

ETHNICS IN JORDAN

by

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June, 1955

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**Ethnics In Jordan**

**A Thesis**

**Presented to the Faculty of Beirut College for Women  
in partial fulfillment of the requirements  
for the degree of Bachelor of Arts**

**by**

**Georgette Raja Qubein**

**June, 1955**

### Biographical Sketch

The writer was born in Beisan, Palestine, there she started her elementary education in a public school where she studied for three years. She then was sent to the Friends Girls School of Ramallah to finish her elementary education. Her secondary education was obtained in the Ahliah College of Beirut, after which she studied for two years in the American Junior College. Due to the troubles in Palestine she was unable to carry on her studies for the degree of 'Associate of Arts' and had to work as a teacher in Jordan for four years. After this period she was sent on account of the Ministry of Education to the Beirut College for Women to study for a period of two years leading to the degree of 'Bachelor of Arts' in Euthenics and Education.

The writer aims and hopes to contribute as much as she can to the development of Home-economic education in Jordan.

### Abstract

The purpose of this thesis is to study the entire Ruthenics education in the elementary and secondary schools of Jordan at the present time.

The objectives and values of home making courses in general, are discussed as the basis for setting up standards for evaluating the existing program.

A survey, through interviews and school visits for this thesis was made to collect the materials on Ruthenics in Jordan.

A brief history of the development of Ruthenics in Jordan and Palestine is included. This serves as a background for the present program so that the development and progress of home making education may be understood.

The study reveals that government controlled Ruthenics is the program that has been used by the government schools which make up the majority in Jordan. It is also used by most private schools.

This study deals with the development of Ruthenics courses in the educational program and the present conditions and curriculum.

Home making in Jordan is greatly needed to help individuals

improve their family life by improving physical and psychological conditions in their family. The family now faces obvious strains and conflicts in its every day life. Home making can improve this condition through the understanding of nutrition, family relations, child care other courses in the field of Euthenics.

Cleaning and cooking are given more importance than any other courses in the field. In cooking there seems to be little, if any emphasis, on the principles of nutrition. Sewing and handwork are given in different classes. These courses, however, satisfy an immediate need of the family members. However, there are no courses that deal with the human relations and child development or nutrition.

The present study of Euthenics also reveals that Euthenics courses in the government curriculum are assigned for health elementary and secondary classes. These courses given are not well balanced as in most of the programs there is a lack of unity between the different parts.

Standards for a good home making department are set up for evaluation of the Euthenics education. They are concerned with the philosophy and purpose, teaching, staff, curriculum, administration and physical facilities.

In evaluating the total situation it was found that no philosophy is written to be followed. Staff members are not well trained to give the Euthenics courses, curriculum designed through the Ministry was not planned on the basis of meeting the needs of the

student and home life. As to physical facilities they are not well provided to meet the different activities needed for the program.

Some suggestions are offered that may be considered for the improvement of Ruthenics in Jordans:

1- The Ministry of Education should give more recognition to the place and importance of home making education.

2- A study of the community should be made so that the curriculum will be designed to meet its need.

3- Laboratories, libraries and other physical facilities should be provided in all schools to guarantee good working conditions.

4- Home making teachers should be well trained in order to give the needed training to their students.

5- Text books on the courses of home making should be available for the help of both student and teacher.

### Acknowledgement

The writer of this thesis wishes to express her deepest gratitude to Miss Mary Eesman under whose direction and guidance this study was made.

The author also wishes to express sincere gratitude and thanks to Mrs. Donald Roberts and Dr. Faiek Elshalaby for their guidance and encouragement which helped to make this thesis possible.

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## Euthenics In Jordan

### Chapter I

#### Introduction

"Be it ever so humble there's no place like home",  
H. Payne. What is it that makes this special dwelling the  
dearest, warmest and most beautiful place in the world? Does  
it bear that meaning to all or only to a privileged few? What  
basic principles go together to make a real home?

These and many other questions have motivated the  
author to take up Euthenics in Jordan for a research project.  
The author is interested in the application of Euthenics to the  
problem of home making through the teaching of its courses as the  
most effective guide for family improvement.

Euthenics is a term applied to education as related to  
home and family living. It is used interchangeably with home  
making.

Home making is a broad subject. It is science; it is  
art; and it is philosophy. With all this I still see that it has  
one basic aim and that is to provide a satisfactory family life,  
based on a democratic way of living.

In this thesis the author shall discuss the history and  
development of Euthenics in Palestine and Jordan and report the

present conditions of Rhythmic in the elementary and secondary classes of the Jordan schools.

In the evaluation of the total situation the author shall include comments on the already existing conditions, such as the philosophy and purpose, teaching, curriculum, physical facilities and administration. The suggestions will include the importance of a family centered program that will contribute to basic needs of the family.

The information in this thesis has been gathered through interviews, visits, published material of the Jordan Ministry of Education, books, and the annual report of the Department of Education of Palestine.

The interviews were made with different educational inspectors and those responsible in the Ministry of Education, and with the principals of the forty two schools which the author visited. More interviews were made with the teachers of home making courses in the schools visited. Through interviews with principals and teachers, difficulties in teaching were learned.

The author had the privilege of attending classes and inquiring about physical facilities through special permission from the Ministry of Education.

The author also had access to printed outlines distributed to schools by the Ministry of Education, and government reports in education. These reports in the Arabic language were translated by the author.

Knowledge of the background of people and of certain special conditions in the educational system has been obtained through the author's own experience of living and working for four years in the government schools of Jordan.

In the development of this study the author interprets the objectives and values of a general home making education. A brief history in Jordan and Palestine is presented as a background for the present study. The present study will be evaluated through standards for a good home making department, after which suggestions will be made for improvement of Puthenics education in Jordan.

## Chapter II

### Objectives and Values of Home Making Courses

"Home making is that area of learning which is concerned with the development in the individual of understanding, attitudes and skills that promote his or her power to participate in a socially acceptable home and family life".<sup>1</sup>

This idea operates on the belief that the family is the basic factor for the full development of individuals into mature and adjusted members who form and make up the strength of our society.

Home making includes distinctive areas dealing with physical, psychological, sociological and economic needs of the family and different ways to meet them.<sup>2</sup> "It is a system of living that calls for the understanding of human nature with a real insight into human behavior which no other field of study can offer or convey. The understanding of human nature and behavior provides a guide for individuals through their life span. It provides for an understanding of the different kinds of behavior and ways to improve and overcome unacceptable ones."<sup>3</sup>

Before the last half century women received little education because it was generally believed that education for

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1- Coon, Beulah - Home Economics in Colleges and Universities of the United States - p. 5.

2- Ibid. - p. 5.

3- Williamson and Lyle-Home Making Education for Adults, - p. 9

women was unnecessary for her position in life was only that of a wife, mother and housekeeper. The only important knowledge that was expected of her was the skills of housekeeping. She was well prepared for caring for a home if she was able to construct clothes for herself, her children, and her husband. She was expected to produce and prepare food for her family. These skills in home making were conveyed to her through her mother, aunt and older sisters and from her experience at home.<sup>4</sup>

Even to-day many women have not delved into the basic roots of knowledge which lead to successful family life, nor have they developed the skills required for home making. They may learn to hold a job, to run an office but still they may have little ability to provide a satisfactory home for the family. They may have very little knowledge of the simplest principles of home making or even be aware of their importance in every day life.<sup>5</sup>

Home making has for its primary function the preparation of individuals to be effective as persons and as family members, able to assume adequately personal, home and community responsibilities, through which family life is sustained. It gives special care and concern to all the phases of family life that have a relation to and an effect on the individual in the family.

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4- Williamson and Igle - op. cit. - p. 1

5- Ibid. - p.4

It is concerned with the feeding clothing of the family, and housing for all its members. It provides for the care of the children and their development, protects the health of the family and cares for them when sick, and seeks to build good social relationships among the members.<sup>6</sup>

Through participation in the activities of the home and the community, the individual gains self assurance and the ability to adjust and adapt to changes that may occur in his personal and social life. He learns to use social tools for the production of recreational and avocational interests of different members of the family and the community group.<sup>7</sup>

Home making studies aid the individual to live a good and useful life, not only for himself, but as a member of the family and the community. He should become a better citizen through understanding of his responsibilities and privileges in the community.<sup>8</sup>

These studies provide for establishing happier social living through the different experiences that help individuals to understand themselves and in turn to understand others. This often simplifies difficulty and helps to improve relationships and maintain cooperation.<sup>9</sup>

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6- Ivol Spafford - Fundamentals in Teaching Home Economics - pp. 1-2

7- Federal Security Agency - Home Making Education in the Secondary Schools of the United States - p.1

8- Ivol Spafford - Op. cit. - p.4.

9- Ibid. - p.3

The family has many problems to solve. The first in importance is providing food, shelter, and clothing, adequate for the family. To solve these problems the home maker must have training in the management of family finances, selection of nutritious foods and the choice of clothes. Training in the use of the family finances concerns the distribution of the income to meet the needs and requirements of the family and its members. Training in the selection of foods includes a knowledge of the basic principles of nutrition and ways of preparing foods to conserve their nutritive values. Training in choice of clothes means the selection of durable materials that are becoming to the wearer and are within the financial limitations. Home making education provides the knowledge of how to select a house and to make it a livable home that is both comfortable and convenient. It aims to use and improve what is already at hand, to the fullest possible extent.<sup>10</sup>

In addition to providing for the physical needs of the family, training in home making as we have said develops the basic skills, attitudes, appreciations and experiences that build and lead to a well adjusted family life.

Individuals so trained will be able to make the necessary emotional and intellectual adjustments. As the desire for the understanding of others develops, it leads to satisfying relationships inside the family and in the community.

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10- Pollard Bell - Adult Education in Home Making - p. 75-85.

Through home making education a person is more able to define his objectives and strive to gain them. He becomes more aware of the values by which he makes his decisions. He acquires habits and skills that help him to think and act constructively and creatively.<sup>11</sup>

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11- Committee on Criteria for Evaluating College Programs  
in Home making-Home Economics in Higher Education- p.17

### Chapter III

#### History of Ruthenics in Jordan and Palestine

Under the Turkish regime there was no Jordan or Palestine; they were a part of the Otoman Empire. The administration was based on the Vilayetes which were divisions similar to states. Each Vilayet was an independent administrative unit consisting of several districts sanjaqs which in their turn were sub-divided. Sanjaq, literally translated to San Can "Banner", reflects the old military tradition which made it compulsory for the inhabitants to produce their own fighting regiments. Under the Otoman regime no such area as Palestine or Jordan existed and there was no separation between East and West Jordan.

Jordan of to-day was formed from several sanjaqs attached to the vilayets of Beirut, Damascus and Hijas. Northern Jordan, Ajlun area belonged to Damascus. Salt and Amman (then a very small village) were connected to Hablus sanjaq which in its turn was part of the Vilayat of Beirut. Ma'an and Aqaba in South Jordan were part of the Vilayat of Hijas. Karak, however belonged to the Vilayat of Damascus.<sup>1</sup>

When the Western powers began to interest themselves

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1- Interview of 10-3-1955 - with ex-Minister of Education, -  
H. E. Ahmed Tuqan.

in Jerusalem the sublime porte, the Sultan's court in Constantinople, decided to create Jerusalem as an independent sanjaq, which had to refer all its administrative affairs to Constantinople. Jaffa, Ramallah and Gaza were attached to this independent sanjaq of Jerusalem.

