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DEVELOPMENT OF WOMEN'S EDUCATION IN BAHRAIN

BY

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## ABSTRACT

Different statistical or general information reports about women's Education have been published yearly by Bahrain Education Department, but no attempt was made to put all the available data together to give a systematic and scientific study about this subject. The writer tried to make a survey of women's education, its background, its development, its stages, its organization, its administration, its curriculum, and the problems it faces, in order to find out how much progress it has achieved, the defects that persist in it, and the possible solutions for these problems, to make the present educational system capable of preparing the Bahraini girls for their role in society as mothers and efficient citizens.

The study consists of two parts: The first includes the necessary information about women's education, while the second part consists of the discussion of the opinions of parents who have sent their daughters to school, their criticism, aspirations, and recommendations to improve the present educational system provided to their children by the government schools. This part also includes the opinions of high school and teachers' training graduates about the relevance of their education and its influence on developing their personalities, and perfecting their careers.

The thesis is concluded by a set of recommendations to improve the present system of Women's Education.

The writer found it difficult to obtain the necessary data for writing this paper because there were no adequate publications on this subject. She mainly depended upon the annual reports issued by the Education Department. These reports went back to 1945 before which reports were not available and this gap was met by interviewing the Director General of Education Mr. Ahmad al-Umran, the Directress of Girls' Education Mrs. W. Nair and some of the living pioneers who started women's education in Bahrain.

## INTRODUCTION

Education is considered nowadays more crucially important than in any other time, because progress in any aspect of life is linked with education. Either you grow through education or go without being of great use to the society. If a country is intending to improve its social, physical, aesthetic, and economic situations, the first thing it starts with is opening schools in every part of the country and making education compulsory at least on the elementary level and if possible on the secondary level. Educating the masses will make them more enlightened and broadminded. They will understand, accept, and appreciate the reforms willingly and will help in making them function and succeed. Through education the people's prejudices will be dissipated, their bad habits will be straightened up, their abilities will be discovered and developed through the appropriate school activities. They will become ambitious to experiment and think critically about what they observe, hear, or read. As a result of their working minds, they will be constantly discovering new ways and means to make the best of the opportunities offered to them by nature.

To achieve progress, stability and prosperity, it is important to realize that equal educational opportunities must be given to women as those granted to men, because women constitute an active half of the nation. They are partners in establishing families and in raising up the new generation. Children spend their most important years at home with their mothers. Between the ages of three and six they acquire and learn most of their emotional, physical social, and linguistic habits

and skills. They might turn out as well adjusted and healthy persons or they might be weak, insecure and unstable. It depends on the kind of mothers they have, mother's wisdom, farsightedness, and education enable her to perform her domestic or work duties more efficiently than the ignorant one who might be potentially intelligent but limited by her illiteracy.

Pestalozzi the 18th educationist who started the psychological movement of education expressed his opinion about the importance of the role of woman in bringing up her children and in raising the living standard of her country by writing a novel called "Leonard and Gertrude". Gertrude was a peasant woman who helped in transforming her village into a better one. By her devotion and skill she succeeded in reforming her drunken husband and restoring him to normal life. She educated her children, and inspired her neighbours to be active and to consider her as an example of perseverance and hard work, and finally she succeeded in attracting the attention of the authorities to her work and convinced them to generalize the application of her method in the other villages.

Napoleon once said that the woman who rocks the cradle with her right hand, shakes the world with her left. Showing the important influence of mothers and their role in making their children what they are.

Like the other newly developing countries, Bahrain is moving toward modernization and progress with slow but stable steps, and its means to achieve this aim is education. At the beginning educational opportunities were provided for men because they were considered the financial supporters of the family, while women were kept at home in the

belief that they could perform their duties without education. But later the education authorities and the people realized that it was harmful to educate men and keep women in ignorance because it will be difficult for the latter to understand the thinking, aspirations, attitudes and nature of work of their husbands. Misunderstanding, hatred and agony will replace harmony, love, and cooperation in the family. To avoid these misfortunes and to continue the normal process of the growth of society, elementary girls' schools were opened and when the need was felt for secondary education a well equipped school was opened for this purpose. Those who graduate with a high academic record are sent by the Education Department to continue their higher education in Beirut or Cairo.

This Thesis gives a general survey of women's education in Bahrain, its development, achievements and contributions towards developing the Bahraini society.

## CHAPTER I

### LAND AND PEOPLE OF BAHRAIN

Bahrain state consists of a group of islands situated about twenty miles east of the coast of Al-Qatif. The largest island of the group is called Bahrain. It is about twenty-seven miles long and ten miles wide. Bahrain island is a low flat space of sandy land with cultivated Oases and palm groves of great beauty and utility. The rocky hill of Jabal Al-Dukhan - the mountain of mist - rises in the midst of it to a height of four hundred feet.

The next island in size is Muharraq which is curved in shape. It is five miles long and half a mile wide and is connected by a causeway with the capital, Manama, situated on Bahrain island. Sitra, Nabi Saleh, Sayeh, Khasifeh, and Arad complete the groupe. A large number of villages are scattered all over these islands.

The word Bahrain is said to be derived from the fact that the sea water surrounding the islands is in two layers. The higher layer is extremely salty, while the lower one consists of sweet water. It bursts with such force as to retain its freshness in the midst of the surrounding salty water.<sup>1</sup> The people of Bahrain used to derive their drinking water from there, store it in tanks and bring it ashore. This was done before tap running water was introduced.

#### The climate of Bahrain:

The year in Bahrain can be **divided** into three periods, each of four months.

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<sup>1</sup>"Bahrain", The Encyclopedia Britanica, 11th edition, Vol. II, p. 212.



1. The cold season from December to March.
2. The pleasant season from April to July.
3. The trying season - in which the weather is hot and humid -  
from August to November.

There are only three inches of rainfall during the year, all of it between the middle of October and the middle of May.

The seasonal winds which blow over Bahrain are:-

1. The north-west wind - Al-Shamal - which blows in June, January, and February. Usually it is accompanied by a great quantity of dust from the Arabian desert.
2. The hot wind known as the Southern - Kos - blows irregularly between December and April. Usually is accompanied by strong rainfall, and violent storms. It used to be the dreaded season for the navigators of the Persian gulf.<sup>1</sup>

#### The inhabitants of Bahrain:-

The inhabitants of Bahrain are a mixture of Arabs, Persians, Jews, and Hindus. The first population census was conducted in January 1941 when the population numbered 89,970. The second census was taken in 1950 when the population was 109,550.

In the census of 1959 the total population was 142,213. An increase of 53,243 over the census of 1941.<sup>2</sup> The government of Bahrain plans to conduct another census in the near future.

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<sup>1</sup> Abbas Farougy, Bahrain Islands, pp. 1-14.

<sup>2</sup> "Population census for 1959", Government of Bahrain, p. 13.

According to the census of 1959, there were 135,720 Muslims, 4,895 Christians, 291 Jews and 2,229 of other religions.<sup>1</sup> The Muslims of Bahrain belong to two sects, the Sunneh, and the Shia'ah. They were recorded as such in the population census of 1941. In that year there were 46,354 Shi'ah and 41,944 Sunneh. No such recording was done in 1959 because the people objected to it as a remnant of the British rule.<sup>2</sup>

The following table shows the population of Bahrain by age groups and sex

TABLE I

Age Groups	Males	Females	Total
Under one year	2,537	2,600	5,137
One year	1,950	1,988	3,938
Two years	2,579	2,647	5,226
Three years	2,511	2,585	5,096
Four years	2,407	2,531	4,938
Five to nine years	9,999	9,736	19,735
Ten to fourteen years	7,216	6,326	13,542
Fifteen to nineteen	5,341	4,989	10,330
Twenty to Twenty nine	14,767	11,424	26,191
Thirty to thirty nine	12,800	8,823	21,623
Fourty to fourty nine	7,680	5,188	12,868
Fifty to fifty nine	4,230	3,321	7,551
Sixty to seventy five	3,150	2,865	6,015
Over seventy	455	490	945
Total	77,622	65,513	143,135

<sup>1</sup>"Population census for 1959", Government of Bahrain, p. 13.

<sup>2</sup>Quli'in Fahim, "Social Classes and Tension in Bahrain," Middle East Journal, V. 9, pp. 269-280.

<sup>3</sup>Government of Bahrain, Population census 1959, Manama: Oriental

The following table shows the occupational distribution of the Population of Bahrain:

TABLE II

Occupations	Males	Females	Total
Administrative and clerical	4,830	278	5,108
Store keepers	87	5	102
Salesmen	3,081	41	3,122
M/T drivers	2,089	6	2,095
Metal and mechanical	1,832	8	1,840
Electricians	435	2	437
Oil field workers	4,421	13	4,434
Refinery operators	30	-	30
Wood workers	1,472	2	1,474
Other building Trades	2,495	10	2,505
Marine Trades	2,358	20	2,405
Stevedores	139	2	141
Labourers	10,153	163	10,316
Tailors	738	108	846
Bakers	354	5	359
Laundry men	130	8	138
Medical	181	72	253
Catering	757	29	786
Private Domestic	1,018	475	1,493

Table II (Cont'd)

Occupations	Male	Female	Total
Fishing	708	11	719
Agriculture	3,408	13	3,421
Seamen	81	5	86
Other	3,851	168	4,019
Inactive	32,117	64,063	96,180
Merchants	820	6	826
Total	77,622	65,513	143,135 <sup>1</sup>

<sup>1</sup>Ibid., p. 18.

#### History of Bahrain:

The group of Bahrain islands is among the most ancient islands in the Middle East. Its strategic position and pearl fisheries made it the center of attraction and gave the invaders and traders all through the ages the incentive to occupy it and to fight for keeping it in their possession. It has been captured successively by the Persians, the Arabs, the Portuguese, the Omanis, the Turks, and the British.

Bahrain was a Persian colony before Islam, but it was always governed by an Arab prince appointed by the Persian king. Its population was at as it is today a mixture of Arabs, Persians, Jews, and some Christians.

In 629 A.D. the Prophet Muhammad sent Al-Hadrami to offer the people of Bahrain the alternative of embracing Islam or paying a heavy tribute. The rulers of Bahrain accepted the new religion because they wanted to get rid of the Persian domination, and because they were attracted by the promised Paradise of the Qur'an, but after the death of the Prophet the Bahrainis reverted to Paganism, saying that if Muhammad had been a prophet he would not have died. Al-Hadrami was sent back by the Khalifa Abu-Bakr to chastise the Bahrainis. These accepted Islam for the second time and came under the rule of the Califs. During the Omayyad period, the Calif Abdul Malik bin Marwan ordered the destruction of the agricultural resources of Bahrain so as to reduce its people to poverty and submission. The people met this measure with rebellion. After the Omayyads, the Abbasids established their power in Bahrain but not for a long time. In 863 A.D. a man from Al-Basra called Sahib'uz-Zunj (leader of the blacks) claimed to be a prophet and came to Bahrain to inaugurate his reign on earth. The Bahrainis did not accept him and compelled him to retreat to the desert. He was called Sahib'uz-Zunj because he gave the blacks their freedom and promised them a paradise which he established on the eastern coast of the Persian Gulf for twenty years until he was assassinated in 883 A.D. Bahrain did not enjoy peace for a long time. Eight years after the assassination of the leader of the blacks, came Abu Sa'id the Carmathian. He was a disciple of Al-Qaddah, the Isma'ili who established an order to undermine the power of the Abbasids. Abu Sa'id did not only revolt against the Abbasids but also simplified the Islamic practices. He reduced the five daily prayers to two and abolished the Ramadan feast. He became a strong rival to the

Abbasids who were not able to defeat him. Abu Sa'id occupied Bahrain and Al-Hassa and penetrated into the Arab countries until he reached Al-Yaman in which he also established his power. He occupied these countries in 903, and used Bahrain as an exile as well as a customs station from which he levied taxes on Persian Gulf shipping. He also received half the proceeds of the pearl industry at that time.<sup>1</sup> The Carmathians were very cruel and blood thirsty. When they entered Mecca and Madina they put thirty thousand pilgrims to death. After this massacre the glory of the Carmathians started to wane especially in the Persian Gulf, for its Arab princes were horrified by the tyranny of the Carmathians and revolted against them. Bahrain became independent for two hundred and fifty years after which it was occupied by the Persians for one hundred years. In the first quarter of the thirteenth century the Mongols sacked Bahrain and left it to the Persians in blood and fire. Bahrain remained in the hands of the Mongols for about twenty five years.

In the sixteenth century Bahrain was occupied by a Western nation, the Portuguese, who came to it for trade, adventure and not for destruction. They stayed in Bahrain for forty years. During this period they fortified the country. Their fortress is still exists in Manama.

The Portuguese realized the importance of Bahrain for it was considered the key to the trade route between the East and West. No Western power which had interests in India felt secure unless it had this key, that is why when England drove the Portuguese out of India they

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<sup>1</sup> Muhammad An-Nabhani, Tarikh al-Jazirat al-Arabiya, p. 125.

were driven also out of Bahrain. The British were helped in this war by Turkish Sultan, Sulaiman - Sultan Salim's son - but the Turks did not share in the spoils of victory because after the Portuguese evacuation from Bahrain the Shi'ah of Bahrain petitioned the Shah of Persia for protection. He heared their petition and made Bahrain a Persian protectorate for the third time. It was ruled by an Arab prince as it used to be during the pre-Islamic period. But by the time the Persian power began gradually to decline and the government became weak and corrupted. Bahrain protectorate was neglected to the extent that when it was invaded by the Khalifeh family - which belonged to the Utabe tribe and came from Zubarah in 1782 A.D.-, Persia did not hurry to rescue its governor, Nasr Al-Mazkhour. As a result he was defeated and fled to Abu Shihr. The Khalifeh family occupied the country and have ever since been its rulers. Being afraid of new invasions and piracy, the ruler of Bahrain Shaikh Isa bin Kalifeh signed two treaties with the British government in December 1880 and Mareh 1892, by which he bound himself not to enter into any relationship with any foreign government other than the British without the consent of the latter.<sup>1</sup> Bahrain's relations with Britain and other foreign countries are handled through the British political agent. Bahrain is also the headquarters of the British political resident in the Persian Gulf.

There is one political issue on which Iran is harping every now and then. It is claiming its rights in Bahrain as the legal owner. The

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<sup>1</sup>James Belgrane, Welcome to Bahrain, 4th edition (London: Mark and Moody, 1960), p. 120.

Persian government considers the Bahrainis as Persian citizens. They can enter Iran without taking visas.

Bahrain at the present time is a Shakhdom ruled by his highness Shaikh Isa bin Salman Al-Khalifeh. The country is run by Arab and British officials who are in charge of the different departments and councils. The latter are partly elected by the municipalities and partly by the Shaikh. The Shaikh supervises all the governmental activities assisted by his British adviser who acts also as the secretary to the government of Bahrain. The principal departments are Finance, Public Works, Justice, Minors, Estates Public Health, Education and General Security.

Before 1931, Bahrain depended on its pearl production for running its economic affairs. But the pearl industry declined as a result of the mass production of Japanese cultured pearls. Bahrain's revenue today comes from customs duties on imports and from the oil royalties and payment on crude oil brought from Saudi Arabia for refinement. There is neither income tax nor land tax, but in the towns there are small municipal taxes on shops, houses, and business establishments.<sup>1</sup>

#### Social conditions in Bahrain

In 1929 - in which the first public school was opened, the people were conservative and religious. Girls were kept at home and had to cover their bodies and faces with an over all black cloack called Abayah. Male visitors were not supposed to hear any female voice. The lounge was separated from the ladies quarter. Food prepared in the house by the women had to

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<sup>1</sup>Ibid., p. 25.



be served to the guests by a male servant or by a son of the family.

Marriage among first cousins was prevalent. That is why the girls were not allowed to sit down with their cousins who were going to be their future husbands. Girls were restricted to sit with those of their age and not with married ladies for the latter might mention some facts of life which were taught to the girls only during their short period of engagement. Visiting was the only social entertainment for the ladies, and girls could not do much of it either.

When a young man wanted to get married he delegated his father to ask for the girl's hand from her father. Beauty, young age, and good breeding were the desirable characteristics most praised in girls. The girl's father based his decision of acceptance on the good breeding, straightforwardness, and future prospects of the young man's job. Money did not matter much; character and good breeding were and are still highly considered. Women's place being only in the home, men were considered the decision makers. Because they communicated with the outer-world, they had more experience and developed the ability of discriminating between good and bad. Women were brought up to be the weak sex, to obey and execute orders of their husbands who loved their wives but did not depend on them when serious problems arose. So the father was the best person who was able to know the young man and to investigate about him. Usually his decision was accepted by his wife and daughter. The practice of arranged marriages was accepted by the girls because it was the prevalent one and because it was the only one known to them.

Family ties were very strong. Married brothers lived in the same

house - their parents, house - the oldest brother took the position of his father. His younger brothers had to discuss their major decisions with him and the last word was left to him.

Polygamy was accepted by Bahraini society. The husband could keep his four wives in the same house. They did not like it, but they usually could not do anything about it. All these social practices have undergone a process of change and adaptation to modern life. Girls of today are going to schools, they read books and magazines. Some of them are studying abroad in different colleges and universities. They decide whether to accept or reject a suitor in marriage. Wives nowadays share family responsibilities whether domestic or financial with their husbands. Polygamy is practiced only by a very small percentage of the population. Modern life and its demands are making it impossible to be married to more than one wife; moreover girls object strongly to marrying polygamous men.

The Economic Condition of Bahrain before  
and after the Oil Discovery

Before 1932 Bahrain was called the "Pearl of the Gulf" because it contained within its banks the best pearl fisheries in the world. Bahraini economy suffered a great setback after the appearance of the Japanese culture of pearls in abundant quantities and cheaper prices. The industry at times produced as much as eight million dollars worth of pearls to which should be added one million dollars as a revenue from exporting mother of pearl to Europe.<sup>1</sup> But after the rise of competition

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<sup>1</sup>Abbas Farougy, The Bahrain Islands (New York: Verry, Fisher and Co., 1951), pp. 30-35.

between the Bahraini and Japanese pearls and during the world wide depression of 1930, Europe and India ceased to be the main markets for the Bahraini pearls. As a result the prices of pearls declined, and the money in the hands of pearl merchants and divers decreased. The shop keepers who used to depend on the prosperity of this industry stopped to import new commodities because there was no market for them. Before this crisis the flow of moeny in the market enabled the shop keepers to import goods on which the government collected customs duties. This was the main source of revenue to the Government of Bahrain till 1933 in which Oil started to yield financial benefits.

Beside the pearl industry, Bahrain had and it still has trade relations with India and Persia. That is why Bahraini food was influenced by the Persian and Indian ways of cooking. All the new commodities which were originally brought from these two countries had retained their names with special adaptation to the Bahraini Arabic dialect. The merchants who travelled to India and Persia for trading were impressed by the schools there, and sent their children to study in Teheran and Bombay. The latter was considered by the Bahrainis as the center of world civilization.<sup>1</sup>

Bahrain was lucky enough, it did not have to suffer from the world depression of 1930 for a long time because oil was discovered in 1932 by an American company which is known now as the Bahrain American Petroleum Company (BAPCO). The flow was not much at the beginning, but surely it was the sparke of hope.

By 1951 the Government's total revenue had reached \$5,271,000 of which approximately 61% came from oil and 34.9% from customs duties.<sup>2</sup> As the

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<sup>1</sup>M. Zwemer, *Arabian Cradle of Islam*, (New York: Oliphant, 1900), p. 109.

