p. 162.

TABLE IV
 THE NUMBER OF COMMUNITY COLLEGES IN
 THE WEST BANK BY THE CONTROL
 AND THE DISTRICT

Community Colleges By the Control Authority	Jerusalem	Nablus	Hebron	Total
Colleges of Ministry of Higher Education	2	1	1	4
Ministries of Religious Affairs' Colleges	1	1	-	2
UNWRA	3	-	-	3
Private Community Colleges	2	2	1	5
Total	8	4	2	14

Source: Ministry of Higher Education, The Higher Education
 in King Hussein's Time, Jordan, 1985, p. 162.

Student Enrollments

Teachers' Training Institutes began operations with a few students. In academic year 1952-53 there were 46 students (29 male and 17 female). In 1953-54 the number increased to 133 (91 male and 42 female), and in academic year 1954-55 the number reached 201 (140 male and 61 female). This growth continued so that in academic year 1958-59 the number reached 562, an increase of 265 students over the previous year. Table V shows the development of student enrollment in Teacher Training Institutes by the control authority, and sex from academic years 1952-53 to 1979-80.

Until 1958, all the institutes belonged to the Ministry of Education, therefore, the increases in enrollments up through 1957-58 cannot be attributed to the opening of non-ministry schools.

In 1958-59 UNWRA opened its own institute with 38 women students. By 1960-61, that is, about ten years since the first institute opened, enrollments reached 906 students (669 male and 237 female).

In Higher Education in King Hussein's Time it was indicated that in academic year 1965-66 the number of students enrolled in all institutes was 1,565 of which 800 were enrolled in the Ministry institutes, 650 in the UNWRA institutes, and 115 in the privately run institutes. There were 1,005 male students and 560 female students (Ministry of Higher Education, 1985).

TABLE V

THE DEVELOPMENT OF STUDENT ENROLLMENT IN
TEACHER TRAINING INSTITUTES BY THE
CONTROL AUTHORITY AND SEX FROM
ACADEMIC YEARS 1952-53 TO
1979-80

Academic Year	Sex	Ministry of Education	UNWRA	Private Institution	Total
1952-53	Male	29	-	-	29
	Female	17	-	-	17
	Total	46			46
1953-54	Male	91	-	-	91
	Female	42	-	-	42
	Total	133			133
1954-55	Male	140	-	-	140
	Female	61	-	-	61
	Total	201			201
1955-56	Male	140	-	-	140
	Female	71	-	-	71
	Total	211			211
1956-57	Male	167	-	-	167
	Female	78	-	-	78
	Total	245			245
1957-58	Male	195	-	-	195
	Female	102	-	-	102
	Total	297			297
1958-59	Male	374	-	-	374
	Female	150	38	-	188
	Total	524	38		562
1959-60	Male	454	-	-	454
	Female	154	47	-	201
	Total	608	47		655

TABLE V (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Institution	Total
1960-61	Male	568	101	-	669
	Female	163	74	-	237
	Total	731	175		906
1961-62	Male	664	198	-	862
	Female	190	-	-	190
	Total	854	198		1052
1962-63	Male	627	243	-	870
	Female	141	-	-	141
	Total	768	243		1011
1963-64	Male	479	353	-	832
	Female	101	-	-	101
	Total	580	353		933
Total No. Enrolled from 1952 to 1964	Male	3928	895	-	4823
	Female	1270	159	-	1429
	Total	5198	1054		6252
1964-65	Male	367	385	-	752
	Female	185	68	-	253
	Total	552	453		1005
1965-66	Male	527	395	83	1005
	Female	273	255	32	560
	Total	800	650	115	1565
1966-67	Male	621	400	204	1225
	Female	269	248	39	556
	Total	890	648	243	1781
1967-68	Male	345	200	-	545
	Female	120	108	-	228
	Total	465	308		773

TABLE V (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Institution	Total
1968-69	Male	377	209	199	785
	Female	127	125	-	252
	Total	504	334	199	1037
1969-70	Male	411	236	310	957
	Female	175	137	-	312
	Total	586	373	310	1269
1970-71	Male	533	207	225	965
	Female	197	120	-	317
	Total	730	327	225	1282
1971-72	Male	601	195	387	1183
	Female	238	181	-	419
	Total	839	376	387	4602
1972-73	Male	628	243	696	1567
	Female	428	248	-	676
	Total	1056	491	696	2243
1973-74	Male	1058	275	540	1873
	Female	770	250	-	1020
	Total	1828	525	540	2893
1974-75	Male	1279	300	471	2050
	Female	1014	250	-	1264
	Total	2293	550	471	3314
1975-76	Male	1472	342	1420	3234
	Female	1509	254	107	1870
	Total	2981	596	1527	5104
1976-77	Male	1764	339	2180	4283
	Female	2210	252	261	2723
	Total	3974	591	2441	7006
1977-78	Male	1457	319	1747	3523
	Female	2421	245	354	3020
	Total	3878	564	2101	6543

TABLE V (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Institution	Total
1978-79	Male	1179	294	1435	2908
	Female	3034	256	618	3908
	Total	4213	550	2053	6816
1979-80	Male	1016	298	1096	2410
	Female	3702	260	2249	6311
	Total	4718	558	3345	8621
Total No. Enrolled from 1964 to 1980	Male	13635	4637	10993	29265
	Female	16672	3257	3660	23589
	Total	30307	7894	14653	52854
TOTAL	Male	17563	5532	10993	34088
	Female	17942	3416	3660	25018
	Total	35505	8948	14653	59106

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, pp. 66-69.

In 1967-68 the number of students enrolled dropped to 773 students. This resulted from the occupation of the West Bank in the June 1967 war, as statistics were limited to students enrolled in the East Bank. Of those, 465 were enrolled in the Ministry institutes and 308 in the UNWRA institutes.

In academic year 1969-70 enrollments rose to 1,269

students, 586 of which went to the Ministry institutes, 373 to the UNWRA institutes, and 310 to the privately run institutes. Of the total, 957 were males and 312 females.

In academic year 1970-71 the number of students increased to 1,282 (965 male and 317 female) (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 64). The Ministry institutes accounted for 730 students, UNWRA 327 students, and the private institutes 225 students.

The growth in the number of students continued. In 1971-72 the number was 2,893, an increase of 650 students over the previous year. The Ministry institutes enrolled 1,828 students, UNWRA 525 students, and the private institutes 540 students (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 64).