During this era funds for education were raised locally from property and land tax. The central town had an educational council which disposed of elementary educational matters. Teachers from town and village schools were appointed by this council. Secondary education was controlled by the Ministry of Education.

Teaching in the elementary schools was in the Arabic language except that upward from the fourth elementary class, Turkish was taught as a foreign language. In the elementary classes under government control, emphasis was laid on the Qur'an, reading, writing and arithmetic. History, geography and other subjects of general culture were not taught.

The secondary school subjects were similar to those which now exist, except that the medium of instruction was Turkish and French was the foreign language taught. Manual training was not known except to the extent of drawing and paper cutting. This paper cutting was of the most elementary standard.<sup>2</sup>

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2- Interview of 18-3-1955 - with ex-Minister of Education -  
H. E. Ahmed Tuqan.

Girls' education under the Ottoman Empire was limited to towns. It was only up to the elementary level and never reached the secondary cycle. Villages never had girls' schools. In girls' schools, the subjects of study were similar to those in boys' schools. The percentage of illiteracy among women was exceedingly high. Among men literacy was not higher than ten percent. It is evident that only a very small percentage of the population was educated. The following cities, later to be in Jordan, had schools: Karak, Salt, Irbid.

The following cities, later to be in Palestine had schools: Jerusalem, Nablus, Jaffa, Jemun, Tulkarim, Safad, Gaza, Ramla, Lydda, Haifa, Tiberious, Beisan, Beir Sheba.

In all these cities there were schools for boys which were above elementary grades but for girls there were only elementary schools. Schools in villages were limited in number and for boys only.

In addition to the government schools christian missionary institutions of learning were founded by missions from different countries during the period when Jordan and Palestine were a part of the Ottoman Empire. Most of these schools were located in the coastal and holy towns, such as Jerusalem and Haifa. They started as elementary schools and later extended their program through the secondary level.

French schools for girls, under the order of St. Joseph, were established in Jerusalem, Ramallah, Bethlahem, and Jaffa at the end of the last century. The Americans started schools for girls in Jaffa and Jerusalem sponsored by the Alliance Mission and another in Ramallah by the Friend's Mission. The English had a girls' high school in Jerusalem known as St. Mary's. Italian schools for girls were also founded in different cities as the one in Haifa and were noted for teaching embroidery, painting and other handicrafts. Russian schools were also founded in Nazareth.

In this era there were not special Euthenics courses in the government schools. All that was given in this field was some direction in sewing and embroidery but this was not in regular classes.<sup>3</sup>

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3- Interview of 23-3-1955 with the ex-Minister of Education, H. E. Ahmad Tuqan.

### Artistic Development In Palestine.

When the British occupied Palestine as a mandatory power on 1918, new legislation and new systems of education were introduced. Public schools for both boys and girls were opened on a large scale. Not only more schools were provided, but the old educational system was abandoned, and western methods were introduced. The government educational system for Arab children was centralised. The curriculum, budget, text books and administration came from one central office, thus providing more uniformity.<sup>4</sup>

This new educational system saw a steady rise in the number of girls attending school. Statistics from the Annual Report of the Department of Education show girls attendance in government and private schools.

Table I shows that in the seventeen years after the mandate started the girls in government schools increased nearly four and half times.

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4- Ibid.

Table I <sup>5</sup>

Enrollement of girls in government schools of Palestine  
1919-1936.

<u>Number of Girl Students</u>	<u>Years</u>
2243	1919-1920
2786	20-21
3033	21-22
3285	22-23
3655	23-24
3734	24-25
3591	25-26
3591	26-27
4126	27-28
4345	28-29
4782	29-30
4942	30-31
5179	31-32
5489	32-33
6917	33-34
8268	34-35
9712	35-36

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5- Dept. of Education, Palestine, Annual Report 1935-1936.

In addition to government schools there were many private schools with girl students. These institutions belonged to moslem societies, to different christian communities and to foreign christian missionary societies.

The 1936-37 Annual Report of the Department of Education of Palestine show 16532 girls students in private schools in the year 1936-37.<sup>6</sup>

The following table shows the distribution of girls students in private schools in 1937-38.

Table II <sup>7</sup>

Enrollement of girls in private schools of Palestine, 1937-38.

I- Private schools aided by the government.

	Number of Students	Number of Teachers
Moslem schools	193	12
Special schools	190	4
Different private schools	327	19
Total	710	35

II- Christian missionary schools

Orthodox	789	40
Roman Catholic	4325	315
Protestant	1939	178
Others	5	2
Total	7058	535

6- Department of Education - Palestine - Annual Report, 1936-37

7- Department of Education - Palestine - Annual Report, 1937-38

One of the best steps taken for the improvement of girls' education during the mandatory rule was establishing a girls' training college including four secondary classes in Jerusalem in the year 1919-1920. This college trained girls for the teaching profession. A special part of the college curriculum was training teachers for home making courses. The graduates of this college taught usually in cities. Later another training college was started in Ramallah preparing teachers for teaching in rural communities. This professional training for teachers enriched the curriculum in girls' schools and more attention was given to home making as more teachers were prepared.<sup>8</sup>

The first regular curriculum issued by the British government was in 1925. Curricula for public schools were all prepared in the Department of Education in Jerusalem and were distributed to the different schools. The girls' schools followed the same curriculum as the boys, with the elimination of a few periods of history and mathematics to give drawing, sewing, embroidery, cleaning and cooking instead.

The first centralized curriculum made for girls contained home making courses from the fifth elementary grade. The majority of the girls did not continue further than elementary seven. These

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8- Department of Education - Palestine - Annual Report, 1925-26

courses of home making contained, hygiene, sewing, embroidery, cleaning and cooking.

In the science courses given in the sixth and seventh elementary advanced hygiene was given through first aid and instruction in common diseases.<sup>9</sup>

Slight changes in the curriculum were made in 1929. More periods were given to needle work and hygiene. Courses including nutrition and dietetics were given separately to the elementary six and seven. The same curriculum was used in city and rural schools. The home making course at this time formed only 7-8 % of the whole program.<sup>10</sup>

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9- Department of Education - Palestine - Annual Report, 1925-26  
10- Ibid. - 1929-30.

### Ethnics Development In Jordan

Educational conditions in Jordan under the Ottoman rule continued until the year 1918, when Palestine and Jordan were taken over by the Arabs and Allied armies. Jordan from this date was made into an Emirate. After 1921 a few girls' schools were started which had courses in Ethnics. This was the prevailing condition until the year 1946 when for the first time there was started a government secondary school for girls: the Queen Zein School in Amman, the capital of the Hashemite Kingdom, with a regular Ethnics course.<sup>11</sup>

In 1948 after the termination of the mandate over Palestine, a part of Palestine was taken by Jordan, then the school curriculum was standardised. The development of Ethnics courses goes along with the growth of girls' schools.

In the Ottoman era, that is before the year 1918, girls' schools were only two in number and of elementary level, one in Karak and the other in Salt. Some sewing and embroidery were taught.

Between the year 1921-1927, that is after the Ottoman rule, girls' schools increased and were established in the following towns: Irbid, Jarash, Amman, Salt, Karak, Ma'an.<sup>12</sup>

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11- Interview of 12-9-1954 with the Inspector Khalil Elsaleem.

12- Interview of 10-9-1954 with assistant Minister of Education  
Mustafa El Dabbagh.

Since very few girls wanted to continue their secondary education a special program was set for girls schools which included sewing, embroidery, weaving, hygiene, practical nursing and cooking. The hygiene courses were like those given in boys' schools, but there were special programs for nursing and cooking.

As more and more girls wanted to be educated in 1930-31 new elementary schools were started in Amman and Tafili. In the year 1932-33 schools were opened in Madaba and Al-Kura. The government girls schools by then were located in: Irbid, Jarash, Amman (grades 1-7), Amman (grades 1-4), Salt, Madaba, Karak, Tafili, Ma'an, Al-Kura.

This was the number of girls schools in Jordan until the year 1946. Then the elementary school in Amman was raised to secondary. The first secondary class was started in 1947 in Irbid and Salt. The total number of girls schools was only ten until 1948.

The courses given at this period were Arabic, Arithmetic, Geography and history, geometry, science, hygiene, principles of science, drawing, embroidery and sewing, cooking, English, religion, and physical education. A course called cooking was given to the fifth, sixth and seventh elementary

grades. This course seemed to be a combination of cooking, housing, and cleaning put together without a basic principle. A nursing course given to the fifth and sixth elementary grades was quite a well arranged course. A child care course for the sixth grade gave some direction for care of the baby and his growth. Sewing and embroidery were taught to all seven classes.<sup>14</sup>

This whole program of home making was given theoretically because of lack of equipment to apply theory to practice. The material given was valuable but unrelated. The time allotted for the program, which did not exceed a period or two, was not enough for the material in the curriculum. The teacher was compelled to choose some of the topics and drop the rest.

Due to these drawbacks another curriculum was introduced in 1940-41. The sixth grade became seventh grade and the seventh a first secondary. Kindergarten then became first elementary.

Curriculum of home making was slightly changed after it was revised.<sup>15</sup>

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14- Interview of 12-9-1954 with the Inspector Wahbi Olga

15- Interview of 17-9-1954 with the Inspector Dr. Faiek El Shalaby.

## Chapter IV

### The Present Study of Ruthenics in Jordan

There is no doubt that the educational movement is expanding in the Kingdom of Jordan. It is clearly noted through the number of schools that are being opened each year in the different parts of the Kingdom. It is clear that the government, as well as the people, are becoming aware of the necessity for education. A great number of children are being registered in government schools but even with the new schools that are being established, a good number of children are not being accepted for lack of place. This situation exists in girls' schools as well as in boys' schools. Many people cannot afford to send their children to private schools. A government school may have about a thousand to a thousand and five hundred pupils while a private school of the same grades will not have more than one hundred to one hundred fifty students.

Girls schools are made up of two sections, the elementary and secondary classes. The elementary section consists of six grades. The age of children entering school is seven years.

Students finish the elementary education about the age of thirteen or fourteen years. More children wish to enter than places available. Some schools had to choose between students for there was no possibility of taking in all the children registered. Schools prefer to take the older children who did not have the

chance the year before. Generally speaking children are entering school younger and thus are graduating younger.<sup>1</sup>

The secondary section is made up of five grades. The general age in the first secondary class is thirteen to fourteen years and those graduating at the average eighteen years of age. The same situation that existed in the elementary classes can be said to exist in the secondary grades; that is girls at the present time are younger in these classes than some three years ago when they were graduating at an age of twenty-two years. This was due to the fact that they entered school later or that there were no secondary classes before the year 1946. Some parents were not interested in giving their daughters more than an elementary education. When secondary classes were opened, some girls who had finished their elementary education three or four years before went back to school.<sup>2</sup>

As the background of the students, the majority come from a low economic level, their homes are run on an authoritarian basis; the father is the head and director of the house. A large number of the families have more than one wife in the house which results in a great number of children. Parents are concerned about the physical development but are not aware of any other phase of the child's development. Improvement in family life is being noticed

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1- Interview of 7-9-1955 with the Inspector Haidar Halawe.