<sup>2</sup>The annual report of the Bahrain Petroleum Comapny for 1961 (Manama: Oriental Press, 1962), p. 10.

oil royalties increased, the Government began to have a planned budget in which public projects were given a great share. Well equipped hospitals were erected, many boys, and girls, schools were opened, bridges were constructed to connect the islands of Bahrain.

The oil royalties are divided into three parts. One third goes to the ruling family, another is spent on public projects and salaries for Government employees, and the remaining part is kept as a reserve fund in the British banks against a very small interest.

#### Agriculture in Bahrain

Agriculture in Bahrain is not well developed because the farmers are not trained to use fertilizers, and to conserve water which is not abundant. There are a few springs of water in Bahrain supplemented by a number of artesian wells. The farmers do not depend on rain for irrigation because the rainfall amounts to three inches yearly.

Dates and vegetables were the main Bahraini produce, but the date palm gardens began to deteriorate year after year due to the unsatisfactory economic condition of the tenant farmers, and to the short tenure system which decreases the potential of the land. Before the oil discovery,, dates were the most important crop of Bahrain Islands. They used to be the staple food of the population before more varied diet was introduced.

A government experimental section was established lately by the Department of Agriculture. The experimental section advises the farmers and provides them with fertilizers, plants, and shrubs. The Department of Agriculture reports every year to the Government about the agricultural

condition in Bahrain. In its report of 1958, the Department suggested the following points to improve and increase the date, and vegetable crops:

1. The poor condition of the tenants farmers must be improved.
2. The tenure period must be extended from two to five years.
3. Mechanization must be introduced on a larger scale, to save time and to increase production.
4. Tenants must be given practical instruction in the use of fertilizers and conservation of water.<sup>1</sup>

At the present time Bahrain imports its fruits and some of its vegetables from Syria, Lebanon, and Egypt, but it is hoped that Bahrain will be able to produce its vegetables and some of its citrus fruits in the near future.

#### Local Industries of Bahrain

Boat building, fishing, pottery, weaving, and gypsum are the main local industries. Unfortunately they are not developed because these industries are conducted on an individual basis; the artisans are poor, and the people prefer to buy foreign goods. In fact the artisans of today use the same techniques and tools used by their ancestors, and modern techniques have not been introduced yet. These industries produce for local consumption only. The products are not well prepared for the market. Bahrain exports only fish which is not well packed.

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<sup>1</sup>Government of Bahrain, Annual Report, "Department of Agriculture", (Manama: Oriental Press, 1958), p. 2.

## CHAPTER II

### THE TYPE OF EDUCATION PREVALENT IN BAHRAIN BEFORE THE FIRST GOVERNMENT PUBLIC SCHOOLS WERE OPENED

Before 1928, the prevailing type of school was the Kuttab. Typically it was a one-room school, badly ventilated. It was co-educational. The children sat either on mats which were spread on the floor, or on small wooden benches with their holy Qur'an on a wooden stand. The class consisted of twenty to twenty-five children. They were given individual lessons and were requested to read aloud at the same time; so nobody could hear any body else. It sounded like a beehive. The students would repeat their individual lessons over and over again until they could master reading it. Bright students took less time in reading their lessons correctly so naturally they finished the Qur'an before the dull ones. Each was treated according to his individual ability. In this respect the Mullas were following a modern method of teaching without being aware of it. The teacher was either an elderly male or female.

The girls went to the Kuttab till about the age of thirteen. They left it at that age so as to get married. The Kuttab still exists in Bahrain. There are many Kuttabs in the villages while their number decreased in the towns because children go to government public schools.

The first Western style schools in Bahrain were started by the Arabian Mission - an independent American group which began its work in

in 1892. It was Mrs. S. Zwemer, the wife of a well known missionary who started the first girls' school in the Arabian Gulf in 1892. The school started on a very small scale. The first classes were held in the veranda of Mrs. Zwemer's house. The school was called the Acorn school which was changed later to the American Missionary school for girls. English, Mathematics, social sciences and embroidery were the main subjects of the curriculum, the latter was enriched with other subjects in the subsequent years. The school today consists of six elementary classes after which those who plan to continue their secondary education in the Government schools have to sit for the Government school leaving examination.

Those who plan to teach in the same school are required to study elementary teachers' training for one year. The school is supervised by the education department. The Arabic language and History of Bahrain are included in the curriculum.

The principal of the school is American, and the teachers are a group of Bahrainis and non Bahrainis - Arabs, Persians, and Jews -.

The role of the school has been and still is a very effective enlightenment. Beside teaching the students the Arabic and English languages, they are taught home economics, child care, and all kinds of embroidery. The school has also an alumnae club in which the former graduates meet every month for social gatherings as well as for planning and carrying out projects for the benefit of the school.<sup>1</sup>

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<sup>1</sup>Bayly Winder, "Education in Al Bahrain", in Studies in Honour of Philip K. Hitti (London and New York: 1959), pp. 311-313.

Public Education in Bahrain

The first local boys' school was opened in the island of Muharraq in 1919 by a group of people headed by Shaikh Abdulla bin Isa Al-Khalifeh. It was subsidized by the government and later in 1928, it came under the Government's direction. The curriculum was religious and the students were taught how to read and write.

Till 1928, the people did not think of the necessity of educating their daughters. They believed that teaching them how to cook and bear children should be the main aim. Gaining knowledge and preparing the girls for future careers were never thought of by parents or by the girls themselves. The lucky ones were sent to the Kuttab to learn the Qur'an by heart without understanding its meaning. Some could transfer their reading ability and started to read other books and magazines whenever these were available.

In 1929 the first public school for girls was opened in Manama - the capital - the idea was initiated by Lady Belgrane, the wife of the former British Adviser to the Ruler of Bahrain from 1926 to 1957.<sup>1</sup> Mrs. Belgrane expressed her idea to the wife of the late Shaikh Hamad bin Isa Al-Khalifeh. The Shaikha liked the suggestion especially after seeing that the British girls going to school during her first visit to the United Kingdom in 1925. Her highness assured Lady Belgrane that she would support her if she was willing to take up the project. The main aim of Lady Belgrane at that time was to teach the girls sewing, embroidery,

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<sup>1</sup>James Belgrane, *Welcome to Bahrain* (London: Mark and Moody, 1960), p. 14.



and how to read and write. Sir Charles Belgrave, discussed the matter with Shaikh Hamad bin Isa Al-Khalifeh, to his surprise, the latter liked the idea and encouraged his adviser to take the necessary steps for the completion of the project. When the adviser talked to the religious and society leaders of Bahrain about the Shaikh's intention, many of them opposed it because they themselves were not educated and did not feel its importance in their lives. Besides education would enable the girls to write letters to strangers, which would be disastrous. Many of them asked him to forget the whole idea which they called a strange innovation. But not all of the leaders opposed the project, some of them supported it indirectly by giving their consent to Sir Belgrave though they wanted it to be a secret so as not to be blamed by their reactionary friends. Others supported the idea openly, one of them was Muhammad Ali Zainal who was interested in education and who opened schools for boys in Al Hijaz - in Saudi Arabia - and in Bombay - India.<sup>1</sup> The people's life was very simple at that time. They did not realize the necessity of education for both girls and boys, and its importance as a means for achieving social and economic progress.

In 1929, the Government of Bahrain requested from the American University of Beirut to send a school inspector to Bahrain. The Government asked also for a lady who must be a relative of his, either his wife, sister, or cousin so as to live with him in the same house - because there were neither hostels at that time nor ladies were able to live alone

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<sup>1</sup>Charles Belgrave, Personal Column, (London: Anchor Press, 1960), p. 95.

in apartments. The lady was going to be the principal of the first girls, school in Manama.

Mr. Faik Adham was nominated, and he took his wife with him to Bahrain. Before leaving Beirut to Bahrain, Mrs. Adham was teaching at one of Beirut's schools. She had her teachers' training certificate from the British Lebanese Training College (BLTC). It was called BSTC that time.

Talking about her first day in Bahrain to the writer, Mrs. Adham said "after arriving at the sea-port of Bahrain we had to take a taxi to take us home. While I was going to sit beside my husband in the car, a police man drew the attention of my husband to the fact that I could not sit beside him because the Bahraini traditions prohibited it." A permission was taken from the police center to allow that lady to sit beside her husband in the car. Mrs. Adham mentioned this event while she was commenting on the astonishing social development of the Bahraini people. She worked as the principal of Manama school from 1929 to 1939.

In the first year, there were two Bahraini teachers with medium education. The school enrolment in the first year was thirty students. The stress was put on teaching the Qur'an, moral education, Arabic, and embroidery. The girls were encouraged to complete the Qur'an. Parties were held for those who had finished it. Each was given a copy of the Qur'an as a prize from the school. The students who were enrolled at the beginning came from the upper as well as from the middle classes. They were the daughters of the more enlightened parents who were also economically well off, and who had the opportunity to mix with educated

visitors in Bahrain. By 1939 the school completed its set of classes and its curriculum became more varied and inclusive.<sup>1</sup>

After opening the Manama girls' school another one was opened in Muharraq. Its principal was also a Lebanese. The school was opened officially by the Shaikh's wife.<sup>2</sup> Mrs. Belgrave was appointed officially by the Shaikh as the Inspectress of girls' education and she held this post till 1957. During all these years she was helped by Mrs. Nair who was appointed as the Inspectress of girls' Education in 1957.<sup>3</sup>

From 1928 on, girls' education was improved gradually and its standard was raised by adding more subjects to the curriculum and by secularizing the latter after seeing that the people were getting interested in education. The English language was added later to the curriculum. Mrs. Belgrave started teaching it, then other teachers were employed for this purpose. By 1956, one year before the Belgraves left Bahrain there were thirteen girls' schools containing four thousand girls, with one hundred and thirty five women teachers of whom ninety four were Bahrainis and had been educated in Bahrain. In 1956, boys and girls sat for the same examination of the primary school leaving certificate. The first four students were girls.<sup>4</sup> This shows how much the girls were interested in education and wanted to be given equal opportunity in education.

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<sup>1</sup>An Interview with Mrs. Adham, March the 3rd, 1964, Beirut.

<sup>2</sup>Charles Belgrave, Personal Column (London: Anchor Press, 1961), p. 95.

<sup>3</sup>"Girls Educations, "Government Annual Report, (Manama: Oriental Press, 1957), p. 15.

<sup>4</sup>Ibid., p. 15.

### The Administration of Education in Bahrain

Education is highly centralized in Bahrain. Under the Minister of Education comes the council of Education. The latter consists of eight members. Five of them have been drawn from the municipal councils. The other three members were nominated by the Government. The duty of the council is to assist the Education authorities in raising the standard of education in Bahrain.

#### The Director-General:

The Director-General of Education is responsible for all technical matters pertaining to education, curriculum inspection, projects, rules, and regulations, teacher-training, adoption of books, examinations, and teachers.

#### The Director of Male Education:

The Director of Male Education is responsible for the smooth running of all male school activities. He is directly responsible to the Director-General to whom he submits an annual report, about male education, accompanied by suggestions pertaining to the curriculum, books, school buildings and facilities. The Director of male Education is helped by inspectors, and superintendents.

#### The Directress of Female Education:

The Directress of Girls' Education shares in the responsibility of administering girls' schools, choosing and making contracts with foreign teachers and seeing that the objectives of education are achieved by the schools. The Directress submits a yearly report to the Director-General

with suggestions pertaining to the improvement of Women Education. She is helped by inspectresses and a superintendents.

The Inspection Division:

The duties of the inspectors and inspectresses are:

A. Supervision of the implementation of rules, curriculum and books.

B. Preparation of reports and the investigation of technical, administrative and personal matters in primary schools.

C. Supervision of teaching and of general examinations.

D. The Secretariate Division.--The Secretariat division handles special accounts, questions of rank, recording, and distribution of bulletins, mail, plus the printing of official notes of various sorts.

The Transport Division:

The duty of the transport division is to transport teachers, and students to schools and to aid in extra curricular activities.

The Medical centers:

Medical care is given by two doctors, a female doctor for girls' schools, and a male doctor for boys, and regular student records are maintained.

The following chart shows the administrative structure of the Ministry of Education.

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<sup>1</sup>Bayly Winder, "Education in Al-Bahrain", in Studies in Honour of Philip K. Hitti, (London and New York: 1959), p. 287.

TABLE 3

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 Ministry of Education
 

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 Education Council
 

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 Director-General
 

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 Boys' Education Department
 

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 Girls' Education Department
 

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 Director of Boy's Education
 

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 Directress of Girls' Education
 

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 Director of Elem.  
Education
 

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 Boys' Sec.  
Schools
 

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 Girls' Sec.  
Schools
 

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 Girls' Elem.  
Schools
 

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 Inspectresses
 

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 Inspectors    Elem. Schools
 

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 Personal    Secretariat    Stores
 

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 Personal    Secretariat    Stores
 

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 Transports
 

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 Medical  
Service
 

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 Transports
 

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Service
 

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TABLE 4

A GENERAL VIEW OF THE GROWTH OF GIRLS' EDUCATION AND  
ITS BUDGET IN RELATION TO THE GENERAL EDUCATIONAL  
BUDGET

Year	Number of Schools	Number of Students	Budget of Ed. Department in R.S.	Budget of Girls Ed.	Its percentage %
1945	5	1178	614,500	93,000	15
1958	13	4349	7,105,200	1,470,100	20.6
1959	15	5467	7,870,000	1,920,000	24.2
1960	16	6486	9,896,220	2,380,000	24.2
1961	16	7834	11,910,400	3,035,000	25.4
1962-63	22	9699	13,543,709	3,759,016	27.7

"The budget of the Education Department", Government annual report, Manama, 1945, p. 35.

Ibid., 1959, p. 128.

Ibid., 1957, p. 17.

General survey of Girls' Education - Sheet of Statistics - from 1958 to 1964, - Mimeographed Sheet.

### Finance of Education

Education is free in Bahrain. The government is responsible for all the expenses. The Department of Education plans its budget for the coming year and presents it to the Finance Department with a detailed report on its projects and necessary expenses.

The following table shows the budgets of the Education Department for the last six years with the percentages which constituted girls education. The expenses of girls' higher education are not included in the above budgets. Looking at the table we notice that the percentage allotted to girls' education is being increased year after year though it is still low when compared to the budget of male education. The budget of female education must be increased so as to provide educational opportunities for more girls and to staff the schools with well qualified teachers.

#### Salaries:

Male teachers are paid more than females holding the same academic qualifications. The difference is not great, but the principle behind it must be examined. The authorities justify this measure by assuming that man is still the one who supports the family and that the girl finds always the person who would take care of her, first her father, then her husband, and in her old age she will be supported by her children. This might have been true ten years ago, but the case is different now. The fact which cannot be denied is that most of the female teachers are supporting families like men. Furthermore the latter can undertake any other jobs to raise their income while women teachers are limited by their social traditions.



It is not enough for a state to provide its children with equal educational opportunities irrespective of their sex, but it must also give them equal job opportunities and judge them according to their qualifications, job efficiency and responsibility.

The Salary scale is distributed as follows.

I. Local Teachers

<u>Qualifications</u>	<u>Males</u>	<u>Females</u>
Elementary certificate	350 (Indian Rupies)	330
High school certificate	450	430
Tawjihiyah	580	560
B. A.	650	630

II. Foreign Teachers:

Bahrain employs its teachers from the following countries: Syria, Lebanon, Jordan, and India, Palestine and Egypt.

The Egyptian teachers receive two and a half times as much as their original salaries at home plus the increments.

Other teachers who come from the above countries are paid according to the following system.

High School certificate	475 (Rupies)
Tawjihiyah	475
High school plus one year of University education	500
Sophomore	550
B. A.	650 to 700.

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<sup>1</sup>Government of Bahrain, "Employment Rules and Regulations", 1960, p. 12.

### Leaves and holidays

1. The length of the school year in Bahrain is nine months. Classes begin in October and finish at the end of June.
2. Summer vacation starts in August and ends in September.
3. Short government holidays are:-
  - A. Christmas (one day).
  - B. New year (one day).
  - C. Ramadan feast (three days).
  - D. Al-Adha feast (three days).
  - E. The prophet's birth-day (one day).
  - F. The Shaikh's coronation day (one day).
  - G. Muslem New Year (One day).
  - H. Ashoura (two days).
4. Spring vacation (one week).
5. Maternity leave (one month)
6. Marriage leave (one week).
7. Sickness leave (to be decided by the doctor of the education department).
8. Absenting oneself for the death of a family member (ranges from one day to one week).<sup>1</sup>

### The Organization of Girls' Primary Schools

Primary education is free in Bahrain. The Government pays all the expenses. It is not compulsory because the Education Department does not have enough schools for all those who are school age. Attendance age

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<sup>1</sup>Division of girls Education, Emergency leaves, (Printed announcement), 23/4/62.

is set by the Education Department at six years but it is not strictly applied because some children enter school older than this age either due to retardation or due the delay in opening a school in their locality. School enrolments are very high to the extent that children do not have enough space to play during their recess periods. For example, the enrolment at Aisha Um Al-Mu'ninin for the school year 1963-64 was 790 students.<sup>1</sup> Village schools on the other hand are small in size and number of students. Most of them have not completed the number of their classes yet. Table one shows the number of primary girls' schools, number of students and teachers for the last six years.

Girls' primary education is growing gradually in its curriculum, number of schools and students, but this growth is very slow when compared to the number of girls in this age group (from six to fourteen). According to the population census of 1959, there were 16062 girls between the ages of six and fourteen. Only 5315 girls were in schools. On the other hand, there were 17215 boys of this age group, and 11,481 boys were studying in thirty-three schools.

The report of the Education Department for the year 1960-1961 shows that the number of girls in primary schools was 6236. They were studying in **eighteen** schools, while there were 12677 boys in thirty-three schools.<sup>2</sup> When we compare the number of girls **going** to school to that of the boys we might conclude that the latter are provided with more educational opportunities, or that the social traditions of the country still

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<sup>1</sup>Bahrain Education Department, A sheet of statistics of the number of girls, Primary Schools in Bahrain, 1964.

<sup>2</sup>Bahrain Education Department, Education Report, (Manama: Oriental Press, 1960-1961), p. 10.

encourage the girls to get married rather than to go to school, or that people are completely dependent on the Education Department in locating the place, counting its population and discovering its need for schools. All these causes might be considered as factors that delay the progress of girls' primary education.

TABLE 6

A GENERAL VIEW OF THE GROWTH OF ELEMENTARY SCHOOLS  
IN NUMBER FROM 1947 TILL 1964

	Schools	Year of foundation	Locality
1	Aish Um Al Mu'minin	1947	Manama
2	Khadijah Al Khubra	1947	Muharraq
3	Fatima Al Zahra	1947	Manama
4	Hidd School	1947	Hidd.
5	Mariam Bint Umran	1947	Muharraq
6	East Riffi School	1947	Riffa
7	Northon school of Manama	1953	Manama
8	West Riffa school	1953	Riffa
9	Northern school of Muharraq	1955	Muharraq
10	Old Ghudaibieh school	1955	Ghudaibieh
11	Western school of Manama	1957	Manama
12	Jidhafs School	1958-1959	Jidhafs
13	New Ghudaibieh School	1959-1960	Ghudaibieh
14	Budai school	1958-1959	Budai
15	The Southern school of Muharraq	1958-1959	Muharraq
16	Salmanieh school	1960-1961	Manama

TABLE 6 (Cont'd)

	Schools	Year of foundation	Locality
17	Zalag school	1960-1961	Zalag
18	Qalali school	1960-1961	Qalali
19	East Manama School	1961-1962	Manama
20	Hola School	1961-1962	Manama
21	Eastern school of Muharraq	1961-1962	Muharraq
22	North Eastern school	1962-1963	Manama
23	Fadel School	1962-1963	Manama
24	Manama intermediate school	1962-1963	Manama
25	South eastern school	1963-1964	Muharraq
26	Muharraq intermediate school	1963-1964	Muharraq
27	The Preparatory School	1963-1964	Ghudibieh
28	South School of Maharraq	1953-	Muharraq

(1) Girls education division, General statistics from 1958 till 1964 (a sheet in Arabic).