The number of students enrolled in the Ministry institutes showed a dramatic increase in 1975-76, as 688 more students enrolled that year, and while UNWRA institutes registered a 46 student enrollment increase, the private run institutes moved into second place with 1,056 students (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 64).

During the 1979-80 academic year in which the institutes were changed into community colleges, there was

an enrollment of 8,621, of which 4,718 went to the Ministry institutes, about half the total, 558 to the UNWRA institutes, and 3,345 to the private institutes (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 64).

Enrollments continued to show the preponderance of male students until the year 1974-75, and from that date on women students in the Ministry institutes exceeded men students. In 1979-80 the Ministry institutes had 3,702 women students compared to 1,016 male students. In UNWRA institutes the male students continued to predominate. In 1979-80 UNWRA institutes enrolled 298 male students compared to 260 women students. As to the private institutes, no females were enrolled until the year 1975-76 when 107 female students entered. In 1979-80 private institutes enrolled 2,249 female students and 1,096 male students (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 65).

The Graduating Classes

The first group of 43 students graduated in academic year 1953-54. The following year the number of graduates rose to 85. By the end of academic year 1959-60, 350 students graduated. Adding the 1960-61 graduates, the total number of graduates of Teachers' Training Institutes

rose to 1,263 (845 male and 418 female). Of this total, 1,206 had graduated from the Ministry Teacher Training Institutes, and 57 from the UNWRA Teachers' Training Institutes (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 70).

Table VI shows the development of the numbers of graduating students from 1952 to 1980.

The Ramallah Females' Teacher Training Institute with 360 graduates in the period 1953-54 to 1960-61 topped all other institutes, followed by the Amman Teachers' Training Institute with 320 graduates, the Beit Hanina Village Teachers' Training Institute with 260 graduates, and the Hawwara Village Teachers' Institute with 142 graduates. At the bottom of the list stood Al Oroub Institute with 124 graduates.

There was a marked jump in the number of students who graduated from the UNWRA Institutes in academic year 1961-62. The number more than doubled although the figures only included graduates at the higher education level. Graduates from all institutes that year totaled 522, of which 432 were males and 90 were females (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 70). This was an increase of 268 over the preceding year. This increase is attributed to the number of institutes which were opened in the fifties and were

just graduating their first groups of students. In the following years the number of graduates began to drop slightly. By the end of academic year 1964-65, 456 students graduated. The following year, 1965-66, the number began to increase again as 540 students graduated, 350 of whom were men and 190 women (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 71).

TABLE VI
THE DEVELOPMENT OF THE NUMBERS OF GRADUATING
STUDENTS FROM 1952-80

Academic Year	Sex	Ministry of Education	UNWRA	Private Teacher Institutes	Total
1952-53	Male	-			
	Female	-			
	Total	-			
1953-54	Male	28	-	-	28
	Female	15	-	-	15
	Total	43			43
1954-55	Male	61	-	-	61
	Female	24	-	-	24
	Total	113			113
1956-57	Male	90	-	-	90
	Female	35	-	-	35
	Total	125			125
1957-58	Male	75	-	-	75
	Female	42	-	-	42
	Total	117			117
1958-59	Male	108	-	-	108
	Female	57	11	-	68
	Total	165	11	-	170
1959-60	Male	229	-	-	229
	Female	94	27	-	121
	Total	323	27	-	350
1960-61	Male	177	-	-	177
	Female	58	19	-	77
	Total	235	19	-	254
1961-62	Male	333	99	-	432
	Female	90	-	-	90
	Total	423	99	-	522

TABLE VI (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Teacher Institutes	Total
1962-63	Male	322	89	-	411
	Female	99	-	-	99
	Total	421	89	-	510
1963-64	Male	272	154	-	426
	Female	40	-	-	40
	Total	313	154	-	466
Total No. Students from 1952 to 1964	Male	1772	342	-	2114
	Female	590	57	-	647
	Total	2362	399	-	2761
1964-65	Male	205	190	-	395
	Female	61	-	-	61
	Total	266	190	-	456
1965-66	Male	155	195	-	350
	Female	122	68	-	190
	Total	277	263	-	540
1966-67	Male	357	200	81	638
	Female	141	88	17	246
	Total	498	288	98	884
1967-68	Male	214	119	-	333
	Female	74	34	-	108
	Total	288	153	-	441
1968-69	Male	109	83	-	192
	Female	36	63	-	99
	Total	145	146	-	291
1969-70	Male	212	112	190	514
	Female	90	64	-	154
	Total	302	176	190	668
1970-71	Male	187	132	108	427
	Female	84	61	-	145
	Total	271	193	108	572

TABLE VI (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Teacher Institutes	Total
1971-72	Male	304	71	114	489
	Female	111	58	-	169
	Total	415	129	114	658
1972-73	Male	240	117	252	609
	Female	125	124	-	249
	Total	365	241	252	858
1973-74	Male	372	125	420	917
	Female	304	125	-	429
	Total	676	250	420	1346
1974-75	Male	679	150	245	1074
	Female	458	125	-	583
	Total	1137	275	245	1657
1975-76	Male	530	165	224	919
	Female	548	125	-	673
	Total	1078	290	224	1592
1976-77	Male	866	152	1131	2149
	Female	917	126	102	1145
	Total	1783	278	1233	3294
1977-78	Male	715	143	985	1843
	Female	1202	126	155	1483
	Total	1917	269	1140	3326
1978-79	Male	546	141	729	1416
	Female	1283	129	210	1622
	Total	1829	270	939	3038
1979-80	Male	523	120	704	1347
	Female	1685	126	403	2214
	Total	2208	246	1107	3561

TABLE VI (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Teacher Institutes	Total
1971-72	Male	304	71	114	489
	Female	111	58	-	169
	Total	415	129	114	658
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	Female	304	125	-	429
	Total	676	250	420	1346
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	Female	458	125	-	583
	Total	1137	275	245	1657
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	Female	548	125	-	673
	Total	1078	290	224	1592
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	Female	917	126	102	1145
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	Female	1685	126	403	2214
	Total	2208	246	1107	3561

TABLE VI (Continued)

Academic Year	Sex	Ministry of Education	UNWRA	Private Teacher Institutes	Total
Total No. Students from 1964-65/1979-80	Male	6214	2215	5183	13612
	Female	7241	1442	887	9570
	Total	13455	3657	6070	23182
Total No. Students from 1952-53/1979-80	Male	7986	2557	5183	15726
	Female	7831	1499	887	10217
	Total	15817	4056	6070	25943

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, pp. 70-76.