2- Interview of 6-9-1954 with the Inspector of Education, Dr. Faik Shalaby.

within a limited group of people who are getting education and are becoming aware of the real family life. More stress is being put by the government and the general population on girls' education. This is seen as we have said in the increased number of new schools and children registered each year. This increase is mostly noticed between the years 1950-54, which is seen in Table 3. It is no doubt in large measure the result of government and peoples recognition for the need of education for girls. Another reason for this increase is due to the residence of Paalesteanian refugees in Jordan. Schools in the year 1953-54 were more than twice that of the year 1950-51.<sup>3</sup>

Table 3

Increase in the Number of Government schools for  
Girls between the Years 1950-54

<u>Year</u>	<u>No. of Elementary</u> <u>Schools</u>	<u>No. of Secondary</u> <u>Schools</u>	<u>Total</u>
1950-51	86	10	96
51-52	90	11	101
52-53	108	11	119
53-54	112	23	135

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3- Ministry of Education, Amman, Statistical report for the years  
1950-54

Increase in the number of government schools is no doubt the result of the increase in the number of students requiring education.

From Table 4 a great increase in the number of girls in both elementary and secondary between the years 1950-54 is shown.

This increase in 1953-54 is more than twice the number in the year 1950-51. More notable is in the increase in the number of girls in the secondary classes. It shows that in the year 1950-51 the number of girls in the secondary classes was 635 while in the year 1953-54 the number has increased to 2742 which is more than four times.<sup>4</sup>

Table 4

Increase in the Number of Girls in the Government  
Schools between the Years 1950-54.

<u>Years</u>	<u>Number of Students in elementary classes</u>	<u>No. of Students in secondary classes</u>	<u>Total</u>
1950-51	14629	635	15264
51-52	16809	831	17640
52-53	21810	1164	22974
53-54	26226	2742	28968

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4- Ministry of Education, Amman, Statistical report for the years  
1950-54.

The present girls school in Jordan can be divided into three main divisions:

- 1- Government schools
- 2- The United Nations Relief work agency schools (UNRWA)
- 3- Other schools

I- Government schools

The government girls schools make up the majority of all the schools of Jordan. Table 5 shows that the total number of government schools for the year 1953-54 amounted to 135 schools of which 112 are elementary, 15 middle secondary, that is, to the second secondary class and 8 complete secondary, and are distributed as follows:<sup>5</sup>

Table 5  
Number and Distribution of Government Girls Schools  
for the Year 1953-54

<u>District</u>	<u>Elementary Schools</u>	<u>Middle Secondary Schools</u>	<u>Complete Secondary Schools</u>	<u>Total Number</u>
Hablus	31	5	1	37
Ajlun	17	2	1	20
Jerusalem	24	3	2	29
Al Balqa	19	3	2	24
Hebron	18	1	2	21
Karak and Ma'an	3	1	-	4
<u>Total</u>	<u>112</u>	<u>15</u>	<u>8</u>	<u>135</u>

<sup>5</sup>- Ministry of Education, Amman, Statistical reports 1950-54, p. 16

The number of girls in the government schools in the year 1953-54 amounted to 28968 in the number of the girls of which 2742 students were in the secondary grades and 26226 in the elementary. Table 6 points out the number of students in the schools of the different districts of Jordan.<sup>6</sup>

Table 6

Number of Girls in the Government schools for the Year 1953-54.

<u>District</u>	<u>Elementary Schools</u>	<u>Secondary Schools</u>	<u>Total</u>
Hablus	7644	836	8480
Ajlun	2606	218	2824
Jerusalem	5304	556	5860
Al Balqa	6441	781	7222
Hebron	3526	324	3850
Karak and Ha'an	705	24	732
<u>Total</u>	26226	2742	28968

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6- Ministry of Education, Amman, Statistical report 1950-54. p.16

II- United Nations Relief Work Agency

In the year 1948 the United Nations organization planned a budget for the relief of the Palestinian refugees. It's aim was to provide shelter, food and clothing for these Arab refugees. There was no part of this budget assigned for education, for it was expected that the refugees would return to their homes in few months. Since conditions were not settled in that short time it was then necessary that steps be taken to provide schooling for the refugee children. Schools were established through this organization in Lebanon, Syria and Jordan.

A department was established within the United Nations Organization in 1950 in Jerusalem which became a part of the same organization in Beirut. Refugee schools were then founded in different districts and mostly located in the refugee camps. These schools offered to children in addition to schooling, clothes, food and all books needed by the students. The grades in these schools did not exceed the elementary level. Informal schools were established by this association for grown up girls to teach them sewing and embroidery.<sup>7</sup> In the year 1953-54 the number of these schools mounted to 63 founded in the following different districts.

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7- Ministry of Education, Amman, Folder No. 47/5 - p. 2-7.

<u>District</u>	<u>Number of Schools</u>
Hebron	8
Jericho	7
Ramallah	15
Jerusalem	5
Amman and Irbid	14
Nablus	14
Total	63

The number of girls in these schools in the year 1953-54 was 13556. These schools are under the supervision of the Ministry of Education as they follow the educational program of the Ministry.<sup>8</sup>

### III- Other Schools

These schools are made up of three different kinds

- 1- Christian
- 2- Moslem
- 3- Western or Missionary

#### Christian Schools

Table 7 shows that the number of Christian schools for the year 1953-54 is 33. Students in these schools in this year amounted to the number of 3956 in the elementary classes, 312 in the secondary grades with a total number of 4277 students.<sup>9</sup>

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8- Ministry of Education, Amman, Statistical Report of the UNWRO, 1953-54, Folder No. 20/4, p.6

9- Ministry of Education, Amman, General Statistics, 1953-54 Folder No. 20/2, p. 129.

Table 7Number of girls schools and students in christian schools 1953-54

<u>District</u>	<u>No. of schools</u>	<u>Students in elementary classes</u>	<u>Students in secondary classes</u>	<u>Total</u>
Nablus	-	-	-	-
Ajlun	6	458	-	458
Jerusalem	7	771	165	936
Balka	9	1676	58	1374
Hobron	5	692	89	781
Karak and Ma'an	6	368	-	368
Total	33	3965	312	4277

These christian schools are of the different religions sects as Orthodox, Roman Catholic, and Protestant.

Moslem Schools

Table 8 shows the number of these schools is eleven and the grades do not exceed the elementary level. The total number of students in these schools is 480.<sup>10</sup>

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10- Ministry of Education, Amman, General Statistics, 1953-54, Folder No. 20/2, p.120.

Table 8  
Number of girls schools and students in  
Moslem schools 1953-54

<u>District</u>	<u>No. of schools</u>	<u>No. of students</u>
Nablus	1	40
Ajlun	-	-
Jerusalem	9	412
Balka	-	-
Hebron	1	28
Karak and Ma'an	-	-
Total	11	480

Both Moslem and Christian schools are under government supervision as they follow the Government Educational program.<sup>11</sup>

Western or Missionary schools

These schools are few in number but well established. Table 9 shows that the number of these schools is six. Students in these schools are 1611 of which 364 are in the secondary grades and 1247 in the elementary.<sup>12</sup>

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11- Interview of 15-9-1954 with the Assistant Minister of Education Mustafa El Dabbagh.

12- Ministry of Education, Amman, General statistics 1953-54, Folder No. 20/2 p. 123

Table 9

Number of schools and students in western schools  
1953-54.

<u>District</u>	<u>No. of schools</u>	<u>No. of students in elementary schools</u>	<u>No. of students in secondary schools</u>	<u>Total</u>
Jerusalem	4	874	246	1120
Balka	1	253	113	366
Hebron	1	120	5	125
Total	6	1247	364	1611

These schools have their own curricula. In the recent years there have been some changes due to the control of the Ministry of Education which is attempting to make some uniformity in the curricula of all schools. The Ministry of Education suggests that they teach the government curriculum and permit them to make some changes.<sup>13</sup>

These schools give some training in home making courses. The Friends Girls School in Ramallah give sewing and embroidery in the elementary classes; child care, cooking and hygiene are given in the secondary grades; boarders do some of their housework.

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13- Interview of 16-9-1954 with the Inspector Dr. Faiek Elshalaby.

In Schmidt, a German nun's school in Jerusalem less attention is given to home making courses. Sewing is taught in the upper classes on a theoretical basis and the cutting of paper. Hygiene is also given in the secondary grades.

The Christian Mission school in Amman, gives embroidery in all classes. Hygiene, home nursing and physiology courses are given to the fifth secondary only.

Since the majority of schools in Jordan are under government control, all follow the government curriculum, with the exception of missionary schools. This thesis deals primarily with the educational program under the control of the Ministry of Education.

### Curriculum

Courses in the elementary grades are as follows, Arabic, religion, English, mathematics, nature study and hygiene, history and geography, drawing and handwork, physical education, cooking and cleaning. The Arabic language is the medium used for teaching of these courses. English is taught as a foreign language introduced in the fourth elementary and given to the classes above that grade.

From this curriculum it may be seen that Euthenics, as the term is interpreted in definite courses is not included. However in the wider sense of the term handwork may be considered as well as cooking and cleaning. Hygiene which is given, not as a separate unit, but as a part of nature study might also be considered as Euthenics course. The two courses which may be interpreted as Euthenics in the first four classes fill two of thirty periods for the first two grades and three of thirty two periods for the next two grades. The three courses interpreted as Euthenics in the fifth and sixth grades fill four of thirty six periods. These mentioned facts are clearly stated in Table 10 that shows the number of courses and number of periods assignment for each individual course in the six elementary grades.<sup>14</sup>

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14- Ministry of Education, Amman, Annual Report 1954-55, p.8

Table 10 - Elementary CurriculumDistribution of Courses and No. of Periods per Week.

<u>Class</u>	<u>1st</u> <u>Element.</u>	<u>2nd</u> <u>Element.</u>	<u>3d</u> <u>Element.</u>	<u>4th</u> <u>Element.</u>	<u>5th</u> <u>Element.</u>	<u>6th</u> <u>Element.</u>
Religion	2	4	5	6	4	3
Arabic	15	13	12	11	8	8
English	-	-	-	-	8	8
Mathematics	6	6	5	5	5	5
Nature study and Hygiene	2	2	2	2	2	2
Drawing and Handwork	2	2	2	4	4	5
Physical Education	1	1	1	1	1	1
cooking	-	-	-	-	2	2
cleaning	-	-	-	-	2	2
Total	30	30	32	32	36	36

In the secondary classes the main courses are: Arabic, History, English, Geography, Religion, Mathematics, Physical education, sewing and drawing. Child care is introduced only in fifth secondary, and not in any other class elementary or secondary. Physiology is given to the fourth secondary grade only. Cooking and cleaning, sewing and drawing are taught to all secondary classes.

The distribution of courses and the number of periods per week allotted to each class may be seen in Table 11. However, this table gives no estimate of the content of the courses. Cooking and cleaning as may be observed is given in all five grades. However, there is no stress on the nutritive needs of the family or upon the proper selection of foods to meet these needs. Cooking is taught more as the art of preparing a dish.<sup>15</sup>

A letter sent to the Ministry of Education by a father shows that people are aware of the inadequacy of the courses in home making. This person says that he feels that these courses should be given on a larger scale in girls' schools. He considers that girls need adequate training in order to manage their homes properly, build a good family and improve home life.<sup>16</sup>

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15- Ministry of Education, Amman, Annual Report 1953-54, p. 12  
16- See letter in Appendix B.