(2) Bayly Winder, Education in Al Bahrain.

TABLE 7

A GENERAL VIEW OF THE GROWTH OF ENROLMENT IN GOVERNMENT  
PRIMARY SCHOOLS FOR GIRLS FROM 1939 to 1963

Year	Number of Students
1939-1940	425
1940-1941	468
1941-1942	677
1942-1943	963
1943-1944	1167
1944-1945	1178
1945-1946 <sup>1</sup>	1288
1946-1947	1283
1947-1948	1283
1949-1950 <sup>2</sup>	1356
1950-1951	1949
1951-1952	1952
1952-1953	2258
1953-1954	2299
1954-1965	3300
1955-1956	3274
1956-1957	4519
1957-1958	4549
1958-1959	4909
1959-1960	5315
1960-1961	6236
1961-1962	7394
1962-1963	9113

<sup>1</sup>Baily Winder, Education in Al Bahrain, p. 324.

<sup>2</sup>Government of Bahrain, Education annual report of: 1952, p. 15; 1954, p. 33; 1958, p.16; 1959, p.11; 1960, p.9; 1961, p. 16; 1962, p. 4.

There are six grades in this stage. Before 1960, the first two years were separated and considered as a sub-primary stage. It was called the pre-primary stage, but in 1960, it was amalgamated in the primary stage, making the latter a six year program instead of four. The amalgamation was suggested by the advisory committee which was consisted of Mr. J. Katul and Mr. M.K. Al Nahas.

#### The aims of Girls' Primary Education.

The aim of women's education up to 1952 was to prepare well cultured ladies and to provide them with the knowledge necessary for running their domestic affairs and for bringing up their children.<sup>1</sup> These were the felt needs which the Girls' Education Division tried to meet by setting up an appropriate curriculum. Home economics, child care, and embroidery were considered of a great importance and were given a great portion of the school day.

As the economy of the country developed, the people started to communicate with the Arab and Western cultures through travelling, mass medias and by communicating with the Arab teachers in Bahrain. The Bahrainis realized that modern life of today requires more than an efficient mother and house wife. It requires an equal partner, ready to cooperate and support her family financially and socially. This purpose could not be achieved unless the Education Department took into consideration the development of girls, potentialities and interests to enable them to be active outside their homes. To meet these new needs, the Education Department unified the

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<sup>1</sup>Bahrain Education Department, Education Annual Report (Cairo: Al-Ahram Press, 1952), p. 23.

curriculum for both boys and girls, with the necessary adaptation to the nature of each. Manual work was added to the curriculum of boys while home economics courses were considered as part of the girls' curriculum, and the aims of education were stated as follows:-

1. To eliminate illiteracy.
2. To develop good citizens.
3. To bring up a generation which is physically fit, mentally alert, and socially and emotionally mature. A generation which is aware of its national obligations and cultural heritage.
4. To help students in developing good taste, correct thinking, and solid morals.<sup>1</sup>

#### The Curriculum and Methods.

The Egyptian curriculum is applied in the Bahraini schools with the necessary adaptations to the Bahraini environment.<sup>2</sup> More emphasis is being put on Arabic, and religion.

The distribution of subjects of the first two primary classes as set by the education department is as follows:-

<sup>1</sup>Ibid., p. 13.

<sup>2</sup>Bahrain, education Department, Report about Education in Bahrain, 1952, p. 18.



TABLE 8

Subjects	First grade	Second grade
Qur'an and Religion	4	4
Arabic language	12	12
Arithmetic	6	6
Stories	2	2
Drawing	2	2
Manual work	2	2
Physical education	3	3
Natural observation	1	1
Singing	2	2
Total	34	34

The period consists of forty minutes.

#### The Curriculum of the First Two Primary grades

The syllabus is supplemented by suggestions concerning the appropriate methods for teaching every particular subject. It is left to the teacher to use her own method provided that it does not contradict the modern educational principles and the objectives set by the Education Department of Bahrain.

Religion:

Because the Qur'an is considered as the foundation of the Islamic doctrines, and as the main source of social and moral principles, and as the Muslim means to achieve happiness in this world as well as in the next eternal life, the school should convey to the children the message of the Qur'an in the appropriate way so as to help in bringing up the good citizen whose characteristics are honesty, responsibility, cooperation, love, courage, and sacrifice. This purpose could be achieved by adopting the following method in teaching the Qur'an and Religion.

1. Help the children in perfecting their reading of the Surah in respect to timing and correct pronunciation of the different letters. This will enable the teacher to maintain an atmosphere of reverence and devotion to God in the hearts of the children.
2. The teacher should motivate his students by telling them stories taken from daily life activities and related to the Sura.
3. The explanation of the Sura must be simple and of the children's mental level.
4. Strengthen the memory of the children by asking them to memorize short suras that have been explained and discussed in class.
5. Encourage the children to read the Qur'an in their leisure time.

The Arabic language:

The main objective of teaching conversation, reading, and writing in this stage is to train the children to:

1. Speak clearly and correctly as much as their mental maturity enables them to.

2. To provide them with the necessary vocabulary which will help them in expressing their own thoughts and opinions about what they see or hear.

3. To help them in acquiring the necessary skills for reading and writing in order to prepare them for the next stage of learning.

To achieve these purposes, the teacher should start from where the child is, and then proceed in giving to him new words and expressions.

The teacher should relate reading, writing and conversation to other subjects like singing, stories, and nature observation.

Children must be taught how to connect letters to form words as quickly as possible and to be taught how to imitate word sample cards.<sup>1</sup>

#### Mathematics:

Dividing mathematics into distinct divisions and teaching each of these parts separately is not a constructive method of teaching. All of the mathematical processes must be taught together. The teacher can explain to the students the addition, the subtraction and the division processes as soon as they master numerating and writing the numbers from one to nine so that when it comes to learning these processes throughly the students will not find it difficult to comprehend because they have been mentally prepared to receive such an information through gradual drilling and meaningful past experience. The aim of teaching mathematics in this stage is to train the children mentally and to prepare them for

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<sup>1</sup>Education Department of Bahrain, The Curriculum of the Primary Schools, 1959, p. 4.

the mathematics curriculum of the coming years. The following points help the teacher in maintaining this aim.

1. Use audiovisual aids in teaching mathematics to children.
2. Develop in children the skill of mental calculation.
3. Reduce using the unnecessary automatic drillings which do not aim at achieving a certain purpose.
4. Use realistic and meaningful mathematical values.
5. Base the mathematical problems on the children's daily life needs and experience.<sup>1</sup>

Stories:

Stories are unlimited source of thrill and enjoyment to children. They develop the children's imaginative power, encourage them to express their own thoughts, widen their horizon and create in them the interest in enquiry for knowledge. Stories also help in maintaining the children's attention focussed on a certain subject for a reasonable length of time. In addition to these points stories could be used to convey to children moral, social, and cultural values which will refine their character and will act as guiding rules for their action.

While choosing the stories, the teacher should see that they suit the mental maturity of the children, that they are meaningful to children so that they will be able to imagine the sequence of events easily. The stories should not be superstitious, they must be short, direct, and simple. The sequence of events must lead to a solution or a climax.<sup>1</sup>

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<sup>1</sup>Ibid., p. 7.

Drawing:

The purpose of teaching this course is to sharpen the observation ability of children, to refine their taste, and to develop their appreciation of beauty in nature, things, and colors. This purpose could be achieved by giving the children the opportunity to draw what they like, and to expose them to beautiful and artistic things.<sup>1</sup>

Manual work:

Manual work cultivates the imaginative creative, and observation abilities of children. It teaches them cooperation through group projects and avoids selfishness, and jealousy among students. The main aim of manual work is to encourage the students to express themselves by using the different kinds of materials and tools.<sup>2</sup>

Nature observation:

The aim of teaching this subject is to give the children general information and to strengthen their ability of observation. This purpose could be achieved through:-

1. Planning different programs appropriate for the different seasons.
2. Keeping some domestic animals in school for observation and to train children in taking care of them.
3. Taking children on excursions for individual observation - each child observes what interests him and comes to class to discuss it with the students and teacher.

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<sup>1</sup>Ibid., p. 8.

<sup>2</sup>Ibid., p. 8.

Physical Education:

The general objectives of teaching physical education are:-

1. To develop sound health, a strong physique and good character.
2. To entertain children so as to make them mentally alert and interested in their studies.
3. To train students to be orderly, quick, obedient, patient and self controlled.
4. To train children in leadership, and submission to the rules and regulations of the group.
5. To guide the children in choosing their sports hobbies which they can use in their leisure time.<sup>1</sup>

Singing:

Children enjoy singing especially when the songs are simple, meaningful, and related to their daily experience. Songs must be used as a means to strengthen and control the children's vocal cords and to correct their pronunciation of words, because speaking correctly and fluently is an important factor in one's life, and it is the duty of the teacher to see that children are acquiring this skill and are perfecting it.<sup>2</sup>

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<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Ibid., p. 11.

TABLE 9

## SUBJECT DISTRIBUTION OF THE NEXT FOUR PRIMARY GRADES

Subjects	3rd year	4th year	5th year	6th year
1 Qur'an and religion	2	2	2	2
2 Arabic	12	10	9	9
3 Arithmetic	7	6	6	6
4 English	-	6	7	7
5 Geometry	-	-	1	1
6 History	1	1	2	2
7 Geography	-	2	2	2
8 General science & Hygiene	2	2	2	2
9 Drawing	2	1	1	1
10 Manual work	2	1	1	1
11 Physical education	2	2	1	1
12 Singing	2	1	-	-
13 Stories	2	-	-	-
Total	34	34	34	34

Each period lasts for forty minutes.

Methods and curriculum of the Next four  
years of Primary Education

Arabic:

The aim of teaching Arabic is to give the students comprehension in reading and fluency in oral and written expression. The teacher should conduct his Arabic classes in an interesting way so as to reveal to the

students the beauty of their language and to make them feel proud of it. The syllabus stresses the fact that different branches of the language must be related and should be treated as a whole.<sup>1</sup>

#### Religion and Qur'an:

The objective of teaching the Qur'an and Religion is to develop a conscientious generation which believes in God and in humanity. Religion is to teach children honesty, sympathy, justice, and truth. These characteristics cannot be achieved through sheer memorization but by practicing good conduct among the students and the teachers. The latter should stress the fact that Islam is a religion of tolerance. It must be considered as a unifying factor rather than an instrument of separation and disagreement. They should also try to inculcate in children a feeling of reverence and devotion for religion through stories of interest.<sup>2</sup>

#### English:

The aim of teaching English is to give the students comprehension in reading, and oral and written fluency up to the standard and within the limits set by their books.

Teaching English must be started with speech and reading. There should be no written exercises until the pupils have had sufficient practice in these. The early conversation lessons should be based upon recognition of simple words, phrases, sentences used previously in the reading lessons. Whenever possible, pictures, models, objects, or actions should be used in

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<sup>1</sup>Ibid., p. 7.

<sup>2</sup>Ibid., p. 4.



explaining new words. Pupils must be encouraged to question each other. The lessons should be varied as much as possible. It is inadvisable to spend one period on one branch of the language.<sup>1</sup>

#### Mathematics:

Teaching mathematics should aim at attaining accuracy and speed in solving problems. It should train students in the use of the scientific method and to acquaint them with a logical sequence of thought in solving problems. The teacher should emphasize the mathematical knowledge which can be applied by the students in their daily life. Audiovisual aids must be used in explaining the mathematical data.<sup>2</sup>

#### Geography:

The aim of teaching geography is to familiarize the students with their environment, their country, the geographical positions of other countries, their modes of life and means of production and communication. Subject-matter could be clarified and made more interesting by showing films, posters, maps, and taking the students on excursions. These means will actualize the theoretical material and will enable the children to comprehend it.<sup>3</sup>

#### History:

The aim of teaching history is to orient the students with the achievements of their ancestors in the fields of science, art, and literature

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<sup>1</sup>Ibid., p. 13.

<sup>2</sup>Ibid., p. 7.

<sup>3</sup>Ibid., p. 40.

so as to inculcate in them pride of their own legacy, and to help them in forming their social and moral standards. Children will understand the past historical events better when they are discussed in relation to the present achievements or changes which are nothing but a result of development that took place in the past.<sup>1</sup>

General Science:

The aim of teaching this subject is to acquaint the students with their environment so as to understand the natural phenomena which manifest themselves in different forms and to develop in children the ability to comprehend the after-effects of these phenomena. Another aim is to draw the attention of children to the resources of their country and to the means of exploiting them, and to show the importance of science in raising the people's standard of living. The content of the general science syllabus is based on the local needs of the students. Its experiences are meaningful and useful.<sup>2</sup>

Hygiene:

The aim of this subject is to teach the children how to be clean and healthy, how to take care of the sick, and how to prevent catching diseases, hoping that the students will transfer their knowledge to their families and as a result a healthy society will emerge.<sup>3</sup>

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<sup>1</sup> Ibid., p. 34.

<sup>2</sup> Ibid., p. 42.

<sup>3</sup> Ibid., p. 43.

Drawing and manual work:

These subjects should aim at giving the children the opportunity to express themselves, to develop their potentialities, to cultivate useful hobbies and to learn new skills under the guidance of trained teachers.

Subjects of expression could be drawn from:-

1. Giving children full freedom to draw whatever occurs to their minds and is of interest to them.
2. Asking them to draw scenes of social significance like the village market, the prophets birthday, or the feast day.<sup>1</sup>

Physical Education:

The aim of physical education is to bring up a generation which is physically sound and mentally alert. The teacher should explain to the children the purpose of each exercise. She should see that the exercises suit the mental and physical maturity of the children. She should start with simple exercises and proceed to the more complicated ones.

The teacher should notice the behavior of the pupils while playing, and to see that they are fair, cooperative, and are characterized by the spirit of sportsmanship. These qualities could be inculcated in children by.

1. Forming sports committees representing the different classes to plan and organize sports events in the school.

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<sup>1</sup>Ibid., p. 43.

2. Forming school teams to represent their schools in the games held among the different schools.<sup>1</sup>

As we finish reading the curriculum of the primary stage, we notice that it is quite a rich one capable of developing well rounded personalities and of preparing the students for the next stage of education. What is badly needed are trained teachers and inspectresses to cooperate in making the curriculum a success.

#### The System of Government School Examinations

At the end of the sixth primary year, the students have to set for the Government School leaving certificate examinations. Before 1960, the girls had different questions and ministered by the Girls' Education division, but the system was unified in 1960 and all students have to take the same examinations.

The grading and promotion systems were revised and reformulated according to the suggestions of the education advisory committee which consisted of Mr. Nahas, and Mr. J. Katul. The committee found that there were many failures and class repeaters. This cost the Department money and deprived many children from going to school. Since the aim of primary education is to enable the children to read and write and to provide them with the necessary knowledge in the fields of social sciences, sciences, religion and Arabic language, it should not be complicated. It must be a pleasant experience to the child so as to make him look forward to the secondary stage. Therefore the committee suggested the following:-

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<sup>1</sup>Ibid., p. 27.

1. Promote the students from the first to the second grade without final examination, provided that she/he attended the 75% of the school days.

2. It is also possible to promote the student whose attendance does not reach 75% of the total school days. If her/his teachers think that she is eligible to continue her studies in the second grade, provided that she has good reasons for absenting herself from school.

3. Promotion to the third and fourth class must be done for every child whose school attendance attain 75% of the school year, with the recommendation and consent of the principal.

4. Promotion to the fifth and sixth grades must be done by giving final examinations which should not be difficult. The children are to be examined in Arabic, English, mathematics, social sciences, Qur'an, and religion. The passing grades must be as follows:-

1. 50% of the total grade is to be considered as the passing grade in Arabic and Religion.

2. The passing grade in the other subjects should be 40% of the total grade.

3. Class participation and school work during the year must be given a 30% of the final grade of each subject.

4. Those who fail in their school leaving certificate examination must be given the chance of repeating the year if they are below fifteen years of age. Older children and those who fail for the second time must not be allowed to stay at school, and are to be given the certificate.

This measure helps in:-

1. Saving the expenses which the Department incurs repeaters.

2. It gives the school the chance to enrol more new students.

3. It ascertains the duties of the teacher in understanding the needs of the students and trying to remedy their weaknesses.

4. It increases the number of elementary school graduates who will be streamed according to their averages; either to go to the secondary school or to the technical school.

These recommendations were adopted by the Education Department and they are applied now in the schools.

These measures are good, but applying them requires highly qualified and trained teachers so as to be able to guide their students and to provide them with the necessary knowledge. Motivating the students and detecting their individual differences and trying to meet the needs of each are not easy. The present Bahraini teachers are not qualified. Most of them teach after receiving their primary certificate with two years of teachers training. The courses of this program are higher than their assimilative ability. They do not benefit much out of these professional courses which are meant to help them in performing their task more efficiently. The teachers who have finished their secondary education find the training courses more interesting and try to apply them in teaching their subjects.

#### The Administration of Girls' Primary Schools.

The schools are administered by headmistresses who are assisted by assistants, teachers, and secretaries.

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<sup>1</sup>J. Katul, K. Mahas, Report about Education in Bahrain (Alexandria: Abdin Press, 1960), pp. 37-40.

### The Principal and her duties.

1. The principal is responsible, before the Directress of Girls' Education, for the welfare, administration and good running of the school.
2. She distributes the school duties among the teachers and assigns subjects to each teacher after knowing the qualifications and capabilities of each.
3. She is responsible for the presentation of a copy of the daily school program, monthly reports, students' records, grades, expenditure, books, and equipment, and a yearly school report.
4. She holds a staff meeting once a month or when the need arises.
5. She cooperates with the inspectresses.
6. She guides her teachers, and helps them in solving their problems.
7. She ascertains the medical certificate of the students.
8. She visits her teachers in their classes every now and then.<sup>1</sup>

### The Assistant to the Headmistress and her duties:

1. The assistant looks after the order and cleanliness of the school.
2. She supervises attendance, and prepares the attendance register.
3. She supervises the typing of examination questions.
4. She checks up grade records and acts for the principal when the latter leaves the school.

### The Teacher and Her Duties.

1. The teacher is supposed to be efficient and punctual in attending to her classes and school duties.

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<sup>1</sup>Bahrain Education Department, Education Annual Report (Cairo: Dar Al Alam Al-Arabi, 1952), pp. 20-21.

2. Beside teaching and disciplining the students, she is supposed to inculcate in her students the right traits of good character, and inquisitive thinking.

3. She has to follow the prescribed curriculum but is supposed to present the subject in the best possible way by using available audio-visual aids to motivate the students and to clarify the subject to them.