The student body was affected by the occupation of the West Bank by Israel which took place during the 1967-68 academic year. That year the number of graduates dropped to 441, a decrease of 443 from the year 1966-67. The drop was even sharper the following year, 1968-69, as the number graduating dropped to 291, 145 whom graduated from the institutes of the Ministry and 146 from the institutes of UNWRA (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 71).

Things dramatically changed in the decade of the seventies. More institutes were opened, particularly the

privately operated institutes. In 1970-71, 572 students graduated, 108 from the private institutes, 193 from the UNWRA institutes, and 271 from the Ministry institutes (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 71). In 1971-72, 658 students graduated. This increase is attributed to the number of institutes which were opened to students. In the following year the number increased to 868. In 1973-74 another major jump in the number of graduates took place as 1,346 students graduated that year, 420 from the private institutes, 250 from the UNWRA institutes, and 676 from the Ministry institutes. In 1974-75, 1,657 students graduated, of that number only 235 graduated from the private institutes (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 71).

Academic year 1976-77 witnessed a marked increase in the number of students enrolled in both the private and Ministry institutes. Of the 3,294 students who graduated that year, 1,483 attended Ministry institutes, 278 the UNWRA institutes, and 1,233 the private institutes (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 72). That same year witnessed an increase in the number of women graduates of the Ministry institutes as 917 graduated compared to 866 the year before.

In 1979-80, the year in which the institutes became community colleges, 3,561 graduated, 2,208 from the Ministry colleges, 246 from the UNWRA colleges and 1,107 from the private colleges (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 72). That year, in the Ministry colleges, the number of female graduates more than tripled the number of male graduates, as 1,685 women and 523 men graduated (Ministry of Higher Education, Higher Education in King Hussein's Time, Amman, 1985, p. 72). In the UNWRA institutes the male-female ratio remained nearly equal, while in the private institutes the men graduates continued to predominate.

B. Political, Economic, and Social

Factors Relating to Community Colleges in Jordan

Inevitably, educational systems reflect some of the characteristics of the societies in which they exist. After 1950, there were truly revolutionary changes in Jordanian life. The war with Israel in 1967 effected many changes. Political, economic, social and educational developments came about as an expression of Jordanians' ethos. Jordan embraced new technologies and social philosophy. Consequently, the change from a relatively simple rural economy to a complex industrial economy

began. A new sense of how society should evolve prompted a new look at education. From this viewpoint, the educational system as it existed appeared slightly out of phase with society.

The 1948 War symbolized the end of an era. It was the precursor of an unborn era.

Though the farmer strove valiantly to maintain the relative economic and social dignity he had enjoyed before 1950, each passing year saw him forced to retreat further in the face of an ever advancing industrialization (Al-Tall, 1978, p. 81).

Scientific innovation gave rise to technological progress that was to transfer Jordan to a modern society. An economic system of the the new social order also emerged that promised much to the Jordanian. It would become as difficult for an educational system to move from a maintenance to an innovative role, as for society to change rapidly from traditional status to modernizing movement (Curle, 1973). The concept of the ways and means of adjusting to the processes of social change was adopted under King Hussein's dynamic leadership. Meaning was given to this period, and the need for more conscious, deliberate and intelligent direction in education emerged. Under King Hussein, education in Jordan charted a new course. The following is an explanation of the political forces that shaped Jordanian education.

Political Conditions

An atmosphere of war with Israel marked by instability and instant political upheaval have influenced educational development in Jordan. Some of the major political conditions that have shaped the development of education include: the unity between the two Banks, the June Six-Day War of 1967, the Civil War of 1970, and most of all, the leadership of King Hussein.

On April 24, 1950, the East (Trans-Jordan) and the West (Palestine) Banks were amalgamated. This affected the political and cultural life of Jordan. This unity mixed two differing peoples. The West Bank community was wealthy in cultural and social ideas. They were experienced in politics, administration, and education and treasured education under three decades of British forced guardianship. The East Bank had little exposure to the changing experiences, unlike the Palestinian Arab population. As a result, the traditions of the Eastern Bank continued without change in areas such as economic, educational, family, and social life. Education and sanitation underwent very little change. On the other hand, the Palestinian Arabs were urbanized, and emerged as middle class and above in the unified Jordan. They already had considerable experience in administration, political organization, professional work, social ideas,

vocational training, and urbanization. In these activities they were far ahead of the Transjordanians. The Palestinians from the West Bank were more westernized (British-oriented) than their counterparts in the East Bank.

The more politically experienced and better educated Palestinian Arabs brought about striking changes in governing Jordan. They were critics of the old system and, as such, transformed Jordan. The economy, politics, health, education, and administrative services underwent rapid change. The Palestinians who united with Jordan were more experienced than the native Jordanians in business and the professions due to their better education, training, and varied experiences.

Education proved to be one of the unifying factors of the two groups in the 1950's. With the establishment of the Emirate, a system of schools was begun, though not in a big way, and the traditional village schools predominated, although some modern schools were opened by the Christian Missions. On the West Bank the people had developed a far more extensive and westernized education system (Abidi, 1965).

The union brought about effective educational policies aimed at balancing the academic attainment of the citizens. The Compulsory Elementary Education Act of 1964

was passed, and consequently, there was a significant increase in the number of students in the subsequent years. To meet the need of the new Jordan, educational structures were built, producing rapid growth in primary, secondary, vocational, technical, and female education. Due to the great demand for education, the citizens of the West Bank, who possessed various academic and professional qualifications, became involved in the administrative and technical development of the Ministry of Education (Al-Tall, 1978).

The union of the two groups provided Jordan with qualified personnel to run the Ministry of Education and to initiate and develop effective educational policies. The daily interaction of the two groups also brought a unique blend of the many social modes of the Jordanians.