Table II - Secondary CurriculumDistribution of Courses and No. of Periods per Week

<u>Class</u>	<u>1st. Second.</u>	<u>2nd. Second.</u>	<u>3d. Second.</u>	<u>4th. Second.</u>	<u>5th Second.</u>
Arabic	6	6	6	7	7
Arab History	-	-	-	-	3
Biology	-	-	-	3	3
Civics	-	-	-	1	-
Child care	-	-	-	-	2
Cooking and cleaning	5	5	5	4	4
English	7	7	7	8	8
General History	2	2	2	2	-
Geography	2	2	2	3	3
Mathematics	6	6	6	4	4
Physical education	1	1	1	1	1
Physiology	-	-	-	2	-
Religion	2	2	2	2	2
Sewing and drawing	2	2	2	2	2
Physics and Chemistry	3	3	3	-	-
Total	36	36	36	39	39

## Chapter V

### Standards for a Good Home

#### Making Department

In evaluating the total program for a department of Euthenics some points need to be taken into consideration. These are philosophy and purpose, students, curriculum, teaching, staff, physical facilities and administration. Some of these points belong to education as a whole, others relate only to Euthenics.

Success in a Euthenics department can be best judged by the students' life after leaving school. Its success may be seen in the way the students think and live, how they meet their problems, and the extent to which they contribute to the welfare of their society after they are out of school. Success in a department may also be seen through relation and stimulation between the teacher and the students, as well as in the relationship of the Euthenics teachers to other faculty members and courses of study.<sup>1</sup>

#### Philosophy and Purpose

A philosophy is basic for development of any program. It needs to be well thought through and clearly stated. In order to have a functional philosophy for the department the staff should agree on certain things such as the scope of the job, function of the

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1- Committee for Evaluating College Programs - Home Economics in Higher Education, p.5

department, how courses are to be offered and what people expect from home making education. This philosophy should grow out of the thinking of the staff and be accepted by the group.<sup>2</sup>

In measuring and evaluating the general purpose, emphasis should be directed to the education of the family for home living. The general purpose should be stated in definite objectives through the building of the curriculum and the planning of the courses. The nature of the program needs to be studied in relation to the benefits to be given to the students and to the community as a whole. Another criterion by which the purpose can be evaluated is the extent to which the program and the purpose of the department are consistent, and how far attention is given to the interests and needs of the students.

It is of particular importance that the Euthenics department takes the teaching of democratic methods as a major purpose and practices democracy as it teaches it. The success in the use of democracy will be attained when the students see democracy in its different forms and situations, participate in its action and understand its meaning.<sup>3</sup>

The Euthenics department is ideally fitted to care for the students all-round development. Schools should have regard for the complete development of the students. Since students

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2- Ibid. p. 10

3- Ibid. p. 12

differ in interests and abilities they will find satisfaction and success in different ways. No department has access to so many phases of personal development as may be found in a well rounded Ruthenics program.<sup>4</sup>

A philosophy of a department is measured also through success in learning. It is measured through change in ideals, skills, appreciations, attitudes and habits. Learning is not measured through the amount of information but the extent to which this information is used.<sup>5</sup>

#### Students.

Not only in the Ruthenics courses but in all education students are of major importance. Students need to be directed for self realization and self direction through the development of their capacities and potentialities. For the proper growth of the students, physical plant, staff and curriculum are important.<sup>6</sup>

Learning can be carried on both inside and outside of the class. Students should have the opportunity of working personally with the staff members. Good student-teacher relations help students to work toward their goals, as it gives the staff a clear idea and understanding of the student. Participation in projects, student organization and other activities help in the student's full rounded,

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4- Ibid., p. 13

5- Ibid. p. 14

6- Ibid. p. 16

continuing development.<sup>7</sup>

In evaluating the pupil's situation one should consider whether the student has made progress in gaining attitudes, knowledge, skills and habits necessary in family life. Students should keep healthy in body and mind, gain a desire to maintain good relations with others, and be able to define and be aware of their objectives. The student needs to be able to use his knowledge in solving his problem.<sup>8</sup>

The Ruthenian curriculum, as its main purpose, should aim for the development of the individual and the achievement of a rich and satisfying home and family life.<sup>9</sup>

#### Curriculum.

In determining a well balanced, functional curriculum, objectives should be clearly stated. These objectives should be in relation to the philosophy and purpose of home making. They should be concerned with the student and his relation to his family and community. Goals should be selected in terms of their importance in living and the resources that help to gain them.<sup>10</sup>

Leadership is essential in planning a curriculum. Leaders should be interested and well trained. They need to have a wide knowledge of home making, and to be aware of the procedure of curriculum building. They should take into consideration the

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7- Ibid., p. 22

8- Ibid., p. 17

9- Ibid., p. 26

10- Ibid., p. 28

interests and needs of the students, the needs of the community and the resources available. Leaders should be aware that the curriculum needs to be studied and revised with changing conditions.<sup>11</sup>

A good curriculum is best planned through the working and planning of the whole staff. They need to plan, accept and put it into use. The committee chairmen for planning should be chosen according to their qualifications, rather than for their position in the department.<sup>12</sup>

To have a good home making program certain areas should be recognized. These areas are:

- 1- Nutrition and foods for the family and personal use; planning, purchase, preparation of the foods, serving, and conservation of the nutrients.
- 2- Textiles and clothing needed for one's self and the family: selection, instruction, purchase of clothes and taking care of the clothes. In this aspect, economic factors, comfort and satisfaction need to be considered.<sup>13</sup>
- 3- Development of good family relations; interaction between family members; between family members and community; physical, social and psychological development.

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11- Ibid., p. 29

12- Ibid., p. 30

13- Ibid., p. 37

- 4- The management of time, money and energy; family living, recreational interests and house keeping activities.
- 5- Furnishing, housing and equipment; selection according to use and comfort, safety, efficiency and privacy.
- 6- Child growth and development in infancy, pre-school, school age and adolescence.
- 7- Personal and family health.

Purpose of food and nutrition courses should be for the understanding of the nutritive needs of persons at different age levels; to see evidences of poor nutrition and overcome it; to gain skill in selecting, preparing, sewing and preservation of food; skill in managing money, time and energy, preparing food for the family; to know how food affects health, causes of malnutrition and the improvement of the nutritional status of individuals and groups.

Textiles and clothing courses should give an insight in choice of clothing; recognize different qualities at different price levels; be better able to select clothes suitable for one's self and the family; ability to purchase, make and care for the clothes;<sup>15</sup> to plan different pieces of clothing considering cost and share of the family budget; to select clothes and accessories; to judge

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14- Ibid., p. 36

15- Goon, Beulah - Home Economics in Colleges and Universities of the United States - p. 14

quality and style which is becoming; to teach care of clothes, cleaning, mending, washing, storage; to make garments from old clothes.

Relationships courses are to improve home life; to appreciate different interests and habits of the family and individuals; to use leisure time well; the selection and keeping of friends; pupil relation to his family and his community; his privileges, responsibilities and attitudes.<sup>16</sup>

The student should learn how environment affects family living, how to become well adjusted and socially effective in the relationships with others. Students become more aware of the important factors that help establish and maintain healthy family relationships and successful marriage.

Child development courses help students to understand the nature and growth of the child. This assists them to understand themselves and the behavior of others, to know characteristics of normal behavior and physical growth for the different ages, to know the values and reasons for differences in individuals; to recognize conditions which are essential for whole <sup>some</sup> growth; to be able to guide and care for children wisely.<sup>17</sup> The selection of games and books for different age groups, construction of simple toys, feeding, bathing and dressing of the child is learned.<sup>18</sup>

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16- Federal Security Agency - Home Making Education in the Secondary Schools of the United States, p.6

17- Ibid. p. 13

18- Ibid. p. 7

In housing and furnishing courses the effect of housing on the physical and mental development of the family is studied; construction, selection and care of house furnishing and equipment is considered in relation to attractiveness, comfort, safety and efficiency for the family and its members.<sup>19</sup>

### Teaching

Although the philosophy and purpose of the courses in home making have been determined by the administration and staff, teachers and students need to be free to develop specific goals and use the experience that provides for attainment of the goals. The teacher-student planning should be based upon experiences by which the students may achieve his objectives and provide the means through which these experiences are to be carried out. The student should be helped to clarify and state their values, to learn to solve their problems and develop their skills.<sup>20</sup>

A home making teacher should understand her pupils' background; she should know their previous experience and problems. This helps the teacher to plan with her students and develop the unit of work so that teaching will be more effective. The teacher guides the pupils to recognize their problems in order to plan a unit that will meet individual needs as well as home and community needs.

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19- Coon Beulah - op. cit. - p. 14

20- Ibid. - pp. 79- 80

In a teaching situation there should be good teacher-student relations in order to guide students and help them attain their goals.

The attitude and interests of the teacher affect teaching. A good teacher enjoys her job and aims to be effective. She should study her job thoroughly and seek to improve it.<sup>21</sup>

The teacher should bring to the group her best thinking and experience and make her contribution to the class experience. The student should be sure of the teacher's willingness to help them in any way possible.

Teachers are to help the student change his behavior attitudes and ideals. They teach ways that have been recognized before looking at things, new habits to replace unsatisfactory ones and better ways of doing things.<sup>22</sup>

Teachers should develop a friendly relation between herself and the students and among the pupils themselves. Teachers stimulate individual talents and recognize individual abilities and needs.<sup>23</sup> For example the teacher may learn that her students have a deficient diet, or that they need recreation and training in use of leisure time.<sup>24</sup>

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21-Ibid. p. 85

22- Ivel Spafford - op. cit.-- p. 28

23- Ibid. - p. 32

24- Elca Hagleed - Report on the Caribbean Training Course in Home Making - p. 53.

### Staff

Success in the home making department is based more on its faculty than any other thing. A staff member needs to be interested in her job and work in order to be successful. She should have the knowledge and experience of the job she is to hold. She is to put the need and growth of the students ahead of all her work. She should be willing to work with other members in helping to build a strong department. A good staff needs to be professionally minded with good preparation and experience.<sup>25</sup>

The number of courses, the kind of curriculum offered, size of classes and number of students determine the number of staff needed for the department.<sup>26</sup>

Aids should be provided for teachers, such as printed material, books, bulletins and magazines.

### Physical Facilities

The plant and equipment have a high significance in the teaching of home making. One piece of furniture may serve different purposes. The amount of the space needed in the school for home making experience depends on the extent of the programs and the number of students enrolled.<sup>27</sup> If space, furnishings and equipment are well planned, they will serve for convenience and beauty, with good practices in management.<sup>28</sup>

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25- Ibid. p. 88

26- Ibid. p. 89

27- Committee for Evaluating College programs - Home Economics in Higher Education - p. 106.

28- Ibid. p. 105.

A home making department needs laboratories and classrooms, space for reference reading and study. It should have space for meeting of clubs and for social purposes. Rooms for dressing and rest should be provided as well as rooms for storage of uniforms and wraps. The quarters used should be well heated and ventilated. The lighting should be sufficient to fit any activity carried. The quarters should be orderly, clean and sanitary with floor and wall finishes in good condition. There should be provided hot and cold water, an adequate system of waste disposal and cleaning supplies and equipment.

Furnishings and equipment should be suitable in kind and amount to suit the program. They should be attractive, functional, of good quality and construction. They need to be safe and hygienic. It is well to use furnishings which can be duplicated in the homes of the students.