4. The teachers' communications with the higher Educational authorities are handled through the principal or else they will be disregarded.<sup>1</sup>

#### The Disciplinary measures in the Primary Schools

To provide an appropriate atmosphere for learning, the teacher should try to maintain order in the class. Children cannot grow happily and responsibly without discipline at all. They need firm but kind guidance to let them know what is expected of them at each age. They should learn to be considerate of the welfare of others, and to control their inner impulses. These characteristics could be learned by the children through constant interaction with their teacher and with their families at home. Good discipline implies self direction; the teacher should encourage maintenance of self control and if she finds it necessary to exert pressure on children when they do not behave properly, she should do it humanely in a manner consistent with human dignity.

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<sup>1</sup>Ibid., p. 21.



The class consists of a combination of personalities, some aggressive, some passive, with different interests and desires, but the teacher can create out of this combination a unified and orderly class. She can accomplish this unity through the influence of her personality which should be tactful, forceful and vital with a sense of great enthusiasm. The teacher should provide the children with sufficient and appropriate activities which will occupy them, all through the hour. Children who are kept busy do not usually resort to disorder. They do it when they are bored and do not have anything to channel off their energy.

If the children create disorder inspite of having all these activities, the teacher may use simple control, either call the name of the misbehaving child, look at him in a meaningful way, or ask him to continue reading. These approaches might help the child to concentrate on his lesson. Having the teacher praise the child's past experience may make him want to keep up to the expectations of his teacher. He may try to make her feel that he is still the same good boy. This approach secures cooperation while criticism makes the child feel inadequate.

Depriving the child of his privileges will sometimes help to solve the problem because this action will make him realize that he is mistaken especially when the special type of privilege withheld means a great deal to the child. The teacher should avoid ridicule and humiliation. They do nothing to the child but merely cause insecurity. She should not also send a young child out of class because this measure deprives him of his lesson, lowers his self-respect and isolates him from the group.

Corporal punishment is not allowed because it is usually inflicted on children in a state of anger. The teacher might go farther in hurting the child and endangering her position. The principal can use this measure of punishment but she has to be very careful and humane.

Suspension and expulsion are not inflicted by the principal before notifying the Directress of Education. The latter decides whether the expulsion or suspension should take place or not.<sup>1</sup>

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<sup>1</sup>Ibid., p. 20.

## CHAPTER III

### GIRLS' SECONDARY EDUCATION

Girls' secondary education was started in 1951. The first class was attached to one of the elementary schools, and it remained so till 1956. In this year the secondary classes were shifted to a small building. In June 1956, the school celebrated the graduation of the first group. They were five girls. Three of them were sent to continue their higher education at Beirut College for Women, one was engaged in teaching, and the fifth girl stayed at home.

The number of girls started to increase year after year, and a new school was built to meet the public demand for secondary education. The school is large, its classes are wide, airy, well lighted, and comfortably furnished. It includes an assembly hall, a well equipped laboratory, a home economics building, a sewing room, a sick room, and a spacious playground. Table 10 gives a general view about the growth of girls' secondary education. The school is staffed with qualified teachers, most of them are Egyptians sent by their Ministry of Education for a period of four years after which they are replaced by another group. The rest of the teachers are Jordanians, Syrians, Lebanese, and Indians who teach the English language in the school.

Because students did not have birth certificates, there was no strict age limit for entering the school, but the normal schooling period is from the age of twelve till the age of sixteen or seventeen. Secondary education extended over four years of general education after which the students had to sit for a final examination and those who passed it were

TABLE 10

A GENERAL VIEW OF THE GROWTH OF GIRLS'  
SECONDARY EDUCATION

Year	Number of Class	Number of Students	Number of Teachers
1952-53	1	11	-
1953-54	2	14	-
1955-56	4	39	-
1957-58	5	72	-
1958-59	5	110	10
1959-60	6	148	12
1960-61	9	253	19
1961-62	14	370	30
1962-63	22	586	41
1963-64	24	729	52

<sup>1</sup> Education Department, "Annual Report", Manama Oriental Press, 1959, p. 17

<sup>2</sup> Education Department, "Annual Report", Manama, Oriental Press, 1959, p. 16.

<sup>3</sup> Girls' education division, Sheet of Statistics for the schoslastic year, 1958-1963, 1964.

awarded a secondary school leaving certificate. In 1961, the Education Department introduced the following system to meet the diversified needs and potentialities of students and to divert those who are not qualified to continue their academic studies. Following this new system, the students were given two years of a unified program of studies. The two last years were departmentalized for specialization either in arts, sciences, home economics, or teachers' training.<sup>1</sup> But at the end of the year the home economics section was dropped because it was not appreciated by the students who thought that academic education was more rewarding. In 1963-1964, a fifth year was added to the secondary education program. According to this program, the students were streamed at the end of the second year into two sections, the teachers' training, and the general section. The latter is divided at the end of the third year into two sections, arts and sciences. Studies in these two sections last for two years. At the end of the fifth year, the students have to sit for a final examination and those who pass it will receive the Tawjihiyeh certificate which is recognized in Egypt, Syria, Lebanon, Jordan, and Iraq. Studying in the teachers' training section, however, lasts only for two years - the third and fourth year at the end of which students have to take their final examination and those who pass it are given a teachers' training certificate. A fifth year might be added to this section in the future.

For the last six years, the first three high school graduates have been sent to continue their higher education at Beirut College for Women. The rest of the graduates are usually employed as teachers in the government

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<sup>1</sup>Bahrain Education Department, Education Annual Report, (Manama: Oriental Press, 1961), p. 16.

elementary schools for girls. The number of graduates is increasing year after year. In 1956, they were five in number, while there were forty-two in 1962.

The total number of graduates from 1956 to 1962 was ninety-seven. The following table indicates what these graduates are doing at the present time.

TABLE II

The graduates	Number
Teachers	40
Studying abroad as government scholars	9
Studying abroad on their own	15
Enrolled in the fifth secondary class	12
Working in the Government Hospital	1
Staying at home	20
Total	97 <sup>1</sup>

<sup>1</sup>Division of Girls' Education, A sheet of statistics for the year 1963<sup>1</sup>.

#### The aims of secondary Education

1. To develop a generation aware of its national duties and capable of assuming its responsibilities.
2. To enable every adolescent to develop his potentialities to their maximum degree.

3. To prepare the individual to earn his living after finishing secondary education.
4. To prepare students to enter universities.
5. To give further instruction in reading, writing, oral and written expression.
6. To provide health instruction and inculcate in the students good health habits.
7. To develop in the students various practical skills which will help them in performing their every day life activities.
8. To inculcate in students the characteristics of good character such as sportsmanship, cooperation, honesty, and love, and persistence, perfection and seriousness.<sup>1</sup>

#### The curriculum of the secondary Schools.

The Education Department is applying the Egyptian curriculum in its secondary schools after adapting it to the needs of the students and to the nature and requirements of the Bahraini society. Emphasis is laid upon teaching Arab history which is to be looked upon as a continuous chain of events. Students are made aware of the fact that the Arab countries are inhabited by an indivisible nation sharing the same culture and history. Geography stresses the basic common geographical features of the Arab countries and the relation of the latter to Asia, Africa and to some of the European countries.

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<sup>1</sup>Bahrain Education Department, "Secondary Education in Bahrain", (Manama: Oriental Press, 1956), p. 3.

Religion and the Qur'an aim at giving the students a comprehensive grasp about the religion of Islam as an advocate of social reform, justice, and as a providing code of moral standards.

English and Arabic aim at enriching the vocabulary of the students, refining their diction, and helping them in acquiring written and oral fluency.

The mathematics syllabus is organized in such a way as to provide the students with practical and mathematical knowledge and to prepare them for the next years of learning.

Drawing and manual work are to develop the creativity of the children, and to help them in perfecting their hobbies which they have developed in their first years of schooling. The following tables show the subjects taught to the students in the different sections.

TABLE 12  
THE SUBJECTS TAUGHT IN THE FIRST TWO SECONDARY YEARS

The Subjects	The periods of the first secondary	The periods of sec. secondary
Religion and Qur'an	2	2
Arabic	7	7
English	10	10
Mathematics	5	5
History	2	2
Geography	2	2
General science and health	4	4
Drawing	2	2
Physical education	2	2
Total Periods per Week	36	36

The period lasts for forty-five minutes.



TABLE 13

## THE PROGRAM OF STUDY OF THE THIRD SECONDARY YEAR

The Subjects	The general Section	Teachers' Training
Qur'an and Religion	1	1
Arabic	6	6
English and Translation	9	9
Mathematics	6	5
Geology	2	-
Physics	3	-
Chemistry	2	-
Geography	2	2
History	2	2
Physical education	1	1
Art education	2	-
Psychology	-	2
Health education	-	2
Methods of teaching Arabic	-	1
Methods of teaching English	-	1
Methods of teaching physical training	-	1
Methods of teaching art	-	1
Methods of teaching social sciences	-	1
Methods of teaching mathematics	-	1
The length of each period is 45 minutes	36	36

<sup>1</sup>Ibid., p. 2.

TABLE 14

THE PROGRAM OF STUDY OF THE  
FOURTH SECONDARY YEAR

The Subjects	General Course		Teachers' Training
	Sciences	Arts	
Qur'an and Religion	1	2	1
Arabic	6	7	6
English and Translation	9	10	9
Mathematics	7	5	5
Chemistry	3	-	-
Physics	3	-	-
Biology	3	-	-
History	-	2	2
Geography	-	2	2
Sociology	-	2	-
Philosophy	-	2	-
Psychology	-	-	2
Health education	-	-	2
Art education	2	2	-
Methods of teaching Arabic	-	-	1
"    "    "    English	-	-	1
"    "    "    Mathematics	-	-	1
"    "    "    Social sciences	-	-	1
"    "    "    Sciences	-	-	-
"    "    "    Art	-	-	1
"    "    "    Physical training	-	-	1
Physical education	2	2	1
Total periods per week	36	36	36

The length of the period is forty five minutes.

<sup>1</sup>Ibid., p. 3.

### Teachers' Training and its Aims

The character of education and instruction has advanced from the days when the aim of education was to promote literacy and when the function of instruction was to impart a limited body of knowledge to a large class of children without paying attention to individual differences. The teacher was not expected to exercise any initiative but was required to teach a prescribed curriculum and to follow certain instructional methods. Good teaching was measured by the results of examinations and by the strictness of the discipline.

The modern education trend lays stress on developing the personality of the child as a whole and adopting the curriculum to the child's needs and to the nature of his environment. The shift from subject-matter to the child as the center of importance, required also a shift in the training of teachers and in defining their responsibilities. The teachers' preparation has to include general liberal education, child and adolescent psychology to understand the developmental tasks of each age and to base teaching on children's needs, and readiness, and to give the children the right experiences at the right time and age. Child - psychology enables her to discover, understand, and accept the limitations of the children and to work on developing their potentialities to their utmost. Professional educational courses help the teacher in grasping the meaning of education in the past and in the present and its relation to social progress. Further, these courses equip her with the techniques and skills necessary for fruitful teaching - learning situations. Teaching therefore has to become more than a matter of the relation between the mature teacher

and the immature learner. It is not enough to master her subject-matter but to understand the latter in relation to the child's needs, abilities and limitations.

One of the main problems facing the Education Department is the lack of trained teachers. Before opening the in-service teachers' training program, most of the elementary school teachers were untrained and poorly qualified. They had been recruited because teachers were badly needed to teach in the elementary schools. The Education Department was constantly aware of this deficiency and the educational authorities were convinced that the elementary stage is the most important period in the child's life; it determines the next step to be taken by the child, either to continue his academic studies or to proceed to commercial or technical education. It is during this stage that the child's abilities can be discovered and channelled in the right way and this crucial task requires skill, knowledge, and interest on the part of the teacher.

The first step towards solving the problem was to initiate an inservice teachers' training program for the untrained and unqualified teachers who have been teaching for a long time. The Division of Girls' Education started this program in 1958 and it continued to function till the present time. Classes are conducted in the afternoons, and the curriculum includes the following subjects, general education courses, mathematics, and professional courses like history of education, child and adolescent psychology, teaching methods, and practice teaching. The program lasts for two years after which the students have to sit for a

final examination. Those who pass it are awarded a teaching certificate. Most of the students who took this program were elementary school graduates but the Education Department's future plan is not to employ teachers with only primary qualification. They have to be high school graduates and have to take inservice teachers, training for two years to learn what to teach, when and how to teach it.

#### The Teachers' Training section.

As a firm step in this plan, the Education Department opened the teachers' training section in 1961. Its students are the graduates of the second secondary class. After having a program of general education for two years, they are given beside the general educational courses, courses in child and adolescent psychology, history of education, teaching methods, and practice teaching. The program continues in the fourth year at the end of which the students sit for a final examination and those who pass it receive a teaching diploma.

The Education Department is trying every possible means to raise the standard of this section and to encourage the intelligent students to enlist in it. The students are paid a monthly allowance equivalent to fifty-five Lebanese pounds during their two years of training, and employment priority is granted to them. In fact all the graduates of the course are employed as elementary school teachers. In spite of all these efforts, this section is not appreciated by the students. Most of its students chose it because they cannot continue their higher education, or because they do not want to stay at home after graduation, they cannot take any other jobs so they find that enlisting in this section is quite appropriate.

But this is not a good attitude. Teaching requires the teacher to be interested in children and in helping them to grow. A passive teacher will harm the students more than help them in one way or another, and it is really a calamity to have a large number of passive and indifferent teachers.

1. After teaching the teachers' section for one year, the writer realized that the professional courses are above the assimilative ability of the students. Therefore a fifth year must be added to the program so as to discuss these subjects in detail and one at a time. This will give the student-teachers the opportunity to understand and assimilate what they study.
2. The student-teachers should be given a course in philosophy so as to understand the philosophy underlying the educational system in Bahrain.
3. They should be given also a course about the educational problems facing the education Department, and how to solve them.
4. The student-teachers should be given some background in sociology so as to understand the basis of social change and the factors which bring it about.
5. The period of practice-teaching must be expanded and it should be done under the supervision of trained and qualified teachers.
6. Physical education and art should be continued in the fourth year because it helps in developing the physical and aesthetic abilities of the student-teachers.

The curriculum of the fourth year of  
teachers' Training

I. The professional courses

A. Principles of Education

1. Nature of the educative process.

- A. Its general and specific meaning.
- B. Experience and its importance in developing well-rounded personalities.
- C. Completion and continuity of experience
- D. Sources of educational experience.

2. Purposes of Education:

- A. To earn one's living.
- B. To educate oneself.
- C. To develop the individual as an independent entity.
- D. To develop the individual as a member of his society.

3. The nature of the relation between the individual and his society.

- A. The characteristics of a democratic society.
- B. The democratic purpose of education - equal educational opportunities.

4. The home and the school as educational agencies.

- A. Direct and indirect education.
- B. The home and its educational responsibilities.
- C. The school and its educational responsibilities.
- D. Home-school relationship.

5. Moral education.

The Syllabus of Psychology

## I. Adolescence

- A. Physical characteristics.
- B. Mental development.
- C. Emotional development.
- D. Social development.
- E. Problems faced by adolescents.

## II. The Psychological motives of human behavior.

- A. Behaviorism.
- B. Psychological and educational motives.

## III. Learning:

- A. Learning and the teacher.
- B. Learning as reconstruction of experience.
- C. Learning and development.
- D. Trial and error learning. Conditioned learning.
- E. Factors that lead to effective learning.

## IV. Imitation theory.

- A. Conditions for imitation.
- B. Direct and indirect imitation.
- C. The purpose of education.
- D. Types of imitation.
- E. Imitation and education.

## V. The theory of play. Its importance and educational value.

## VI. Individual differences.



The Syllabus of social sciences and  
Teaching methods.

- I. The Nature of social studies.
- II. Purposes of teaching the social studies
- III. Components of the social studies syllabus.
- IV. The inter-relationship of the social studies.
- V. The teacher of the social studies.
- VI. The educational facilities.
- VII. Methods of teaching.
  - A. Lecturing method.
  - B. Project method.
  - C. Unit teaching method.
  - D. Problem solving method.

School Health Syllabus:

- I. Principles of first aid.
- II. General health instruction.
- III. Diseases caused by parasites and their relation to the farmer's life, contaminated water, healthy water resources, disposal of garbage, unhealthy habits, bare-footedness.
- IV. Childhood diseases: The health of children, the health of their mothers, the necessity of cooperation between the home and the school.
- V. Studying the syllabus of health education taught in the elementary classes, and recommending the best possible methods to fulfil the objectives of the course.

Qur'an and Religion:

1. Reading correctly and discussing assigned Suras.
2. Studying and interpreting sayings of the Prophet Muhammad.
3. Discussing general social topics.
4. Studying thoroughly about the life and contributions of Aumar bin Abdel Aziz and Imam Abu Hanifeh.

Arabic:

The Arabic syllabus consists of the following:

1. Rhetoric and criticism:--The style, characteristics of a good style, selections of poetic and prosaic styles, the sentence, letters, metaphores, and similers, rhyth.
2. Literature:
  - A. Foreign cultures and their influence on Arabic literature.
  - B. Purposes of poetry in the Abbasit period.
  - C. The characteristics of poetry in the Abbasid period, its purposes, and its intellectual and aesthetic characteristics.
  - D. Translation in the Abbasid period.
  - E. Andalussian poetry.
3. Reading:

The following subjects are read and discussed in class.

  - A. Evaluation of the Egyptian revolution of 1952.
  - B. Equality among people.
  - C. Palestinian, and the human conscience.
  - D. Opinion and belief.
  - E. Damascus and its typical characteristics with other topics.

English:

The program included the following.

1. Reading and summarizing short stories and paragraphs.
2. Grammar includes revision of direct speech, the tenses, conditional sentences and phrases.
3. Composition and dictation.

Mathematics:I. Algebra:

- A. Second degree equations with one unknown.
- B. To find the square root by using the general method.
- C. Ratio, and rational values.
- D. Power.

II. Geometry:

- A. The theorem of the obtuse angle in an obtuse triangle.
- B. The theorem of the acute angle in an acute triangle.
- C. Apollonius theorem.
- D. Triangles and bisectors, and perpendiculars.

III. Trigonometry:

The trigonometric ratios of:

- A. The acute angle.
- B. The complementary angles.
- C. The obtuse angle.
- D. The special angles

Geography.

The African and Asian continents were chosen as the core of the syllabus because the Arab world stretches through these two continents. Therefore the students have to know enough about them, furthermore, these two continents represent different geographical environments which have been studied by the students in their first year of secondary schooling. The syllabus is thorough study of the natural, economic and political factors which bring these two continents together. Another part of the program is to study typical Afro-Asian regions in detail.

History:

The history syllabus consists of the following units.

- I. History of the Arab world and its culture in the old and medieval ages.
- II. The Arab world before Islam.
- III. The Arabs and Islam.
- IV. The Arab Islamic culture.

The curriculum of the fifth Secondary class.  
(The Literary Section)

The Pawjihiyeh is the culmination of the educational system in Bahrain. Students receive this diploma, either in arts or in sciences, after passing the final examinations at the end of the fifth year. The diploma is acknowledged in all of the Arab countries.

The curriculum of the Literary section.Religion and Qur'an:

It includes recitation of the Qur'an, interpretation and memorization of some significant suras and sayings. It also includes the discussion of

different issues in relation to Islam such as government in Islam, Islam as the religion of dignity and peace, the financial policy in Islam, and the Islamic world. The same syllabus is taught in the scientific section.

