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An Analytical Study of the System of Education
in Bahrain, 1940-1965

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A Thesis

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PREFACE

Bahrain Island has been recognized for its ancient history, pearl-industry, the early discovery of oil in the Arabian Gulf area, and recently for its early advancement in the field of educational services. It is about the latter that this thesis concerns itself, that is to trace the stages of educational development in Bahrain, and to analyze some of its current problems with a view to looking forward for further development in the future.

The major limitation of this study lies in its wide scope which comprises many aspects of the development of education in Bahrain. The writer, however, has attempted to study only those salient changes which took place during the period, 1940-1965. This is an important period during which the foundations and organization of the public schools for boys and girls were laid.

The procedure in this study is mainly historical and descriptive. Methods of analyzing official documents, the use of questionnaires for both students and teachers, and personal interviews with some resource-persons in Bahrain have been employed.

The writer is indebted in many good ways to the Bahrain Directorate of Education for supplying a number of valuable materials included in this study.

A. M. H.

Beirut, August, 1968

ABSTRACT

Development means both growth and change. In this sense, it is the concern of this analytical study to trace the development of the system of education in Bahrain. The main findings of the present study include the phases of the growth of schools as well as its accompanying changes. Moreover, suggestions of the local teachers and the needs of the Bahraini students are also presented. Factors which have been influencing the development of education are discussed, mainly with reference to the diversification of secondary schools.

In this study development comprises the whole change from a single national school, through a local tripartite organization, to a well-established system of public education. Finally, in order to cope with the undergoing changes in Bahrain, as a developing society, this study attempts to relate further development of the country to the strategies in education and its improvement.

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CHAPTER I

INTRODUCTION

A. Bahrain Islands and Its People:

Bahrain shaikhdom is a relatively young state. It consists of thirty islands off the Eastern Arabian coast, with a total area of 231 square miles. Bahrain itself, the main island, is thirty miles long and ten miles wide.¹ The archipelago of Bahrain is situated almost mid-way in the Arabian Gulf. The topography of the islands consists mainly of a low land plane. But as one moves from the sea shore to the center of the main island, the pronounced Jabal-al Dukhan (The Mountain of Smoke) is seen within the basin of the oil field. Most of the Bahrain islands are surfaced with limestone rocks covered with sand in many areas. Toward the center and the northern part of the main island there are numerous prehistoric tumuli. It is in this part that one finds green gardens where a narrow strip of the land is cultivated. From the

¹"The Middle East And North Africa, 1966-67", 13 ed. (London: Europa Publications Limited, 1966), p. 531.

center of the main island southward, the landscape is semi-desert. Yet this is beautifully contrasted with blue and green water between the islands. In short, though Bahrain is markedly small, it comprises this relatively unique combination of the old sites amongst fertile gardens and semi-desert landscape with green waters full of precious pearls.

The climate of Bahrain has always been described as unbearable. This is only half of the truth. The climate is usually unbearable to outsiders during the long six-summer-months when the weather is hot and damp; because both temperature and humidity are high. But for the second half of the year the weather is pleasantly mild. It is customary to divide the climate of Bahrain into three seasons which I would describe as follows:

1. Six-month summer, from May to October, with temperature ranging from 80° to 90° F.
2. Three-month of pleasant season during November, March and April, with temperature ranging from 70° to 75° F.
3. Three-month winter during December, January and February, with temperature ranging from 61° to 65° F.

The history of the main Bahrain island dates back to 2300 B.C. when the country had a civilization of its own under its ancient name Dilmun (Tilmun). Myths are told¹ about the birth of the land. Recently the Danish Archaeological Expedition dug the pre-historic tumuli and uncovered the "Fort of Bahrain" which records the early contacts between Dilmun (Bahrain) and the centers of civilization in Mesopotamia and the Indus Valley. Because of the strategic position of Bahrain it had been exposed to a number of successive waves of invasion before and after the Islamic period. Like most parts of the Arabian Peninsula, Bahrain was converted to Islam by the beginning of the seventh century A.D. Since then the islands were predominantly occupied by Arab tribes. The islands were referred to as 'Awa:l' by the Moslem writers. But, contacts with European powers started early in the sixteenth century when the Portuguese set foot in the Gulf. During the seventeenth and eighteenth centuries Bahrain experienced the rule of a number of powers, particularly the British. However, Bahrain is an Arab state founded basically on

¹Frankfort, Henry. etal. "Before Philosophy", (U.S.A.: Penguin Books Inc., 1961), pp. 170-4.

Islamic culture.

The economy of Bahrain can be traced through the development of its three main natural resources, namely, the pearl-industry, transit trade, and the oil industry. Probably the name of Bahrain cannot be mentioned without recalling its important traditional pearl industry. The uniqueness of Bahraini pearls had already gained world fame. From the early days till the second world war the pearl industry had its special place in the life of the islanders. Their livelihood, most of the traditional skills, social customs, songs and lyrics, and travel abroad as traders were all linked with the pearl fisheries. Bahrain enjoyed prosperity during the second world war because of the big catch of pearls which were sold then for high prices in the markets of London, Paris, and Bombay. Later, as the pearl industry started to die the development of the transit trade was growing slowly. This was soon enhanced by the expansion of the production of oil in the 1950's.

Traditionally Bahrain is an entre-pot, re-exporting to the neighbouring Gulf States, and especially to Saudi Arabia. Here a point must be made, namely, that if we compare the Gulf States' revenue with that of Bahrain we find that Bahrain income is

not more than four and a half million sterling pounds per annum.

The present situation in Bahrain owes much of its progress to the production of oil which started in June, 1932. In 1936 the Bahrain Oil Refinery, which is the second largest refinery in the Middle East, started operations by manufacturing a variety of oil products. In 1947 this refinery was equipped with a 34-miles pipeline laid partly under the sea waters between Saudi Arabia and Bahrain. In many ways the oil industry has contributed to the economy of Bahrain in terms of employment, local purchase, and training on-the-job.

Unlike many of the other Gulf States which rely on oil, there are still a number of traditional occupations in Bahrain such as agriculture, fishing, mat-making and weaving, lime and gypsum, pottery, and boat-building. In addition, Bahrain has started a few modern industries: distillation of water, the Bahrain Fishing Company, and the Bahrain Ship Repairing and Engineering Company. Commercial and banking firms are also developing. One of the important features of the local economy is the issuing of the Bahrain Dinar in 1965 (One Bahraini Dinar equals to seventeen Shillings) which was also adopted by the Shaikhdom of Abu Dhabi.

If we should classify the sources of Bahrain economy in terms of their importance to the development of society they are as follows: oil revenue, custom duties through transit trading, the small modern industries, and the traditional occupations. It is also justifiable to include education and its returns among the resources of Bahrain as the number of competent school graduates is increasing.

The process of re-exporting, be that in goods or in services, has contributed to the progress of society in many ways. Along with the exchange of goods, foreign traders brought into the islands their ways of living. As a result a multi-grouping is a common feature of the Bahrain society. In time these foreign contacts tended to break down the barriers which had insulated the people of Bahrain from the outside world. Thus in Bahrain a more tolerant attitude towards new ways and ideas prevails. To maintain such a wholesome attitude is of exceptional importance to Bahrain as it becomes a recognized member of world society.

There has been no previous sociological study of Bahrain. Up to this date, the best index are the government census reports of 1941, '50, '59, and '65. From the latter we can describe the people of Bahrain

and their social conditions in general. Because of the fact that the vast majority of the Bahrainis are Moslems, plus a small number of other faiths, we can divide the population into different Moslem religious sects, mainly Shiites and Sunnites. As this approach has been recently rejected by the islanders themselves, the 1965 census has intentionally excluded such items. However, for the purpose of our study of the development of education, we ~~may~~ categorize the present population, totaling at the 1965 census as 182,203, as follows: Bahraini Arabs, Other Arabs (mainly Gulf Arabs), Asian minorities (mainly Persians, Indians and Pakistanis), and Europeans (mainly British and Americans). The following table illustrates the distribution of their nationalities.

TABLE 1
NATIONALITIES IN BAHRAIN¹

Nationalities	1959		1965	
	Number	%	Number	%
1. Bahraini	118,734	81.5	143,814	80
2. Iranians	4,203	2.9	7,223	4
3. Indians	4,043	2.8	5,383	3
4. Pakistanis	2,283	1.6	3,932	2.2
5. Other Asians	448	--	70	--
6. Saudi Arabs	1,605	1.1	1,715	--
7. Omanis/Muscatis	7,314	5.1	12,628	6.9
8. Qataris	242	--	224	--
9. Kuwaitis	55	--	58	--
10. Yemenis	492	--	1,582	--
11. Iraqis	169	--	75	--
12. Jordanians	117	--	396	--
13. U.A.R./Egypt	71	--	230	--
14. Syrians	43	--	53	--
15. Lebanese	144	--	230	--
16. Other Arabs	295	--	1,254	--
17. Americans	151	--	152	--
18. British	2,514	1.8	2,797	1.5
19. Europeans	160	--	186	--
20. Africans	52	--	104	--
21. Others	--	--	97	--
Total	143,135	100	182,203	100

- Notes: 1) The 1959 and 1965 census had exactly the same categories.
- 2) Percentages are approximate only and no percentages have been calculated for nationalities of less than one per cent.

¹Government of Bahrain Finance Department, "4th Census of Population, 1965", (Bahrain: Oriental Press, 1965), p. 62.

It is important to mention that all these nationalities are living in a state whose land is not larger than a pencil point on a map of the world. Furthermore, most of the inhabitants are concentrated in Manama and Muharraq. The number of people in the rural area is decreasing. Europeans live mainly in Awali and some live in Manama.

On the whole Bahrain is a developing society where the old and the new coexist. Contrasting phenomena are not uncommon. For example oral communication is still in operation side by side with telecommunication. It is worthy to note that persons as such are the loci of social groupings.

Excepting political participation, Bahrain at present operates like any other welfare state where education constitutes the major field of the government social services. Administration of the state, especially finance, is generally good. Free education and free health services are well-provided for all the inhabitants. Road construction and housing scheme, like Issa Town, are developing. Electricity and water supply are available even in remote villages. Codification of trade, of private education, and of other enterprises are undergoing a process of modification. And along with the advance

of modernization there is an increasing demand for education which is free at all its levels.

B. The Problem and Procedure:

1. Problem:

The foregoing overall picture of Bahrain provides a description of the setting in which the system of education has been operating. Like many aspects of change in Bahrain in the early days the development of education was slow before and after the Second World War. But from 1950 and on, rapid changes have been taking place in the educational services. This was in response to the influx of school boys and girls not only at the bottom of the educational ladder but throughout the secondary school. If we take, for example, the enrollment of the students in Manama Boys Secondary School, we find that it was 27 boys only in 1940, then 125 boys in 1950, 783 boys in 1960, and finally it became 1245 boys in 1965. In fact, a study of the period 1940-1965 covers the story of change from the kuttab through the organization of the educational system along modern lines up to the establishment of the teachers training college.

Previous studies on the system of education

in Bahrain were published in the form of reports or TAQRIR beginning with the year 1950 when AHwa'l at-ta'leem first came out. Another systematic study was done by R. Baily Winder, 'Education in Al-Bahrayn' in 1959. Recently, a number of educational experts, both Arabs and British, were commissioned by the government of Bahrain to survey the system of education and advise on its reorganization.

The postwar generation in Bahrain experienced a number of changes that made youth different from their parents. For example, through the new means of communication especially the radio, the press, and the books, new ways of thinking began to emerge and penetrate into the local community. Social change was accelerated through the expansion of educational facilities and the provision of educational opportunity to a large number of boys and girls. This exposure to new ideas inevitably modified their attitudes and outlooks toward life. Some of them emigrated to Saudi Arabia for higher pay; others went abroad for higher education. Gradually a gap between the literate generation and the illiterate parents grew wider. Nowadays, a school girl does not accept to the pardah traditions; she has, instead, her own set of values. To cite one example, marriage through

courtship is preferred to the usual negotiated marriage. Likewise, a school boy is no more a part of the patriarchal family group; he conceives himself as an independent individual with new ideas and new ways of thinking. Add to this are the increasing economic needs that in turn call for further changes and higher aspirations.

2. Procedure:

Due to various influences - mainly social and economic - rapid changes are taking place in Bahrain society. The writer's hypothesis is that a lag exists between such changes and the educational system, and that this lag is growing wider with each passing year.

The present thesis concerns itself with a historical study of education in Bahrain during the period 1940-1965 in an effort to trace the development of the educational system and the manner through which it responded to the changing scene in Bahrain during that period.

In addition, an enquiry will be made into what further modifications are deemed necessary, particularly in the secondary schools, for coping with the current needs of the youth in Bahrain.

The methods used are: 1, a study of publications as well as of official documents; 2, interviews with a number of 'resource persons' in Bahrain community; 3, questionnaires to graduating students of secondary schools; 4, questionnaires to teachers of the same schools.

The writer, being a teacher and later a principal of Manama Boys Secondary School since 1958, will also draw upon his personal observation and experiences in the concluding reflections.

The significance of this work lies not only in its being a balanced study of what had already been achieved in the educational services, but also in being a systematic analysis of the major phases of their development.

CHAPTER II

DEVELOPMENT OF THE PRESENT SYSTEM OF EDUCATION

A. Historical Background:

According to the official reports of the Bahrain Government and those of the Department of Education, the year 1919 marks the beginning of the first modern public school in Bahrain. The people of Bahrain have always had a great faith in education. Al-Hidayah school for boys was opened in the northern end of Muharraq, and a number of natables of the Bahrain community contributed to the costs of the school. The first committee of education composed of several leading Arab merchants, presided over by the late Shaikh Abdullahin Isa - wellknown as 'the Minister of Education' - was responsible for the management of Al-Hidayah school. The curriculum was partly religious and partly adopted from the syllabi of some other Arab countries. Most of the teachers were brought from Egypt, Syria and Lebanon. In addition, some teachers were later brought over from Basra in Iraq.

From 1925/'26 until 1930/'31 the government paid a monthly subsidy to the 'Education Committee who

were given a free hand in running the public schools. But, in 1932, partly due to misappropriation of funds, the schools were placed under the direct control of the Government. Then Mr. Fayek Adham, a graduate of the American University of Beirut, was appointed as the first inspector of education. Mrs. F. Adham who herself was also a trained teacher of the British Syrian Training College, became the headmistress of the girls' school in Manama from 1929 till 1939 when she and her husband resigned and returned to Beirut. However, by the year 1940 the foundations of practically all public schools at the elementary level were laid. In 1928 the first public school for girls was opened in Manama. This was followed by the Ja'fariya (Shi'i) school for boys in 1349 A.H. (1929-'30 A.D.). Then the Technical School was built in 1937-'38, and the 'Kulliyah', viz., Manama Boys Secondary School was inaugurated in 1940.

Historically the Qura:nic (Kuttab) schools predated all other types of schools, be they national, private or governmental. "These schools (Kuttab) were run by local Mullahs in their houses, in corners of ghops, and, in the summer, in lanes, in the bazars."¹

¹Government of Bahrain, "Annual Report for the Year 1365" (Bahrain: December 1945-November 1946), p. 34.

Most of the Kuttab were coeducational. The program consisted mainly of memorizing the Qura:n, and usually reading and writing plus the acquisition of a rudimentary knowledge of simple arithmetic. When a boy or a girl finished reading the whole Qur'an, then parents and friends joined in the most popular celebration called al-Khatmeh, a celebration comparable to commencement in present day schools.

In addition to Kuttab there were other national and foreign schools operating separately. According to R.B. Winder, "the first Western-style schools in al-Bahrayn were founded by the Arabian Mission - an independent group which began its operations in al-Bahrayn in 1892 and which was adopted by the reformed Church in America in 1894. It was Mrs. Samuel M. Zwemer --- who started the Mission's educational work and opened the first girls' school in the Gulf --- in al-Bahrayn in 1892".¹ Winder adds that between 1901 and 1903 a dozen of boys joined the American Mission School. The program of learning consisted of teaching of English, Arithmetic, and higher Arabic grammar.²

¹Winder, R.B. "Education in Al-Bahrayn - The World of Islam", (London and N.York, 1959), p. 310.

²Ibid., p. 311.

On the other hand some of the sources¹ reported that in 1910 al-Ittiha:d school was established by the Persian minority in Manama. At the same time, or probably a little later, Mohammad Ali Zainal, a well-known pearl merchant from the Hijaz, founded al-Fala:H School, mainly for the teaching of Islamic religion, Arabic, language, and some practical arithmetic. In Muharraq there were similar schools like Dar al-'ilm, teaching practically the same subjects.

At this point the writer wishes to state a basic assumption, namely that the structure of the public school system in Bahrain was originally based on the religious teachings of the Kuttab. For one thing the teaching program of schools in their early days was dominated by religious subjects. Memorization of Qura:nic (Suwar) verses was just one part of the syllabus, while the rest of the program covered Shari'ah, Fiqh, and the daily practices of Moslems such as fasting and praying. Children used to enjoy the stories of the prophets which were told to them by their teachers. Still another reason for this basic assumption was the formation of the two national education committees on religious basis. One commit-

¹Interviews conducted by the writer in Bahrain, February, 1968.

tee was concerned with the affairs of the Sunnite schools, and the other with those of the Shi'ites schools, In 1930 an unsuccessful attempt was made by the Government to combine the above two education committees into one education council. The central government then decided to assume direct control. When the government exercised its direct control over schools in 1932, the authority of the committee was relaxed, and soon the two committees faded away. During the following year the government took a further positive step by the amalgamation of Sunni - Shi'i schools into one primary school, but separately for the boys and girls of both sects. This early achievement that took place in the year 1351 A.H. (1932-'33 A.D.) - was a landmark in the progress of Bahrain - has been a credit for the role of education in affecting change in Bahrain society.

Before we study the growth of the educational system, we should keep in mind the following points:

✓ 1. Although Bahrain is small in size and in number of population, and in spite of later amalgamation of the boys and the girls departments of education, one must note clearly that there were three sub-systems of schools operating simultaneously, parallel to one another. These three sub-systems

were called: maa:rif ta'li:m al-Baniin (Boys Education Department), ma':rif ta'li:m al-Bana:t (Girls Education Department), and the Technical School. It is also important to know that the management of each sub-system was run by a separate office independently. However, the three offices were all controlled by the Advisorate, and partly by the department of finance, in accordance with the centralized system of the Bahrain Government. Boys Education was headed by a British director during the Second World War. Later, beginning in 1945-'46 Mr. Ahmed al-Umran took over. He is serving in the same capacity, and assumes the title of Director-General of Education. Lady C.D. Belgrave was the Directress of Girls Schools. She was ably assisted by the late Mrs. Wafika Tabbara Nair (a Lebanese from the British Syrian Training College) as the School Superintendent. In 1957 Mrs. W. Nair became the Directress. The Technical School was run also a British principal for some years, who was succeeded by Mr. Saiid Tabbara (a Lebanese from the American University Hospital). The Technical School remained under the direct control of the government Advisor, Sir C.D. Belgrave, until just a year before he left Bahrain in April, 1957. In 1956 the Technical School became a part of the Boys Education Depart-

ment. The department of the girls' schools continued to operate independently until 1960, when both the two departments of boys and girls were amalgamated into the present Directorate of Education.

2. The statistical data employed in this study are approximations. This is due to some confusing duplication of figures given by the above mentioned tripartite system. This applies for example to the study of the current expenditures. The capital expenditure was also partly controlled by the Finance Department of the Central Government with the cooperation of the Public Works Department.

3. The growth of the three sub-systems will be presented on the basis of five-year intervals, namely 1940, '45, '50, '55, '60, and 1965. This segmentation is intended to trace the major developments of the educational system. Important changes which may have occurred during the intervening years will be mentioned.

B. General Growth of Schools:

1. Schools of the Boys Education Department:

During the formative stage of the 1940's the basic foundations of the whole educational ladder of boys' schools from the kindergarten up to the second-

ary school (known as al-Kulliyah) was laid. Secondary education became the culmination of the educational program from 1940 until 1965.

During the years of the Second World War some major changes took place in the administration of education, such as the adoption of new syllabi, the initiation of a teacher-training program, and the formation of the 3-4 year pattern of the primary education. The year 1940 marks the beginning of educational reform. The progress in 1359 A.H. (1940 A.D.) was characterised by a number of changes and reforms that can be summarized as follows: The working hours of both masters and boys had been rationalised. The pay and conditions of teachers were also regularized. Grades of teachers were defined. Permanent rates of pay were fixed, and annual increments were introduced. All teachers, except village mullas, were made participants in the Government provident scheme.

A central store for books, stationery, and equipment were established at the Education Office. Payments by the pupils themselves for books and stationery were abolished, thus removing the previous insuperable bar to the proper education for the poor boys.

The age of admission to the lowest classes of

the schools was raised from 4, 5, or 6 to 'nearer 8 than 7'. The over-aged men and the married men who formerly monopolised the upper classes of the schools were weeded out altogether. Rules for the elimination of excessively dull boys from the educational system were devised.

The use of the Qur'a:n as a means of teaching infants to read was forbidden, and proper infants' reading books was introduced. Beating in the schools was administered in cases of bad conduct alone, never for lack of ability.

The four village schools of Budayi', Rufa'a, Sitrah, and Suk al-Khamis were transformed, thus using proper books for reading, writing, and arithmetic. The mullas were retained for the teaching of religion alone.

All the government schools in the island were had been brought into a thorough state of repair.

Manama College (the Kulliyah) was opened in 1940. The new Kulliyah was designed to accomodate the pick, intellectually, of all the boys leaving the other schools at the age of 13 or 14, and not passing on into the Technical School. Its object was to provide higher education and character training for those of the Bahraini school boys who later on would become

government servants and government school-masters and might obtain employment with commercial firms. The course was to be for three years, and the instruction was given in English. All the boys at the Kulliyah, except three who had state scholarships, used to pay fees for their education.

Towards the end of the year 1940 the government decided upon the appointment of a special school doctor.

In 1944 the first group of teachers of the Egyptian Education Mission started twaching, mainly in the secondary school. At the same time three young Bahraini teachers were sent to the Abdul Aziz Teachers College in Cairo for training.

The year 1945 marked the transfer of administration from the British director to a Bahraini, namely Mr. Ahmed al-Umran. In his first annual report Mr. al-Umran stated that "education is one of the most important branches of the government's public services, and very large sums of money are being spent upon it every year ... It would be more satisfactory and has always been one of the aims of the education department that young men from Bahrain should eventually fill all the senior posts in the schools".¹

¹Government of Bahrain, "Annual Report for the Year 1364", (Bahrain: January 1945-December 1945), pp. 32-33.

As the number of the primary pupils was increasing after the second World War, the number of the secondary students dropped. This was a common problem then facing most of the schools, as the majority of older students used to leave the schools to get well-paid jobs, and assist in supporting their families.

The progress of the village schools was very slow. The physical conditions as well as the program of learning in the village school was inferior to those in towns. That is why the government had to extend special ancillary services to the village in order that helped in the general improvement of health there.

However, by 1949 there was a general improvement in all schools: infants, village, primary, technical and secondary. To enable students to attend regularly in the last two schools a boarding school was opened for both Bahraini village boys and for students from the other Gulf States. By this time the British Council, in collaboration with their centers in Baghdad and Cairo, was already rendering some valuable services to the Department of Education.

The organizational pattern of the primary schools was changed twice (See table 2). In the first place, the unified six-grades primary was split

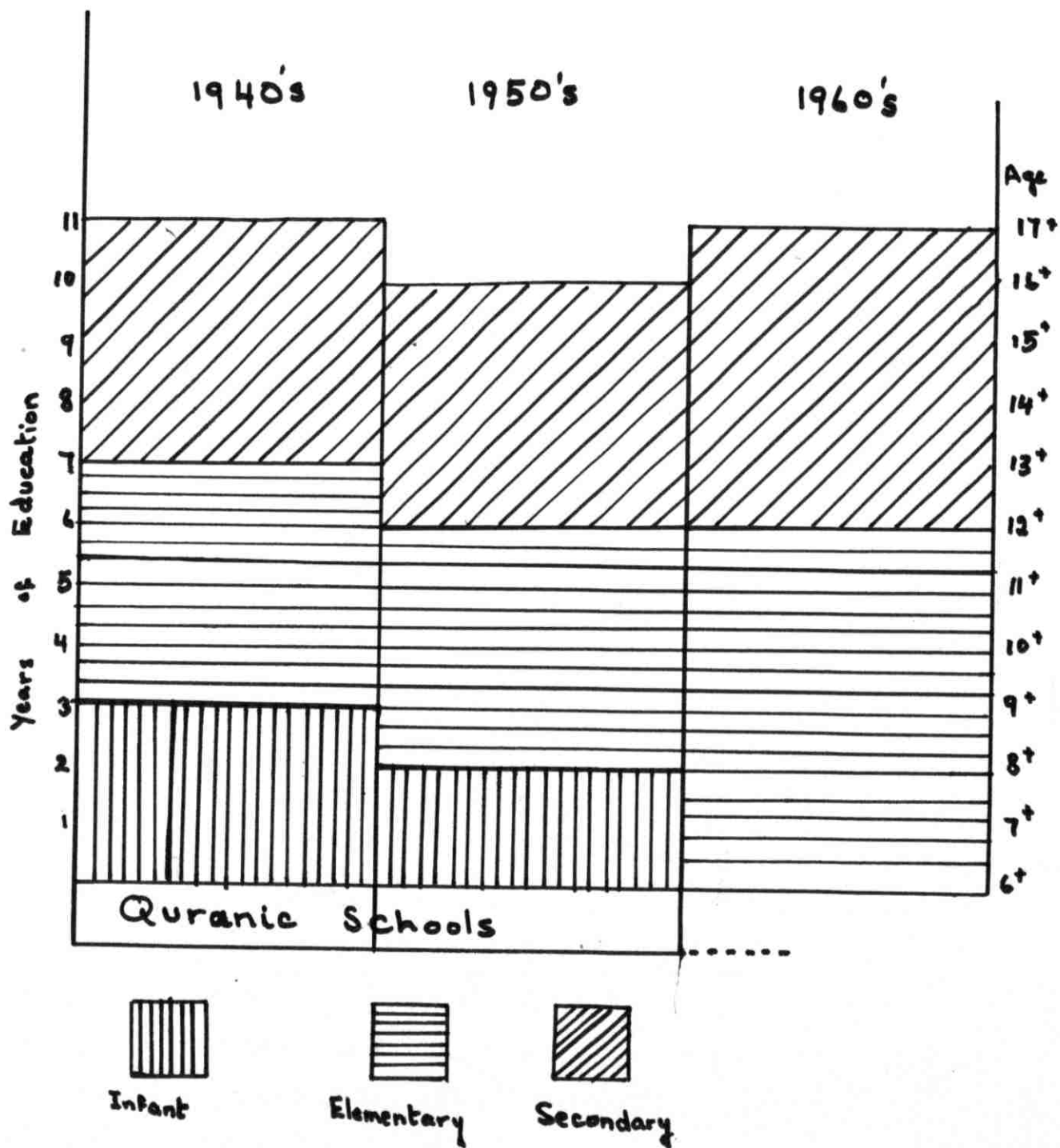
into two stages, namely a three-year infants (kindergarten) and a four-year elementary school. Later, this pattern became a two-year infant, and a four-year primary school. The exact date of the change is not known. Writing about the pre-primary (infant) schools R.B. Winder stated, "it appears that they were started in the year 1949-50, for the Annual Report of 1370/1950-51 states that 'last year an experiment was made by separating the youngest children in the Muharraq School and placing them in a separate infant's school'.¹ But, a previous report of the year 1362 A.H. (1943 A.D.) reads differently: "Formerly a complete Primary School consisted of six grades. In Shawal (October) a seventh was added and the classes were renamed, thus forming three kindergarten and four primary grades."² Therefore, the preprimary school started in 1943. Henceforth, separate buildings were allocated for kindergarten schools.