Rising sentiment for public education is another factor that gave shape to the development of education in Jordan. A caste system based on education for the wealthy had been the practice prior to 1950. This inequity brought about a popular cry for a balance in education, to establish enough schools for every qualified candidate. There was a general acceptance of this view among all people and classes who reasoned that popular education was a fundamental element for the preservation of Jordanian political institutions. This argument was heavily

emphasized by the media and other publicity systems (Al-Tall, 1978). They emphasized that schools will teach respect for authority and law, make laborers more productive, prevent crime and induce political probity. Education won popular support as many men of means, talent and social position supported educational development with the hope that it would give constancy and stability to the new national system created by the new political, economic, and social plan of King Hussein (Al Tall, 1978).. Education was heralded as the vehicle to develop loyalties to the new social and economic order. Education expansion was also needed to meet as many of the people's needs as possible, and the Palestinians especially believed that education, more than political action, would lead them back to Palestine.

The emergence of the popular state was orchestrated by the coronation of King Hussein on May 2, 1953, for it saw the passage of political power from the hands of men of prestige and means to the common man (Patai, 1958). Al-Tall (1978) asserted that to the native Jordanian, King Hussein was a legitimate ruler wearing a badge of change as he represented the common peoples' view; a reformer who initiated and carried out social and economic changes. In addition, the emergence of the democracy in Jordan gave the people the impetus to point to the wrongs of the old

traditions and paved the way for the political and educational leaders to establish government schools and universal educational programs. Also, the purpose of society was no longer to educate the very few and prepare them for leadership roles while the many were being used as pawns to the superior wills of the elite and supporters of the old political and social system who denied them their just rights. A new educational orientation based on the citizen in a democratic Jordan was promoted and strengthened by King Hussein. He united with others in the effort to furnish, freely and as a right of the citizen, adequate opportunity for all in the Jordanian educational system.

Change was not readily accepted by all in Jordan. Conflict between the monarchists and the protagonists of dynamic Arabism who opposed King Hussein's reformation policy was inevitable. It posed the essential problem of reconciling Jordanian interests to those of the neighboring Arabs. Therefore, political integration was inextricably enmeshed in the wider issue of local nationalism versus Pan-Arabism (Abidi, 1965). During this period, political indoctrination prevailed in all governmental departments and in the private sectors. The cities became centers for political tremors. Schools were used for preaching and teaching of political party

platforms. Students' attentions shifted to political activities, and demonstrations became popular among supporters of various political parties. Arab nationalism influenced education. In 1966 at the Tripoli Conference, language was again stressed as the strongest bond that ties the Arab peoples together and gives them the feeling of unity. This influence was summarized by Szyliowicz (1973).

The major factor influencing the education of children in Jordan is ideological. The Arab language and its potential are emphasized. The mind is directed towards national ends. The creative forces of Islam in history are stressed in many ways. Even when teaching subjects as far removed from politics as biology or psychology, the spirit is stamped with this nationalist Arab flavor. Clearly, education in Jordan has been deeply influenced by the political dynamics of the region (p. 44).

The spirit of nationalism, community of culture or a common culture lends meaning to a nation, and undoubtedly plays a great part in determining the character of the educational system. In Jordan, subject matter and teaching methods were prescribed to the teachers. Conformity, loyalty, patriotism and uniformity were considered fundamental.

The consequences of the June War of 1967 on Jordanian educational development were enormous. According to Al-Tall, when Israel attacked Jordan and occupied the West

Bank, it followed a policy of interference and encroachment on all aspects of education, culture, and religion. Israel prevented school children from being educated fully in accordance with the curriculum of their country. Major changes were introduced by the Israelis in the curriculum and textbooks of the Ministry of Education. Regarding textbooks, important changes were made regarding Arab geography, history, and the language of Jordan and the Arab states and also the history of Moslems. On August 29, 1967, the Israelis prohibited the use of 78 textbooks (Al-Tall, 1978), 59 of which were reprinted omitting references to Arab cultural heritage, particularly in the fields of social studies, Arabic language, and religious education, unquestionably with the obvious intent of completely removing from Arab teaching materials any nationalistic or patriotic content (Al-Tall, 1978). The Israelis resorted to other restrictions and applied various pressures on teachers to comply to the changed curriculum and textbooks. The educational policy of Israel was to replace, in time, all of the Jordanian curriculum and textbooks.

In addition, the Civil War of 1970 created internal disturbance in Jordan. The spirit of unity and cooperation deteriorated as mutual trust gave way to despondence, and cooperation to conflict. While King

Hussein made every effort to restore goodwill and understanding to Jordan, the strife between the Palestinians and the original Jordanians retarded educational progress - though not for long or in a big way.

In the teeth of inevitable opposition, difficulties, and weaknesses, by 1977 King Hussein had initiated the structure of a modern state and his educational reforms gave rise to a modern education system in Jordan. The unified system was closely tied to the King's goals for the regime in terms of socialization and political values (Al-Tall, 1978). King Hussein had inherited what was still a feudal Jordan and was determined to transform it into a strong and respected modern society. King Hussein saw in education the vehicle to launch Jordan into modernization. He signed into law the Education Law No. 20 of 1955 which made education compulsory for the first six years, (Ministry of Education, 1955) and issued the Education Law No. 16 of 1964 which made education compulsory for nine years (Ministry of Education, 1964).

The King made provision to meet the competing needs within the educational sector. Policymaking processes were analyzed, reviewed and revised. Through such revisions, the King transformed material shortages into real constraint and resources into real support.

Summary. The development of the community college system in Jordan from 1948-1985 has been influenced by such political forces as: amalgamation of the two Banks, the rising sentiment for public education, the June War of 1967, the Civil War of 1970, and the leadership of King Hussein. The people of the West Bank were more advanced in education and westernized than the original Jordanians in the East Bank. These better educated Palestinians who were also more politically oriented, introduced significant changes in the development and expansion of community colleges and government in Jordan. Educational opportunities in general and community college in particular were expanded due to increased sentiment for public education to meet the needs of the people. Moreover, the coronation of King Hussein on May 2, 1953 signified the emergence of the democratic Jordan. There was a need, therefore, to reorient education around the concept of citizenry in the new Jordanian state and make available adequate educational opportunity for all.

Economics and Educational Development

There has been an increased relationship between the government of a state and the economy. The rate and the effectiveness of economic development were important factors in determining most of the conditions of Jordanian life and education.