Teaching aids are needed in all areas of home making education. These teaching aids includes bullettins, books, charts, records, periodicals, pictures, and films, many of which may be obtained free from various agencies. Community facilities should be used through field trips or brought into the class-room.<sup>29</sup>

Some of the equipment need not be completely provided as in the teaching of child care. Pupils and the teacher may get the material as it is needed.

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29- Ibid. p. 110

Pieces of furniture and the play material required by the young children at the different stages of their growth are brought to class-room as they are needed, such as sand box, benches, and stools.

The main equipment for textiles and clothing includes sewing machines, comfortable chairs, tables, a mirror, folding screen, irons, drawing board, and charts illustrating clothing construction and selection. All equipment should be arranged for convenience, safety, and good management practices.

Equipment for food and nutrition includes refrigerations, stoves, sinks, tables, stools, chairs, storage cabinet and cooking utensils. Equipment should be arranged in a way to save steps.

A special dining room or area in the food preparation space should be provided for serving meals. Dishes, silver, glassware and table linen should be provided for meal services.<sup>30</sup>

Equipment for laundry should be provided. This includes tubs or laundry trap and a washing machine, if possible, space for drying clothes, irons and ironing boards. For the Home nursing or care of the sick, equipment should include a bed which can be regular type or a bed that may be stored in a closet, a bed side table pillows, bed linen and blankets. A medicine cabinet should be provided which is equipped with bandages and emergency medical supplies.<sup>31</sup>

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30- Federal Security Agency - Home Making Education in the Secondary schools of the United States - p. 15

31- Ibid., pp. 16-18

A laboratory is of great importance in every school that provides home making courses. It offers opportunities for better teaching. It brings student and teacher closer together. It provides more opportunity for flexibility. Through laboratory work more emphasis is on the individual student and the kind of learning he most needs.<sup>32</sup>

A library is of great help in successful teaching. It should contain material in home making that will support the field and objectives of the home making program. This material includes books, pamphlets, bulletins and periodicals. Reference material in the library should be adequate for teachers and students.

#### Administration

Good administration is essential in home making program. Most administrative responsibilities are in the hands of the administrator who is largely responsible for the philosophy of the program, the condition of the staff members and the students' facilities for study. The department head has the responsibility of keeping the department and work running smoothly. She often selects staff members and provides the funds, space and material needed for home making education. The administrator needs to be trained in home making. She should have the experience, training, scholarly at-

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32- Committee on Criteria for Evaluating College programs- Home Economics in Higher Education - p. 82.

itude and the administrative ability to carry responsibilities effectively.<sup>33</sup> She needs to select staff members who can see home making in all its richness, teachers that can recognize home making philosophy and interpret this philosophy into action. The department head should stimulate the staff to carry leadership in community affairs, especially in the places where home making has much to do. She should stimulate the staff to be conscious of the needs and interests of the students.

The administration recommends promotion in salary and rank which develop a democratic relation between staff and administration. It provides the faculty members with professional and personal improvement, giving them opportunities that may arise.<sup>34</sup>

The administration makes recommendations for needed space, plans new space, provides for repair, selects laboratory equipment, books and other needed materials.

Financial management is the responsibility of the administration. This includes estimating the financial needs of the program and unit, keeping with in the budget and in balance according to needs, equipments and other services.<sup>35</sup>

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33- Ibid., p. 125

34- Ibid., p. 128

35- Ibid., p. 131

## Chapter VI

### Evaluation of the Ethenics Situation in the Schools of Jordan.

Before relating the total present situation in Jordan to the criteria that have been set up, it is necessary to recall the educational background in Jordan. Though old in its culture, the kingdom of Jordan is recently founded. Girls schools especially the secondary sections, have not long been established. Therefore, we cannot judge the situation strictly but we will try to describe the situation and point out the weaknesses as fairly as possible. Many of the problems found in the Ethenics program are seen in the entire system.

No special departments are set up for any field of education. All courses taught in the schools are set up under one single department. There is no division by subject.

Ethenics is being taught as separate courses and not as a unit. In one way or another no unity of Ethenics courses is provided. This lack of a special Ethenics department means that Ethenics knowledge cannot be well presented, and that students are not being given the knowledge that they need in their thinking nor in their everyday living.

Students and parents are becoming aware of some of the weaknesses in their home life and society, but are not prepared to solve their problems. This indicates that home making education is not well provided. More so, it indicates that the courses given are not put on a basis to meet the needs of the students.

There seems to be no philosophy of the whole educational department, as may be seen by changes in the curriculum each year, changes in number of classes and subjects offered and the change of text books.

The basic philosophy of all Bathenias, providing for the needs and interests of the students, is not apparent in the Jordan situation.

There seems to be no guiding philosophy for the home making education that is written down or followed. There is no special procedure common to all staff members. More or less an evaluation of the situation should consider number of students and the physical plant, teaching and teacher-student relationships, curriculum and supervision of the Ministry of Education.

In evaluating the student situation, it is to be said that in the government schools the number of students is usually too many for a class-room. In elementary grades there are usually not less than fifty. It is always noticed that in the higher grades especially of the girls schools that the number of students decreases.

This may be due to the fact that girls get married at an early age, which is further indication of the need for home making training.

There is no indication of a good student teacher relation. A democratic situation is strictly forbidden in government schools and students are considered to be behaving poorly if they approach the teacher in a friendly manner. This state of behavior appears to make the situation tense and veils any intention of the teachers for understanding the students.

Activities and projects are very much limited for the Euthenics courses. This situation does not help in the development of the student, nor does it lead to good relations between students and between students and teachers. Earlier in this study an attempt was made to show how teacher and students working together brought about well rounded growth, desirable attitudes, skills and habits.

The present curriculum for Euthenics used in the schools was determined by a committee of teachers who are not special authorities on the subject. It was planned with no special basis as to the needs of the students, nor after a study of the home life situation in the community. It seems to have been gathered from different books on the subject with little unity in the philosophy or aim.

There is no supervision from the Ministry over the teaching of these courses. The teaching of these subjects has never been

inspected nor the extent of their success been measured. This condition gives rise to a lack of interest on the part of the teacher of Euthenics in their work.

The curriculum for Euthenics is not balanced nor really functional. Some of the material given to the upper classes is much easier to learn than what has preceded it in the earlier classes. For example the theoretical part of food preparation which emphasises chemistry and physics taught in the first and second secondary classes is more difficult than the material taught in the following years.<sup>1</sup>

There is much repetition in the curriculum which is not based on progressive steps as repair of clothes in most sewing programs<sup>2</sup>, cleaning spots in the sixth elementary, first secondary and third secondary classes.<sup>3</sup>

Objectives for the courses are stated only in one case which is the handwork. This means that there is no stated goal or aim to which courses are to be directed.

In some courses the curriculum provides activities which are of great value in the learning situation. Other courses, such as hygiene and baby care, although they are well suited to practical and interesting projects lack any activities.

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1- Appendix A. Table E

2- Appendix A. Table G

3- Appendix A. Table D

In no department of the school program is there greater need for effective teaching material and a well planned physical plant, including laboratories and equipment than for the Ruthenian department.

Text books are not available for courses of Ruthenian now offered. The material taught is being dictated year after year and is taken from old Egyptian or Syrian books. It is not up to date and so does not meet present needs.

There is no reference material for the teacher to use other than the copy book in which all the material used in teaching the course has been collected and passed on year after year and from one teacher to another.

It is some times seen that the different schools use different materials and procedures. To illustrate, one school may be teaching only the theory of food while another may be putting all the emphasis upon skills in cooking.

Physical plants are very much limited in all schools. Space for laboratories is small or lacking. In case there is no room equipped for activities such as foods and clothings, the classroom is used for this purpose. This situation of using the classroom for special techniques prevents the best result.

Laboratory equipment has been much limited until the last three years. Some good equipment has been distributed to different

schools but enough space has not been provided for its use.

Most equipment that has been distributed is specialized for use in cooking and cleaning; nothing has been provided for activities for the other courses. A good amount of the equipment sent to schools is not used because it was not planned for the program currently used in home making.

No teaching aids such as charts, bulletins or periodicals are provided for these courses. Libraries, on the whole, are limited in every school. Books found in the school libraries are few and also out of date.

Many of these limitations could be partially overcome if the Ruthenian program was being taught by teachers trained in the fields of home making. There are no specialized teachers for teaching Ruthenian courses in the elementary or secondary schools of Jordan.

Teachers on the whole are not trained to give these courses, but are compelled to teach them. Home making courses are considered the lightest in work so they are distributed between teachers to balance what is considered their difficult work. In some cases when teachers teach the courses for years they get some training through this experience, teaching Ruthenian then becomes their major subject.

In the teaching situation many teachers appear to have no definite aims or objectives to strive toward for there are no

objectives set up for the courses as a whole. In many cases the teachers are unable to aid the students in clarifying and stating their need. This is sometimes due to over crowded classes, sometimes good student-teacher relations are lacking.

There is no uniformity of training found in the teaching preparation for all teachers, so we cannot expect uniform teaching for Ruthenics teachers. Statistics published by the Ministry of Education in 1954 show the following educational background of teachers.

- 1- A very limited number of university graduates.
- 2- A few graduates of the teachers training school of Jerusalem.
- 3- A few graduates of the teachers training school of Ramallah.
- 4- Teachers carrying secondary certificates.
- 5- Teachers with elementary education.<sup>4</sup>

The distribution of teachers in the girls schools of Jordan in respect to their training is seen in the following table:

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4- Ministry of Education, Amman, Annual Report - 1953-54.

Table 12

Educational Qualifications of Teachers in GirlsSchools of Jordan

<u>Type of Diploma held</u>	<u>No Diploma</u>	<u>Elementary Dip- loma</u>	<u>Second- ary Dip- loma</u>	<u>Univer- sity Diploma</u>	<u>Prof- fessional or other</u>	<u>Total</u>
No. of Teachers:						
A. Government Schools	23	56	459	4	6	548
B. Christian Schools	25	262	279	21	83	670
C. Moslem Schools	12	59	45	-	2	118
Total	60	377	783	25	91	1336

From Table 12 it is seen that more than half of the teachers hold secondary school diplomas and approximately a quarter of the total hold elementary school diplomas only <sup>5</sup>. It is evident that lack of training is not confined to teachers in the field of Ruthenics. Less than ten percent of the teachers are university and professionally trained and there is no indication that this professional training has been done in the field of home making. In christian schools more educated teachers are present due to the fact that many of these are from outside the country, mostly American teachers.

The situation being like this it is clear that good results

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5- Ministry of Education, Amman, Annual Report - 1954-55

cannot be obtained for no specialised teachers are being provided. A teacher who teaches history may at the same time be teaching cooking. Another may teach child care while she teaches physics. Lack of proper administration of Ruthenian courses is seen in the absence of a definite educational philosophy, good teaching, adequate staff, and physical facilities.

It is clear from this evaluation that home making in the schools of Jordan does not have a vital part in the educational program. The needs of the student, their homes and the community are not being met.

## Chapter VII

### Suggestions for Improving Ethnics

#### Education in Jordan

It is not necessary in this part of the study to discuss the value and need for home making education for young women either in Jordan or in other part of the world. The writer feels that the Ministry of Education is ready to take definite steps toward improving the home making education of Jordan. This study of the objectives and values of home making education related to the present situation in Jordan has led to a number of suggestions for the improvement of this field of study. The suggestions which follow may be grouped around these points. A philosophy of Ethnics education; an effective administrative organization; a functional program directly related to the special needs of Jordan; the training of qualified teachers; provision of physical necessities for effective teaching.