Arabic:

1. It includes reading and discussing different essays.
2. In rhetoric and criticism the following subjects are taught: Style, the scientific and literary styles, metaphore and simile, the characteristics of the poetic style, the meaning of rhyme and its effect, letters, essays, the story, and oratory.

History of literature:

1. An introduction about the Mamluk and the Ottoman periods and the condition of Arabic literature during these two periods.
2. A Historical introduction about the factors which contributed to the flourishing of literature in the modern period.
  - A. Sections to show the social aspects of this period.
  - B. Poetic and prose sections representing the liberal movements and the national literature in the Arab world.
  - C. Illustrations about the following types of literary expressions: the essay, the story, and the play which show the influence of the western cultures on Arabic literature.

The same syllabus is applied in the scientific section but some of the subjects are discussed in general and not in detail.

English:

The aim of this course is to prepare the students to pass the examination which will admit them to the university. It is planned in such a way

as to provide the students with enough knowledge of the language to enable them to understand lectures, and to comprehend what they read.

The same syllabus is used in the scientific section with few changes in the content of the stories given to each section, for example Arnold Bennett's comedy "The great adventure" has been assigned to the literary section while "the changing horizon" has been assigned to the scientific section. It has been chosen because it deals with all kinds of scientific facts in the modern age.

### I. Geography.

- A. The economic geography of the Arab world. Its natural resources, minerals, water, agricultural, and mineral resources.
- B. The products of the Arab world and its position in relation to world production.
- C. Trade exchange between the Arab world and the other countries.
- D. Trade exchange among the Arab countries.

### II. Cartology and its importance.

### III. Geology

- A. Its importance.
- B. Kinds of rocks, and mineral rocks
- C. A geological study of the Arab world.

### History:

- 1. The Arab world during the Ottoman period.
- 2. The European colonization of the Arab world.
- 3. The Arab world between two world wars.

4. The national movements in the Arab world.
5. The Arab world after the Second World War till the present time.
6. The Arab voice in the international spheres.

### Philosophy:

#### I. Psychology:

- A. An introduction about psychology, and its schools, and its importance.
- B. Needs and motivations.
- C. Feelings, emotions, and their influence on the stability of personality.
- D. The process of learning, habit formation, thinking in techniques of problem solving, imagination, intelligence, remembering, and sense perception.
- E. Personality and its characteristics, and individual differences.

#### II. Logic:

1. An introduction about logic, and its development.
2. Logical thinking, and illogical thinking.
3. Types of propositions.
4. Deduction.
5. Methods of scientific research.
  - A. Epistemological theories: Intuition, deduction, synthesis, and analysis.
  - B. Methods of mathematical research.
  - C. Research methods used by the Arabs.

### III. Principles of philosophy and ethics.

- A. Meaning of philosophy.
- B. Science and philosophy.
- C. Scientific thinking.
- D. The relation between theory and practice.
- E. Man and his position in the universe, human transcendence,  
and the problem of freedom.
- F. Values: Truth, goodness and beauty.
- G. Conscience.
- H. Good and evil.
- I. Duty.
- J. Responsibility, reward, and punishment.

#### The curriculum of the fifth year Scientific Section

#### Physics:

1. Sound: Vibrations and wave motion - longitudinal and transverse waves, wave length and frequency and their relation to the speed of the wave.
2. Magnetism: The inverse square law, conservation of pole' strength, the magnetic field, conservation of the magnetic field' strength, drawing the lines of force of a magnetic field for a magnet.
3. Electricity: Producing electricity by rubbing the two kinds of electricity conductors, the electric field, and its strength, causes for transfer of electricity from one conductor to the other.



4. Electrodynamics: The magnetic effect of a current, the absolute unit for the current; Ohm's Law - the practical unit of resistance, Faraday's Law - chemical equivalent of electricity.

5. Practical lessons:

- A. Proof of Ohm's Law through experimentation.
- B. Finding the resistance of a wire.
- C. Finding the equivalent, resistance of resistors.
- D. Finding the resistance power of an electric pole.
- E. Finding the chemical equivalent of electricity for copper and silver.

Chemistry.

- 1. Phosphorus.
- 2. The atomic structure
- 3. The atomic energy.
- 4. Properties of solutions and the Ionic theory.
- 5. Electrolysis.
- 6. Neutralization.
- 7. The periodic table.
- 8. Metals.
- 9. Organic chemistry.

Biology.

- 1. The primitive animals and their relation to man.
- 2. Amoeba parasite, and malaria parasite (plasmodium).
- 3. Invertebrates and their relation to man and animals.
- 4. The theories of growth and evolution, the evolution of the embryo, theories of Lamarck, and Darwin.

Botany.

1. Flowerless plants and their importance in man's life.
2. Seed plants and their importance in man's life.
3. Heredity in the living creatures.
4. Bacteriology, molds, yeasts, fermentation, and moss.

Mathematics:

The aims of teaching mathematics are:-

1. To enable the students to understand the practical importance of mathematics in the development of nations and cultures.
2. To strengthen in the students the ability to concentrate, to be attentive, and to develop the skill of thinking logically.
3. To provide the students with the knowledge necessary for understanding and following the rapid scientific development.
4. To develop in the students the ability and skills of solving problems.
5. To encourage the students to be creative, and inquisitive about what they read, see, or hear.

Algebra:

1. The geometric and number series, and percentages.
2. Complex numbers and polynomials.
3. Square roots of a polynomial quantity.
4. The cube root of absolute one  $\sqrt[3]{1}$ .

Analytic Geometry:

1. The equation of the circle.

2. How to find the center and radius of a circle if the equation of the circle is known.
3. The length of the tangent which is drawn from a definite point on a definite circle.
4. The equation of the tangent of a circle at a definite point on its circumference.
5. The principles of integration and differentiation.
6. Solid geometry.
7. Trigonometry.
8. Geometric construction.

Mechanics:

1. Motion in a straight line under a fixed force; Newton's laws on force, work, and energy.
2. Balance of bodies under the influence of plane and parallel weights.
3. The center of gravity.
4. Friction.
5. Practical experiments.

Table 15 shows the distribution of subjects in the fifth scientific and literary year of Secondary education.

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<sup>1</sup>Bahrain Education Department, The Curriculum of the Secondary Schools, Manama, 1963-1964.

TABLE 15

## THE PROGRAM OF THE FIFTH SECONDARY YEAR

	Sciences	Arts
Qur'an and Religion	1	2
Arabic	6	8
English and translation	8	11
Physics	4	-
Chemistry	3	-
Biology	3	-
Mathematics	8	-
History	-	2
Geography	-	2
Subject of specialization	3	3
Physical education	-	2
Philosophy	-	2
Sociology	-	2
Library	-	2

The length of each period is forty-five minutes.

<sup>1</sup>Ibid., p. 5.

## PART II

### THE PURPOSE OF THE STUDY

The purpose this part of the study is to find out about the attitudes, opinions, hopes, and aspirations of parents who have sent their daughters to school, and to question the trained teachers and high school graduates about the role of training and secondary education in developing their personalities and in maintaining professional efficiency. If their education did not help in achieving this purpose then what suggestions do they give to make the present educational system capable of developing the individual personalities and capabilities of students?

#### The procedure:

The Education Department in Bahrain was approached by the writer. A general meeting was held for all of the principals of girls' elementary schools. The writer explained the purpose of the study, then she went over each item with the principals to be sure that the meaning was clear to all. The four types of questionnaires (see appendix) were distributed among the different city and village schools, and a large sample of people was included in the study. Educated, and uneducated people from different social classes answered the questionnaires. This step was fulfilled by the help of Mrs. Nair, the Directress of Girls' Education, and her two superintendents who were kind enough to distribute and collect back the questionnaires which were addressed to high school graduates and to parents of different social backgrounds.

It is interesting to note that the people concerned reacted with enthusiasm and most of them expressed their gratitude for being considered in the study. Those who were educated expressed their opinions about the different educational issues frankly and in detail. They gave logical and practical solutions and suggestions which will be mentioned in the discussion of the questionnaires.

Two hundred and forty questionnaires were distributed and two hundred and thirty three were received by the writer. This shows the growing interest of the people in educating their children and in thinking of their education as their responsibility as much as it is the responsibility of the school.

The four types of questionnaires were written in two languages Arabic and English, the Arabic issue was used in the study because most of the parents did not know English. The English translation appears in the appendix.

A. The results of the questionnaire addressed to the trained elementary school teachers, forty-six questionnaires were distributed and all were received by the writer.

TABLE 1

## WHAT CERTIFICATE OR DIPLOMA DO YOU HOLD?

Answers	No. of answers	%
Elementary and inservice training	36	78.3
High school diploma and inservice training	3	6.5
High school diploma (teachers training section)	7	15.2
Total	46	100

TABLE 2  
IN WHICH YEAR DID YOU GRADUATE?

Answers	No. of answers	%
1959	4	9
1960	9	19
1961	10	22
1962	10	22
1963	13	28
Total	46	100

TABLE 3  
THE LENGTH OF TEACHING EXPERIENCE

Answers	No. of answers	%
Five months	4	9
One year	4	9
Two years	4	9
Three years	6	13
Four years	11	24
Five years	2	4
Six years	3	6.5
Seven years	3	6.5
Eight years	3	6.5
Nine years	2	4
Ten years	2	4
Twelve years	1	2
Seventeen years	1	2
Total	46	100

TABLE 4  
TYPE OF TEACHING EXPERIENCE

Answers	No. of answers	%
Elementary	46	100
Total	46	100

TABLE 5

WHY DID YOU CHOOSE TEACHING AS A PROFESSION?  
TEACHERS WERE FREE TO CHECK MORE THAN ONE ANSWER

Answers	No. of answers	%
Because you were interested	23	
Because there was no other job	20	
To earn your living	10	
For no reasons specified	3	
Total	56	

TABLE 6

ARE YOU SATISFIED WITH YOUR PROFESSION  
AS A TEACHER

Answers	No. of answers	%
Yes	41	89
No	5	11
Total	46	100



TABLE 7

ARE YOU MEETING ANY DIFFICULTIES AS FAR AS THE  
FOLLOWING ITEMS ARE CONCERNED?

	Answers	No answers	%
<u>Item one:</u> Teaching subject matter	Yes	14	30
	No	22	48
	No answer	10	22
	Total	46	100
<u>Item two:</u> Keeping class discipline	Yes	2	65.3
	No	30	30.3
	No answer	14	4.4
	Total	46	100
<u>Item three:</u> Understanding the children's needs	Yes	4	9
	No	23	50
	No answer	19	41
	Total	46	100
<u>Item four:</u> Having enough teaching facilities	Yes	17	37
	No	18	39
	No answer	11	24
	Total	46	100
<u>Item five:</u> Relation with Parents	Yes	20	44
	No	12	26
	No answer	14	30
	Total	46	100

TABLE 7 (Cont'd)

	Answers of	No of answers	%
<u>Item six:</u> Relation with the principal	Yes	1	2
	No	32	70
	No answer	13	28
	Total	46	100
<u>Item seven:</u> Relation with the staff	Yes	2	4
	No	34	74
	No answer	10	22
	Total	46	100
<u>Item eight:</u> Relation with students	Yes	3	6.5
	No	32	69.5
	No answer	11	24
	Total	46	100.0
<u>Item nine:</u> and place in the general school situation	Yes	-	0
	No	-	0
	No answer	46	100
	Total	46	100

TABLE 8

HAS THE TRAINING PROGRAM HELPED YOU IN SOLVING  
ANY OF THE ABOVE PROBLEMS IN TABLE SEVEN?  
IF YES EXPLAIN HOW?

Answers	No. of answers	%
Yes	31	67.4
No	7	15.2
No answer	8	17.4
Total	46	100.0

TABLE 9

DO YOU NOTICE ANY DIFFERENCE IN YOUR ABILITY  
TO DETECT AND HANDLE SUCH PROBLEMS BEFORE  
AND AFTER TRAINING? EXPLAIN

Answers	No. of answers	%
Yes	31	67.4
No	7	15.2
No answer	8	17.4
Total	46	100

TABLE 10

IN YOUR OPINION WHAT COURSES HAVE HELPED YOU  
IN CONDUCTING YOUR CLASSES PROPERLY.  
MORE THAN ONE ITEM COULD BE CHECKED UP

Answers	No. of answers	%
Psychology	41	
Methods of teaching particular subjects	29	
Principles of teaching	39	
Supervised teaching	25	
Hygiene	24	
The general educational subjects	22	
Influence of other school activities	25	
Total		

TABLE 11

DO YOU HAVE ANY SUGGESTIONS CONCERNING

I. Training

Answer	No. of answers	%
Yes	7	15.2
No	20	43.5
No answer	19	41.3
Total	46	100

TABLE 12

## DO YOU HAVE ANY SUGGESTIONS CONCERNING

II. The School situation.

Answers	No. of answers	%
Yes	8	17
No	11	24
No answer	27	59
Total	46	100

TABLE 13

## IN YOUR OPINION WHAT ARE THE PURPOSES OF WOMEN'S EDUCATION?

Answers	No. of answers	%
To prepare good mothers and housewives	33	
To prepare good citizens	5	
To raise the educational standard of women	18	
To help them in learning useful professions	5	
To maintain self sufficiency in the elementary girls' schools	3	
To equalize women's social rights with those of men	9	
To enable women to serve their country in one way or the other	3	
To develop moral and religious ladies	3	
To catch up with the advanced women in the Arab countries	4	
Total		

TABLE 14

TO WHAT EXTENT DO YOU THINK THAT THESE PURPOSES  
SHOULD DIFFER FROM THOSE OF MALE EDUCATION

Answers	No. of answers	%
Yes, there are differences	16	35
No, there are not	10	22
No, answers	20	43
Total	46	100

TABLE 15

IN YOUR OPINION, TO WHAT EXTENT IS THE PRESENT EDUCATIONAL  
SYSTEM CAPABLE OF ACHIEVING THESE PURPOSES?

Answers	No. of answers	%
It does to a great extent	2	4
It does to a smaller extent	15	33
It does not at all	5	11
No answers	24	52
Total	46	100

Discussion of the results of the questionnaire which was distributed to the Bahraini trained teachers

Table one:

78% of the trained teachers are holding only the elementary school leaving certificate. They were trained while they were in the service. A good number of high school graduates - Teachers' training section - are teaching in the elementary schools. It is really an encouraging sign for within ten years, Bahrain will have enough trained female teachers in its elementary schools.

Table two:

From the results of the above table we notice that Bahrain has started its teachers' training program only recently. The first graduates of this program were in 1956 and they were few in number. The number of trained teachers in the elementary schools is increasing year after year, and the Education Department is trying its best to employ high school graduates and to train them while they are in the service.

Table three:

From looking at the results of table three we notice that quite a large number of the trained teachers have been teaching for quite a long time. They started their career with the elementary school leaving certificate and caught up later with the teachers' training program. For example some of them finished their elementary education in 1950 and had their in-service teachers' training in 1960. We notice also that a great number of the trained teachers were recruited recently, this fact supports the genuine tendency of the Education Department to raise the standard of its elementary school teachers.

The inservice training program was made optional during the first few years, some of its students were interested in improving their teaching methods while others were after it because it meant promotion and increments. Now teachers' training is considered as one of the most important requirements of the future teachers.

Table four:

All of the trained teachers are teaching in the elementary girls' school.

Table five:

Item one.--Because they were interested in teaching - was checked up by twenty-three teachers out of forty-six but they included earning one's living with it.

Item two.--Because other jobs are not available for girls - was checked alone by twenty teachers. To come to school with such an attitude is very dangerous. The teachers are wasting their time and the most important years of the children's lives. The best years in which the child acquires his skills, habits, and experiences, many purposeful activities. The teachers have to be interested in children and in teaching to achieve successful results. But while realizing the great responsibility of the teachers, we should not forget that they have rights also. They should be paid well so as to maintain a good social status in the society, and to be proud of their profession.

Ten out of forty-six teachers checked item three - to earn one's living - this result shows either that most of the Bahraini teachers are well off and they do not need to work to earn their living or that they still consider working as socially undesirable for girls, and working as



a sign of financial need. Even if any of these two assumptions is true, the girls should continue to work because it gives them self-satisfaction and assertion and a sense of personal worth.

Table six:

The teachers answered almost unanimously that they are satisfied with their profession as teachers. This answer contradicts the previous answers of table five in which they expressed their opinion by saying that they have chosen teaching because no other jobs were available for girls. This attitude as it was explained before does not enable the teacher to perform her duties satisfactorily unless she believes that educating children is nothing but to teach them how to read and write, and this job can be done by any person.

Five - out of forty-six teachers - and they were the ones who completed their high school education, said that they were not satisfied with their profession because they were still interested in further education to which they did not have any access. They believed that by continuing their higher education they would discover their abilities and would channel their efforts in the direction of their interest. In this way they felt that they would be more capable to serve their own country. By the end of their higher education period, they would be well informed, mature and ready to share in building up their society.

Table seven:

Item one: Teaching subject-matter:

Twenty two out of forty six teachers said that they did not have any problems because they were not supposed to. Each teacher must be

capable of conducting her class well and of being able to teach any subject. This is quite true but only to a certain extent. The teacher is not infallible, she is expected to find some hardships in her teaching career every now and then and she is liable to consult the inspectress, her principal or experienced fellow teachers in case of finding any teaching difficulty. But from the answers of the teachers we can detect the insecurity and fear of the teachers, and the defensive attitude with which they are facing the inspectresses whose duties are to guide the teachers, to discuss with them their teaching methods and lesson plans, and not to criticize and threaten their egos.

Those who answered by saying yes, said that they found it difficult to teach the Arabic language to the non Arab students - mainly Persians - they also found it difficult to teach the children how to differentiate between the two mathematical numbers 2 and 6 ( ) or to teach the children how to write number four which they face it left wise instead of facing it to the side, e.g. the children write four in this manner while it should be written like this . These teachers need refresher courses in subject-matter teaching methods to enable them to teach effectively.

Item two: Maintaining order in class.

The majority of teachers can maintain order in class by keeping the children busy and by being strict with them. Two teachers expressed their inability to keep the class in order because the students are young and the class is large. The teachers find it difficult to convince the children to stay in their seats for the period which is quite impossible.

Children cannot but move and it is a crime to compel them to stick to their uncomfortable benches for a long time.

Item three: Understanding the needs of the children:

The teachers find it easy to detect and understand the needs of their students because they have studied child and adolescent psychology and because they can get the necessary information about their students from their former teachers.

Item four: Having adequate audiovisual aids:

Seventeen teachers said yes, they do not have adequate audio visual aids. Their problem is that they want these aids to be provided by the Education Department, even simple things which need a bit of creativity and patience on their part are not being done. Though we criticize the passivity of the teachers concerning these matters we cannot blame them completely for not taking the initiative and being creative because they did not have any workshop in which they could learn how to prepare posters, models, maps, and other simple audio-visual aids.

Item five: Relation with parents:

Twenty teachers believed that communicating with the students, parents is very necessary for good teaching results and understanding the needs of children. Parents and teachers cooperate in providing growth opportunities for the children, and in solving their academic, social and emotional problems. This kind of relationship does not exist between the Bahraini teachers and the parents of their students. The latter do not show their interest in what the school does and the school is not drawing their attention to the cruciality of this point. The

teachers are aware of the necessity of parent-teacher relationship and hope that parents' day will be considered as an important school activity.

Some teachers are learning about their students through their fellow teachers who happen to know some of these children either by being their neighbours or by being their teachers in the previous years. This is better than nothing, though sometimes fellow teachers might give wrong impressions about children and this might influence the opinion of their present teacher, which is not fair to the students.