As a result of the ever changing operational aspects of the economy, in addition to the great importance attached to it by the government, a new and enlarged responsibility has been created for institutionalized education. Edwards and Richey (1963) summarized the major changes that have taken place in the economic system of Jordan as:

An economy of many small producers, no one of whom could produce enough to affect prices materially, has given place to an economy in which a few large corporations have come to occupy a dominant position. Diffusion of ownership of industrial enterprise has given place to a high degree of concentration of ownership. In the old economy, control of productive property was usually vested in the hands of those who owned it, but now control and ownership have, to a considerable degree, become separated. Relatively, free competition has given place, in large segments of the economy, to monopolistic or regulated competition. Competitive, flexible prices in many industries, in much of the labor market, and, to a considerable extent, in agriculture, have given place to administered, inflexible prices. In short, what had been essentially a free-enterprise economy has become, to a remarkable degree, an administered economy. The market mechanism has been replaced by administrative decisions throughout large segments of the economy (p. 480).

This view was generally accepted by the intellectuals in Jordan. The old order had given way to an administered economy. However, the understanding of the issue eluded the public. Schools, colleges, and agencies of adult education failed to cultivate in the citizens of Jordan an understanding of both the structure and the operation of

the economy. Jordanian society was evidencing economic and social change and educational development, and this particular period must be viewed against the background of economic and social change, of sectional rivalries, of competing ideologies, and of the clash of economic interests, to be clearly understood (Al-Tall, 1978). The community college, then, was the product of the social order in which it developed. The idea that the rich, elite ruling class should be regarded as the ruling caste and should be educated at public expense had tremendously affected educational policy and could no longer be maintained. It was in light of these conflicts, that public education and the community colleges came to be an important component in the strategy of King Hussein's social policy.

Members of the upper class were supportive. They encouraged the establishment of secondary and technical education in order to train the technical manpower needed for their industries (UNESCO, 1961). Education was seen as a good investment and essential for economic development. The logic for the case, in brief, was stated by Husan and Brembeck (1966):

Much of our economic growth can be explained by increased investment in land, labor, and capital. But our rate of economic growth has far exceeded the returns from increased inputs in the conventional objects of investment. How, then, is the difference

to be accounted for? The difference is very likely due to the added investment in education of people and the resulting increase in their knowledge, skills, and productivity. Educated human resources invested in economic activity generate increased wealth. One of the man's best investments, the evidence suggests, is in himself (p. 117).

Education came to be respected and regarded by Jordanians as a vehicle to top positions, hence the swelling tides of enrollment from 1950 to 1967 in institutions of higher education (especially in community colleges) and particularly after the 1967 War. Economic opportunities were also a strong impetus for great enrollment figures in the years above. Vocational and adult education centers were established to meet the economic needs of both the individuals and the society. Relevant education, offering viable quality programs in the vocational and community colleges and adapted to the Jordanian stage of development was introduced as the country moved from an economy that was more or less automatic to an economy that was highly centralized and industrialized. These changes had profound effects, especially on community colleges. Community colleges became a factor in economic development and a good investment.

Social Factors

A new social order emerged in Jordan after 1945. The

country underwent a swift industrialization and urbanization movement. The cities were developing fast, drawing the youth and the ablebodied from the rural areas. In addition, the social order of original Jordan came under attack, and gradually gave way to the urbanized social order. Urbanization and industrialization transformed all aspects of life and changed old institutions as well as attitudes. New attitudes towards marriage and divorce, religion and morality were developed and the place of women in the economy changed rapidly (Al-Tall, 1978).

Urban life brought with it new social problems of housing, sanitation, health, recreation, and education. Production of goods and services was tremendously increased and was made possible in the city by advanced technology. Technology gave rise to and advanced economic power and manpower. All these new developments made demands on community colleges in Jordan and consequently played a big role in their establishments and development.

Improved medical services lowered the death rate in a society marked by a high birth rate, in both the urban and rural areas. As a result, nursing programs in the community colleges witnessed considerable enrollment increases. Agricultural mechanization increased production and provided job opportunities in the cities.

As a result, people were drawn from the land to urban communities. Nevertheless, the massive movement of people from the rural areas to the cities and urban communities created an extremely important problem for the community colleges. It became the major responsibility of the Jordanian educational system and community colleges in particular to assist many rural youth and indeed many older farm workers who moved off the land to find satisfactory urban employment (Edwards & Richey, 1963). The role of education in this social shift was fundamental and could not be underestimated. The responsibility to impart to youth and their elders knowledge, attitudes and sensibilities required to adjust social institutions to the changes brought in the physical environment by science and invention rested on the schools and colleges (Al-Tall, 1978, p. 120). Technological development will continue says Al-Tall, and the distribution of workers among the various occupations will be subject to constant change. The community college will greatly help in the distribution of the right people with college training to the different occupations. This indeed is the major social obligation of Jordan's community college system.

Education serves as an agent of change. Jordan openly accepted the western civilization and values. This acceptance has changed established Jordanian traditions,

and Western standards of punctuality in work were adapted, as city factories require punctuality (Al-Tall, 1978). The employment of women away from home resulted in more women going to college to acquire the necessary skills to stay on the job.

Community colleges were established in new areas following the migration pattern and social change.

The Palestinian problem in 1948 further increased the urban population in Jordan while the rural population slowly decreased. Most of the refugees settled in the cities. The expansion of the cities increased the responsibilities of the community college system. The city dwellers sought semi-professional jobs in factories, and it was in the community colleges that they developed the necessary skills. The demand on the services of the Ministry of Education intensified after 1950. The greatest development, however, occurred in 1950 when Jordan was called upon to provide for the education of the Palestine refugee children, a responsibility assumed by UNWRA on May 1, 1950 (Al-Tall, 1978). This influx of refugees and the incorporation of part of Arab Palestine into Jordan also produced an expansion in private secondary schools and community colleges.

As a result of economic growth, it became increasingly possible to support the expanding community

college programs. Another product of social development was the increased level of local politics and traditional pride. It was, as such, easy to rally support for the establishment of a college within a specific community, a support based on political reasons and social pride. Requests to establish colleges by the private sector were made to the Ministry of Education during personal visits or by letters of application. The educational budget greatly increased after 1950, in line with the increased gross national product. The wealthy factory owners proved willing and capable of providing facilities and expanding college programs to train students in the skills and techniques required in their factories.

In response to the increased industrial demand, the private sectors played their part in the development of the community colleges. Private schools and community colleges were opened to provide the needed manpower for technical and industrial purposes. All these factors combined to improve the quality of the community colleges in Jordan.