#### A Philosophy of Ethnics Education.

The philosophy which underlies the Jordanian program should be centered around the family in Jordan. A study should be made of the family, the way it leads its daily life, in order to know the needs and backgrounds of the students. When this in-

formation is obtained objectives can then be determined. Upon these objectives the whole program will be built.

A philosophy of Ruthenics should be maintained which is workable and acceptable to all staff members. Objectives should be clearly stated in relation to the student's main interests and need.

#### An Effective Administrative Organization

The Ministry of Education should develop the Ruthenics program for Jordan with a long range view which includes a separate committee to deal with the questions, to determine general policy as well as to make specific plans. The Ministry of Education should study carefully the financial needs for setting up such a program and be prepared to spend generously for some years. A good amount of the Ministry of Education budget should be directed and used in this area. This will help to provide the necessary program of Ruthenics needed in Jordan schools.

#### A Functional Program Directly Related to the Needs of Jordan

As has been said the courses given should be centered around the family and community needs. Courses that will prepare

the girls for home life should be provided. These areas should be covered:

1- Nutrition and foods. This is to include not only the preparation and cooking of food, but also the preparation of foods in relation to their nutritive value and a thorough understanding of the value of the different foods for healthy bodies.

2- Several courses on child care should be provided at different levels so that both elementary and secondary students will have opportunity to learn this vital information. Courses should include a study of the emotional and social development of the child as well as the physical development.

3- Home care of the sick should be provided in home making activities. This subject also might be dealt with at different educational levels.

4- Care of the home in relation to appearance, tidiness and convenience, planning for the recreation of the family should also be given a place in the home making program.

5- Management and use of money and time should be well treated since it has a direct relation to the well being of the family.

6- Family Relations is another important area that should be added to the already existing program. It should be related to the individual student and the needs of the family. This will

include the interaction between the family members and between the community. As it also includes social and psychological development of the family members at different age levels.

7- Clothing and textiles should include work in the selection, purchasing, and care of garments for all members of the family.

A good part of the present curriculum needs to be revised, since a study shows repetition, unwise order of courses, and unsatisfactory division of subject matter.

In most of the programs there are parts that should be separated and developed.

In the physiology taught in the fourth secondary, part of the program deals with the use of clothes. It is advisable to remove this section and give it a separate treatment under a clothing unit. In the same manner in the cleaning curriculum in the fifth and sixth primary a small section on food preparation is inserted. This needs to be better developed in the foods unit.

The theoretical part of cooking in the fourth and fifth secondary is not large enough to be assigned to two classes and for and for two hours each per week. Moreover this material is not on the student's level, for most of it is studied in a more complex form in the previous classes through physics and chemistry.

A very limited part of physiology is attached to this

theoretical program. This physiology is too little and elementary to be given for a secondary class. It should form another unit and be developed.

Some repeated material needs to be eliminated, such as the cleaning of spots which is inserted in most of the cleaning programs and the repair of clothes in all the sewing programs.

The Training of Qualified Teachers and  
Provision of Institutions for Training

The Ministry of Education should take the leadership in training girls for professional work in Buthenics, as well as providing adequate instruction for students. In a far reaching program for Jordan it is advisable that a College be established that will develop the teaching of home making on a wider scope.

Meanwhile it is necessary that the Ministry should encourage higher education through sending students to colleges and universities for specialization in this field.

To provide sufficient teachers for the enlarged program in the elementary and secondary schools, the Ramallah training College should widen its programs and give special attention to the teaching of home making. The College should be expanded to accept a larger number of students.

The government should encourage and give help to schools that are trying to have higher classes than secondary, as the Beir Zet School that has already started a freshmen class at the college level.

A careful study of teaching practices should be made, and whenever necessary new teaching methods should be introduced. Every effort should be made to provide better guidance by the teachers.

Home visits should be made by the staff in order to understand the home life of the learners. There should be better student-teacher relations, and student participation in the work plans.

For the immediate future it will be necessary to use teachers already at work in the school system. From the present faculties teachers for home making courses should be wisely chosen. Summer sessions and workshops should be set up. Through out the year national and district conferences for teachers should be held where they can meet to share their ideas, improve their teaching abilities and widen their knowledge of home making.

Planning for summer workshops and conferences can be made both at the administrative and teachers level.

Provision of the Physical Necessities  
for Effective Teaching

The Buthenics program should be considered in all plans for school building. At present the use of dwellings for housing schools makes proper provision for laboratories very difficult. School buildings should be planned and built to provide modern and adquate facilities for the entire educational program, not only for the home making courses. In such planning experts in Buthenics should be consulted and the physical facilities should be adequate for the needs of the individual courses.

It is essential that not only the modern equipment should be available but facilities should be provided of the kind that students may have in their own homes or equipment which they may reasonably expect to use at a later time. This question of equipment is one of many questions which should be studied and solved by administration and trained teachers working together.

Laboratories should be provided in all schools. These should be large enough for healthful and effective use. They should be sufficient in number to care for all home making courses.

Text books for studying these subjects should be provided. To provide this material opportunities should be given for specialised persons in this field to write on the subject.

Teaching aids should be provided for the teacher with all the illustrative material that will help teaching as charts, records, picturs, periodicals and films. A library is necessary for all schools. It should contain materials that deals with home making education. Space for reference reading should be provided.

## Chapter VIII

### Summary

#### Ethnics in Jordan

The need for home making education has always been felt since family life existed. This education was carried on in an informal manner through the transfer of knowledge of home making from mothers to their daughters.

Home making education is concerned with different areas that deal with the physical, psychological, sociological and economic needs of the family and its different members. For its primary function, it prepares individuals to be effective members of the family and of the community through being more able to assume adequately, personal, home and family responsibilities. It gives special care and concern to all the phases of family life. It is concerned with feeding and clothing of the family, housing and home furnishing, protection of health and care of the sick, child development and family relations.

Experiences in home making develop the basic skills, attitudes, appreciations and experiences that build and lead to a well adjusted family life.

Under the Turkish regime in Palestine and Jordan schools for girls were very much limited and confined to towns. They

were only up to the elementary level and never reached the secondary cycle. In addition to the government schools, Christian Missionary institutions of learning were founded in Palestine by missions from different countries. In this era there were no definite Ruthenic courses in the government schools. All that was given was some sewing and embroidery and this was not in regular classes. The missionary schools, however, did include in their curriculum a limited field of Ruthenics.

When the British occupied Palestine in 1918, new systems of education were introduced. Public and private schools were opened on a large scale for boys and girls. The old educational system was abandoned and western methods were introduced. Table I shows that in the seventeen years after the mandate started, the girls students in the government schools increased nearly four and a half times. Special care was given to girls education. A girls training college, including four secondary classes, was established in Jerusalem in the year 1919-1920. A special part of the college curriculum was training teachers for home making courses.

The first regular curriculum issued by the British government was in 1925. The girls schools followed the same curriculum as the boys, with the elimination of some periods of mathematics to give drawing sewing, embroidery, cleaning and cooking instead. The first centralized curriculum for girls contained home making courses from the fifth elementary grade. The majority of the girls did

not continue further than elementary seven. These courses of home making contained, hygiene, sewing, embroidery, cleaning and cooking. In the science courses of the sixth and seventh elementary, advanced hygiene was given with first aid and instruction in common diseases. In the year 1929 some changes in the curriculum were made. More periods were assigned to needle work and hygiene. Courses including nutrition and dietetics were given separately to the elementary six and seven. The home making courses at this time formed only 7.8% of the whole program.

As to Jordan after 1918 it was made into an Emirate. After the year 1921 a few girls schools were started. Since few girls cared to continue their secondary education, a special program was provided for girls' schools, including sewing, embroidery, weaving, hygiene, practical nursing and cooking. Sewing, embroidery and weaving did not have a special program but were left to the understanding and ability of the teacher.

In the year 1930-31 a few changes took place in the curriculum of home making. The courses that were given in this period were continued with the exception of practical nursing and weaving which were discontinued. The courses in cooking seemed to be a combination of cooking, houseing, and cleaning without a basic principle. A nursing course given to the fifth and sixth grade

was a well arranged course of valuable topics. A course in child care was given to the sixth grade that gave some direction for care of the baby. Sewing and embroidery were given to all seven classes. This program was given theoretically because of lack of equipment to apply theory to practice. The material of the program was short and did not exceed one or two periods. Due to these difficulties another curriculum was introduced in 1940-41. The curriculum of home making was slightly changed but the same mentioned difficulties still existed.

In the year 1948 after the termination of the mandate over Palestine, a part of Palestine was taken by Jordan, the curriculum then was standardised for all government schools. A great number of schools were established due to the great need of the people and the presence of the Palestinian refugees in the kingdom.

As to the curriculum of home making from the year 1948 to our present time, it can be divided into two parts, the courses given in the elementary grades and those given in the elementary grades and those given in the secondary grades.

In the elementary grades, hygiene, handwork and cooking with cleaning are given. Cooking and cleaning is only to the fifth and sixth grades while hygiene and handwork are given to all six classes.

In the secondary classes home making courses are: sewing for all five grades, child care is introduced in the fifth secondary only, physiology is given to the fourth secondary. Cooking and

cleaning are taught to all the secondary classes.

In most of these courses there is no stress on the needs of the students. In cooking for example, there is no emphasis on the nutritive needs of the family or upon the proper selection of foods; it is given more as an art in preparing a dish.

Through the survey it was found that there is no special department for Ruthenics, either in the Ministry of Education or in any school. No philosophy seems to be put down to be followed. The philosophy of all Ruthenics, providing for the needs and interests is not apparent in the Jordan situation.

There is no indication of good student teacher relation. This appears to make the situation tense and lessens the teacher ability for understanding the pupils well. Activities are limited for the Ruthenics courses which limits the development of the student and fails to build good relations between student and teacher.

The curriculum for Ruthenics designed through the Ministry of Education was planned by a committee who are not authorities on the subject. It was not planned on the basis of needs of the students nor was it planned after a study of the home life as it should be. Material taught has been gathered from different books in which there is no unity between the different topics.

There is no supervision from the Ministry of Education over these subjects as is given for other courses. This condition limits interest on the part of the teacher of Ruthenics.

of home life and no more than the superficial things. She imitates the "up to date life" with fine dressing and home furnishing, while she neglects to provide for the real home life.

These conditions make it a necessity to provide good home making education.

To improve the existing situation some steps should be taken.

1- The Ministry of Education should recognise the value of home making courses in the educational program.

2- The curriculum should be designed to meet the needs of the family and the community.

3- A special department should be set up to provide and care for the home making education.

4- Home making teachers should be better trained and prepared to teach the courses.

5- Physical facilities, laboratories and libraries should be adequately provided.

6- Teaching aids such as pictures, charts, bulletins and periodicals should be well prepared.

7- A philosophy that is centered in the family should be stated clearly and followed by the schools.

8- Objectives and purposes for each course should be stated to help teacher and student strive to attain their goals.

9- Courses in child care and development, family relation and nutrition should be given.

10- The present curriculum should be revised. Unrelated and unnecessary parts should be eliminated. Moreover the program should be directed to the needs of the pupils. This thesis makes no attempt to suggest a Ruthenian program for Jordan. Such a program should be developed in broad outlines for the school system, and then adapted to the village and town needs. The Ministry of Education might start its work by calling a curriculum making conference of present Ruthenian teachers to work with experts in preparation of such curricula.