Item six: Relation with the principal.

Most of the teachers are satisfied with their principals who are understanding and sympathetic. They act as big sisters to their teachers. One teacher was frank enough in revealing her problem. She found it difficult to talk to her principal, she felt embarrassed and sometimes forget what she wanted to say. This teacher either lacks self confidence and she should be helped to regain it or because the principal is very strict and formal and treats her teachers like children and not as colleagues. Some principals feel that they will not be respected if they smile at their teachers. Such principals need to be reminded that friendliness is a necessary characteristic of successful principals.

Item seven: Relation with the Staff.

The majority of teachers agreed that they can get along with their fellow teachers pretty well. They are having a warm relationship based on love, respect and cooperation. This is the answer of thirty-four teachers.

The teachers did not mention rivalry among themselves which is a normal thing to exist in any type of profession.

Item eight: Relation with students.

No serious problems exist between teachers and their students. The latter are obedient, attentive, and quiet, and the teachers are quite aware of their great responsibility toward these children.

Few teachers complained of having some stubborn students.

Item nine: Your role and place in the general school situation.

No answers were given to this question. This might be explained in two ways.

1. Either the teachers are passive and they feel that their duties finish at the end of their class period.

2. Or that they are very busy at home to the extent that they reject any further school activities which might require some of their free time.

Both of these assumptions are serious because the teachers should feel as part of the school and that they are responsible together with the principal to maintain a good standard for their school. They should not feel that it is the duty of the principal only, because the latter cannot fulfill her projects and improvements without the cooperation and enthusiasm of the teachers.

Table eight.

The majority of teachers felt that the training program helped them in understanding the physical, mental, and social needs of the children. It also helped them in understanding the developmental tasks of each age. The teachers felt that child psychology and principles of teaching courses contributed most to their experience as teachers, but they expressed their inability to assimilate all the professional material presented to them.

Therefore the writer suggests the following points to help the teachers in getting the most of what is being taught to them.

1. Start the teachers training program after four or five years of high school general education. This will provide the students with general knowledge as well as with teaching methods.

2. Supervised teaching should be more directive and efficient. Its period must be extended and must go alongside with the theoretical courses of education.

3. Workshops should be held every now and then.

Seven out of forty six teachers said that the program was not of any help to them but they neither said why nor did they suggest any measures to improve it.

Table nine:

Thirty-one out of forty-six teachers said that they noticed the difference in their ability to detect educational problems and to solve them before and after the training program was over. Their psychology courses made them aware of the problems which might confront the students and which might hinder their school activities. Before studying psychology, the teachers used to consider the child's poor academic work as a sign of carelessness and laziness, and many a time punished the child for it. The case is different now, the child's poor work is considered as a symptom and the teacher tries to investigate about the child and what bothers her, and the problem might turn out to be a health, home or financial one. The teacher tries to solve the child's problem and if she feels that she needs to consult her principal she is welcomed by the latter to do so.

Adolescents are passing through a crucial period, from childhood to adulthood. This shift implies physiological and emotional changes which confuse the students and make them struggle for adjustment. After training, the teachers became aware of this fact and started to take it into consideration when students become naughty or careless about their studies and duties.

The teachers have learned new disciplinary techniques other than the corporal punishment. They learned that punishment should not harm the children physically or mentally. It should not deprive them of educational opportunities; but to deprive them of what they like. E.g. Deprive the misbehaving child of performing his hobby while others are practicing theirs.

They also feel that they are capable of handling class problems without referring to the principal unless there is a crucial point or decision to be taken.

Understanding the children's needs for movement, novelty, and activity made the teachers less particular about the children's movements in the class, and the teachers try to plan enough activities for the children, so that the latter will not feel restless.

Table ten:

The majority of teachers found psychology very useful for teaching and maintaining class order. In general, it seems that the above courses and activities have added to the experience and abilities of the trained teachers. They feel that they can conduct their classes more efficiently and with ease. The professional courses gave them self confidence.

Table eleven:

Seven teachers had a few suggestions for improving the teachers' training program.

1. Prolong the in-service training period from two years to four. This will give the teachers the opportunity to learn more and to assimilate what they study especially the professional courses and the English language.
2. Add one more year to the teachers' training program in the high school, and make it a five year program instead of four as is the case now.

Table twelve:

Concerning the school situation as a whole, a few teachers gave constructive suggestions among which they mentioned the following.

1. Reduce the number of students in classes.
2. Open nursery schools.
3. Provide the teachers with enough audiovisual aids.
4. Inspectresses should discuss with the teachers their teaching methods and lesson plans and not keep it between them and the principals, because the teachers will not learn anything since nothing is being discussed with them.
5. Principals should guide their teachers in their teaching rather than impose their teaching methods upon them.
6. Provide the elementary schools with qualified and trained teachers because promotion in the early elementary classes is based on class attendance rather than on the results of examinations.

The writer thinks that these suggestions are quite constructive and are worthy of being implemented, therefore she adds her voice to that of the trained teachers for the coming reasons:-



1. Qualified teachers must be assigned to teach these children because they know what to teach, how to teach it and when. They must be consulted when students, automatic promotion is considered, provided that these teachers follow the students' progress throughout the year.

2. Establish kindergartens school system. The present education system admits the seven years old students directly to the first grade in which they start learning the rudiments of reading, writing, and arithmetic. This transition from home to school is quite abrupt. It confuses the child and makes him hate the school and connect it with incomprehensible letters, words, and numbers. Therefore kindergarten schools are necessary for the wholesome growth of the children. This period of the pre-schooling helps the child in adapting himself to the school environment. He learns co-operation, sharing and group playing. It also prepares him mentally for the next stage of learning.

3. Crowded classes make the teacher's task difficult. She does not have enough time to help those who need individual assistance. She also does not have the full opportunity to follow their progress or regression. So medium sized classes are recommended to achieve better teaching results.

The Education department is trying its best to build ideal schools in which future expansion is taken into consideration, but some of the present schools are houses. They do not fit for schooling purposes. They are small with or without small playgrounds.

4. The principals should not impose their methods of teaching on their teachers. The latter must be allowed to try their own methods. The principals are to guide the teachers and not to interfere with their teaching activities.

5. Inspectresses should not keep their observations as secret between them and the principals; they rather should share their views with the teachers. The latter will be more enlightened. They will feel that the inspectresses are there to help them and not to criticize what they do or say. They will not hesitate to consult the inspectresses about certain problems which arise every now and then in the class or in the school as a whole.

Table thirteen:

The teachers gave almost all sorts of aims which should be fulfilled by women's education but the great emphasis was laid on preparation of women as mothers and housewives. To them the mother is considered as the first school of the child from whom he learns his habits, skills and social attitudes. Educated mothers help their children to grow in a wholesome manner, by maintaining the right home atmosphere, by satisfying their physical, emotional and social needs, and by cooperating with the school when their cooperation is needed.

The second aim is to raise the educational standard of women; and to help them to be cultured, efficient and understanding. Raising the educational standard of women means raising the standard of the family in particular and of society in general. So educating women causes a chain reaction of social reforms.

The third objective of women education is to provide them with educational opportunities equal to those granted to men.

The fourth aim is to educate the girls morally and religiously because religion and morality are two important factors necessary for

establishing sound personalities.

The fifth aim is to enable the Bahraini woman to catch up with her advanced Arab sisters in the Arab countries.

Preparing women to undertake different professions was mentioned only by two teachers. It might be due to the society's attitude towards considering home as the only domain of women. Working is only thought of from a financial point of view. If women do not need to work they better stay at home. But the advocates of this attitude forget that the financial gain is only one side of the coin. Working gives women self-esteem, satisfaction, and self realization and these contributions are much more important than the payments granted to them.

Table fourteen:

Sixteen teachers believed that there should be different aims for male education. Men are the main supporters of the family. What women do contribute is auxiliary and of no major importance. Men are responsible for defending their country, raising its economic standard and for maintaining and protecting its political rights.

Woman's right place is at home. If she needs to work, this is another question and in this case she should be allowed to. Here we find the passivity of teachers. They are thinking with the same mentality of their grandmothers. They themselves are not sure of women's abilities and rights to stand side by side with men.

Those who were advocates of the other opinion thought that there should be no major differences between male and female education. The only difference is in the addition of subjects necessary for the growth and nature of each sex. For example adding child care and home economics courses to the curriculum of girls instead of manual work which is to be given to men.

Table fifteen:

To what extent is the present educational system capable of achieving these purposes?

The majority did not answer this question, those who said that the present system does not meet these purposes based their answers on the following points.

1. It lacks music - education and other self-expression activities like societies and clubs.

2. It lacks a good physical education program.

3. The system of automatic promotion is doing more harm than good because such a system requires qualified and efficient teachers to execute it, while the case is different in the elementary schools of Bahrain. The teachers are not qualified, their classes are so large that they are not able to observe the individual's progress and failure. Children are being promoted without assimilating the experiences of the previous grade.

Suggestions given by the Bahraini Trained Teachers:-

1. Provide the teachers with adequate teaching facilities.

2. Have better school buildings.

3. Establish kindergartens schools.

4. Raise the educational standard of teachers by providing them with summer refresher courses in professional and general education.

5. Open a girls' college to give the deprived majority of them the chance of being highly educated in Bahrain.

6. Increase the number of bursary students to study abroad.

7. Appoint counsellors in schools to help the students in solving their academic, social and emotional problems and to be consulted by the

principal and teacher when the need arises for such consultation.

8. Strengthen the school-parent relationship.

9. Establish homemaking institutes in which girls are taught how to cook, sew and manage their homes.

10. Have smaller classes in which the number of students should not exceed thirty.

11. Make girls education compulsory to force the fathers to allow their daughters to go to school.

12. Initiate literacy campaigns to educate illiterate girls and mothers.

13. Allow the girls the same extra-curricular activities granted to the boys like scouting and organized physical education.

B. The results of the questionnaire addressed to high school graduates, thirty-five questions were distributed and thirty answers were received by the writer.

TABLE 1

WHY DID YOU CONTINUE YOUR SECONDARY EDUCATION?

Answers	No. of answers	%
Because you were interested in further education	19	63
Because you did not want to stay at home	4	13
Because you were sent by your parents	1	3.5
To be able to earn your living after graduation	5	17
For other reasons	1	3.5
Total	30	100

TABLE 2

DID YOU HAVE A FOUR YEAR PROGRAM OF GENERAL  
EDUCATION OR DID YOU TAKE PART IN ANY  
OF THE FOLLOWING STREAMS

Answers	No. of answers	%
General program	9	30
Arts section	5	17
Science section	3	10
Teachers' section	7	23
Home Economics section	5	17
Other	1	3
Total	30	100

TABLE 3

ARE YOU WORKING AT THE PRESENT TIME

Answers	No. of answers	%
Yes	22	73
No	8	27
Total	30	100

TABLE 4

HAS THIS PROGRAM HELPED YOU IN PERFORMING  
YOUR JOB IN THE RIGHT WAY?

Answers	No. of answers	%
Yes	21	70
No	2	7
No answer	7	23
Total	30	100

TABLE 5

HAS SECONDARY EDUCATION CONTRIBUTED TO  
DEVELOPING YOUR PERSONALITY?

Answers	No. of answers	%
Yes	26	87
No	2	6.5
No answers	2	6.5
Total	30	100

TABLE 4

HAS THIS PROGRAM HELPED YOU IN PERFORMING  
YOUR JOB IN THE RIGHT WAY?

Answers	No. of answers	%
Yes	21	70
No	2	7
No answer	7	23
Total	30	100

TABLE 5

HAS SECONDARY EDUCATION CONTRIBUTED TO  
DEVELOPING YOUR PERSONALITY?

Answers	No. of answers	%
Yes	26	87
No	2	6.5
No answers	2	6.5
Total	30	100



TABLE 6

DID YOUR SECONDARY EDUCATION HELP YOU IN CHANGING YOURS  
AND YOUR FAMILY'S ATTITUDES TOWARDS THE FOLLOWING  
PRACTICES. (MORE THAN ONE ITEM COULD BE CHECKED  
BY THE PERSON WHO ANSWERS THE QUESTION)

Answers	No. of answers	%
Health	17	57
Methods of bringing up children	21	70
Housekeeping	21	70
Using modern clothing	12	40
Others	3	10
Total		

TABLE 7

DID YOUR SECONDARY EDUCATION HELP YOU IN CHANGING YOURS  
AND YOUR FAMILY'S ATTITUDES TOWARDS THE FOLLOWING  
SOCIAL MATTERS. MORE THAN ONE ITEM COULD  
BE CHECKED

Answers	No. of answers	%
Early marriage	29	97
Women's education	29	97
Attitude towards women's work outside their homes	29	97
Women's place, rights, and liberties in society	28	93
Others	5	10
Total		

TABLE 8

IF YOU HAD TO LEAVE THE SCHOOL BEFORE FINISHING YOUR SECONDARY EDUCATION, WHICH CLASS DID YOU FINISH?

Answers	No. of answers	%
Second secondary	2	6.6
Total	2	6.6

Discussion of the results of the questionnaire which was distributed to the graduates of high school:

Table one: Nineteen out of thirty continued their high school education because they were interested in further learning. High school graduates who are teaching at the present time are looking forward to enrol in the fifth secondary class which will enable them to continue their higher studies either in Egypt or in Baghdad.

Before tabulating the answers, the writer thought that a great number of students continued their high school education to be able to earn decent living in the future, but the results reveal that only four teachers had this intention in mind.

Four out of thirty girls continued their high school education because they did not want to stay idle at home.

Table two:

Before 1961, secondary education consisted of a four year program of general education, but in the above year, the Education Department decided to sort out the students according to their academic averages into three sections, Arts, Sciences, teacher training and Home Economics. The

results of the question show that nine girls had the general program, seven had teachers' training, five were in each of the Arts and the Home Economics sections, and three were studying in the Sciences section. One high school graduate had her general program of four years plus two years of in-service teachers' training.

Table three:

Twenty-two graduates are engaged by the Education Department as elementary school teachers, secretaries and assistants to principals. Eight girls are either staying at home and most of them are married, or continuing their higher education in Beirut, Cairo, and Baghdad.

Table four:

The majority agreed that their secondary education helped them in performing their work in their jobs better, because it increased their knowledge and developed their personalities beyond the elementary level. Those who are not working outside their homes assured us that their secondary education helped them to be good mothers and efficient housewives.

Two out of thirty answered negatively by saying that, high school education did not help them but they did not give any further explanation. Seven graduates did not answer at all.

Table five:

Twenty-six graduates answered positively by saying that their secondary education contributed a great deal to the development of their personalities. It helped them to develop the following ways:

1. It increased their knowledge and made them more equipped to teach.
2. It added to their self-esteem.
3. It helped them in forming their own opinions and attitudes.
4. It developed in them the sense of independence and self adequacy.
5. It helped them to get over their shyness and become sociable.

Two graduates said that their high school education did not help in developing their personalities and the writer noticed that they are continuing their higher education in one of the best colleges in Beirut.

Table six:

A great majority of the graduates answered positively that secondary education helped them in understanding the meaning and importance of health and means of preventing diseases and health disorders. Some of the graduates were able to communicate their health knowledge to their relatives and neighbours who were responsive and interested in further health instructions.

2. Their nutrition courses made them aware of their meals and their nutritive values of which they were not conscious before.

3. Their home economics courses helped in developing their taste and in furnishing their homes with functional pieces of furniture of reasonable prices.

Table seven:

1. Early marriage:

Twenty-eight out of thirty graduates agreed that the disadvantages of early marriage are much more than its advantages. It is inappropriate because the young girl is not prepared to carry out her responsibilities as a wife and mother. She might be physically mature but not mentally or emotion-

ally. She lacks experience, knowledge and a sense of dedication. She will be tired of her obligations which she thought that she would be capable to meet. Instead of providing the right home atmosphere for her husband and children she will turn the house into a chaotic place, and she will either blame her parents or herself for taking such a quick but drastic decision. The graduates realized that marriage is really a great responsibility and not as the ignorant girls think - a matter of wearing nice clothes and meeting people in parties and receptions. Most of the graduates expressed their anxiety about their inability to convince their parents that the evils of early marriage are more than its good. But they also mentioned that this mental and social rigidity is starting to wane gradually especially in the cities where girls are offered free elementary and secondary education.

## 2. Attitude towards women's education.

The graduates unanimously agreed that education is necessary for the personality development of women. They must be educated even if they are not planning to work, because education broadens their minds, helps in solving their problems, and in deciding on major and minor issues which have an immediate bearing on their future. This is the importance of education on the individual level. Generally speaking education is necessary for establishing healthy families which constitute society. Usually ignorant mothers bring up timid, perplexed and lost children. More than three quarters of the graduates were able to convince their fathers of the importance of further education, and the latter do not regret allowing their daughters to continue their high school education because they noticed that the girls are much wiser, mature and learned than before.

### 3. Attitude towards women's work.

Twenty-nine girls agreed that work outside homes is important for women because it gives them a feeling of self-adequacy, and enables them to earn their living and to share in supporting their families financially. Work fosters women's position as active society members, and lifts up their morale.

Most of the secondary school graduates are either working as teachers or nurses in hospitals, and their parents do not mind it at all except a few of the well to do parents who believe that working is only a matter of earning one's living and in their case their daughters do not need to work.

### 4. Women's place, rights and liberties in society.

Bahraini women are deprived of many of their natural rights. They are expected to stay at home and to take care of their families, that is why women are dependent on men. They got used to executing orders rather than sharing in making up decisions. The graduates are convinced that if women want their rights, they have to fight for them, because rights are to be taken rather than be granted. That is why women should educate themselves to prove that they deserve these rights and that they are capable of using them wisely. Many parents are still not convinced that women have rights as they have duties. Those parents believe that their daughters are nothing but school children and that they are asking for the impossible.

### 5. Other factors:

The girls are complaining of having to wear the black cloak and to veil their faces. They believe that the veil hinders their progress and it should be abolished as soon as possible.

Table eight.

Only two girls out of thirty had to leave school while they were in their second year because they had to support their families. The result is very encouraging because it shows the increasing interests of girls in education.

C. The results of the questionnaire addressed to fathers who sent their daughters to school; eighty-two questionnaires were distributed and eighty were received by the writer.

TABLE 1

## HAVE YOU BEEN TO SCHOOL?

Answers	No. of answers	%
Yes	53	66
No	27	34
Total	80	100

TABLE 2

## WHICH CLASS DID YOU FINISH?

Answers	No. of answers	%
Kottab	1	1
Second elementary	2	2
Fourth elementary	7	9
Fifth elementary	4	5
Sixth elementary	13	16

TABLE 2 (Cont'd)  
WHICH CLASS DID YOU FINISH?

Answers	No. of answers	%
First secondary	2	2
Second secondary	3	4
Fourth secondary	8	10
Second year of college	3	4
Fourth year of college	2	2
No answers	35	44
Total	80	100

TABLE 3  
DO YOU HOLD ANY CERTIFICATE?