Summary. After 1948, Jordan evidenced a swift industrialization and urbanization movement. The rural and old traditional social structure was constantly under attack and eventually gave way to a new social order. Problems of education and manpower for technical and

industrial purposes arose with these changes. There was rapid growth of cities and increased demand on schools, and community colleges. The Ministry of Education reacted to social change and, having the ability and capacity to finance education, acted to meet the people's needs. Jordan then adopted the features of western society which resulted in the introduction of western values into Jordanian culture. It became the duty of the educational and community college system in Jordan to define the role these social factors and conditions were to play in an era of technological change.

C. The Present (1985) Position of Community Colleges in Jordan

The present system of education in Jordan has its beginning in the merger of the East (Trans-Jordan) and the West (Palestine) Banks in 1950. It became necessary for the Ministry of Education to unify two systems of education. The system in Palestine had been developed under the British Mandate, and the system in native Jordan, while less developed, nevertheless followed the example of the Palestine system in theory and practice (Ministry of Education, 1965).

Before academic year 1980-81, there was no institution called a community college, as they were all

called Teacher Training Institutes. In 1980, the Ministry of Education transformed the Teacher Training Institutes into Community Colleges (Ministry of Higher Education, 1985). These community colleges were designed to offer two year technical and professional programs beyond high school certificates, to prepare individuals for skills in agriculture, nursing, paramedicine, social services, and technology, and to offer programs for continuing education.

From the 1980-81 academic year, entrance into the community colleges was controlled by the Ministry of Education. Table VII shows the number of students accepted in community colleges in (the East Bank of) Jordan in the first year. The number of students in academic year 1980-81 was 11,837, representing both men and women. These students were distributed according to their professions. In 1984-85 the number of students was 11,196. From Table VII, it is shown that the dominant profession in 1980-81 was education, scoring 41.5 percent. The least was paramedical with 4.1 percent. By the 1984-85 academic year education had decreased to 33.8 percent while paramedical increased to 9.1 percent. The change favored business with 38.8 percent in 1984-1985.

Prior to 1981, final examinations were administered by the different institutions, as was the award of

diplomas. In 1981, however, a new government policy came into effect, and currently the Ministry of Education sets the final comprehensive examinations and awards the diplomas. The purpose of this policy is to ensure that graduates possess required skills and qualifications claimed in the diploma.

Table VIII shows the number of students who took the comprehensive examinations of the community colleges and the number that passed. The first year (1981) the policy was in effect, 7,951 students took the final examination, and 4,912 or 61.78 percent, passed and were awarded diplomas. In 1982, 9,120 students took comprehensive finals, 5,275 or 57.85 percent passed. In 1983, 9,655 students sat for the examinations, and 6,443 or 66.73 percent passed. This represents the largest percentage passing the exam in one year. In 1984, the lowest number of students passed. Out of 10,617 students, only 4,922 or 46.36 percent passed the exams. There was a great increase in students taking the exams in 1985, of 19,456 taking the exam 12,197 passed, representing 62.69 percent of the total.

TABLE VII

NUMBER OF STUDENTS ACCEPTED IN THE
FIRST YEAR IN COMMUNITY COLLEGES
IN THE EAST BANK BY PROFESSION
AND ACADEMIC YEAR

Academic Year	Number and Percentage	PROFESSION					Total
		Education	Commercial	Engineering	Para- Medical	Others	
1980-81	Number	4909	4189	1755	488	496	11837
	Percentage	41.5%	35.4%	14.8%	4.1%	4.2%	100%
1981-82	Number	4442	5684	2403	821	480	13830
	Percentage	32.1%	41.1%	17.4%	5.9%	3.5%	100%
1982-83	Number	4855	6151	2051	786	602	14445
	Percentage	33.6%	42.6%	14.2%	5.4%	4.2%	100%
1983-84	Number	6161	7227	2446	834	749	17417
	Percentage	35.4%	41.5%	14.0%	4.8%	4.3%	100%
1984-85	Number	3778	4345	1623	1021	429	11196
	Percentage	33.8%	38.8%	14.5%	9.1%	3.8%	100%

Note: These numbers do not include Jordan's Nursing Colleges.

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, p. 165.

TABLE VIII
 NUMBER OF STUDENTS TAKING THE EXAMINATION,
 NUMBER AND PERCENTAGE WHO PASSED

Year	Total Number of Students	Number that Passed	Percentage Pass
1981	7951	4912	61.78%
1982	9120	5275	57.84%
1983	9655	6443	66.73%
1984	10617	4922	46.36%
1985	19456	12197	62.69%

Source: Ministry of Higher Education, The Higher Education in King Hussein's Time, Jordan, 1985, p. 146.

The community colleges in the West Bank in the 1984-85 academic year operated under four controlling authorities: the Ministry of Higher Education, the Ministry of Religious Affairs, the United Nations Work Relief Agency (UNWRA), and the private sector. Table IX shows the distribution of community college students in the West Bank by sex, the controlling authority and the percentage of the distribution by authority in the year 1984-85. The table shows that 16.4 percent of the total

of students in community colleges attended colleges controlled by the Ministry of Higher Education. The percentage of students who attended colleges belonging to the Ministry of Religious Affairs was 4.2 percent, 18.9 percent for UNWRA, and 60.5 percent for the private sector. The majority of the students attended private colleges, and more women than men were in the Ministry of Religious Affairs colleges.

TABLE IX

DISTRIBUTION OF COMMUNITY COLLEGE (C.C.)
STUDENTS IN THE WEST BANK BY SEX, CONTROL
AUTHORITY AND PERCENTAGE TO THE
DISTRIBUTION, 1984-85

Control Authority	Sex	Male	Female	Total	Percentage of Total
Ministry of Higher Education	Number	515	410	925	16.4%
	Percentage	56%	44%	100%	
Ministry of Religious Affairs	Number	105	132	237	4.2%
	Percentage	44%	45%	100%	
UNWRA	Number	523	540	1063	18.9%
	Percentage	49%	51%	100%	

TABLE IX (Continued)

Control Authority	Sex	Male	Female	Total	Percentage of Total
Private	Number	2164	1246	3410	60.5%
	Percentage	63.5%	36.5%	100%	
Total	Number	3307	2328	5630	100%
	Percentage	59%	41%	100%	

Source: Ministry of Higher Education, The Higher Education in King Hussein,s Time, Jordan, 1985, p. 164.