## Appendix A

### Jordan Curriculum Dealing with Home making Subjects at the Present Time

Reference to the various courses dealing with home-making has been made in the main body of this study. For a fuller understanding of the subject matter and for its evaluation it is necessary to give the detailed procedure in the different courses. It will be seen that there is a great deal of repetition, although it may be taken for granted that the material is taught on higher levels in the succeeding courses.

For the purpose of this study the following curricula have been included in the field of "Bathenics",

Table A - Hygiene - First Elementary class - Sixth Elementary class.

Table B - Physiology - Fourth Secondary Class

Table C- Hand Work - First Elementary Class - Sixth Elementary Class.

Table D - Home making - Fifth Elementary Class - Fifth Secondary Class

Table E - Theoretical study in Physics and Chemistry used as a basis for home making study - Fourth and Fifth secondary classes.

Table F - Child Care - Fifth Secondary class - Fifth secondary class.

This curriculum has been translated from the official documents of the Ministry of Education published in 1950.

Appendix B - Letter to the Ministry of Education, Amman, Jordan.

Table A

Hygiene

First Elementary Class

- 1- Formation of health habits
  - A- Cleanliness of the body and all its parts.
  - B- Cleanliness of the exposed parts of the body as hands, feet, and neck.
- 2- Care for nails.
  - A- Harm from eating with dirty hands and long nails
  - B- Cutting of nails.
- 3- Care of the hair
  - A- Cleaning through the use of water and soap, then combing.
  - B- Harm from the use of others' combs and brushes.
  - C- Hair should not come on the face.
- 4- Care of teeth
  - A- Importance of healthy teeth in making healthy bodies.
  - B- Cleaning of teeth by the brush after each meal and before sleep.
- 5- Feet
  - A- Cleanliness; need for washing every day.
  - B- Care of the shoes; tight shoes harm the feet.
- 6- Care of clothes.
  - A- Care of underwear and outside clothes.
  - B- Change of clothes when wet; for cleanliness.

- C- Spread of clothes in open air during the night
  - D- Special clothes for sleep.
  - E- Hanging of clothes.
- 7- Need for air, sun, and warmth.
- A- Why windows and doors are opened when children are out of schools.
  - B- Stuffy air and need for change
  - C- Need for sunshine.
- 8- Breathing and the use of handkerchief
- A- Care not to breathe through the mouth
  - B- Snoring is the result of unhealthy breathing
- 9- Need for sleep and regular rest
- A- Every living creature needs sleep and rest
  - B- Sleep is more needed by the young.
  - C- Children should go to sleep early
  - D- Beds should always be clean and should be exposed to air and sun.
- 10- Care for eye and ear.
- A- Need for cleaning the eye.
  - B- Harm of this on the eye
  - C- Harm from the use of others' towels.
  - D- Need for cleaning the ear.
  - E- Cleaning of the ear every day.
- 11- Care of school books and other articles.

- A- Classrooms should be clean
- B- Books and articles should be kept clean and in good condition.
- C- Proper use of the toilet and its cleanliness.

## Hygiene

### Second Elementary Class

#### 1- Food and nutrition

- A- Food is needed for survival of the body
- B- Importance of milk
- C- Care of vegetables and fruits before eating
- D- Care of food through covering of food and the use of clean equipment

#### 2- Directions for table manners.

- A- Harm of eating in the streets and school yards.
- B- Harm of eating foods and sweets exposed to dirt and flies.
- C- Necessity for washing fruits and vegetables.

#### 3- Water

- A- The need of water for survival
- B- Water is the best drink.
- C- Precautions to be taken when lacking pure water

#### 4- Air

- A- Pure air for breathing
- B- Causes for contaminated air.
- C- Methods of ventilation

#### 5- How the student should live every day.

6- Physical education

- A- Harm of neglecting body care
- B- Rest is needed for the body
- C- Exercises that strengthen the body.....

Hygiene

Third Elementary Class

I- Cleanliness

- 1- Cleanliness and bathing of the body
- 2- Cleanliness of the face, head and eyes; care of the hair
- 3- Cleanliness of teeth
- 4- Cleanliness of hands, feet, and nails
- 5- Cleanliness of clothes and changing underwear.
- 6- Cleanliness of the house.
  - A- Cleaning of rooms and furniture
  - B- Cleaning of yards and gardens
- 7- Cleanliness of school
  - A- Cleaning of school rooms, seats, books, and articles.
  - B- Cleaning of toilets
  - C- Cleaning of yards, gardens, and playcourts.
- 8- Cleanliness of the town
  - A- Cleaning of roads and public gardens
  - B- Harm of sewage.

## II- Health habits

- 1- Body posture in walking, sitting, reading and writing.
- 2- Proper breathing through the nose
  - A- Harm of breathing through the mouth
  - B- Rules of breathing
- 3- Need of pure air and sunshine and exposing of body to it
- 4- Need for regular sleep and rest; time for sleep
- 5- Care of cleaning beds and bedrooms
- 6- Clothes
  - A- Harm of tight clothes and shoes.
  - B- Harm of wet clothes
  - C- Care of clothes

## III- Physical Education

- 1- Its principles.
- 2- Kinds of physical education
- 3- Time for physical education
- 4- Benefit of physical education

## Hygiene

### Fourth Elementary Class

#### I- Air

- 1- Air for breathing
- 2- Causes for contamination of air
- 3- Air carries germs

#### II- Water

- 1- Need of water for living.

- 2- How to make water clean.

### III- Food

- 1- Need of food for life
- 2- Need for cooking of food
- 3- Preservation of food.
- 4- Benefit of eating uncooked vegetables and fruits.
- 5- Harm from eating in streets and school yards.
- 6- Table manners.

### IV- The five senses

#### Nervous system

- 1- Touch sense
- 2- Taste sense
- 3- Smell sense
- 4- Hearing sense
- 5- Sight sense

## Hygiene

### Fifth Elementary Class

#### Organs of the body

##### I- Skeleton

- 1- Its parts
- 2- Its benefit
- 3- Skull
- 4- Hands and feet
- 5- Composition of bones
- 6- Joints

## II- Muscles

- 1- Construction of muscles
- 2- Kinds of muscles
- 3- Function of muscles

## III- Nervous system

- 1- Its parts
- 2- Function of Nervous System
- 3- Care of Nervous System
- 4- The five senses
- 5- Blood circulation
- 6- Composition and function of blood
- 7- Heart
- 8- Blood vessels
- 9- Blood circulation

## IV- Physical Education

- 1- Principles
- 2- Benefit
- 3- Kinds

## V- Bacteria and Germs

- 1- Kinds of bacteria
- 2- Good and harmful kinds
- 3- Ways through which germs cause diseases

## VI- Diseases

- 1- Measles
- 2- Rabies

3- Small pox

4- Scabies

VII- First Aid

1- Wounds

2- Bites

3- Hemorrhage

Hygiene

Sixth Elementary Class

I- Water

- 1- Drinking water
- 2- Germs and hard elements in water
- 3- Diseases carried through water
- 4- Good drinking water
- 5- Composition of water
- 6- Purification of water
- 7- Keeping of water

II- Air

- 1- Composition of air.
- 2- Causes of air contamination
- 3- Harm of contaminated air
- 4- Ventilation

III- Breathing System

- 1- Organs of the breathing system
- 2- Breathing process
- 3- Benefit of oxygen

IV- Nutrition

- 1- Benefit of nutrition
- 2- Basic foods.
- 3- Milk
- 4- Eggs
- 5- Meats
- 6- Fish
- 7- Bread
- 8- Fruits and vegetables
- 9- Rice
- 10- Potatoes
- 11- Sugar

V- Digestive System

- 1- Parts of the digestive system
- 2- Elimination and its parts
- 3- Skin
- 4- Urinary system

VI- Diseases

- 1- Scarlet fever
- 2- Typhoid
- 3- Typhus

4- Tuberculosis

5- Dysentery

6- Malaria

7- Eye

8- Trachoma

VII- First aid

1- Fainting

2- Artificial breathing

3- Burns

4- Bites

Table B

Physiology

Fourth Secondary Class

Purpose: A study of good health; the body in health and sickness.

A- Construction of the human body; construction of cells, organs.

1- Skeletal system

a- Skull

b- Hands, arms, legs

c- Child's structure: joints, pains and treatment of pains in joints

2- Muscular system

a- Growth and function

b- Types: voluntary, involuntary

c- Use of sports

i- Principles governing use of sports.

ii- Relation of child's health and sports.

d- Muscular tiredness; causes

3- Digestive system

a- Organs; glands; functions

b- Nutrition

i- Absorption of foods

ii- Types and construction of foods, water, salt, vitamins, lichen, eggs, milk, meat.

iii- Preservation of foods

iv- Table manners

v- Beverages

vi- Water: compounds, kinds distribution.

4- Circulatory system

- a- Organs: heart blood vessels, lymph, system, pulse.
- b- Blood: circulation, anemia

5- Respiratory system

- a- Organs: nose, lungs, tongue
- b- Air and its compounds
- c- Respiration: effect of light clothes

6- Excretory system

- a- Skin: pores, nails, hair; function
- b- kidneys: function
- c- Cleanliness
  - i- Bathing and care of hair
  - ii- Clothes and house

7- Nervous system

- a- Organs: brain, spinal cord, nerves
- b- Growth
- c- Illnesses

8- The senses

- a- Eye: its organisation; malformation - short and far sight; care
- b- Ear: its organisation; care.

B- Care of the body

- 1- Work and rest
- 2- Sleep: beds, bedrooms
- 3- Clothes

- a- Relation to age of wearer, season of year.
- b- Care
- 4- Good health habits
- C- Heredity
- D- Contagious diseases
  - 1- Microbes: their entrance into human body; their growth
  - 2- Diseases in school: small pox, typhoid fever, influenza
- E- First aid
  - 1- Types: wounds, burns, bleeding, faints
  - 2- Measurement of temperature and pulse
- F- Health measures
  - 1- Home
    - a- Water: pure drinking water; water supply
    - b- prevention of dampness
    - c- Heating and lighting
  - 2- School: location; furniture; black board; chalk.

Table C

Handwork

First Elementary Class

I- Work with paste and plasticine

- A- Making a thin cylinder of paste, dividing it into parts, then into balls.
- B- Changing the balls into different forms
- C- Arrangement of balls into decorative forms
- D- Making thin cylinder and forming number or letter through its use.
- E- Making of small and large balls.
- F- Making of nuts, olives, apricots and other forms

II- Paper folding

- A- Folding of paper into squared and rectangular forms
- B- Folding of squares into simple foldings and into decorative forms.

III- Raffia and straw work

- A- Making brooms for dust hut form
- B- Making circles

Handwork

Second Elementary Class

I- Work with paste and plasticine

- A- Making apples, pears, oranges, lemons, cucumbers, carrots, onions, okra and banana forms.

B- Making leaves and flowers.

C- Making Pillars, huts, or simple birds.

#### II- Paper folding

A- Training students to make different shapes through folding paper.

B- Making squares and rectangular shapes through folding and cutting of paper and ribbons.

C- Making decoration through the use of squares, rectangles and ribbons, or forming numbers and letters with the ribbons.