Certificates	No. of answers	%
Elementary	14	17
Secondary	10	13
Technical	5	6
Sophomore	3	4
B.A.	2	3
Others	1	1
No	45	56
Total	80	100



TABLE 4

WHY DID YOU SEND YOUR DAUGHTER TO SCHOOL?  
 IN THIS QUESTION FATHERS WERE GIVEN  
 THE FREEDOM TO CHECK MORE THAN  
 ONE ITEM

Answers	No. of answers	%
To make her an enlightened woman	57	71.3
To prepare her to be a good wife	46	57.5
To enable her to meet the requirements of modern life.	33	41.3
To prepare her to earn her living	32	40
Because girls have rights to education as the boys	31	37.5
Total		

TABLE 5

DO YOU APPROVE OF LETTING YOUR DAUGHTER WORK?

Answers	No. of answers	%
Yes	72	90
No	7	9
No answers	1	1
Total	80	100

TABLE 6

WHAT TYPE OF PROFESSION DO YOU LIKE YOUR DAUGHTER TO UNDERTAKE? THE FATHERS WERE GIVEN A NUMBER OF PROFESSIONS AND WERE ASKED TO UNDERLINE ONE OF THEM

Answers	No. of answers	%
Teaching	40	50
Liberal professions	16	12.5
Nursing	12	20
Secretarial work	2	15
As she likes	10	2.5
Total	80	100

TABLE 7

IF YOU HAD TO SEND ONE OF YOUR CHILDREN TO SCHOOL; WHOM WOULD YOU CHOOSE. THE BOY OR THE GIRL, AND ON WHAT GROUNDS ARE YOU BASING YOUR DECISION

Answers	No. of answers	%
Boy	40	50
Girl	12	15
The most capable	5	6
No answer	23	29
Total	80	100

TABLE 8

IN YOUR OPINION HOW FAR SHOULD A GIRL  
GO IN HER EDUCATION

Answers	No. of answers	%
The end of the primary level	1	1
The end of the secondary level	21	26
The end of the university level	47	59
According to her ability	11	14
Total	80	100

TABLE 9

DO YOU NOTICE ANY DIFFERENCE IN YOUR DAUGHTER'S BEHAVIOR  
AND OUTLOOK TO LIFE AS A RESULT OF THIS EDUCATION AS  
FAR AS THE FOLLOWING ITEMS ARE CONCERNED. FATHERS  
WERE FREE TO CHECK MORE THAN ONE ITEM

Answers	No. of answers	%
Practicing health habits	46	57.5
Her thinking and way of judging things	52	65
Spending leisure time	48	60.8
Trying to make the home atmosphere happy	35	43.8
Other changes	9	11.3
No answers	5	6.3

TABLE 10

WHAT IN YOUR OPINION SHOULD BE THE AIMS OF GIRLS'  
EDUCATION IN BAHRAIN

Answers	No. of answers	%
To prepare her to be a good wife and mother	40	50
To prepare her to earn her living	20	25
To educate the largest number of girls so as to abolish conservative and reactionary attitudes	5	6.3
To fight illiteracy	15	18.7
No answers	-	-
Total	80	100

TABLE 11

HOW WOULD THESE AIMS DIFFER FROM THE AIMS OF  
BOYS' EDUCATION

Answers	No. of answers	%
I do not know	7	9
They differ only as far as the special courses given to each sex are concerned (e.g. home economics courses are given to girls while technical education is given to the boys.	73	91
Total	80	100

TABLE 12

DO YOU CONSIDER THAT THE PRESENT SYSTEM OF GIRLS' EDUCATION MEETS THOSE AIMS AND WHY?

Answers	No. of answers	%
Yes	37	46
No	15	19
No answer	28	35
Total	80	100

TABLE 13

WHAT SUGGESTIONS DO YOU GIVE FOR THE IMPROVEMENT OF GIRLS' EDUCATION

Answers	No. of answers	%
Suggestions	28	35
No suggestions to be given	52	65
Total	80	100

Discussion of the results of the questionnaire which was addressed to the fathers who have sent their daughters to school.

Table one:

Have you been to school?

66% of the fathers went to school and 34% did not have the chance to.

Table two: Which class did you finish?

16% of the fathers finished their sixth year of elementary schooling, and 9% finished the fourth year of elementary education. Two fathers finished their fourth year of university and two had their sophomore diploma. Thirteen out of eighty fathers finished the second, first, and fourth years of secondary education. A great number of the fathers did not answer. They were thirty-five in number.

Table three: Do you hold any certificate?

17% of the fathers hold the elementary certificate, and 13% hold higher school diploma. B.A. and sophomore graduates are few. They constituted four per cent of the given sample. 56% of the fathers do not hold any certificate.

Table four:

The fathers sent their daughters to school for many reasons the important of which are the following purposes.

1. To enlighten their daughters who are going to the mothers of the new generation.
2. To enable them to catch up with the modern world. They do not want their daughters to be lost. They want them to interact with events which take place around them.
3. To enable them to earn their living.
4. Fathers believe also that girls should be given the same educational opportunities granted to the boys.

Table five.

Do you approve of letting your daughter work?

The majority of the fathers would like their daughters to work because it gives them self satisfaction and enables them to earn their living. One father objected strongly to allowing girls to work without giving any reason for his dejection.

Table six.

What type of profession do you like your daughter to undertake in the future?

1. Teaching was chosen by the majority of fathers as an ideal profession for their daughters for the following reasons.

- A) They will be teaching girls and will not mix with males.
- B) They will serve their country by educating the new generation, and will help in raising the educational level of their fellow citizens.

2. Ten out of eighty fathers left it to their daughters to decide in choosing their future careers. The fathers themselves preferred medicine and nursing but they would not force their daughters to conform. The fathers are ready to give advice and it is up to their daughters to take it or leave it.

3. Secretarial work was not chosen by any father probably because they do not want their daughters to mix with men. But how can girls get their full rights and function as they should if their field of work is restricted.

Table seven.

If you had to send one of your children to school, whom would you choose, the boy or the girl and why?

Fifty per cent of the fathers prefer to send the boy because:

1. They consider the boy as the one who is responsible for supporting his family after his father.
2. The boy has to depend upon himself in the future, therefore he must be well prepared to face life and its obligations.
3. He is more capable of facing difficulties and overcoming them.
4. The girl can perform her home duties without being educated, while the boys needs it to have a good status in society. The girl can be educated at home or whenever her parents can afford sending her to school.
5. Another rationalization which was given by the fathers is that the girl cannot support her family for the rest of her life because sooner or later she will get married and her husband could prevent her from helping her family any time he wants to, while the boy is obligated to support his family as long as they need him.

The fathers who were in favor of sending the girl to school gave the following reasons.

1. By educating the girl you will educate a family.
2. They assume that there are certain professions which are either too difficult for the girl or do not suit her nature therefore she has to be educated so as to take a decent job while the boy can take any job until he finds a better one.



3. Education gives the girl a feeling of security and helps her in earning her living. She can support herself if she stays single instead of depending on her family for the rest of her life.

Five out of eighty fathers said that they would send the most eligible irrespective of his sex. The capable child will be sent to school while the other will be helped by all possible means until he gets the opportunity to go to school.

Twenty-three fathers were puzzled so they decided not to answer saying "May God forbid it, we hope that we will never be faced with such a critical situation."

Table eight:

In your opinion how far should a girl go in her education?

Forty-seven fathers would like their daughters to continue their higher education because:-

1. It lifts up their morale, gives them a better status in society, and secures their future.

2. It gives them more experience, it contributes to their maturity and changes their outlook towards life.

Those who thought that ending the secondary stage is enough for girls believed that at this age the girl is old enough to get married and to take her responsibility as a mother and wife, and high school education is quite enough to help her in performing her duties.

Only one father thought that finishing the elementary level is sufficient for the girl. It will certainly enable her to read and write and this is quite enough.

Eleven fathers said that it depends upon the girl's abilities. If she is capable of continuing her studies she will be allowed to do so without any hesitation.

Table nine:

Do you notice any difference in your daughter's behavior and outlook on life as a result of this education?

Most of the fathers' answers were positive, they have noticed the difference in their daughters' behavior and they attributed this change to the school. Concerning health practices the fathers mentioned the following:

1. Their daughters learned how to take care of their bodies and how to keep themselves clean.

2. They taught their younger siblings the fundamentals healthy practices.

3. They learned how to apply their knowledge of first aid.

The fathers noticed also the change in the manner of their daughters' thinking. The girls are becoming more reasonable and less demanding, selfish, or impulsive. They think before judging people or actions.

Their daughters are becoming more sociable and humorous. They try to add life and a humorous touch to their family life. When visitors call on the family the daughters<sup>act</sup> as perfect hostesses and try to make their visitors feel at ease.

The fathers said that their daughters spend their leisure time by reading, visiting friends and helping their mothers in managing the house.

One of the fathers said that his daughter teaches him how to read and write during her leisure time.

Table ten:

What in your opinion should be the aims of girls' education in Bahrain?

Fifty per cent of the fathers said that the main aim of women's education should be preparing girls to be good mothers and housewives. 25% said that women's education should prepare women to earn their living, 15% said that women's education should aim at eliminating illiteracy among women.

Table eleven:

How would these aims differ from the aims of boys' education?

91% of the fathers believe that there are no sharp differences between male and female aims of education. They differ only as far as the special courses given to each sex are concerned. For example, home economics courses are given to the girls while technical education is taught to the boys.

The fathers believed that this is the right approach. Both sexes are given the same educational program while natural differences are taken into consideration.

Seven fathers said that they do not know whether there are any differences between women's and men's education or there are not.

Table twelve:

Do you consider that the present system of girls' education meets those aims and why?

46% of the fathers believed that the present system meets these aims because it gives the girls a general cultural background plus home

economics courses which prepare them to be good and efficient mothers.

19% of the fathers thought that the present system does not meet those aims because:

1. It does not provide enough home-economics courses.
2. It lacks self-expression courses like music, sports, acting and singing.
3. It lacks civic education.

Twenty eight fathers did not give any answer.

Table thirteen:

What suggestions do you give for the improvement of girls' education?

Only twenty-eight fathers gave suggestions while the majority did not answer this question.

The given suggestions are rather general. The fathers mentioned the following:

1. Add music, art, and physical education courses to the curriculum.
2. Increase the number of scholarships for girls to study abroad.
3. Emphasize moral and religious education.
4. Add civic education to the curriculum.
5. Give more attention to home economics courses and make them intensive starting from the second secondary year. Encourage the interested students in home economics to enrol in the home economics section which should be reopened.
6. Select intelligent, healthy and interested students and encourage them to join the teachers training section so as to prepare enough trained elementary school teachers.

D. The results of the questionnaire addressed to mothers who have sent their daughters to school, eighty-two questionnaires were distributed and seventy-seven were received by the writer.

TABLE 1  
DID YOU GO TO SCHOOL?

Answers	No. of answers	%
Yes	57	74
No	20	26
Total	77	100

TABLE 2  
WAS THERE ANY OPPOSITION AGAINST  
SENDING YOU TO SCHOOL?

Answers	No. of answers	%
Yes	16	21.7
No	49	63.6
No answer	12	15.2
Total	77	100

TABLE 3

## HOW FAR HAVE YOU REACHED IN YOUR STUDIES?

Answers	No. of answers	%
Elementary	34	14
Secondary	7	9
Other	17	22
None	19	25
Total	77	100

TABLE 4

## WHAT SUBJECTS DID YOU STUDY AT SCHOOL?

Answers	No. of answers	%
Arabic	53	68.8
English	21	27
Social Sciences	47	61
Home Economics	29	37.6
Math	54	70
Religion	52	67.5
Chemistry	3	3.8
Drawing	16	20.7
Gym	12	15.5
Hygiene	6	7.8
Needle work	54	70
Total		

TABLE 5

DO YOU NOTICE ANY DIFFERENCE BETWEEN WHAT WAS TAUGHT  
TO YOU AND WHAT IS GIVEN TO YOUR DAUGHTER NOW?

Answers	No. of answers	%
Yes	48	62
No	14	18
No answer	15	20
Total	77	100

TABLE 6

HAS THIS EDUCATION HELPED YOU IN BRINGING UP  
YOUR CHILDREN SATISFACTORILY

Answers	No. of answers	%
Yes	52	67.5
No	-	-
No answer	25	32.5
Total	77	100

TABLE 7

IF YOU HAD TO SEND ONE OF YOUR CHILDREN - BOY OR GIRL -  
TO SCHOOL, WHOM WOULD YOU CHOOSE, AND ON WHAT  
BASIS ARE YOU MAKING YOUR DECISION

Answers	No. of answers	%
Boy	32	42
Girl	17	22
The most capable	1	1
No answer	2	3
Both	25	32
Total	77	100

TABLE 8

## WHY DID YOU SEND YOUR DAUGHTERS TO SCHOOL?

Answers	No. of answers	%
To have a quiet atmosphere	3	3.8
To enable them to read and write	16	2.7
To help them to learn a profession	48	62.3
To prepare them for higher education	33	42.8
To prepare them to be good house-wives	35	45.5
For other reasons	1	1.3
Total		

TABLE 9

HOW WOULD YOU LIKE YOUR DAUGHTER TO BE EDUCATED? WHAT SHOULD HER EDUCATION INCLUDE? 59 GAVE POSITIVE ANSWERS WITH SUGGESTIONS, WHILE 18 DID NOT ANSWER. THE FOLLOWING ARE THE SUGGESTIONS

Answers	No. of answers	%
To prepare her to be a good wife	12	15.6
Increase moral and religious teaching to make the children aware of their religion	5	6.5
More sports and extra-curricular activities (Camping, scouting, and acting)	4	5.3
Include teaching music in the curriculum	7	9.1
Establish more teacher-parent relationship	7	9.1
Have more specialized teachers in the elementary schools	4	5.3
Teach the English language from the first grade on	2	2.6



TABLE 9 (Cont'd)

Answers	No. of answers	%
Encourage student-teacher relationship	7	9.1
Include lab techniques in the schools	1	1.3
The program is quite satisfactory	8	10.4
Give the children more homework to attain more knowledge	1	1.3
Include child care in the elementary schools	1	1.3

TABLE 10

DO YOU LIKE YOUR DAUGHTER TO WORK

Answers	No. of answers	%
Yes	71	92
No	4	5
No answer	2	3
Total	77	100

TABLE 11  
WHAT TYPE OF A PROFESSION WOULD YOU  
LIKE HER TO UNDERTAKE?

Answers	No. of answers	%
Teaching	25	32.5
Medicine	35	45
Any decent job	5	6.5
As she likes	10	13
No answers	2	3
Total		100

TABLE 12  
ARE YOU PARTICIPATING IN ANY SOCIAL ORGANIZATION

Answers	No. of answers	%
Yes	8	10.4
No	68	88.3
No answer	1	1.3
Total	77	100

TABLE 13  
IN YOUR OPINION WHAT IS THE IMPORTANCE  
OF WOMEN'S EDUCATIONS?

Answers	No. of answers	%
Answer	70	90.9
No answer	7	9.1
Total	77	100

Discussion of the results of the questionnaire addressed to mothers who have sent their daughters to school. Eighty questionnaires were distributed and seventy-seven were received by the writer.

Table one.

Fifty-seven mothers went to school and twenty were not able to.

Those who had the chance to go to school gave the following reasons to do so:-

1. To learn how to read and write.
2. To learn how to be good wives and mothers.
3. To be educated.
4. To earn their own living

Reasons for not going to school.

1. Parents were conservative.
2. Scarcity of schools during their days.
3. Education was considered as a luxury during those days.

Table two.

Forty-nine mothers went to school without meeting any opposition because their fathers were interested in educating them and in preparing them to be good wives and efficient mothers.

On the other hand opposition was exhibited by old relatives, grandparents, and ignorant fathers who believed that the school would spoil the girls when it taught them how to read and write.

Twelve mothers did not give any answer.

Table three:

Thirty-four out of seventy seven mothers had their elementary school certificate. Some of them had to drop out in the fourth or second

and first years of their elementary education, because they either had to marry or due to constant failure in the same grade.

Nineteen mothers have not been to school at all because their parents were conservative and education was not widely spread during their teenage days. Those mothers regret being ignorant and they are trying their best to learn how to read and write by following the educational program presented by Dahrhan Television - in Saudi Arabia - others are going the literacy campaigns held by the two women organizations, Motherhood-childhood organization and the Bahraini Girl Organization. Mothers are taught English, Arabic and Arithmetic. Seven mothers went through their high school education and they find it quite useful in running their daily activities and in spending their leisure time.

Table four:

Concerning subjects studied by the mothers. The majority studied Arabic, mathematics, religion, needle-work, social studies, home economics, and drawing. Few of them had studied chemistry, physical education, and hygiene.

The mothers commented by saying that the subjects which were given to them were much more difficult than what is being taught to their children at the present time. But they forgot that they were older in age when they first entered school and they could retain more. During those days, girls used to finish their elementary school at the age of nineteen or twenty-one while their children nowadays go to school at the age of six and finish their elementary education at the age of twelve, so the curriculum must be adapted to their mental readiness to be able to

assimilate it and get use of it in their own life.

Table five:

Forty-eight mothers thought that the present program of education is more comprehensive and useful than the old program which they had. The old program concentrated on embroidery as a major subject and exhausting needle home-work was given to the students every day and less time was devoted to the other subjects. The mothers admired also the professional courses - psychology and education courses - which enable the teacher to understand her students and to teach effectively. Some mothers believed that the quality of the present educational system is lower than that which they had. To them the present system is easy and not challenging, but these mothers did not realize the fact that students of today are young when they go to school and that their education must be suited to their mental readiness. Furthermore, students of today have more extra curricular activities which are considered important for their wholesome growth.

Table six:

Sixty-seven per cent of the mothers said that their education helped them, in bringing up their children in the right way, as well as in improving their family life as a whole. Some of the answers which were given by the mothers are:-

1. Education enabled them to read child-care and home economics magazines.
2. It helped them in cultivating in their children sound and healthy habits.

3. It enabled them to understand and meet the needs of their children.

4. It enabled them to help their children in their studies and to cooperate with their teachers when the need arose.

Twenty-five mothers did not answer because they did not go to school, but they expressed their regret of not being able to do so. They are trying to make up for it by using every possible means to help their children in pursuing their education.

Table seven:

All mothers expressed their belief that education is necessary for both girls and boys, but the thirty-two mothers who have chosen to send the boy said that men are born to hold responsibilities therefore they must be given the priority of education, while girls are naturally supported by their parents, brothers, husbands and children in their old age. The girls can pursue their education any time they want to, while men cannot because their education and degrees are pre-requisites for getting good jobs and better income.

Seventeen mothers said that they would send the girl to school because she cannot take any job, it has to be decent and to suit her nature and position in society and teaching is the best possible type of education for her, while men can undertake any job until they find a better one. From the answers of these mothers we can conclude that they do not really believe that girls must be treated as the boys, but they believe that girls are weak, and they need a solid background to depend on when the need arises; and it is the responsibility of the educated

Bahraini girls to prove to their mothers that they can be as responsible as the boys, and that they are capable of doing certain activities of which men are not capable vice-versa. It takes both men and women to build a society.

One mother said that she would send the most capable of her children irrespective of his sex.

Twenty-five mothers were really puzzled and did not want to make the choice so they said both, though they were asked to make only one choice and to justify it.

Table eight:

The majority of the mothers sent their daughters to school for the following purposes.

1. To prepare them to earn their living.
2. To prepare them for university education.
3. To prepare them to be good housewives and mothers.

These aims show the interesting development of the mentalities of these mothers. They are not satisfied with teaching their daughters how to read and write, they want them to be important and effective citizens.

Table nine:

How do you like your daughters to be educated? The answers of the mothers show their concern for the education of their children. Most of their suggestions were constructive.

