

PREFACE

Among the problems that technically less-developed countries share in common is the problem of manpower and the utilization of university facilities for social change and economic development. This book is designed to facilitate the work of college social science teachers in less-developed countries. It aims at (a) combining social research with teaching so that the scientific habit will be cultivated within the social sciences, and (b) furthering social science techniques in societies where textbooks are lacking and objective research in this field is just beginning.

From my own teaching experience in the Middle East, I became convinced that a new approach was needed in order to make students and teachers aware of the usefulness of social science techniques in their profession and, indeed, in the world around them. I sought an approach which would give the student actual experience in using social science methodology to solve problems of practical significance and which would, at the same time, require a minimum of outside source materials and equipment. A teaching program of this sort not only required a radical departure from the usual "authoritarian" lecture method favored by many, if not most, college teachers, but also an approach different from that of the West, which tends to separate teaching and research.

I aimed at man's relationship to his environment, whereby the student would be encouraged to explore his immediate environment for problems that had social relevance. He would then proceed logically from (a) hypothesis formation to (b) establishing a procedure, (c) data gathering, (d) data analysis, and (e) reaching a conclusion that might have practical significance.

Teaching Through Research begins with the formulation of problems of education in less-developed countries and then introduces the principles of this approach, followed by the application of these principles to the teaching of various social science areas. There are three appendixes to the book: Appendix I presents a step-by-step statistical treatment of a hypothetical problem, II is a report of an actual UNESCO demographic study of educational needs in Iran, and III is a follow-up study based on interviews carried out by the author to assess an in-service training program.

Realizing that many of my readers may be unfamiliar with the technical jargon of Western social sciences and also that their knowledge of English may be somewhat limited, I have tried to present my ideas in simple, clear English. I hope this book will broaden their horizon and make them aware of the great research potentialities inherent in their students.

Finally, a few acknowledgments. The first chapter of the book, "Some Problems of Education in Less-Developed Countries" is a revision of an article which was originally published in the *Middle East Journal* (Summer, 1958), and its Persian version appeared in the *Journal of Education* of the Iranian Ministry of Education. I would, therefore, like to thank the editors of these journals for permitting me to use the article in the introductory chapter.

A. Reza Arasteh
Bethesda, Maryland
U.S.A.