In the East Bank, the controlling authorities were the Ministry of Higher Education, other Ministries, other governmental departments, UNWRA, and the private sector. Table X shows the distribution of community college students in the East Bank by sex, control authority and the percentage of the distribution in the year 1984-85. The table indicates that 32.6 percent of the total of students attended colleges controlled by the Ministry of Education, while 55.8 percent went to private colleges. The percentage of students attending colleges controlled by Ministries and other governmental departments was 8.1 percent, while 3.5 percent of the student total attended

schools under UNWRA. In the East Bank, there were more females in colleges controlled by the Ministry of Higher Education and more males in colleges of other Ministries and governmental departments. All in all, more males were in school that academic year than females.

Figure 1 shows the comparative statistics of community college students from academic years 1974-75 to 1983-84. The statistics show a sharp increase from 1974-75 to 1976-77 and a very small decrease in the 1977-78 academic year. Another sharp increase occurred between 1978-79 and 1983-84. In 1983-84 the student population was over 32,000.

TABLE X
 DISTRIBUTION OF COMMUNITY COLLEGE
 STUDENTS IN THE EAST BANK BY SEX, CONTROL
 AUTHORITY AND PERCENTAGE TO THE
 DISTRIBUTION, 1984-85

Control Authority	Sex	Male	Female	Total	Percentage of Total
Ministry of Higher Education Colleges	Number	3985	5227	9122	32.6%
	Percentage	43%	57%	100%	
Ministries and Other Governmental Departments	Number	1815	450	2265	8.1%
	Percentage	80%	20%	100%	
UNWRA	Number	476	503	979	3.5%
	Percentage	48.5%	51.5%	100%	
Private	Number	8544	7056	15600	55.8%
	Percentage	55%	45%	100%	
Total	Number	14730	13236	27966	100%
	Percentage	53%	47%	100%	

Source: Ministry of Education, The Higher Education in King Hussein's Time, Jordan, 1985, p. 163.

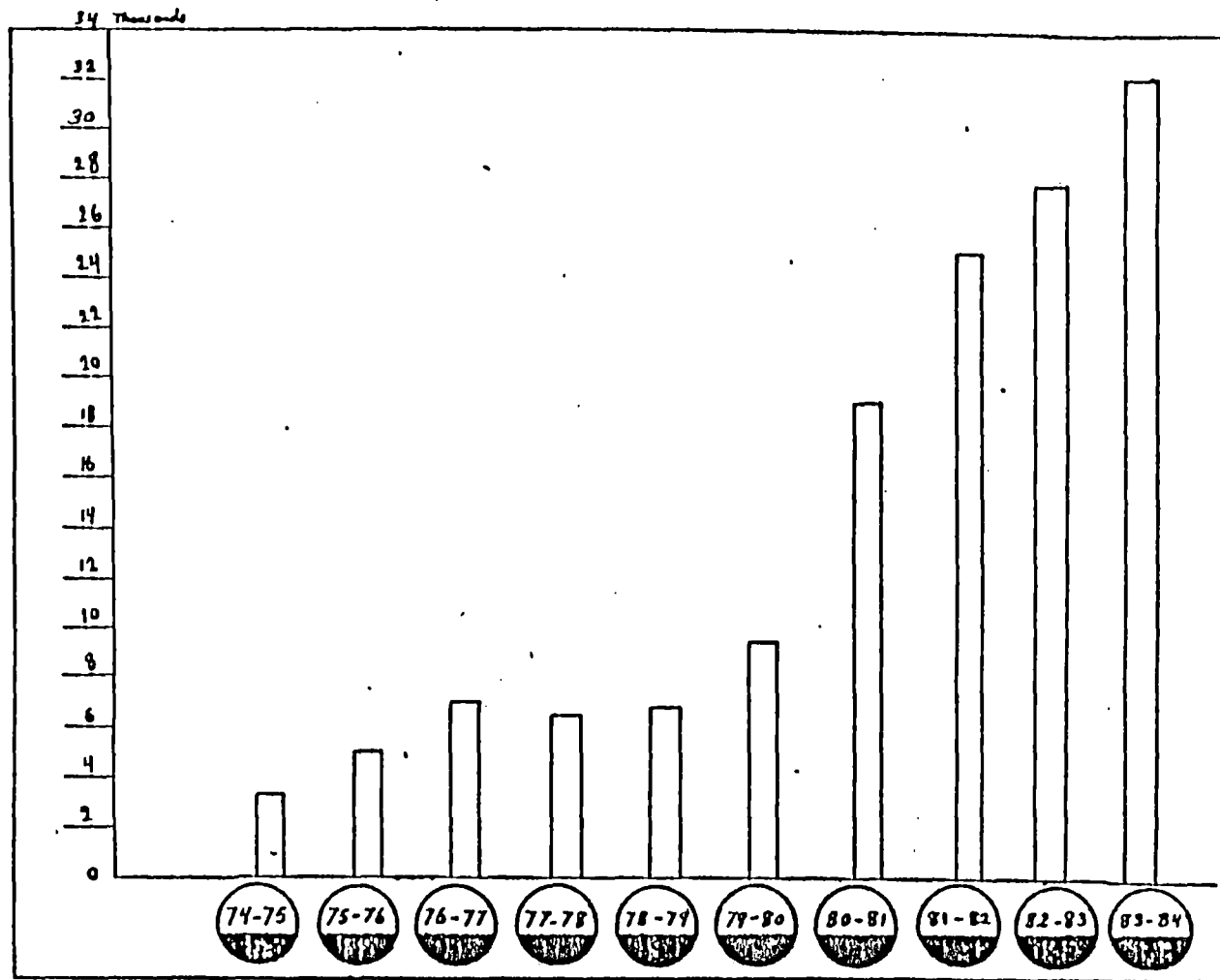


Figure 1. Comparative Statistics of Community College Students In Jordan from 1974-75 to 1983-84

Source: Statistical Education Yearbook, Jordan, 1983-84.

CHAPTER V
FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

The study was concerned with the evolution and development of the community college system in Jordan. The researcher was interested in the concept of the community college and the political, economic, and social factors that have influenced and shaped it. Factual information was gathered from available sources categorized as primary sources and secondary sources to produce an overview of the community college in Jordan.