1. They were aware of the importance of the aesthetic aspect in the wholesome growth of children. They suggested including music, ballet,

and acting in the curriculum.

2. Moral and religious education should be stressed more, because school girls do not care for their religious practices. The curriculum of the Qur'an and religion were planned with the purpose of orienting the students toward their religion, not only in theory but in practice. It seems that teachers are not trying to make these lessons interesting, and what is lacking is initiative and modern interpretation of Qur'an and the prophet's sayings to adapt religion to the demands of this modern age.

3. The mothers were also aware of the importance of parent-teacher relationship. To foster this relationship they suggested holding monthly meetings for this purpose. These meetings will enable both parties to know each other and teachers will discuss with the mothers the children's progress, their difficulties and problems.

Table ten and eleven:

92% of the mothers want their daughters to work to earn their living and to serve their society at the same time. Medicine a nursing and teaching are the most appreciated professions by mothers. These answers reflect the desperate need for doctors, nurses and teachers. Teachers are more available than nurses and doctors. Most of the doctors in Bahrain are either Indians or British and the patients communicate with them through poor interpreters who most of the time miss the point and also waste the time of the doctor because the interpreter listens first to the patient and then translates his ailment to the doctor.



Ten mothers left the choice to their daughters. They can choose the job which interests them most provided that it is socially accepted.

Table twelve:

Are you participating in any social organization? What type of service are you rendering?

Eight out of seventy-seven mothers are participating in women's organizations. The majority are not because they do not have time. They have large families and they have to do the house activities without any help because they cannot afford to have servants.

Table thirteen:

Seventy mothers answered positively about the importance of women's education, even those who were not educated agreed unanimously that education is really a necessity for women and that they should not be deprived of it. Education helps the girl in developing her personality, in understanding her limits and abilities, in earning her living, and in becoming an understanding wife and mother in the future. She backs her husband and encourages him to work hard and to aim towards higher aspirations.

Both fathers and mothers agreed on the importance and necessity of education for the girl's social and professional life, but the mothers emphasized the fact that education enables the girl to be independent, secure and competent.

Conclusion:

The results of the questionnaires revealed many interesting points, the first of which is the great enthusiasm of the Bahraini people to educate

their children. They believe that education is the backbone of progress and without it full development could not be achieved. That is why we find schools nowadays crowded with boys and girls. Parents are not satisfied with elementary and high school education for their children, but they are aiming toward higher education for both girls and boys. The parents are also concerned with the wholesome development of their children. Reading and writing are not their sole aim anymore. They believe that the curriculum which is presented to their children lacks some curricular and extra curricular activities like music, physical education acting and expressive dancing. The parents feel that these activities are very essential for the full development of their children.

The parents are also aware of the role played by the school in developing socially desired skills and habits in their children, and they are grateful to it.

As a result of their teachers' training, the teachers are taking their teaching experience more seriously. They are aware of the great responsibility which is delegated to them. The trained teachers believe that training gives the teacher self-confidence, and provides her with the knowledge necessary for understanding her students as human beings with different needs as well as educable creatures.

High school graduates found their education most enlightening and helpful in their professional and home life.

### Recommendations

The writer integrated some of her recommendations with the topics already discussed. For example, while speaking about Bahraini teachers and their training she mentioned the main problems faced by the teachers and recommended the solutions which she thought most appropriate. The above approach gives the reader a clearer and more comprehensive idea about the discussed situation. The general and broad problems are mentioned below and recommendations followed them:-

The problems faced by Girls Education in Bahrain are the following:-

1. Lack of trained Bahraini teachers.
2. Lack of adequate school buildings.
3. The over-population of schools and classes.
4. Lack of qualified school secretaries.
5. Lack of kindergarten schools.
6. Lack of counselling and guidance.
7. Lack of parent-teacher relationship.

#### Recommendations:

##### I. Teachers:

1. Start the teachers' training program after four years of general secondary education.
2. Add to the teachers' training curriculum the following courses:-
  - A. Guidance and counselling because the teacher deals with subject-matter as well as with human beings whose feelings, emotions and needs have a direct bearing on their scholastic achievements.

B. A course in sociology to give the student-teachers an idea about society, its components, its problems, and its effect on the development of the individuals. This course will help in sharpening their observation and ability to detect social problems in their classes in particular and in the school in general.

C. A course in the philosophy of education to help teachers understand the what, why, and how of education. This will help them in developing critical thinking. The latter is very necessary for both teachers and students because it enables them to choose from among the Western education and civilization that which is mostly appropriate to their culture and nature.

3. Encourage the good students of this section by sending them abroad to pursue their higher studies in education.

4. Raise the salaries of teachers to provide them with financial security and to attract the qualified and intelligent persons to enlist in the teaching profession. Have a single salary scale for men and women teachers and equate it with that of civil servants having comparable qualifications.

5. Refresher courses should be given every summer. These courses will provide the teachers with the latest developments in the field of education, and will give the teachers the chance to exchange ideas.

6. School conferences must be held every now and then, in which local educational problems are discussed. Prominent visiting speakers, experienced teachers, and school administrators are to be invited to share their valuable knowledge and experience with the other teachers.

7. Initiate workshop sessions for teachers in which the latter are taught how to make simple audiovisual aids which will help them in motivating their students and in presenting their lessons in an interesting ways.

8. Take part in the summer teachers' training program which is held every year by the Education Department of the American University of Beirut.

## II. The curriculum:

Subject matter is stressed more than the extra-curricular activities to the extent of neglecting the latter which are necessary for the wholesome growth of children. The aesthetic part of the childrens' development should not be overlooked because it refines their abilities and adds flavour to their daily life. Therefore the writer suggests the following.

1. Take the art sessions seriously in the schools and encourage the students by holding exhibitions for their works on parents day and on other school occasions.

2. Teach music, acting and expressive dancing in schools so as to enrich the experience of the students. Folk dancing clubs must be established in the schools to perpetuate the Bahraini folk music and dancing because the folklore of any country represents its culture which distinguishes it from the other cultures. Therefore the students must be encouraged to feel proud of their cultural heritage and education should help them to preserve it and to improve on it.

3. Sports should be considered as a very important part of the curriculum because sound minds are in sound bodies. Field days must be organized by the schools to encourage and honour those who excel in sports every year.

4. Students of today are going to be the men of tomorrow, therefore they must be prepared to be so in words and in action. Children must be aware of what goes around them, how their country is run and administered. Civic education courses are appropriate to furnish the students with such information. Such courses are lacking in the curriculum of the elementary and secondary schools of Bahrain, and the writer suggests introducing them to the students as soon as possible.

### III. School Buildings

As to the problem of school buildings and over-populated classes, the Education Department is trying its best to replace the old and small schools with new and well equipped ones which will accommodate all of the children who are of school age. The Department is also training the largest possible number of teachers to relieve the teachers of large classes and to give them more time to understand their students and to educate themselves.

### IV. Lack of Trained School Secretaries:

To cope with the continuous growth in the school enrolment and staff, the principals must be provided with trained school secretaries to help them in typing school reports, official letters and to print the necessary materials for teachers. The Education Department did not ignore this fact. It provided the schools with secretaries but they are not trained. They do not know how to type or to take dictation. They waste the time of the principals while they are supposed to facilitate their work. Therefore the writer suggests opening a section which is to be called "the short business course section" in which students will be taught typing in both the Arabic and English languages, shorthand, languages, and

other courses in general education which will help them in being efficient secretaries. Students of this section must have finished their second year of secondary education and the period of study in this section should range from one to two years. It is advisable to make it one year in the first few years so as to train the necessary number of secretaries needed in the schools, then the period could be extended and the curriculum could be improved as the need for such improvement arises. The graduates of this section could be employed in the hospitals as well as in the schools, and more job opportunities will be granted to them as the people become more realistic and accept the girls as potential and effective citizens.

#### V. Lack of Kindergartens:

The elementary school age in Bahrain is between six and seven. Children start learning the rudiments of reading writing, and arithmetic in their first grade, and they become restless and resentful of school, because they are not used to controlling themselves or restricting their movements. Children find reading, writing and arithmetic incomprehensible partly because these subjects are introduced to them suddenly and without the preliminary orientation which is provided by the kindergarten stage. Therefore the writer suggests opening kindergarten schools and if the Education Department cannot afford the expenses at the present time, fees should be charged, but very poor children must be exempted of paying these fees.

The kindergarten stage is very important for the wholesome development of children. It orients them to the school environment and helps them in modifying their selfish desires and attitudes, and in acquiring

desirable characteristics like sharing, cooperation, tolerance, friendliness, courage, and self-expression. In addition to character formation and modification children learn accidentally some mathematical figures, letters, and songs.

VI. Lack of counselling and guidance in the class in particular and in the school in general:

Education, nowadays, deals with the students as wholes and not only as minds or bodies. The philosophy of subordinating the body to the mind is no more applied in modern education. Both body and mind are considered important for the full development of the child, and the students' social, physical, mental, moral, and aesthetic needs are taken into consideration when the curriculum is planned. This new educational trend requires the teacher to be both a counsellor as well as a teacher. It was believed that guidance was only needed by those students who are faced with difficulties with which they could not cope. This is not true. All students of all ages and of different educational stages need guidance because learning is a continuous process and the students need efficient persons to lead them toward living what they learn.<sup>1</sup>

Before being able to help the children and guide them toward self-adequacy, the teacher has to be confident in herself, emotionally adjusted, and interested in children. She must be qualified in understanding the human behavior and in interpreting the motivation behind such behavior. A thorough knowledge of human growth and what emotional, and physical

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<sup>1</sup>Ira, J. Gorden, The Teacher as a Guidance Worker (New York: Harper and Brothers, 1956), p. 260.



changes accompany each stage will help the teacher in dealing with disciplinary problems and in choosing subject-matter for the students.<sup>1</sup> When the teacher considers the children's emotions while planning her lesson, she will find that it will give a much more satisfactory result than when she does not consider this point. Some subjects scare the children because they associate them with failure and exposure of their weaknesses, but a sensible teacher can encourage each child to excel, in the subjects which he knows well, and experience the sense of achievement which will make up for his weakness in the other subject.<sup>2</sup>

The teacher's close attention and observation and deep thinking are always needed for understanding the students behavior. For example, she might be faced with a problem which appears educational on the surface but when she studies it well enough, she might find deeper reasons for the apparent poor academic performance of the child. She will not reach this deep understanding of the problem unless she knows his family status. The teacher might discover that her guidance should include financial help, social advice, or medical treatment, before labeling the child as simply a dull student. If the problem is related to his family life the teacher should talk the matter over with his parents and should point out to them the effect of their family life on his scholastic achievement.

If the problem is of a financial nature, financial help should be provided by the school without making other children aware of it because the child feels hurt, embarrassed, and less privileged when he finds

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<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Charles E. Skinner, Educational Psychology (New York: Prentice Hall, 1952), p. 550.

that his parents cannot provide him with the necessary school equipment. The teacher should also give the child moral support by pointing out to him that his financial difficulty could be minimized by being patient, honest, and studious. This will be better explained by telling him stories about self-made persons who considered their poverty as an incentive to aim towards higher goals, rather than as a hinderance. If the teacher finds out that the child's poor scholastic achievement is due to his poor health or sight, she should point out this fact to both the principal and parents. The latter should be helped in securing the needed medication or nutrition for the sick student.

The teacher should remember also that the students have different needs which need to be satisfied. Children like to feel that they are accepted appreciated and sometimes they might misbehave just to attract the teacher's attention and to remind her that they are in the class. So the teacher should not punish or ignore these children but she should understand the motive behind their action, which is in this case their need for acceptance and recognition. This need can be satisfied by the teacher in different forms such as calling the misbehaving students by their names, by responding to their ideas, and acknowledging their achievements, and by avoiding ridicule which does nothing, but discourages the students and provokes their resistance instead of their cooperation.

Students need someone to whom they can turn whenever they are puzzled or faced with school problems, or physical, and emotional changes. The teacher should make them feel that she is the appropriate person for

them and that she has passed through similar difficulties and developmental stages, and that she is willing to share her knowledge and experience with them. She has to help them to understand the situation and to cooperate with them in planning a suitable solution for the problem. As the teacher enables her students to meet their current difficulties successfully, they will develop strength, skill and courage to meet life problems as they arise.<sup>1</sup>

The Girls Education Department in Bahrain should aim toward training such conscientious teachers who are aware of their role as teachers of subject-matter as well as counsellors to guide the students in learning and developing in a wholesome way. The writer suggested, adding a course in guidance and counselling to the curriculum of the teachers' training section, in the previous pages, she also would like to suggest establishing a guidance program centralized in a counselling office and staff whose task is to keep and interpret records and to hold conferences with teachers and individual students as the need arises for such meetings.

#### VII. Lack of parent-teacher relationship:

Successful counselling depends on the relationship between the parent and the teacher. It must be a relation that permits the parent to express his thoughts and feelings with the knowledge that he will be listened to and understood by a sympathetic person. It is desirable to establish friendly relationships with the parents of the students before signs of difficulties and tension are likely to arise.<sup>2</sup>

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<sup>1</sup>Ibid., p. 83.

<sup>2</sup>Ira, J. Gordon, op. cit., p. 313.

Meeting with parents is very essential because it reduces the misunderstanding and misinterpretation of the students' behavior and status. The parents' understanding of their children will be improved through the specific help given to them by the teachers and this helps both teachers and parents to agree on the desirable traits they like to cultivate in the students. This agreement will save the students the trouble of behaving in two different ways to meet the different expectations of school and home.

There are different means and occasions through which the teacher can promote her friendly relations with the parents of her students and show them her genuine interest in helping their children to achieve the best of what they learn.

1. Parent-teacher conferences are good for exchanging ideas, analyzing problems, and suggesting solutions. In these meetings the mothers will reveal to the teachers the difficulties they are facing in bringing up their children and what to do to meet their needs efficiently?

2. Acquaintance parties, home visits and class visits are effective means for helping both teachers and parents to understand the students profoundly.<sup>1</sup>

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<sup>1</sup>Harod, P. Adams, Frank Jr. Dickey, Basic Principals of Student Teaching (New York: Prentice Hall, 1956), p. 300.

## CONCLUSION

Girls' Education was started lately in Bahrain in 1929. Schools and the curriculum were simple at the beginning but they were elaborated and improved up every year until they became well organized and fitted to the needs of the Bahraini youth and society. At the present time girls are provided with the same curriculum given to the boys with special adaptation of the former to the nature of each sex. For example Home Economics courses are taught to the girls and technical education to the boys.

Government Education consists of two stages: The elementary, and the secondary at the end of which the graduates are granted the Tawjihiyeh certificate, and they either continue their higher education abroad or they enrol as teachers, school secretaries or nurses in the government hospitals.

If we look at Bahrain thirty-five years ago, when people were very conservative, and girls were kept at home, when education was a males' privillage and the girls were deprived of it, we will notice and feel the great social change which has been initiated by free education in general and girls' education in particular. This social change is being faciliated by travelling and mass-media especially that of the United Arab Republic, its books, magazines, and Radio Programs which are playing a great role in awakening the Bahraini people and in drawing their attention to the importance of educating their children irrespective of their sex. The people are becoming more healthy, hard working, independent and

critical about what goes around them. They started to modify the traditions which do not suit this modern age, anymore, like arranged early marriages, depriving girls of schooling, and fear of hospitalization.

This social change can be promoted by the school which is considered as the main agency to inculcate effective habits, skills, and attitudes in the students of today and the men and women of tomorrow. Therefore the Bahraini school should realize the importance of its role and should live up to it.

APPENDIX

TO HIGH SCHOOL GRADUATES AND DROP OUTS

- I. Why did you go to the secondary school?
- a. because you were interested in further education?
  - b. because you did not want to stay at home?
  - c. to enable you to earn your living?
  - d. because you were sent by your parents?
  - e. for other reasons

- II. Did you have a four-year program of general education?

Yes

No

Or did you take part in any of the following sections

- a. Arts section?
- b. Sciences section?
- c. Teachers section?
- d. Home economics section?

Give the reasons your preference of one of these courses and not the others.

- III. Are you working now?

Yes

No

If yes what type of work?

- IV. Has your secondary education helped you to be efficient in your job?

Yes

No

If yes how?

V. Has secondary education contributed to developing your personality?

Yes                      No

If yes how, and in what respects?

VI. Did it help you in changing you and your family's?

Yes                      No

A. Practice concerning

1. Health habits (How)
2. Methods of bringing up children (How)
3. Management of the home (How)
4. Manner of dress (How)
5. Other respects (How)

B. Social attitudes concerning:

1. Early marriage, (Your own opinion)
2. Women's education (Your own opinion)
3. Women's work (Your own opinion)
4. Women's place, rights and responsibilities in the society  
(Your own opinion)
5. Other respects (Your own opinion)

VII. If you have left school before finishing your high school studies

A. What was the last class you have attended?



B. What were the reasons which made you leave school

- 1.
- 2.
- 3.
- 4.
- 5.

To Mothers who have been willing to send  
their daughters to school

I. Did you go to school?

Yes            No

II. If yes what circumstances made your parents send you to school?

a. Was there any opposition?

Yes            No

If yes from whom?

b. To which stage did you arrive in your education?

1. elementary
2. secondary
3. other stages

c. What courses did you take at school?

III. Do you notice any difference between what has been taught to you and what your daughters are learning now?

Yes            No

If yes how?

IV. Has this education helped you in bringing up your children satisfactorily?

Yes

No

If yes how?

V. If you had to send one of your two children - a boy or a girl - to school, whom would you choose? and on what are you having your decision?

VI. Why did you send your daughters to school?

- a. to have a quiet home atmosphere?
- b. to enable them to read and write?
- c. to help them learn a profession?
- d. to prepare them for higher education?
- e. to prepare them to be good house wives?

VII. How would you like your daughters to be educated? What should her education include?

VIII. Are you participating in any social organization?

Yes

No

If yes what type of service are you rendering?

XI. Do you like your daughter to work?

Yes

No

If yes what is the nature of this work? Why?

X. In your opinion, what is the importance of women's education?

To the fathers who have sent their  
daughters to school

I. Have you been to school?

Yes,                      No

A. If yes, what was the highest class which you have attended?

B. What certificate for diploma do you hold?

II. Why did you send your daughter to school?

A) To make her an enlightened woman

B) To prepare her to be a good house wife

C) To enable her to meet the requirements of the modern world?

D) To prepare her to earn her living

E) Because girls have rights to education as boys?

F) Other reasons

III. Do you approve of letting your daughter work?

Yes                      No

If yes which profession do you prefer for her?

A) Teaching (why)

B) Nursing (why)

C) Secretarial work (why)

D) Liberal professions (why) such as medicine, law, architecture, etc.

V. Do you notice any changes in your daughter's behavior and practices as a result of her education concerning:

A) A good health practices (how)

B) Thinking and attitudes (how)

C) Spending leisure time

D) Making the home atmosphere pleasant

E) Other changes

V. If you had to send one of your children to school. Whom would you choose, the boy or the girl. On what grounds are you having your decision?

VI. In your opinion, how far should a girl go in her education (explain your answer)

A) The end of the primary level

B) The end of the secondary level

C) The end of the university level

VII. A) What in your opinion should be the aims of the education of girls in Bahrain?

B) How would they differ from the aims of boys' education?

VIII. A) Do you consider that the present education of girls meet those aims, and why?

B) What suggestions do you have for the improvement of girls' education?

IX. What measures do you recommend for the improvement and extension of girls' education in Bahrain.

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4.

5.

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