Between 1946 and 1948 the pressure of the increasing enrollment in the primary schools was becoming greater. As a result the three-year kinder-

¹Winder, op.cit., p. 296.

²Government of Bahrain, "Annual Report for the Year 1362", (Bahrain: January 1943 - December 1943), p. 29.

The Changing Pattern of School System in Bahrain



garten school was reduced to a two-year infant called (tahdiriyeh) school. At the same time the girls' infant schools were well-established. It is interesting to note that in al-Zahra: (Kindergarten) School attendance was coeducational. But, before the middle of the 1940's this practice was relaxed.

As a part of the so-called 'made education' the Technical School progressed slowly and satisfactorily during the war years. For some years this school was under the supervision of the director of the State Electricity Department. The course of study was for two years. The school comprised two sections, viz., carpentry and machine workshop. Both sections were intended to prepare semi-skilled craftsmen for jobs in the Electricity Department, Public-Works Department, and the oil industry. Because the new entrants were young and joined the Technical School before completing their primary education, a 'Preparatory Class' was started to give these pupils a year of general education and elementary workshop practice in preparation for their regular program. As the number of students increased the program of study was extended to three years, and a class for weaving was added. Gradually, the Technical School achieved reasonable success and attracted a number

of students from the neighbouring Gulf States especially from Kuwait. The school also provided 'apprentice-training' for a good number of employees of the Bahrain Petroleum Company Limited (BAPCO). But, the local attitude towards 'technical training' remained unfavourable, as both parents and students looked down upon vocational training. For this reason an inducement allowance was paid monthly to every pupil joining the Technical School. This monthly allowance was increased during 1950's, but was abandoned in the year 1966.

"A new school was opened during the year 1938 for students of religion and religious law. The school is under the control of Sheikh Abdul Hussein al-Helli, the Shia Appeal Kadi."¹ Most of its students were Shiites. Just before the World War II a few students were sent abroad to the Islamieh College of Lucknow in India. But that was the only time a religious school was mentioned. Thereafter there was no record of the same during the following years. However, along with the amalgamation of all government schools in 1960 the religious school was again mentioned as a branch of the educational system. What had

¹Government of Bahrain, "Annual Report for the Year 1357", (Bahrain: March 1938-February 1939), p. 26.

happened to the religious school in the interim years? Winder wrote "on the Sunnite side is al-Madrasah al-Diniyah (The Religions School), founded in 1943 under the auspices of the Sunnite Waqf Department".¹ It was this school that the late ruler, Sheikh Salman, continued to support financially. Some of its graduates were sent to al-Azhar in Cairo. And, after it was put under the control of the Directorate of Education the religious school was promoted to the level of secondary education, and renamed as al-Ma'had ad-Dini. At present, all its students are Sunnites. The program of the study is based on the religious studies of al-Azhar.

The years following 1950 were characterized by a large scale expansion in all aspects of education, particularly at the primary level both in towns and in villages. It was a period of great growth in school buildings, reaching its climax during the "Development Week" in 1958. The rapid increase in school population caused certain difficulties in providing adequate number of teachers and sufficient transport to distant parts of Bahrain. As the demand for education was getting greater some new problems

¹Winder, op.cit., p. 308.

were accumulating particularly in relation to the administrative reorganization, and the differentiation of secondary education. Here, a number of important changes can be outlined. At the administrative level the department moved to the new hostel building, and then to its new offices - along with internal reorganization of the main division of works to create new posts for the primary and secondary education. Some of the new schools were equipped with more up-to-date laboratories. While the pattern of the primary schools was maintained the same as in the 1940's secondary education was divided into different sections, mainly general-academic, commercial, and teacher-training. The program of each of these sections has been basically modelled on the Egyptian syllabi. Students of the teacher-training, the religious school, and the technical school continued to receive monthly allowances as inducement. Furthermore, adult education, through 'evening classes', was extended. More students were sent abroad for higher education, mainly to the American University of Beirut.

The Council of Education was founded in 1956. Cultural contacts were gradually established with Arab countries. The effects of higher education are beginning to make their way into the Bahrain society

as university graduates are coming back home (See Appendix A). By the year 1955 there were 38 holders of the government scholarships, plus 76 other students who were studying abroad on their parents' account.¹

Some of the major problems during the period under review, were the shortage of qualified teachers, the need for proper school buildings, the issue of establishing post secondary institutions, and the increasing demand for funds to support such expansion. In fact, the first action of the newly appointed Council of Education was to consider possible economies in the administration of the department of education.²

Another problem that may be added to the above list was and is that of the Technical School where the number of its students was still relatively small - only 73 students were in 1955. However, in contrast to the war period, the Technical School is at present well-equipped with workshops and adequate accessories. That is why the Bahrain Petroleum Co. Ltd., continued to have its special 'Apprentice Class' held at the Technical School. By 1956 the school started a new section for Electricity in addition to the Machine-Shop, Carpentry, and Blacksmithing.

¹Government of Bahrain/Directorate of Education, "AHwa:l at-Ta'lim in Bahrain, 1955-1956", (Bahrain: Dar al-Moayyed Press, 1956), p. 48.

²Ibid., p. 89.

Beginning with the year 1960 the pattern of the educational ladder was changed from 2-4-4, namely 2-years pre-elementary, 4-years primary, and 4-years secondary to the present 6-2-3 pattern which includes a unified 6-year primary stage, 2-years intermediate, and 3-years secondary schooling modelled on the Egyptian system. By 1962 the Intermediate schools were separated from the secondary schools. Thus from 1965 and on the primary, the intermediate, and the secondary are operating separately.

Expansion of Secondary Education is the main educational development of the 1960's. Practically, all pupils who finish their primary education join the Intermediate Schools. Approximately 86% of their graduates continue their learning in Secondary School, 85% of whom prefer the General Academic School leading to the Tawjeeheyeh Certificate. At the same time the other types of secondary schools were experiencing further reorganization. For example, the Technical School was beginning to gain a momentum. As the number of its students was gradually increasing, new divisions were added. This was done in response to the current policy that purports to make the Technical School the institute which produces skilled labour and technicians for the local community.

Upon the recommendation of the two Arab educationists Mr. M. Kamal Nahhas of the U.A.R. Ministry of Education, and Professor J. Katul of the Department of Education at A.U.B., the method of 'automatic promotion' was introduced in 1960/'61 into the first three years of primary education. This was followed by 'simplification' of the final written examinations at the end of each year. The results of such an innovation were felt only by 1966 as the cycle of the first group of the primary pupils went through the whole new scheme. Needless to say that the plan of 'automatic promotion' has been subjected to serious criticism by the teachers.

2. Girls' Schools:

In many ways girls' schools are similar to boys' schools, but in some other ways they differ. The existence of certain differences was inevitable due to various factors. Girls' schools were operating in a man-dominated society and within the limitations of the traditional purdah system. While the public contributed financially to the establishment of the boys' schools in 1919, a good number of the Bahrainis, particularly the religious leaders, avowed their opposition aloud against the idea of opening schools for girls when it was first initiated by Lady

Marjorie C.D. Belgrave.¹

From the beginning the proposal to establish schools for girls received a limited acceptance. But, the girls schools were fortunate to employ early some trained lady teachers from the Lebanon. The girls themselves soon got interested in school partly because the program of learning was a combination of subject matter and practical lessons in needle work. "The girls enjoyed school and by degrees those whose fathers had not permitted them to attend worried their parents into allowing them to go to school".² The schools in turn proved to be of practical value to the public through their impressive annual needle work exhibitions - the first one was held as early as the year 1353 A.H. (1934 A.D.)³ - and annually after that during the 1940's and on.

In contrast to the boys, during the war years most of the young girls stayed on in schools because they were not supposed to work until the age of marriage. This led to continuous increase in enroll-

¹C.D. Belgrave, "Personal Column", (London: Hutchinson and Company Ltd., 1960), p. 94.

²Ibid., p. 95.

³Government of Bahrain Annual Report 1365 A.H./1946 A.D., op.cit., p. 40.

ment and regular-steady progress especially in towns. However, by the end of 1950 no secondary school for girls had been started. The pattern of the girls primary schools was similar to that of boys. A kindergarten class started in 1942 in Muharraq, thus making the primary education a 7-years study. Due attention was given to the kindergarten class so as to provide an attractive atmosphere which stimulates school attendance afterwards. Girls were happy in their schools. In order to improve the methods of teaching in these schools, Mrs. Wafika Tabbara Nair started a special class for her teachers in pedagogy in 1938/'39. During the following year three Bahraini lady teachers were sent to the British Syrian Training College in Beirut for training.

The years of the 1950's period were marked by expansion in girls' schools both in towns and in villages. A good number of new schools were built before 1959. Secondary education for girls started in 1951/'52. It was conducted along similar lines as those of the boys' general-academic program. By October, 1956 the first group of secondary school graduates were sent to Beirut College for Women for higher education. By 1961/'62 the girls' secondary school was divided into three sections: the general-

academic for both literary and scientific studies, the teacher-training, and the domestic science. After two years only the Domestic Science section was discontinued, mainly because both girls and their parents looked down upon housework; and because the general-academic learning enables girls to travel abroad for higher education.

The decade of the 1960's was a continuation of the expansion of girls' schools and reorganization of the administration to cope with the new measures designed to amalgamate the Girls' with the Boys' Education Department. New posts had been created in the department of the girls' office. More services to the schools were promoted. And by 1965 about 70% of the school-age girls were enrolled in schools.

3. Adult Education:

Adult education in Bahrain covers three aspects of learning for grown-ups: literacy campaign, in-service teacher-training, and vocational (trades) training. The Department of Education began participating in the literacy campaign during the postwar years and the first half of the 1950's when the schools used to teach simple reading, writing and arithmetic. No records are available about the literacy campaign. However, from the figures of the 1941 census it may be

gathered that the percentages of literacy were 8.7 for males and 1.8 for females which made a total of 10.5% out of a population 89970.¹ According to the 1950 census the percentage of literacy in Bahrain was 12.8.

"An important aspect of learning in Bahrain was that a number of the national clubs and societies have been in charge of 'Adult Education' or the so-called 'literacy campaign', towards which the Department of Education contributes a lot in terms of supplying text-books, some equipments, and school buildings to be used for such 'evening-schools'. A great number of labourers joined this valuable scheme of learning. The Department of Education intends to develop this activity into an effective program of Adult Education comprising cultural and vocational learning.²

¹Government of Bahrain, "Annual Report for the Year 1359", (Bahrain: February 1940-February 1941), p.38.

It is interesting to report the figures which were given for literate males as (6211 Adults 1666 Minors = 7877) and for literate females as (1045 Adults 639 Minors = 1684). Note here the percentages of literacy among adult males was 6 (out of 8.7%) and for adult females was 1.1 (out of 1.8%).

²Government of Bahrain/Department of Education, "AHwa:l al-Ta'lim in Bahrain - 1950/1369 A.H.) and 1952/1371 A.H.", (Cairo: Dar al-'Alem al'Arabi Press), (in Arabic) p. 33 and p. 32 successively.

The 'Complementary Evening-Studies' or ad-Deraseh at-takmiliyeh al-Masa'iyeh as in-service teacher training started in 1950-'51. "In addition to the Teachers' Class, evening classes were held which were attended by teachers who had not in their school-days obtained school leaving certificate".¹ Later on such a study was made compulsory for all 'emergency teachers' already on the service so as to raise their standard of learning up to that of secondary education. For both male and female teachers the course of study consisted largely of languages and subject-matter, plus an introductory study of general foundations of education; it was given in two years, each of which covers a period of six months. By the end of the second year all those who passed successfully the final written examinations were given an extra increment (equivalent to two annual increments for teachers) in their monthly pay.

By 1954-'55 a further step was taken by adding a third evening year called 'Qism al-Mu'allimin al-Khass' (Special Teachers Section) for the graduates of the 'Complementary Studies' or those teachers with secondary education but without training. The course

¹Government of Bahrain, "Annual Report of the Year 1370", (India: Bombay: The Times of India Press, October 1950-October 1951), p. 24.

of study of this additional year was concentrated on 'special methods' of teaching the subject-matters of the primary schools in Bahrain. All those who passed successfully the written examinations were given also another similar increment in their monthly pay. Other arrangements for senior teachers were made: for male teachers a refresher course during summer vacations was given by the Department of Education at the American University of Beirut, while the female teachers continued to take in Bahrain a special course on teaching methods which was given Mrs. Wafika Nair, the Inspectress of Education.¹

Vocational training was a third aspect of Adult Education entitled as the 'Evening Classes', too. Two types were running simultaneously from 1953-'54. until 1965: One was the 'Commercial Evening Studies' and the other was the 'Technical Training'. Both were open to the public freely with the intention to upgrade the participants' educational background and thus provide them with further skills to raise their standard of living. The course of study for the former was both theoretical in commercial studies and practical in typing, while that of the technical

¹Ibid., pp. 24 and 29.

training was mainly practical in the technology of workshop. For both types of training a student must not exceed the age of 35; however, for the commercial studies he should hold the primary certificate and the same was preferably required for the vocational training. The duration of study for each was for two years at the end of which the successful adults were awarded 'Special Certificates' which are acknowledged by local employers.

In a survey of education in Bahrain Professors Katul and Nahhas came to know that the illiteracy amounted to 44% at the 1959 census. Thus, both experts recommended strongly the continuation and further reorganization of the Adult Education program to include also the adult females.¹ But this scheme was discontinued by 1965 mainly due to financial considerations.

✓ C. Development of Curriculum:

Basic to a study of the development of the curriculum in Bahrain is the realization that the

¹Nahhas, M.K. and Katul, J. "A Report About Education in Bahrain", Government of Bahrain, Directorate of Education, (Alexandria: 'Abdin Press, April, 1960), pp. 66-67.

program of learning is based mainly ^{on} the Egyptian syllabus practically at all stages of the educational ladder. This is specially true in regard to secondary education. It is also necessary to understand the conception which views curriculum in terms of individual subjects which has led to the compartmentalization of the syllabus at every stage. These two facts could be found in different aspects of schooling in Bahrain. For example the Egyptian system has influenced the content of the syllabus, the methods of teaching, the system of inspection, the types and regulations of examinations, and, to a certain extent, the practices of school management.

The British control of education in Bahrain was responsible also for the exchange of the Egyptian educational experiences, through the activities of the British Council in Bahrain and Cairo. Note that from the year 1944 until the present time the Egyptian Educational Mission has been playing an influential role in the development of education in Bahrain. Mr. Wakelin, The British Director of Education in Bahrain, wrote that "at the end of September, 1944 (Shawal 1363 A.H.), 12 fully trained and experienced Egyptian teachers were engaged ... These men are

working in the Secondary and town Primary Schools ... It appears that they will have a very beneficial influence on the schools."¹ Sir C.D. Belgrave had a similar remark when he stated in 1945 that "the first group of Egyptians were men of mature age, did much to improve the standard of education and their conduct was exemplary."²

In relation to the program of Primary Education in Bahrain Mr. Ahmed al-Umran, the Director of Education, emphasized that the syllabi of Arabic language, Arithmetic, and Science were exactly the same as those found in the courses of study in Egypt. Furthermore, schools in Bahrain use the same text-books as those used in Egypt because it had been established, after comprehensive enquiry, that these text-books were suitable for conditions in Bahrain, save for a slight alteration being deemed necessary by the local environment.³ R.B. Winder adds that "Egypt dominates the educational system of the govern-

¹Government of Bahrain, "Annual Report for the Year 1363", (Bahrain: January 1944-December 1944), p. 33.

²C.D. Belgrave, op.cit., p. 145.

³Read for example "AHwa:l at-Ta'lim, 1955-'56", op.cit., p. 14.

ment. This fact is encountered both in terms of curriculum and the recruitment of foreign teachers."¹ However, such an Egyptian influence does not apply equally to all schools in Bahrain mainly due to the triple-system of schooling mentioned earlier in this study, and partly due to the different nationalities of the non-Bahraini teachers. One must note that it is the teachers who determine the standards and quality of learning. For example the Secondary Technical School was experimenting with a special syllabus of its own, which has been a combination of British and Egyptian programs coupeled with a response to the immediate local economic needs. This was done in order to fit the school into the community of Bahrain. On the other hand the Girls' Primary Schools, particularly the infant stage, were borrowing from the Lebanese (then termed Syrian) programs because the teaching staff came from the Lebanon. Therefore, it is the Boys' Schools which are mainly patterned after the Egyptian program. As already stated the influence of the latter has been mainly at the Secondary Education.

¹R.B. Winder, Op.cit., p. 322.

1. The Syllabus of Primary Education:

In theory the syllabus of primary education is the same for both boys and girls (See Tables 5a & b). These tables do not support Winder's statement that in Girls' Schools "Arabic and home-care are emphasized at the expense of English and Science".¹ Nevertheless, differences are there. In order to define these differences more accurately, a careful study of the development of the curriculum is called for.

The purpose of the infant schools for boys was mainly to provide character-building in terms of moral conduct, good health-habits, training of the senses, and developing the power of observation. This aim was viewed as preparation of pupils for the primary schools.

Aside from needle-work and domestic science for girls, and hand-work for boys, the courses of study for both sexes were practically the same. This is in spite of using different terms to designate similar activities such as story-telling for boys or general-knowledge for girls, and free activity for girls or hand-work for boys. Note also that for some years during the 1940's there were extra periods

¹R.B.Winder, Op.cit., p. 302.

for infant girls because they used to have a full-day school. Later on, say in the 1950's the infant schools for boys and girls were for a half-day session only. Cultivation of 'good habits' was observed through daily inspection and imitation of the teaching staff. Free activity and hand-work were also encouraged to sharpen pupils' senses and to make them happy as well.

The aim of primary education (for boys) was stated as the spread of general culture in the younger generation, and the bringing up of a generation equipped to cope with the demands of civilized life such as: general knowledge, correct thinking, health bodies, solid morals, deep spiritual faith, good taste, a skilled hand, and a willingness to make sacrifice for the nation (al-Ummah) and the country (al-Watan),

In practice, pupils as well as their parents were eager to acquire knowledge as quickly as possible so as to secure a job. The courses of study were along similar lines as those found in other Arab countries. And until around 1955 history and geography were no exception. Slight alterations were made directed towards the use of local weights and local currency in arithmetic, plus a study of

some local plants or animals especially fishes in general science. Bahrain history and Bahrain geography (entitled as al-Jughrafiyah al-Khalifiyyah) were introduced by the middle of the 1950's. The trend of reconstructing the syllabus of the primary schools to accord with local needs and interests of pupils continued rapidly and included all subjects taught. At present all text-books, save those of English language, are edited and printed locally through ad hoc committees of inspectors of each subject-matter separately.

"The chief object of the schools is not, as in the case of boys' schools, to train girls to earn their own living ... the aim of the schools is to teach the girls better methods of managing their homes and bringing up their children!"¹ With the exception of this objective the girls schools are similar to those of the boys in every other way. The schools of both sexes have been brought closer in response to the Government's intention of amalgamating them together. Thus the schools for girls have been undergoing the same process of change in their program.

¹Government of Bahrain "Annual Report for the Year 1358", (Bahrain: February 1939 - February 1940), p. 33.

The instructional methods of both boys and girls schools follow the traditional pattern with emphasis on recitation, memorization, and repetition of bookish materials. The annual written examinations required the reproduction of the same materials previously learned. Evaluation was based on conventional marking system for both sexes. A good pupil was viewed as the one who was well disciplined and could produce more of the materials he learned from his books or teachers.

Extra-curricular activities (termed before as Extera-Mural) constituted part of the curriculum. Some students societies, out-door games, drills, and regular annual exhibitions were examples of such activities.

During the 1940's the daily school session lasted a full day. This was changed during the 1950's into the half-day system, which continued to be so until the present day. The reason for this shift has been mainly due to financial considerations as the cost of education was rapidly increasing. By the middle of the 1950's, however, there was a rapid expansion of both the primary and secondary schools. The latter were concentrated in Manama, and the departments of boys and girls had to provide free, but

costly, transportation for all adolescents living outside the capital, Another interesting factor is, in my opinion, the conditions of the local climate that has established the so-called 'summer time - table', which itself/^{is} a half-day session. This practice covers almost one third of the academic year.

The development of the curriculum of the primary schools occurred in three phases. During the first phase the syllabus was an extension of the program of the Qura:nic schools which was limited to the 4 R's (viz., the 3 R's plus Religion). During the 1940's religions instruction was relatively extensive and included the teaching of Five Pillars and the daily practices of Islam; readings in fiqh, Hadi:th, and tawhi:d were given by mullas. During the second phase, from the postwar years till the end of the 1950's, the syllabus was modeled on that of the surrounding Arab countries, and implemented by Arab teachers largely from Egypt, Lebanon and Jordan. During the third phase the courses of the present study have been modified to administer more closely to the needs of Bahrain, but at the same time to remain within the frame of the 'Arab Cultural Agreement of 1957' - originally signed by Egypt, Syria, and Jordan, now practiced by most of the states of the Arab League.

2. Curriculum of Secondary Education: ✓

Until the year 1965 secondary education represented the culmination of the educational ladder in Bahrain. Higher education was sought abroad. As the system of secondary education is patterned after the Egyptian model, the program of learning in all types of secondary school is essentially Egyptian. The present text-books are imported from the Ministry of Education in Cairo. Tawjiheyah (High School) Certificate has become an end for the Bahraini youth to seek.

The aim of secondary education is two-fold: to provide the adolescents with sufficient general education (thaq:afah) so as to become a useful member of the society by making his own way into the daily life, and be prepared in 'scientific knowledge' and thus to continue his university studies.¹ This dual aim applies to practically all types of secondary education, except the teacher-training program. At present, secondary education is divided into two stages, namely a two-year Intermediate, and a three-year secondary stage. The Intermediate stage is

¹Government of Bahrain Directorate of Education 'AHwa:l at-Ta'lim, 1955-'56', op.cit., p. 18.

uniform for all students of both boys and girls. The two stages in question are separated by written final examinations, and a school leaving certificate. In spite of this, the majority of the graduates from the Intermediate schools - 90% of the girls, and 93.7% of the boys approximately, move up to the different types of secondary schools.

In the following pages the program of each type of the secondary schools will be discussed briefly.

a. General Academic (Boys and Girls):

Because there are many courses of study in common between girls and boys, as it is shown in the Tables 6 a & b the outlining will cover the program of the two schools including the special subjects for girls.¹ Although the description will be based on the syllabus of the boys school, it should be stated that the selection of the topics under each subject-matter taught may vary between boys and girls schools because of the separation of the central offices for each sex - this must be noted in spite of the official amalgamation in 1960.

¹Materials in this chapter are based mainly on mimeographed syllabi of 1960 for girls and that of 1966 for boys.

1) Religion: It might be recalled here that teaching of Islam comes under three main headings: 'iman (faith), 'ibadat (the ordinance of divine worship), and mu'amalat (concerning all aspects of human relationships). It follows that the program of studying religion is also subdivided into: Qura:n: Suwar and verses from the Holy Qura:n for explanation and memorization; al-Hadith ash-Sharif: sayings of the Prophet Mohammad for interpretation (embodied as tafsir) and memorization; al-'badat: concerning prayers, fasting, pilgrimages, alms and their implications to human relationship including personal and social groups; and Islamic Studies: these topics comprise the study of autobiographies of some prominent leaders in Islamic culture, and special studies (embodied as researches: al-Buhuth) like the characteristics of the good Mu'min; the revelation of Qura:n, the meaning of Sunnah, the stages of the development of Shari'ah, marriage and divorce, Islam and science, and the government (al Hukm) in Islam.

2) Arabic Language and Literature: There are three sub-headings: Reading comprises selected topics practically from all disciplines of knowledge. The stated purpose here is to develop the skill in reading both orally and silently and to encourage the habit

of 'free reading'. Expression is an oral practice and mainly as written composition based on general readings. As it is stated in the official syllabus 'expression is the end result of the language study'. Literature constitutes the bulk of language both as prose and as poetry. Three points are stressed here, at least in theory: first, grammar and rhetoric (al-Bala:ghah) are not taught separately; secondly, literature is an integral part of life as a whole; thirdly, the purpose of teaching literature is to develop the whole personality of the adolescent student. For this major purpose, the readings in literature are selected mainly from the pre-Islamic period, the Islamic periods, and from the modern Arabic literature of the 19th and 20th centuries.

3) English Language and Translation: English is the only foreign language taught extensively in secondary schools. It is the only subject which is not based on Arab or Egyptian programs. The plan of study is outlined in logical sequence. The main part of teaching English constitutes of grammar as a means of training students in the usual language skills of reading and writing. There is no study of literature. Supplementary readings in the abridged or simplified series, issued by the British publishing companies

like Oxford University Press and Longmans, is also encouraged. Occasionally change of text-books is not uncommon. For this reason special examination papers are set for English in the Tawjiheyah final examinations.

4) Mathematics: (for science sub-division only) includes the following:

- (i) Algebra: advanced exercises on fractions and equations of two unknowns.
- (ii) Geometry and trigonometry that cover both analytical and solid geometry.
- (iii) Mechanics is a part of the mathematics according to Egyptian program.

5) Sciences: (for science sub-division only) include theory and practice (mainly the demonstration method is employed) in the following three sub-headings that are taught in a number of distinct 'units':

- (i) Chemistry comprises the study of matter in general in relation to industry, metals, the major elements, organic chemistry, and atomic-theory of Dalton.
- (ii) Physics includes the usual 'units' on sound, light, magnetism and electricity, electro-dynamic and static - these are

all taught at the advanced level of the high school.

- (iii) Natural History (previously termed as Biology) starting with the geological feature of life and natural resources of earth, and comprising studies in zoology like amphibian, reptiles, mammals, vertebrates; botany particularly the anatomy of seedling and seedless plants.

6) Social Studies (for literary sub-division only): These include the two conventional subjects of history and geography, and newly introduced subjects like introductory courses in sociology, economics, and philosophy.

- (i) Geography of the Arab World and some of the related countries with emphasis on economic conditions and a survey of the major productions of the natural resources in agriculture, industry, and commerce.
- (ii) History follows the logical order in two parts: a study of European history from the Renaissance to the modern period of 19th century with reference to European expansion into the Near East; then a survey of the ancient civilizations of the

Middle East, through the Islamic-Arabic civilization, and ending with the modern history of Arabs from Ottoman period and on.

- (iii) Sociology is as an introductory course to study the evolution of society, group, social heritage and social change, plus a comparison between the systems of dictatorship and democracy.
- (iv) Economics introduces the theory of supply and demand. In addition, definitions of world schools of economic systems are discussed to explain capitalism, socialism, and planned economy.
- (v) Philosophy is sub-divided into three parts: Constitutional psychology, logic and scientific method, and principles of ethics.

7) Fine Arts: A combination of art works is given to adolescents in regular, usually two periods, sessions weekly. Paintings based on subjects from the local environment is quite popular. Handwork is also included. Some products of high quality are occasionally displayed in school exhibitions.

8) Physical Training: Unlike many parts of the Gulf, in Bahrain physical training is also provided for girls. Drills, games and field track sports are received with interest by students.

9) Domestic Science (for girls only) is deemed essential to the development of the future educated mothers. This course consists of three parts: cooking, house management including child-care, and principles of social behavior.

10) Sewing (for girls) is considered as part of the training in fine arts. It involves training in harmony of colours, embroidery, and pattern making of dresses.

At this point it is worthwhile to give few remarks concerning the development of the curriculum of the academic program which has involved changes in a number of subjects. But change is here viewed in terms of adding new subjects. This in turn has led to the cramming of the contents of the program.