Summary of the Review
of Literature

The review of literature provided background information to the understanding of the concept of the community college and the factors that influenced the establishment of community colleges in Jordan. The history and the events leading up to the development of community and junior colleges in the United States and many other countries were also reviewed.

Review of literature concerning the community and junior colleges in the United States revealed the

establishment of the community college together with its varying sequences of development. In Jordan, the developmental stages began with secondary institutions, with post-secondary institutes usually being seen as an extension of the high school and overly concerned with program transfers. The second stage involved an expansion of the institution to meet the varied needs of the community. Jordan's first community college, Teachers' Training Institute in Amman, underwent through these stages. First it trained qualified students from high school to be elementary school science teachers. Further expansion followed before it finally became a community college. As time went by, the community colleges in Jordan had to meet the social and industrial calls made on it by societal changes.

Review of the history, development, and growth indicated a special uniqueness about the community college - that it was the product of culture, especially that of its community, and was affected by other social factors. The community colleges in Jordan at first were concerned with community values and modes. Later, wider social, economic, and political forces profoundly affected the institutions.

The population explosion as discussed in the literature review left its mark, and this was supported in

the historical view of Jordan's community colleges. The private sector and UNWRA responded to this by opening community colleges to meet the rising needs of the communities. The literature showed that the Jordanian colleges were also the product of urbanization and industrialization, as the outcry for more schools and more graduates increased.

The Concept of Community Colleges in Jordan

The philosophies and concepts behind the development of Jordanian community colleges reflect the guiding principles of the new Jordan. The development of community colleges at first was slow. The expansion phase came after 1950 and peaked in the decade of the 1970's and the first half of the 1980's. In both the East and West Banks, twenty-seven and twenty-one community colleges, respectively, were established in the decade of the 1970's and the first half of the 1980's. The Compulsory Education Act of 1964 produced many results. Integration, diversification, and differentiation were set in motion, and the educational opportunities expanded. These opportunities were initially primarily in the traditional system and greatly favored the few elite. The initial curriculum of these institutions emphasized traditional subjects such as religion and language with science and technology receiving very little attention. However, the

lack of science and technology teachers prompted the special attention of the Ministry of Education and King Hussein, who gave his full support to all aspects of educational development. Particular attention was given to the development of community colleges, and improvements in the quality of education were made in order to serve the modernization goals of the people.

The process of change brought about by the community colleges in Jordan was affected by changes in the economic, political, and social order. The union of the East and the West Banks blended new ideas and modified the pre-existing more or less traditional schools. Professionalism was given meaning. As the economy of the society improved and boomed, education received more support and the establishment of new schools was made easier. Businessmen and industrialists opened colleges that would serve their purposes, and in this way changed the character of Jordan. As a result of economic, political, and social development, the character and composition of Jordanian society was materially affected (Al-Tall, 1978). Academic achievement became the decisive factor for those seeking employment in elite positions. As the years passed, education requirements became stricter with fewer candidates graduating from the community colleges. The Ministry of Education began

administering the comprehensive final examinations and awarded diplomas to community college students.

Education, especially at the community level, became a crucial element of change in Jordan. Change came about in the form of new political parties and forces. The coronation of King Hussein marked the end of an era and the beginning of another when intellectuals replaced the traditional ruling class. Many community colleges and secondary schools were established, and it became possible for members of the lower class to rise up to the upper class through education.

On the other hand, many of the community college graduates are inadequately prepared in their respective fields. In addition, the community colleges are situated in the cities, many of them in Amman. Such location encourages migration from the rural to urban areas.

Conclusions

The following conclusions emerge from consideration of the findings of this study:

1. Community colleges in Jordan emerged from the Teachers' Training Institutes in an attempt to meet the varied needs of society.

2. These varied needs of the community contributed to the community colleges being diverse in composition and function.

3. The political conditions in Jordan tremendously affected the development of the community colleges. They represent a political decision on the part of the ruling class and King Hussein who fully supports the education program.

4. The economy of Jordan significantly and in a positive way changed the views of the people towards community colleges. With this support community colleges became the training ground for technicians and workers required for the new factories.

5. Due to the particular significance of the colleges to the urban community, there is need to pay continuing attention to the population increase, migration, and demographics generally within the areas servicing the colleges. This was indicated by the facts presented dealing with urbanization and the community colleges.

6. The ideas, views and philosophies of the leaders about community colleges are crucial to their development and composition. Prior to 1950, education was a privilege of the elite class.

7. Curriculum content is important in orienting

the colleges and students to modern ideas. While earlier curriculum was based on traditional modes, modern new ones have been introduced.

8. The democratic approach played a great role in the structure and composition of the Jordanian community college. Equal opportunity in education is enjoyed under this peoples approach, and the private sectors are involved.

9. The number of women enrolled in community colleges has increased, especially in the private sector colleges.

10. Acceptance of the community college concept in Jordan was closely connected to the programs offered to aid economic, industrial, and social development and are factors in aiding growth. The belief by the controlling authorities in the quality of the institution manifested itself in adequate financial support and the encouragement of larger enrollments.

11. It is still clear that there is no rapport between the community colleges and the three universities in Jordan.

Recommendations

1. The development of community colleges in Jordan has followed closely the economic and social development

of the country. The continued modernization of the country and the expansion of the economy are necessary in order to provide continuous support of the community colleges and to maintain quality programs.

2. The Ministry of Higher Education should be the only controlling authority rather than one of multiple controlling authorities if the desired changes in community colleges are to be achieved.

3. Open door policies in community colleges should be encouraged. Continuing education programs for students and workers who want to upgrade or improve in their present positions or who are in need of further education should be established in community colleges if not already established. Evening and weekend programs can help to achieve this objective.

Suggestions for Future Study

1. The issue of whether administrators of community colleges or the Ministry should administer the final comprehensive examinations and award certificates to graduates should be studied along with the possibility of retaining qualified personnel, intellectuals of probity, whose views and goals are the same as those of the community colleges to oversee this process.

2. Whether or not the members of the Board of Regents should serve in the capacity of providing checks and balances for the community colleges' administrations is a matter deserving future study.

3. Ways in which community colleges can interact with members of the community, evaluate their needs and cooperate with them should be considered. This is particularly important in all aspects of the field of agriculture.

4. The country will benefit from articulated agreements between the community colleges and the universities in Jordan. Such agreements would be worthwhile subjects of administrative review.

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