D- Cutting of paper for making simple decoration: flowers, stars, mountains, lakes, islands.

#### III- Ruffia, straw or woolen thread work.

A- Weaving with the use of strong paper; hand-bags and napkin rings

B- Twisting and making of small trays, hats, baskets and dolls.

### Handwork

#### Third Elementary Grade

##### I- Work with paste and plasticine

A- Making of flat boards from mud over which articles can be placed.

B- Making of flat sheets and changing them to different simple forms of houses.

C- Illustration of geographical, historical or other stories.

##### II- Cutting of colored paper.

A- Cutting of decorative forms and mounting them in special copy-books

- B- Cutting paper into natural scenes and mounting them in copy-books

III- Work with paste board.

- A- Cutting of squares and triangles.
- B- Making of toy tables, chairs, seats.
- C- Making uncovered boxes
- D- With pasteboard base constructing belts, handbags, hot plate stand from raffia or woolen threads.

Handwork

Fourth Elementary Grade

I- Work with paste board

- A- Cutting all geometrical forms.
- B- Making office blotters and parts of calendars.

II- Work with paste and plasticine

- A- Illustrations of geographical forms.
- B- Making of vegetables and fruits.

III- Work with bamboo

- A- Making baskets and boxes
- B- Making of baskets with wooden base.

Handwork

Fourth Elementary Grade

- I- Work with paste board.

- A- Constructing three dimensional figures.
- B- Making different box forms with straight lines, then decorating them
- C- Making bags and baskets
- D- Coloring white paper through the use of starch.

II- Simple coverings

- A- Principles of different kinds of coverings.
- B- Making of pockets for copy books and decorating them.

III- Making forms from papier-mache (composed of newspaper and paste).

Making fruits, vegetables, animals and birds.

Hand work

Sixth Elementary

I- Work with straw of bamboo

- A- Weaving and twisting of small articles
- B- Making of baskets, boxes, and hand bags. Decoration made through use of colored straw.

Table D

Home Making

Fifth Elementary Class

- A- Cleaning: the importance of cleanliness of the home and furniture
  - 1- Sweeping and dusting.

2- Cleaning of different materials.

a- Metals: as copper, zinc, iron.

b- Glass

c- Pictures and frames

d- Brushes and combs

3- Cleaning the kitchen and keeping it tidy.

a- Washing dishes, spoons, knives and meal equipment.

B- Food : the importance of food to the body; use of different foods for body nourishment.

1- Tea, coffee, milk; preparation, benefits, harm

#### Sixth Elementary Class

A- washing and ironing

1- The laundry

a- Care and storage of laundry equipment

b- Methods of cleaning different materials

c- Removal of spots; ink, coffee, tea.

2- Washing and ironing

a- Bed sheets, pillow cases, napkins, embroidered items.

b- White and colored silks

c- White and colored wool.

d- Organdy and muslin

e- Baby clothes.

f- Curtains of different materials

- 3- Study of different types of materials for ironing.
- 4- Washing ironing
  - a- White handkerchiefs
  - b- White wool and silk
  - c- Colored linen.
- B- House cleaning
  - 1- Daily cleaning: sitting, sleeping, bathroom
  - 2- Weekly cleaning
    - a- Kitchen
    - b- House
- C- Child care
  - 1- His room
  - 2- His bath; reparation, method, care of nose, eyes, ears.
  - 3- His food
    - a- Number of meals
    - b- Variation in relation to age.
- D- Cooking
  - 1- Preparation of meals
  - 2- Bodily needs: starch, fat, minerals, salts, vitamins, proteins
  - 3- Purchase of food; consideration of vitamins
  - 4- Care of utensils and cupboard
  - 5- Food preservation: meat, milk, eggs.
  - 6- Light meals and picnics
  - 7- Choice of foods and preparation

E- Special foods

- 1- For children: regulation of eating hours, importance of nourishing foods
- 2- For the sick.

B- Cooking

1- Boiling

- a- Vegetables and eggs.
- b- Effect of boiling water on starch

2- Frying

- a- Preparation of fat
- b- Frying meat; preparation, amount of heat needed.

3- Baking

- a- Methods and advantages
- b- Beating eggs; importance of air entrance in the procedure
- c- Making simple cakes.

C- House cleaning

1- Care of shelves and cupboards

2- Furniture

- a- Care of wood and paint
- b- Cleaning of leather goods; chair, seat, shoes.
- c- Cleaning of straw goods; chairs, chair seats,

3- Carpets; care and cleaning

4- Glass items: windows, mirrors, pictures.

5- Bathrooms and closets.

- D- Water provisions; care of storage places and pipes
- E- Table setting, with consideration of flowers.

#### First Secondary Class

##### A- Laundry

- 1- Preparation for laundry
- 2 a- Removal of spots; coffee, tea, vegetable.
- 2- Table clothes and napkins; washing, starching, ironing

##### B- Care of winter clothes

- 1- Cleaning clothes and furs.
- 2- Washing of blankets.

#### Second Secondary Class

##### A- Cleaning

- 1- Methods of cleaning and dusting
- 2- Use of brush and primus stove
- 3- Metals; zinc, copper, aluminium, properties of each
- 4- Washing of kitchen napkins
- 5- Care of beds and sheets, weekly.
- 6- Wash stands and bathrooms, weekly and daily
- 7- Wooden articles; care and cleaning
- 8- Table equipment.

##### B- Foods

- 1- Effect upon body

- 2- Divisions
  - a- Meat: choice, nutritive values, preparation
  - b- cheese, mild egg: nutritive values, care
  - c- Vegetables
  - d- Starches and sugar: good sources, nutritive value
  - e- Fruits and nuts: nutritive values
- 3- Presentation of foods in meal preparation
- C- Economy in household management.

#### Third Secondary Class

#### A- Cleaning

- 1- Laundry
  - a- Tidiness
  - b- Sorting and preparation of clothes
  - c- Removal of spots: tea, coffee, fruit juice rust.
  - d- Washing and ironing
    - i- Curtains and colored materials
    - ii- Cotton dresses
    - iii- Colored silk
    - iv- Woolens, white and colored
- 2- Work program in home, daily, weekly
- B- First aid, home nursing and sanitation
  - 1- First aid for accidents
  - 2- Care of simple diseases
  - 3- Airing of bedrooms
  - 4- Water and sewage disposal: precautions against diseases and odors
- C- Lighting and heating the home.

- D- Baby care: bath, feeding clothing.
- E- Silk manufacture: kinds and methods of production.

#### Fourth Secondary Class

- A- Cleaning: Laundry
  - 1- Sorting clothes.
  - 2- Washing and ironing different materials.
    - a- Linen table clothes
    - b- clothes
- B- Cooking
  - 1- Boiling and cooking of starch and milk; pudding
  - 2- Baking: making pastry of all kinds.

#### Fifth Secondary Class

- A- Foods
  - 1- Presentation of foods; causes of spoilage
  - 2- Cooking
    - a- Meat: Swiss steak
    - b- Baking
      - i- Cakes: study and use of basic principles.
      - ii- Biscuits: various types.
- B- Sanitation and water sources
- C- Cleaning: bathrooms, drains
- D- Ironing: table covers, napkins and different white materials of linen.

Table E

Theoretical study in physics and chemistry used as a basis for foods and other home making knowledge.

Fourth and Fifth Secondary Classes

A- Use of principles from chemistry and physics.

- 1- Measurements: length, breadth, area; problems on area covering walls, materials needed for dresses and curtains.
- 2- Measurement of volumes
- 3- Mass and weight; accuracy in cooking
- 4- Density. Weight of one cubic centimeter of water, milk and some solid articles; lactometer
- 5- Temperature; expansion of solids, liquids and gases; measurement of degree of heat; ventilation; light and heating; house equipment and ways of making them; thermos bottles; choice of clothes; use of electricity for the house.
- 6- Dissolving, evaporation, melting, diffusion, crystallisation of substances.
- 7- Water: its compounds and resources; soft and hard water; drying of food and absorption of food.
- 8- Air from the chemical point of view; burning and rusting; effect of air and plants on air.
- 9- Acids, bases and salts; table salt and vinegar; effect on cleaning cloth.

- 10- Soap: production and use; wasting of soap in hard water.
- 11- Foods: basic divisions; nutritive value of starch, sugar, fats, oils and vitamins; effect of cooking
- 12- Fermentation, yeast, bacteria and sterilization.
- 13- Principles of cooking; use of recipes; costs of materials and family economy.
- 14- Cleaning: furniture; household equipment; clothes
- B- Use of chemical principles for study of health: chemical aspects of air, water, as (nutrition) related to the functions of different parts of the body.
  - 1- Breathing
  - 2- Blood circulation
  - 3- Secretions
  - 4- Nutrition and digestion.

Table F

Child Care

Fifth Secondary Class

- A- Importance of child care; increase in birth rate.
- B- Pregnant women
  - 1- Care during pregnancy.
    - a- Fresh air, exercise, baths.
    - b- Proper clothes
    - c- Rest, sleep, proper food, care of breasts.
- C- The baby
  - 1- Clinic (child centers) for baths, weight, height, advice
  - 2- Equipment for proper clothing, bed and sleepin.
  - 3- Feeding
    - a- Breast feeding
    - b- Artificial food; sterilization, feeding schedule.
    - c- Weaning: time and process
  - 4- Growth
    - a- Weight, height.
    - b- Teething and feeding
  - 5- Clothing: from birth to one year of age
  - 6- Cleanliness: body, mouth, teeth, nose, ears, hair, hands, feet.
  - 7- Development: habit building; developpment of senses; speech; play
  - 8- Diseases: dige<sup>t</sup>ive, vomiting, underweight, small pox, whooping cough.

Table G

Sewing

First Secondary Class

- 1- Cutting of simple forms for dresses.
- 2- Care and use of the sewing machine
- 3- Making simple coverings that can be used in the school
- 4- Repair of old clothes.

Sewing

Second Secondary Class

- 1- Learning different stitches
- 2- Making different forms or colors
- 3- Mending of stockings.
- 4- Eastern embroidery
- 5- Knitting through four needles
- 6- Repair of woolen clothes

Sewing

Third Secondary Class

- 1- Sewing and cutting in general.
- 2- Making button holes.
- 3- Gathering and pleating.
- 4- Making different embroidery stitches on dresses.
- 5- Attachment of one piece of material to another in an artistic way.

- 6- Use and care of the sewing machine
- 7- Sewing blouses
- 8- Sewing different pieces of clothes
- 9- Repair and change of old clothes

#### Sewing

##### Fourth Secondary Class

- 1- Sewing more difficult forms of dresses
- 2- Making and using pockets on dresses.
- 3- Making different kinds of button holes.
- 4- Making patterns and designs for dresses.

#### Sewing

##### Fifth Secondary Class

- 1- Sewing different pieces of clothes for the student herself
- 2- Change and repair of old clothes.

Appendix B

Letter to the Minister of Education

Amman, Jordan.

This letter shows the appreciation of one citizen for the Home making courses, 1953

Dear Sir,

I was very glad to hear that you intend to carry a revision in the educational curriculum. I deeply hope and believe that this new curriculum will meet the needs of the community.

I am a person who in in contact with all social community groups through which I see the lack of home making skills such as care of the baby, family relation and nutrition. I feel a responsibility on my part to draw your attention to these educational phases which are vital and necessary for our home life and community.

Yours,

(Name withheld)

Translated from the Arabic.

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