Excepting Religion and Arabic Literature, the other subjects, particularly sciences and mathematics, still suffer from the traditional approach and from dissection into separate units. And in spite of im-

provement in facilities, especially in laboratory equipment, the instructional methods still consist of lectures and occasional demonstrations.¹

Until the year 1953 the program was unified for all classes, but with the streaming of secondary education in 1954 the last two years of secondary academic learning were split into literary and scientific sub-divisions, thus adopting the concept of early specialization. "This specialization was adopted to serve two great purposes: firstly to provide the nation (al Ummah) with competencies in all walks of life; secondly, to test the student's inclinations, to discover his aptitudes, and to know his strengths and weaknesses so as to choose the suitable type of specialization that he himself desires."²

Finally, the rapid expansion of primary schools led to a marked increase in enrollment in academic secondary school which was most favoured. The program of study was extended for an additional year in 1962. Thereafter the Intermediate (Junior-

¹For further details on teaching of science read Arrayed, J.E. "Some International Problems in Science Teaching with Particular Reference to Arab Countries", (M.A. Thesis), England, 1964.

²Directorate of Education, "Secondary Education in Bahrain", (Bahrain, 1956), Mimeographed in Arabic, p. 5.

high) school was separated from the regular secondary education.

b. Secondary Commercial School (for boys):

In 1953/'54 the Secondary Commercial School, as one of the streams of secondary education, was started in order to provide the local commercial community with students especially trained in business methods and typing. Later on the program of the Commercial School was reconstructed to prepare students also for higher studies in Arab and Egyptian institutions.

In the commercial curriculum the subjects of religion, Arabic and English languages are much the same as those of the academic education, with some special readings on commercial topics. The rest of the 'commercial subjects' are all taken from Egyptian program; they may be summarized as follows:

1) Economic History includes (i) the geographical situation of the Arab World and the routes of commerce from the Middle Age up to the present time; (ii) the economic implications of the geographical discoveries; (iii) European Imperialism through the East Trade Companies; (iv) the Industrial Revolution and its various influences.

2) Economic Geography: Comprises (i) the physical features of geography and its relation to commerce; (ii) some world economic problems like food and population growth, resources of power for industry and means of transport; (iii) practically all types of productions in the Arab World; (iv) economic relations with major countries like United Kingdom, U.S.A., U.S.S.R., India and some European countries.

3) Accounting and Book-Keeping: Composed of the following: (i) Accounts; (ii) Recording and entries; (iii) ledgers; (iv) Balance-Sheets; (v) Auditing, (vi) Taxation; (vii) Accounts of firms and cooperative companies.

4) Commercial Mathematics:

(i) Arithmetic process; (ii) Measurements and Weights; (iii) Costing; (iv) Simple and Compound interest; (v) Debts and current accounts; (vi) payments and receipts.

5) Business Training (in English):

(i) Office management; (ii) Correspondence; (iii) Methods of Classification and filing; (iv) Ways advertisement; (v) Bills; (vi) Commercial companies

and cooperatives; (vii) Practical training in using some accounting machines; (viii) Commercial banks; (ix) Secretarial work.

6) Business Training (in Arabic)

(i) Meaning of Commerce; (ii) Business man and his records; (iii) Chambers of commerce; (iv) Customs; (v) Cooperatives; (vi) Marketing; (vii) Investment; (viii) Insurance; (ix) Supply and Demand; (x) Production; (xi) International Commerce; (xii) Money; (xiii) Employment.

7 & 8) Typing (in Arabic and in English):

(i) Touch method; (ii) key board mastery; (iii) Copying; (iv) Business letters from typescript; (v) Typing from manuscript; (vi) Display work and tabulation.

9) Statistics: An introductory course in descriptive statistics only.

C. Secondary Technical School:

After its establishment in 1936/'37 the Technical School and its program have changed markedly both quantitatively and qualitatively. The level of training has been upgraded from the equivalent of

primary, to intermediate (junior-high) school, to a full secondary education. To keep in line with the other streams of secondary education the program is geared to produce semi-skilled craftsmen with a general educational background, and some skilled craftsmen - some probably attain the level of potential technicians - specialized in one of its major divisions. The Technical School started with 'on-the-job' training in carpentry, machine-fitting, and later in the 1940's blacksmithing was added. At present the main divisions are seven, namely carpentry, blacksmithing, fittings, electricity, foundry and pattern-making, auto-car machines, and radio-wireless.

The program which applies to all aforesaid sections comprises both the general and technical subject-matters plus workshop practices.

Unlike other schools in Bahrain the Technical School did not teach Islamic religion, nor social studies prior to the year 1960. After this date these subjects were introduced along with other changes in the contents of the syllabus. Just before 1965 the theoretical and the practical aspects of the program were closely balanced. This is in

addition to the new trend of blending courses from the British City and Guild Syllabus and the Egyptian courses of study.

The general subjects include: religion, Arabic language, English language, general science and hygiene, social studies, labour law of Bahrain, mathematics including mechanics, and physical training. The technical courses are mainly workshop training plus principles of technology, geometrical and mechanical drawing, and costing and measurements.

d. Secondary Teacher-Training:

The program of the teacher-training started with a course in methods of teaching for the 'Special Class' early in the 1940's. By 1954 a new stream of secondary teacher-training began to operate basically on the Egyptian pattern. Such training was intended to prepare teachers for 'self-contained' classes of the primary schools. But, the program was soon turned to be partly a borrowing from the courses of the academic school, and partly a presentation of 'special methods' in teaching separate subjects.

Table 9 describes the courses of the teacher's program which consists of the general subjects as well as the professional subjects. The courses of study

for boys and girls were practically the same except for the absence of natural sciences in the weekly plan of the girls' training. This was so because more attention was given to the subjects of domestic science. However, the professional studies were similar, They may be outlined as follows:

(1) Foundations of Education: The historical approach to the development of the informal and formal systems of education; the purposes of education for individual and society; home-school relationship; and the major types of education termed as recreational, national and moral.

(2) Child Psychology: Child's growth; the stages of development from infant through childhood to pre-adolescence; the study of mental, social, emotional, and bodily aspects of primary school children; some problems of children like fear, anger, and aggressiveness. All these were linked up with the theory of learning based on Behaviorism.

(3) Special Methods of Teaching: The theoretical part is given in terms of deductive-inductive approach, plus lectures in various methods of teaching like the project-method. Daltonian, and unit teaching. Then every 'subject-specialist master tries

to utilize these methods of teaching in giving examples related to his subject-matter only. Likewise, the teaching practice is directed towards training the student-teachers in the methods of teaching individual separate subjects.

D. Present Organization and Administration:

Readings on education in the Arab countries stress the magnitude of centralization in the administration of educational system. Bahrain is no exception. Centralization is a popular administrative tradition in Arab countries. It is deeply rooted in the authoritarian tradition which tends to think for others in all matters from the general policy to every detail of daily routine.

Qubain describes this system as follows:

"The central ministry of education formulates and implements education policy for the entire country; finances public education at all levels; trains, recruits, promotes, transfers, dismisses, and retires teachers; constructs, rents, and maintains school buildings; provides equipments, books, and other school facilities and health services; plans and implements curricula in all public schools; selects the books to be used; and administers public examina-

tions; it also has responsibility for educational relations with international organizations, foreign governments, foreign educational organizations, and for student missions. In short, virtually every aspect of education in the country is planned and administered by the central ministry.¹ How does this trend apply to the system of education in Bahrain? Before answering this question let us review the major functions of the Bahrain Directorate of Education:

- "1. Complete supervision of all schools.
2. Expanding the number of schools to include all parts of the country.
3. Preparation and training of the 'right' teacher.
4. Reinforcement of the literary and scientific studies; enlargement of the public library; and publishing new books.
5. Reinforcement of cultural relations with Arab countries.
6. Sending students abroad for higher education, thus to develop cultural youth."²

It has also been established that because of the exceptionally small size in land and in population, centralization is legitimate. Indeed, it is

¹Qubain, F. "Education and Science in the Arab World", (Baltimore, Maryland: The Johns Hopkins Press, 1966), pp. 1-2.

²Government of Bahrain Directorate of Education, "AHwa:l at-Ta'lim, 1955-56", op.cit., p. 4.

very much so. But how far should centralization operate in practice? Aside from what Qubain has already stated the central office of education in Bahrain fixes the time allotted to every subject and its number of periods per day and prohibits any change in the schedule; prescribes the instructional procedures and points out step by step the methods of teaching; selects the chapters to be studied and the number of extracts of lines of verses to be memorized, (probably to maintain a unified external examination), approves or disapproves a number of routine school activities like a picnic, a play, issuing an amount of petty cash to be spent by headmasters from their own school fund; organizes the time-table of the internal scholastic activities and games; supervises any article or a speech to be given by a teacher in public; prescribes the major items of the teacher's evaluation and quantifies each item to be included in his/her annual confidential report. In short, all such measures are prescribed in a series of 'do's' and 'do not's' so as to maintain conformity amongst all schools.

It is customary to begin the school year with an 'opening letter' to all schools restating the general policy of the department of education, and

closing the same year with the regulations of the finale.

Historically, the administration of education in Bahrain was founded during the Second World War under a British Director. Schools were checked, controlled and directed by a highly centralized system of the Bahrain Government administration known as the 'Advisorate' - after the British advisor to the Ruler of Bahrain. The administration of schools was viewed as a part of the 'Advisorate' system whose main concern used to be more to regularize in terms of checks and controls.

Actions were limited to immediate needs. A yearly estimate of expenses was all that was required to meet the increasing changes in educational services. Such a practice or rather a tradition continued to be carried over until relatively recent years. Up till the present there is not a single short range plan. However, a very promising sign of progress started by 1960 with the new trend of commissioning experts to survey the educational system and present their recommendation for further changes.

There have been a number of formal and informal agencies influencing the development of educational administration in Bahrain. The major formal bodies

have been represented by the Bahrain Advisorate, department of finance, the dualistic system (boys and girls) of school organization, religious institutions, and recently the Council of Education. There are also the Cultural Department of the Arab League, and the Egyptian Educational Mission.¹ On the other hand, the informal agencies are the public and local press, the force of Arab nationalism, and the growing influence of internationalism.

1. Legislation and Finance:

Codification of the departmental activities in Bahrain is a part of the central office of government. Aside from the 1961 'Ordinance of Private Schools' there is no Education Ordinance or Act in Bahrain. Education, though free, is not compulsory. Ancillary services, particularly health facilities are regularly provided without any charge.

By state regulations the Council of Education is in charge of formulating the general policy of education, particularly the approval of the annual budget. According to the 1956 Ordinance of both Health and Education Councils "the number of members

¹Bahrain Government Directorate of Education "AHwal, at-Ta'lim, 1955/'56", op.cit., p. 59.

on each council is 8. Of this total, 5 members to each Council are those selected by the four Municipalities, and three are nominated by His Highness. The distribution of the new membership is set out below:

<u>Selected by the Municipal Councils</u>	<u>Education Council</u>
Manama	2
Muharraq	1
Rifaa	1
Hidd	1
Nominated by His Highness	<u>3</u>
	8

The duties of each of these Councils are:

1) To function as a consultative council in association with the Director of the Medical or Education Departments as the case may be.

2) To examine questions directly affecting the services of these departments raised by the Government, Municipalities, or responsible members of the public, to investigate complaints and to make recommendations on such matters requiring reference to the Government.

3) To make proposals from time to time to

the Director of the Department concerned for the improvement, extension or better working of the Medical or Education Services.

4) To receive from the Director concerned, progress reports and information as to plans for the future.

5) To call for any relevant information on their subject from the Department concerned, and to invite the attendance of a representative of that Department or of members of the public at their meetings.

6) To submit recommendations to the government through the Director of the Department concerned, in whose office the secretarial work will be carried out ...

"It will be seen that the Health and Education Councils would work in close association with the Medical and Education Departments respectively and consider all proposals about the particular service coming from the public or the local councils, and investigate complaints. It would be open to each Council to make representations to the head of the Department concerned as to the action to be taken.

On the other hand they would be the channel through which the Director pronounced policy and reported progress. The Councils would have close public relations. In this way the members, and in turn, the Municipal councils and the wider public would be concurrently aware of results and kept in touch with prospective developments."¹

From the articles 1, 4, and 6 we can see that it is to the office of the Director General of Education that all matters and issues should be referred to first, then through the Director General they should be transmitted to the Council of Education. Consequently, it is through the office of the Director General that new regulations are either implemented or amended. But, note also the wider margin that was given to the public to voice its say in the educational affairs.

Finance is, indeed, the most important single factor in the growth of education and its development. The following Table³ presents the education budget from 1940 till 1965 in relation to the total budget of the Bahrain Government.

¹Bahrain Government Advisorate, "Ordinance of Health and Education Councils, 1956."

TABLE 3

Education Budget, 1939-1965*

Year	Expenditure		Total	Government Budget	Percentage
	Current	Non-recurrent			
1358('39)			100500	4241000	2.36%
1359('40)			130000	4507000	2.88%
1360('41)			132300	3564000	3.71%
1361('42)			240000	3700000	6.48%
1362('43)			343000	3657000	9.37%
1364('45)			318000	4709000	6.75%
1364('45)			419000	5079000	8.24%
1365('46)			568700	5932000	9.58%
1366('47)			576400	7229400	7.94%
1367('48)			752400	8157900	9.22%
1368('49)	1145000	975000	2120000	9645000	21.98%(sic)
1369('50)	1570000	1350000	2920000	12612000	23.15%
1370('51)	2085000	525000	2610000	15623000	16.70%
1371('52)	2251900	516000	2767900	20623000	13.42%
1372('53)	2687900	634000	3321900	24867000	13.36%
1954	3634000	1232800	4866800	36540000	13.32%
1955	4282000	1214200	5497200	40228000	13.66%
1956	5175000	830000	6005000	50922000	11.79%
1957	5806000	779000	6585000	51508000	12.78%
1958	7105000	284000	7389000	55102000	13.41%
1959	8147000	1536000	9683000	68396000	14.16%

TABLE 3 (Cont'd)

Year	Expenditure		Total	Government Budget	Percentage
	Current	Non-recurrent			
1960	9896000	2291000	12287000	72350000	16.84%
1961	11910000	1206000	13117000	72223000	18.16%
1962	14031000	1278000	15309000	74220000	20.63%
1963	16175000	2074000	18250000	76285000	23.93%
1964	18884000	1130000	21015000	82855000	25.36%
1965	BD2127400	BD 169600	2297000	BD8319200	27.61%

*Source: Government of Bahrain 'Annual Reports, 1939-1965'.

In spite of the reasonably marked increase in the education budget, the education officers think that it is still inadequate. As the school population increases rapidly, these local officers think that the present budget is falling short, for coping with the growing costs of modernizing schools. Recently this problem of finance has been rendered more serious. Experts have already been commissioned to give their advice on the subject. This is so because of what may be termed as the present double-expansion in schools. Because of the high local rate of birth the number of the school entrants is increasing rapidly. This is specially acute at the bottom of educational ladder of the primary schools. At the same time there is an urgent need to expand all types of secondary schools particularly technical education which is also expensive. To this should be added the provision of higher education abroad, plus other new commitments of cultural relations with Arab and/or world educational organizations.

2. Organization:

The tripartite system continued in force until the year 1957 when the Technical School was annexed to the Boys' Education Department. Before this date

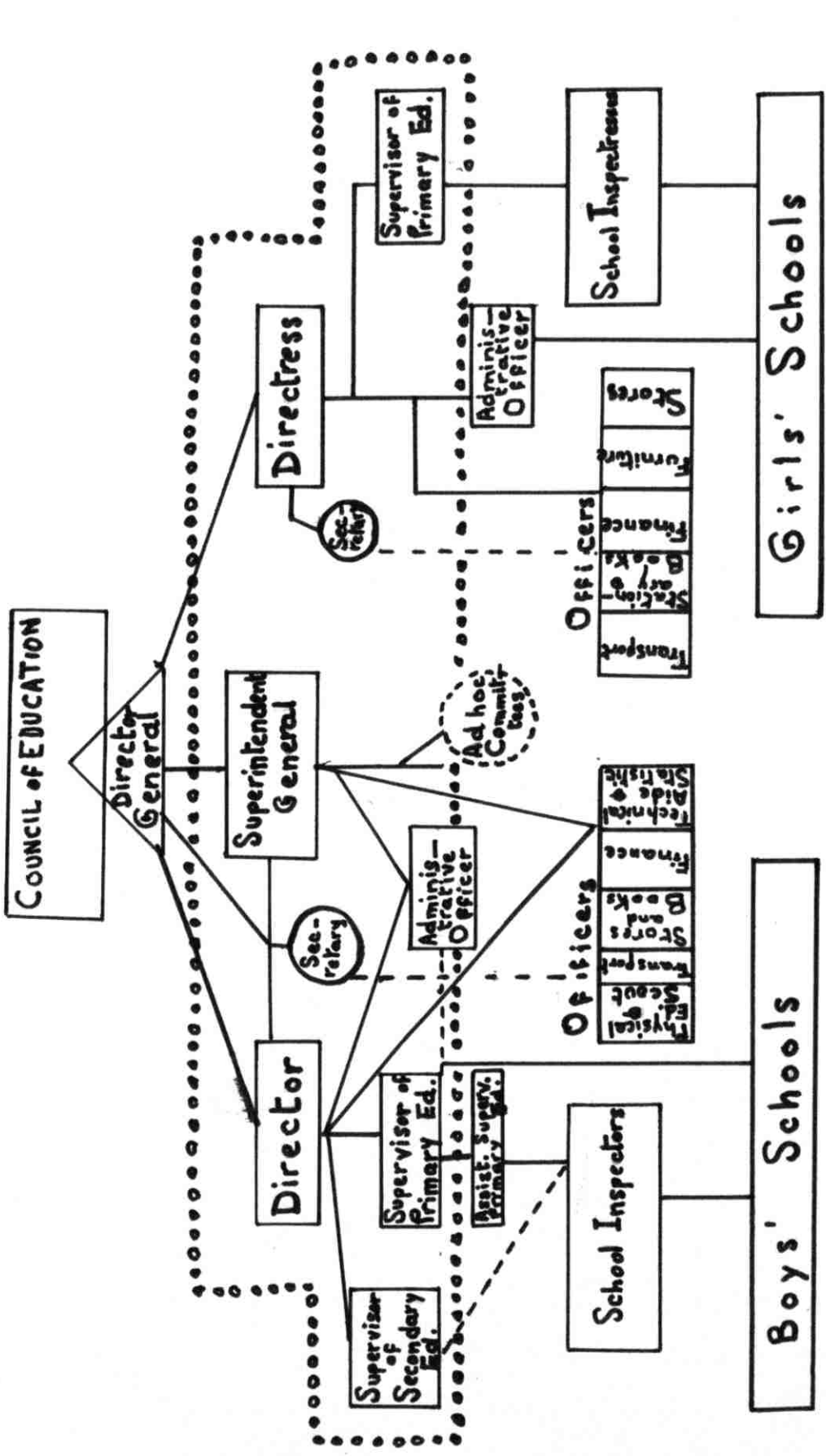
Technical Education, oddly enough, was run directly by the Advisorate. Before 1960 also the two departments of boys and girls education were run separately. And even after the amalgamation in 1960 until the year 1965 the budgets of each boys and girls schools continued to be apportioned separately. However, the Council of Education has served as the connecting link for the two departments or rather bureaus.

The organization of the boys and girls bureaus of education were similar, with some differences in practices. For example there were differences in the system of examination and grading. Nevertheless, the Boys Education Department is larger and considered by the local community as more important.

The Department of education is divided into a hierarchy of functional units; each unit has to report to the Director-general usually through the offices of either the director of boys or the directress of girls. The Director-general is assisted by the superintendent-general. The office of the secretary has its own importance in coordinating the works of all other units to pool them and link them to the office of the Director-general.

The line of authority runs usually from the

TABLE 4



— Line of Authority
 - - - Line of Cooperation
 Departmental Cooperation

The Dual System of Bahrain Directorate of Education, 1965.

top downwards. In-between there is an adhoc administrative committee, consisting of three or four heads of units, whose function is mainly consultative: to review some of the current problems and give suggestions about the way to handle them.

Other similar ad hoc committees may be established whenever a problem arises.

A head of each unit, so called Mura qib (Supervisor) is usually an executive officer. Within his unit, say the supervisor of finance, has his subordinates who are usually clerks; outside his unit his main function is partly to advise and largely to execute.

The system of inspection was instituted in 1952 as the number of schools was rapidly increasing. Before 1950, inspection of teaching was the responsibility of the headmasters. Nowadays school inspectors are appointed from senior-masters each specialized in one subject. Their major function has been to inspect the teaching methods in their respective subjects. Each inspector pays surprise visits to schools, and writes confidential reports about teachers. Inspectors hold a key position in carrying out the policy of the Department, and in causing changes in the improvement of the program, or selecting text-

books for government schools.

There is another important post at the departmental level, namely the Administrative Officer. Through his two-way communication between the department of education and the schools, the major function of this Administrative Officer is to prepare an overall periodical report about the progress of every school which he visits once or twice per year. The report pays special attention to the activities of the school management, particularly to the current accounts and ways of spending the school fund. In short, headmasters in their managerial capacity are accountable to the Administrative Officer. In this respect he enjoys some authority in recommending the adoption of certain administrative practices which he deems necessary for the schools.

At the school level the management is usually concentrated in the hands of the principal who is supposed to work with his/her fellow teachers through a number of periodical staff meetings. Up to the year 1950 and in the absence of detailed regulations, a headmaster was fully responsible for practically all aspects of his/her school: pupils' learning and their extra-mural activities, school-community relationship, examinations and promotion of pupils,

inspection of teachers' work, improvement of instructional methods, evaluation of teachers, upkeeping and maintenance of the school premise. After 1956 and because of the reorganization at the departmental level, some of the duties of the headmasters were transferred to the inspectors and the Administrative Officer. By virtue of their position headmasters are still held responsible for their schools in many ways. Promotion of headmasters from a village to a town school, or from a small to a large school depends on the number of years of experience plus a demonstrated success in school management.

According to two 'Administrative Circulars issued by the Directorate (in Arabic) simultaneously on June 25th, 1961 a headmaster is entitled to get a secretary under two conditions: (a) when the number of his pupils exceed three hundred, and (b) when the school contains a complete primary program and the number of its pupils exceeds two hundred. The other circular assigns the system of the headmaster's teaching load as follows:

(1) If the number of his/h~~er~~ pupils does not exceed one hundred and fifty, then the headmaster has to teach not less than twelve periods per week.

(2) If the number of pupils does not exceed two hundred and fifty then the headmaster has to teach not less than nine periods per week.

(3) If the number of pupils does not exceed three hundred and fifty, then the headmaster has to teach not less than six periods per week.

(4) If the number of pupils exceeds three hundred and fifty, then the headmaster may not teach so as to be free for his administrative duties.

If the number of pupils exceeds five hundred then the headmaster may ask for an appointment of an assistant-headmaster - in this case, the latter should teach not less than twelve periods per week.

In this connection it is interesting to note that during the academic year 1964/'65 the schools that had more than three hundred and fifty pupils were 16 schools out of 48 for boys, and 10 schools out of 30 for girls. This means only 70% of headmasters were supposed, by the departmental regulations, to teach.¹

¹Bahrain Directorate of Education, "Statistical Sheet of Boys and Girls' Schools", dated 10. 11. 1964. (in Arabic).

3. Towards an Integrated Organization:

Outwardly the idea of integration began with continuous attempts to bring together boys and girls departments into one unified administration. This was clearly pronounced as one of the major future scheme in 1955 "to support and reinforce elements of the complete mutual coordination between girls' education and boys' education on the same lines as it is practiced in other countries"¹ The same idea of working together was tested in 1956/57 when the final public examination of the primary leaving certificate was made uniform, and administered and supervised by a joint committee from Girls' and Boys' Departments. But, soon afterwards the ^{two} departments were again operating separately. In fact, the purdah tradition is partly, but not primarily responsible for the continuation of such a dual system.

In recent years unifying factors have gained momentum in reinforcing of integration. Those positive factors could be outlined as follows:

a) By 1956 the Council of Education came into existence where both girls and boys educational issues were discussed on equal footing and received equal

¹Bahrain Government Directorate of Education, "AHwal at-Ta'lim, 1955/'56", op.cit., p. 56.

treatment.

b) Upon the recommendation of two Arab educationists, namely Professor J.Katul and Mr. M.K. Nahhas in 1960, the amalgamation of both girls' and boys departments was officially put into operation. As a result other measures aiming at unification were put into practice, such as recruitment of teachers, exchange of text-books and prescribed syllabi.

c) The appointment of a superintendent-general in 1962 was to assist the Director-general and to bring together the bipolar system into a continuum of operations.

d) The establishment of Tawjiheyiah (Egyptian High-School) Certificate for boys in 1962 and for girls in 1963 brought the two departments in question closer at the level of secondary education. At the same time the program of teacher-training for girls and boys was also undergoing revision with the purpose^{of} emphasizing similarity and likeness.

e) Finally, the change of attitude in the Bahraini community as a whole toward the sexes, particularly against the purdah system, is growing rapidly and has given an impetus to the process of integration to operate in a wider scale for progress.

SUBJECTS	1940's						1950's						Till 1965							
	A.G.K.G.	K.G.	G.	K.G.	P	P	A.G.K.G.	K.G.	G.	K.G.	P	P	A.G.K.G.	K.G.	G.	K.G.	P	P	Total	
Quran & Religion	4	4	4	4	2	2	4	4	2	2	2	2	4	4	2	2	4	2	2	16
Arabic Lang.	8	8	8	12	10	8	8	8	12	10	9	9	12	12	12	10	9	9	9	64
English Lang.					6	7			6	7	7				6	7	7	7	20	
Arithmetic	6	6	6	7	6	6	6	6	7	6	6	6	6	6	7	6	6	6	37	
Geometry					1	1					1	1					1	1	2	
History					1	2			1	1	2	2			1	1	2	2	6	
Geography					2	2			2	2	2	2							6	
General Sc. & Hygiene					2	2			2	2	2	2			2	2	2	2	8	
Drawing	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1	9	
Hand-Work	2	2	2	2	1	1	2	2	2	1	1	1	2	2	2	1	1	1	9	
Physical Training	3	3	3	3	3	2	3	3	2	2	1	1	3	3	2	2	1	1	12	
Singing	2	2	2	2	2		2	2	2	1			2	2	2	1			7	
Story-telling	2	2	2	2	1		2	2	2				2	2	2				6	
Nature Observation	1	1	1				1	1					1	1			1	1	2	
TOTAL	30	30	30	34	34	34	30	30	34	34	34	34	34	34	34	34	34	34	34	

Sources: Ahwal, 1950 & 1956 ; For 'Till 1965' from Syllabus of Boys' Primary Schools, 1964/'65, p.2.

SUBJECTS	1940's										1950's										Till 1965										Total
	K.G.		K.G.		K.G.		P		P		K.G.		K.G.		P		P		P		P		P		P						
	1	2	3	1	2	3	1	2	3	4	1	2	1	2	3	4	5	6	1	2	3	4	5	6	1	2					
Quran & Religion	4	4	4	4	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	12			
Arabic Lang.	13	13	13	13	14	14	14	14	10	10	12	12	14	10	9	9	9	9	12	12	14	10	10	9	9	9	9	66			
English Lang.									6	6				6	7	7	7	7				6	7	7	7	7	7	20			
Arithmetic	6	6	6	6	6	6	6	8	8	8	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	36			
Geometry														1	1	1	1	1						1	1	1	2				
Geography	2	2	2	2	2	2	2	2	2	2				2	2	2	2	2				2	2	2	2	2	2	6			
History	2	2	2	2	2	2	2	2	2	2				2	2	2	2	2				2	2	2	2	2	2	6			
General Science & Hygiene	4	4	4	4	4	4	4	3	3	3			2	2	2	2	2	2				2	2	2	2	2	2	8			
Domestic Science								3	3	3			1	1	1	1	1	1			1	1	1	1	1	1	4				
Needle Work	6	6	6	6	6	6	4	4	4	4	2	2	3	2	1	1	1	1			2	2	3	2	2	2	11				
Drawing											1	1	2	1	1	1	1	1			1	1	2	1	1	1	7				
Physical Education	2	2	2	2	2	2	1	1	1	1	<	<	<	1	1	1	1	1			2	2	2	1	1	1	9				
Singing	1	1	1	1	1	1	1	1	1	1	1	1	1								1	1	1	1	1	1	3				
Free Activity	2	2	2	2	1	1					1	1	1	1	1	1	1	1			1	1	1	1	1	1	6				
General Knowledge											3	3	2								3	3	2				8				
TOTAL	42	42	42	42	42	42	42	42	42	42	50	30	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36				

Table 6,a. Weekly Lesson Plan/Secondary School(General Academic) for Boys.

SUBJECTS	1940's				1950's				Till 1965				
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd		3rd	
										sc.	lit	sc.	lit
Religion	2	2	1	1	2	2	1	1	2	2	2	2	2
Arabic Lang	8	8	6	6	7	7	6	6	7	5	7	5	8
English Lang. & Translation	8	8	9	9	10	10	9	9	8	9	9	8	10
Mathematics	4	4	5	5	4	4	5	7	6	6	5 ^x	9	-
General Sciences	4	4	5	5	3	3	-	-					
Biology								3	2	3	-	3	-
Chemistry								3	-	2	3	-	3
Physics								2	3	2	3	-	4
Social Studies	4	4	4	4	4	4	4	4	4	-	6	-	8
Sociology											1		
Economics											1		
Phylosophy													3
Cultural Study										1			
Drawing	2	2	2	2	2	2	2	2	2	2	2	-	2
Physical Training	2	2	2	2	2	2	2	1	1	1	2	1	2
Library					2	2	2				1	1	1
TOTAL	36	36	36	36	36	36	36	36	36	36	36	36	36

x. To follow the Egyptian program Mathematics was dropped from the Literary sub-section in 1964.

Sources: Ahwal 1950 & 1956; Curriculum of Secondary school 1961/'62 & 1967

p.s. The sub division into scientific & literary was started in 1955.

The intermediate classes were differentiated from those of Secondary level by 1962/'63.

	Till 1963									in 1950's								
	1		2		3rd year			4th year			1		2		3rd year		4th year	
	G	T	G	T	G	D	T	G	D	T	G	T	G	T	G	T		
Religion	2	2	1	1	1	1	1	1	1	2	2	1	1	1	1			
Arabic Lang.	7	7	6	6	6	6	6	6	6	8	8	6	6	6	6			
Englis Lang. & Translation	10	10	8	7	7	8	7	7	10	10	8	7	8	7				
Geography	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
History	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
Scciology								1										
Philosofhy								1										
Mathematics			5	4	4	5	4	4				4		4				
Algebra	2	2							2	2	2		2					
Geometry & Trigonometry	2	2							2	2	2		2					
Biology			2			2					2		2					
Chemistry			2			2					2		2					
Physics			2			2					2		2					
General Science	4	4		2			2		4	4								
Sewing	1	1	2	1	1	2	1		1	1	2		2					
Domestic Science	1	1	2	7	2		7	3	1	1	2	3	2	3				
Psychology					2			2				2		2				
Education & Hygiene					2			2				2		2				
Teaching Methods					5			5				5		5				
Child Care				2			2											
Drawing	1	1	1	1	1		1	1	1	1	1	1	1	1	1			
Physical Training	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			

(Adapted from "Plan & Curriculum of Secondary Education" Girls Dept., 1959/'60
 # general, # (Mimeographed in Arabic)

WEEKLY LESSON PLAN FOR GIRLS' Secondary School

Lesson 68 weekly lesson plan for girls' secondary school.

Till 1963

in 1950's

	1		3rd year			4th year			1		2		3rd year		4th year	
			G	D	T	G	D	T			G	T	G	T		
Religion	2	2	1	1	1	1	1	1	2	2	1	1	1	1		
Arabic Lang.	7	7	6	6	6	6	6	6	8	8	6	6	6	6		
Englis Lang. & Translation	10	10	8	7	7	8	7	7	10	10	8	7	8	7		
Geography	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
History	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Sociology						1										
Philosophy						1										
Mathematics			5	4	4	5	4	4			4		4			
Algebra	2	2							2	2	2		2			
Geometry & Trigonometry	2	2							2	2	2		2			
Biology			2			2					2		2			
Chemistry			2			2					2		2			
Physics			2			2					2		2			
General Science	4	4		2		2			4	4						
Sewing	1	1	2	1	1	2	1		1	1	2		2			
Domestic Science	1	1	2	7	2	7	3		1	1	2	3	2	3		
Psychology					2			2				2		2		
Education & Hygiene					2			2				2		2		
Teaching Methods					5			5				5		5		
Child Care				2		2										
Drawing	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Physical Training	1	1	1	1	1	1	1	1	1	1	1	1	1	1		

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(Adapted from "Plan & Curriculum of Secondary Education" Girls Dept., 1959/'60 general, (Mimeographed in Arabic)

Subjects	1950 ¹			Till 1965 ²			
	3rd	4th	Total	1st	2nd	3rd	Total
Religion	1	1	2	2	2	2	6
Arabic Language	6	6	12	5	5	5	15
English Language & Translation	8	8	16	8	7	7	22
& Translation	1	1	2	1	1	1	3
Eco. History	2	1	3	2	1	-	3
Eco. Geography	2	1	3	2	1	-	3
Accounting & Book-Keeping	3	3	6	3	4	4	11
Commercial Arithmetics	3	3	6	3	3	3	9
Business Training (Arabic)	2	2	4	2	2	2	6
Business Training (English)	-	2	2	-	2	2	4
General Economics/Commerce	1	2	3	1	2	3	6
Labour Laws & Insurances							
Reading in Industrial Services & Statistics				-	1	-	1
Typing (Arabic)	3	3	6	3	3	3	9
Typing (English)	3	3	6	3	3	3	9
Physical Training	1	1	2	1	1	1	3
TOTAL	36	36		36	36	36	

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1. Note in 1950's the 3rd and 4th years, because these two years were preceded by a two-years Intermediate Academic Program.

Source: Ahwal, 1956

2. Curriculum of Commercial Secondary School, 1966

Weekly Lesson Plan/Secondary Commercial School (Boys)

Subjects	1950 ¹			Till 1965 ²			
	3rd	4th	Total	1st	2nd	3rd	Total
Religion	1	1	2	2	2	2	6
Arabic Language	6	6	12	5	5	5	15
English Language & Translation	8	8	16	8	7	7	22
& Translation	1	1	2	1	1	1	3
Eco. History	2	1	3	2	1	-	3
Eco. Geography	2	1	3	2	1	-	3
Accounting & Book-Keeping	3	3	6	3	4	4	11
Commercial Arithmetics	3	3	6	3	3	3	9
Business Training (Arabic)	2	2	4	2	2	2	6
Business Training (English)	-	2	2	-	2	2	4
General Economics/Commerce	1	2	3	1	2	3	6
Labour Laws & Insurances							
Reading in Industrial Services & Statistics				-	1	-	1
Typing (Arabic)	3	3	6	3	3	3	9
Typing (English)	3	3	6	3	3	3	9
Physical Training	1	1	2	1	1	1	3
TOTAL	36	36		36	36	36	

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1. Note in 1950's the 3rd and 4th years, because these two years were preceded by a two-years Intermediate Academic Program.

Source Ahwal, 1966

2. Curriculum of Commercial Secondary School, 1966

Table 8 Weekly Lesson Plan/ Secondary Technical School (Boys Only)

SUBJECTS	1940's				1950's				Till 1965					
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	Inter-mediate		Secondary			
									1st	2nd	1st	2nd	3rd	
General														
Religion									2	1				
Arabic Language	6	4	-	-	5	4	-	-	5	4	3	2	-	
English Language	6	5	5	2	6	5	4	3	6	5	5	4	4	
Social Studies									3	2	2	-	-	
Commerce & Law of Labour												2		
Sciences & Hygiene							2	2	2	2	4	4	4	
Mathematics	6	5	5	2	6	6	6	5	6	6	5	3	3	
Mechanics												3	3	
Physical Training					1	1	1	1	2	1	1	1	1	
Technical														
Mech-Geometric Drawing	6	6	6	6	6	6	4	4	4	4	4	4	4	
Workshop Technology	4	4	4	4	2	3	3	3	2	3	4	4	4	
Measurement & Costing												1	1	
Workshop Training	17	21	25	31	19	20	25	27	16	20	20	20	26	
TOTAL	45	45	45	45	45	45	45	45	48	48	48	48	48	
Percentage of Practice	38%	47%	56%	68%	42%	45%	56%	60%	33%	42%	42%	42%	50%	
Main Divisions	1. Carpentry 2. Machine-Shop				1. Carpentry 2. Machine-Shop 3. Blacksmithing 4. Electricity				1. Carpentry 2. Machine-Shop 3. Blacksmithing 4. Electricity 5. Auto-Mobile 6. Foundry 7. Fitting & Pattern Making 8. Radio & Wireless					
Sources:	Ahwal, 1950 & 1956; Syllabus of Technical Secondary School, 1967.													

Table 8 Weekly Lesson Plan/ Secondary Technical School (Boys Only)

SUBJECTS	1940's				1950's				Till 1965				
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	Inter- mediate 1st	2nd	Secondary 1st	2nd	3rd
<u>General</u>													
Religion									2	1			
Arabic Language	6	4	-	-	5	4	-	-	5	4	3	2	-
English Language	6	5	5	2	6	5	4	3	6	5	5	4	4
Social Studies									3	2	2	-	-
Commerce & Law of Labour												2	
Sciences & Hygiene							2	2	2	2	4	4	4
Mathematics	6	5	5	2	6	6	6	5	6	6	5	3	3
Mechanics												3	3
Physical Training					1	1	1	1	2	1	1	1	1
<u>Technical</u>													
Mech-Geometric Drawing	6	6	6	6	6	6	4	4	4	4	4	4	4
Workshop Technology	4	4	4	4	2	3	3	3	2	3	4	4	4
Measurement & Costing												1	1
Workshop Training	17	21	25	31	19	20	25	27	16	20	20	20	26
TOTAL	45	45	45	45	45	45	45	45	48	48	48	48	48
Percentage of Practice	38%	47%	56%	68%	42%	45%	56%	60%	33%	42%	42%	42%	50%
Main Divisions	1. Carpentry 2. Machine-Shop				1. Carpentry 2. Machine-Shop 3. Blacksmithing 4. Electricity				1. Carpentry 2. Machine-Shop 3. Blacksmithing 4. Electricity 5. Auto-Mobile 6. Foundry 7. Fitting & Pattern Making 8. Radio & Wireless				
Sources:	Ahwal, 1950 & 1956; Syllabus of Technical Secondary School, 1967.												

Table 9

Weekly Lesson Plan/Secondary Teacher's Training for Boys & Girls.

Subjects	1950's				Till 1964				1965		
	3rd sc.	4th lit	3rd sc.	4th lit	3rd sc.	4th lit	3rd sc.	4th lit	1st	2nd	3rd
Religion	2	2	2	2	1	1	1	1	2	2	2
Arabic Language	6	6	6	6	6	6	6	6	7	6	7
English Lang. & Translation	9	9	9	9	9	9	9	9	7	6	7
Geography	-	3	-	3	-	2	-	2	2	2	2
History	-	3	-	3	-	2	-	2	2	2	2
General Science									4	2	2
Biology	2	-	2	-	2	-	2	-			
Chemistry					2	-	2	-			
Physics	2	-	2	-	2	-	2	-			
Mathematics					5	5	5	5	5	4	4
Algebra	2	2	2	2	2	2	2	2			
Geometry & Trigonometry	2	-	2	-	2	2	2	2			
Psychology	2	2	2	2	2	2	2	2	1	1	2
Education & Hygiene	2	2	2	2	2	2	2	2	1	1	1
Health Education									1	1	
Method ^s of Teaching	3	3	3	3	6	6	6	6	-	5	5
Drawing	2	2	2	2	2	2	2	2	2	2	1
Physical Training	1	1	1	1	1	1	1	1	2	2	1
Library	1	1	1	1							
TOTAL	36	36	36	36	36	36	36	36	36	36	36

Sources : Ahwal, 1956; Curriculum of Secondary School, 1961/'62;
Circular No. 172/42/65 dated 24 February, 1965.

TABLE 10,a

General Growth of Boys' Schools From 1940 to 1965

Scholastic Year	Budget Rs.	PRIMARY					SECONDARY							Sec. Grdt.						
		Total No. of Sch.	No. of Prim. SSt.	No. of Prim Cl.	AV St./Cl.	T/ St ratio	No. of Prim. Teachers			Prim. Grdt.	No. of Sec. St.	No. of Sec. Cl.	Av. St/Cl.		No. of Secondary Teachers					
							Local	Non L.	Total						Locals	Non L.	Total			
40/41	118321		1188										45	2	22				4	
41/42	157985	8	1149	42	27	1:23			49				45	3	15				4	
42/43		8	1295			1:22			55				55	3	18				5	
43/44		10	1360			1:21			65				50	3	17				5	
44/45		13	1428	40	36	1:21			69	39			47	3	16				4	
45/46		13	1714			1:22			78	39			36	3	12				4	
46/47		13	2028			1:24			83	45			56	4	14				6	
47/48		4	2299			1:26			89	57			88	4	22				7	6
48/49		15	2663			1:24			110	51			122	4	30				10	G. 13 Tr. 9
49/50		15	3081	99	31	1:26			120	62			125	4	31				10	" 21 " 9
50/51		15	3659	102	36	1:25			144	75			133	5	26				12	" 15 " 5
51/52		16	3808	117	33	1:24			156	89			162	6	27				14	" 22 " 10
52/53		19	4413	139	32	1:24			184	132			167	8	21				20	" 20 " 8
53/54		22	5240	165	32	1:20			261	163			220	9	25				21	G. Tr. G. 20 14. 10
54/55		25	6239	185	34	1:22			273	213			305	11	28				25	22 -- 13
55/56	600500	25	6912			1:24			285	310			462	12	38				29	21 -- 15
56/57	658500	28	7950			1:23			338	276			556	18	31				39	32 12 21
57/58	738900	31	9122			1:24			384	236			645	18	36				39	41 19 27
58/59	968300	31	10378	272	38	1:27			385	335			716	21	34				51	59 20 26
59/60	1218700	34	11581	274	42	1:28	350	67	417	519			883	27	32	19	50	69	40 24 28	
60/61	1311700	36	12677	303	42	1:27	390	79	469	692			1246	37	34	21	59	80	71 52 29	
61/62	1530900	38	13440	326	41	1:27	429	64	493	748			2116	63	34	42	95	137	Tawj. 52	
62/63	182500	43	16250	379	43	1:29	514	48	562	1211			2176	61	36	49	119	168	" 62	
63/64	2101500	46	17648	412	43	1:30	580	10	590	1475			2982	83	35	70	162	239	" 73	
64/65	2540000	48	18508	428	43	1:28			670	1679			3934	126	31			280	" 120	

TABLE 10,b

General Growth of Girls' Schools From 1940 to 1967

Year	Budget Rs.	PRIMARY										SECONDARY						Sec. Gdts.					
		Total No. of Schools	No. Prm. St.	No. Prm. Cls.	Av. St. Per Cl.	T. St. Ratio	No. Prm. Teachers			Prm. Grds.	No Sec. St.	No. Sec. Cls.			Av. St. Per Cl.	No. Sec. Teachers							
						Locals	Non L.	Total	Locals			Non L.	Total										
40/41		4	667																				
41/42		4	763																				
42/43		4	822																				
43/44		5	1167																				
44/45		5	1178																				
45/46		5	1193																				
46/47		5	1310																				
47/48		5	1283	49	26	1:23	51	6	57	18													
48/49		6	1285	50	26	1:20	57	7	64	--													
49/50		6	1356	49	28	1:23	49	9	58	14													
50/51		6	1763	57	31	1:27	55	11	66	11													
51/52		6	1952	63	31	1:27	59	13	72	12	11	1	11	-	3	3							
52/53		9	2250	71	32	1:28	65	16	80	9	17	2	8	-	3	3							
53/54		9	2299	73	32	1:28	63	18	81	25	14	2	7	-	3	3							
54/55		9	2618	82	32	1:28	72	23	95	28	22	3	7	-	5	5							
55/56	120000	12	3274	104	31	1:29	80	33	113	19	39	4	10	-	6	6							5
56/57	127000	13	3911	116	34	1:30	90	40	130	55	30	4	8	-	7	7							2
57/58	162500	13	4020	125	32	1:26	105	51	156	73	71	4	18	-	8	8							9
58/59	192000	15	4909	130	38	1:29	121	49	170	77	110	5	22	-	10	10							14
59/60	238000	16	5315	146	36	1:28	129	61	190	153	152	6	25	1	11	12							6
60/61	303500	19	6236	176	35	1:27	170	64	234	175	250	9	28	2	16	18							19
61/62	386000	22	7394	217	34	1:25	213	86	299	272	370	14	26	6	24	30							42
62/63	487600	24	9113	252	36	1:26	247	107	354	442	586	22	27	6	39	45							G. 26 Tr.22 D.Sc. 18 Total 66
63/64	600000	28	10966	296	37	1:25	304	142	446	518	660	261	22	10	30	26	-	7	34	25	66		Lt.35 Sc. 23 " 58
64/65	769300	30	11920	313	38	1:23	337	178	515	785	911	442	26	15	35	30	-	10	35	44	89		Lt.58 Sc. 22 " 80
65/66	767400	32	12320	324	38	1:25	350	141	491	926	1259	716	35	23	36	31	4	10	59	44	117		Tr. 26 Lt.86 Sc. 33 " 145
66/67	870000	34	13297	344	39	1:25	409	116	525	1151	1642	1058	47	31	35	34	11	14	80	52	157		Tr. 73 Lt.70 Sc. 42 " 185

CHAPTER III
FACTORS INFLUENCING THE DEVELOPMENT
OF EDUCATION

Because of the traditional conservatism of the population and due to the limited resources of the state, the tempo of the educational development in Bahrain has been slow. Nevertheless, compared with other Gulf States, Bahrain did develop an effective system of education which played an important role in the social evolution of the country.

What are the factors which have contributed to this early development of education in Bahrain, and what are the effects of these factors on education? In chapter one some of the more general influences contributing to educational development were analyzed. In this chapter some of the major influences which are peculiar to Bahrain will be discussed. Briefly, the major local factors influencing education may be presented under the following headings:

1. Strategic Geography:

The strategic position of Bahrain has been recognized for long in the voyages within the Gulf

area and also between the Gulf and India. Bahrain, being the link between northern and southern regions of the Gulf, as well as between the western and eastern banks of the Gulf, developed a tradition of free mobility of people to and from Bahrain. Unlike the topography of the barren desert of its neighbouring states, Bahrain has green farms watered by springs that made the island an attractive stop for merchants or a station where goods may be exchanged. As early as the year 1860 "a regular customs administration was first established" in Bahrain¹. Historically, this strategic position also invited a number of successive waves of conquerers to establish themselves in Bahrain - previously named Awal or tyros or Dilmun. Thus contacts with different civilizations - be those Assyrian, Persian, Indian, and recently European - have left their traces on the life of the islanders. In time, the practice of travel and contact with other cultures became established. Consequently, the geographical-historical elements have served in promoting certain attitudes favorable to new ideas and education.

¹Wilson, A.T. "The Persian Gulf," (London: Allen and Unwin, 1928), p. 248.

2. Religion:

Many aspects of education in Bahrain could be traced back to the influence of Islamic culture and religion. This is probably because of the composition of population in Bahrain. Censuses from 1941 until 1965 affirm the fact that the absolute majority of the natives are Moslems.

As early mentioned in this study, formal education began in 1919. Al Reehani noted a literary revival in Bahrain as early as the year 1923.¹ Dr. Faroughey also adds that "in olden times Bahrain was a center of religious studies and produced great religious philosophers and mystics, as well as students of mathematics and the Arabic languages; but the general public was content with the Kuran texts and Moslem catechism. The majority of the schools were part of the mosques, and other religious foundations were under their supervision."²

The writer is of the opinion to support the idea that the public school in Bahrain has had its roots in Kuttab (Quranic) Schools. Although R.B. Winder attributes the origin of the "Western-style

¹Al Reehani, Amin "Muluk al 'Arab", Vol. 2, (Beirut: Dar al-Reehani Publication, 1960), pp. 205-293. (in Arabic)

²Faroughey, Abbas, "The Bahrain Islands", (New York: Verry, Fisher and Company Ltd., Inc., 1951), p.8.

schools" to the American Mission school, yet he states that "Kuttab ... is an extremely conservative institution with the ability to survive and be useful even after Westernization had made deep inroads into the society."¹ Note here 'the ability to survive and be useful' which again confirms the status of Kuttab in Bahrain community. Thus, it is possible that the public school first established in 1919 was an extension of the system of Kuttab. This, however, does not change the fact that the new public schools in Bahrain follow basically the traditional European curriculum, with religion as an important subject.

At this point, we may cite some examples relevant to the religious aspects of schooling in Bahrain. It is important to start with the great emphasis on 'takwin al-Muwatin as-Salih (the making of the good citizen) as the final aim of education in Bahrain. Such an aim embodies the cultivation of righteousness (so-called as-Salah) of character. This is imperative also because it gears the educative process into the direction of religious principles. That is why the teaching of religious studies are incorporated in other subjects like those of social

¹Winder, op.cit., p. 319.

studies and Arabic language. In teaching of history, for example there are different topics about the growth of Islamic culture. Likewise the teaching of Arabic literature is supplemented with verses from Qura:an and Sayings of Hadith.

We may recall here that the 'Religious School' that was started twice in 1938 (by Shi'ites) and in 1943 (by Sunnites) managed to survive and operate independently until it was brought under the control of the Directorate of Education in 1960. Soon afterwards, one of the major changes strongly recommended by the Council of Education between 1960 and 1962 was the introduction of religion into the syllabus of the Secondary Technical School, and the adoption of additional periods of teaching religion in all other schools in Bahrain.

3. Socio-economic Factor:

In a world of growing international contacts, the coexistence of many and varied groups is an asset to any modern society. But, this variety of cultures is especially significant for Bahrain. It influences profoundly both the social and economic life of the community. This is so because of the exceptionally small size of the main island and its relatively

small population. Each one of the major minorities plays an influential role in education. This role has been based either on religion like Christians, or on nationality like Indians, or on both as in the case of Persians. Each minority has established its own private school.

An important socio-economic factor affecting education is the traditional stratification of Bahrain society. Here, if we accept the conventional division of classes into the higher-middle-lower pattern, we cannot fail to find non-Bahrainis along with Bahrainis in each class. Roughly, at the upper level, we can place the foreign Business men, at the middle there are professional managers of establishments, and at the lower level there is a sizeable segment of Gulf Arabs, mainly from the southern region of the Gulf, employed as manual workers.

Qubain describes the salient elements of the Bahraini society as follows: "Society in Bahrain is divided into several groupings, in most cases distinct and recognizable. Association with one group in many instances implies a certain occupational specialization, but the main forces that have determined social division are religion, tribal loyalty, and nationality."¹

¹Qubain, F.I. "Social Classes and Tensions in Bahrain", The Middle East Journal, Vol. IX, No. 3, (Washington: The Middle East Institute, 1955), p. 271.

For our immediate purpose, Qubain, after dividing Arabs in Bahrain roughly as the Gulf Arabs and the Levantines (including Egyptians), remarks that "they (Arab teachers) are the moulders of the new generation of Bahrain." To Qubain also "it is significant that all these teachers come from countries which have just emerged from British or French control."¹ The development of both boys' and girls' schools has been dependent, indeed, on Arab (non-Bahraini) teachers. This fact still holds true for secondary education.

On the other hand Wilson lists three foreign groups that had influenced the Bahraini society, namely, the British through the British Political Agency, the mercantile agencies from the 17th century and on, and the American Missionaries. About the last group Wilson comments "... the high qualities and personal ability of individual missionaries has, beyond all questions, permeated the Arab social and religious system, and has set up standards of public conduct and personal rectitude which have been tacitly and indeed unconsciously adopted by increasingly large body of educated men."²

¹Ibid., p. 279.

²Wilson, op.cit., pp. 245-49.

The revenue of government is the only source for the support of public education in Bahrain. There is no taxation. The two main items of the government sources of income are custom duties and oil royalty. The former is still important, even after the discovery of oil, in providing a regular revenue which has increased along with the progress of commercial activities on the island.

But, oil industry is important not only in providing the funds, but also in changing the occupational pattern, and in raising the level of individual aspirations toward life. Before the Second World War, religious affiliation indicated the individual's type of occupation. Commencing with the postwar years, however, the oil industry, by providing the natives with new opportunities, helped in ironing out some of the traditional class differences. By the middle of the 1930's asphalted roads made it possible to transport teachers, thus providing education to youngsters in relatively distant villages. And with the increase of oil revenues, between 1950 and 1955 from Rs. 9,383,000 to Rs. 42,555,000 the school population also increased from 4562 to 9184 pupils for the same period.¹

¹Government of Bahrain, "Annual Report for the Year 1955", (England: Mark and Moody, Ltd., August, 1956), p. 5.

4. Travel and Communication:

Travelling abroad by sea had been the impetus for initiating modern schools in Bahrain. It had been established that the visit of the late Sheikh Abdulla bin Issa (the only Honorary Minister of Education) to England in 1919 was the immediate cause for forming the public committee of education in the same year. Similarly, travelling to Iraq, Hejaz, Persia and India had given the Bahrainis the opportunity of broadening their horizons and promoting new ideas.

Dissemination of knowledge is made quicker through modern means of communication. The most important means of communication were established during the 1930's. Before 1935 a telephone was in operation, which after the Second World War, became automatic, and a wireless station was established. By 1937 the Bahrain Theatre Company was inaugurated. It exhibited Indian, Egyptian and American films. C.D. Belgrave wrote: "The Bahrainis soon became 'movie fans' ... when education is more advanced, the influence of the cinema may be less harmful, perhaps, the public will then no longer believe that the screen is a faithful picture of life in the West."¹

¹C.D. Belgrave, op.cit., p. 127.

The press also progressed. In 1939 a local newspaper, al-Bahrain, was first published. It was read in some of the Gulf states. And on 3rd Shawwal, 1359 A.H. (4th November, 1940) the Bahrain Broadcasting Station was opened. Teachers and their pupils participated in the radio programs. In addition to these local means, foreign broadcasting stations, books, and Arabic newspapers also promoted the exchange of ideas and thus enhanced cultural contacts, particularly with literary movements in Egypt. Consequently, the urge to advance like others was stimulated and the zeal for learning became more acute.

Looking ahead to the increasing importance of world multi-communication systems, it is worth quoting the following extracts about the 'Bahrain Sattelite Earth Station': "Following the present scheme for 'a tropospheric scatter system' to link Bahrain to the Trucial States ... there will be a Sattelite earth station that will provide very high quality, multi-channel circuits for radio-telephones, telex, telegraph, leased circuits and data transmission services which will place Bahrain in the fore front of world communication. These services should prove of inestimable benefit to international organizations contemplating establishing industries in Bahrain.

"The total satellite capacity is 200 channels of telephonic and data transmission or, alternatively, one channel of 625 line colour television plus a lesser number of telephone channels.

"The Bahrain earth station, operating through a satellite over the Indian Ocean, will combine with the Hong Kong station, operating through a satellite positioned over the Pacific ... to form a communication network covering practically every inhabited area of the Globe."¹ The question may thus be raised what would all these changes in communication mean to the educative process of the coming generation in Bahrain?

5. Public Faith in Education:

The public of Bahrain had voiced its faith in education in many good ways. This is perhaps in accordance with their Islamic culture that recommends strongly the seeking of knowledge as a religious duty for both males and females.

The initiation of the first public school, al-Hidayah, in 1919 was undertaken by public support. The public led by a number of interested notables contributed financially to the establishment of the

¹"The Islander", Vol. 28, No. 25, (Bahrain: The Bahrain Petroleum Co. Ltd., January 31, 1968), pp. 1 & 3.

school. Another positive response towards learning was reported during the war years. Mr. Ahmed al-Umran, Director of Education reported that in 1945 "there was an interesting development at Budeya. The people at this village, on the coast, made a great deal of money during the war. Apparently the parents of the boys appreciated the value of education more than in other places and a number of them asked whether they could be given lessons in the school. Night classes were organized for adults who were given lessons in reading, writing and arithmetic."¹

At this point we may stop to review the attitude of the public towards 'female education'. In 1928 when Lady C.D. Belgrave suggested the idea of opening a school for girls, female education was confronted by general opposition. It was, and usually is, natural for such major changes to meet with opposition when introduced in a traditional society. One may add that the Bahrain society was then surrounded by the flare of Wahhabism ~~only~~ which was prevalent on the east coast of Saudi Arabia, ^{only} few miles away from the main Island of Bahrain, A school for girls was, considered a

¹Government of Bahrain, "Annual Report for the Year 1364", (Bahrain: January 1945-December 1945), p. 34.

heretical innovation (Bid'ah) that should be rejected. Luckily, however, the temporary negative attitude did not last long. During the 1950's Sir C.D. Belgrave wrote: "In recent years the social development of women, especially in the towns, had advanced more rapidly than that of men. This is mainly due to girls' schools".¹

Up till now the political factor, which is usually subtle, has not been mentioned. In fact, during the political movements of 1923, 1930's and the recent unrest of the 1950's the public had expressed its positive concern about the improvement of public education.

At present, the public views education as an effective means for improving the lot of the individual and promoting social mobility. Although education in Bahrain is not yet compulsory by law the number of pupils has been tremendously increasing. According to the 1966 annual report of the Directorate of Education there were in schools 75% of girls and 90% of boys who reached the school age.²

¹C.D. Belgrave, op.cit., p. 63.

²Directorate of Education, "Annual Report, 1966" (Mimeographed), p. 6.

As we keep the foregoing factors in mind we turn now to consider briefly the aims of education in Bahrain. AHwa:l at-Ta'lim of 1955/'56 traces the goals of learning by two stages: for the pre-primary school (infants' level) the aim was character building, while that for the primary education was the spread of general culture in the rising generation and equipping them with what civilized life demands. For secondary education the goal was to provide adequate culture for the adolescence in order to become a useful member of his society. All these objectives are summed up in the most accepted expression: 'the making of the good citizen' as the primary and only goal of education. In practical terms such an over-all goal has been translated into the following: preparing learned housewives, artisans or craftsmen, clerks in government's or in commercial firms, school teachers, and a number of an 'esprit de corpe' for higher education abroad.

Along with the development of cultural relations with Arab countries and some international organizations the main principles behind the philosophy of education in Bahrain have been recently outlined as follows: 1) freedom; 2) democracy; 3) raising the standard of living; 4) exalting the spiritual

and moral life; and 5) reinforcing the spirit of both patriotism and Arab Nationalism.¹

The crucial step comes when such ideas and practices are put to test along with a number of limitations, namely the prescribed subject-matter curriculum, the highly centralized system of administration, the inspectorate which is but an extension of the same centralized organization, and the low-level qualifications of the teaching staff. It goes without question today that the quality of education depends largely on the quality of teachers. Inspectors, though a few in number, can play a special role in translating the purposes of the department of education from theory to practice. In their instructions (ta'limat) which they regularly send out to school headmasters and teachers these inspectors point out the major objectives of teaching individual subject-matter. These instructions are in turn counter-signed by Director-General probably to indicate the authority of the central office of education. While overlapping of tasks may not be uncommon, concentration of authority is the usual practice in actualizing the proclaimed objectives of learning.

¹al-Umran, A.M. "School and Society", (Bahrain Directorate of Education), Alexandria: Abdin Press, June, 1961), pp. 35-64.

To sum up the major factors which have been influencing the development of education we have seen how Bahrain, as a welfare state in the making, has evolved from a traditional community to a modern society. This society is structured on heterogenous groupings. Islamic culture is still predominant. In fact, traditions coexist with modern ways of living. In this situation modernization has been moved by oil industry, means of communication, and Arab nationalism. And aims of education are broad; in practice, they continue to operate within a highly centralized system of administration.

CHAPTER IV

STUDY AND ANALYSIS OF QUESTIONNAIRES

This chapter deals with the findings of the two questionnaires given separately to teachers and students in Bahrain. Each item and statement in the questionnaire included will be discussed along with some relevant comments concerning the present system of education in Bahrain.

A. Teachers' Questionnaire:

This questionnaire was given to 138 teachers in Bahrain with view to delineate their attitudes toward the development of the education system in Bahrain, and also to project some of the teachers' suggestions concerning further development of the said system.

The questionnaire consists of three parts. The first part seeks general information about the teachers. The second part attempts to measure the degree of agreement or disagreement of the teachers about a number of statements extracted from official reports of the Bahrain Department of Education. The

last part of the questionnaire is a set of multiple choice and open ended questions which were presented to the teachers in order to survey their opinions about some of the major factors influencing the development of education in Bahrain.

Part 1: General Information about the Teachers

The total number of teachers who responded to the questionnaire was 138: 35 were female teachers and 103 were male teachers. The participants were both Bahrainis and non-Bahrainis; each teacher included should have served in Bahrain not less than four years. The majority of these teachers were working in secondary schools. The group of the respondents was heterogeneous in age, years of experience, types of schools, and nationality.

Teachers' Experience in Terms of Years of Services:

	Years of Service						
Teachers	Failed to mention	4-10	11-15	16-20	21-25	27,30,35	Total
Male	3	68	17	8	4	1, 1, 1	103
Female	-	26	5	3	1	- - -	35
Total	3	94	22	11	5	3	138

P.S. Some of those who have served for more than 25 years were either Bahraini or Arab teachers who have settled in Bahrain.

Professional Qualifications of the Teachers

Teachers	Less Than Sec.	Sec. Sec.	Sec. Trnd.	Under Grad. Univ.	Univ. Grad.	Univ. Grad. Trnd.	M.A (Ed)	Failed To Re-port	Total
Female	2	12	7	5	5	2	1	1	35
Male	1	20	16	5	34	23	-	4	103
Total	3	32	23	10	39	25	1	5	138

The above figures indicate that although the majority of the teachers' qualifications are either of secondary or university level, yet those teachers who are without training outnumber those teachers with some professional training.

Part 2: Teachers' Opinions About Certain Aspects of Education in Bahrain.

This part concerns itself with the attitudes of the teachers toward certain aspects of the system of education in Bahrain. Of these there are some statements describing the social life in Bahrain and its influence on education. Other statements included are about a general evaluation of the education program and the school graduates as well.

a. With reference to Statement 1 concerning the characteristics of social life in Bahrain, the majority of the teachers, 69.5% agreed plus 26.8 strongly agreed, seem to ascribe **CONSERVATISM** to the local society of Bahrain. According to the respondents, social life in Bahrain is largely conservative. In this situation, the religious motive and the inherited traditions are still deeply rooted in the life of Bahrainis, and exerting their pressure on the local community.

b. Similarly, the teachers expressed stronger agreement concerning Statement 2 which reads: 'the existing social order and its traditions have not helped the students hitherto to seek vocational studies': Here 52% plus 36.5% of the teachers who 'strongly agreed and agreed respectively relate aversion from seeking vocational training to the local conservative customs. This may explain why a greater number of students usually prefer the secondary academic schools, while only few students like to join either the commercial or the technical schools. It seems that the existing imbalance between the academic studies and the vocational training has its roots back in the mores of the local community. Education in Bahrain is still operating in a relatively

e. The general agreement of the respondents reached its peak when 82% of the teachers pronounced their voice advocating one educational policy and one responsible authority for the management and supervision of both boys' and girls' departments of education. Only four teachers (3%) disagreed with the whole group of the participants. This confirms clearly the widely spread desire for the integration of boys' and girls' schools into a unified administration.

But, one may note again that integration does not necessarily advocate the practices of centralization. A summary of the answers to statements 3-4 and 5 may clarify this paradox as follows:

Statement No.	3			4			5		
Responses	SA	A	DA	SA	A	DA	SA	A	DA
No. of Respondents	44	50	41	30	75	32	112	21	4
Theme	Centralization			Ed. in accordance with society			Integration		

P.S. 137 teachers answered these items; two failed to check item 3.

SA = Strongly Agree; A=Agree; DA = Disagree.

The above figures show that attitudes are divided about the centralization of administration,

and whether or not such a form of control is suitable for Bahrain. At the same time, there is stronger agreement on integrating the educational policy. However, the number (41) of those teachers who disapprove centralization is greater than the number (4) of those who reject integration. In other words, among the same group of teachers who strongly support the policy of integration there are also some teachers who disapprove the practices of centralization. This outlook should be taken into account as one comes to consider possible reorganization of the educational administration in Bahrain.

f. The relationship between the evaluation of the program of study and type of school leavers is another interesting aspect of education in Bahrain. Statement 6 reads "In order to judge the success or failure of the curricula one has first to assess, the school leavers at the various levels of education." The answers of the teachers to this statement were distributed as follows: 33% strongly agreed, 34.5% agreed, and 32.5% did not agree. It seems that there was disagreement on whether or not a program of study could be measured by a cursory assessment of the schools' graduates. This point of view is debatable.

g. However, this relationship between the program of schools and their graduates has been extended further as statement 7 suggests that 'education does not only qualify the learners to take up jobs, but also prepares the youth adequately to experience different walks of life, and most of these youngsters have been successful in whatever jobs have been assigned to them. In response to this statement the majority of the teachers (52.5% agreed plus 39.4% strongly agreed) expressed their approval. This is so because the teachers possibly view education as full preparation for life as a whole.

h. Recently, the question concerning the growing problem of failures has been raised. Statement 8 reads: 'With the consent of the teaching staff ... the growing problem of failures in primary schools can be solved by the automatic promotion, plus an attendance of 75% for each pupil.' Although it is clearly stated that it should be 'with the consent of the teaching staff', the majority of the teachers (75.3%) strongly reject the adoption of the method of automatic promotion. This may sound paradoxical. Because, for a teacher to be given the right to promote or demote pupils, but he/she refuses

to take the responsibility raises a query which may not be easy to answer. It is possible, however, that these teachers refuse to take the responsibility because they themselves are not prepared to practice such a method of promotion. Or because they failed to grasp the full significance of the statement "with the consent of the teachers."

i. Statement 9 concerns itself with the problem of repeaters; it states that 'the best measure to solve the problem of repeaters is that every repeater whose age exceeds 16 years old shall not be allowed to stay on in the primary school'. This statement received the support of 87% of the teachers - 28.2% agreed plus 58.7% who strongly agreed. Only 13% of the whole group of the teachers did not agree to send out the repeaters from their schools. The pros and cons of such a problem remain, however, an ethical problem which requires further investigation.

In relation to the foregoing problem Professors J. Katul and M. Nahhas in their 1960 report proposed two suggestions: first, the adoption of the method of automatic promotion in the primary schools; secondly, to weed out from the said schools any failure or rather student-repeater whose age exceeds

16 years. Although the innovation of the automatic promotion has not been accepted by the majority of teachers, it is still in operation since it was first put into practice in 1960. And the problem of the '16 years plus' pupils has not been solved yet.

At this point we may summarize the foregoing discussion concerning the attitudes of the teachers toward the system of education in Bahrain as follows:

(1) The schools in Bahrain operate in relatively conservative social conditions that may impede the seeking of vocational training.

(2) The present organization of the educational administration in Bahrain is highly centralized. Reorganization is recommended in favour of integrating both boys' and girls' schools. But, integration does not necessarily advocate the practices of centralization.

(3) There is some relationship between the evaluation of the school program of study and assessment of its graduates. There is also a general agreement that school leavers seem to do well in practical life.

(4) The twin problem of failures and repeaters has been widely discussed. The teachers included in this study strongly agree to weed out from schools the relatively 'over aged' pupils. On the other hand the same teachers equally disapprove the adoption of the automatic promotion as the solution for the problem of failures. Automatic promotion seems to undermine the academic achievement of pupils.

Part 3: Teachers' Views and Suggestions Concerning
Some Factors Influencing Education in Bahrain

a. In response to the question concerning the major factor that had caused the early initiation of education in Bahrain before any of its neighbouring states in the Arabian Gulf, the majority (45.8%) of the teachers consider 'the cultural development of the history of Bahrain' as the most important factor in establishing schools in Bahrain.

The rest of the factors are placed in the following order:

(1) The geographical situation of Bahrain and its strategic position.

(2) The economic growth and the early discovery of oil in Bahrain.

(3) The religious motive and the Quranic (Kuttab) schooling.

(4) Commercial relations and travelling abroad.

The above result stresses a growing feeling of patriotism that has its roots in the history and culture, of the land be it ancient, or Islamic or Arabic. Note that the nation-state is given the priority; economy, religion and geography are also constituent parts of Bahrain island. As Bahrain is coming into the world there seems to be a growing sense of nationhood among its people. Secular education is the mode of learning today. This trend does not necessarily imply a neglect of religious studies. As mentioned earlier in Part 1 of this questionnaire, we have seen that the teachers associate the nature of Bahraini society with traditions and religious motives.

Another important factor in enhancing the development of education has been the strategic position of Bahrain. Along with its contrasting topography and its geographical position Bahrain has provided an environment conducive for an early process of cultural exchange and learning. Aside from Bahrainis, the Gulf Arabs and other people travelling through

the Gulf used to establish some contacts in Bahrain. Travellers coming from Hijaz, Basra and Shiraz heading for the south of the Gulf used to stop in Bahrain. Exchange of cultural activities with Qatif and Hasa on the eastern coast of Saudi Arabia should also be marked in relation to development of learning in Bahrain.

b. In considering the major role of secondary school a good number of the teachers (35.4%) give priority to: 'the preparation of good-citizens'. This again puts the emphasis on 'good citizenship' as the major role of school in Bahrain. Officially, the final goal of education in Bahrain has been 'the making of good-citizens'.¹ We may underline here the moral value behind this major function of learning. In terms of local tradition, a good means as-Salih which implies the orientation of a person towards as-Salah. Still the connotation of being good means also to be useful for "himself as well as for others." It is worthwhile to point out that a balance between an individual and society has always been desirable.

¹Supra., p. 83.

c & d. Given the opportunity to participate, the teachers were asked to suggest 'what to add to' and 'what to omit from' the syllabi of primary and secondary schools.

Only a few teachers were agreeable to omitting specific subjects but were generally agreed on the need for the revision of schools' programs of study to accord with the local needs. Nevertheless some of the teachers specified the omission of 'ancient history' from the syllabus of primary schools.

In regard to 'what to add' there were some interesting remarks:

(1) For the primary schools the teachers wished to introduce the following: Civics or National Education; Music and improvement of Art works, and a detailed study of both history and geography of Bahrain.

(2) For the secondary schools, the following were enumerated: another foreign language, preferably French; National Education including a course about Arab society, plus military training for youth; the teaching of mathematics to the students of the literary program, and likewise the addition of social studies to the program of scientific section; and to allocate more time and more facilities for practical

laboratory work in teaching natural sciences.

Most of these suggestions are reasonably realistic. At present there is one master of music for all schools in Bahrain, probably the teachers are in favour of more lessons in music. It is also reasonable for the teachers to replace 'ancient history' with a course on the local history of Bahrain; this may lead to the improvement in the relevance of the curriculum to the local needs of the Bahraini people.

At the level of secondary education it is an asset to add the teaching of another foreign language as Bahrain is coming into the world, especially that Bahrain has recently become an associate member of UNESCO. Needless to say that learning a foreign language opens new channels for participation in other world organizations.

As Arab Nationalism has been diffusing its influence in the Gulf, the demand for National Education and the study of Arab society becomes more urgently needed. More important than the foregoing demand, perhaps, is the tendency of the teachers to balance the premature specialization produced by the bifurcation of the present curriculum into literary and scientific branches of secondary education. Youth

cannot probably be deprived so early in their life from the fundamental experiences gained through the study of social studies and/or mathematics. In short, here is a felt need to revise the present curriculum and work for a more balanced program of learning.

Still another constructive suggestion which is worthy of due consideration is the implementation for experimentation through additional hours of practical laboratory work in teaching science. It is encouraging to see the teachers express their concern for practical science. This tendency to experiment, to verify, and to apply should prove valuable to the improvement of learning. Science is both a systematic way of thinking or doing, and also is a positive attitude towards life. The time has come to supplement the method of teaching science by the demonstration method with practical experiments performed by individual students. For adolescents, boys and girls, to become good and useful citizens they should have as much opportunity for the practical experience in solving problems. Occasionally, away from their desks, these youth should enjoy the opportunity to test, to think and to draw their own conclusions. How can some of the Bahraini youth get to work in the oil industry, for example, without having first

personal laboratory experiences?

e. Failure of students has various causes. In this respect the teachers were asked to indicate the major factor which plays an influential role in causing failure. The majority (63%) of the teachers considered 'the lack of cooperation between home and school' as the major cause in question. The rest of the factors were placed in the following order:

(1) Laziness and poor achievement of the students themselves.

(2) The teacher himself or herself.

(3) The present system of examination.

(4) The present type of curricula.

It is a fair judgement to regard the failure of students as a shared responsibility of home-and-school. Students themselves are not less responsible, too. However, the major concern, I trust, is far from the usual either - or argument. Results achieved in schools is, indeed, a shared responsibility of many parties. Recently, the public in Bahrain got interested in the problem of failures and students' poor achievement. The query has been extended to analyze the major factors influencing the results of schooling. Now,

teachers proper home-school cooperation is essential for improving the scholastic attainment of students. For this reason, a wider participation of the public, particularly parents, in education becomes not only desirable but imperative.

f. The best way to raise the standard of learning is the engagement of well-qualified and trained teachers. This is what the majority (56.8%) of the teachers think as the most effective measure in attempting to upgrade the level of learning in Bahrain. The other means are:

- (1) Changing the system of examinations and marking.
- (2) Providing good syllabi and text-books.
- (3) Providing well organized school administration.
- (4) Increasing the financial provisions.

As the above results indicate, the main point to stress here is the fact that the teachers (the human factor) is the best means to improve the standard of learning. Because teachers are normally the pivots of the educative process. On the other hand, it should be noted that only eight teachers (6.5%)

with reference to the abovementioned factors, if we put factors (1) and (2) together we may assume that the suggested shared responsibility is still in operation. In other words, with regard to the problem of failures, students are not less responsible than their teachers; each bears some responsibility towards the poor academic achievement in question. On the other hand, if we pair the above factors (3) and (4) we can see that the existing system of examinations is perhaps more responsible than the type of syllabi taught in causing failure among students.

Basic to this problem of failure we may raise the question whether or not the Bahraini public has reached the stage of participating in the educative process of their young generation. One major index which may be used as a guide to answer this question is the increasing percentage of literacy in Bahrain from 12.8 in 1950¹ to 39.7 in 1959.² During the 1960's the percentage of literacy is probably higher. Nevertheless, according to the information of the

¹Bahrain Directorate of Education "AHwal at-Ta'lim, 1955-'56", op.cit., p. 6.

²Porter, R.S. "The Third Population Census of Bahrain, May, 1959," (Beirut: Middle East Development Division, 1961), p. 27.

indicated that the provision of more financial assistance is necessary for improved education. One may wonder whether money or human factor can contribute more effectively to the progress of education. As one of the interviewees¹ put it to ^{the} writer: money is all that matters; money is the key and the solvent to all our problems of education in Bahrain. Be that money or human factor, however, these two views are worthy of critical analysis as one is engaged in planning for further improvement of education in Bahrain.

Another important factor which works to determine the standard of learning is the system of examinations. It seems that as one follows the order of importance of factors influencing attainment, he finds that they range from personal to impersonal factors. According to the teachers, the descending order¹ begins with the teacher (self and personal) as most important, then changing the system of examination and marking (which are the teachers' main task), the provision of good syllabi and text-books (which are usually prescribed for the teacher to execute), the well-organized school management (in which the teacher in Bahrain has

¹Supra, p. 90. Read item No. 6.

no share), and the financial provisions (which are apportioned outside the school by a central authority).

g. Problems of education vary from one country to another. Out of the following problems listed below the teachers were asked to select the THREE MAJOR problems confronting the system of ~~education of~~ education in Bahrain:

- (1) Availability and training of qualified teachers.
- (2) Shortage of school buildings plus overcrowded classrooms.
- (3) Adequate curricula to accord with the local needs of society.
- (4) Financing education with adequate budget.
- (5) Psychological and social problems of the youth.
- (6) Administrative organization.
- (7) Lack of cooperation between home and school.
- (8) Students' poor academic achievement.
- (9) System of examination plus automatic promotion.

(10) Differentiation of secondary education to meet the needs of the society.

No single problem was left without being selected. In terms of frequency the three most important problems were as follows:

	No. of Respondents	%
(i) Lack of cooperation between home and school.	100	74%
(ii) System of examination plus automatic promotion.	60	44%
(iii) Shortage of school buildings and overcrowded classes.	56	41.4%

We may notice that the first^{choice} here coincides with the major factor of item (e)¹, namely, the home-school relationship. There is also a close relationship between the second choice above and that of item (f)², namely the problem of examination and the automatic promotion. This indicates a reasonable consistency in the choices of the teachers.

It seems that the teachers tend to think of immediate problems. In line with this, among the

¹Supra, p. 105.

²Supra, p. 107.

three pressing problems the teachers mentioned school-buildings. About the same problem the Directorate of Education reported to the UNESCO in October, 1966 that its owns 60% of the school-buildings under its management.¹ In fact, overcrowdedness is limited to a number of large schools situated in towns where the land sites are either scarce or too costly to purchase.

By the end of the 1950's the scarcity of land near the towns led to building some new primary schools a little farther away from the residence of pupils. As for secondary schools they are concentrated in Manama, the capital of Bahrain, and recently in Muharraq. Free transport for all students is provided to travel daily from far villages and some other towns so as to attend secondary schools. Such an arrangement may cause a widening gap between home and school. Because, the two being apart in distance, makes it rather difficult for parents to visit schools. Another reason for the inadequate home-school relationship is the fact that most of the teachers in Bahraini secondary schools have been non-Bahrainis; this may impede smooth and regular contacts between these teachers and the local community. A third reason for the same problem of

¹Bahrain Directorate of Education, "Education in Bahrain, 1966", Mimeographed. p. 6.

home-school relationship is that schools in Bahrain are run only during the morning. This makes it difficult for most, if not all, working fathers to find time to visit schools. Occasionally, for some disciplinary problems parents are asked to come to schools; but such unpleasant occasions do not enhance cooperative relationships. Still a fourth factor which is not easy to discern is the growing gap between parents and the changing world of their adolescents. From the writer's personal experience, and in normal situations adolescents tend to feel vexed whenever they are asked to call their parents to school. This resentment is usually due to certain misunderstanding with parents or due to some detachment from broken homes.

Paradoxically, as the home-school cooperative relationship is becoming more desirable by both teachers and some parents, for some reasons it is still difficult to cultivate.

Now, because of the increasing birth rate in Bahrain and the universal demand for education school facilities have to be expanded and greater expenditures¹

¹According to the 'Educational Statistics' issued by the Bahrain Directorate of Education during the year 1964/'65 the annual recurrent cost per capita in government schools for boys and girls together is as follows:

Primary schools	Rs. 370/- per student
Intermediate schools	Rs. 570/- per student
Secondary Schools	Rs.1000/- per student

P.S. (Rs.10/- is equivalent to One Bahraini Dinar -£0.15).

become required as a result. And if the available area of land at present remains realatively small, then the capital expenditure of schooling will probably increase. Thus, it is expected that the **prob-**lem of overcrowded classrooms may remain unsolved for some years to come. Moreover, the phenomenon of overcrowdedness may be carried over to secondary schools shortly.

But, why should the problem of examination and automatic promotion be considered as a major issue? This query will be discussed at some length in the following chapter. Suffice to say here that automatic promotion is a new technique for which most of the teachers in Bahrain have not been trained to practice effectively.

h. Religion, nationalism and science are probably the three cardinal factors underlying the foundations of education system in Bahrain. To ask the teachers to decide on only ONE of these factors in question should be challenging, indeed. Some of the teachers whose answers were disqualified considered all the three factors as are equally important. This might be so. But the main question is: which of these factors, namely religion, or nationalism, or science should be given the priority in 'making good

citizenship' for Bahrain? Out of the 138 teachers only 119 respondents were included because they observed the instructions of the questionnaire. Their answers were as follows:

For Nationalistic Education	41
For Scientific Learning	40
For Religious Education	<u>38</u>
	119

The differences between the above figures may appear small, but the order of priority is suggestive. In thinking about the making of good citizens, the teachers place nationalism (5 Arab Nationalism) at the top. Scientific learning is not less important than nationalism, but science is somewhat a little higher than religion.

Admittedly, one is tempted to overlook such slight differences had it not been for the essential interdependence of these factors in question. The writer is also aware of the psychology of ambivalence in Arab society, namely of being an Arab and Moslem simultaneously. This two-fold self-concept of the Arab-Moslem is a typical trait which has been established for long in Bahrain national movements from the 1930's and on. In Bahrain being an Arab and Moslem are inseparable and always have been comple-

mentary.

As noted earlier in this chapter the recognition of the factor of scientific learning as important for good citizenship is again, I trust, a sign of change. To espouse religion and nationalism with science is a promising change towards the process of modernization. Modernization is a systematic way(s) of change. In this respect, scientific learning and its rigorous ways of thinking should serve well the changing needs of Bahrain society, particularly those pertinent to the making of good citizens.

i. An open-ended question was addressed to the 138 teachers who were asked to add any other suggestion about education and its relation to the needs of Bahraini society.

Only 37 teachers (27%) of the whole group did not participate. The majority have listed various suggestions some of which are outlined below. The headings are supplied by the writer.

(1) On primary education: Considerable emphasis has been placed on primary education because it established the foundations of all stages of learning. With this view in mind the following points were put forward:

(i) Special care must be given to the appointment and placement of EXPERIENCED-WELL-QUALIFIED teachers to teach pupils of the primary schools.

(ii) Increase the written work at the lower forms of primary schools.

(iii) Cancel the method of automatic-promotion.

(iv) Make primary schools coeducational.

(2) Curriculum and Teaching:

(i) The need for curriculum revision and hence its improvement to accord with the local needs.

(ii) Concentration on sciences.

(iii) Teach civics and national subjects, particularly about Bahrain society and the Arab Gulf states.

(iv) Add new courses of study like agriculture and oil industry in Bahrain - in the secondary school.

(v) Pay more attention to arts and industrial-arts.

(vi) Physical education should be developed.

(vii) Mechanization of the methods of teaching, plus the provision of new audio-visual aids.

(ix) Expand the teaching of religious studies.

(x) Improvement of some text-books.

(ix) Free teaching from verbalism; and allocate more time for practical work.

(3) Teaching-Staff:

(i) An urgent need for in-service training, especially for those working in the primary schools.

(ii) To allow teachers to be free to teach subjects within their competency.

(iii) Selection and appointment of qualified teachers equipped with concern for the services.

(iv) Hold periodical and regular staff-meetings.

(v) Increments and promotion by merit-system, not to be given automatically even to the notorious and indiscreet teachers.

(vi) Unsuccessful teachers should be re-placed in non-teaching jobs, preferably outside the schools.

(vii) Allow teachers to become members of school-boards and practice group-leadership.

(4) Schools in Progress:

(i) Provide a library for each school.

(ii) Give the Headmaster some freedom in promotion or demotion of his pupils.

(iii) The need for more new school buildings.

(iv) Rennovate the administrative set-up of the school.

(v) Expand the intermediate schooling to a three year program.

(vi) Adopt the two semester-pattern instead of the present three terms.

(vii) Introduce a selective basis for entrance into secondary schools.

(viii) Further differentiation of secondary schools.

(ix) Develop social interrelationship between teachers-pupils- and headmasters.

(5) General Suggestions:

(i) Increase and vary the number of scholarships for higher studies abroad,

(ii) Encourage and plan for further vocational training.

(iii) Establish nursery schools.

(iv) Appoint social-guidance workers.

(v) Establish Parent-Teacher Associations.

(vi) Provide a school meal for the under-nourished pupils.

(vii) Establish schools for exceptional or handicapped children.

(viii) Establish joint-education-council between educationists (teaching-staff) and the community leaders.

(ix) Centralization in planning, but decentralization in administration.

(x) The need for Bahrain to specify its own purposes of education and to plan in accordance with its stage of national development.

B. Students' Questionnaire:

The purpose of this questionnaire is to study the preferences of the students in relation to types of secondary schools, future plans, choice of occupations, and personal aspirations. For this reason it has been necessary to include different students from all the existing secondary schools in Bahrain. The subjects included were taken from the tawjihiyah year where students are expected to have completed the highest class of study available in Bahrain, and should have begun to think of their future.

The students' questionnaire comprises three parts. The first part seeks general information about the background of the students. The second part attempts to answer the following question: What would you do after graduation from secondary school? Here the discussion will be mainly about the student's self-evaluation and the choice of his/her future career. Thirdly, as the students were thinking about their program of study, they were also asked to project their aspirations.

Part 1: Information About Students' Background:

The total number of respondents was 129 students only. Although this figure is relatively small, it represents fairly all the existing types of secondary schools. The subjects consisted of 89 boys and 40 girls. Among them were 86 students who lived in towns and 37 students lived in different villages of Bahrain. Only six students failed to mention the locality of their residence. The average age for boys was 19 years, and for girls was 18 years.

The following is a summary describing the background of the students in terms of the types of their schools, and also in relation to the level of their fathers' education.

Educational Background of the Students

Sex	Types of Secondary Schools/Sections					
	Teacher Training	Academic Science	Academic Literary	Technical	Commercial	Religious
Boys (N-89)	10	24	23	12	10	10
Girls (N-40)	10	15	15	--	--	--

Fathers' Level of Education
(Frequency in Percentage)

Sex	University	Secondary	Primary	Learned Without Certificate	Don't Read and Write
Boys	3(3.4)	9(10)	10(11)	25(28)	42(47.2)
Girls	2(5)	29(72.5)	2(5)	1(2.5)	6(15)

Note the marked difference between the fathers' level of education for boys and girls. For girls the fathers' level of education is higher than that for boys, while the majority (77.5%) of the girls fathers' education tend to cluster above the level of secondary schooling, the majority (75.2) of the boys fathers' education skew toward less than primary school. This discrepancy between the educational background of boys and that of girls is quite important to keep in mind as we proceed further with discussion about the students. In this respect we might here single out two relevant points. In the first place, the more learned the fathers are the more tolerant they may be to allow their daughters to stay on in schools up to the level of secondary education or more. Secondly, there might be a relationship between the locality of residence for each sex and the level of education. Out of 39

girls only three girls (7.7%) reported that they live in a village ; while out of 84 boys there were 34 students (40.4%) who lived in villages. Thus, the locality of residence and the fathers' level of education do bear some influence on the background of the students.

Part 2: Students' Future Plan:

After eliciting the preliminary information about the background of the students, their attention was immediately directed towards each respondent's future plan. This procedure was intended to keep the individual participants thinking about their future plans as they were answering the rest of the questionnaire. That is why the second part begins like this: 'As you are personally thinking of the future ... and immediately after your graduation from the secondary school you will ...'.

The following table summarizes the trend of the future plan of both boys and girls:

Future Plan of Boys and Girls

Items	Number of Respondents	Percentages
Job Seekers	54	42
Self-Employment	6	5
University Study	52	40
Don't Know	17	13
	29	

It is clearly seen that the general tendency is almost equally split between those students who seek jobs and others who wish to go for a university study. If we refer to the types of schools in relation to future plan we get different results like the following:

Types of Schools Vs Future Plan

Plans	Schools					
	Aca- de- mic Sc.	Acade- mic Lit	Teacher Train- ing	Tech- nical	Commer- cial	Religions
Job seekers	10	12	19	3	7	3
Going to Uni- versity	28	16	-	-	2	6
Self-Employ- ment	-	5	-	-	-	1
Don't know	1	5	1	8	1	-
Total	39	38	20	11	10	10

It is natural for the majority of the commercial and teacher-training to be job seekers. Because these two types of schools train students for specific jobs, namely to become teachers or employees in some commercial establishment. It is surprising to see that among the

students of the technical school 72.7% who gave the 'do not-know' answer. On the other hand, 60% of the students at the religious school wished to go to a university - probably to al-Azhar. Note also that there is greater number from academic-scientific than from academic-literary students who wished to go for university studies.

Furthermore, it is interesting to mark the differences in future plans between boys and girls as follows:

Sexes	Job	Self-Employment	University Study	Don't Know
40 Girls	13(32.5%)	1(2.5%)	26(65%)	NIL
89 Boys	41(46%)	5(6%)	26(29%)	16(18%)

The above mentioned figures indicate that there are more girls than boys who want to go for university studies - this is in spite of the prevailing purdah system. In relation to the local traditions what does such a phenomenon mean? There may be three explanations for this question. In terms of family background a good number of girls seem to come from well-to-do parents who can afford to pay for the costs of their daughters' higher education abroad. Add to this the fact that the

level of education of girls' fathers is higher. Secondly, at present there is a limited opportunity for girls to be accepted into men's jobs, and these are already held by men who probably discourage girls from seeking them. Thirdly, the girls themselves are expressing positive attitude towards social life and also want to be on a par with boys. Thus the girls feel that they can do better through seeking higher education.

In general the respondents have been realistic in their approach to the contents of the questionnaire. This is probably so because of their average ages of 18 and 19 years which can be taken as an index of normal maturity. One is also impressed by the moderate level of the students' self-evaluation. The distribution of levels of evaluation has been as follows: 25% of the students placed themselves high, 74% of them as moderate, and 1% only as low. In fact, the modes of moderation for both boys and girls were more or less parallel to each other. There were also some individual variations. For example, 42% and 60% of the students from technical school and teacher training consecutively placed themselves high.

However, all students were also asked to give reasons for their self-evaluation. The main criterion

for the levels of self-evaluation has been the individual's academic achievement. It seems that there is some positive relationship between self-evaluation and school achievement. But such close relationship does not work when we compare the students' moderation in self-evaluation with their tendency to go for university studies. This is clearly exemplified by the girls-students of the literary group among whom only 27% placed themselves high, and 67% of them average, while the majority of the girls intend to pursue higher education. Much of the same applies to the academic scientific group.

Part 3: School Program and Students' Future Careers
and Aspirations

It is interesting to get to know how the students conceive the major function of their secondary schools. Tablella shows clearly that the main role of secondary school is conceived as preparing good-citizenship at the top of the functions of the school.¹

¹Supra, p. 102.

TABLE 11a

Functions of Secondary School as Viewed by
Students

Functions	No. of Respondents	Percentage
Preparing the youth for the daily living	23	(18)
Training clerks for establishments	5	(4)
Preparing students for university study	19	(15)
Training technicians for firms and companies	5	(4)
Preparing good-citizens	73	(57)
	<hr/>	
	125	

P.S. Only four respondents were disqualified.

Why do students and teachers give the priority for good-citizenship? Again this may be a reflection of the deep-rooted religious tradition in Islamic culture, viz., as-Salah. However, it is still interesting to note the close agreement between the view of the teachers and that of their students.

On the whole the rest of the students consider the function of the school as preparation for earning daily living. Only a few students view the role of the secondary school as to equip them for university study. This does not necessarily imply that there is

no relationship between good-citizenship and the proclaimed intention of the students for seeking higher education.

As the students were thinking about the major function of their schools they were also asked to voice their opinions about the subjects which they preferred and others which they did not care for, and to suggest some other subjects that they wished to have added to their program of study. Little was written about the liked and the 'not-liked' subjects. But, as for the additional subjects there was some interesting information. In general, the Bahraini adolescents wish to learn more about music and French language. Furthermore, when we relate the desirable subjects to the individual type of secondary schools we come across some variations which may be summarized as follows:

<u>Type of School</u>	<u>Subjects to be Added</u>
Religious	Chemistry and physics.
Technical	Biology, psychology and philosophy.
Commercial	Stenography and music.
Academic:	
Boys(literary)	Music and French language
Boys(scientific)	French language

<u>Type of School</u>	<u>Subjects to be Added</u>
Academic:	
Girls(literary)	Politics, economics, and music.
Girls(scientific)	Music, French language and psychology.
Teacher-Training:	
Girls	National Education, Chemistry & Philosophy.
Boys	Music, sciences and philosophy.

It is evident from these responses that the students have their own choice of subject-matters that are different from the prescribed syllabi. For example, note the choice of the students of the Religious and Technical schools concerning some courses of science. Girls also pose some innovation as they wish to study economics and politics.

At this point it might be relevant to ask the following question. Are the students satisfied with the present types of secondary schools they belong to? Some of the girls in the teacher-training program wished to rejoin the general academic school, and some other would like to join a domestic science sub-division. The most dissatisfied group are the boys of the academic literary program. Excepting six students (3%) out of the twenty three boys of the literary

group, the majority would like some vocational training either in the Technical school or in a school of agriculture; a few of the same group wanted to join the Teacher-Training program. The writer wonders if these suggestions of students reflect some real needs. But from his personal experience the graduates of the literary group are facing a growing difficulty in getting jobs. This is true partly because these students are known for their low-pass grades. Consequently, students from the literary group feel less likely to be able to follow a normal university study.

It has been noted earlier in this study that the aim of secondary education in Bahrain is two-fold. It prepares the young generation for both their daily living and for university study abroad. Along these lines we may trace the current trends among the increasing number of the secondary school leavers. What would these holders of Tawjeeheyeh certificate like to do after graduation? The major preference is still for the university study. This may be confirmed through another additional but relevant data. The writer took a special permission from the Directorate of Education to review the files of all students who completed successfully the Tawjeeheyeh program during the period of 1962 through and up to 1967. The preferences of the school leavers are analyzed as follows:

TABLE 11 b
 Preferences of Secondary School Leavers (Tawjeeheh)¹, 1962-1967

	1961/'62		1962/'63		1963/'64	
	Scientific B G	Literary B G	Scientific B G	Literary B G	Scientific B G	Literary B G
No. of Graduates	38	14	26	35	41	32
No. Applying for University Study	38	14	26	35	41	17
No. for Occupation	--	--	--	--	--	4
Others	--	--	--	--	--	1
Total	52		61		131	

./....

TABLE 11b(Cont'd)¹

	1964/'65		1965/'66		1966/'67							
	Scientific B G	Literary B G	Scientific B G	Literary B G	Scientific B G	Literary B G						
No. of Graduates	66	31	53	56	86	33	142	86	81	42	181	68
No. Applying for University Study	61	17	44	32	63	19	66	44	71	30	65	47
No. for Occupation	3	13	7	23	23	12	69	37	10	12	116	19
Others	2	1	2	1	--	2	7	5	--	--	--	2
Total	206		347		372							

Source: Directorate of Education - Official Files of the Tawjeeheh Graduates for the period 1962-1967.

¹ The first group of boys completing Tawjeeheh Certificate in Bahrain was in June 1962, and the same for girls was in 1964.

Table 11b shows that there is a proportional increase of entrants to the universities as the number of the school leavers increases every year. But, beginning with the year 1965 there has been a marked increase in the number of job-seekers, particularly among boy-students from the literary group. For the latter the problem of unemployment is becoming a serious problem.

On the basis of the 1965 Bahrain population census the writer presented a list of 25 occupations to the students. According to personal wish and individual capacity each student was asked to select the most favourable five occupations. Then the respondent had to place the selected occupations in an order of priority. The choices of occupations are given in Table 12b. For the sake of quick review the present occupations of the fathers of students are first presented then followed by those of the students.

TABLE 12, a

Occupations of Fathers

No. of Students		Father's Occupation as cited by Students	No. of Students		Father's Occupation as cited by Students
Boys	Girls		Boys	Girls	
-	1	Ruler	1	3	Teacher
11	6	Government Employee	1	2	Policeman
-	2	Lawyer	1	1	Engineer
3	-	Oil Company Employee	17	8	Merchant
-	1	Qadi	5	1	Unemployed
2	1	Shop-Keeper	3	-	Grocer
1	-	Machinist	1	3	Clerk
2	-	Carpenter	3	-	Gardener
5	-	Seaman	5	2	Driver
19	1	Manual Worker	1	-	Baker
-	7	Director	1	-	Contractor
4	-	Unclassified	3	1	Failed to mention
47	19		42	21	

Total: Boys 89

Girls 40

TABLE 12,b

Secondary Students' (Boys and Girls) Choice of Occupations

Occupations	No. of Respondents	(Percentages)	Rank
Teacher	39	(30%)	1
Doctor	19	(15%)	2
Government Employee	15	(12%)	3
Police-Officer	9	(7%)	4
Lawyer	8	(6%)	5
Petroleum Engineer	8	(6%)	5
Artist	8	(6%)	5
Technician (Oil Industry)	5	(4%)	6
Merchant	5	(4%)	6
Pharmacist	3	(2%)	7
Qadi (Judge)	2	(1.5%)	8
Imam (Religious Man)	2	(1.5%)	8
Money-Changer	1	-	9
Grocer	1	-	9
Private Firm's Employee	1	-	9
Electrician	1	-	9
Accountant	1	-	9
Nurse	1	-	9
Farmer	0	-	10
Pearl-Diver	0	-	10
Fisher-man	0	-	10
Bucher	0	-	10
Baker	0	-	10
Administrator	0	-	10
Contractor (Mason)	0	-	10

Total

129

According to our available data the first five desirable occupations are those of teacher, doctor, government employee, policeman, and lawyer or petroleum engineer or artist. If we exclude the government employment we can see that the majority of the students are interested in the professional occupations. For the same question there is a slight difference between the jobs chosen by boys and those chosen by girls:

	Doctor	Teacher	Petroleum Engineer	Lawyer	Pharmacy	Police Officer
Boys(N-47)	12	12	3	1	-	6
Girls(N-30)	6	2	5	6	2	-

	Artist	Employee
Boys(N-47)	1	6
Girls(N-30)	5	3

Like boys, the girls of the academic secondary school want to become doctors, petroleum engineers, lawyers, pharmacists, artists and employees. Such new trends among the girls must be marked with due consideration in the changing purdah system of the Bahrain society. Such changes should be taken into account when scholarships are given for higher education abroad.

Tables 12a and 12b show also some similarity

between the fathers' occupations cited by the students and the choice of occupation of the same students. On the other hand there is a tendency amongst some students to be away from their fathers' traditional jobs. Note that not a single student has chosen to be a farmer, a pearl-diver or a fisherman.

Students are both realistic and un-realistic in their approach to occupations. If we take into consideration the moderate level of self-evaluation we may reject the selection of the professional occupation as unrealistic. Because to be at a moderate level of learning and to become a professional are two different things. Some girls of the literary group want to become doctors and engineers! This is simply unrealistic because the program of the academic literary in Bahrain does not include the teaching of sciences nor mathematics. On the other hand students from the academic science group show some consistency between their future plan and the choice of occupations. Students of the teacher-training and the commercial school also are more realistic than their counterparts in the choice of occupations.

What is the relationship between the educational background of the students and their choice of occupation? From the information at hand it seems that there is a close relationship, with one exception, and

that is that of the religious school. The latter is supposed to prepare the learned imams of the future. But, not a single student from the very school has chosen to become an imam. For the rest of other types of secondary schools, however, the choice of occupations is commensurate with the student's educational background. For example, students from the Technical school want to become technicians in the oil industry. Similarly students of the commercial school intend to work in business as accountants and employees. On the whole, we may suggest that each type of secondary school - save the academic literary - gives an access to a certain type of employment.

What are some of the major factors that influence the students' choices of occupations? There are no data to furnish an adequate answer. Depending on my personal experience with a number of school leavers, however, I would suggest the following:

1. The financial reward of an occupation.
2. The social status that gives more prestige for, say a doctor than an engineer, or more prestige for a teacher than a farmer.
3. The nature and conditions of the duties of each job. In Bahrain the common half-day job is preferable to the full-day one; and the latter is preferable to the jobs that require shifts.

4. Student's self-evaluation and personal interest in a particular job.

5. The market demand: inspite of inadequate information some students are aware of the job opportunities available to them. These students tend to compromise and get into some jobs temporarily. Other students are highly influenced by factor 2 and 4 and thus remain unemployed.

6. The looseness of relationships between the individual student's vocational ambition and the family background is another important factor to take into consideration. Adolescents want to be different from their parents. To have a different vocation from that of the family is becoming an index of growing independence and maturity. This tendency gives wider scope for the social mobility of students in Bahrain after they graduate from their schools.

To review again the hierarchy of the most favoured occupations one may wonder why should teaching receive priority of preference. If we first accept the foregoing factors we can give some reasons for this preference of teaching. Teaching is the most available occupation in the local market for holders of Tawjeeheyeh certificate. Teaching is an attractive career for both boys and girls. For the

latter teaching is so far the only permissible job that local traditions approve of without questioning. Teaching is only for a half-day. Teaching is preferable to any other white-collar employment because the teacher has the advantage of a three-months-vacation every year. Finally, teaching enjoys reasonable social prestige; it even has a higher prestige among the villagers.

At this point the writer wishes to draw attention to the commonly accepted idea that Bahrainis go mostly for white-collar jobs. Based on present information this disparagement of manual occupations is no more true. If we look back to the father's level of education of boy-students for example, we can see that the majority fall below the level of primary schooling. And yet the respondents have not limited themselves to the choice of government employment, which is largely the source for white-collar jobs. The variety of choices showed in Table 12 is a reasonable index to support the basic assumption of the writer. That is to say that the Bahraini young generation seems to want more than the usual sit-and-copy work of the white-collar employment.

Finally, if we turn towards the future we may still like to sense the direction of our student-subjects in terms of their personal aspirations.

TABLE 13

Students' Personal Aspirations

Aspirations	No. of Respondents Both Sexes	Boys (N-88)	Girls (N-40)
To make a big fortune	4(3%)	4(4.5%)	0
To become a top Administrator	29(22%)	20(23%)	9(22.5%)
To marry and build a happy home	16(12%)	11(12.5%)	5(12.5%)
To go for higher studies	54(42%)	35(40%)	19(47.5%)
To discover a means and serve my country	25(19%)	18(20%)	7(17.5%)
Total	128		

P.S. Only one respondent was disqualified.

Table 13 indicates two major points. First, our students are consistent with their preferences and future plans in seeking higher education. It seems that the secondary school is not the terminal point for the students' level of aspiration in education. Secondly, with slight exception of making money there is a close similarity between boys and girls in their personal aspirations. Both sexes seem to agree on a number of important themes concerning their level of

education, social and family status, and the services they may equally contribute to their Bahraini society.

CHAPTER V

A REVIEW OF TWO PROBLEMS OF EDUCATION

The problem of examinations and that of differentiating secondary education are by no means the only two major problems confronting education in Bahrain. As already mentioned in the previous chapter there are other problems some of which may require an urgent analysis and solution.

Now that secondary education is gaining momentum it is relevant ^{also} to discuss the question of examinations ^{because it is through public examinations} that, most, if not all, students get promoted.

A. Examination and Promotion:

Examinations in Bahrain are practically the only means on the basis of which pupils are either promoted, demoted, or even dropped out of school. Public examinations are the common channel through which students must pass in order to obtain a recognizable certificate. Examination and certification are two interlocking aspects of formal education in Bahrain. It is the Directorate of Education which

is responsible for both. Because certification depends upon the passing of an official examination, for this reason, perhaps, passing the public examinations has become an end rather than a means in the educative process. Although examinations may have no intrinsic values, their social and economic returns are quite important for the future of the youth. Suffice it to say here that all those concerned with the education of young generation - the public, the educated people, the employers, the administrators - attach certain practical values to examination results. These values will be clarified as we proceed along further in this discussion.

1. The Development of System of Examination:

If one reviews the available literature on examinations in Bahrain, particularly the mimeographed circulars issued by the Directorate, one cannot fail to come across a number of pamphlets describing the changing regulations of examinations. Prior to the year 1950 computing the examination results was based on the percentile system with a minimum passing grade of 50% or 60%. During the 1950's this system of examination was changed to follow the Egyptian plan.¹

¹For detailed information read: Muhriz, Zaynab and Harbi, M. Khairi, "Systems of Examinations - A Comparative-Historical Study, 1961-1962", (Cair: Ministry of Education, Documentary and Research Center, January, 1962), in Arabic.

This fact is important to keep in mind in order to understand the existing system of examinations in Bahrain. For example, the regulations governing the passing of examinations at the end of the Intermediate schools in Bahrain follow similar regulations applied in the Egyptian intermediate schools.¹ With this preliminary statement in mind we turn now to discuss the system of examinations in Bahrain² at both the primary and the post-primary stages of schooling:

Infants and Primary Schools:

Examination results of the primary stage of education in Bahrain are usually divided into three cycles. These cycles include automatic promotion at the infants or early elementary grades, periodical internal examinations for the intervening grades, and a public external examination at the end of primary education. According to AHwa:l at-Ta'lim of 1955-1956 the following regulations were in practice:

a. Promotion from the first infants grade was automatic, provided that each pupil attended 75% of the school days.

b. For the second infants grade and the first primary grade the system of periodical tests was

¹Ibid., pp. 142-144.

²This part is based on "AHwa:l at-Ta'lim, 1955 '56", op.cit., pp. 31-34.

applied. Here the promotion of each pupil depended on his/her academic achievement in written examinations plus a minimum attendance of 75% of the school days. At this stage of learning, usually the majority of pupils were promoted. Only the marginal cases were given 'special reconsideration' with a view to promote most of these pupils; but this was done only after securing the consent of the teaching staff.

c. From the second through the fifth primary grades the same measures as in (b) above were applied, plus the following two additional stipulations:

(1) If a pupil succeeded in the final third term examination he/she should be promoted even if the pupil had failed in either the examinations of the first or the second term.

(2) If a pupil failed in the final third term examination, then the average of the three terms would be calculated; and upon the result of that average the pupil might succeed or fail.

In all the abovementioned cases (a, b, and c) the total mark was the sum of: 25% allocated for the daily works, plus 75% for the examination results of the three terms inclusive.

d. For the Leaving Certificate of Primary Education, at the end of the sixth primary grade, an external public examination was held and administered

by a central ad hoc committee. Before 1959 this public examination was both written and oral. In 1960 the oral examination was dispensed with. Nowadays, only written examinations of the essay-type are administered.

Secondary Schools:

At the stage of secondary education no student will be promoted without obtaining the minimum grade in every subject and a passing of 50% of the total mark of all subjects included. The total mark, however, was the sum of 25% allocated for the daily works and 75% for the results of the final written examinations. But, grading in secondary school has been different in some respects from that used in primary schools. In secondary schools the subjects taught are given different weights. For example, in arriving at the average of a student some subjects are given greater weight than others. This has been done on the basis of two criteria: (a) a subject which is viewed as major gets a greater weight than any other minor subjects, and (b) the greater the number of weekly periods assigned to a subject the greater weight of marks that subject receives. On the basis of these criteria the passing grades for subjects also vary. For example, Arabic as a major subject has a passing grade of 50% out of its maxi-

mum, while the passing grade has been 40% for most of the subjects studied in secondary academic school. In the Technical Secondary School a major subject like workshop technology gets a passing grade of 50%.

Prior to the year 1960 and in addition to the final public examinations held in June, the make-up examinations were also held in September/October in order to give a second chance to the students who failed in June. For sometime this practice was thought to be effective because a large number of students in Bahrain managed to pass the examinations successfully.

Professors Katul and Nahhas, however, approached the problem of examinations in a different manner. By 1960 they focused attention on the growing No. of repeaters.¹ In every class of the primary schools there was an average number of 40% repeaters. In other words, out of every 100 pupils who entered the first primary grade only eight pupils would have graduated as they completed the cycle of their primary stage of education. This situation caused a serious and complicated problem, namely to provide school facilities for such a great number of repeaters. Such additional provisions entail, indeed, an

¹Nahhas and Katul, op.cit., pp. 33-34.

increase in the expenditures of schooling. As a result also the intake of the new pupils may but-balance the normal output of the schools in Bahrain. Overcrowded classrooms with probably a large number of repeaters may lead to ineffective teaching, which is also wasteful. Katul and Nahhas stated further that this phenomenon has had only one explanation, i.e., the schools do not offer their children a proper education, and that these schools have been unnecessarily strict in setting the questions of examinations and in evaluating the answers of their pupils.¹

By 1960 the problem of examinations became critical. In an attempt to find a solution Katul and Nahhas suggested two measures: (1) the elimination of all make-up examinations, and (2) the adoption of the method of the automatic promotion in the first grades of the primary schools.

Theoretically, the adoption of automatic promotion should have contributed to the improvement of learning. But, when this method of promotion was first put in practice in 1960/'61 the majority of the teachers working then in the primary schools were neither ready nor properly trained to adopt such an

¹Nahhas and Katul, loc.cit, p. 34.

innovation. Statistics issued by the Directorate of Education indicated that during 1960/'61, out of the total number of the teachers in Bahrain 92% female and 87% male teachers were untrained, with an educational level less than the completion of secondary education. With such a low level of academic qualification, no wonder then if those teachers have been associating automatic promotion with the relaxation of written examination. In fact, the introduction of the automatic promotion has led to giving a less number of written works and examinations. To remedy such an unfortunate situation the Directorate issued an over-all act defining more accurately the system and the regulations of examinations. The new directive¹ stated clearly that the application of the automatic promotion involves calling a staff meeting headed by the school principal. This meeting should take place during the second week of June at the end of every scholastic year. Attainment of individual pupils shall be reviewed in order to decide whether or not each pupil has the ability to learn. Then any pupil who gets the absolute majority of the teachers'

¹Directorate of Education, "Act of Systems and Regulations of Examinations, No. 67/72/62", dated 19.2.1962. (Mimeographed in Arabic).

favourable votes should be considered as having passed and thus shall be eligible for promotion. For the fourth and the fifth grades the normal written examinations should be conducted as far as possible, but without being unduly strenuous on the pupils. The examinations of the first and second terms should continue, and the parents should be informed about the examinations results of their children.

At this point we may summarize the main factors influencing the promotion of pupils in Bahrain. In the primary schools, promotion throughout the first three years (1, 2, and 3 grades) is determined by two complementary factors: a) the school's daily register to ensure that the pupil has had a regular attendance of not less than 75% of the school days, and b) the concensus of the teaching staff based on their personal judgment of the pupil's achievement. As for the last three years (4, 5, and 6 grades) promotion depends on passing written essay-type examinations. The latter applies also to the intermediate schools in general. In secondary schools the principles above are practically followed, except for the variation of weighted marks assigned to different subjects as already explained.¹

¹Supra, p. 143.

All the written examinations in Bahrain are of the essay-type. Practical examinations are usually given in the Secondary Technical School. Throughout the educational ladder, promotion examinations are internal and administered directly by the school principals. At the end of each stage of learning there is an external public examination, viz., Primary, Intermediate, and Secondary (Tawjihiyah). For these public examinations regular and non-regular examinees are permitted to sit. Hence, all official certificates in Bahrain are issued by the Directorate of Education.

2. Evaluation of Examinations:

From the year 1955 and on it has been the duty of the primary schools' inspectors to administer public examinations in Bahrain. But, the inspectorate itself has not been well-established because the turn over of these inspectors has been considerable as most of them have been non-Bahrainis. Moreover, the management of public examinations is usually done through ad hoc committees. Perhaps, it is the absence of a permanent examining body which has been responsible for the apparent lack of proper administration of examinations.

Evaluation of examinations, however, can be studied from various angles. In the first place, one may study the existing types of examinations to see whether or not they contribute to the realization of the proclaimed aims of education. In the second place, an analysis of the contents of examinations may be undertaken to reveal how far they may serve the specific purposes of various subjects taught. In the third place, a study of relationship between examinations and the methods of teaching may be made in order to find out which one is subordinate to the other. In the fourth place, the results of examinations may be influenced by the efficiency of administration in charge of the examinations. Here a series of questions may be raised in regard to who controls, organizes, sets the questions and their model answers, and who determines the scores and follow up the results of examinations. Finally, examinations may be studied in terms of the certificates awarded to the examinees. Needless to say that a school certificate has its social status as well as its economic value. Socially, a hierarchy of certification is usually acknowledged by the public; the higher the level of education a certificate belongs to, the higher social

prestige its holder enjoys. Likewise, the higher a certificate is, the greater monthly pay its holder receives.

It is customary to consider the examination as a constituent part of the learning process. In this respect the relationship between the examination and learning as it is practiced in Bahrain may be traced further through the following:

(1) From the available literature in Bahrain there is no clear specification about the purposes of examinations. Explicit purposes of public examinations are simply non-existent. This is so because the major function of any examining body in Bahrain is more or less administrative. Little attention has been given, perhaps, to the consideration of the educational aspects of examinations.

(2) The proclaimed aims of education in Bahrain may again be summarized as the full development of personality, the training for making a living, and preparation for university studies. In this respect, there is no evidence that the existing essay-type examinations actually test for personality development, nor do they test special skills for employment. Nevertheless, a certain measure of success

among the graduates of secondary academic school has been noted in relation to their university studies. And yet the discrepancy between what the existing examinations really test and these proclaimed aims of education cannot be overlooked.

(3) As mentioned earlier in this study, the adoption of automatic promotion has led to a relatively poor achievement. The results have been carried over to both intermediate and secondary schools. In the secondary academic school, for example, the actual percentages of failure usually range from 35% to 45%. As an immediate remedy a push-up for under achievers has been practiced to bring up the final results for successful passes to nearly a level of 65% to 75%. Such a practice tends to reduce the effectiveness of examinations.

(4) Again the gap between theory and practice may be another point worthy of consideration. In theory, the examinations of intermediate schools, for example, are not only to test for a standard of achievement but also to serve as a means for streaming pupils into different types of secondary schools. But, in practice the subjectivity of the essay-type examinations in use coupled with the remedial measure of push-up have failed in achieving the above men-

tioned purposes.

3. Some Suggested Methods of Improvement:

(1) If the method of the automatic promotion is to continue, then there will be an urgent need for an in-service program to enable teachers to acquire greater skill in evaluating pupils' progress. The training shall be practical as well as theoretical so as to be useful and effective. Careful assessment of student's achievement and potentials as a result of daily contacts should be made. Knowing also how to keep accurate and adequate cumulative records of individual students should be included.

(2) At the departmental level there has been a growing need to establish a permanent examining body whose main functions should be to plan and supervise examinations. Planning should be with a view to coordinating the content of examination papers with the aims of the programs studied in Bahrain. Planning also implies the specification of the purposes of examinations, identifying sources for various types of examination, designing, and selection of some tests for experimentation, and following up or rather to evaluating the results of examination.

In its supervisory capacity the examining body should assume leadership in training teachers to devel-

op skills of setting examination papers, to suggest possible contents of questions and to refine their wording; to present some improved ways of organization, and to pass on up-to-date information from researches on certain techniques of examination.

(3) In the meantime, inspectors would do well if they see to it that teachers should observe faithfully the instructions which the inspectors send out to schools at the beginning of every scholastic year. Because, if well thoughtout these instructions embody ideas which could lead to further improvement of teaching. To cite but a few examples of such instructions: to relate the arithmetic exercises to the problems of daily life - situations, to help children to discover relationships, to develop creative thinking, and to encourage critical observation and discrimination - which are all valuable guidelines for effective learning.

(4) At the level of school unit, the individual teacher should be given greater opportunity in setting questions, and in deciding upon appropriate methods of scoring and evaluation of papers. These skills might be developed through team-work. Marking and scoring should gradually be the business of small

staff committees. Here, mutual confidence, instead of the traditional secrecy about examination, should be encouraged among the teaching staff in order to develop further understanding of pupils' work and their progress.

B. Differentiation of Secondary Education:

Secondary education in Bahrain is free for all students who want it and are qualified for it. This is important both for the future of the youth and for the progress of their country. In fact, the future of the present young generation in Bahrain will depend largely upon the types of secondary schools which are or become available. "The secondary school has, of course, a far more direct part to play in development. For many years~~to~~ come the majority of personnel concerned with development works of every type will have graduated from secondary schools rather than from universities."¹

With reference to the small size of Bahrain population, the estimated growth of secondary schools' students from 1965 until 1970 is relatively enormous. The following figures may clarify the expanding problem of providing schools for the increasing number of adolescents:

¹Curle, Adam "Educational Strategy for Developing Societies," (London: Tavistock Publications Limited, 1963), p. 149.

Estimated Population of Secondary
Schools, 1965/'70¹

Scholastic Year Schools	1965/'66		1966/'67		1967/'68	
	B	G	B	G	B	G
Intermediate	2901	1261	4279	1861	5477	2410
High School	1846	720	2883	1090	3707	1744
Total	4747	1981	7162	2951	9184	4154
Grand Total	6728		10113		13338	

Scholastic Year Schools	1968/'69		1969/'70	
	B	G	B	G
Intermediate	6493	3230	7215	4299
High School	4926	2434	6223	3434
Total	11419	5664	13438	7733
Grand Total	17083		21171	

¹Bahrain Directorate of Education/Statistical Division, "Estimated Number of Students for the Coming Five Years, 1965-1970".

But why so many students proceed up to the level of secondary schools? Here, a number of relevant factors previously mentioned may be reconsidered: 1) In Bahrain all types of secondary schools are open to all adolescents who want and are qualified for secondary education without any discrimination; 2) the essay-type of written examinations are the only means to measure academic qualification for promotion from the intermediate school to secondary schools. Besides, there has been neither an entrance examination to secondary schools, nor any adequate system of selection¹; 3) the practice of the 'push-up' in the local examination results has enabled the majority of students to move up easily to secondary schools; 4) while the value of the primary schools certificate has dropped in the local market of employment, the demand for the certificate of a secondary school has become the minimum requirement to secure a suitable job; 5) in relation to higher education, the rising expecta-

¹Occasionally a number of proposals were suggested to differentiate students on the basis of their passing grades. For examples a mimeographed memorandum dated May 15, 1961 stipulated that students with a passing grade not less than 65% can enter the secondary academic-school; others who get below than 65% should join either the Commercial School or the Teacher-Training School. But the enforcement of such proposals has been kept pending till the present day.

tions of the Bahraini youth have made secondary education the desirable means to satisfy the needs of individual students and their aspirations.

For more than a decade to come the secondary school will remain as the terminal cycle of learning for the majority of the Bahraini youth. If this is so, then the differentiation secondary schools will be important for both the youth and society; because different types of secondary schools usually satisfy the different needs of students. Diversification of schooling also provides alternatives in line with individual differences. On the other hand, the changing economic needs of society make it mandatory to diversify secondary schools in order to develop skilled manpower in various segments of the country's economy. Diversification of secondary education is thus becoming a major requirement for the advancement of developing societies like Bahrain.

Both the public and the government of Bahrain have already voiced their concern about the growing tasks of secondary education. The latter has been widely discussed. On the other hand the central government, with the collaboration of the Directorate of Education, has taken the initiative by inviting a number of experts to review and advise on the reorganization of secondary schools.

The recommendations concerning the diversification of secondary education can be traced back to 1955. In 1954 the existing secondary academic school for boys was divided into three sections, namely, general, commercial, and teacher-training. The secondary school for girls did not follow suit. And the Technical School was not yet a full secondary school. However, by 1956 the question of differentiating secondary education was becoming a major issue in the efforts to improve education. The report of AHwal at-Ta'lim of 1955/'56 stated that "The future of education in Bahrain cannot be straightened out without first establishing firmly the relationship between learning and practical life ... this relationship necessitates the diversification of schooling by which the learners should not be confined into a single mold."¹ The same report went on to discuss the possibilities of differentiating schools at both the primary and secondary stages of learning.

At the level of primary education it was suggested to have two types of schools, viz., (a) a general academic school in towns, and (b) a trade school in villages where the syllabus should be less theoretic-

¹Bahrain Directorate of Education", AHwal at-Ta'lim in Bahrain, 1955/56, op.cit., p. 46.

tical and more practical than the general school in town. For the practical courses a number of crafts were to be introduced, and those crafts should be determined in accordance with the local environment, be it the sea-coast, agricultural farm or the industrial city. The objectives for trade schools were given as follows: (1) to give the children of the villages a course of study that would render to them and to their parents immediate benefit that in turn should increase their income; (2) to make good use of the local resources; (3) to build a new generation skillful in work which they also love; (4) to avoid the over-expansion of the general-theoretical learning; and (5) to enable the best pupils of the village-trade school to proceed to the secondary vocational training in town.

At the level of secondary education the following types of schools were suggested:

General-academic,
Commercial,
Technical,
Agricultural,
Teacher-training,
Religious.¹

¹"AHwal at-Ta'lim, 1955/'56", loc.cit., p. 46.

In this connection the writer would like to underline three points: first, during the 1950's there was a certain amount of discrimination between the primary schools in villages and their counterparts in towns; the former were associated with vocational training, and the latter were more academic in their program; secondly, secondary education was viewed as the continuation of primary schools. Thus, the pupils of the general primary school would pass almost automatically to the secondary academic school; thirdly, only the secondary academic program was considered to be adequate as university preparation. This bestowed on the academic learning an unnecessarily high prestige. As a consequence academic secondary education received special attention from the Department of Education.

1. The Present Situation:

Early in the 1960's the problem of differentiating secondary education received a fresh approach. With the collaboration of the Directorate of Education, the Central Government began to commission a number of experts¹ to advise on further expansion of the educa-

¹For further reading see a summary of report on "Bahrain Education" by D.J.S. Crozier and V.L. Griffiths (Mimeographed in Arabic), January, 1966.

Read also J.W. Gailer and G. Mollison, "Technical, Trade and Commercial Education in Bahrain," (Beirut: 8 Feb., 1967), Mimeographed in English.

tional services. One of the major tasks of these experts was to suggest ways and means to economize on the rising costs of learning.

In the meantime, the Directorate of Education took the initiative to forward some proposals concerning the reorganization of secondary schools. In a 'Brief Note About Secondary Education,'¹ Mr. Ahmad al-Umran, Director of Education in Bahrain, raised a number of basic questions: - should Bahrain establish new types of secondary schools like agricultural and religious, or should Bahrain continue to pay more attention to develop further the existing academic secondary schools? Also, should Bahrain give priority to secondary education, or should it increase first provisions for the expansion of more primary schools? Which of these two stages of learning, i.e., primary or secondary, is more urgently needed by the country? Now that secondary education is open freely to all students who want and qualify for it, is it not better, for the interest of Bahrain, to make the entry to the academic school on the basis of selection? Thus, students shall be differentiated

¹A letter dated April 20, 1959 was submitted by the Director of Education to the Council of Education.

into streams according to their individual capabilities and tendencies. Those students with a high academic qualification should be allowed to enter the academic secondary school; but others less qualified should be directed to join any secondary school offering vocational training.

In January, 1964 another memorandum describing in details some bases for differentiation was presented by the Directorate to the Council of Education. In that memorandum the criterion for admission to the intermediate (junior-secondary) schools was based mainly on the chronological age of each student.¹ The following students should be permitted to join the Intermediate Academic Schools: boys and girls whose age is about 16 years; boys and girls whose age ranges between 16 and 18 years, provided they attain a minimum passing grade of 75% out of the total marks of the Leaving Certificate of Primary Education; and those pupils whose age is over 18 years but not exceeding the age of 20 years, provided they attain a minimum passing grade of 80%. All those pupils who are older than the age of 20 years should not be

¹Bahrain Directorate of Education, "A Scheme for New Planning to the Entry of Intermediate Schools- An Explanatory Memorandum dated January 26, 1964."

accepted in the Intermediate Academic schools. These pupils, both boys and girls, should join any one of the 'intermediate Technical' schools.

In the same vein the establishment of three types of intermediate schools was suggested. Two schools were for boys, and one school was for girls. One of the two schools for boys should be for trades, and the other one was to be for agricultural training. The girls' intermediate school was designed for the teaching of domestic science.

But, until the year 1967 the above two schools for boys had not materialized. In place of the girls' school, however, a sub-division of domestic-science was established in the girls' Secondary School in 1964. But, before the closing of the year 1966 this type of training for girls was discontinued mainly because the local girls looked down upon it.

In thinking about the differentiation of education in Bahrain there have two major trends. From 1955 and throughout the 1960's the Department of Education has intentionally kept the doors to academic learning widely open. This type of education was chosen in preference to any other types of secondary schooling. On the other hand the foreign experts, who without failing to give due attention to the aca-

ademic type of learning, have also advocated the urgent need for more of vocational training. According to these experts, vocational training should be preceded by a general education coupled with certain bias of practical courses. Hence, the recent trend is to swing the pendulum from emphasis on academic preparation to more of vocational training so as to accord with the changing pattern of occupations in Bahrain (See Appendix B). Whether this shift is justifiable or not, and at what level of learning to commence the technical training is a question which remains unsolved. But, looking ahead into the future of education in Bahrain, these two trends of academic versus vocational should be taken into consideration throughout all stages of the educational ladder.

2. Some Basic Conditions:

The growing concern for the diversification of secondary education has already been noted. In order to make this concern more practical and educational as well, certain conditions should prevail:

First, the principle of equal and just educational opportunities should be observed both in the intermediate and secondary stages of education. This principle implies that all types of secondary schools should be accorded similar facilities as far as pos-

sible. For example, the provision of instructional materials and equipment should be distributed in proportion to the needs of the students and the objectives of their program of study. Likewise, the placement of qualified teachers should not be limited to a few types of schools. Each individual school should get an adequate number of qualified teachers to fill the required fields of specialization relevant to the school's program.

Secondly, the practice of equal educational opportunities should also help to develop more effectively the personality of both boys and girls. In this context, in order to keep in line with democratic principles, it is imperative that differentiation of secondary education should not encourage any social stratification between town and village students, or between students of various socio-economic classes and minorities in Bahrain. All individual students should work in a free atmosphere towards self-actualization regardless of the type of secondary school which they may want to join.

Thirdly, differentiation should not imply narrow specialization. The level of the existing secondary schools is in itself inadequate for the development of human personality in a world of revolutionary changes and explosion of knowledge. By

the same logic the writer disapproves of the current streaming modelled on the Egyptian plan which subdivides the secondary academic program into scientific and literary.

A basic prerequisite to the diversification of secondary education is to have a uniform intermediate (Junior-Secondary) schools for all candidates who intend to join any type of secondary schools. Unfortunately, little attention has been given in Bahrain to this intermediate stage of learning from which the off-shoots of secondary education emerge. It is high time to adopt a new outlook towards the intermediate school. If not for anything save that the intermediate schools do meet adequately the needs of individual differences which are usually pronounced during the period of early adolescence. Moreover, the intermediate schools allow for a gradual transition from elementary schooling to the system of departmentalization of secondary schools.

At present, the program of intermediate schools in Bahrain is two-years. This should be extended to three years. The contents of the curriculum should be varied so as to provide adequate opportunities for individual students. At the same time this curriculum should maintain a balance between academic and practical courses.

At this point it is important to keep in mind that the quality of the intended types of secondary schools depends largely on: the adequacy of learning in the intermediate schools. The latter must provide a valuable and effective learning experience which enables each individual student to make his/her decision concerning the type of secondary school a boy or a girl would prefer. This reason an adequate program of guidance is also desirable for the students of the intermediate schools. In fact, it is at this stage of learning that the scheme of differentiating schools should be introduced to the students. It is through the various activities of the intermediate school that students should get some related information concerning the available types of secondary schools and what job opportunities they may provide the youth with in the future.

3. Reviewing Proposed Types of Secondary Schools:

As we progress further into the problem of differentiation, a major question imposes itself: What are the 'right types' of secondary schools needed in Bahrain? With the absence of a comprehensive manpower survey this question cannot be answered adequately.

When the interviewees in Bahrain¹ were asked by the writer to place the proposed types of secondary schools in a rank order to accord with the changing needs of Bahrain, their choice of priority has been as follows: (1) general-academic, (2) teacher-training, (3) technical school for boys, (4) secondary school for girls, (5) commercial school, (6) agricultural school, (7) religious school.

Whether the above list of priorities is realistic or not is another question worthy of further investigation. The main point here is that by looking back into the local needs and the possible trends of change in Bahrain only tentative suggestions may be presented. In this respect, along with the types of secondary schools already mentioned the writer outlines the following:

<u>For Boys</u>	<u>For Girls</u>
1. Academic-general (No sub-division into scientific and literary)	Academic-general
2. Commercial	Commercial

¹Interviews conducted by the writer in Bahrain in Feb., 1968.

<u>For Boys</u>	<u>For Girls</u>
3. School of Languages	School of Languages
4. Technical	Domestic-Science
5. Agricultural	Nursing.
6. Religious	_____

It seems that the secondary academic program which was first established in 1940 is still the most sought after type of schooling in Bahrain. Prior to the year 1954 this type of secondary education used to offer a four-year unified program. Later this academic program was divided into the existing scientific and literary studies. And as long as Bahrain remains faithful to the Egyptian tawjihiyah program one cannot overlook the importance of maintaining these two sub-divisions. However, this does not or rather should not preclude the possibility of revising the program of the literary sub-division.

It may be that the ~~abovementioned~~ 'school of Languages' is a possible substitute for the existing literary sub-division of the academic program. Because, in addition to the subjects taught in the literary program the study of other languages may be introduced. The introduction of the languages is partly in response to the choice of the Bahraini youth.¹ In this way, students now attending the

¹Supra., p. 102.

literary program would still be able to sit for the tawjihiyah examinations, and also make use of learning other languages. The importance of learning languages in today's world of advanced communication cannot be under-estimated. Appendix B indicates also that Bahrain is a community of business and of services for which the study of language skills should be especially valuable. For those students who intend to proceed to a university, they should find the learning of languages an asset for their higher education abroad (see Appendix A). In addition to the Arabic language, more attention should be given to strengthening the learning of English. French as another foreign language is also deemed desirable by the Bahraini youth.

A commercial school for boys is already in existence; another similar school with some bias toward secretarial training for girls is also needed. There are a number of opportunities for secretaries, stenographers, or other related jobs in banks and in private establishments.

For boys alone the existing Technical School is making longer strides of achievement. The Religious School is also gradually improving. But, the Secondary Agricultural School has not yet come into

being. Provisions for such type of learning should be made fairly soon. The concept of agriculture, however, should not be restricted to planting and cultivation of seasonal crops. It must include other industries for making a living like gardening, poultry, and dairy farms.

On the other hand, for girls a school of Domestic Science is always beneficial in preparing educated mothers and housewives or useful female citizens. In spite of the previous setback in 1966, this school should be given another good start, but this time with careful planning and some changes. Such changes may include the study of music as some of the girl students already suggested. The school of Domestic Science should also train young girls for working in such trades as dress making and cooking, or in some other house-hold crafts.

Health services in Bahrain are also free. In this important field of public services there is a growing need for well-qualified nurses. At present there is an on-the-job training scheme at the government hospital. Still the need for a proper Nursing School will be necessary for further development of health services in Bahrain.

CHAPTER VI

REFLECTIONS AND CONCLUSIONS

Sir Francis Bacon was once quoted as saying 'Read not to contradict and confute, nor to believe and take for granted ... but to weigh and consider'. It is in this very spirit that the present thesis has been written. In the concluding chapter the writer wishes to discuss two points. First, to review briefly the historical background of education in Bahrain in ~~the~~ order to understand some of the features of the present system of education in Bahrain. Second, to outline certain tentative conclusions that may accord with the future trends and thus be of some value to further development of education in Bahrain.

The year 1919 marks the beginning of formal public education in Bahrain. The formative stage of education extends from the 1930's, when the control of the central government became effective, up ~~until~~ until the middle of the 1950's. During that period the ~~traditions~~ traditions of kuttab were maintained. The modern public schools worked side by side with the traditional kuttab. Such an interplay between the modern and the traditional practices is important to help the

reader to understand the early stage of educational development in Bahrain. At the same time the positive influence of some private schools, like the American Mission School, should not be discounted or overlooked.

In spite of the relatively slow progress at the beginning, the transitional period, commencing in 1955 and continuing through the present, has shown many changes. Quantitatively, in comparison with the neighbouring Arab countries, the expansion of educational services in Bahrain is simply commendable. By 1965 there were 90% of boys and 75% of girls at the elementary school age, who were already enrolled in schools. However, this great increase in the number of students and schools has not been accompanied by improvement in the quality of education. This is, perhaps, a natural phenomenon during such a transitional period of development. Professor C.E. Beeby reports that "it was inevitable that questions of sheer quantity should be the first to emerge as attention was turned, in the postwar years, to the educational systems of developing countries ... and it was only to be expected that considerations of quality should play a minor part in the early meetings on the planning of education, and in the three great regional

conferences organized by UNESCO in Adis Ababa, Karachi, and Santiago de Chile."¹

Finance is a crucial factor in planning any educational activity. It is possible to assume that the best index to a state's philosophy of education is the amount of money it allocates for schools. If **this** is true, then the Bahraini system of education enjoys a top rank among other Arab countries with an annual budget ranging from 27% to 30% of the total government recurrent expenditure. But, unfortunately such high percentages have not been well allocated² among different schools. For example, in this study we have seen the imbalance between the academic and vocational programs. This unfortunate situation might have been the product of the odd tripartite system of school administration in Bahrain. We may recall here that until the year 1957 the Technical School was

¹Beeby, C.E. "The Quality of Education in Developing Countries", (London: Harvard University Press, 1966), p. 7.

²C.D. Belgrave, the well-known Advisor who spent 30 years in Bahrain and who had a tight control on finance, remarked that "Education was one of the most difficult problems which I had to deal with and I feel that the results were not commensurable with the vast sums of money which were spent on it and the hard work of some teachers and directors." Belgrave, C.D., op.cit., p. 92.

directly administered by the Advisorate. Likewise, the girls' schools were operating separately until the year 1960 when the amalgamation of boys and girls' schools was effected.

Now that we are looking forward to the future we must take into consideration what may be termed as the oncoming of 'double expansion'. At present, with the assumption that the population of Bahrain will increase at the rate of 3% per annum, there is already a rapid expansion of schools at the primary level, and also another expansion of free secondary education for all students who want it. Add to all this expansion the recent trend towards more vocational training which in itself is expensive. Such expansion will entail an additional sum of money - possibly a little more than the 30% of the present expenditure.

The dualistic structure of educational administration in Bahrain is a major aspect worthy of consideration. It is high time to take a new look into the existing administrative structure. In this respect, further reorganization should be introduced to do away with the present administrative dualism. Because of such dualism many times sound proposals

coming from within the Directorate of Education get lost in-between the two departments of boys and girls. Some valuable suggestions are also kept pendent. Take for example the recommendation of the Directorate regarding selective bases for the entry to the intermediate and secondary schools which has been recognized for some time, but not yet implemented.

The development of education in Bahrain has been associated with the importation of curricula, mainly from Egypt. Note here that the adoption of foreign programs may lead to borrowing of ideas, practices, and habits which are alien to the local milieu. This process of importation should be carefully watched as it may influence the social life of the Bahraini young generation. Nevertheless, it is encouraging to note the current revision of the primary schools' program has achieved long strides. Much more, however, is still to be done concerning the program of both intermediate and secondary schools.

Improvement of the primary schools' curriculum cannot be effective without reference to the quality of teachers and their preparation. Teachers are the mainspring of development of any educational system. In this connection, professors Katul and Nahhas in

their 1960 report, drew attention to the low-level of teachers qualifications in Bahrain. In addition Katul and Nahhas drew attention to the difficulties attending the hiring of non-Bahraini teachers mainly for secondary schools. To maintain non-Bahraini teachers on private contracts is expensive, especially in view of the high rate of turn over among them. This situation of bringing teachers from outside Bahrain will continue in the future until the Bahraini university graduates or the graduates of the newly established Bahrain Higher Teacher Training College(s) become in a position to take over the responsibility of teaching in their country. The main point here is that importing teachers from outside does not only increase the cost of education, but influences the political and social life of Bahrain which may not agree with the local policy of the national development. This becomes especially significant if we take into account the fact that Bahrain society, with its heterogenous social structure, is fairly open and accessible to new influences.

As the Bahraini society experiences a number of changes in its efforts to modernize, its system of education furnishes some of the necessary conditions for the process of modernization. Education

begets change. It is in this context that the following conclusions will be presented concerning: the school unit, the department of education, the local society, and the becoming Gulf States' Federal Union.

a. At any stage of learning, the school unit is the natural setting for change. It is in the school where real educational changes are first initiated. This simple fact is often neglected. Again, it is inside each school unit that the learner and the teacher are continuously interacting to produce change and cause progress.

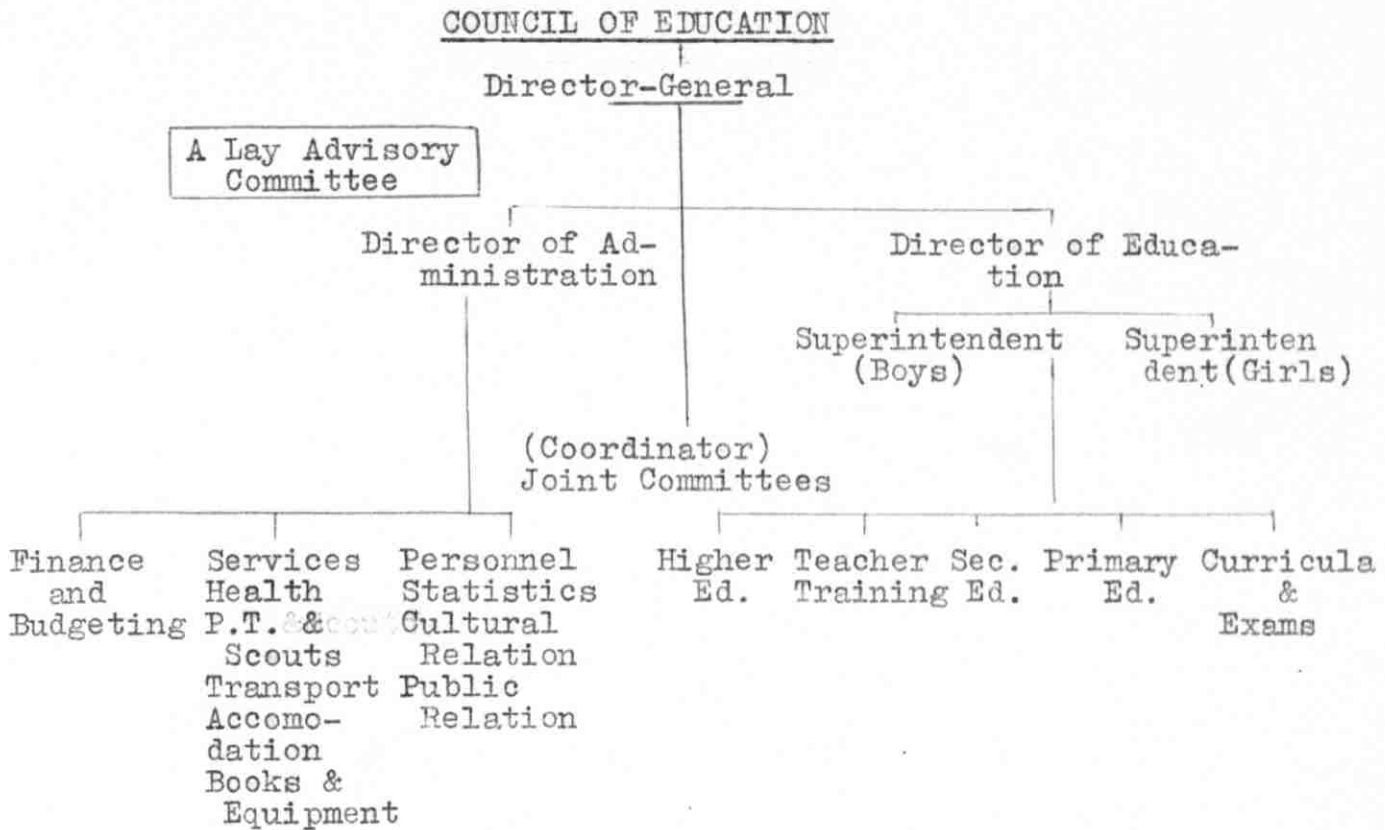
To be realistic, however, at the level of the school unit our primary concern should be changing the mode of instruction. How to teach effectively should be given careful consideration. Because, to master pedagogic skill is the first requirement for educational change. Gradually, this desirable change should include school-management, supervisory works, curriculum improvement, and the quality of the teaching staff.

In order to keep pace with present stage of development in Bahrain, more attention should be given to the 'Intermediate (Junior-Secondary) School. The latter has to develop a unified balanced program which caters to individual differences, and prepares

students for the diversification of secondary education. The Intermediate School, however, should end with a leaving certificate. At this juncture, the individual students have been brought up (around the age of 15-16 years) to make reasonable decisions as what to do next for life. Guidance should be provided during this intermediate stage of learning. Regarding the issue of selection, around 80% of the intermediate schools should form the maximum numbers of candidates to be admitted to all types of secondary schooling. The distribution of this 80% may be divided as follows: 30% of the candidates to the Academic secondary school and the proposed school of languages (at present the literary sub-division), from this group some students would qualify to enter the Teacher Training College; 20% may be selected to enter for the Technical School; 15% for the Commercial School; 8% is for Agricultural (boys)/or Domestic-Science (girls); and 7% is for Religious (boys)/ or Nursing School (girls). In short, any sound educational change should begin first in the school where both students and teachers should receive our primary concern.

b. At the departmental level of education the accent of change should be placed on reorganiza-

tion. The current trend of integrating the activities of boys and girls schools should be encouraged. Here, the function of the directorate is to assume leadership in effecting educational change. But, effective leadership cannot materialize without imaginative planning, coordination and periodical follow-up studies aimed to evaluate the change and direct it. Now that Bahrain is coming closer to the 'take-off' stage the courage to revise should be the motto of the educational administration. From within the Directorate of Education, for example, we may start with lessening the concentration of authority at the top. Some degree of delegating authority to a permanent body or a few committees should be encouraged. This is necessary in order to get rid of the long established practice of dependency, and be ready to initiate and accept change. Hence, the chart of organization of the existing dualistic system of administration in (Table 4) may be changed to look something like this:



The above chart is **simplified**. The main point is to create, in addition to the administrative unit, another important unit concerned with the technical and instructional aspects of education. In Bahrain the emphasis at **present** is mainly on the administrative tasks, while the educational functions are usually overlooked or at **best** play a minor role. The brackets shown above indicate a temporary arrangement for boys and girls. In the near future, the Director of Education should be responsible for both. In the meantime, the coordinator shall be in a position to

integrate the activities of the boys' and girls' school as he presides over a number of joint committees. Later on, the same coordinator shall become superintendent-general to assist the director-general in coordinating the tasks of the two major units, namely that of administration and education.

c. At the level of local society the development of education should be seen through partnership. Occasionally, the public in Bahrain has voiced its views about the existing schools. Private establishments do think aloud about the kind of school leavers they employ. The requirements and needs of such interest groups should be taken into account, particularly in relation to the kind of secondary education that exist. In the above proposed reorganization of the administrative structure a 'lay advisory committee' is included as one way to make the intended partnership possible. The composition of that advisory committee could include two members of each of the following: interested notables from the public, professionals (including school principals), representatives of foreign private firms, national establishments such as members of the Chamber of Commerce, and officials from other governmental departments. This advisory committees is to meet at regular sessions

in order to discuss some of the current major issues concerning education, and to forward its proposals to the Council of Education through the office of the director-general. The partnership that will hopefully emerge should not be limited to expression of viewpoints and interests of the chosen members, but it also should lead to commitments whereby other groups than the Department of Education should contribute towards further development of education.

d) Finally, the establishment of the Gulf States' Federal Union will constitute another setting for the system of education in Bahrain, thus gaining a new dimension of development. Having much to share in historical experiences, present problems, and future destiny the states of the Arabian Gulf should find in education a bridge of common understanding which should lead them to further development and progress. In this respect, the early advancement of education in Bahrain can be an asset which may be utilized for the development of human resources in the Gulf area as a whole. Education is a valuable investment. Perhaps, we can capitalize on the proposed secondary schools to produce skilled and educated manpower necessary for the development of the Gulf states. For example, the training of the prospective

teachers in Bahrain Teacher Training College may serve well in building up cooperative schemes in the field of educational activities in the Gulf area. Likewise, the Secondary Commercial School can help in preparing educated youth to fill most of the simple administrative posts in the governmental departments and commercial firms. Still the Technical School should train skilled craftsmen and potential technicians for vocations available in the establishment of various trades. In short, through educational institutions there are or rather there will be alternative channels for possible cooperation and common understanding for the betterment of the Gulf states.

If the above suggestions are to become fruitful, it is the quality of education that requires our urgent efforts. But, efforts alone are inadequate. Because, the formidable task of free education for all, in Bahrain and its neighbouring Gulf states as well, necessitates the adoption of judicious planning. It is in the clarification of educational objectives and strategies that the future of education in Bahrain lies.

APPENDIX A

Bahraini University Graduates, 1950-1967

Specializa- tion	Lebanon			U. A. R.			Iraq			U.K Others			Total		
	M	F	T	M	F	T	M	F	T	M	M	M	F	T	
Arabic Lit.	1	3	4	4		4						5	3	8	
English Lit.		1	1	6		6	3	1	4		1	10	2	12	
Economics	4	2	6	3		3	7		7			14	2	16	
Sociology				6	1	7	5		5			11	1	12	
Public & Busi- ness Adminis- tration	11		11	9	2	11	8		8		4	32	2	34	
Education	5	2	7				4	1	5			9	3	12	
Political Science	1		1	3		3	1	2	3			5	2	7	
History	1		1				1		1		1	3		3	
Psychology		2	2									-	2	2	
Geography				1		1						1	-	1	
Philosophy	1		1									1	-	1	
Law				7		7	4	1	5	1	5	17	1	18	
Sharia'a (Islamic Law)				7		7						7	-	7	
Chemistry	3		3								1	4	-	4	
Geology				3		3						3	-	3	
Biology							1		1		1	2	-	2	
Statistics				1		1						1	-	1	
Engineering	3		3	4		4	2		2	10		19	-	19	
Medicine	5		5	3		3	2		2		1	11	-	11	
Veterinary Science							2		2			2	-	2	
Public Health	2		2									2	-	2	
Pharmacy	5		5									5	-	5	
Dentistry							1		1			1	-	1	
Agriculture	2		2	2		2						4	-	4	
Fine Arts		1	1				2		2			2	1	3	
Physical Edu- cation				2		2						2	-	2	
Military Science				3		3	3		3	1		7	-	7	
Child - Care		1	1									-	1	1	
Total	44	12	56	64	3	67	46	5	51	12	14	180	20	200	

Source: Bahrain Directorate of Education, Statistics Division.

APPENDIX B

Changes in Employment in Bahrain (Bahraini & Non-Bahraini Both Sexes)

	<u>1959</u>	(in %)	<u>1965</u>	(in %)	<u>Index</u> <u>1959=100</u>
Agriculture & Fishing	4464	(9.5)	4654	(8.7)	104
Manufacturing	1024	(2.2)	401	(0.8)	39
Construction	4739	(10.1)	8328	(15.6)	176
Oil Industry	8911	(19.0)	6940	(13.0)	78
Mining & Quarrying	470	(1.0)	177	(0.3)	38
Wholesale Trade	504	(1.1)	1466	(2.8)	291
Banking	273	(0.6)	354	(0.7)	130
Retail Trade	4262	(9.1)	5920	(11.1)	139
Transport & Communications	1631	(3.5)	5494	(10.3)	337
Govt. Services	6492	(13.8)	10394	(19.5)	160
Other Services	14185	(30.1)	9146	(17.2)	65
Totals	46955	(100.0)	53274	(100.0)	114

Source: employment data calculated from 1959 and 1965 Bahrain government censuses.

APPENDIX C

A Brief Note About Private Schools in Bahrain

At present there is a number of private schools in Bahrain, both national and foreign. Some of these schools are infants (Nursary), the majority are primary, and a few, particularly that of the Bahrain Petroleum Company Limited, offer post-primary schooling. Each of these private schools plays, in its own way, an important part in developing education in Bahrain.

The following summary is a description about the private foreign schools in Bahrain. Most of the information⁽¹⁾ included are based on personal visits to the existing private schools. The presentation of these schools will follow a chronological private school.

1. The American Mission School.

Name and Purpose:

The American Mission School is owned by the Arabian Mission. The exact date of establishment is not known. In this study as R.B. Winder reported that the American Mission School was founded in 1892. But, according to some local resources the American

(1) The writer is indebted to the principals and directors of the private schools in Bahrain for this cooperation. Special thanks are also extended to Mr. Mostafa Sobhi Saleh, The Government Inspector of Private Schools for allowing the writer to make use of some of his reports.

Mission School was closed for some years, then reopened between 1905 and 1910 A.D. However, The American Mission School was the first school in Bahrain patterned on the Western-styles.

The purpose of the American Mission School, as Miss Ladana Teumer, the headmistress, reported to the writer, is to provide elementary education for children and prepare them for secondary school. Learning at this school is coeducational.

Level and Program of Learning:

The American Mission School offers both 2-years infants, and 6-year-primary program of learning. The weekly lesson plan is as follows:

Subjects	Infant		Primary					
	I Rodha	II Tamhidi	First	Second	Third	Four-th	Fif-th	Six-th
Arabic	15	18	17	14	12	12	11	11
English	-	5	5	5	5	5	6	5
Arithmetic	5	5	6	6	6	6	6	6
Geometry	-	-	-	-	-	-	2	2
History/Geography	-	-	-	-	2	4	4	4
Science & Health	-	-	-	-	2	2	2	2
Home-economic	-	-	-	2	2	-	-	1
Handwork/Drawing	3	2	1	3	2	1	1	2
Music & P.T.	2	1	1	1	1	-	-	-
Religion	1	2	2	2	2	2	2	1
Total	31	33	32	33	34	32	34	34

Text-books in use are the same as those in the government primary school's, plus some other books which are usually imported from the Lebanon. The medium of instruction is Arabic.

Statistical Data:

<u>Year</u>	<u>Number of students:</u>	<u>Classes</u>	<u>Teachers</u>
1960	179	8	10
1965	197	9	12
1970 (estimated)	250	10	14

The majority of the pupils are Bahrainis. Some of the teachers are Bahrainis. The academic qualifications of the teachers are equivalent to secondary education level, plus some in-service training. Recently, a number of university graduates have joined the school's staff, but some of them are part-time teachers.

Future Schemes for Community Development:

More concentrated efforts will be put forth for self-contained classes along with further training for the existing teachers. Moreover, closer cooperation will take place between school and home through various ways like mothers' club, gearly conference for the parents. This is in addition to other gatherings which shall be conducted by educators with view to talk over some problems of learnings and thus exchange some ideas.

2. Al-Ittihad School

Name and Purpose:

Al-Ittihad School, which was established around the year

1910, is owned and run by a board of trusted. All the members of this board hold the Bahraini nationality. The revenue of the school depends largely on the contributions of these members, and also on the "progressive" tuition fees paid by the pupils.

The purpose of Al-Ittihad School is to cater primary education in The Persian Language for the children of the Persian minority in Bahrain.

Level and Program of Learning:

Al-Ittihad School offers a primary education for boys only. The medium of instruction is Persian Religious instruction called "Shar'iyat" is also taught in Persian. Religion, Arabic, and social studies are taught in Arabic. English is also studied as a foreign language.

The Weekly lesson-plan is as follows:

Subjects	Primary					
	First	Second	Third	Fourth	Fifth	Sixth
Religion	4	4	2	2	2	2
Arabic Language	12	14	12	12	9	9
Persian Language	8	8	10	8	9	9
Shar'iyat (in Persian)	-	2	2	1	1	1
Social Studies	-	-	-	2	4	4
Mathematics	3	4	3	4	4	4
English Language	-	-	2	2	2	2
Science	-	-	1	1	1	1

<u>Cont'd</u> Subjects	Primary					
	First	Second	Third	Fourth	Fifth	Sixth
Drawing	-	1	1	1	1	1
P.T.	1	1	1	1	1	1
Total	28	34	34	34	34	34

Statistical Data:

Years	Students	Number Classes	Teachers
1960	-	6	9
1965 - 66	210	6	9
1968	295	6	9

3. Sacred Heart School

Name and Purpose:

The Sacred Heart School, which was founded in 1940, is owned by H.L. Bishop Louis Magticani, Bishop of Aden. At present, the Sacred Heart School is administrated by the Catholic Church in Bahrain.

As Sister Mary Joseph, the headmistress of the Sacred Heart School puts it: the purpose of the school is to offer learning "to English speaking children and to others who want to study in English".

Level and Program of Learning:

Learning at the Sacred Heart School comprises infants,

primary and intermediate levels which follow the pattern of 2-4-4 years successively. The medium of instruction is English. Arabic is also included as a second language. The weekly lesson-plan is as follows for all classes of the primary and intermediate stages of learning:

<u>Subjects</u>	<u>No. of periods/week</u>
English Language	8
Mathematic	8
Social Studies	6
General Science	3
Arabic Language	3
Arts and P.T.	3
Religious Instruction	<u>2</u>
Total	33

Statistical Data:

<u>Year</u>	<u>Students</u>	<u>Number of Classes</u>	<u>Teachers</u>
1940	60-70	3	2
1950	60-70	3	2
1960	850	10	25
1970 (estimated)	900	11	25

Most of the pupils are non-Bahrainis; they are usually European and Indians or Pakistanis.

During 1940's most of the teachers were untrained. From 1953 and on a number of trained teachers of the Missionary Sisters of Verona took over the responsibility of teaching

at the Sacred Heart School. At present, there are other trained teachers mostly of the Indian nationality.

The Sacred Heart School is known in Bahrain for some of its extra-curricular activities like lessons in music, typing, and girl guides.

4. Vocational Training Centre⁽¹⁾ of the Bahrain Petroleum Company Limited.

A Background Statement:

Bapeo's School was originally sited in 1947 at Zelloq and later moved in 1952 to its present site within Awali. The courses originally held at Zellaq consisted of Elementary English and Arithmetic and Intermediate English and Arithmetic. These courses were later moved in 1956 to become Stages I and II for adult training purposes. In 1957 a Stage III was added, and in 1958 Stage IV.

These courses were of 5 month's duration and designed to give line employees with potential the requisite standards for promotion to a higher grade.

Stage I aimed at a vocabulary in English of 450-500 words using three active tenses only and with the four basic Arithmetic rules.

Stage II aimed at a vocabulary of 750 words, 5 tenses, active, with Arithmetic Fractions and Decimals.

(1) Information on this part is taken from a letter recieved from Mr. Viran McKnight, superintendent of industrial training at (Bapco) the Bahrain Petroleum Company Limited.

Stage III aimed at a vocabulary of 1200 words, 8 tenses, active, passive, and Arithmetic was widened to include Algebra, Geometry and Drawing.

Stage IV aimed at 1750 words, all tenses and moods, English usages plus the ability to write coherent on the job reports. Mathematics went to simultaneous equations.

The main objective of the Company's training programmes is to replace as far as possible \$/E and Rupee Expatriate employees at all levels throughout the company by trained Bahraini employees.

Levels and Programs of Learning:

Bapeo's training program covers the following levels of learning: Primary, Secondary, Adult Learning, and Special Training.

Levels of Schooling include:

a. Primary Craft Apprenticeship Programmes: (Craft mechanics, Unit operator, Commercial apprentice, Catering apprentice, medical apprentice).

b. Secondary Craft Apprenticeship: (Craft mechanics, Unit operator, boiler operator, electrical-generator operator).

c. Secondary Technical Apprenticeship: (hurrying up students to G.C.E. "O Level" in six subjects: English, Mathematics, Physics, Chemistry, Engineering Drawing, and Additional Mathematics; and G.C.E. "A Level" in Mathematics, Chemistry, Engineering Drawing).

d. Adult Training Programmes (i.e. Welders, boiler makers,

fitters, electrical and instrument training).

Weekly lesson-plan / division is as follows:

English	12 periods per week
Mathematics	10 periods per week
Physics and Mechanics	5 periods per week
Engineering Drawing	8 periods per week
Chemistry	5 periods per week

The school runs a 40 period week with an 8 hour day. Each lesson is approximately 50 minutes duration and these are two breaks, mid morning and mid afternoon.

Bapeo also run other programs of training like: Supervisory training at unit level, section level and department level; Secretarial Courses for young Bahraini girls to bring them up to an intermediate standard; Typing Courses to train copy tupists; Driller Training; and some special short courses for waiters, tug skippers... etc designed to improve on-the-job performance.

Future schemes for Community Development:

a. A Graduate Training Scheme is planned for recruitment of graduates from Middle East Universities.

b. In 1967 Bapeo commenced the Overseas Technical Diploma for Bahraini students; training is available in Bahrain instead of sending them to the United Kingdom.

5. Indian School

The Indian School in Bahrain was founded in 1940. At

present it is supervised by an independent group of Indians living in Bahrain. The school is attended exclusively by Indian children of various denominations.

The Indian School comprises both infant and primary levels of education. Learning is coeducational. The medium of instruction is Hindi. The program includes the following subjects: Hindi Language, English as a second language, Arithmetic, Social studies, and general science. For each subject three periods per week are allocated.

At present there are around 170 pupils, both boys and girls, attending the Indian School.

6. Urdu School

The Urdu School was opened in the year 1956. At present it is administered by a board of the Pakistanis already settled in Bahrain. It is attended exclusively by the Pakistan children in Bahrain. Learning at this school is coeducational.

The program of learning comprises infants, primary, and secondary levels which follow the pattern of 2-5-5 years successively. The medium of instruction is Urdu. Both Arabic and English are also taught as second languages. Other subjects studied are: Arithmetic, general knowledge in science and social studies, and Islamic religion. Text-books are imported from Pakistan. Beginning with 1968 the correction of examination papers of the secondary level of learning will be done in Karachi.

APPENDIX E

Students' Questionnaire

To the students

You are about to complete your secondary education... and here are a set of questions that we hope you will answer with due consideration and the way you personally feel to express your opinion.

The purpose of this questionnaire is simply to benefit from your ideas for a study about education in Baharain.

With many thanks for your assistance and cooperation.

Faithfully Yours,

A. Malik Al Hamer

Part I General Information

Student (male/female):

Age:

Place of Residence (village/town):

Class:

Occupation of the Father/or/the Guardian:

His educational qualification (Underline only ONE of the following):

University Secondary Primary Literate without certificate Don't
to read &
write

In which type of secondary school are you studying at present?
(Underline only ONE of the following):

Commercial General Technical Teacher-Training Religious

Part II As you are personally thinking of the future....

1. Immediately after your graduation from the secondary school you will join: (Underline ONE...): Job Self-Employment University Study Don'tKnow.

2. In relation to YOUR level of learning and capabilities... at what level would you place your self? (Encircl only ONE of the following):

- a. At a high level of learning and competency for the daily living.
- b. " a moderate level " " " " " " " " " " " "
- c. " allow " " " " " " " " " " " "

EXPLAIN briefly the reason(s) for your self-placement.....

.....

3. Here are 25 occupations. Read them carefully....:

- | | | | |
|--------------------------|------------------------|---------------------|------------------|
| pharmacist | money-changer | government-employee | general-merchant |
| technician in oil Indry | teacher | petroleum engineer | Artist |
| employee in provate firm | contractor | <u>Imam</u> | Pearl-fisher |
| grocer | farmer | elctrician/mahinist | police officer |
| doctor | nurse | Adm'tor | Fisherman |
| baker | <u>Qadi</u>
(judge) | accountant | butcher |
| lawyer | | | |

NOW as you are thinking of your future career and the kind of

job you would get in according to your personal interest and abilities... select FIVE occupations from the abovementioned... then place them in an order of priority in view of your desired future career:

(1)

(2)

(3)

(4)

(5)

Part III

4. After spending a number of years in school you have developed your own ideas about some of the aspects of education in Bahrain.

1. For example you know that each school plays a certain role in fulfilling the needs of society. NOW... what is the major role of your school? (Encircle ONE...):

a. To prepare the youth for the daily living.

b. To train clerks for departments and establishments.

c. To prepare students for the university study.

d. To train technicians for commercial firms and industrial companies.

e. To prepare good-citizens.

2. If you went back to the Intermediate school, then are given a second opportunity to choose the type of the secondary school you wished most... which school would you prefer? (Encircle ONE of the following):

- a. Commercial School.....
- b. general-academic school.....
- c. technical school (for boys)....
- d. domestic-science Sch. (for girls)....
- e. agricultural school.....
- f. religious school.....
- g. teacher-training Sch. (boys & girls).....

3. After studying different subject you may have special remarks about them.... Would you enlist them in relation to:

- a. The Three subject-matters that you don't wish to study because they are useless..... (1)..... (2)..... (3).....
- b. The Three subject-matters you like best to study:
(1).....(2).....(3).....
- c. Are you thinking of any additional subject that you wish to include in your school program?Please, say so.....

4. As you are thinking ahead, say five years from now, what you would probably do?..... (Encircle ONE of the following):

- a. Work hard to make a big fortune.....
- b. Be faithfully industrious in my work so as to become a leading administrator.
- c. Get married and make a happy home.....
- d. Continue my learning in order to get a university degree....
- e. Discover some means so as to be able to serve my society....

APPENDIX D

Teachers' Questionnaire

To the teachers...

In this questionnaire there are various statements about schooling that we hope you will answer them ALL with your utmost consideration and sincerity.

The purpose of getting your answers is to benefit from your personal experience and ideas in view to include them in a study about education in Bahrain. YOU NEED TO WRITE YOUR NAME. With many thanks for your assistance and cooperation.

Faithfully Yours,

A. Malik AL Hamer

Part I General Information

Male / Female Teacher

Academic Qualification: Degree / Certificate

Last Professional Certificate:

Years of Service in Teaching:

The School you work in at present: (Underline only ONE of the following:

Secondary Intermediate Intermediate/Primary Primary

Part II Extracts about education in Bahrain

On the left you find a number of extracts that have been taken from reports on education in Bahrain....

On the right side you find three possible answers.... Mark with the answer that in your opinion is the most suitable:

	I Strongly Agree	I Agree	I Don't Agree
1. In Bahrain, the social life is largely conservative; the religious motive and the inherited customs and traditions are still well-engraved in the people's souls.	37 (26.8)	96* (69.5)	5 (3.6)
2. The existing social order and its traditions have not helped the students hitherto to seek the vocational studies.	71* (52)	50 (36.5)	16 (11.6)
3. The system of education in Bahrain is highly centralized and this is the most suitable form of administration, indeed, for this country because of its small size in land and in population.	44 (32.6)	50* (37.6)	41 (30.4)
4. Granted that the present systems of education are based on adequate educational principles, and these also are in line with the current needs of our society.	30 (22)	75* (54.8)	32 (23.5)

	I Strongly Agree	I Agree	I Don't Agree
5. The educational policy of the state should be the same for both boys and girls - and to take into account the nature and the role of each sex in life; all this should be under the supervision of (control of one responsible authority.	112* (82)	21 (15.3)	4 (3)
6. In order to judge the success or the failure of the curricula one has first to assess the school leavers at the various level of education.	45 (33)	47* (34.5)	44 (32.5)
7. Education does not only qualify the learners to take up jobs, but also prepares the youth adequately to experience different walks of life, and most of these youngsters have been successful in whatever jobs have been assigned to them.			
8. With the consent of the teaching staff... the growing problem of failures in the primary schools can be solved by the automatic promotion, plus an attendance of 75% for each pupil.	11 (8)	23 (16.6)	104* (75.3)

	I Strongly Agree	I Agree	I Don't Agree
9. The best measure to solve the problem of repeaters is that every repeater whose age exceeds 16 years old not be allowed to stay in the primary school.	81* (58.7)	39 (28.2)	18 (13)

.....

Part III There are a number of factors involved in any educative process. Here are some of these factors that you are asked to review, then to encircle the MAJOR ONE which you personally consider the most suitable....:

	No. of Res- pondents (131)	%
1. The major factor in the early initiation of education in Bahrain before its neighbouring states in the Arabian Gulf has been:		
a. The cultural development of the history of Bahrain in the Gulf.	60*	(45.8)
b. The religious motive and the Qura'nic (Kuttab) schooling.	13	(10)
c. The geographical situation of Bahrain Island and its strategic position.	29	(22)
d. The economic growth and the early discovery of oil in Bahrain.	17	(13)
e. Commercial relations and travelling abroad.	12	(9.2)

	No. of Res- pondents	%
2. The major role of the secondary school is: (130)		
a. To prepare the youth for the daily living.	37	(28.5)
b. To train clerks for departments and establishments.	21	(16)
c. To prepare students for the university study.	22	(17)
d. To train technicians for commercial firms and industrial companies.	4	(3)
e. To prepare good-citizens.	46*	(35.4)
3. If you were given the opportunity to set the curriculum of the primary education... you would probably: (138)		
a. add... (1) Civics		
(2) Music and increasing periods for Art-Work.		
(3) History and Geography of Bahrain.		
b. Omit. (1) (The majority of teachers wanted to omit the subjects that are not suitable for the local environment like the study of ancient history and some topics of the general science.)		
4. If you were given the opportunity to set the curriculum of the secondary education... you would probably:		

- a. add... (1) French Language + Nationalist Education and military training.
- (2) Mathematic for the literary division, and social studies for the science division.
- (3) More attention should be given to laboratory work in teaching of sciences.
- b. omit.. (1) (A few teachers attempted to answer this part in general terms with a tendency to recommend the need for curriculum revision).

	No. of Res- pondents	%
5. The primary factor that causes the failure of the pupils (both boys & girls) is	116	
a. The poor achievement and laziness of the students.	25	(21.5)
b. The teacher himself/herself.	9	(7.7)
c. The lack of cooperation between home and school.	73*	(63)
d. The type of the present curricula.	2	(1.7)
e. The present system of examinations.	7	(6)
6. The best means to upraise the standard of learning is:	123	
a. To use good curriculum and text-books.	15	(12.2)
b. To select the qualified-trained teacher.	70*	(57)
c. To change the system of examination and		

	No. of Res- pondents	%
to modify its methos of grading.	20	(16.5)
d. To found the school administration with its efficient organization.	10	(8)
e. To increase the financial provisions.	8	(6.5)
7. Problems of education vary from one country to another. The following are:	138	
the availability and training of the qualified teacher...		
the administrative organization...		
the shortage of school buildings and overcrowdedness in classrooms...		
the lack of cooperation between home and school...		
the right curricula suitable for the needs of the society...		
the poor achievement of the students...		
to finance education with adequate budget...		
the system of examination and the automatic promotion...		
the psychological and social problems of the youth...		
the differentiation of secondary education to accord with the needs of society.		
Now.... in relation to the needs of the society of Bahrain... and according to your personal experience.. what are the THREE MAJOR educational problems in Bahrain?		
a. The lack of cooperation between home and school...	100*	(72.5)

	No. of Res- pondents	%
b. The system of examination and the automatic promotion...	60	(43.5)
c. The shortage of school buildings and overcrowdedness in classrooms....	56	(40.6)
8. In your opinion... in order to make the youth to become good-citizens, the <u>priority</u> must be given to ONE of the following:	119	
a. Religious Education.	38	(32)
b. Nationalistic Education.	41*	(34.4)
c. Teaching of the Natural Sciences.	40	(33.6)
9. Do you have any further suggestions that may commensurate with the local needs of the Bahraini society? Kindly, outline them in brief.....:	(101)	
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